De Montfort University
Access and participation plan 2020-21 to 2024-25
1. Assessment of performance

De Montfort University's (DMU's) Access and Participation Plan (APP) begins with an assessment of the current performance of underrepresented groups by: student access, success (continuation and attainment), and progression (into higher employment or further study). The APP provides information which allows for an understanding of the strengths and weaknesses across the University's widening participation (WP) agenda. The data presented in this chapter is taken from the Office for Students' (OfS's) provision of information to Higher Education institutions (HEIs) unless otherwise stated.

1.1 Higher education participation, household income, or socioeconomic status

The first category of underrepresented student groups for analysis focuses on levels of disadvantage. The student lifecycle data presented refers to POLAR4 categories of disadvantage.

Access

Table 1 shows that in 2017-18 31.5% of students at DMU are from the most disadvantaged backgrounds (Polar4 quintiles 1 and 2) and 68.5% are from more advantaged backgrounds (Polar4 quintiles 3-5). The proportion of disadvantaged students at DMU is higher than compared to the sector average (27.7%). In addition, the proportion of students from disadvantaged backgrounds has increased by 1.7% over the previous five years – a faster rate than the sector (1.1%).

Table 1: Access (Polar, all undergraduates, full time)

Institution	SPLIT1	13-14	14-15	15-16	16-17	17-18	Change (over 5 yrs.)
DMU	POLAR4Q1_2	29.8	30.2	31.3	30.5	31.5	1.7
	POLAR4Q3_5	70.2	69.8	68.7	69.5	68.5	-1.7
	Gap	-40.4	-39.6	-37.4	-39.0	-37.0	3.4
Sector	POLAR4Q1_2	26.6	27.2	27.4	27.5	27.7	1.1
	POLAR4Q3_5	73.4	72.8	72.6	72.5	72.3	-1.1
	Gap	-46.8	-45.6	-45.2	-45.0	-44.6	2.2

Continuation

While continuation amongst disadvantaged students at DMU has remained relatively stable over the previous five years, the gap between disadvantaged and advantaged students has disappeared (from -0.3% to +0.5%). An upturn in continuation in 2017-18 shows a recent positive outcome form both disadvantaged and advantaged students. The sector, in contrast, has not seen an equivalent upturn.

Table 2: Continuation (Polar, all undergraduates, full time)

Institution	SPLIT1	13-14	14-15	15-16	16-17	17-18	Change (over 5 yrs.)
DMU	POLAR4Q1_2	93.0	92.3	92.2	90.4	92.4	-0.6
	POLAR4Q3_5	93.3	92.9	92.9	91.3	91.9	-1.4
	Gap	-0.3	-0.6	-0.7	-0.9	0.5	0.8
Sector	POLAR4Q1_2	91.2	90.7	90.3	90.2	90.2	-1.0
	POLAR4Q3_5	93.6	93.5	93.1	92.9	92.9	-0.7
	Gap	-2.4	-2.8	-2.8	-2.7	-2.7	-0.3

Attainment

The attainment gap between DMU's disadvantaged and advantaged students has widened by 3% over the previous five years, despite overall improvements in both categories. Disadvantaged students are less likely to achieve good honours outcomes than advantaged students. This issue is also prevalent in the sector with the gap in 2017-18 at 5.3% (compared to DMU's gap of 3.7%). Further analysis of attainment data also shows that DMU has a significant gap across indices of multiple deprivation quintile 1 (most disadvantaged) and quintile 5 (least disadvantaged).

Table 3: Attainment (Polar, all undergraduates, full time)

Institution	SPLIT1	13-14	14-15	15-16	16-17	17-18	Change (over 5 yrs.)
DMU	POLAR4Q1_2	72.4	74.7	67.9	72.8	74.1	1.7
	POLAR4Q3_5	73.1	72.8	70.6	73.2	77.8	4.7
	Gap	-0.7	1.9	-2.7	-0.4	-3.7	-3.0
Sector	POLAR4Q1_2	71.6	72.5	73.8	75.2	76.4	4.8
	POLAR4Q3_5	76.7	78.4	79.2	80.8	81.6	4.9
	Gap	-5.1	-5.9	-5.4	-5.6	-5.2	-0.1

Progression to employment or further study

Disadvantaged and advantaged students at DMU have experienced significant improvements in progression rates over the previous five years (with 14.0% and 15.0% increases respectively) (table 4). These figures are also favourable when compared to sector performance as well. Although the gap between student categories has widened marginally at DMU, the increase in progression rates overall suggests that students are receiving effective support.

Table 4: Progression (Polar, all undergraduates, full time)

Institution	SPLIT1	13-14	14-15	15-16	16-17	17-18	Change (over 5 yrs.)
DMU	POLAR4Q1_2	65.8	72.3	70.4	77.7	79.8	14.0
	POLAR4Q3_5	66.2	75.3	73.4	78.1	81.8	15.6
	Gap	-0.4	-3.0	-3.0	-0.4	-2.0	-1.6
Sector	POLAR4Q1_2	60.3	61.7	64.7	67.2	69.9	9.6
	POLAR4Q3_5	64.2	66.1	69.2	70.6	73.1	8.9
	Gap	-3.9	-4.4	-4.5	-3.4	-3.2	0.7

1.2 Black, Asian and minority ethnic students

The APP now considers student lifecycle data for black, Asian and minority ethnic (BAME) students.

Access

The previous five years has seen a swing in the proportion of BAME students at DMU from 8.6% fewer to 5.6% more than white students (a 14.2% overall swing) (table 5). Much of this growth has been driven by a 6.4% increase in the number of black students. BAME students now make up 52.8% of the DMU student population. This is compared with 31.1% of the student population of the sector as a whole.

Table 5: Access (Ethnicity, all undergraduates, full time)

Institution	SPLIT1	13-14	14-15	15-16	16-17	17-18	Change (over 5 yrs.)
DMU	BAME	45.7	48.1	51.3	51.4	52.8	7.1
	Asian	*25.2*	*26.4*	*24.9*	*23.7*	*23.8*	*-1.4*
	Black	*15.3*	*16.3*	*20.4*	*21.3*	*21.7*	*6.4*
	Mixed	*4.0*	*4.1*	*4.7*	*5.0*	*5.3*	*1.3*
	Other	*1.2*	*1.2*	*1.4*	*1.4*	*2.0*	*0.8*
	White	54.3	51.9	48.7	48.6	47.2	-7.1
	Gap	-8.6	-3.8	2.6	2.8	5.6	14.2
Sector	BAME	26.2	28.4	29.5	30.4	31.1	4.9
	Asian	*11.9*	*12.5*	*12.9*	*13.3*	*13.7*	*1.8*
	Black	*8.6*	*9.8*	*10.2*	*10.4*	*10.5*	*1.9*
	Mixed	*4.1*	*4.4*	*4.6*	*4.7*	*4.8*	*0.7*
	Other	*1.5*	*1.7*	*1.8*	*1.9*	*2.2*	*0.7*
	White	73.8	71.6	70.5	69.6	68.9	-4.9
	Gap	-47.6	-43.2	-41.0	-39.2	-37.8	9.8

Continuation

There has been a small drop in BAME continuation over the previous five years (from 92.8% in 2013-14 to 91.1% in 2017-18). However, between 2016-17 and 2017-18 continuation has improved slightly. Compared to the sector, DMU's BAME continuation is higher (91.1% compared with 88.1%), and the drop over the five-year period has been very slightly less. Furthermore, BAME continuation at DMU is very marginally higher than white continuation, whereas in the sector BAME continuation is 3.2% lower than white continuation (table 6). One area of potential concern at DMU is amongst students of mixed ethnicity, who have seen continuation drop by -6.6% over the previous five years.

Table 6: Continuation (Ethnicity, all undergraduates, full time)

Institution	SPLIT1	13-14	14-15	15-16	16-17	17-18	Change (over 5 yrs.)
DMU	BAME	92.8	91.7	92.2	90.1	91.1	-1.7
	Asian	*93.5*	*92.8*	*92.8*	*92.0*	*92.7*	*-0.8*
	Black	*91.8*	*90.1*	*91.3*	*87.9*	*90.4*	*-1.4*
	Mixed	*92.2*	*91.0*	*92.4*	*90.6*	*85.6*	*-6.6*
	Other	*92.9*	*92.3*	*89.8*	*87.3*	*92.9*	*0.0*
	White	90.8	91.8	90.8	89.8	90.9	0.1
	Gap	2.0	-0.1	1.4	0.3	0.2	-1.8
Sector	BAME	90.0	90.1	88.7	88.5	88.1	-1.9
	Asian	*92.1*	*91.9*	*90.7*	*90.8*	*90.3*	*-1.8*
	Black	*87.3*	*87.6*	*86.0*	*85.4*	*85.0*	*-2.3*
	Mixed	*89.9*	*89.8*	*89.2*	*89.1*	*88.8*	*-1.1*
	Other	*89.4*	*90.2*	*88.8*	*88.3*	*88.5*	*-0.9*
	White	91.9	91.8	91.4	91.3	91.3	-0.6
	Gap	-1.9	-1.7	-2.7	-2.8	-3.2	-1.3

Attainment

There is a 13.2% attainment gap between BAME and white students across the sector. DMU's BAME attainment gap is 9.7%, although it has reduced from 13.7% between 2015-16 and 2017-18. Overall, BAME attainment at DMU is improving - by 6.3% over five years, and by 10.0% in the last two years. This is at a faster rate than for white students, whose attainment has seen a 3.2% improvement over five years. Even though improved attainment is being experienced across the sector, for BAME students there is still a significant gap (table 7).

Table 7: Attainment (Ethnicity, all undergraduates, full time)

Institution	SPLIT1	13-14	14-15	15-16	16-17	17-18	Change (over 5 yrs.)
DMU	BAME	64.6	66.0	60.9	65.4	70.9	6.3
	Asian	*67.6*	*69.7*	*65.1*	*71.2*	*75.4*	*7.8*
	Black	*57.1*	*56.7*	*50.2*	*55.5*	*60.7*	*3.6*
	Mixed	*69.8*	*74.3*	*70.9*	*61.0*	*79.3*	*9.5*
	Other	*51.7*	*62.5*	*57.6*	*71.9*	*72.7*	*21.0*
	White	77.4	75.9	74.6	76.3	80.6	3.2
	Gap	-12.8	-9.9	-13.7	-10.9	-9.7	3.1
Sector	BAME	62.6	64.3	64.9	67.3	68.8	6.2
	Asian	*65.0*	*67.3*	*67.9*	*70.7*	*71.9*	*6.9*
	Black	*52.8*	*54.3*	*55.2*	*57.3*	*58.9*	*6.1*
	Mixed	*71.9*	*73.5*	*73.4*	*75.3*	*78.0*	*6.1*
	Other	*64.1*	*65.3*	*66.4*	*68.2*	*68.8*	*4.7*
	White	77.4	78.9	79.9	81.1	82.0	4.6
	Gap	-14.8	-14.6	-15.0	-13.8	-13.2	1.6

Progression to employment or further study

Progression into employment or further study for all students at DMU is exceptional, and continues to improve. Over the previous 5 years, both BAME and white students have improved progression outcomes by 14.0% and 13.1% respectively, with Asian student experiencing the greatest improvement. It is noticeable, however, that despite the figures being markedly higher than for the sector in general, black and mixed students (2016-17) at DMU have progression rates lower than white students (table 8). A target for progression for black and mixed students is provided.

In the Teaching Excellence and Student Outcomes Framework (TEF) Yr. 4 workbook, the progression figures for all BAME students are statistically significantly above benchmark, with black, Asian and other students all receiving double positive flags for the metrics Employment or Further Study, and Highly Skilled Employment or Further Study.

Table 8: Progression (Ethnicity, all undergraduates, full time)

Institution	SPLIT1	13-14	14-15	15-16	16-17	17-18	Change (over 5 yrs.)
DMU	BAME	67.5	76.9	75.3	79.8	81.5	14.0
	Asian	*67.7*	*77.3*	*76.4*	*84.1*	*82.3*	*14.6*
	Black	*68.0*	*78.1*	*72.3*	*72.8*	*N/A*	*4.8*
	Mixed	*67.3*	*69.9*	*77.2*	*73.3*	*N/A*	*6.0*
	Other	*55.0*	*82.6*	*70.0*	*71.0*	*82.8*	*27.8*
	White	69.6	74.5	73.1	80.1	82.7	13.1
	Gap	-2.1	2.4	2.2	-0.3	-1.2	0.9
Sector	BAME	59.7	62.6	66.8	67.1	70.1	10.4
	Asian	*59.3*	*63.1*	*66.7*	*67.3*	*70.3*	*11.0*
	Black	*58.3*	*60.7*	*65.4*	*65.9*	*69.3*	*11.0*
	Mixed	*63.4*	*64.2*	*69.2*	*69.0*	*71.0*	*7.6*
	Other	*60.7*	*63.4*	*67.5*	*67.6*	*70.5*	*9.8*
	White	66.2	67.7	70.0	71.6	74.0	7.8
	Gap	-6.5	-5.1	-3.2	-4.5	-3.9	2.6

1.3 Mature students

The APP now considers student lifecycle data for mature students.

Access

The proportion of mature students at DMU has fallen from 22.1% in 2013-14 to 18.3% in 2017-18 (-3.8%). This is particularly noticeable amongst mature students in the 21-40 categories (-4.3%). Students aged between 41 and 51 and over have seen a slight increase (0.6%). In contrast, across the sector, mature student participation has increased by 3.1% (to 27.8% in 2017-18) and is now 9.5% higher than DMU's figure (table 9).

Table 9: Access (Age on commencement, all undergraduates, full time)

Institution	SPLIT1	13-14	14-15	15-16	16-17	17-18	Change (over 5 yrs.)
DMU	*Age21_25*	*12.1*	*12.4*	*10.7*	*9.2*	*10.3*	*-1.8*
	Age26_30	*4.1*	*3.7*	*3.2*	*2.7*	*3.1*	*-1*
	Age31_40	*4.3*	*4.1*	*2.8*	*2.9*	*2.8*	*-1.5*
	Age41_50	*1.4*	*1.6*	*1.5*	*1.4*	*1.8*	*0.4*
	Age51andOver	*0.2*	*0.3*	*0.3*	*0.1*	*0.4*	*0.2*
	Mature_Age21andOver	22.1	22.1	18.5	16.4	18.3	-3.8
	Young_Under21	77.9	77.9	81.5	83.6	81.7	3.8
	Gap	-55.8	-55.8	-63.0	-67.2	-63.4	-7.6
Sector	*Age21_25*	*12.7*	*12.9*	*12.7*	*12.3*	*12.3*	*-0.4*
	Age26_30	*4.2*	*4.7*	*4.8*	*5.0*	*5.0*	*0.8*
	Age31_40	*4.6*	*5.2*	*5.4*	*5.8*	*6.0*	*1.4*
	Age41_50	*2.4*	*2.7*	*3.0*	*3.2*	*3.3*	*0.9*
	Age51andOver	*0.6*	*0.8*	*1.0*	*1.1*	*1.3*	*0.7*
	Mature_Age21andOver	24.7	26.4	26.9	27.4	27.8	3.1
	Young_Under21	75.3	73.6	73.1	72.6	72.2	-3.1
	Gap	-50.6	-47.2	-46.2	-45.2	-44.4	6.2

Continuation

Continuation at DMU has seen a marginal drop of -0.8% and -1.2% for mature and young students respectively over the previous five years. Continuation for mature students now stands at 85.3%, lower than for young students (92.0%). Mature continuation is a concern for the sector in general, with figures falling by -1.4% over five years, and a lower rate than for young students (84.8% vs. 92.2% respectively (table 10).

Table 10: Continuation (Age on commencement, all undergraduates, full time)

Institution	SPLIT1	13-14	14-15	15-16	16-17	17-18	Change (over 5 yrs.)
DMU	*Age21_25*	*87.4*	*87.3*	*83.9*	*84.1*	*87.2*	*-0.2*
	Age26_30	*87.0*	*86.7*	*93.8*	*87.6*	*78.3*	*-8.7*
	Age31_40	*83.4*	*91.2*	*89.4*	*86.3*	*87.8*	*4.4*
	Age41_50	*82.9*	*95.2*	*86.7*	*78.6*	*82.4*	*-0.5*
	Age51andOver	*N/A*	*N/A*	*75.0*	*86.7*	*N/A*	*N/A*
	Mature_Age21andOver	86.1	88.4	86.6	84.6	85.3	-0.8
	Young_Under21	93.2	92.7	92.7	91.0	92.0	-1.2
	Gap	-7.1	-4.3	-6.1	-6.4	-6.7	0.4
Sector	*Age21_25*	*85.5*	*85.2*	*84.9*	*84.8*	*84.7*	*-0.8*
	Age26_30	*86.9*	*86.5*	*85.7*	*85.7*	*84.8*	*-2.1*
	Age31_40	*87.3*	*87.2*	*86.2*	*86.1*	*85.6*	*-1.7*
	Age41_50	*87.0*	*86.2*	*85.2*	*86.1*	*84.7*	*-2.3*
	Age51andOver	*83.7*	*82.7*	*81.9*	*83.3*	*82.1*	*-1.6*
	Mature_Age21andOver	86.2	85.8	85.2	85.3	84.8	-1.4
	Young_Under21	92.9	92.7	92.3	92.1	92.2	-0.7
	Gap	-6.7	-6.9	-7.1	-6.8	-7.4	-0.7

Attainment

Mature and young student attainment at DMU have both increased during the previous five years, by 4.3% and 3.8% respectively. The gap now stands at 6.3%, but has closed by 4% between 2015-16 and 2017-18. Attainment for mature students aged between 41-50 has fluctuated year-on-year, but is currently the lowest figure across all age categories at DMU (63.0%). Attainment for students aged 41-50 and 51 and over in the sector has fallen markedly over the last five years (by -16.6%). This is of concern for the sector, and for DMU (table 11).

Table 11: Attainment (Age on commencement, all undergraduates, full time)

Institution	SPLIT1	13-14	14-15	15-16	16-17	17-18	Change (over 5 yrs.)
DMU	*Age21_25*	*69.5*	*59.0*	*60.3*	*62.6*	*73.3*	*3.8*
	Age26_30	*68.4*	*72.2*	*61.9*	*67.0*	*68.9*	*0.5*
	Age31_40	*60.0*	*63.0*	*53.1*	*61.5*	*65.8*	*5.8*
	Age41_50	*60.0*	*47.9*	*66.7*	*47.9*	*63.0*	*3*
	Age51andOver	*N/A*	*N/A*	*N/A*	*N/A*	*N/A*	*N/A*
	Mature_Age21andOver	66.1	61.1	59.6	62.0	70.4	4.3
	Young_Under21	72.9	73.3	69.9	73.1	76.7	3.8
	Gap	-6.8	-12.2	-10.3	-11.1	-6.3	0.5
Sector	*Age21_25*	*65.3*	*65.9*	*67.8*	*69.2*	*71.1*	*5.8*
	Age26_30	*69.0*	*70.4*	*71.0*	*71.5*	*72.7*	*3.7*
	Age31_40	*66.5*	*67.0*	*66.9*	*68.0*	*69.8*	*3.3*
	Age41_50	*67.6*	*63.6*	*63.6*	*63.9*	*64.0*	*-3.6*
	Age51andOver	*67.7*	*61.7*	*62.8*	*59.4*	*54.7*	*-13*
	Mature_Age21andOver	66.4	66.6	67.6	68.6	70.0	3.6
	Young_Under21	75.4	76.9	77.8	79.4	80.2	4.8
	Gap	-9.0	-10.3	-10.2	-10.8	-10.2	-1.2

Progression to employment or further study

Progression into employment or further study for mature students stands at 86.5% compared to that of young students (81.2%). DMU outperforms the sector in this regard, for both mature and young students, and for each of the mature categories for which there is data (age between 26-30, 31-40, and 41-50).

Table 12: Progression (Age on commencement, all undergraduates, full time)

Institution	SPLIT1	13-14	14-15	15-16	16-17	17-18	Change (over 5 yrs.)
DMU	*Age21_25*	*70.8*	*77.2*	*79.8*	*85.6*	*N/A*	*14.8*
	Age26_30	*89.6*	*87.5*	*85.5*	*96.0*	*89.2*	*-0.4*
	Age31_40	*89.1*	*77.3*	*81.0*	*84.8*	*88.5*	*-0.6*
	Age41_50	*90.6*	*88.1*	*81.5*	*84.8*	*82.9*	*-7.7*
	Age51andOver	*N/A*	*N/A*	*N/A*	*N/A*	*N/A*	*N/A*
	Mature_Age21andOver	81.0	80.4	81.0	87.4	86.5	5.5
	Young_Under21	66.1	74.6	72.7	78.0	81.2	15.1
	Gap	14.9	5.8	8.3	9.4	5.3	-9.6
Sector	*Age21_25*	*66.6*	*68.3*	*69.4*	*70.4*	*73.7*	*7.1*
	Age26_30	*74.7*	*77.5*	*79.0*	*77.9*	*79.3*	*4.6*
	Age31_40	*74.6*	*77.0*	*78.1*	*75.8*	*78.1*	*3.5*
	Age41_50	*74.2*	*76.4*	*75.3*	*73.4*	*75.7*	*1.5*
	Age51andOver	*70.8*	*72.2*	*74.5*	*67.9*	*68.6*	*-2.2*
	Mature_Age21andOver	70.5	72.5	73.4	73.1	75.7	5.2
	Young_Under21	63.2	65.0	68.1	69.7	72.3	9.1
	Gap	7.3	7.5	5.3	3.4	3.4	-3.9

1.4 Disabled students

The APP now considers student lifecycle data for disabled students.

Access

The proportion of disabled students at DMU has increased slightly over the previous five years to 17.8%, 3.2% higher than across the sector in general. This change has been driven by increases in students with disabilities categorised as mental health and multiple impairments, and slight reductions in those with cognitive and learning, and sensory, medical and physical disabilities.

Table 13: Access (Disability, all undergraduates, full time)

Institution	SPLIT1	13-14	14-15	15-16	16-17	17-18	Change (over 5 yrs.)
DMU	Disabled	16.0	16.1	15.4	17.4	17.8	1.8
	Cognitive and Learning	*8.6*	*9.2*	*7.8*	*7.8*	*7.1*	*-1.5*
	Mental Health	*1.2*	*1.4*	*2.0*	*2.7*	*3.4*	*2.2*
	Multiple Impairments	*2.0*	*2.4*	*2.4*	*3.6*	*4.1*	*2.1*
	Sensory Medical and Physical	*3.6*	*2.3*	*2.4*	*2.4*	*2.3*	*-1.3*
	Social and Communication	*0.7*	*0.8*	*0.9*	*0.7*	*0.9*	*0.2*
	No Known Disability	84.0	83.9	84.6	82.6	82.2	-1.8
	Gap	-68.0	-67.8	-69.2	-65.2	-64.4	3.6
Sector	Disabled	11.8	12.3	12.9	13.7	14.6	2.8
	Cognitive and Learning	*6.2*	*6.0*	*5.9*	*5.7*	*5.5*	*-0.7*
	Mental Health	*1.4*	*1.8*	*2.3*	*2.9*	*3.5*	*2.1*
	Multiple Impairments	*1.8*	*2.0*	*1.9*	*2.1*	*2.3*	*0.5*
	Sensory Medical and Physical	*1.9*	*2.0*	*2.1*	*2.2*	*2.3*	*0.4*
	Social and Communication	*0.4*	*0.5*	*0.7*	*0.7*	*0.8*	*0.4*
	No Known Disability	88.2	87.7	87.1	86.3	85.4	-2.8
	Gap	-76.4	-75.4	-74.2	-72.6	-70.8	5.6

Continuation

Continuation at DMU amongst disabled students and students with no known disability is similar (90.2% and 91.1% respectively). Compared with the sector, disabled students have a marginally higher rate of continuation, and one which has improved by 0.9% over the previous five years, compared with a very slight decline in the sector's equivalent performance (-0.6%).

The largest decline amongst DMU disabled students is for those with sensory, medical and physical disabilities (-3.9%), although this category has seen an upturn in performance between 2016-17 and 2017-18 (2.8%).

Table 14: Continuation (Disability, all undergraduates, full time)

Institution	SPLIT1	13-14	14-15	15-16	16-17	17-18	Change (over 5 yrs.)
DMU	Disabled	89.3	90.1	91.4	90.6	90.2	0.9
	Cognitive and Learning	*91.2*	*92.0*	*92.8*	*93.8*	*92.4*	*1.2*
	Mental Health	*77.6*	*92.3*	*85.3*	*85.8*	*84.8*	*7.2*
	Multiple Impairments	*86.1*	*84.3*	*85.2*	*89.0*	*90.4*	*4.3*
	Sensory Medical and Physical	*91.6*	*89.4*	*93.8*	*84.9*	*87.7*	*-3.9*
	Social and Communication	*92.3*	*83.3*	*97.5*	*93.9*	*93.3*	*1.0*
	No Known Disability	92.2	92.1	91.3	89.7	91.1	-1.1
	Gap	-2.9	-2.0	0.1	0.9	-0.9	2.0
Sector	Disabled	90.0	89.9	89.7	89.4	89.4	-0.6
	Cognitive and Learning	*91.5*	*91.1*	*90.6*	*90.4*	*90.3*	*-1.2*
	Mental Health	*91.5*	*91.4*	*91.3*	*91.3*	*91.4*	*-0.1*
	Multiple Impairments	*84.9*	*86.0*	*86.4*	*86.6*	*86.8*	*1.9*
	Sensory Medical and Physical	*88.7*	*88.5*	*88.3*	*88.3*	*89.1*	*0.4*
	Social and Communication	*91.5*	*91.1*	*90.6*	*90.4*	*90.3*	*-1.2*
	No Known Disability	89.4	89.3	89.7	89.0	88.7	-0.7
	Gap	90.5	89.3	88.7	89.0	88.1	-2.4

Attainment

Disabled student attainment is substantially lower at DMU than for students with no known disability (the gap being 6.7% and having widened by 2.2% over the previous five years). While attainment amongst disabled students is lower than for students with no known disability across the sector as well, it is less marked (-2.8%), with the gap closing as well.

Table 15: Attainment (Disability, all undergraduates, full time)

Institution	SPLIT1	13-14	14-15	15-16	16-17	17-18	Change (over 5 yrs.)
DMU	Disabled	68.2	68.9	63.7	66.3	70.4	2.2
	Cognitive and Learning	*67.7*	*67.8*	*62.2*	*61.8*	*66.0*	*-1.7*
	Mental Health	*67.0*	*52.9*	*75.4*	*73.4*	*69.6*	*2.6*
	Multiple Impairments	*69.1*	*77.9*	*53.3*	*65.7*	*74.5*	*5.4*
	Sensory Medical and Physical	*73.3*	*76.2*	*71.4*	*70.4*	*78.5*	*5.2*
	Social and Communication	*41.2*	*N/A*	*64.7*	*81.0*	*83.3*	*42.1*
	No Known Disability	72.7	72.0	69.1	72.4	77.1	4.4
	Gap	-4.5	-3.1	-5.4	-6.1	-6.7	-2.2
Sector	Disabled	70.7	72.3	73.4	74.7	75.9	5.2
	Cognitive and Learning	*70.0*	*71.4*	*72.4*	*73.8*	*75.3*	*5.3*
	Mental Health	*73.5*	*74.7*	*76.7*	*77.6*	*77.3*	*3.8*
	Multiple Impairments	*71.2*	*74.5*	*73.6*	*75.2*	*75.3*	*4.1*
	Sensory Medical and Physical	*71.6*	*72.4*	*74.7*	*74.9*	*77.0*	*5.4*
	Social and Communication	*69.3*	*67.9*	*67.9*	*70.9*	*72.5*	*3.2*
	No Known Disability	74.2	75.4	76.2	77.7	78.7	4.5
	Gap	-3.5	-3.1	-2.8	-3.0	-2.8	0.7

Progression to employment or further study

In similar ways to progression across other student categories, disabled students perform exceptionally. Eighty-four per cent (84.0%) of Disabled students progressed into employment or further study in 2017-18. This is 12.5% higher than compared with the sector (71.5%) and has improved by 12.3% over the previous five years. Students with sensory, medical and physical disabilities have seen the biggest improvement in progression opportunities for disabled students at DMU (by 20.5%) during this period.

Table 16: Progression (Disability, all undergraduates, full time)

Institution	SPLIT1	13-14	14-15	15-16	16-17	17-18	Change (over 5 yrs.)
DMU	Disabled	71.7	73.7	74.0	78.5	84.0	12.3
	Cognitive and Learning	*71.7*	*76.1*	*75.4*	*76.3*	*85.4*	*13.7*
	Mental Health	*72.2*	*62.1*	*59.6*	*83.7*	*78.8*	*6.6*
	Multiple Impairments	*72.2*	*74.7*	*76.3*	*81.8*	*N/A*	*9.6*
	Sensory Medical and Physical	*70.8*	*72.2*	*76.5*	*83.3*	*91.3*	*20.5*
	Social and Communication	*N/A*	*80.0*	*N/A*	*N/A*	*77.3*	*N/A*
	No Known Disability	68.0	76.0	74.1	80.3	81.7	13.7
	Gap	3.7	-2.3	-0.1	-1.8	2.3	-1.4
Sector	Disabled	63.8	65.0	67.8	68.9	71.5	7.7
	Cognitive and Learning	*65.8*	*67.0*	*69.7*	*70.6*	*73.3*	*7.5*
	Mental Health	*59.3*	*60.6*	*63.6*	*64.9*	*69.2*	*9.9*
	Multiple Impairments	*62.5*	*63.6*	*67.6*	*70.1*	*71.8*	*9.3*
	Sensory Medical and Physical	*61.4*	*63.9*	*66.7*	*68.9*	*71.2*	*9.8*
	Social and Communication	*52.8*	*51.9*	*55.6*	*58.1*	*61.8*	*9.0*
	No Known Disability	65.0	66.8	69.4	70.7	73.3	8.3
	Gap	-1.2	-1.8	-1.6	-1.8	-1.8	-0.6

1.5 Intersections of disadvantage

Analysis of disadvantaged students at DMU by ethnicity and sex suggests that there are a number of areas which require addressing.[1] These are as follows:

- For disadvantaged male students (Polar4 Quintiles 1 and 2) DMU experiences a gap in participation compared with, for example, disadvantaged female students and advantaged students (13.3% participation compared with 18.2% participation for Disadvantaged female students).
- Disadvantaged male students are also less likely to progress into employment or further study than compared to these other student categories (between 4.2% and 6.2% lower depending on comparator group).

Reviewing data associated with disadvantaged students from BAME backgrounds suggests that the level of disadvantage does not impact significantly on progression. Instead, as table 8 has shown, progression is a particular issue for black students and students with a mixed ethnic background. Targets for these groups are presented in chapter 2,

1.6 Care leavers

Although the figures are small, the number of care leavers enrolled at DMU nearly trebled between 2013-14 and 2017-18. Although the overall number of students enrolled also increased in number, the proportion of care leavers also increased, from 0.8% in 2013-14 to 1.6% in 2017-18.[2] The small numbers of enrolled student overall makes assessment of success and progression measures unreliable, with potential significant fluctuations in performance possible as a result of a few changes to student outcomes.

2. Strategic aims and objectives

2.1 Target groups

Access data evidences our commitment to equality, diversity, inclusion (EDI) and widening participation (WP) with more BAME, disabled and disadvantaged students (proportionately) attending DMU than across the sector in general and our care leaver population increasing significantly over the last five years. Our outreach work with schools and communities reinforces this positive outcome. Our care leaver population has also doubled as a proportion of total student numbers in five years. An area of future focus identified is increasing the proportion of disadvantaged male students who study at the University.

Continuation has fallen, and should be considered a concern in general – but particularly amongst students of mixed ethnicity. Comparing data from 2016-17 and 2017-18 does however, suggest that this decline is in reverse. Disabled students have also bucked this trend, with a small improvement over the previous five years. In addition, data from the latest TEF Yr. 4 workbooks shows that for BAME, disadvantaged, mature

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[1] The intersectionality of disadvantaged students and ethnicity shows gaps in attainment. The targets presented in chapter 2 are to close the attainment gaps across each of the underrepresented groups. As such, no additional targets are presented.

[2] The data only includes students who have self-categorised as either "care leaver" or "not a care leaver". This excludes, for example, those who "prefer not to say" or who have provided no information.

and disabled students, DMU is comfortably within expected performance against benchmark figures. Nevertheless, targeting improvements in continuation for all students is important, and recommended.

While DMU (and the sector) has seen significant increases in **attainment** across all student groups between 2013-14 and 2017-18 there are still attainment gaps across each underrepresented student categories (particularly for BAME, disabled, and disadvantaged students). As such, the APP presents targets to reduce associated attainment gaps between 2020-21 and 2024-25. For disadvantaged students, POLAR4 criteria has been used to assess performance against the targets highlighted. It should be noted that the strategic measures highlighted in the APP are intended to support a wide range of underrepresented students and that gaps in IMD measures are wrapped up in this. As such, only a target for POLAR4 performance is presented.

Performance across each underrepresented student category for **progression into employment or further study** is better than compared with the sector, although it must be acknowledged that for some categories (for example, black students, mixed student, disadvantaged male students) performance is lower than counterpart categories. Importantly, DMU's TEF Yr. 4 data shows that, in each of the split categories, we perform well above benchmark (double positive flags in most instances). Our students are performing exceptionally well and while it is important that performance is better than benchmark gaps still exist. Targets to improve progression rates for black and mixed ethnicity students and disadvantaged male students are presented. Given this analysis the following stages of the student lifecycle and specific student groups will be targeted.

- Access for disadvantaged male students;
- Continuation across all students;
- Attainment across BAME, disadvantaged, disabled and mature students;
- Progression rate into employment or further study for black or mixed ethnicity students;
- Progression rate into employment for disadvantaged male students.

2.2 Aims and objectives

Our APP reflects on a number of strategic approaches which work toward **all** of our students meeting their potential, whatever the background or circumstance. While some of these initiatives (Freedom to Achieve for example) are targeted at a specific cohort of students (reducing the attainment gap for BAME students in this instance) our approach to supporting our student population is inclusive – and as such all students are able to benefit from these interventions. Indeed, we see the benefits of this approach in our exceptional TEF performance, in the National Student Survey (NSS) and in working towards United Nation Sustainable Development goals such in reduced inequalities, gender equality and good health and wellbeing.[3]

We remain committed to improving the representation, progression and success of underrepresented groups of both staff and students. We regularly review and develop the curriculum and methods of teaching and assessment to ensure staff and students can fully participate in the opportunities available to them at DMU. We regularly review our programmes for their cultural relevance to our student base, and strive toward a culturally diverse and inclusive curriculum. Our student population directly reflects the broad ethnic mix in Leicester, with just over half identifying as having a BAME background. Our continuing activity in community outreach projects and our strong local popularity among underrepresented and BAME sections of the population ensure that we to provide a transformational student experience for all. Our care leaver figures show a small population at the university (although this population is growing strongly). We will ensure that our data monitoring and assessment of performance of this group is robust in order to understand in detail their needs and requirements. We also offer a range of financial support for care leavers, which is described in more detail in section 3.1.

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 moving forward. Further, we have set actions in our Race Equality Charter (REC) which seek to enhance retention, achievement and employment, particularly for BAME students. Our commitment to this is through our:

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[3] DMU is in the top 50 universities worldwide in the Times Higher Education's inaugural University Impact Rankings league table, which links performance to UN SDGs.

- Strategic approach to EDI; embedding data review processes to enable faculties to evaluate and monitor their own performance toward student lifecycle goals;
- Influential projects and programmes launched to meet these strategic objectives;
- Ongoing institutional activity that forms part of our deep commitment to WP and access for all; and
- Commitment to undertake equality charters, with a strategic aim to achieve a REC silver award by 2022-23.

Targets

For each of the stages of student lifecycle and student group, the following targets are recommended. These targets are identified as a result of analysis of the performance data presented in chapter 1 and are reflective of both our commitment to access and participation for all students, whatever the background or circumstance.

- **Access**: Close the gap between disadvantaged male student and disadvantaged female students to 0% by 2024-25;
- **Continuation**: Close the continuation gap between mixed ethnicity students and white students to 0% by 2024-25;
- **Continuation**: Close the continuation gap between mature students and young students to 0% by 2024-25;
- **Attainment**: Close the attainment gap amongst BAME students to 0% by 2024-25;
- **Attainment**: Close the attainment gap amongst disadvantaged, mature, and disabled students to 0% by 2024-25;
- **Progression**: Close the progression gap between black and mixed ethnicity students, and white students to 0% by 2024-25.
- **Progression**: Close the progression gap between disadvantaged male students and DMU's overall progression rate to 0% by 2024-25.

3. Strategic measures

3.1 Whole provider strategic approach

Overview

Our sector leading DMUfreedom EDI charter outlines our commitment to the values of freedom to be, to inspire and to succeed. Through DMUfreedom we:

- Challenge convention, provoke debate and encourage participation in University-wide projects and events;
- Strive for all our teaching and learning to be increasingly accessible and inclusive;
- Commit to supporting our students to achieve through an effective personal tutor system, mentoring and development opportunities.

We are one of just 10 universities in the UK to be awarded the REC award by Advance HE. We are also an Athena SWAN Bronze award holder, are within the Stonewall Top 100 Employers Index and are a Disability Confident employer. We are committed to Stonewall's #NoBystanders campaign pledge and are currently working on our own 'report and support' mechanism to provide staff and students with a portal through which they can report incidents related to EDI, and be signposted to support.

Each February we celebrate LGBT History Month with #DMUPride, where a wide variety of events take place, exploring different LGBTQ+ identities, ranging from lectures and workshops, to film and theatre. This month-long celebration demonstrates 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. Additionally, we have a policy affirming the right of trans, non-binary and gender fluid students and staff. We celebrate Black History Month in October with a similar variety of events, focussing on BAME identities, to engage and develop both staff and students.

We strive for fairness and equal access to be embedded in all our working practices. Our EDI objectives are explicit, and are embedded in our strategic plan, institutional and faculty-based action plans, and DMUfreedom charter. We have an established EDI Committee, chaired by the Executive Director of People and Organisational Development. Each faculty also has its own EDI Committee. For these reasons, over the duration of our APP 2020-21 to 2024-25 we aim to:

- Maintain and enhance our reputation and collaborations for outreach activities;
- Enhance our retention initiatives and continue to focus on support for underrepresented groups;
- Close attainment gaps in BAME, disabled, disadvantaged and mature students;
- Enhance our employability support through the provision of additional integrated course content and enhanced work experience opportunities.

Alignment with other strategies

Our approach to EDI and WP is driven by the principle of a whole university approach. This approach is embedded across a range of strategies, including our recently published **Strategic Plan 2018-23** which contains a number of key performance targets (KPTs) aimed at improving student continuation, addressing the BAME attainment gap, maintaining NSS performance and demonstrating our impact on the local community offering prospective students appropriate access points into HE study.

Our **Learning, Teaching and Assessment Strategy 2018-2023** (ULTAS) sits alongside our Strategic Plan and DMUfreedom. ULTAS is built on the three pillars of Co-creation, Building Capability and Universal Design for Learning (UDL).[4] The strategy outlines a number of objectives which support the student teaching, learning and assessment experience. All are relevant in supporting underrepresented groups and:

- Deliver DMU-wide peer mentoring that enriches the student experience;
- Make learning resources as accessible as possible;
- Create inspiring and challenging courses;
- Recognise that students use information differently and facilitate learning accordingly;
- Provide effective personal tutoring that supports individual progression;
- Lead the sector in social mobility through student placements; and
- Develop intensive measures to support progression, retention and attainment.

Our **Student Experience Strategy** is a collaboration between students and staff and provides evidence of our fundamental commitment to student success. Aspiration, innovation and achievement underpin the strategy, strengthened by development opportunities that challenge and inspire. It means students

- Co-create their own, unique experience;
- Have myriad opportunities for development beyond the academic experience, providing exciting opportunities;
- Grow and develop in an environment that maximises wellbeing, strengthens resilience and broadens ambitions.

Our **Employer Engagement Strategy** takes a targeted approach to working with employers, identifying those whose business values and business needs match the profile of our student demographic. One of our six criteria for employer partnership is that diversity or social mobility should be a key objective of the business. We run an Employer Advisory Panel looking at specific barriers for our students in accessing high quality opportunities, seeking solutions in partnership. Solutions have included building bespoke pathways integrating project briefs and insight visits to allow students and employers to interact in advance of formal recruitment processes. These interactions have led directly to students being offered work opportunities.

Strategic measures

In describing how we meet, and will continue to focus on our EDI and WP requirements, our APP now concentrates on the wide variety of strategic measures in place that drive our outcomes. These measures provide an overview of the work we are committed to both now and over the duration of our APP 2020-21 to 2024-25 and will form the basis of our focus on meeting the range of targets outlined in chapter 2.

Access and Participation

Our approach to access and participation mirrors how we engage with our diverse local community, and supports our belief that whatever a person's background they should have the opportunity to experience HE. The access data in chapter one evidences our commitment to this, and is intended to provide prospective

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[4] 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.

students across all underrepresented group with the support they need to make informed decisions about HE that are right for them. This includes male students from POLAR4 1 and 2 quintiles, as per the analysis outlined in Chapter 1. Our public engagement and transitions activity also support students while at the University and prepares them for employment. Together these strategic measures also reinforce our commitment to targets associated with continuation, attainment and progression into highly skilled employment or further study, for all underrepresented groups. DMU appreciates that more work is necessary to understand how access to HE from different groups changes over time and what the impact of this might be. In particular, for mature students, we will look to develop more specific strategic measures which foster deeper access and participation opportunities.

We work with more than 60 primary and secondary schools with children up to the age of 16, as part of our growing commitment to our Widening Participation in Schools programme. The activities that we run are designed to enhance learning and offer new opportunities that schools may not be able to provide. This is particularly useful for children who may need encouragement to realise their potential.

Alongside higher education providers in Leicester City, Leicestershire and Rutland our Pathways activity engages with schools and colleges to offer a number of activities and interventions in their local areas. Pupils who take part in Pathways events develop new skills, explore future careers and more. The Pathways website also hosts a range of resources from virtual tours to student blogs.

The University is also working with IntoUniversity and the University of Leicester to set up INTO Leicester. IntoUniversity's model is to work from centres in the most disadvantaged communities, partnering with schools, families and universities for long-term engagement - helping whole communities to become less marginalised, bridging the educational divide and enabling social mobility. Our business case is being developed during summer 2022, with funding primarily delivered through joint fundraising with the University of Leicester.

We also deliver DMU Aspire, which gives year 12 students a complete university experience in a week of engaging activities. This includes a mix of online experiences and face-to-face campus-based learning.

Further examples of the University's work with schools and colleges include the Pauline Quirk Academy Festival of Drama; and with New College Arts Ambassadors from Y7-10 on an arts festival 'pitch' project which brought a dozen students on campus. These students are from diverse backgrounds and many would be first generation into HE. These partnership is indicative of our outreach approach within Humanities & Performing Arts, working with major organisations and networks, to reach out regionally and nationally.

Through these activities young people are able to develop skills and learning, and understand the requirements of university life. Students are better able to prepare themselves, potentially improve attainment outcomes and make better choices when making decisions about educational choices.

In addition to the above, our broader programme of **Information Advice and Guidance** (IAG) outreach with 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

Supporting Student Success

For 2022-23 we will be revamping our curriculum by introducing Education 2030; block-mode learning in a standard 30-credit module. We have chosen block-mode for our students as evidence shows improved outcomes for all students and particular ones for widening participation students. Our new curriculum focusses on the integration of employability, sustainability and entrepreneurial activity into each module. Assessments for each Block have been reenvisaged to be more varied, authentic and inclusive.

We are committed, as set out in DMUfreedom, to cultivate an environment in which staff, students and partners have freedom to be, freedom to inspire and freedom to succeed. This is exemplified through the ULTAS and in response to our diverse student body. As such, our priority is to treat each student as an individual learner and contributor, and to take account of their differing needs, aptitudes, and backgrounds – from pedagogical and curriculum-based adaptations through to student support services. We support our very wide range of students' learning needs by making learning resources as accessible as possible and we create inspiring and challenging programmes that aim to provide all students with an equal opportunity to

succeed and develop according to the principles of UDL. This approach will be of fundamental importance in delivering successful outcomes for students based on the continuation and attainment targets across the range of underrepresented groups set out in chapter 2.

As examples, in the faculty of Business and Law, first-year Business Management students take a Dragons' Den-style module that is known as Fox's Lair where they work in groups to pitch their ideas to an external panel of experts. Advertising and Marketing students undertake live case studies, Google Digital Garage, and TED-style presentations. Final year Law students participate in a Legal Advice Centre which enables them to get a real sense of the practice of law. These modules reflect the applied nature of much of the curriculum, which in turn represents the professional and business-orientated nature of the subjects. There is a real focus on providing students with engaging and challenging work that has a focus on authentic assessment, which enables all students to achieve their learning potential. External examiners have commented extremely positively on this area, noting that "with the combination of different types of assessments, students with different learning styles are given a fair chance of achieving good grades in the different modules".

Our Catalyst-funded **Freedom to Achieve** programme has been established to address the BAME attainment gap. 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. Freedom to Achieve includes activity associated with our UDL approach and challenges us to ensure our teaching, learning and assessment create an accessible and culturally competent curriculum in which students are able to see themselves reflected and to equip students with the skills to contribute positively to and work effectively in a global and diverse environment. These principles of UDL, exemplified through flexible ways of learning, flexible study resources and flexible assessment methods have been rolled out across the University, and will continue to play a critical role in how we meet our target of removing attainment gaps for disadvantaged, mature and disabled students as well.

To prepare us to meet our strategic aim to reduce the BAME attainment gap by 2% each year, Freedom to Achieve has worked with 40 programmes across different faculties, holding 48 consultation events. These examined predominantly, but not exclusively, BAME student experience within the themes of teaching and learning, community, development and employability, a summary report is in production, and actions are being put in place to address issues raised, to assist the closure of the attainment gap. In 2019-20 onwards, the Freedom to Achieve project is being implemented across the University. Four paid student curriculum advisors have been appointed to work with the faculties and their student peers.

In meeting our continuation and attainment targets it will be of vital importance that our students are supported with their health and wellbeing needs. This is particularly the case for students who arrive at University with additional needs or who may not be fully prepared for HE study. We aim to create a healthy and resilient community in which all students have the opportunity to reach their full potential. Our University-wide approach to wellbeing is called **Healthy DMU**. One of the objectives of this work is to reduce health related inequalities. This means designing approaches which more closely reflect the way in which individuals and groups conceptualise their own wellbeing. We are therefore developing a range of **Healthy DMU Masterclasses** which will encourage skills-based approaches to succeeding in education. The aim of this is to attract more participation from BAME students. We will monitor the uptake of these classes to ascertain whether that goal is achieved.

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 spaces.

We 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. 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 Disability Student Allowance (DSA) application process.

Our **Course Specific Initiatives** are timetabled classes in particular courses which assist students to manage various personal challenges. These initiatives will be specifically aimed at courses where evidence tells us there has been an under-representation of students accessing our specialist support.

To further this activity, we are currently drafting a new **Student Success Strategy** which will continue to prioritise:

- UDL – and specifically pedagogy and assessment and feedback;
- Co-creation – concentrating on the student voice;
- Building capability – with attention on student readiness, resilience and learning gain;
- Well-being and engagement – and in particular pedagogy, attendance, access to resources and student support, take-up of such, and personal investment in taking responsibility for learning;
- Fair outcomes - concentrating on the attainment gap across different groups, and on cultivating a sense of belonging; and
- Transition and progression – with a focus on preparedness and a holistic approach to study and study support.

A working group is conducting a review of the strategy, which includes student representation. The new strategy is scheduled for publication in the 2019-2020 academic year and will play a pivotal role throughout the duration of the APP.

Progression into employment or further study

Chapter 2 outlines a number of targets associated with progression into highly skilled employment or further study. Our approach to employability, skills development and progression at the point of transition of a student from the University into employment is fundamental to many aspects of our student support services. It is characteristic of our programmes where it is embedded in pedagogical practice, the curriculum and through professional accreditation. Examples include in Nursing syllabi are revisited regularly to ensure that they reflect contemporary healthcare practice, and developments within the subject area further support the acquisition of employability and transferable skills. Placements form an important component of the programme content and support from placement providers in mentoring and supporting student learning in practice is an essential part of the professional programme. We also seek to embed industry engagement directly into our programmes and, in Game Art for example, project briefs are set by industry partners, and students have produced award winning work in conjunction with the British Library and games company Crytek.

Programmes that sit within our Arts, Design and Humanities faculty have accreditation from, for example, Creative Skillset, JAMES and the Society of Designers, as well as accreditation and relationships with the range of crafts and skills organisations relevant to the sector. These include relevant employer societies and associations such as, the Society of Weavers, the Society of Dyers and Colourists, the Society of Cordwainers and regular events with the National Student Drama Festival, the Curve Leicester, and the Leicester Comedy Festival.

In general, our students perform well across this aspect of the student lifecycle, but we do have a number of gaps which need addressing – particularly for black and mixed ethnicity students and for disadvantaged male students.

DMU students fill approximately 5,000 placement assignments in the Midlands each year, composed of sandwich and shorter placements (300), graduate internships (400), and clinical and community practice placements (4,300). Focussing on BAME progression, we have recently secured OfS funding in the **Challenge Competition – Industrial Strategy and Skills** – to carry out an ambitious project, **Leicester's Future Leaders** which will support BAME students and graduates to rise to leadership positions within Leicester's business community, addressing ethnic imbalance in business leader role models. The three-year project will during the first half of the lifespan of our APP, and has several stages of innovation, including the:

- Development of an inclusive recruitment toolkit supporting small and medium enterprises to diversify their pools of job applicants and shortlisted candidates;
- Creation of new funded internships in areas of skills shortage where employers are not currently using student and graduate pipelines; and

- Introduction of a new long-arm mentoring scheme supporting the career progression of BAME graduates working in high skilled roles in Leicester.

The project will benefit 130 businesses (through the development of **recruitment toolkits**), 65 BAME students (through **internships**) and 50 BAME graduates (through **mentoring**). Success will be measured by a longitudinal study of business change and BAME student and graduate career progression in the City. The project extends the University's work to close the BAME academic attainment gap through our Freedom to Achieve project and responds to students' experiences of lacking a sense of confidence and belonging in the workplace, in the absence of BAME role models. This is supported by national data that points to the higher likelihood of BAME employees experiencing barriers to career progression and/or leaving their roles prematurely.

These experiences were raised by students during our new **Breakthrough Leaders** leadership development programme for BAME students, launched in 2018-19, delivered in partnership with an external charity supporting BAME students' access to competitive graduate schemes. Fifty students participated in a six-week leadership development programme with a further 100 students attending an employer panel event involving BAME alumni at different stages of their career.

To create a stable and wide community of interest and engagement in our BAME student support programmes, and avoid reaching the same pool of students with repeated activities, in 2019-20 we launch a **BAME student network** in partnership with our Students' Union (DSU). In parallel, the University will work with key business contacts to launch a BAME student business network to help build the social capital of our BAME students from disadvantaged backgrounds. These networks will help strengthen the shape and impact of our BAME academic attainment and student progression projects.

We expect learning from these strategic measures to inform further developments in our approach to progression for other underrepresented groups of students, including disadvantaged male students. In addition, we currently support our students, and will continue to do so during our APP through the following activity. We are working in a formal partnership with Leicester City Council and the University of Leicester which aims to increase the number of graduates from both universities who stay to live and work in high skilled occupations in the region. This reflects the recommendations outlined in the recent Industrial White Paper, and reflects the needs of the diverse population within Leicester and at the University too. This three-year project will tackle themes including early business-student interaction, internships in growth sectors, student perceptions of opportunity and recommendations for infrastructure improvements. The project has commenced with a **Leicester Student Voice** research event gathering the individual and combined views of 102 students about Leicester as a prospective place to live and work. These views will be further tested in autumn 2019-20 and the results will determine the project's focal areas to 2022.

Our **Careers and Employability** team provides a wide range of services offered in partnership with faculties, and internal and external partners. These include a dynamic programme of careers events, varied work experience opportunities and subject-tailored support programmes for students in all years of study. We operate a hub and spoke model where strategy is driven centrally but student-facing Careers and Placement staff are based physically in the faculties. This has proved successful, since 2013, in making sure staff can provide responsive and course-relevant support to students.

We are committed to increasing the number of students undertaking a quality **work placement** as part of their studies, based on the consistent and measurable impact of placements on students' progression to highly skilled employment. Our five-year sandwich placement investment and expansion plan has seen an increase from 261 students on paid 12-month placements in 2016-17 to 442 in 2018-19. A key strand of this work is to focus on analysing and addressing participation gaps between students from different ethnic backgrounds, aiming to raise participation rates of BAME students and the related positive impact on academic attainment and high-skilled employment for disadvantaged groups. We will refresh and continue this key strategy, which supports the University's relationships with a wide range of businesses and particularly ensures our students are equipped, if they choose, to access competitive graduate schemes with large national employers.

In 2017 we began introducing twelve-month paid placements within the University, providing valuable work experience using our own teams and facilities, in areas including Forensic Science and Videography. We have so far invested in 10 rolling year-long placements of this type. The Careers and Employability team

aims to promote and expand the practice of employing our own students in departments across the University, ensuring the student voice is integral to strategic developments, building a talent pipeline and creating peer student-staff collaborative teams to support the University's daily decision-making and operations. These internal placements allow us to more directly prepare students least ready for the workplace in a supportive environment.

These new placements supplement our long-standing **Frontrunner** scheme, which offers 100 students per year a paid part-time internship in a University department, fitting their working hours flexibly around their studies. As with all our work experience opportunities, this scheme includes mandatory skills development activities including job application and interview preparation workshops, ensuring the opportunities mirror real-life recruitment practice and have a future benefit for the student that is broader than the immediate internship.

To broaden access to workplace experience and provide a flexible offer meeting different students' needs and circumstances, we will continue the roll-out of a new cross-institutional programme providing short (1-10 days' duration) business insights hosted by employers. We have met our early targets of 250 students in 2017-18 and 500 students in 2018-19. The target for 2019-20 is 1000 students. The programme is carefully managed to ensure it involves disadvantaged and under-engaged groups primarily, providing these students with a supported step into the workplace, increased commercial awareness and the chance to build networks and social capital from the first year of study.

The Careers and Employability team owns and delivers the content of timetabled **integrated career development workshops and masterclasses** in 200 programmes across the University. From 2019-20 we will call these sessions to **My Course, My Career** to make the link between study and work explicit to students and help them understand the level of support available to plan for their future. Our curricular work is especially targeted to support programmes where highly skilled employment outcomes have been weaker. In 2018-19 we began a phased review of the content of all sessions and we are introducing sessions led by our Enterprise, Mentoring and Placement Teams, Alumni and employers, in a move to enliven traditional classroom Careers teaching with industry content, inspiring case studies and live project briefs that are set and assessed by employers.

During 2017-18 we began developing an enhanced **enterprise** offer for students, responding to the importance to individuals and the regional and national economy of equipping students with practical tools to undertake entrepreneurial activity and try out business ideas. in the university's Innovation Centre. In 2018-19 we launched an **Enterprise Placement Year** option, providing bursary funding to support students' living costs while helping them develop and launch a business idea over the course of a year, supported by experienced Business Advisors. Through a small grant fund, we supported participants to attend relevant trade shows in London which they would otherwise have been unable to access. For 2019-20, as well as individual candidates we have approved a partnership of 3 students to develop an enterprise together and look forward to monitoring the success of this venture for the students' development.

To support students' access to career support we have an online **Careers Management System** that manages sign-ups for careers events, work experience opportunities and appointments and provides access to up to date resources, for example interview practice software. Additionally, our Digital Strategy Manager helps ensure our systems both provide a continuously engaging and effective toolkit for students and provides us with the right data sets to measure impact on career development and progression. A suite of bespoke workflows has been built supporting a range of careers programmes including placement preparation and employability mentoring. These workflows guide our students through the steps and simultaneously allow us to track engagement rates, continuation and drop-out patterns, enabling teams to pinpoint and trial continuous improvements. Our **digital tools** enable year-round engagement with students, particularly using webinars, which we run throughout the summer to coach students to apply successfully for specific placement and graduate vacancies. In this way we ensure we work to employers' year-round calendar and do not restrict our support to the University's academic calendar, depriving students of opportunity.

Financial Support

We recognise that the financial costs of HE can be a contributing factor for being particularly prohibitive to underrepresented groups. We widen support through a range of measures including, where appropriate, scholarships and bursaries. The DMU Support Fund is designed to assist with general living and course-related costs.[5] The fund relies on money provided by the university to help students who are facing genuine and unavoidable financial hardship. Other financial support measures include:

- The **Access to Higher Education Scholarship**, available if students are accepted onto a course with an Access to HE qualification (where it is an entry requirement for the course).
- The **Care Leavers' Bursary**, available to eligible students who come to DMU directly from care.
- The **Estranged Students' Bursary**, available to eligible students who are estranged from their family and have no other source of income.[6]
- The Stephen Lawrence Professional Scholarship, which enables DMU students from disadvantaged backgrounds to benefit from a fee reduction and an annual cash bursary across law, journalism and architecture programme.[7]
- The **Unite Foundation Scholarship** is jointly offered by DMU and the Unite Foundation. The Scholarships are designed to support and promote access to HE for students coming to university from Local Authority care and those who are estranged from their parents.[8]
- **Article 26 Scholarships** are for students unable to access funds from the Student Loans Company and are charged international student fees (for example, students seeking asylum in the UK).[9]
- The Stoneygate Trust Scholarship is dedicated to providing DMU students from a low income or disadvantaged background with monetary awards that will assist them in obtaining at least a grade of 2:1 in their degree programme.

3.2   Student consultation

Students are our drivers of change and student representation is a key element in the development of our access and participation plan, as well as are core to the successful outcomes of other strategic initiatives. The student voice within our faculties is coordinated by our Associate Professors Student Experience, a role established in the University in the last five years. Through this structure students have access to regular drop-in sessions where they can discuss any issues or feedback they may have.

Associate Professors Student Experience are a key link between the University, students and De Montfort Students' Union (DSU) and play an active role in supporting the recruitment of student representatives across our subject disciplines to enhance the student voice as well as to be a key Faculty contact in enhancing the student experience such as through Faculty Student Experience Working Groups.

Student representatives are integral to the governance and operation of university committees and relevant working groups. In recognition of the importance of the student voice, student updates are the first substantive agenda item on core university committees such as University Learning and Teaching Committee (ULTC) and Academic Board and the DSU Executive (Academic) is deputy Chair of ULTC.

3.3   Evaluation strategy

At DMU, we ensure that robust evaluation of our performance, strategic aims, objectives and initiatives is a fundamental part of our approach to performance management and programme impact. This is particularly important for high-investment strategic measures which impact directly on our strategic aims and objectives and our approach to access and participation. We employ a detailed and through cycle of activity to ensure we evaluate, assess, improve and evidence our investments. For example, in each quarter, a specific cycle

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[5] For further eligibility criteria see https://www.dmu.ac.uk/current-students/student-support/student-finance/funding/dmu-support-fund.aspx

[6] The above three financial support measures described offer £1,000 cash per year to home students studying full time and paying a tuition fee of £9,000 or £9,250. For further eligibility criteria see https://www.dmu.ac.uk/current-students/student-support/student-finance/funding/bursaries-and-scholarships-terms-and-conditions.aspx

[7] Each scholarship provides 50% off the cost of tuition fees and a £3,500 cash bursary each academic year. For further eligibility criteria see https://www.dmu.ac.uk/current-students/student-support/student-finance/funding/bursaries-and-scholarships-terms-and-conditions.aspx

[8] The scholarship offers three years free accommodation in a standard en suite room in one of our student accommodations. For further eligibility criteria see https://www.dmu.ac.uk/current-students/student-support/student-finance/funding/unite-foundation-scholarship.aspx

[9] We offer eight Article 26 Scholarships consisting of a full fee waiver for the duration of the course plus, £3,500 contribution towards living costs per year (or £500 if a student is in the care of a Local Authority). For further eligibility criteria see https://www.dmu.ac.uk/current-students/student-support/adjusting-to-student-life/transitions/article-26-scholarship.aspx

of activity drives planning, target setting, identifying strategic priorities and the monitoring and evaluation of activity. This cycle incorporates faculty and directorate decision-making, Theme Board and Corporate Portfolio Management reviews of existing activity and the setting of strategic priorities by senior management. It is through this process that our strategic measures are informed by evidence, which links to our strategic decision making, and informs how and where our resources are targeted.

We employ a set of key principles to help define whether a new initiative should be included on the Strategic Portfolio as a programme or project, and how impact and benefits realisation should be assessed as a result. All five principles should be met, and only then will the project or programme move to scoping and delivery: The principles state that a project should be:

- Linked directly into a KPT or KPI in the University's Strategic Plan 2018-23;
- A multidisciplinary piece that requires multiple stakeholders, resources and expertise to be represented and coordinated;
- New for DMU, and a significant change when implemented, i.e. that it is not about an important piece of work that happens every year;
- Governed and coordinated centrally instead of local faculties/directorates to increase success and add value for stakeholders; and
- Either high cost, high risk or have significant positive impact on teaching and learning and/or the student experience.

Within this strategic context, we use the theory of change to evidence the outcomes and impacts of our strategic aims, objectives and interventions. By identifying a set of realisable benefits, employing a logic chain and set of indicator banks we are able to map the extent to which such interventions:

- Meet the appropriate committee or board's requirements in terms of capturing the evidence of the impacts of resourcing associated inputs and activities has had;
- Provide information which is useful to committee or board members and other key stakeholders; and
- Are as practical as possible.

The logic chain highlights the resources and activities that have been proposed and links these to expected outputs, outcomes and impacts and helps establish the intended causal chain between the aims and objectives of any strategic intervention, the activities required to set-up and deliver it, and how certain activities are intended to realise certain outcomes. The logic chain also helps to articulate both formal and the informal theories of change embedded in organisational practice and compromises which have occurred as activity and evaluative approaches have been implemented. The logic chain is complemented with an indicator bank which guide evaluation activities, along with possible methods of gathering data against these indicators. An evaluation plan guides the implementation of the evaluation and provides recommendations for key methodological approaches that might be undertaken to identify and deliver relevant data (for example the use of management information, staff or student surveys and / or workshops, semi structured interviews).

A range of boards and committees regularly review the performance of the University in meeting key objectives associated with EDI and WP, as well as changes in performance across a range of internal and external student metrics. The majority of these are reference in section 3.2, but also includes committees such as our External Performance Metrics Committee, Faculty Executive Committees, Faculty Performance Review Boards, and the range of specific project boards. These boards and committees with routinely review student data associated with access and participation, success and progression, and feed into the planning cycle of activity outlined above. Through this interlinked, deeply connected process we are able to evidence and assess the performance of existing strategic measures, adapt and make changes where possible, and direct resources appropriately.

We continue to develop our approach. As way of examples, to date we have measured the impact of our work experience programmes using the Destination of Leavers from Higher Education (DLHE) survey which shows consistently higher rates of high skilled employment for graduates who have undertaken formal work experience in contrast with those who have not. To appraise the effectiveness of our range of other careers interventions we have applied different measures including student and employer feedback, success rates securing placements, and individuals' participation rates in different activities over time.

To strengthen our measures of student progress and assess learning gain linked to Careers and Placement activities for example, in 2019-20 we will introduce a standardised student evaluation survey for all careers and employability activities enabling students to self-assess their work readiness across core skill sets, following each careers and placement activity. The selected skill groups for measurement are based on cross-referencing recent skills gap research reports produced by: The World Economic Forum; The Institute of Student Employers; The Chartered Management Institute; The Leicester and Leicestershire Local Enterprise Partnership. Students will be supported with before-and-after workshops, both face to face and in digital format, to help them understand the skills questions and self-assess with due insight. It is hoped this will become an app-based model with the planned acquisition of an add-on to our existing Careers platforms, increasing relevance, engagement and accessibility for students.

A second key measure will be the implementation of student engagement data analysis for students' participation in Careers and Employability activities. Through this data set we will be able to identify which students are participating actively in multiple activities and are in less need of ongoing support, and in contrast to identify those students, grouped by programme and/or protected characteristic, who do not appear to be engaging in career preparation and who we need to reach through trialling different approaches.

3.4   Monitoring progress against delivery of the plan

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 have implemented a new performance management service called the **Matrix of Metrics** (MoM). MoM presents performance management information to a range of users, and helps senior management make sense of the University's strengths and weaknesses. MoM helps the University to understand:

- Why there are specific performance targets and how these are met;
- How these metrics are defined and reported on;
- If we are heading towards meeting strategic objectives;
- How corporate, local and operational activity all link to a common view of performance.

These principles are important in monitoring progress towards the targets outlined in chapter 2. MoM uses ladders as three distinct levels of analysis to inform performance objectives – the strategic metric (the metric goal or KPT), the context metric (how each faculty, subject or programme is currently performing in each metric), and the checkpoint metric (measures which provide regular indicators of the performance of each context metric). Using powerful visualisation techniques via Tableau, a large amount of information is easily reduced into key or critical messages, and translated into the building blocks of strategic decision-making. Different stakeholders are able to use and interpret the data for their own needs – all the time ensuring a specific direction of travel towards strategic aims and objectives takes place. As the metrics used can be benchmarked against sector performance, competitor analysis is also built into strategic thinking.

Facilitated by Strategic Planning Service, intervention, support and challenge have been fostered within faculties and at corporate and local levels to inform and support strategic decision-making, and to ensure, where possible, the strategic metric performance is achieved. As a result, a culture of data use, inquisitiveness and challenge is the norm. Faculties and directorates interrogate the impact of interventions, projects and programmes far more effectively. MoM fosters collaboration across functions and builds an understanding of how data connects teaching, quality, student outcomes and experience.

Employing the OfS's statistical model we have evaluated the impact of financial support provided by the bursaries and scholarships on student outcomes.[10] Using available datasets from the Higher Education Statistics Authority (HESA) and the Student Loans Company (SLC), we evaluated whether financial bursaries (or scholarships) ameliorate a perceived educational advantage or disadvantage to a particular group of students relative to others. The University evaluated the impact of providing a cash bursary to students with a household income less than £25k. The model investigated the impact of this bursary on a range of student outcomes, such as:

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[10] See https://www.officeforstudents.org.uk/advice-and-guidance/promoting-equal-opportunities/evaluation-and-effective-practice/financial-support-evaluation-toolkit/

- Retention into second year;
- Degree completion within five years;
- Achieving a "good" degree;
- Positive graduate outcome within six months.

The model demonstrated that the bursary led to significantly better outcomes for students compared to the comparator group in the *retention into second year measure*. However, the model also showed that these students also had less positive outcomes compared to the comparator group for the *positive graduate outcome within six months*. For the remaining measure there were no statistically significant differences between whose who had received the bursary compared with the comparator group. We will undertake further evaluation using this statistical model as part of our APP to support decision-making as part of our approach to financial support.

In 2021-22 we established Programme Self-Assessment Reporting (PSAR) and Programme Quality Improvement Planning (PQIP) to provide a framework for academic teams to reflect on and scrutinise the overall health of our academic programme at programme boards.

In the latest review of PSAR's across all Faculties, programme teams reflected on positive and innovative ways in which programme teams put in place support for students during the pandemic when teaching was primarily delivered remotely and the support that has been put in place for the return to on-campus teaching.

4.   Provision of information to students

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 2020-21 fees, scholarships and bursaries in September 2019 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 counselling, 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 and Academic Services directorate works with each faculty on financial capability including providing information on making the most of bursaries, scholarships and any other funding requirements as well as giving advice on budgeting and debt management.

Access and participation plan
Fee information 2020-21

Provider name: De Montfort University

Provider UKPRN: 10001883

Summary of 2020-21 entrant course fees

*course type not listed

Inflationary statement:

Subject to the maximum fee limits set out in Regulations we intend to increase fees each year using the RPI-X

Table 4a - Full-time course fee levels for 2020-21 entrants

Full-time course type:	Additional information:	Course fee:
First degree		£9,250
Foundation degree	*	*
Foundation year/Year 0		£9,250
HNC/HND	*	*
CertHE/DipHE		£9,250
Postgraduate ITT	*	*
Accelerated degree	*	*
Sandwich year		£650
Erasmus and overseas study years		£650
Other	*	*

Table 4b - Sub-contractual full-time course fee levels for 2020-21 entrants

Sub-contractual full-time course type:	Additional information:	Course fee:
First degree	Performance Preparation Academy Limited 10066270	£9,250
Foundation degree	SOCCER COACHING LIMITED 10032102	£6,165
Foundation year/Year 0	*	*
HNC/HND	Leicester College 10003867	£6,165
CertHE/DipHE	*	*
Postgraduate ITT	*	*
Accelerated degree	Leicester College 10003867	£9,250
Sandwich year	*	*
Erasmus and overseas study years	*	*
Other	*	*

Table 4c - Part-time course fee levels for 2020-21 entrants

Part-time course type:	Additional information:	Course fee:
First degree		£6,935
Foundation degree	*	*
Foundation year/Year 0		£6,935
HNC/HND	*	*
CertHE/DipHE	*	*
Postgraduate ITT	*	*
Accelerated degree	*	*
Sandwich year	*	*
Erasmus and overseas study years	*	*
Other	*	*

Table 4d - Sub-contractual part-time course fee levels for 2020-21 entrants

Sub-contractual part-time course type:	Additional information:	Course fee:
First degree	N D A Foundation 10038501 - The flexibility of this part-time distance learning provision means that students may take 30 credits or 120 credits in an academic year thus a student may pay the full time equivalent in an academic year. The student fee will be reviewed annually, and any rise in student fees will result in a proportionate increase in the fee payable to DMU.	£5,950
First degree	Unknown N/A - Sub contractor: Society for Local Council Clerks. The honours degree is delivered through distance learning. The first cohort of students will be recruited for a February 2021 start.	£6,300
First degree	Unknown N/A - Subcontractor: National Motorsport Academy The flexibility of this part-time distance learning provision means that students may take 30 credits or 120 credits in an academic year thus a student may pay the full time equivalent in an academic year. The student fee will be reviewed annually, and any rise in student fees will result in a proportionate increase in the fee payable to DMU.	£6,900

Foundation degree	N D A Foundation 10038501 - The flexibility of this part-time distance learning provision means that students may take 30 credits or 120 credits in an academic year thus a student may pay the full time equivalent in an academic year. The student fee will be reviewed annually, and any rise in student fees will result in a proportionate increase in the fee payable to DMU.	£5,250
Foundation degree	Unknown N/A - Subcontractor: National Motorsport Academy The flexibility of this part-time distance learning provision means that students may take 30 credits or 120 credits in an academic year thus a student may pay the full time equivalent in an academic year. The student fee will be reviewed annually, and any rise in student fees will result in a proportionate increase in the fee payable to DMU.	£6,900
Foundation year/Year 0	*	*
HNC/HND	*	*
CertHE/DipHE	*	*
Postgraduate ITT	*	*
Accelerated degree	*	*
Sandwich year	*	*
Erasmus and overseas study years	*	*
Other	N D A Foundation 10038501 - The flexibility of this UCPD part-time distance learning provision means that students may take 30 credits or 120 credits in an academic year thus a student may pay the full time equivalent in an academic year. The student fee will be reviewed annually, and any rise in student fees will result in a proportionate increase in the fee payable to DMU.	£2,500

Targets and investment plan
2020-21 to 2024-25

Provider name: De Montfort University

Provider UKPRN: 10001883

Investment summary

The OfS requires providers to report on their planned investment in access, financial support and research and evaluation in their access and participation plan. The OfS does not require providers to report on investment in student success and progression in the access and participation plans and therefore investment in these areas is not recorded here.

Note about the data:
The investment forecasts below in access, financial support and research and evaluation does not represent not the total amount spent by providers in these areas. It is the additional amount that providers have committed following the introduction of variable fees in 2006-07. The OfS does not require providers to report on investment in success and progression and therefore investment in these areas is not represented.

The figures below are not comparable to previous access and participation plans or access agreements as data published in previous years does not reflect latest provider projections on student numbers.

Table 4a - Investment summary (£)

Access and participation plan investment summary (£)	Academic year				
	2020-21	2021-22	2022-23	2023-24	2024-25
Total access activity investment (£)	£2,552,564.00	£2,496,825.08	£2,517,898.54	£2,567,969.20	£2,600,614.65
Access (pre-16)	£1,038,644.00	£1,015,963.71	£1,024,538.55	£1,044,912.41	£1,058,195.92
Access (post-16)	£1,287,611.00	£1,259,494.16	£1,270,124.42	£1,295,381.97	£1,311,849.59
Access (adults and the community)	£226,309.00	£221,367.22	£223,235.58	£227,674.82	£230,569.15
Access (other)	£0.00	£0.00	£0.00	£0.00	£0.00
Financial support (£)	£2,404,500.00	£2,351,994.27	£2,371,845.35	£2,419,011.60	£2,449,763.42
Research and evaluation (£)	£0.00	£0.00	£0.00	£0.00	£0.00

Table 4b - Investment summary (HFI%)

Access and participation plan investment summary (%HFI)	Academic year				
	2020-21	2021-22	2022-23	2023-24	2024-25
Higher fee income (£HFI)	£51,268,016.00	£50,149,851.00	£50,572,601.00	£51,577,056.00	£52,231,949.00
Access investment	5.0%	5.0%	5.0%	5.0%	5.0%
Financial support	4.7%	4.7%	4.7%	4.7%	4.7%
Research and evaluation	0.0%	0.0%	0.0%	0.0%	0.0%
Total investment (as %HFI)	9.7%	9.7%	9.7%	9.7%	9.7%

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Targets and investment plan
2020-21 to 2024-25

Provider name: De Montfort University

Provider UKPRN: 10001883

Targets

Table 2a - Access

Aim (500 characters maximum)	Reference number	Target group	Description (500 characters maximum)	Is this target collaborative?	Data source	Baseline year	Baseline data	Yearly milestones 2020-21	2021-22	2022-23	2023-24	2024-25	Commentary on milestones/targets (500 characters maximum)
Reduce the disadvantaged (Polar4 quintiles 1 and 2) male student participation gap	PTA_1	Multiple	Close the gap between disadvantaged male student and disadvantaged female students to 0% by 2024-25	No	The access and participation dataset	2017-18	4.9	4.0	3.5	2.5	1.0	0.0	
	PTA_2												
	PTA_3												
	PTA_4												
	PTA_5												
	PTA_6												
	PTA_7												
	PTA_8												

Table 2b - Success

Aim (500 characters maximum)	Reference number	Target group	Description	Is this target collaborative?	Data source	Baseline year	Baseline data	Yearly milestones 2020-21	2021-22	2022-23	2023-24	2024-25	Commentary on milestones/targets (500 characters maximum)
Reduce the mixed ethnicity continuation gap	PTS_1	Ethnicity	Close the continuation gap between mixed ethnicity students and white students to 0% by 2024-25	No	The access and participation dataset	2016-17	6.6	5.5	4.5	3.0	1.5	0.0	
Reduce the BAME attainment gap	PTS_2	Ethnicity	Reduce the BAME attainment gap to 0% by 2024-25.	No	The access and participation dataset	2017-18	9.7	7.0	5.0	3.0	1.0	0.0	
Reduce the Disadvantage (Polar4 Q1 and 2) attainment gap	PTS_3	Socio-economic	Reduce the disadvantage attainment gap to 0% by 2024-25	No	The access and participation dataset	2017-18	3.7	3.0	2.0	1.5	1.0	0.0	
Reduce the Disabled attainment gap	PTS_4	Disabled	Reduce the disabled attainment gap to 0% by 2024-25	No	The access and participation dataset	2017-18	6.7	4.5	3.5	2.5	1.0	0.0	
Reduce the Mature attainment gap	PTS_5	Mature	Reduce the mature attainment gap to 0% by 2024-25	No	The access and participation dataset	2017-18	6.3	4.5	3.5	2.5	1.0	0.0	
Reduce the mature continuation gap	PTS_6	Mature	Close the continuation gap between mature students and young students to 0% by 2024-25	No	The access and participation dataset	2016-17	6.7	5.7	4.7	3.2	1.5	0.0	
	PTS_7												
	PTS_8												

Table 2c - Progression

Aim (500 characters maximum)	Reference number	Target group	Description	Is this target collaborative?	Data source	Baseline year	Baseline data	Yearly milestones 2020-21	2021-22	2022-23	2023-24	2024-25	Commentary on milestones/targets (500 characters maximum)
Reduce the progression gap into highly skilled employments or further study amongst black students	PTP_1	Ethnicity	Close the progression gap between black students and white students to 0% by 2024-25	No	The access and participation dataset	2017-18	7.3	6.3	5.0	3.5	1.5	0.0	
Reduce the progression gap into highly skilled employments or further study amongst mixed ethnicity students	PTP_2	Ethnicity	Close the progression gap between mixed ethnicity students and white students to 0% by 2024-25	No	The access and participation dataset	2017-18	6.8	6.3	5.0	3.5	1.5	0.0	
Reduce the progression gap into highly skilled employment or further study amongst disadvantaged male students	PTP_3	Multiple	Close the progression gap between disadvantaged male students and the university average to 0% by 2024-25	No	The access and participation dataset	2017-18	5.6	4.6	3.6	2.1	1.0	0.0	
	PTP_4												
	PTP_5												
	PTP_6												
	PTP_7												
	PTP_8												