

OfS Access and Participation Plan 2019/20

Provider's Name: De Montfort University

Provider's UKPRN: 10001883

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Section 1: Our Current Performance

1. Our Access and Participation Plan begins with a review of existing data, identifying current performance for: student access, and in particular application and enrolment data; student success, focussing on National Student Survey (NSS) and continuation figures; and student progression, with a focus on attainment, employment, employability. The APP provides evidence and demographic information which allows us to understand strengths and weaknesses across our widening participation (WP) agenda.

Applications

2. Between 2014/15 and 2016/17 the number of applications we received increased from 22,707 to 26,960 – an increase of 18.7%. During this period applications across the HE sector increased by less than 1 per cent (0.5%).¹ In 2016/17 we received a:
 - a. Significantly higher proportion of applications from Black Asian and Minority Ethnic (BAME) applicants compared to the sector average (44.0% compared with 29.2% respectively). These figures have remained stable since 2014/15. Applicants from Asian and Black backgrounds are also significantly higher than the sector average (see Table 1, overleaf).
 - b. Higher proportion of applicants from disadvantaged backgrounds (POLAR 3 quintiles 1 and 2) compared to the sector (33.2% compared with 27.0% respectively). These figures have remained similar since 2014/15.
 - c. Slightly higher proportion of applications from declared disabled applicants compared to the sector (11.8% compared with 10.3 for the sector). Our figure has remained stable between 2014/15 and 2016/17.
 - d. Similar proportion of applications from female applicants compared with the sector (58.0% compared to 57.9% in 2016/17). These figures remained stable since 2014/15.
 - e. Lower figure for applicants over the age of 21 when compared with the sector (19.3% compared with 23.0% respectively). The proportion of applications for this age group has declined since 2014/15 (from 23.4%), although this is reflective of the increase in general applications we have seen since 2014/15. Sector applications have remained stable during this timeframe.

Enrolments

3. We have seen significant increases in student enrolment at DMU. Between 2014/15 and 2016/17 enrolment increased from 11,666 to 14,061 – an increase of 20.5%. During the same period enrolments across the HE sector increased by 5.7%.² We have a:

¹ Data for each year presented (2016/17, 2015/16 and 2014/15) is limited to application data at 30th June for full-time (FT), first degree applicants. The data derives from the Universities and Colleges Admissions Service (UCAS).

² Enrolment data also covers three academic years (2016/17, 2015/16 and 2014/15) and is limited to FT, first degree, and home students. The data is derived from DMU's Higher Education Statistics Authority (HESA) student return.

- a. Significantly higher proportion of BAME students enrolled (50.3%) compared with the sector (29.9%). The proportion of our students from BAME backgrounds has increased by 26.9% since 2014/15 (c.1500 students). Although the sector's BAME student population has also increased, it has done so at a slower rate (14.9% since 2014/15). Enrolments from students from Asian and Black backgrounds are also significantly higher than the sector average (see Table 1, below).
- b. Significantly higher proportion of students from disadvantaged backgrounds enrolled compared with the sector (33.8% compared with 12.9% in 2016/17). For both DMU and the sector, these enrolments have remained stable since 2014/15.
- c. Significantly higher proportion of disabled students than compared to the sector (19.6% compared to 11.9%). Again, for both DMU and the sector, these figures have remained stable since 2014/15.
- d. Similar proportion of female students compared with the sector (56.9% compared with 55.7% in 2016/17).
- e. Significantly higher proportion of students aged 21 and above compared with the sector (31.1% vs. 20.9% in 2016/17). Although these figures have remained broadly similar since 2014/15, we have experienced a slight decline in overall proportion (34.7% to 31.1%) even though actual numbers have increased over the same timeframe (by 324).

Table 1: Application and Enrolment data – DMU compared with UK HE Sector, June, FT and first degree applicants

2016/17 Applicants			2016/17 Enrolments		
Ethnicity	DMU	Sector	Ethnicity	DMU	Sector
Asian	21.0%	12.8%	Asian	22.9%	13.7%
Black	16.9%	9.8%	Black	17.5%	9.5%
White	51.9%	69.9%	White	48.9%	69.0%
Other (and Mixed)	6.1%	6.6%	Other (and Mixed)	9.9%	6.7%
Unknown	4.1%	0.9%	Unknown	0.8%	1.0%
Polar 3	DMU	Sector	Polar 3	DMU	Sector
Quintile 1 and 2	33.2%	27.0%	Quintile 1 and 2	33.8%	12.9%
Quintiles 3, 4 and 5	66.8%	72.6%	Quintiles 3, 4 and 5	66.2%	87.1%
Disability	DMU	Sector	Disability	DMU	Sector
Declared	11.8%	10.3%	Declared	19.6%	11.9%
Not Declared	88.2%	89.7%	Not Declared	80.4%	88.1%
Gender	DMU	Sector	Gender	DMU	Sector
Male	42.0%	42.1%	Male	43.1%	44.2%
Female	58.0%	57.9%	Female	56.9%	55.7%
Age	DMU	Sector	Age	DMU	Sector
Under 21	80.7%	77.0%	Under 21	68.9%	79.1%
21 and above	19.3%	23.0%	21 and above	31.1%	20.9%

Representation from state schools and local participation neighbourhoods (LPNs)

4. In addition to the above application and enrolment data, HESA Performance Indicators³ (Table 2 to Table 4, overleaf) provide further detail of our enrolled students from state schools or colleges and those from LPNs. The proportion of students from state schools decreased slightly, to 97.2%, but remains above our benchmark and location adjusted benchmark figures.

Table 2: Participation of DMU UK domiciled young full-time first degree entrants from state schools or colleges

Year	Percentage from state schools or colleges	Benchmark (%)	Location adjusted benchmark (%)
2016/17	97.2	95.2	95.2
2015/16	97.7	95.4	95.4
2014/15	97.2	95.4	95.5

5. The proportion of our students from LPNs has fallen marginally by 0.3% to 13.1%. Although this is below both the benchmark and location adjusted benchmark, the location adjusted benchmark also fell by 0.4% bringing us closer to the benchmark figure.

Table 3: Participation of DMU UK domiciled young full-time first degree entrants (low participation neighbourhoods).

Year	Percentage from low participation neighbourhoods	Benchmark (%)	Location adjusted benchmark (%)
2016/17	13.1	13.7	13.4
2015/16	13.4	13.7	13.8
2014/15	13.2	13.5	13.9

6. Table 4 provides additional information about the percentage of disabled students enrolled. Although it remains above the benchmark figure by a large margin, our proportion of full-time first degree students in receipt of Disability Support Allowance (DSA) fell very slightly (by 0.1%). However, the benchmark figure also fell during this timeframe (by 0.4%).

Table 4: Participation of UK domiciled DMU students who are in receipt of DSA: all undergraduates – first time degrees

Year	Percentage in receipt of DSA (%)	Benchmark (%)
2016/17	10.6	7.0
2015/16	10.7	7.4
2014/15	11.4	7.7

Success: Students on programme and student support

7. We encourage students to fully engage with life at DMU by creating their own unique learning experience, and to make the most of every opportunity that comes their way. Aspirations are embedded in our strategic objectives to transform our students by delivering a truly individual student experience.

Student experience: National Student Survey (NSS) Overall Satisfaction

8. We are performing well against our institutional benchmark of 83%, scoring 85% in the 2016/17 NSS for Overall Satisfaction. This performance is also 1% above the sector average of 84%. Overall Satisfaction for our:

³ HESA's Performance Indicators cover the participation of certain groups that are under-represented in higher education relative to the HE population as a whole, non-continuation after year of entry, proportions of students in receipt of Disabled Students' Allowance, non-continuation rates and projected outcomes.

- a. BAME students is similar to our Overall Satisfaction performance (Asian students 85%, Black Students – 83%, Other (including Mixed) – 83%), while White students reported a slightly higher level of satisfaction (86%). Overall Satisfaction amongst Black students is the only figure which is lower than the corresponding sector average for that ethnic group (84%).
- b. Mature students currently stands at 85%, which is above the sector average of 84% (although the figure has fallen by 1% between the 2015/16 and 2016/17 surveys). During this period, Overall Satisfaction amongst young students improved by 1% to 85%, while the sector average fell from 86% to 84%.
- c. Students with a declared specific learning disability is slightly less than for students without a disability (81% vs. 86% respectively) and compared with students with Other Disabilities (83%). Our students with a declared learning disability are less satisfied than the sector average (81% vs. 82%). Those students with Other Disabilities have a slightly higher Overall Satisfaction figure than the sector average (83% vs. 82%).

Student Experience: Teaching Excellence

9. The Teaching Excellence and Student Outcomes Framework (TEF) provides HE providers with an assessment of their teaching and learning and student outcomes performance. In the TEF Year 2 results (released in July 2017) we were awarded Gold, with TEF assessors highlighting that students from all backgrounds achieve consistently outstanding outcomes.⁴ TEF Year 3 data confirms that we continue to offer an exceptional teaching and learning experience for our students. The TEF measures performance across a series of core metrics against specific metric-based benchmarks and z-scores.⁵ The three NSS metrics used in the TEF are Teaching on my Course, Assessment and Feedback, and Academic Support and Table 5 outlines our performance – areas shaded green indication a positive flag.⁶
10. For Teaching on My Course:
 - a. We are above benchmark overall, and also for Mature, BAME, disabled, male and female students. In addition, we are also awarded a positive flag for disabled student performance indicating that, for this metric, performance is above benchmark and statistically significant. Disadvantaged students are very slightly below benchmark although they are still within the expected performance range for this metric.
 - b. BAME students in general, and both Asian students and students from Other ethnic backgrounds specifically, are awarded positive flags for the Teaching on my Course. The performance of Black students is below benchmark, although still within the expected performance range.
11. For Assessment and Feedback:
 - a. Performance is consistently above benchmark and positively flagged across all demographic splits with the exception of BAME and disadvantaged students (although performance is still within the expected performance range). Students from Other ethnic backgrounds are awarded a positive flag for this metric. Asian and Black students are also above benchmark, although not flagged.
12. For Academic Support:

⁴ TEF Awarding Panel – DMU Statement of Findings

⁵ A Z-Score is a statistical measurement of a score's relationship to the mean in a group of scores. A Z-score of 0 means the score is the same as the mean, and the higher the Z-score the better the performance against the mean. Similarly, a lower (or negative) Z-score means poorer performance against the mean.

⁶ Positive flags are awarded if performance in that metric is at least 2% above benchmark and a Z-score at least at the 1.96 confidence level. A double positive flag is awarded for performance at 3% above benchmark with a Z-score also at the 3 confidence level. Negative flags are awarded for performance at the same level below benchmark.

- a. All demographic splits are above benchmark, although only students from more advantaged background (POLAR quintiles 3, 4 and 5) are flagged. Further analysis of BAME students highlights that Asian students are also positively flagged for this metric.

Table 5: DMU TEF Year 3 performance for NSS metrics Teaching on My Course, Assessment and Feedback and Academic Support

Teaching on My Course	Core metric	Age		POLAR		Ethnicity		Disabled		Sex	
		Young	Mature	Q1 or Q2	Q3, Q4 or Q5	White	BME	Yes	No	Male	Female
Indicator	85.3	84.9	86.8	83.5	85.3	87.1	83.5	85.7	85.2	83.7	86.2
Benchmark	84.5	84.0	86.5	84.3	83.6	85.9	83.0	83.5	84.7	83.2	85.1
Difference	0.8	1.0	0.3	-0.8	1.7	1.2	0.5	2.1	0.5	0.4	1.1
Z-Score	2.2	2.3	0.4	-1.0	3.3	2.3	0.9	2.5	1.3	0.7	2.3
Flag								+			

Assessment and Feedback	Core metric	Age		POLAR		Ethnicity		Disabled		Sex	
		Young	Mature	Q1 or Q2	Q3, Q4 or Q5	White	BME	Yes	No	Male	Female
Indicator	75.3	74.8	77.2	73.4	74.7	77.4	72.8	74.5	75.4	75.0	75.4
Benchmark	72.0	71.3	75.1	72.0	70.5	72.8	71.2	69.9	72.5	71.6	72.3
Difference	3.3	3.5	2.1	1.4	4.2	4.6	1.6	4.6	2.9	3.3	3.2
Z-Score	6.9	6.6	2.0	1.4	6.3	6.9	2.2	4.2	5.6	4.3	5.4
Flag	++	++	+		++	++		++	+	++	++

Academic Support	Core metric	Age		POLAR		Ethnicity		Disabled		Sex	
		Young	Mature	Q1 or Q2	Q3, Q4 or Q5	White	BME	Yes	No	Male	Female
Indicator	81.9	81.9	81.8	80.7	82.0	82.9	80.9	80.6	82.1	82.1	81.7
Benchmark	80.3	80.1	80.9	80.5	79.6	81.3	79.1	78.6	80.6	80.9	79.9
Difference	1.6	1.8	0.8	0.2	2.3	1.6	1.7	2.0	1.5	1.2	1.8
Z-Score	3.8	3.8	0.9	0.3	4.0	2.8	2.8	2.0	3.3	1.8	3.5
Flag					+						

Continuation

13. Continuation is also a core metric in the TEF⁷ and Table 6 highlights our performance.
- a. We perform above benchmark for each of the demographic splits with the exception of mature students (which is still within expected performance range). Unlike each of the NSS metrics, however, there are no positive flags for continuation. Analysing Ethnicity further, Asian, Black and students from Other ethnic backgrounds are again all above benchmark, with students from Other ethnic backgrounds positively flagged.

Table 6: DMU TEF Year 3 performance for Continuation

Continuation	Core metric	Age		POLAR		Ethnicity		Disabled		Sex	
		Young	Mature	Q1 or Q2	Q3, Q4 or Q5	White	BME	Yes	No	Male	Female
Indicator	92.3	93.4	88.3	93.0	93.6	92.1	92.5	91.0	92.5	90.5	93.5
Benchmark	91.7	92.7	88.4	92.1	93.2	91.7	91.9	90.7	91.9	90.1	92.9
Difference	0.5	0.7	-0.1	0.9	0.4	0.4	0.6	0.3	0.6	0.4	0.6
Z-Score	2.3	3.0	-0.2	1.9	1.6	1.4	1.8	0.6	2.4	1.1	2.2
Flag											

Student Outcomes and Progression

14. 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. Attainment and employability as examples of student outcomes are therefore assessed.

⁷ Continuation is defined as the proportion of entrants who continue their studies. Full-time students are counted between their first and second year of study and students who continue studying at HE level at the same or at another provider, or who completed their qualification in the period considered, are deemed to have continued. All other students are deemed non-continuers.

Attainment

15. The proportion of students receiving a good honours degree in 2016-17 increased from 67.3% to 71.5% overall. This improvement has been driven in large part by an increase in the proportion of BAME students receiving good honours (64.7%, up from 60.0% in 2015/16). This improvement is testament to our work addressing the BAME attainment gap through our Freedom to Achieve programme of activity. The BAME attainment gap is an issue across the HE sector, and we acknowledge that we still have significant strides to make.

Employment and employability

16. In the TEF, to address the performance of providers against student outcomes, two employability metrics are used. These metrics are taken from the Destination of Leavers from Higher Education (DLHE) survey and are Employment or Further Study, and Highly Skilled Employment or Further Study.⁸ It is in these metrics that we perform exceptionally well (see Table 7, below). For Employment or Further Study:
- All demographic splits are performing well above benchmark, and significantly so with positive flags evident across all student groups.
 - BAME students in general and Asian and Black students in particular have double positive flags. This is also the case for the performance of disabled students and students from disadvantaged backgrounds.
17. For Highly Skilled Employment or Further Study:
- Our performance is exceptional, with double positive flags for each demographic split, including for Asian, Black and students from Other ethnic backgrounds.

Table 7: DMU TEF Year 3 performance for Employment or Further Study, and Highly Skilled Employment or Further Study

Employment or Further Study	Core metric	Age		POLAR		Ethnicity		Disabled		Sex	
		Young	Mature	Q1 or Q2	Q3, Q4 or Q5	White	BME	Yes	No	Male	Female
Indicator	96.0	96.1	95.5	95.8	96.2	96.6	95.3	95.2	96.2	94.7	96.9
Benchmark	92.5	92.5	92.7	92.4	92.5	94.2	90.5	91.0	92.7	91.0	93.6
Difference	3.5	3.6	2.8	3.4	3.7	2.4	4.8	4.3	3.5	3.7	3.3
Z-Score	14.1	13.3	4.8	6.5	11.5	7.8	11.2	7.1	12.8	8.7	11.3
Flag	++	++	+	++	++	+	++	++	++	++	++

Highly Skilled Employment or Further Study	Core metric	Age		POLAR		Ethnicity		Disabled		Sex	
		Young	Mature	Q1 or Q2	Q3, Q4 or Q5	White	BME	Yes	No	Male	Female
Indicator	79.4	77.9	86.3	77.0	78.2	78.3	80.8	78.4	79.7	80.5	78.6
Benchmark	66.5	64.5	75.6	63.2	65.1	66.8	66.2	67.0	66.4	68.5	65.1
Difference	12.9	13.4	10.8	13.9	13.1	11.5	14.7	11.3	13.3	12.0	13.5
Z-Score	27.4	25.0	11.4	13.7	20.7	17.7	21.2	11.1	25.1	16.9	21.7
Flag	++	++	++	++	++	++	++	++	++	++	++

Summary

18. Our application and enrolment data evidences commitment to equality, diversity, inclusion and WP - with more BAME, disabled and disadvantaged students attending DMU than across the sector in general. Although we receive fewer applications from mature candidates the conversion to enrolment is shown in the large numbers who take up an offer of study with us. Our outreach

⁸ These metrics are based on the Destination of Leavers Survey from Higher Education (DLHE) which asks leavers to indicate their activity six months after gaining their qualification. The survey collects detailed data about employment and further study. Job titles and descriptions of duties are coded into the Standard Occupational Classification (SOC). The employment or further study metric is the proportion of leavers (responding to the DLHE) who report that they are in employment or further study. The Highly skilled employment or further study metric is the proportion of leavers (responding to the DLHE) who report that they are in highly skilled employment or further study, where highly skilled employment is those jobs matched to SOC groups 1-3 (managerial and professional). How are these employment metrics measured

work with schools and communities in the local area reinforces this positive outcome. While the proportion of our BAME students achieving good honours has increased, there is a lot of work needed to remove this attainment gap. Our Freedom to Achieve programme of activity is addressing this. Our continuation data shows that we are performing within expected levels, but we believe that it is a vital role of HE to ensure that students are able to fulfil their potential, whatever their background. We are delivering an extensive range of student retention activity to meet these objectives. Finally, our support for students regarding employment and employability is sector-leading. We are committed to our internship and placement programme activity and will aim to deliver an exceptional experience for our students and to prepare them for life after DMU.

Section 2: Our Ambition and Strategy

Introduction

19. We are proud of our record in widening access to our courses and promoting student success. In 2016 we launched DMUfreedom, our sector leading equality, diversity and inclusion charter for 2016-2020. DMUfreedom outlines our commitment to the values of freedom to be, to inspire and to succeed. It sets bold targets for what we want to accomplish, outlined by nine game-changers, and our objectives until 2020. We believe all our staff and students should be afforded the respect, inspiration, space and support to reach their full potential. DMUfreedom was produced in collaboration with our Students' Union and the staff network groups for BAME, disabled and LGBTQ+ staff. It is designed to speak to and have meaning for all students, staff, local and global communities and partners and reaches beyond the traditional protected characteristics to include diversity in its broadest interpretation. Fairness and inclusion are therefore central to our mission and extend from our strategic framework throughout our teaching activities to the wider student experience.
20. Our Learning, Teaching and Assessment Strategy 2018-2023 (ULTAS) sits alongside DMUfreedom. 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).⁹ 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 and:
 - a. Deliver DMU-wide peer mentoring that enriches the student experience;
 - b. Make learning resources as accessible as possible;
 - c. Create inspiring and challenging courses according to the principles of UDL;
 - d. Recognise that students use information differently and facilitates learning accordingly;
 - e. Provide effective personal tutoring that supports individual progression;
 - f. Lead the sector in social mobility through student placements;
 - g. Develop intensive measures to support progression, retention and attainment.

Our approach to access and participation

21. Our achievements in equality, diversity and inclusion are widely recognised. We are one of just nine universities in the UK to be awarded the Race Equality Charter award by the Equality Challenge Unit. We are also Athena SWAN Bronze award holders, have for a number of years been placed firmly within the Stonewall Top 100 Employers Index and are a Disability Confident employer. We are institutionally committed to Stonewall's #NoBystanders campaign pledge, a

⁹ UDL is a flagship teaching, learning and assessment initiative. It is a set of principles for curriculum development that give all individuals equal opportunities to learn, a pedagogic blueprint for developing learning, teaching and assessment methods and materials that work for all and is built on the belief that there is no single 'one-size-fits-all solution' to learning and teaching but rather that there are flexible approaches that can be adjusted for individual needs.

promise to do all we can to challenge and end bullying and discrimination. Our Chancellor, Baroness Doreen Lawrence, and Vice-Chancellor have signed this pledge and we encourage all of our staff and students to make the commitment. Every February for the past five years, we have celebrated LGBT History Month with #DMUPride. Our month-long celebrations demonstrate a real commitment to support and promote the issues related to LGBTQ+ identities and to celebrate those identities on our campus and within our city. During #DMUPride, a wide variety of events take place, exploring different LGBTQ+ identities, ranging from lectures and workshops, to film and theatre. This year, on Trans Day of Remembrance we launched our sector-leading policy, affirming the right of trans, non-binary and gender fluid students and staff.

22. All our staff are required to complete equality, diversity and inclusion training, and we are currently revising this provision to ensure it best meets our needs. Historically, we have provided online equality, diversity and inclusion learning and in 2016/17 piloted face-to-face student training, called *ED&Me*. We are also revising our *ED&Me* provision, with a view to incorporating this into the student induction experience, alongside e-induction, to maximise access and reach to all students.
23. We remain committed to improving the representation, progression and success of underrepresented groups of both staff and students. We are currently reviewing and developing the curriculum and methods of teaching and assessment to ensure staff and students can fully participate in the opportunities available to them at DMU. Through UDL and the Freedom to Achieve (which works to close the BAME attainment gap) strategic projects, we will review our programmes for their cultural relevance to our student base, and will work towards a culturally diverse and inclusive curriculum.
24. Our student population directly reflects the broad ethnic mix in Leicester, with just over half coming from BAME groups. Our continuing activity in community outreach projects such as #DMUlocal, and our strong local popularity among under-represented and BAME sections of the population ensure that we continue to provide an unrivalled student experience for all.
25. We continue to give attention to students with retention and progression needs. We therefore consider that student support, retention and student success continue form a major part of our APP. Further, we have set actions in our Race Equality Charter which seek to enhance retention, particularly for BAME students. This includes holding a biannual focus group on BAME students accessing student welfare and to co-create guidance and training on actions to reduce withdrawal between staff and students. We will continue to prioritise our expenditure in areas that improve retention and student outcomes so as to meet expected sector benchmarks.
26. Our APP builds upon the changing priorities set out in our agreement for 2018-19 and its alignment with OfS 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 2019-2020 we aim to:
 - a. Maintain and enhance our reputation and collaborations for outreach activities;
 - b. Enhance our retention initiatives and continue to focus on support for BAME groups;
 - c. Reduce the BAME attainment gap;
 - d. Enhance our employability support through the provision of additional integrated course content and enhanced work experience opportunities.
27. We will do this through our:
 - a. Strategic approach to equality, diversity and inclusion, for example, embedding data review processes to enable faculties to review their own student and staff equality data, and work with their faculty outreach partners to identify areas upon which they can build in response to under-representations;
 - b. Influential projects and programmes launched to meet these strategic objectives, for example, Freedom to Achieve;

- c. Ongoing institutional activity that forms part of our deep commitment to widening participation and access for all.
- d. Commitment to undertaking equality charters, and striving to be in the top quartile of the higher education sector as measured by relevant diversity charters
- e. Ensure each staff member has at least one objective in their objectives and appraisal setting for the period 2016-2020 which explicitly supports our equality, diversity and inclusion ambitions.

Our approach to equality, diversity and inclusion

- 28. Our objective is simple – that we put inclusivity at the heart of everything we do. Our commitment to fairness and equal access is embedded in all of our working practices. Our equality, diversity and inclusion objectives are explicit, and are embedded in our DMUfreedom charter. 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, diversity and inclusion. In addition, Executive Board members attend the Equality and Diversity Committee, Staff Network Group meetings, Race Equality Charter (Freedom to Achieve) and Athena SWAN Committees and also commission reports on projects and progress.
- 29. This year each faculty has established its own Equality and Diversity Committee which takes responsibility for progressing charter actions, examining their own equality, diversity and inclusion data, and championing progress on the Freedom to Achieve project from their faculty Fair Outcome Champions. Through DMUfreedom we:
 - a. Challenge convention, provoke debate and encourage participation in University-wide projects and events (for example, our recent campaigns Be the Change,¹⁰ and Keep Universities for the Many);¹¹
 - b. Ensure all our teaching and learning is increasingly accessible and inclusive – from UDL to implementing an inclusive curriculum, with targets intervention where attainment gaps are evident;
 - c. Offer all students skilled and inclusive academic support through personal tutors.
- 30. 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 2018 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 more generally, and this will feed into our activity throughout 2019/20.

Our collaborative approach: REACH partnership and the National Collaborative Outreach Project (NCOP)

- 31. As part of the Leicestershire widening access partnership REACH¹² we will use funding to further enhance our current partnerships programme of activities. Through the REACH partnership we will deliver collaborative events to support WP students from Leicester/shire through their education journey. The current NCOP project we are part of, will allow us to enhance further outreach programmes and we will do this by creating collaborative events for schools which focus on a number of different themes (skills development, STEM, sports etc.). This collaborative programme will see more effective engagement with under-represented groups, in particular, white working class boys. This project is allowing us to collaborate further with Northamptonshire partners and provide a wider offer to all WP learners across the two counties.

¹⁰ See <http://dmulocal.dmu.ac.uk/wp-content/uploads/2017/05/Be-the-Change-A-DMU-Manifesto.pdf>

¹¹ See <http://www.dmu.ac.uk/about-dmu/news/debate/keep-universities-for-the-many.aspx>

¹² Please see www.reach.ac.uk for more information.

32. As part of the NCOP activity we have established a mass student and academic mentoring project, which has provided support to targeted WP students from around the city and county on the C/D GCSE borderline. Our primary objective is to increase young people's attainment in core subject areas (Maths and English) whilst also providing aspiration-raising activities to encourage young people into FE and HE. This is being followed with a four-year programme tracking the pupils' progress using East Midlands Widening Participation Research and Evaluation Partnership (EMWPREP) data.
33. Although the NCOP project is a 4-year programme until 2020, as part of the project consortium we have confirmed funding until July 2019 and are awaiting confirmation of further funding from the OfS. We are confident that we will secure the final period of funding to continue this work. A new Pathways website will allow any WP staff member to liaise with schools and deliver subject-themed activities using online resources. This virtual reality website hosts University campuses and enables young people to participate online. It is a tool which will be added to and developed to increase capacity for more learners to access activities with all information hosted online. We will also 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.
34. In addition to the above, our broader award-winning programme of Information Advice and Guidance (IAG) outreach with regional schools and colleges, offers comprehensive guidance to students, parents and local advisers regarding HE options, the university application process and available student support. Our placement team participates in outreach events to raise school students' aspirations around employability, and discusses the importance of gaining early work experience and where to look for suitable opportunities.
35. We are committed to supporting our students to achieve their potential and transition from education to employment. From our extensive resource support mechanisms through to our Employer Engagement Strategy, which was launched in March 2017, we give students from all backgrounds the best possible opportunity to gain positive outcomes from their time here.

Monitoring and Evaluation

36. 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 measure and monitor impact on all our projects and programmes through a Benefits Management Advisory Group (BMAG). This ensures that all project managers are supported in setting and agreeing impact measures, which are approved by the Senior Responsible Officer (SRO) and project board. All projects and programmes that are included in our APP are evaluated in this way.
37. In addition, the 2018-19 Office for Fair Access (OFFA) strategic guidance states that all high fee charging institutions should *ensure that expenditure is informed by evidence, and supported by appropriate evaluation and that institutions should evaluate your financial support to determine its impact*.¹³ In order to facilitate this, OFFA commissioned the development of a statistical model to evaluate the impact of financial support provided by the bursaries and scholarships on student outcomes.¹⁴ We employ this statistical model, which uses available datasets from HESA and the Student Loans Company, to evaluate whether financial bursaries (or scholarships) ameliorate a perceived educational advantage or disadvantage to a particular group of students relative to others.
38. Other evaluation and monitoring activities include the:
 - a. Coordination of student surveys to assess satisfaction and engagement with key activities;

¹³ See <https://www.offa.org.uk/wp-content/uploads/2017/02/Strategic-guidance-developing-your-2018-19-access-agreement-FINAL.pdf>

¹⁴ See <https://www.offa.org.uk/egp/impact-of-financial-support/>

- b. Monitoring of strategic projects and programmes – through a Corporate Portfolio Management Office which manages the processes and paperwork generated by projects and programmes and ensures senior responsible owners oversee all strategic change and support project managers;
- c. Compilation of reports on take-up of specific initiatives, responses to targeted outreach events, and the success of collaborative initiatives;
- d. Monitoring and analysis of annual student data (for example, the NSS, the DLHE, HESA PIs);
- e. Compilation of annual equality, diversity and inclusion reports which address applications, enrolments, progression and achievement of under-represented groups;
- f. Monitoring of equality, diversity and inclusion charters such as the Race Equality Charter Mark, Athena SWAN and the Stonewall Workplace Index and their respective action plans;
- g. Embedding of equality, diversity and inclusion data review processes in faculties through Faculty Equality and Diversity committees;
- h. Monitoring of progress on strategic projects such as DMUfreedom and Freedom to Achieve;
- i. Monitoring of schools and youth engagement and attainment projects through the EMWPREP. This ensures that rigorous targeting, monitoring and evaluation is embedded in our outreach work 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;
 - Using data gathered through EMWPREP to conduct annual reviews of the impact of interventions on regional progression to HE facilitated through the REACH partnership;
 - Sharing best practice in targeting and evaluation with partner HE Institutions.
- j. Monitoring of student volunteering participation in projects through the MyGateway system with hours logged and recorded for students' HEAR records.
- k. Assessment of feedback and evaluation from pre-enrolment events and induction workshops to support new students.

Student Engagement

- 39. Student engagement is a cornerstone in the development of the ULTAS and our Student Experience Strategy, both of which provide an unequivocal statement of our commitment to our students. The DMU Student Charter, first introduced in 2012/13, and annually reviewed and produced jointly by students, DMU and De Montfort Students' Union (DSU) staff, articulates our commitment to listening and responding to the student voice. It sets out our commitment to students, from students to DMU, and from DSU to students. We see our students as drivers of change and we view student representation as a key element of our engagement processes. Our students provide feedback through student representatives, surveys, focus groups and directly to staff on their educational experience. The views of students, both individually and collectively, help to inform all aspects of the University from quality management systems to library developments.
- 40. In partnership with DSU we jointly manage student representation and ensure that their views are heard. Students are represented via School Representative Coordinators (SRCs), appointed through a joint DMU and DSU recruitment and selection process, and Course Representatives who are elected by their peers. The SRCs, who each receive an annual stipend, are neither

agents of DMU nor DSU but play a 'critical friend' role to both. They represent the wider student voice and are the best expressions of partnership and collaborative working between DMU and DSU. We ensure that student input into decision-making processes occurs via our boards and committees from the very top University level such as the Board of Governors, Academic Board, Academic Quality Committee, Equality and Diversity Committee and the University Learning and Teaching Committee, to more local but equally important committees such as Programme Management Boards and Student Staff Consultative Committees.

41. Student input has helped to drive many improvements. From 2013/14 we put in place anonymous marking for coursework assessments as a direct result of a campaign by DSU and a proposal submitted by them to Academic Board. From 2016/17, we have supported e-submission to enable prompt and paperless assessment of all text-based assignments. Building on student feedback, we have introduced a 20-working-day turnaround time for feedback, which we monitor at module level to ensure parity of student experience.
42. Through our Programme Assessment Enhancement (PAE) process we collect feedback at both course level and module level. This means that student feedback informs our Module Enhancement Plans (MEPs) and Programme Enhancement Plans (PEPs), which are live documents used to record reflections, problems and evaluation in order to inform changes and enhancements.

Section 3: Access, Student Success and Progression Measures

43. Section 3 of our APP details the activity we will deliver in order to meet students' access, success and progression needs.

Access

Transitions into HE

44. Our Transitions Team, based within Student Finance and Welfare (SFW), works with programme teams to review existing support to students at key transition points, including prior to enrolment, and to develop new ways to assist them. We lead on supporting and delivering a number of national initiatives including the Helena Kennedy Foundation's Article 26 Project (to support students from an asylum-seeking background who do not have access to student finance); the student estrangement charity Stand Alone (to provide a package of financial and welfare support to students estranged from their parents); and the annual National Network for the Education of Care Leavers Conference. The SFW team provides dedicated, specialist frontline support through group workshops and during events such as National Student Money Week. It offered more than 3,000 individual appointments in 2016/17. The team also administers £760k to students in financial need through our DMU Support Fund.
45. Pre-entry summer schools also provide an opportunity for students to familiarise themselves with the University environment and prepare for HE study. During 2016/17 350 applicants attended a preparation event. Each September our Transitions team delivers a bespoke preparation event called Get Set for DMU for students who gain an offer through Clearing. This event is designed to help tackle inequalities in retention rates between clearing students and their peers by addressing key transitional themes. In the summer of 2017 this was supplemented with DMU Aspire, aimed at widening the participation of at-risk Sixth Form students in the local area. This programme exists to create ambition and aspiration in these students by giving them a taste of DMU life.

#DMUlocal

46. Through our inspirational #DMUlocal programme, and with partners including Leicester City Council, the NHS, community groups and charities, our staff and students will continue to make a significant contribution to the social and economic development of Leicester and bringing positive changes across the city. Our students work alongside groups classed as 'hard to reach' and engage them in over 100 activities that focus on three core areas: education, health and

regeneration. Some projects require students to undertake specialised training delivered by organisations such as Diabetes UK and Dementia UK. Many of our #DMUlocal projects support students on specific degrees. Our education initiatives, where we work with over 30 primary and secondary schools in Leicestershire, mean that Education Studies students can find placements in schools more easily through these established links. Nursing students teach schoolchildren how to stay safe, by teaching basic first aid in schools and students from all disciplines can take part in outreach projects supporting young learners in local schools. We are confident that these experiences mean our students leave university as rounded, self-assured individuals with key employability skills and the knowledge that they have benefited the community and made a lasting difference to people's lives and supported young people in their HE decision-making and attainment. Nearly 90% of #DMUlocal volunteers surveyed believe they have new skills that employers will value.

Student success

47. We are committed, as set out in DMUfreedom, to continue cultivating an environment in which staff, students and partners have freedom to be, freedom to inspire and freedom to succeed. One of our specific objectives is to close diversity-related gaps in student and staff retention, progression and attainment. Through our Race Equality Charter work, we have set a number of actions to enhance our marketing and communications work, to ensure role models are made visible, working with BAME alumni, to increase the number of BAME honorands and promote students who have benefitted from a #DMUglobal experience. Key strategic projects such as UDL and Freedom to Achieve help to deliver this vision.

Personalised learning

48. Over the course of 2016/17, we consulted widely as we developed our new University Learning, Teaching and Assessment Strategy (ULTAS). The consultation confirmed that, in teaching and learning, our priority is to treat each student as an individual learner and contributor, and to take account of their differing needs, aptitudes, and backgrounds. We will meet the wide range of students' learning needs by making learning resources as accessible as possible and we will create inspiring and challenging courses that provide all students with the equal opportunity to succeed and develop according to the principles of UDL. Through our Race Equality Charter work, our Library and Learning Services (LLS) directorate has identified a need to review the service provision to ensure the diversity of our cohort is reflected, and to ensure the future library building/refurbishment is accessible to all students and reflects their differing needs.
49. All curriculum modifications and improvements resulting from UDL changes are tracked and managed through our quality assurance processes. Our staff are encouraged to keep up with UDL changes and transformations via a series of learning and development courses. By the end of the 2016/17 year, more than 1,800 staff members had participated in elements of learning and development, via a staff development plan, to facilitate UDL methods.
50. The introduction in September 2016 of DMU Replay provided students with anytime access to audio and/or visual material which the member of academic staff has recorded before, during or after a lecture or other taught session. Through a phased rollout we focused particularly on students who joined DMU in September 2016 who would have been most affected by DSA changes. In the first term of 2016/17, the introduction of UDL and DMU Replay significantly increased student interaction with our online learning resources. The rollout of DMU Replay is has now been extended to include second and final year students, and has achieved nearly one-million views.
51. Helping students to make a smooth transition to life at DMU is just one of the many roles that our personal tutors fill. During the first three weeks of study, all new students are offered the chance to meet their own personal tutor and begin to build a positive relationship with them. As well as helping with settling in, personal tutors are there to provide advice and guidance, feedback on general academic progress, assistance with action planning and reflective learning, and signposting to other specialist support or advice services. In 2014/15 we launched the DMU

Principles of Personal Tutoring Practice which encompassed a shared partnership approach between each student, their personal tutor and the University, as advocated in the National Union of Students' Charter on Personal Tutors.

52. We have continued to evaluate the support and guidance we give to staff and students about Personal Tutoring, which includes 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. This project is ongoing and will continue: we recognise that one of the earliest and most effective interventions for struggling students comes via their relationship with the Personal Tutor. Tutors can alert teams in the Student Gateway, a one-stop shop for students in need of advice, information and support, about students they believe to be in need of assistance. As someone who engages with students on a regular basis, a personal tutor is often best placed to facilitate an early intervention.

Freedom to Achieve

53. Our Freedom to Achieve programme was launched in 2016 to address our BAME attainment gap and delivers strategies to increase the number of BAME students achieving good honours degrees. 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. In the first year of the programme our BAME attainment gap fell by more than 3%. The Freedom to Achieve programme also includes activity associated with the Inclusive Curriculum Framework which aligns with our UDL approach and asks whether our teaching, learning and assessment creates an accessible and culturally competent curriculum in which students are able to see themselves reflected and equips students with the skills to contribute positively to and work effectively in a global and diverse environment. Faculties and directorates have reviewed their use of images around physical spaces on campus to ensure they are representative of the staff and students at DMU.

Health and wellbeing

54. We aim to create a healthy and resilient community in which all students have the opportunity to reach their full potential. As such we are establishing a new programme called Healthy DMU which will embed effective health and wellbeing activity across the University. By employing a University-wide approach we will establish a learning environment and organisational culture that enhances the health, well-being and sustainability of its community and enables people to achieve their full potential. Currently at the scoping phase we expect a full roll out of activity by 2019/20.
55. Our aim is to support students who may be experiencing difficulties for a variety of reasons. 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. On campus, as in pre-enrolment, we provide students with autism or autism spectrum disorders (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 undergraduate students with ASDs; drop-out rates for these students have decreased from 12.7% in 2013/14 to just 11.9% in 2016/17.

Disability advice and support

56. We are rightly recognised for our excellent support for disabled students and we are also a Disability Confident Employer. Our Disability Enhancement Programme (DEP) was described by the then Department for Business, Industry and Skills (BIS) as 'inspirational' and is viewed as an example of good practice to be encouraged across the sector. DEP was a two-year strategic change programme focused on enhancing key areas of the student experience with a specific focus on our disabled students. Outputs from the programme are feeding into further UDL

enhancements. We are committed to looking at ways to remove barriers to enable students and staff to fully participate in the opportunities we provide. We encourage students and applicants to inform us about a disability, medical condition or learning difference as early as possible, so that relevant support can be arranged while they study with us. The DMU Centre for Accessibility Needs provides students with support from a specialist team which performs needs assessments as part of the DSA application process.

57. We have a central team of disability officers 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. 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 disability. They can then work with the student, offering a full, University-funded assessment with an educational psychologist. 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 support in workshop and one-to-one settings.

Enhancing student retention

58. In our Student Retention and Attainment Strategy, endorsed by Academic Board in 2015, we outline how we aim to improve student outcomes by increasing the number of students who successfully complete their studies within the normal period of enrolment; increasing the number of undergraduate students achieving good honours; and reducing differences in outcomes associated with ethnicity, gender, age, mode of study or disability status. We 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. 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) and features a Transitions element as well as Course-Specific Interventions (CSI). Our Transitions Team works 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 to develop new ways to assist them. CSI identifies programmes with the highest levels of student non-continuation and these programmes are supported by the Student Welfare Team to deliver and evaluate course-specific actions. To date, of the programmes within this initiative, the majority have seen a reduction in student non-retention.

Resources

59. In the 2017 NSS results 89% of our students were satisfied with the learning resources we offer at DMU. This is 5% above the sector average and puts us in the top 25 universities for learning resources in the UK. In addition, Library and Learning Services (LLS) also holds a Customer Service Excellence Award. In response to student feedback our Kimberlin Library is now open 24/7/365; the Centre for Learning and Study Support (CLaSS) offers support and advice on assignments, including weekly drop-in sessions for assignment writing, one-to-one tutorials and advice on academic writing. In addition, as part of our Race Equality Charter work, the Library are keen to understand how they can further support and enhance students' learning.
60. 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 2016/17, of the student groups engaged in CLaSS provision (tutorials, drop-ins and workshops) 64.7% were BAME students, 28.7% were disabled students, 13.1% were 25-30 years old; 23.1% were 31 or older mature students; and 50.7% had parents who had no experience of HE. Also within LLS, Academic Liaison Librarians give face-to-face and virtual 1:1 sessions in curricula and workshop support enabling students to develop their information and digital literacy skills. The Centre for Enhanced Learning through

Technology (CELT) team provides IT orientation and induction for students to immediately engage with our UDL approach and their learning materials. In addition, the CELT team provide bespoke faculty and school specific IT inductions, developing online resources in Blackboard, including DMU Replay, to ensure that support is available to students at all times and at distance.

61. 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 e.g. 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.

Progression measures

Work experience

62. We are committed to increasing the number 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 will continue the implementation of our 5-year project (2017-22) to increase students' participation in sandwich placements. This includes the growth of internal placements and introduction of a new Enterprise Placement Year. A key strand of this work is a focus on analysing and addressing participation gaps between students from different ethnic backgrounds, aiming in particular to raise the participation rates of BAME students and the related positive impact on academic attainment and graduate employment for these groups. To broaden our placement offer and make high quality work experience accessible to more students, in 2018-19 we will continue the roll-out and growth of a major new cross-institutional programme, #DMUworks, providing new and varied short-term professional experiences and skills masterclasses. The programme aims to ensure opportunities are more flexible and tailored, extending to every student, increasing take-up and impact.
63. We will continue with our highly successful Frontrunners internship scheme which offers 100 students per year a paid internship on campus. As with all our placements, this scheme includes mandatory skills development activities such as job application and interview preparation workshops, ensuring the opportunities mimic graduate recruitment practices. In addition we will continue to refine our internal placements and internships offer so that students who have not previously participated, or whose subject offers limited paid opportunities externally, are prioritized. The impact of these work experience activities on student outcomes is clearly shown in our graduate employment data. Our employment figure was 96.7% for 2015/16 leavers. For students undertaking a Frontrunners placement this increases to 97.8%. Job Quality for all 2015/16 graduates was 80.4%; for Frontrunners it was 88.6% and Graduate Champions 98.6%. Our 2016/17 graduates taking a placement year had high attainment levels; 90.1% achieved a first class or upper second class degree compared to 71.3% of all graduates.

Integrated career development; workshops and masterclasses

64. We embed employability within the curriculum, ensuring key knowledge and skill development reaches students while they are in the classroom and is seen by them to have clear relevance to their studies. We will progressively introduce more external speakers into the classroom, both our employer contacts and alumni, to ensure class contact is up to the minute and brought to life for students. We are focusing this work initially on the ten programmes within each faculty with the lowest scores for successful graduate outcomes. Our central Careers and Employability service will continue to operate a hub and spoke model where strategy is driven centrally but student-facing staff are based physically in the faculties. This has proved successful for making sure staff can provide responsive and course-relevant guidance on placements and career development and can be easily accessed by students in the buildings where they study.

Engagement with industry

65. Our Employer Engagement Strategy 2016-2020 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. The strategy takes a targeted approach to working with employers, identifying those whose business model and business needs match the profile of our students. One of the six key criteria is that diversity or social mobility should be a key driver for their business. We have formed an Employer Advisory Panel to look in detail at key barriers for our students in accessing high quality opportunities and finding solutions in partnership. Solutions have included building bespoke pathways with employers integrating project briefs and site visits to allow both employers and students to interact ahead of formal recruitment processes. We have now developed highly productive pathways with a number of regional employers which has led directly to students being offered work opportunities.

Enterprise

66. During 2017-18 we began developing an enhanced Enterprise offer for students, recognising the importance to individuals, the region and economy of having the knowledge and practical tools to undertake entrepreneurial activity and kick-start new business ideas. We will be delivering a new Student Enterprise strategy led by the PVC Enterprise with the support of a newly restructured and expanded Enterprise team.

Digital tools

67. To support students with non-traditional modes of engagement, in addition to providing out-of-hours career support, we have made a substantial investment in IT systems including an online Careers Management System, Abintegro, enabling students to make more use of e-guidance such as interview notes and action plans, e-mentoring and e-learning modules. Bespoke online workflows have been developed to support students' preparation for placements and to enable monitoring of student engagement at individual level including sorting participation data by different WP characteristics. All students have the opportunity to develop their Higher Education Achievement Report (HEAR) in order to record and showcase their academic and extra-curricular achievements in a single document.

Employability and transferable Skills

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

#DMUforlife

69. We have recently reinvigorated our approach to building an active community of our new graduates, aiming to ensure they continue to benefit from University support, expertise and networks as part of a continued journey as soon as they graduate. As part of this initiative, the Careers and Employability team will enhance the career support available to graduates and offer them increased skills development, mentoring support and internships to help them establish their career.

#DMUglobal

70. #DMUglobal is the sector-leading international experience programme for DMU students, which enriches studies, broadens cultural horizons and develops key skills valued by employers. The success of #DMUglobal is already recognised as a fundamental pillar of the Outstanding International Strategy Times Higher Education Leadership and Management Award, which was awarded to the University in June 2016. Set to become the most comprehensive international

experience programme available at any UK University, #DMUglobal stimulates and facilitates participation in outward mobility so that our students can continue to compete in a global market.

71. A defining feature of its success is the diverse range of opportunities on offer. Students can take part a range of academically-embedded and co-curricular international experiences with a range of learning outcomes that are fully inclusive and provide a quality experience. The programme to date has seen over 9,000 students travel overseas, offering more than 570 unique international opportunities. #DMUglobal has also organised some of the largest ever academic trips, with more and 1,600 students and staff taking part in mass trips to New York and Berlin. Visiting more than 60 different countries worldwide, 94% of students are satisfied with their experience and 92% have felt its good value for money. Participation in #DMUglobal experiences also has a positive effect on student retention and success. Retention of students engaging in #DMUglobal was 99.5% for 2014/15, 99.1% for 2015/16 and 98.9% for 2016/17, compared to 93.9%, 93.7% and 94.3% respectively for all undergraduates for each year. Of graduates in 2016/17 who engaged in #DMUglobal, 79.4% were awarded a first or upper second class degree compared to a 68.7% rate for those who did not participate.

DMU Square Mile India

72. Officially launched in January 2016, DMU Square Mile India visits to Gujarat have one common focus, to engage with communities where challenges linked to poverty and inadequate education can be met by students sharing their own learning and skills. Participating students design their own visit to India and identify how it will enhance their study as well as benefitting local communities. This means our students develop new project-planning skills and ensure that they make the most of their time in India's real-world, challenging environment. Evaluation so far shows that students who have travelled to India as part of this project have developed both personally and professionally 100% of students felt their communication skills had improved, their confidence in their own abilities had increased and their ability to work as part of a team had increased as a result of their trip with DMU Square Mile India. In addition, 100% of students also said they are more willing to try new things, and their ability to lead or encourage others had increased.

Mentoring

73. We also provide a range of mentoring offers to students, managed by our Employability Mentoring Manager. These services offer all students, but particularly WP students, the opportunity to improve their employability and curricular attainment, via staff and alumni mentoring and in pre-mentoring training, group settings, face-to-face, telephone and online environments. We are currently working with a number of cohorts of students within and across faculties and to date more than 110 students have experienced mentoring in training and group settings and have self-reflected positively. This is preparation for more tailored one-to-one mentoring. The employability mentoring programme continues to hold external accreditation (Approved Provider Status) from the Mentoring and Befriending Foundation.
74. In 2015/16, we launched Springboard which is targeted at disadvantaged student groups. Through this scheme we offer a series of workshops designed to improve the employability skills of those students who may lack social and cultural capital.
75. Our Dare to Be BAME Mentoring scheme offers mentoring opportunities for BAME students. Additionally, our DMUtalks programme of external speakers has been redesigned to ensure that guests reflect our student and staff population. Through our Race Charter work, we strive for a BAME balance of speakers at DMU events. Mentoring partnerships are providing students with unique opportunities to enhance their employability and have an impact on the community. And through placements and volunteering activities with some of the city's most iconic sporting, cultural and other organisations, our students are able to put their skills and expertise into practice in real-world, professional environments.

Section 4: Our Investment

76. Section 4 details our investment levels to support our WP activity and to deliver outstanding performance for all our students.

Investment levels

77. Table 8 and Table 9, below, show our total investment plans comparing the 2018-19 figures to 2019-20. Compared with 2018-19 we have increased the total investment substantially, from £7.7m to £9.3m. This increase is due to increases in Access and Progression investment. Although our higher fee income (HFI) has also increased for 2019-20 compared with 2018-19 the commitment we show to WP is evidence in the increase in investment as a proportion of HFI – up to 18.1% from 16.2%. Beyond 2019-20 total investment and investment as a proportion of HFI increases slightly and then stabilises.¹⁵

Table 8: Access and Participation Plan – 2019-20 Resource Plan

Table 7a - Access and participation plan investment summary (£)	Academic year			
	2019-20	2020-21	2021-22	2022-23
Access investment	2,621,033	2,621,033	2,621,033	2,621,033
Success investment	1,878,555	1,878,555	1,878,555	1,878,555
Progression investment	2,739,403	2,739,403	2,739,403	2,739,403
Investment in financial support	2,040,000	2,130,000	2,130,000	2,130,000
Total investment	9,278,992	9,368,992	9,368,992	9,368,992

Table 7b - Access and participation plan investment summary as a proportion of higher fee income (HFI) (%)	Academic year			
	2019-20	2020-21	2021-22	2022-23
Higher fee income (HFI)	51,279,063	50,563,189	50,458,747	50,759,304
Access investment (as % HFI)	5.1	5.2	5.2	5.2
Success investment (as % HFI)	3.7	3.7	3.7	3.7
Progression investment (as % HFI)	5.3	5.4	5.4	5.4
Investment in financial support (as % HFI)	4.0	4.2	4.2	4.2
Total investment (as % HFI)	18.1	18.5	18.6	18.5

Table 9: Access Agreement – 2018-19 Resource Plan

Table 6a - OFFA-countable expenditure summary (£)	Academic year			
	2018-19	2019-20	2020-21	2021-22
Access investment	2,096,235	2,096,235	2,096,235	2,096,235
Success investment	1,729,008	1,829,008	1,829,008	1,829,008
Progression investment	1,740,408	1,740,408	1,740,408	1,740,408
Investment in financial support	1,840,000	2,040,000	2,130,000	2,130,000
Total investment	7,405,651	7,705,651	7,795,651	7,795,651

Table 6b - OFFA-countable expenditure summary as a proportion of higher fee income (HFI) (%)	Academic year			
	2018-19	2019-20	2020-21	2021-22
Higher fee income (HFI)	45,732,004	47,658,014	47,804,053	48,079,203
Access investment (as % HFI)	4.6	4.4	4.4	4.4
Success investment (as % HFI)	3.8	3.8	3.8	3.8
Progression investment (as % HFI)	3.8	3.7	3.6	3.6
Investment in financial support (as % HFI)	4.0	4.3	4.5	4.4
Total investment (as % HFI)	16.2	16.2	16.3	16.2

Balance of investment

78. Access investment will increase by over £0.5m in 2019-20 compared with 2018-19 – mainly due to increased investment in the #DMUlocal and the DMU Square Mile India projects. Progression investment will increase by £1m in 2019-20 as a result of new investment in sport and music activities for students from underrepresented groups. The increases in Access and Progression investment will also led to increases in the investment as a proportion of HFI in these two areas compared. Since 2018-19 and beyond we have committed over £1.2m to disability investment, this is a substantial increase from the £0.4m committed in 2017-18.

¹⁵ The investment highlighted supports underrepresented groups and is committed from HFI. It does not include public funds, including OfS grant allocations and the National Collaborative Outreach Programme.

Access and retention scholarship and bursaries

79. DMU recognises that the financial costs of HE can be a contributing factor for particularly prohibitive to underrepresented groups and therefore aims to widen and support through a range of measures including, where appropriate, scholarships and bursaries. In 2019/20, care leavers, young adult carers and estranged students entering the University will benefit from a bursary of £1,000. Our Access Scholarship Scheme will provide £1,000 for students entering on an Access to Higher Education qualification where this is an entry requirement for the course. As part of the Helena Kennedy Foundation scheme, we offer eight fee waivers to students from an asylum-seeking background.
80. We also aim to address finance-based retention and transition issues through bursaries and discretionary funds throughout 2019/20. Students remaining in Leicester over the summer period and identified as estranged by their funding provider will be eligible for a bursary of up to £1,000. A Hardship Fund will also be available to those students who are at greatest risk of ceasing their studies due to financial adversity. Vulnerable students who are identified as being at risk of withdrawing from their studies, but do not meet the criteria for the Hardship fund, will be eligible for a Transitions Fund award of up to £1,000. Scholarships of £1,000 and bursaries of £200 from the Vice-Chancellor's Fund are awarded to students showing the most potential. These are allocated on the basis of achievement and financial need. To encourage students to engage with the global aspects of their degree programmes, we offer a flat rate bursary for all students participating in an overseas #DMUglobal experience. There is also a #DMUglobal Additional Funding tier, which gives special consideration to students facing financial difficulties, students with dependents, students who have a disability or medical condition and students who entered from care. As part of our commitment to employability, undergraduate and HND students can receive up to £200 per academic year to travel to job-related events and activities such as interviews, assessments, recruitment fairs or employer open days. 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 in 2020.

Section 5: Our provision of information to students

81. We place emphasis on promoting and communicating our support packages, tuition fee policies and payment arrangements to students. This is available through our website, fee and support information to applicants, open day guides and pre-enrolment materials and is made available in multiple accessible formats. 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. We will publish our approved APP and all information pertaining to 2019/20 fees, scholarships and bursaries in September 2018 on our website and will also provide links to the archive of previously approved plans for our continuing students. We will, through 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. We provide face-to-face advice on finance and support packages provided via our outreach teams in schools and colleges and at open days. Our Student Gateway, located at the heart of the campus, continues to adopt the one-stop-shop model to provide advice and guidance service to students, and prospective students that covers, finance, disability, mental health and counseling, and 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. Our Student & Academic Services has worked with each Faculty on financial capability. This includes providing information on making the most of bursaries, scholarships and any other funding requirements as well as giving advice on budgeting and debt management.