

Access Agreement 2018-2019

De Montfort University's strategic approach to access

1. At De Montfort University (DMU), we are proud of our record in widening access to our courses and promoting student success. Last year we launched our new equality and diversity charter, DMUfreedom. It sets bold targets for what we want to achieve – our game changers – and our objectives until 2020. Fairness, equality and inclusion are therefore central to our mission and extend from our strategic framework throughout our teaching activities to the wider student experience.
2. Our student population directly reflects the broad ethnic mix in Leicester, with just over half coming from Black, Asian and Minority Ethnic (BAME) groups. Our continuing activity in community outreach projects (such as DMU Local), and our strong local popularity among under-privileged and/or BAME sections of the population ensure that we will continue to meet our benchmarks. For example:
 - We offer high quality access opportunities which are attractive to mature students. We currently have 440 students claiming Access to Higher Education scholarships.
 - The percentage of new entrants recruited from Low Participation Neighbourhoods (LPNs) increased from 13.2% in 2014-2015 to 13.4% in 2015-2016, demonstrating the impact of our innovative community engagement project. Our performance gap against our *location adjusted benchmark* has closed from 0.7% in 2014-2015 to 0.4% in 2015-2016 and we aim to exceed benchmark in future years.
 - We continue to perform well above benchmark in terms of the numbers of our disabled students and those with specific learning differences and we are proud of our high reputation in addressing the needs of disabled students.
3. We continue to give attention to students with retention and progression needs. We therefore consider that student support, retention and student success continue to form a major part of our Access Agreement. We will continue to prioritise our OFFA expenditure towards areas that improve retention and student outcomes so as to meet expected sector benchmarks.
4. Our Access Agreement builds upon the changing priorities set out in our agreement for 2017-2018 and its alignment with OFFA guidance. Our proposals also align with the changing demographic profile of the city and region and the impact of the global economy on graduate prospects. For these reasons, in 2018-2019 we aim to:
 - Maintain and enhance our reputation and collaborations for outreach activities;
 - Enhance our retention initiatives and continue to focus on support for BAME groups;
 - Enhance our employability support through the provision of additional integrated course content and enhanced work experience opportunities.
5. We will do this through our:
 - Strategic approach to equality and diversity;
 - Influential projects and programmes launched to meet these strategic objectives;
 - Ongoing institutional activity that forms part of our deep commitment to widening participation and access for all.

Our Equality and Diversity strategy

6. Our objective is simple – that we put inclusivity at the heart of everything we do.
7. DMUfreedom is founded on three principles – freedom to be, freedom to inspire and freedom to succeed.
8. In 2016, we launched DMUfreedom, our equality and diversity charter for 2016-2020. DMU freedom is our simple commitment to the values of freedom to be, to inspire and to achieve. The premise that all our staff and students should be afforded the respect, inspiration, space and support to reach their full potential. This charter was produced in collaboration with our student union and the network groups for BAME, disabled and LGBTQ staff. It is designed to speak and have meaning to all students, staff, local and global communities and partners and reaches beyond the traditional protected characteristics to include diversity in its broadest interpretation.
9. Our commitment to fairness and equal access is embedded in all of our working practices. We have an established equality and diversity committee, chaired by the Director of People and Organisational Development, who also has Executive Board responsibility for equality and diversity. In addition, Executive Board members attend the equality and diversity committee, equality and diversity staff network group meetings, the Race Equality and Athena SWAN committees and also commission reports on projects and progress.

Equality Objectives

10. Our equality objectives are explicit, as required by the Equality Act (2010) public sector duty and are embedded into our DMUfreedom charter. The three objectives for the 2016-2020 period are to:
 - Take actions that close diversity-related gaps in student and staff retention, progression and attainment;
 - Strive to be in the top quartile of the HE sector, as measured by relevant diversity charters and audits;
 - Ensure each staff member has at least one objective in their *objectives and appraisal setting*, in the period 2016-2020, which explicitly supports our equality, diversity and inclusion ambitions.
11. A series of programmes and 'game changing initiatives' will be delivered to advance our ambitions set out in DMUfreedom. These include a focus on:
 - Supporting and challenging our community leaders, local businesses, sports and cultural partners to become community change makers and ambassadors for inclusion;
 - Ensuring all our teaching and learning is increasingly accessible and inclusive – from *universal design to learning to implementing an inclusive curriculum*, with targeted intervention where attainment gaps are evident;
 - Offering all students skilled and inclusive academic support through their personal tutors.

Equality Impact

12. Equality impact assessment processes are required for all projects, policies and procedures we develop. Papers to the senior executive committees are required to take account of equality and diversity. Throughout 2017-2018 and 2018-2019 we will be revising our equality impact assessment process to better enable our staff to take account of ambitions and objectives set out in this agreement and in DMUfreedom.

The DMU Experience... Current Success

13. We are one of just nine universities in the UK to be awarded the Race Equality Charter award by Equality Challenge Unit. The award has been created to recognise the work universities are undertaking to improve the representation, progression and success of BAME staff and students within HE.
14. We have committed to reviewing and developing the curriculum, teaching and assessment, and equipping our academics with the skills and confidence to enhance their practice and opportunities for progression. Employment of BAME academics at the university has increased from 208 in 2013-2014 to 251 in 2015-2016 with BAME staff representing 19.5% of our total workforce¹ against a sector average² of 11.8%.
15. We are also Athena SWAN Bronze award holders, have risen to rank 39 in the Stonewall Top 100 Employers Index and are a Disability Confident employer. We are committed to looking at ways to remove barriers to enable students and staff to fully participate in the opportunities we provide. As a result of this commitment and the support we offer, we are a popular choice for disabled students.
16. We have a central team of disability, and transition and retention officers, as well as Faculty Disability Officers (FDOs) based in each faculty building. FDOs provide information, advice and guidance to academic colleagues to ensure relevant learning and teaching support recommendations are in place for disabled students. They also ensure that our disabled students are aware of, and know how to access, disability support in their faculty.
17. Finally, all our staff are required to complete equality and diversity training. One of our DMUfreedom game-changer projects is to ensure that all of our staff development opportunities are inclusive.

¹ Data is based on total headcount as at 1 December 2016, including banks, casuals, honorary, hourly paid and visiting posts

² Data is taken from DMU HESA staff return 2015-2016 and looks at full person equivalent (FPE) of HESA eligible staff as at 1 December 2016

Our Access Specific Programmes and Projects

18. We manage our strategic change using a programme and project portfolio process. This director-level governance - through a strategic portfolio board - ensures good practice from a wide project management network and allows us to manage, deliver and evaluate the change activities that we are delivering.
19. In addition, all our projects and programmes are scrutinised using an equality impact assessment at a variety of stages of the project lifecycle to ensure its efficacy. This means that the impact of our projects on our diverse student body can be measured and reported on in a timely and effective manner.
20. The process is being revised in 2017-2018 to take account of the objectives set out in our equality charter, DMU Freedom. This means that in 2018-2019 alongside race, disability and age, our impact assessment process will help us to close all diversity-related gaps in student retention, progression and attainment.
21. We encourage all students to fully engage with life at DMU, to contribute to creating their own unique learning experience, and to make the most of every opportunity that comes their way. Our aspirations are embedded in our *Strategic Framework 2015-2020* where, alongside plans to promote and improve Leicester and strengthen our global influence, we are committed to transforming our students by delivering a truly individual student experience.
22. We are aware of, and responsive to, the fact that personal and/or health difficulties can have an adverse impact on a student's academic performance. With this in mind, we have introduced a range of faculty, programme-specific and centrally-based initiatives, to mitigate the risk of premature withdrawal and to enable all of our students, irrespective of background or circumstance, the chance to achieve their potential.
23. In our *Student Retention and Attainment Strategy*, endorsed by Academic Board in 2015, we outline how we aim to improve student outcomes by: increasing the number of students who successfully complete their studies within the normal period of enrolment; increasing the number of undergraduate students achieving good honours; and reducing differences in outcomes associated with ethnicity, gender, age, mode of study or disability status.

University Learning, Teaching and Assessment Strategy 2017-2021

24. Our new Learning, Teaching and Assessment Strategy 2017-2021 (ULTAS) is founded upon our Strategic Framework (2016 – 2020) and sits alongside DMU Freedom. We are committed to creating an environment in which all students can thrive, irrespective of their background and ULTAS is built on the three pillars of *Co-creation, Building Capability* and *Universal Design for Learning (UDL)*. The strategy outlines a number of objectives which will improve the student teaching, learning and assessment experience. Many are especially relevant to supporting under-represented groups. The strategy ensures that DMU will:
 - Co-create and deliver DMU-wide relevant and supportive peer mentoring that enriches the student experience;
 - Meet the wide range of students' learning needs by making learning resources as accessible as possible;

- Create inspiring and challenging courses that provide all students with the equal opportunity to succeed and develop according to the principles of Universal Design for Learning;
 - Recognise that students gather and use information differently and facilitate learning accordingly;
 - Provide effective personal tutoring that supports individual progression;
 - Be a sector-leading institution for social mobility through student placements;
 - Develop intensive measures to support progression, retention and attainment.
25. The strategy offers a blueprint for the teaching, learning and curriculum strategic portfolio, which comprises of projects and programmes which are designed to develop the appropriate infrastructure needed to deliver against ULTAS's strategic aims.

Universal Design for Learning Phase 2

26. Alongside ULTAS we are also moving into phase 2 of our flagship teaching, learning and assessment initiative – Universal Design for Learning (UDL). Phase 1 of UDL finished in December 2016 and employed three key principles - to build *flexible ways of learning*, *flexible study resources* and *flexible ways of testing learning*. Phase 1 activity included:
- A curriculum review and refresh at undergraduate and postgraduate levels using a UDL lens to remove barriers to learning and establish quality assurance and enhancement mechanisms;
 - The roll out of Panopto lecture capture technology *DMUReplay* to all 1st year undergraduate modules to enhance student access to content;
 - The development and roll out of the UDL and DMUReplay learning and development offer to ensure staff are confident working with UDL principles;
 - The recruitment of five *UDL Champions* (0.25 FTE) who approach and embed UDL principles into faculties and directorates.
27. UDL Phase 2 runs until 2020 and comprises of the following activity:
- Roll out of DMUReplay to 2nd and final year undergraduate students;
 - Development of a comprehensive UDL teaching, learning and assessment framework;
 - Development and application of technologies other than DMUReplay to assess their performance at enhancing the UDL offer to students;
 - Further development of quality assurance and enhancement mechanisms for UDL;
 - Development of a robust evaluation model for UDL to demonstrate impact and Return on Investment.

Freedom to Achieve

28. We have established our *Freedom to Achieve* programme in response to our attainment gap between UK domiciled BAME and white students achieving a 1st or 2:1 at undergraduate level (first degree). Between 2012-2013 and 2014-2015 we saw this attainment gap close from 14.9% to 9.3%. In 2015-2016, however, the gap has risen to 14%.
29. Alongside five other HE Institutions and one FE College we have been awarded £500,000 by the Higher Education Funding Council for England (HEFCE) to increase the number of BAME students who achieve good honours degrees. Freedom to Achieve, which secured the maximum amount of funding available from HEFCE's Catalyst Fund, will help identify why fewer BAME students achieve 1st or 2:1 degrees compared with white counterparts – a discrepancy known nationally as the BAME attainment gap.
30. With all seven participating institutions contributing match funding, the project – one of only 17 winning bids across the UK – will be worth more than £1.1million over a two-year period. The funding will be used to recruit staff to manage and measure the impact of the project and implement initiatives at each institution. By investing in Freedom to Achieve, HEFCE will be able to provide a toolkit for the sector drawing on our proven best practice and best practice from the other six institutions.
31. The project will explore issues around culture and curriculum in order to help combat this disparity. The programme supports activities already proving to be effective in individual institutions, with the aim of replicating good practice and rolling it out to a wider range of HE providers.
32. Through Freedom to Achieve we will roll out two specific initiatives:
 - The *Value Added Metric* which allows for comparisons of academic programmes on the degree performance of students. It measures against historical outcomes from similar students at other universities, based on qualifications on entry and subject of study. This can then be broken down by different student demographics. At DMU we are particularly focusing on BAME students compared to their White counterparts. A demographic group scores 1 where students are achieving outcomes similar to all students in the sector in that subject area with equivalent entry qualifications (i.e. “as expected”), less than 1 where their outcomes are lower than expected and greater than 1 if those expectations are exceeded.
 - The *Inclusive Curriculum Framework* which aligns with our UDL approach and asks whether our teaching, learning and assessment:
 - Creates an accessible curriculum;
 - Enables students to see themselves reflected in the curriculum;
 - Equips students with the skills to contribute positively to and work effectively in a global and diverse environment.
33. In addition to Freedom to Achieve we have also introduced localised initiatives which map against these principles and aims.
 - Firstly, the *Dare to Be* BAME Mentoring scheme has been launched by our Chancellor Baroness Doreen Lawrence. The scheme, which is currently being

piloted, offers mentoring opportunities for BAME students.

- Secondly, faculties and directorates have been asked to review their use of images around physical spaces on campus and whether they are representative of the staff and students at DMU.
 - Thirdly, our *DMUTalks* programme of external speakers is being redesigned to ensure that guests reflect our student and staff population.
34. Freedom to Achieve will also be supported by five *Fair Outcome Champions* – one in each of our four faculties and one in Library and Learning Services – who have been recruited on a 0.5 FTE contract to act as champions for the Value Added and Inclusive Curriculum Framework approach as well as the range of local actions being taken.

Enhancing Student Retention

35. Our Enhancing Student Retention project has been developed in response to our student non-continuation data (6.6% when the project started in Sept 2016). Our data suggests that drop-out rates vary across faculties and programmes. Enhancing Student Retention comprises of the following four work streams:

- Data and Governance – Using Tableau dashboards to present intuitive and relevant non-continuation data at programme, faculty and institution-level. Our governance structure means that this data is reviewed at institution-level where Deputy Deans take actions away to work with programme teams and address specific retention issues.
- Transitions – We have recruited two *Transitions Officers* to firstly work with programme teams to review existing support to students at key transition points (prior to enrolment, during their first year, between academic years, and on graduation) and secondly, to develop new ways to assist them.
- Course-Specific Interventions (CSI) – Using existing data, and cross institutional knowledge about previous engagement activity four programmes will be identified with the highest levels of student non-continuation. These programmes will be supported by the Student Welfare Team to identify, deliver and evaluate course-specific actions.
- Personal Tutoring – where this support will include, for example: the development of existing learning and development offers into a personal tutoring pathway for aspiring, new and existing personal tutors; and enhancing mechanisms for sharing best practice in personal tutoring.

Thrive – Disability and Mental Health Retention and Employment Initiative

36. The Thrive project recognises that modern approaches to disability are not focused on the idea that the best that can be achieved is ‘management’ of a condition, but instead that we need to focus on ensuring that disabled students can access all provision on a par with their non-disabled peers. We are currently undergoing a substantial review of the Thrive initiative, but its principles remain unchanged. Thrive will:

- Help disabled students and students with mental health conditions to make informed choices about studying at DMU, and be adequately prepared for the challenges that

they face;

- Engage with these students on enrolment to facilitate access both to mainstream careers and employability and other skills development opportunities with the provision of some bespoke support;
- Support these students to transition successfully to either further study or high quality employment at the end of their course.

Healthy DMyou

37. We want a healthy and resilient community in which all students have the opportunity to reach their full potential. Successful health and wellbeing activities have been incorporated into *Healthy DMyou*, our new university-wide approach to create and promote positive health and wellbeing benefits for all of our students.
38. *University Mental Health Day*, for example, attracted more than 300 students last year and growing numbers are engaging with information regarding alcohol awareness and smoking cessation support.
39. Our *Campus 330* initiative encourages students to increase their activity level and meet the health recommendation of doing 30 minutes of moderate intensity exercise at least three times a week and helps them to get involved in non-competitive sport for free. Attendance at these activities increased four-fold from 178 in 2014-2015 to 818 in 2015-2016 and is set to grow again in 2016-2017.

Embedded Institutional Activities

40. We are committed to supporting students from all backgrounds to enter higher education and to succeed once they are here, both in their studies and beyond. We carry out a wide range of outreach activities, including many in collaboration with other providers in the local area through the National Collaborative Outreach Project. We are also committed to providing high quality support to students, enabling them to fulfil their potential, achieve their qualifications and progress into positive outcomes. This section details the work that we carry out, embedded as core activities carried out across faculties and departments at DMU.
41. Our data shows that 75% of our students are OFFA-countable. We know from the WP literature that integrated approaches and activities that are offered to whole cohorts rather than targeted at individuals are more effective. For these reasons, the on-programme interventions as described in this section are aimed at whole cohorts and data is provided to show how effective they are for WP and OFFA-countable students.

Outreach Activity... DMU Local

42. DMU Local is our innovative volunteering programme that delivers more than 100 activities and projects. During 2015-2016, more than 2,500 of our students across 462 programmes volunteered and they develop skillsets that we know will help them to assimilate seamlessly into working life. DMU Local has been recognised as an exemplar programme, and has won multiple national and international awards, including a Guardian University Contribution to Local Community award in 2014 and The Mahatma Gandhi International Award in 2013. We were highly commended for a Times Higher Education Award 2013 in Outstanding Contribution to the Local Community.
43. DMU Local has recently expanded its geographical remit to include new areas of Leicester and Leicestershire, offering a wider range of projects and activities to engage traditionally hard to reach groups and low participation backgrounds here at DMU.
44. Consisting of multiple projects designed in consultation with the community, DMU Local includes our widening access commitments, creating a whole institution approach to both community engagement and widening participation. Activities now include:
 - An enhanced suite of youth activities, to engage hard to reach young people outside of school settings. These include HE campus based activities for both children and parents, accredited dance programmes worth 35 UCAS points, and off campus and in school STEM (Science, Technology, Engineering & Maths) focused activities.
 - IT Training activities which provide comprehensive support to Primary and Secondary schools in Leicester, with 400 children a week being taught how to code through DMU Local's coding in schools programme. DMU Local is now working with Hewlett Packard with a particular focus on encouraging school girls into technology related careers. In addition, adults from low participation backgrounds are supported with basic IT programmes to enhance their skill set, and assist in progression to further study.
 - Repeat interventions, consisting of campus based taster days, parental engagement, after school clubs and projects designed to complement school curriculum delivery.

45. Annually 2,500 students now support and contribute to DMU Local projects and activities, through both course based work placement and general student volunteering.
46. An enhanced Gifted and Talented Programme for year 10 students in the form of a four day long Easter School. This is a focused programme giving young people the opportunity to experience HE level course areas delivered by our staff.
47. Our DMU Local activities included in the Access Agreement costings represent a proportion of the work above – in particular, activities specifically focused on the aspiration raising agenda or engaging with targeted WP cohorts. Target schools have been identified based on HEFCE guidance, with the vast majority of pupils in OFFA-countable populations. DMU Local continues to work closely with teachers and other partners to ensure the children in WP target cohorts are the biggest beneficiaries from the activities.
48. Our OFFA funded DMU Local projects are monitored and evaluated through a mixture of data capture, participant & partner feedback. EMWREP (East Midlands Widening Participation Research and Evaluation Partnership) support us in monitoring and evaluation, ensuring DMU Local activity is effectively targeted and can demonstrate an impact on raising children's aspirations for further study where necessary. In 2018-2019 we will develop DMU Local to ensure that mature and part time learners are reached more effectively through the programme.

Collaborative Outreach... School Sponsorship

49. We have had positive relationships with schools for at least 25 years. Whilst we do not currently operate any formal sponsorship of schools, we have commissioned a university project board to investigate how best we might approach school sponsorship to benefit the city of Leicester and align the educational values and research strengths of the University for Maximum Impact. The board is made up of both academic and project management expertise and a number of options for school sponsorship are being investigated and reviewed. We have been in close contact with the Department of Education since the board was founded 12 months ago and the process is on-going. As part of this work, we have developed an organisational infrastructure and capability to support this: administrative; client and partner account relationship management; and academic quality. We look for synergies with all our schools partners - compatibility of vision, commitment to academic quality and achievement of mutual benefit. Whilst we focus primarily on the City of Leicester, we do also establish partnerships in the County too. We recognise that most political borders are invisible to students and many students travel across regional boundaries to study.
50. We see Widening Participation through collaborative provision and progression agreements as an important part of our social and local commitment to the area. This aspect of tertiary education is highly complex and without doubt there are improvements in efficiency, effectiveness and economy to be won. We welcome the intention of the Government to become involved in sponsorship.

Collaborative Outreach... REACH partnership and National Collaborative Outreach Project (NCOP)

51. We continue to deliver best practice established by the former Aimhigher local partnership and operate collaboratively with local partners to develop, deliver and monitor WP activity. As part of the Leicestershire Widening access partnership

REACH (www.reach.ac.uk), we will use NCOP funding to further enhance the partnerships programme of activities. We will do this by creating a series of collaborative events for schools, focusing around a number of different themes (skills development, STEM, sports etc.). The result of this new collaborative programme will see more effective engagement with under-represented groups, in particular, white working class boys.

52. As part of this activity in March 2017 we established a mass student and academic mentoring project, providing support to targeted WP children on the C/D GCSE borderline using trained DMU students.
- The primary objective is to increase young people's attainment in core subject areas (Maths and English) whilst also providing aspiration raising activities to help encourage young people into FE and HE.
 - As part of the NCOP project we have piloted this mentoring scheme with GCSE learners at Leicester College. DMU students supported the learners in classroom and 1-2-1 with academic support in the lead up to the GCSE exams in June 2017. Over 60 learners have taken part in the project since February – May 2017.
 - We are evaluating the impact of this activity. Participant information has been collected and inputted to the East Midlands Widening Participation Research and Evaluation Partnership (EMWPREP) database and pre and post evaluations with learners on mentoring have been collected for the pilot study. EMWPREP provides a much enhanced monitoring and evaluation database, allowing HEI partners including ourselves to rigorously monitor activity, track participants, evaluate our widening participation projects and share good practice. Following this study we will be working closely with the schools/colleges to monitor the progress of learners who have received academic mentoring to track the progression of learners at Yr11 attainment. We will be using a number of other impact measures to track the student's through EMWPREP data. Other measures we will be using are grades for Level 3 progression, UCAS Progress Post 18 and other research and evaluation in relation to perceptions of HE. As we go through the 4 year programme this will give us substantial data to look at attainment in core subjects and progression through to HE. As such we will be in a position to include an impact target for this activity in our 2019-2020 Access Agreement.
53. Moving forward, from September 2017 we will deliver the academic mentoring scheme to learners in a number local schools with over 100 NCOP eligible Yr. 10 learners taking part. We are hoping to see an increase in attainment of each learner based on their starting predictive outcome grade, through the EMWPREP database and liaison with schools/colleges we will be able to monitor this progress over the course of the mentoring and following Yr 11 attainment. Although the NCOP project is a 4 year programme until 2020 as part of the project as a consortia we have confirmed funding until December 2018. We are confident as consortia that we will secure the final 2 years of funding to continue this work following the break point put in place by HEFCE.
54. New academic activities, including interactive online activities will be been created throughout the NCOP project 2017-2020. This will allow any WP staff member to head out into schools and deliver a subject themed activity using online resources available through the REACH website. We continue to provide communications support to the REACH partnership, with a dedicated role promoting partnership activities and encouraging schools and external partners to engage with the REACH website and relevant social media.

55. In addition to the above, we continue to deliver, monitor and evaluate a range of aspiration raising activities in partnership with regional schools and colleges, including:
- Our broader award-winning programme of IAG outreach with regional schools and colleges, offering comprehensive guidance to students, parents and local advisers regarding higher education options, applying to university and student support.
 - This year our placement team has started participating in outreach events to raise school students' aspirations around employability, the importance of gaining early work experience and where to look for opportunities.
56. We are committed to supporting students to achieve their potential and transition from education to employment. From our extensive resource support mechanisms through to our new Employer Engagement Strategy, launched in March 2017, we give students from all backgrounds the best possible opportunity to gain positive outcomes from their time here.

Support, Achievement and Success... Enhancing Employability

57. Following a review of provision in early 2014, our Employability Programme was launched consisting of 7 distinct projects: *Embedding Employability into the Curriculum; Introducing Personal Development Planning; Developing and Expanding Placements; Improving Employer Engagement; Engaging Alumni in Employability Activity; Improving the Organisation and Governance of Student Employability; and Improving Employability Monitoring, Tracking and Evaluation*. The outcome from these projects is the implementation of new approaches to how we work.
58. We continue to commit to increasing the numbers of students undertaking a quality work placement as part of their studies, which can make a major contribution to students' employment prospects as well as academic attainment. We are now investing in a new 5-year plan to increase students' participation in placements even further, and make sure all students have access to placement opportunities. We have introduced a successful first year boot camp to raise students' confidence and skills to apply for placement roles. From 2017-2018 we will offer business insight visits for first years, aiming over 5 years to extend this to the entire first year student population. The recently launched Employer Engagement Strategy is already delivering benefits which contribute to our strategic aims *improving employability outcomes for our graduates and the retention of graduate talent in the local area*.
59. We continue to partner key employers both locally, nationally and internationally in delivering traditional 12 month placements, in addition to offering short-term placements and summer placements as well as academic-linked work-based projects. This diversification aims to offer flexibility to encourage wider participation of students. External partners are expected to contribute financially to placements and internships and we continue to advertise paid opportunities only, thus ensuring that our students are not exploited with unpaid work experience.
60. To support students with non-traditional modes of engagement in addition to providing out-of-hours job clinics, we have made a substantial investment to improve employability support via an online Careers Management System (Abintegro). Abintegro links together various electronic delivery strands providing a one-stop shop experience, enabling students to make more use of e-guidance such as interview notes and action plans, e-mentoring and e-learning modules as well as an integrated appointment management system and online jobs board. Since its introduction in

September 2014, more than 50% of the student population has activated and used their MyGateway account. Bespoke online workflows have been developed to support students' preparation for placement and enable monitoring of student engagement at individual level including sorting participation data by different WP characteristics. An online skills award has also been piloted to enable students to undertake effective reflection and evidencing of key employability skills as part of their co-curricular activities.

61. All students have the opportunity to develop their Higher Education Achievement Report (HEAR) in order to showcase their academic and extra-curricular achievements to potential employers. There are now more than 30 HEAR recognized activities that contribute to section 6.1 in which students can demonstrate their extra-curricular achievements.
62. We provide a mentoring service, managed by our *Employability Mentoring Project Officer*. This service offers all students (but is particularly targeted at WP students) access to employer and alumni mentoring, both face-to-face and online. We currently have more than 80 mentoring partnerships, which generally last approximately 6 months, depending on the needs of the mentee and mentor. The employability mentoring programme continues to hold external accreditation (Approved Provider Status) from the Mentoring and Befriending Foundation.
63. High quality, paid internships are an important mechanism for our students to develop skills and build experience in readiness for the graduate job market. Our *Frontrunners* internship scheme offers current students paid internships on campus and with selected local employer partners. This enhances graduate employability and also offers a number of skills development activities (for example, job application and interview preparation workshops, and sessions on commercial awareness and career planning). Since its inception in 2012, 1,012 students have undertaken a Frontrunner internship. Some Frontrunner internships will be developed in to full time, year-long placements in order to provide much needed experiences for students on courses with a low supply of relevant sandwich-year opportunities.
64. We have developed successful partnerships with local, regional and national employers to deliver part-time short-term paid internships to finalists and recent graduates in need of work experience. This model, called Graduate Champions, has been developed to provide a regular source of internships each year for employers who require short term graduate level resource or who are looking to recruit and wish to use the scheme as part of their recruitment activity. Since its inception in 2014, 1,827 graduates have undertaken a Graduate Champions internship.
65. We operate a recruitment agency, in partnership with the University of Leicester, based on the Unitemps franchise model developed by Warwick University. We have over 14,000 students and graduates registered with Unitemps to supply internal departments with temporary, casual and part time members of staff, as well as offering external assignments with local employers such as Leicester City FC. This service offers students temporary, part time and paid work experience to develop their employability skills and experiences both on and off campus.
66. In 2015-2016, we launched 'Springboard' which is targeted at disadvantaged student groups. Through this scheme we offer a series of workshops designed to improve the employability skills of those students who may lack social and cultural capital. In addition, during 2015-2016 we delivered financial capability workshops during induction to more than 500 students.

67. Finally, DMUglobal is our international experience programme that was launched in 2013-2014. DMUglobal aims to enrich studies, broaden cultural horizons and develop key skills valued by employers. Through #DMUglobal, we offer a wide range of international opportunities including Erasmus+ and international exchange, academic-led trips, student-led trips, summer schools, internships and volunteering, as well as UK and on-campus activities. These activities are aligned to institutionally agreed competencies and the majority of academic-led trips are embedded into academic programmes. The opportunities take place overseas and in the UK to ensure full inclusivity to all students, and students are supported financially.

Support, Achievement and Success... Academic Facilities Support and Resources

68. Our Mathematics Learning Centre (MLC) is open daily for any student to obtain individual maths help. More structured sessions are provided for course areas including Engineering, Pharmacy, Nursing and Midwifery. The MLC offers specialist support for students with dyslexia, dyscalculia and other neurodiverse learning styles as well as for those who are highly anxious or maths-phobic. We have also rolled out accessible online maths and statistics material to support part-time and distance learning students.

69. In addition, the MLC works with students to consolidate the maths they require for progression and employment. This includes preparation for ITT numeracy skills tests and numerical reasoning tests used by employers. Considerable growth has taken place over the last few years with 26 students enrolled in 2014-2015 and 88 enrolled in 2016-2017 with numbers expected to rise further. Analysis of usage data indicates that a greater proportion of students from WP backgrounds use this support service (70% of students accessing this service are classified as BAME and 24% are identified as disabled).

70. As well as the MLC, we are proud of our Centre for Learning and Study Support (CLaSS). CLaSS supports students with academic practice, writing development and professional skills. Working with students at all levels (undergraduate, taught postgraduate and research) and stages of the student lifecycle, CLaSS teaches individuals, and small and large groups, across all discipline areas. CLaSS delivers a range of learning development activities including 1:1 tutorials, workshops within the curriculum, drop-in sessions, generic workshops, as well as the development of accessible and inclusive online resources. In 2015-2016 the following student groups engaged in CLaSS provision (tutorials, drop-ins and workshops): 59.5% BAME students, 25.8% disabled students, 45.2% mature students and 47.0% had parents who had no experience of HE.

71. The Centre for Enhanced Learning through Technology (CELT) team provides IT orientation and induction for students to immediately engage with learning materials and approaches to learning using technology. This is to ensure that all students make best use of our UDL approach. In addition, the CELT team provide bespoke faculty and school specific IT inductions, developing online resource in Blackboard to ensure that support is available to students at all times and at distance.

72. Academic Liaison Librarians give one-to-one (face to face and virtual) in curricula and open programme workshop support enabling students to develop their information and digital literacy skills. The Library's UDL Champion works with Libraries and Learning Staff to ensure UDL principles are adhered to in all teaching and support encounters.

73. Our online self-assessment exercise (e-SAE) allows all new level 4 students to assess their confidence (pre-entry) in 7 skill areas: Information (Library) Skills; Digital Literacy; Verbal Communication; Academic Writing; Reading; Numeracy; and Employability. In 2015-2016, 4470 students have logged on to the site and 95% have completed all or part of it. Students can take feedback to personal tutor meetings, and electronic programme level overviews are available to lecturers.
74. We run 'in faculty IT sessions' for the increasing number of disabled students who want to engage with technology for their support. Dedicated disability advice and support staff will also be present in faculties to support students with their tech-specific requests (eg help with using digital recorders and accessing on campus technology). This will enhance the support offered by the Library but also integrate with faculty technician support too.
75. We offer support to students in the form of additional funds (DMU Difference) to assist in the purchasing of items that may be required to help with their chosen course. This is predominately offered to students studying arts and design disciplines and in the Faculty of Technology where the cost of programme activities and final year projects can be prohibitive for those from less advantaged backgrounds.
76. We also offer an Employability Support Fund which provides £100 to every eligible final-year student to help towards the costs of pursuing their career aspirations. Students are expected to use the money to help pay for smart interview attire or towards the cost of creating a portfolio of work, for example.

Support, Achievement and Success... Health and Wellbeing Support

77. Our Disability Advice and Support team (DAS) offers group dyslexia screening in programme areas where, historically, there have been large numbers of students with undiagnosed dyslexia. Where such screening has taken place team members regularly identify those students who have a special educational need or disability. DAS can then work with the student, offering a full, university-funded assessment with an educational psychologist. Referrals for dyslexia assessment have increased by 13% between 2013-2016, (from 614 to). Where a specific learning difference is identified, eligible UK students can access specialist support through the DSA process and via DAS; international students and non-DSA eligible students are supported via DAS. DAS support may include the loan of equipment as well as study support in workshop and one-to-one settings.
78. We recognise the need to offer a diverse range of approaches for our students, so our counselling and wellbeing team offers face-to-face e-counselling and life coaching services to support students who may be managing a range of personal life issues (including anxiety, depression, bereavement, phobias, relationship break-ups and abuse). 2-13 and 2-16, we saw a 37% increase in the number of students accessing our counselling and well-being service (1,072 in 2015-2016 compared to 785 in 2013-2014). In 2015-2016, 72% of these students reported that it helped them to stay at university, 92% said that it helped them to achieve greater academic success, and 84% felt it improved their overall university experience.
79. On campus, and also during pre-enrolment, we provide students with autism or ASDs with a range of support services, access to a peer network, bespoke advice and specially designed quiet areas that offer low-stimulation space following 'sensory overload'. All of these measures combined have contributed significantly to improved retention of students with ASDs: drop-out rates for these students have decreased from 13.3% in 2013-2014 to just 5.7% in 2015-2016.

80. As part of our WP commitment, we will endeavour to extend the number of care leaver applicants and to promote and share best practice. Our ongoing engagement with the City and County Councils has many benefits, not least the opportunity to form active relationships to support care leavers throughout the student life cycle. We sit on the National Network for the Education of Care Leavers' (NNECL) Strategic Group and co-organise the national conference.
81. We have also signed up to the Standalone Pledge to further develop our provision for estranged students. We aim to develop our outreach and transitions activities to ensure young people are encouraged to apply to university and are aware of the support available.
82. We also hold the Carers' Federation Quality Standard for our support for students with caring responsibilities. We work with local organisations including Barnardo's Carefree network to enhance our provision in this area.
83. Our Remain on Track scheme offers additional workshops and pastoral support to students who are identified as being: in a vulnerable group and who may be at higher risk of withdrawing from their studies; or who have complex personal lives which may impact on their student experience and outcomes.
84. Remain on Track provides housing packs for estranged or homeless students and support for students proving estrangement with Student Finance England. It also helps to improve the mature student experience – a placement student works to promote the mature student agenda and provide a more inclusive social experience for mature students. The placement student works with DSU Mature Student Society to achieve this aim.

Access and Retention Scholarship and Bursaries

Care Leavers', Young Adult Carers & Estranged Students' Bursaries

85. A care leavers' bursary of £1,000 per annum will be available to students entering from care. This includes all students being looked after by a Local Authority at the time of application. In 2016-2017 44 students are receiving this bursary.
86. A young adult carer bursary of £1,000 per annum will be available to students providing evidence from a carers support group or professional person working with the family.
87. An estranged student bursary of £1,000 per annum will be available to students identified as estranged by Student Finance England. In 2016-2017, 115 students are receiving this bursary.
88. A bursary of up to £1,000 will be available to care leavers and estranged students to help support their transition out of university after graduation. This can be used for graduation costs, attendance at interviews and housing. In 2016-2017, 42 students should receive this bursary.
89. Our current students receiving either the care leavers' or estranged students' bursary as an undergraduate will continue to receive the bursary if they enrol on a DMU postgraduate course.
90. A bursary of up to £1,000 will be available for any students identified as estranged by their funding provider remaining in Leicester over the summer period. Any money not allocated through the Transitions' Bursary will be diverted to this fund.

Access Scholarship Scheme

91. A scholarship of £1,000 per annum (excluding any placement years) will be available to students entering on the basis of an Access to Higher Education qualification, where this was the entry requirement for the course. These will be available as cash payments.

Hardship fund

92. A fund will be available to students who are at the greatest risk of ceasing their studies for reasons of financial hardship.

Transitions Bursary

93. A bursary of up to £1,000 will be available to vulnerable students who do not meet the criteria for the Hardship Fund, but have been identified as being at risk of withdrawing from their studies by the Transitions Team.

Vice-Chancellor's Fund

94. A fund (funded by donations mainly from staff, governors and alumni) consisting of either a £1,000 scholarship or a £200 bursary will be available to students showing the most potential whilst aiming to help relieve the pressure of financial hardship. Both are allocated on the basis of achievement and financial need. At least 70% of these funds are awarded to students who fall under our Access Agreement.

Students who are carers of family/partners Bursary

95. A bursary of up to £1,000 is available to students who have caring responsibilities other than for their own children.

Article 26 Fee Waivers

96. We offer eight fee waivers to students from an asylum seeking background as part of the Helena Kennedy Foundation project scheme.

DMU Global funding support

97. A two tier bursary model is available to all students, offering a flat rate bursary for either European or International trips. In 2015-2016 all 1,900 students that participated in an overseas DMU Global experience received the bursary, in 2016-2017 the number increased to over 3,000 students going overseas.
98. There is also a specific fund for students, entitled '#DMUglobal Additional Funding'. Special consideration is given to students facing financial difficulties; students with dependents; students who have a disability or medical condition; and students from a background in care. The #DMUglobal Additional Funding bursary is the equivalent of the flat rate #DMUglobal bursary. In 2015-2016 there were 15 students who were awarded the #DMUglobal Additional Funding. So far in 2016-2017, 6 students have been awarded the funding to take part in opportunities outside of Europe including Guatemala, Florida, New York and The Gambia.

DMU Employability Travel Bursary

99. As part of our commitment to employability, students can receive up to £200 per academic year to travel to job/internship/placement/further study interviews and/or assessments and employer events such as Fairs or Open Days. Students can claim more than once, but the total claimed should not exceed £200 in any one academic year. The scheme is open to all our current UK students who are currently following an undergraduate degree/HND programme – either full or part-time and have an income threshold of up to £40,000 per year as determined by Student finance England.

Nurses and midwives

100. Nursing, Midwifery and Speech and Language Therapy provision fall under the same arrangements as HEFCE-funded mainstream students. This means all the bursaries and scholarships listed will also be available to these groups of students. The university has considered the differentiated study pattern for these students from that of other HEFCE-funded mainstream students and taken steps to ensure specific arrangements with payment and liability dates are made to accommodate this.

Targets and milestones

101. We have set targets using both external and internal data. Externally measured targets have been maintained in-line with the 2017-2018 Access Agreement, with revisions of those targets that have already been reached. Initially, we aim to be at least in line with our HESA benchmark for retention-related measures, but are also mindful of the absolute performance measures and have benchmarked ourselves in this regard against a group of similar universities. For new initiatives the targets have been set incrementally. Any existing initiative has had its target reviewed and the target profile reset if performance has exceeded target.
102. We work in collaboration with the East Midlands Widening Participation Research and Evaluation Partnership (EMWPREP). EMWPREP provides a much enhanced monitoring and evaluation database, allowing HEI partners including ourselves to rigorously monitor activity, track participants, evaluate our widening participation projects and share good practice.
103. EMWPREP continues to provide us with a comprehensive data set to allow for monitoring participant demographics for all of our WP activities. Data is obtained for all participants leading to evaluation from the Index of Multiple Deprivation (IMD), the NS-SEC (National Statistics Socio-economic Classification) and the Participation of Local Areas (POLAR) data. We also analyse all attendees by gender and parental experience of higher education. Comparisons are made with the previous academic year to ensure we are continuing to target the students that need the support most.
104. Alongside evaluating the participant demographic, we continue to collect evaluation questionnaires for activities. These questionnaires have been enhanced to help understand barriers to HE progression, and also continue to provide data on the success of our events in terms of raising aspirations, motivating students to succeed along with a more general review to ensure that all activities were rewarding and engaging. This data is compared with the previous year with a view to increasing the quality and popularity of our activities.

Monitoring and Evaluation

105. We understand the importance of monitoring and evaluating our activities so that we are able to recognise good practice and fund future activities accordingly. We are currently rolling out a new approach to measuring and monitoring impact on all DMU projects and programmes, managed by the Benefits Management Advisory Group (BMAG). This ensures that all project managers are supported in setting and agreeing impact measures, which are approved by the SRO and project board. All projects and programmes that are included in our OFFA access agreement will therefore be evaluated in this way going forward.
106. Other Access Agreement monitoring and evaluation activities include:
- Coordination of student surveys to assess satisfaction and engagement with key activities.
 - Monitoring of in-year attendance and retention rates across OFFA-countable groups.
 - Monitoring of strategic projects and programmes. We have a Corporate Portfolio Management Office which manages the processes and paperwork generated by projects and programmes and ensure senior responsible owners oversee all strategic change and support project managers.
 - Co-ordination of student surveys to assess impact of key initiatives.
 - Monitoring of in-year attendance and retention rates and advising on systems enhancement to capture essential data.
 - Compiling reports on take-up of specific initiatives, responses to targeted outreach events, and the success of collaborative initiatives.
 - Monitoring annual data (such as the DLHE and HESA PIs for example) and compiling annual Access Agreement monitoring reports on key access measures.
 - Compiling annual equality and diversity reports which address applications, enrolments, progression and achievement of under-represented groups.
 - Monitoring workplace charters such as the Race Equality Charter Mark, Athena Swan and the Stonewall Workplace Index.
 - Reporting on groundbreaking community initiatives such as DMU Local. Schools and youth engagement and attainment projects Local are now monitored and tracked through the EMWPREP. Student volunteering participation in projects is currently tracked through the MyGateway system with hours logged and recorded for students' HEAR records.
 - Feedback and evaluation from the Transitions Team from pre-enrolment events and induction workshops to feed in to the following year's events.
 - Analysis of the use and feedback of central learning development provision through more detailed data analysis and evaluation projects. Evaluation work has covered the impact of the e-induction on learning engagement and peer mentoring, alongside data analysis of user demographics.
 - Working with the EMWPREP to ensure rigorous targeting, monitoring and evaluation

is embedded in our outreach work. Specifically by: working with schools, colleges and local authorities to identify target cohorts within schools and colleges; undertaking data capture at activities to ensure they are reaching the appropriate cohorts of students; undertaking evaluation of activities to review impact on participants' aspirations to progress to higher education; by using data gathered through EMWPREP to conduct annual reviews of the impact of interventions on regional progression to HE facilitated through the REACH partnership; and by sharing best practice in targeting and evaluation with partner HE institutions.

- Analysis of our financial support, following guidance published by OFFA and Sheffield Hallam University. We have started to undertake this analysis and will be using the results to inform discussions about future scholarship and bursary arrangements, with the intention of modifying our offer by 2019-2020.

Provision of information to prospective students

107. We place emphasis on promoting and communicating our support packages, tuition fee policies and payment arrangements to students. This is achieved through our website, fee and support information to applicants, open day guides and pre-enrolment materials. We recognise the influence and importance of social networking forums and develop activities in these areas. We ensure that the production of alternative materials supports those with different access requirements.
108. We will publish all information pertaining to 2018-2019 fees, scholarships and bursaries in September 2017.
109. Our Transitions Team run pre-entry Summer Schools and Preparation Days to ensure that students new to HE have clear, jargon-free information to support their transition to university and financial planning. The team also manages the 'Remaining on Track' initiative designed to improve retention and offer support to our vulnerable students.
110. Our Careers and Employability Service is also accredited with the Matrix Standard, a quality standard for organisations providing information, advice and guidance and our *DMUTalks* programme of external speakers is currently being redesigned to ensure that guests reflect our student and staff population.
111. We deliver an online induction portal for new students. The E-Induction provides offer holders with essential information about the university to support their induction process. The online system presents information relevant to the student's circumstances, such as their course and study level. The system contains information relating to the Student Gateway, halls of residence, the library services, and their faculty; as well as essential health and safety, equality and diversity and sustainability on campus. Our pre-enrolment Self-Assessment Exercise allows students to assess their competencies and to follow up with their personal tutor. Further versions are planned to explore learning gain.
112. We will review and enhance the face-to-face advice on finance and support packages provided via our outreach teams in schools and colleges and at open days. Specific materials will be produced for parents and teachers. We will maintain the internal communications campaign to ensure staff are aware of the support packages for students and have the relevant information to signpost them to the appropriate support services, providing consistency for students when seeking advice, guidance and information.
113. We have a Student Gateway, located at the heart of the campus, which adopts the one-stop-shop model to provide advice and guidance service to students, and prospective students that covers, finance, disability, mental health and counseling, careers. The model has been adopted partly in recognition of the additional barriers which students with no family history of studying at HE level may face in navigating university systems.
114. Student & Academic Services has worked with each Faculty on financial capability. This includes information on making the most of bursaries, scholarships and any other funding requirements as well as giving advice on budgeting and debt management.

Consulting with students and our Student's Union

115. The funding received by our Students' Union (DSU) through OFFA has ensured that the Union continues to enhance the student experience, supporting students in their cultural, artistic, sporting, specialist and media related endeavors, whilst providing the all-important student voice on campus, ensuring the needs, wants and ideas of the student population are heard by the university.
116. The Student body is consulted widely on initiatives throughout the University and conducts extensive surveys of students. Changes to our Access Agreement offerings are made based on these evaluations and in consultation with the DSU through the President and other sabbatical officers.
117. In the 2017-2018 election DSU elected five full-time Executive Officers, and five part-time Liberation Representatives – these roles ensure that all students have an equal voice at DMU. A DSU record turnout in the Leadership Election saw 5,455 votes cast – 23.7% of all eligible voters. 57% of those voting were BAME and 58% female.
118. Advice for students is free and confidential and our independent advice service is staffed by a team of four full time Advisers. We offer advice covering a range of areas including: immigration, academic issues, finance and housing. During the 2015-2016 academic year there were almost 7,000 advice queries and 400 visa applications processed, enabling students to study or continue studying at DMU. Our advice resulted in students retaining or saving more than £125k and 38 students remained on their course as a direct result of our involvement.
119. We are extremely proud of our volunteering provision. We have relationships with more than 300 voluntary organisations across Leicestershire, providing a fantastic range of developmental opportunities for thousands of DMU students. During the 2015-2016 academic year, more than 24,000 hours of volunteering were logged by our students, equating to almost £200k being directly put back into the local community (volunteering hours x living wage). Our volunteering opportunities enable students to develop numerous skills and enhance their employability, and all of our volunteers who register their hours are automatically included in the Higher Education Achievement Reports (HEAR) scheme. Last year, more than 270 Course Reps gained accreditation which fed into their HEARs.
120. As of January 2017 there were 106 registered societies comprising more than 2,724 student members. In addition to offering a unique platform to make friends, learn new things and have fun, being part of a society enables students to increase their skills and become more employable.
121. MyUniPal is a peer mentoring project that supports the transition of students into Higher Education. During 2015-2016, more than 160 student mentees were supported by more than 50 mentors. Feedback showed almost three quarters enjoyed being a mentor and eight mentees went on to become Course Representatives (Course Reps) with an additional 15 becoming society leaders.
122. DSU works in collaboration with DMU to provide training and annual support for more than 660 Course Reps to enable the student voice to be heard at a wide variety of meetings at all levels within the university. Course Reps work in collaboration with the staff on programmes and are embedded in the course to improve the learning experience and champion positive change.
123. By working in partnership with the Department of Academic Quality, 33 School

De Montfort University
Access Agreement 2018-2019
April 2018

Representative Coordinators (SRC) have been selected, trained, and have been representing students at various University Committees. The SRCs have also been supporting the Course Rep Scheme which saw 218 Reps attend the Rep Conference in November 2016.

Fees & Student Numbers

Standard Fees

124. The tuition fees we intend to charge are as follows:

- Full-time undergraduate (honours degree, including foundation years) new entrants from 2018-2019: £9,250 p.a.
- Part-time undergraduate (honours degree) new entrants from 2018-2019: £988 per 15 credits
- Sandwich placement and study abroad fees in 2018-2019: £650 p.a.

125. In the unusual circumstance that a student is registered as part-time but completes enough credits to generate a fee above the permitted maximum part-time fee level, the fee will be capped at a maximum of £6,935.

126. Part-time students have full access to all retention and student success measures, including internships, outlined in this agreement, but do not have access to bursary support.

127. Part-time students, who study at sufficient intensity to fall within the Access Agreement, will be eligible to apply for our Hardship Fund and other student support arrangements.

Collaborative Partner Fees

128. The fee arrangements at our collaborative partner colleges are shown below. The majority of our partnership arrangements fall below the OFFA threshold and as such scholarship and bursary support is not in place. However, the Drama Studio and PPA wish to charge fees higher than £6,165 in 2018-2019. Students at these partners will not be eligible for DMU bursaries, scholarships and support but the PPA will be offering up to £50,000 in hardship funds, scholarships and bursaries to 2018-2019 students. Leicester College also wishes to charge £9,250 for a new Accelerated Degree programme, £6,165 for all FT HE students in 2018-2019 and £4,110 for all PT HE students per 120 credits.

Table 1: Fee Arrangements for Collaborative Partner Students, new entrants in 2018-2019

Institution	Mode	Level	Fee
Leicester College	FT	Accelerated Degree (UG)	£9,250
Leicester College	FT	UG	£6,165
Leicester College	PT	UG	£4,110 per 120 credits
Drama Studio	FT	UG	£9,250
Performance Preparation Academy	FT	UG	£9,250

Institution	Mode	Level	Fee
Soccer Coaching Ltd	FT	UG	£6,000
National Design Academy	PT	fdA	£4,950
National Design Academy	PT	UG	£5,700
National Design Academy	PT	UCPD	£2,500
National Motorsport Academy	PT	fdSc	£5,950
National Motorsport Academy	PT	UG	£5,950

129. Directly funded provision fees are set by collaborative partners and agreed by DMU following our fees governance procedures.

Fee Rises

130. We reserve the right to increase fees across all markets (e.g., full time and part time at DMU main campus and at collaborative institutions) in accordance with the Government inflation rate for Higher Education fees.

Student Numbers

131. Student number information is provided in the spreadsheet.