



2019-20 access and participation plan monitoring

Provider impact report

This impact report summarises the progress made by De Montfort University against targets, objectives and written commitments set out in its 2019-20 access and participation plan. This document is a summary of information submitted by the provider to the OfS. This document is a self-report by the provider only and does not indicate any OfS assessment of compliance.

1. Ambition and strategy

De Montfort University's ambition and strategy as detailed in the 2019-20 access and participation plan:

De Montfort University's (DMU's) 2019-20 Access and Participation Plan (APP) set out our key objective; to put inclusivity at the heart of everything we do. The APP outlined our commitment that fairness and equal access be embedded in all of our working practices. The APP set out to ensure the University:

- Maintained and enhanced our reputation and collaborations for outreach activities;
- Enhanced our retention initiatives and continued to focus on support for BAME groups;
- Reduced the BAME attainment gap;
- Enhanced our employability support through the provision of additional integrated course content and enhanced work experience opportunities.

The APP also outlined our continued support to improving the representation, progression and success of underrepresented groups of students. DMU's student population reflects the broad ethnic mix in Leicester, with just over half coming from BAME groups. The APP set out our commitment to support our students to achieve their potential and transition from education to employment. DMU enables students from all backgrounds the best possible opportunity to gain positive outcomes from their time here.

DMU sees our students as drivers of change and we view student representation as a key element of our engagement processes. The APP formed a critical strategic vision for the University and it is right that students have had the opportunity to shape our approach, and will continue to do so in the future. The views of students, both individually and collectively, help to inform all aspects of how we deliver an unrivalled student experience that is representative of all.

DMU continues to give attention to students with retention and progression needs. And student support, retention and student success continue form a major part of our APP. The APP set out our deep commitment to these strategic aims, and DMU continues to prioritise our expenditure in areas that improve retention and student outcomes.

2. Self-assessment of targets

The tables that follow provide a self-assessment by De Montfort University of progress against the targets approved in its 2019-20 access and participation plan.

Please note the tables contain only a summary of target milestones approved in 2019-20 access and participation plans. Full information can be found in **Table 8a – statistical targets and milestones** and **Table 8b – Other milestones and targets** of De Montfort University's 2019-20 [access and participation plan](#).

Any optional commentary provided against the targets is given in [Annex B](#).

Statistical targets and milestones

Reference Number (lifecycle stage)	Description	Baseline year	Baseline data	2018-19 milestone	2019-20 milestone	Units of target	Comparison year	Actual performance in comparison year	Target self-assessment
T16a_01 (Access)	Young full time first degree from low participation neighbourhoods	2015-16	13.4	13.5	13.6	Percentage	2019-20	14.7	Expected progress
T16a_02 (Access)	Young full time undergraduate from low participation neighbourhoods	2015-16	13.6	13.8	13.9	Percentage	2019-20	14.7	Expected progress
T16a_03 (Student success)	Non-continuation all full time first degree	2013-14	7.7	7.6	7.5	Percentage	2018-19	9.8	No progress
T16a_04 (Student success)	Non continuation young full time low participation neighbourhoods	2015-16	8.5	8.4	8.4	Percentage	2018-19	9.7	No progress
T16a_05 (Student success)	% receiving degree	2013-14	90.1	90.9	91	Percentage	2018-19	86.3	No progress
T16a_06 (Student success)	Percentage of Students in receipt of DSA	2014-15	11.4	3	11.4	Percentage	2019-20	10.4	Expected progress
T16a_07 (Access)	Number of care leavers in receipt of bursary	2014-15	28	28	28	Headcount	2019-20	55	Expected progress
T16a_08 (Student success)	Achievement of BAME students, measured by the Value Added score	2014-15	0.94	0.96	0.97	Other	2017-18	0.91	No progress
T16a_09 (Access)	Number of new entrants (FT UG) with Access to HE qualifications	2013-14	270	294	300	Headcount	2019-20	297	Expected progress

Other milestones and targets

Reference Number (lifecycle stage)	Description	Baseline year	Baseline data	2018-19 milestone	2019-20 milestone	Units of target	Comparison year	Actual performance in comparison year	Target self-assessment
T16b_01 (Access)	Series of collaborative events/initiatives organised in conjunction with De Montfort, Leicester and Loughborough Universities as part of the Leicestershire REACH partnership.	2015-16	5	12	15	Headcount	2019-20	15	Expected progress
T16b_02 (Access)	As part of the Leicestershire REACH Partnership, DMU will deliver a range of raising aspiration activities for the WP cohorts in local Secondary and Primary schools.	2012-13	4000	4000	4000	Headcount	2019-20	4215	Expected progress
T16b_03 (Student success)	Retention: Remaining on track	2012/13	New scheme	300 students	300 students	Headcount	2019-20	224	Limited progress
T16b_04 (Student success)	Retention: Digital literacy support	2012/13	Additional support	75% of New Entrants	75% of New Entrants	Percentage	2019-20	73	Limited progress
T16b_05 (Student success)	Retention: Mathematics and English support	2012/13	Additional support	75% of New Entrants	75% of New Entrants	Percentage	2019-20	78	Expected progress
T16b_06 (Progression)	Employability: Graduate Champions Internship Scheme	2012/13	New scheme	400 students	400 students	Headcount	2019-20	324	Limited progress
T16b_07 (Progression)	Enhance your Employability	2012/13	Additional support	85%	85%	Headcount	2019-20	83	Expected progress
T16b_08 (Access)	DMU Local - Schools support: In school support is delivered by DMU student volunteers. DMU students support across a number of in school activities as detailed in target below	2015-16	500	800	900	Headcount	2019-20	116	No progress

T16b_09 (Access)	DMU Local- Schools support: Primary schools- Activities are designed to meet individual schools needs, the include 1-1 English, Maths mentoring between undergraduate students and targetted children, support for children with language barriers (EAL), dedicated staff support for children with disabilities and mental health issues, and on campus subject taster events	2015-16	2300	2600	2700	Headcount	2019-20	958	No progress
T16b_10 (Student success)	DMUfreedom - attainment gaps of male students, as measured by the VA score	2014-15	0.99	1	1	Other	2017-18	0.99	No progress
T16b_11 (Student success)	DMUfreedom - attainment gaps of low socio-economic class students, as measured by the VA score	2014-15	1	1	1	Other	2017-18	0.97	No progress
T16b_12 (Student success)	DMUfreedom - attainment gaps of disabled students, as measured by the VA score	2014-15	0.97	0.98	0.99	Other	2017-18	0.89	No progress

3. Investment commitments

3.1. Access and participation investment for the last audited year

Please note that some differences in predicted vs actual spend may be due to reporting differences between academic and financial years.

Financial year	2019-20		
	Predicted spend (£)	Actual spend (£)	Difference (ppt)
Access investment	£2,621,033.00	£5,883,000.00	124%
Financial Support	£2,040,000.00	£2,184,000.00	7%

4. Action plan

Where progress was less than expected De Montfort University has made the following commitments to increase the rate of progress against their targets.

Reference Number	Steps that will be taken in the future to make expected progress against target
T16a_03	<p>We have analysed the impact of the No Detriment policy for 2019-20 and it supports the idea that students benefit from a variety of learning and assessment methods. We are exploring how to further address the impact of digital poverty and is building capability. This includes the development of a digital framework and digital certificate – a Digital Partner initiative to provide support for digital capability and assistive technologies. From an academic skills perspective, increased engagement in 'in-curriculum' teaching and support has been identified, providing interstitial support in context and in time.</p> <p>We are implementing a Safety Net Policy whereby should a student need more time to complete an assessment due to lockdown-related disruption, they can request an extension by completing an 'extension to coursework' application form and submitting it to their module leader for approval before the original deadline. It is expected that the range of activity outlined above will have a positive impact on how current students are supported to ensure they achieve successful outcomes, particularly those from underrepresented groups, with an emerging and specific need to address issues of digital poverty.</p>

<p>T16a_04</p>	<p>We have analysed the impact of the No Detriment policy for 2019-20 and it supports the idea that students benefit from a variety of leaning and assessment methods. We are exploring how to further address the impact of digital poverty and is building capability. This includes the development of a digital framework and digital certificate – a Digital Partner initiative to provide support for digital capability and assistive technologies. From an academic skills perspective, increased engagement in 'in-curriculum' teaching and support has been identified, providing interstitial support in context and in time.</p> <p>We are implementing a Safety Net Policy whereby should a student need more time to complete an assessment due to lockdown-related disruption, they can request an extension by completing an 'extension to coursework' application form and submitting it to their module leader for approval before the original deadline. It is expected that the range of activity outlined above will have a positive impact on how current students are supported to ensure they achieve successful outcomes, particularly those from underrepresented groups, with an emerging and specific need to address issues of digital poverty.</p>
<p>T16a_05</p>	<p>We have analysed the impact of the No Detriment policy for 2019-20 and it supports the idea that students benefit from a variety of leaning and assessment methods. We are exploring how to further address the impact of digital poverty and is building capability. This includes the development of a digital framework and digital certificate – a Digital Partner initiative to provide support for digital capability and assistive technologies. From an academic skills perspective, increased engagement in 'in-curriculum' teaching and support has been identified, providing interstitial support in context and in time.</p> <p>We are implementing a Safety Net Policy whereby should a student need more time to complete an assessment due to lockdown-related disruption, they can request an extension by completing an 'extension to coursework' application form and submitting it to their module leader for approval before the original deadline. It is expected that the range of activity outlined above will have a positive impact on how current students are supported to ensure they achieve successful outcomes, particularly those from underrepresented groups, with an emerging and specific need to address issues of digital poverty.</p>
<p>T16a_08</p>	<p>Our Decolonising DMU (DDMU) project aims to build structures, processes, procedures, opportunities and challenges which are threaded into the fabric of the University so that consideration of racial inequalities and disparities are built in. This will be further strengthened by embedding the actions and activities of the race equality charter into DDMU. The project aims to move to a business as usual mode in 2023-2024</p> <p>Across the University, different areas are looking at what this means in practice. For example, Library and Learning Services have been working to decolonise our collection and at faculty level the University has been looking school level DDMU activities to generate vibrant and relevant discussions. Academic Staff are also reflecting on their curriculum and reading lists to support inclusivity.</p> <p>The University is also interrogating course level data associated with APP outcomes gaps, to understand further where more support is needed and where best practice exists.</p>

T16b_03	<p>We have expanded our care leaver focus to include all students who are care experienced and are proactive with our work to identify targeted student groups.</p> <p>DMU has now made a commitment to the Care Leaver Covenant.</p>
T16b_04	<p>We will improved access, update content and promote wider use at first contact with students.</p>
T16b_06	<p>We have developed new high impact support such as an accelerator programme for our graduate internships, continued provision of coaching, and a city-wide support scheme for underemployed graduates from 2021, to ensure we directly support at least 400 graduates a year.</p>
T16b_08	<p>We will ensure greater enagement oppourtunities for students, work closer with our school partners to have mulitple oppourtunities for DMU students to engage.</p>
T16b_09	<p>We have looked at our delivery models and offered re-worked activities and interventions, we do have to consider that we are heavily reliant on our school partners and with all the challenges around the pandemic our work and offer was not a proirity during the last academic year.</p>
T16b_10	<p>OfS APP data shows that the male acheivement gap has been eradicated.</p>
T16b_11	<p>OFS APP data shows that the disadvantaged acheivement gap has been eradicated.</p>
T16b_12	<p>OfS APP data shows that the disabled achievement gap has been eradicated.</p>

5. Confirmation

De Montfort University confirms that:

Student engagement	
Have you worked with your students to help them complete the access and participation plan monitoring student submission?	
Yes	
Have you engaged with your student body in the design, evaluation, and monitoring of the plan?	
Yes	
Verification and sign off	
De Montfort University has confirmed that the information included in this impact report is accurate, that it has been compiled in line with OfS guidance, and that it is being submitted on behalf of the governing body of the provider.	
Yes	
Accountable officer sign off	
Name	Professor Katie Normington
Position	Vice-Chancellor, Accountable Officer

Annex A: Commentary on progress against targets

De Montfort University's commentary where progress against targets was less than expected.

Target reference number: T16a_03
How have you met the commitments in your plan related to this target?
Although the University has not met the commitment shown in this target, the figure of 9.8% non-continuation is above the University's HESA performance indicator benchmark of 9.9%.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
<p>Establishment of a Strategic Planning Group responsible for delivery of a number of workstreams including: pedagogy, digital skills, estates, engagement and community, student voice, IT and learning resources, timetabling, Healthy DMU (wellbeing), and student and staff return to campus.</p> <p>Reviews of where the University can provide additional support for students' skills acquisition specifically for practice-based programmes and its impact on students accessing specialist workshops.</p> <p>Channelling significant resources into digital support for students and investment into student purchase schemes that allow students to select from large pools of resources while paying only for those that are used or used the most.</p> <p>Commitment to follow the principles of UDL, with further scaffolding of learning, noting how blended learning may differ across different programmes and looking at how broader support can also be integrated.</p> <p>A No Detriment policy applied to support student outcomes across the bulk of undergraduate programmes</p>

Target reference number: T16a_04
How have you met the commitments in your plan related to this target?
Although the University has not met the commitment shown in this target, the figure of 9.7% non-continuation is better than the University's benchmark of 10.3%. The figure also shows an improvement on 2017-18 performance (which stood at 11.6% non-continuation).
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
<p>Establishment of a Strategic Planning Group responsible for delivery of a number of workstreams including: pedagogy, digital skills, estates, engagement and community, student voice, IT and learning resources, timetabling, Healthy DMU (wellbeing), and student and staff return to campus.</p> <p>Reviews of where the University can provide additional support for students' skills acquisition specifically for practice-based programmes and its impact on students accessing specialist workshops.</p>

Channelling significant resources into digital support for students and investment into student purchase schemes that allow students to select from large pools of resources while paying only for those that are used or used the most.

Commitment to follow the principles of UDL, with further scaffolding of learning , noting how blended learning may differ across different programmes and looking at how broader support can also be integrated.

A No Detriment policy applied to support student outcomes across the bulk of undergraduate programmes

Target reference number: T16a_05

How have you met the commitments in your plan related to this target?

The proportion of students who are categorised as neither having an award nor transferred has increased by 1.9% since 2018-19. Although driven by a decline in degree completion, it is noteworthy that transfers are up by 2.5%, and almost double the University's HESA performance indicator benchmark.

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

Establishment of a Strategic Planning Group responsible for delivery of a number of workstreams including: pedagogy, digital skills, estates, engagement and community, student voice, IT and learning resources, timetabling, Healthy DMU (wellbeing), and student and staff return to campus.

Reviews of where the University can provide additional support for students' skills acquisition specifically for practice-based programmes and its impact on students accessing specialist workshops.

Channelling significant resources into digital support for students and investment into student purchase schemes that allow students to select from large pools of resources while paying only for those that are used or used the most.

Commitment to follow the principles of UDL, with further scaffolding of learning , noting how blended learning may differ across different programmes and looking at how broader support can also be integrated.

A No Detriment policy applied to support student outcomes across the bulk of undergraduate programmes

Target reference number: T16a_08

How have you met the commitments in your plan related to this target?

The University has moved toward assessing holistic achievement gaps rather than VA targets. In this way, achievement gaps align better with the OfS Access and Participation principles moving forward. For 2019-20 the BAME achievement gap is currently 13.8%

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

Following evaluation of the 2016 catalyst funded Freedom to Achieve programme DMU progressed to the next stage of this work replacing Freedom to Achieve with Decolonising DMU, launched in November 2019. The evaluation of Freedom to Achieve demonstrated that to effect change in recruitment, continuation, attainment and progression of BAME students the University needed to move beyond the curriculum content and teaching and learning methodologies to a more holistic university wide approach

Target reference number: T16b_03

How have you met the commitments in your plan related to this target?

Commitments have not been made due to a shift in strategic emphasis for the scheme.

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

The scheme has refocused to provide more support to those who are care experienced, estranged, students carers and refugee/asylum seekers. This is partly due to redirecting limited resources but has also proved essential during this Covid year as these groups can be particularly isolated

Target reference number: T16b_04

How have you met the commitments in your plan related to this target?

This was not met in 19/20 due to the impact of the Pandemic.

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

Continue to promoted use, update content and redouble efforts to raise awareness amongst students.

Target reference number: T16b_06

How have you met the commitments in your plan related to this target?

The target in 2019-20 was not met due to trialling a new schedule for the internships scheme, offering the opportunity several times between six and fifteen months after graduation, rather than in one go. This was to attempt to provide support to graduates at different times for their different circumstances.

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

The unspent internships funding was repurposed to fund a graduate coaching programme, aiming to provide an alternative form of support to graduates who might not be attracted to, or

able to take up, an internship. Through this we supported 60 graduates to receive individual job coaching and hands-on support applying for highly skilled graduate roles.

Target reference number: T16b_08

How have you met the commitments in your plan related to this target?

External factors, for example the pandemic, had significant effect on the ability to meet this target.

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

DMU students were unable to support projects and activities for significant part of the year due to COVID 19 pandemic. We made our best effort to offer other opportunities for the students to engage but this was very limited due to school closures for most of 2nd half of the academic year.

Target reference number: T16b_09

How have you met the commitments in your plan related to this target?

This was not met in the 19/20 academic year. There was significant activity with local schools and young people which would usually happen in the spring and summer terms of the year. With the pandemic and first lockdown starting in March 2020 this meant we had to cease all delivery and with schools operating differently it was very difficult to run meaningful outreach interventions.

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

We tried to engage with our school partners during this time but unfortunately due to current restrictions at the time, we were unable to work collaboratively to deliver any activity.

Target reference number: T16b_10

How have you met the commitments in your plan related to this target?

The University has moved toward assessing holistic achievement gaps rather than VA targets. In this way, achievement gaps align better with the OfS Access and Participation principles moving forward. For male students, in 2019-20 the achievement gap has been eradicated (the figure stands at +2.7% in favour of male students).

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

Coursework extensions and deferral of assessment processes have been employed to mitigate the impact of disadvantage, primarily as a result of the coronavirus pandemic.

We have implemented a 'no detriment' policy. This method recognised the value of marks that students had already achieved for assessed work. Assessment adjustments also sought to

minimise any additional cost burdens for the students. The diversity of our student body makes it imperative to consider that the pandemic impacted on students in different ways. In the development of online and blended learning, representing this diverse student body was as important as face to face teaching.

Target reference number: T16b_11

How have you met the commitments in your plan related to this target?

The University has moved toward assessing holistic achievement gaps rather than VA targets. In this way, achievement gaps align better with the OfS Access and Participation principles moving forward. For 2019-20 the disadvantaged achievement gap is currently +1% in favour of Polar4 Q1 and 2 students.

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

Coursework extensions and deferral of assessment processes have been employed to mitigate the impact of disadvantage, primarily as a result of the coronavirus pandemic.

We have implemented a 'no detriment' policy. This method recognised the value of marks that students had already achieved for assessed work. Assessment adjustments also sought to minimise any additional cost burdens for the students. The diversity of our student body makes it imperative to consider that the pandemic impacted on students in different ways. In the development of online and blended learning, representing this diverse student body was as important as face to face teaching.

Target reference number: T16b_12

How have you met the commitments in your plan related to this target?

The University has moved toward assessing holistic achievement gaps rather than VA targets. In this way, achievement gaps align better with the OfS Access and Participation principles moving forward. For disabled students, in 2019-20 the achievement gap has been eradicated (the figure stands at +2.6% in favour of disabled students).

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

As a result of the coronavirus pandemic we have supported all students to achieve their potential. One example is in the Healthy DMU workstream which provides activities to support the health and wellbeing of students, including access requirements for disabled students. These activities include significantly increasing the resources available to support student mental and physical wellbeing online, through the Healthy DMU hub. We have also substantially increased the number of captioned sessions to improve access for deaf students.

Annex B: Optional commentary on targets

De Montfort University's commentary on any of the targets listed in [Section 2](#).

Reference Number	Optional commentary
T16a_01	
T16a_02	
T16a_03	
T16a_04	
T16a_05	
T16a_06	The proportion of DSA disabled students enrolled at DMU increased by 1.1% between 2018-10 and 2019-20 (to 10.4%). The University is now 3.1% above benchmark, compared with 2.4% in 2018-19. Although the figure is below target, it is likely that fluctuations will be present year on year.
T16a_07	
T16a_08	
T16a_09	Although not hitting 300, the University is three students below this figure and considers this within tolerance.
T16b_01	
T16b_02	
T16b_03	
T16b_04	
T16b_05	
T16b_06	
T16b_07	Although not hitting 85%, the University is two per cent below this figure and considers this within tolerance.
T16b_08	
T16b_09	
T16b_10	
T16b_11	
T16b_12	