

De Montfort University

Access and participation plan 2025-26 to 2028-29

Introduction and strategic aim

De Montfort University's 'The Empowering University' strategy "empowers students, staff and our partners to create a fairer society." Our strategy is delivered through four key pillars: Learning for Life, Knowledge Creation, Empowering People and Partnerships with Purpose; supported by four cross-cutting themes: Equality for all, Sustainability and the Sustainable Development Goals, Digital transformation, and Financial strength. We respond to local, national and global business needs to provide flexible ways to upskill our students. Our research focuses on creating and applying knowledge for the purpose of social benefit. As an empowering university, our staff, students and partners are actively part of a diverse community that strives for equality; and as such our Access and Participation Plan (APP) is truly demonstrative of a 'whole provider approach'.

Our strategic mission, 'discovering gateways of opportunity that empower students, staff and our community to create a fairer society', is supported by our vision 'creating a community of participation, fairness and collective responsibility; transforming individual lives and championing a fair and sustainable society', and values 'we support each other, we value difference and are honest and compassionate towards others. Together we will be courageous in exploring possibilities, breaking down barriers and re-imagining new horizons'. All vital aspects that underpin this APP, our approach to collaboration within our community, and our aspiration to 'create a fairer society' and to 'empower' all stakeholders.

De Montfort University (DMU), Leicester, empowers 20,574 students to study levels 3-8 at our city-centre campus. Extending impact beyond our primary campus, across the UK we collaborate with 14 providers of higher education provision, and have 12 transnational education bases, including overseas campuses in Dubai, Kazakhstan, and Cambodia (data as of May 2024).

In 2022-23 we commenced delivery of our Education 2030 block delivery approach, a programme that envisages what education will look like in the next decade and delivers it now, responding to and enhancing the student experience. Our transformational approach to curriculum design is focused on the integration of employability, sustainability and entrepreneurial activity into our courses and is underpinned by our Decolonising DMU plan, which challenges racism and builds an anti-racist university that creates fair outcomes for staff and students. Within Decolonising DMU student co-creation led to the establishment of Student Leader roles, where students worked with staff to challenge everyday norms of university life and work towards solutions, such as tackling the awarding gap, an area that the university continues to explore through integrated activity. In April 2023, DMU became the first university to secure a silver Race Equality Charter award, recognition for our approaches in tackling inequality in higher education and improving the representation, progression and success of Black, Asian and ethnically minoritised students, academics and professional staff. This was followed in September 2023 with a silver award in the Office for Students Teaching Excellence Framework, following a joint partnerships effort by DMU and De Montfort Students' Union in the development of our respective submissions.

Aligned with 'The Empowering University' are a number of overarching strategic aims relating to equality of opportunity, including:

- We retain our students and empower them to successfully complete.
- We recruit from a student base that encourages widening participation.
- We value difference and believe in a fair academic experience that has no awarding gaps for our students.
- Our graduates are employed in jobs that meet their ambition.

Risks to equality of opportunity

DMU's identified risks to equality of opportunity are informed by:

- i. The Access and Participation dataset provided by the Office for Students (OfS).
- ii. The Equality of Opportunity Risk Register (EORR), including DMU stakeholder engagement (including students, student representatives, staff and the Board of Governors) around the perceived and emerging risks from the EORR as pertinent to DMU.
- iii. A review of existing and newly proposed new intervention strategies informed by analysis of the Access and Participation dataset and locally source data and intelligence.

Empowering the whole provider approach, the proposed target setting and associated areas of focus for Access and Participation were endorsed by the University Leadership Board (December 2023), with the Access and Participation Sub-Committee, a Sub-Committee of Academic Board, leading the development of the APP strategy and taking ownership of the targets contained within the APP, ensuring development of an effective delivery framework.

DMU's Access and Participation dataset identified common student characteristics presenting themselves across more than one specific metric. Therefore, in developing the APP, we have embraced a focus on all stages of the student lifecycle:

Access to higher education – applying for and enrolling in higher education;

On course participation and student outcomes – during study, how are students supported and what do they achieve (specifically **Continuation**, **Completion**, and **Attainment**);

Progression – students leaving higher education and entering highly-skilled employment or further study.

We recognise that the following student characteristics present as areas requiring greatest attention and therefore APP intervention across the stages of the student lifecycle. Further detail about each of these risk areas is provided below.

- Level of disadvantage – whether the student is from the two most deprived quintiles associated with indices of multiple deprivation (IMD)¹.
 - This sometimes intersects with Sex – whether the student is female or male.
- Age on commencement – whether the student is young (under 21) or mature (aged 21 or over).
- Ethnicity – whether the student is of Asian, Black, Mixed, or Other minoritised ethnic background.
- Disability – specific types of disability.

Across our provision, we have identified that risks are most likely to arise in undergraduate, full-time provision. As a university we recognise this and therefore our APP predominately targets at risk students studying via this mode, however, we are committed to maintaining a focus on enhancing experiences and opportunities for all students, including those studying at partners, our apprentice learners, postgraduate students, and anyone studying via another route not specifically targeted through our APP. The existing range of support options, activities and services available at DMU remain available to all students.

¹ Indices of multiple deprivation (IMD) is a measure of relative deprivation for small geographic areas across the UK. IMD classifies areas into five quintiles based on relative disadvantage, with quintile 1 being the most deprived and quintile 5 being the least deprived. Other measures are available for the consideration of relative deprivation, but it is IMD that provides the clearest distinct data points for DMU.

Level of disadvantage

DMU successfully recruits significant numbers of students from the most deprived IMD quintiles.

- 'The Empowering University' strategy includes a key performance target to be in the top 20 universities in the UK for recruitment of disadvantaged students, this forms the foundation for our Access target.

Based on the Access and Participation dataset, the level of disadvantage students experience is the most commonly presented characteristic influencing achievement on course, and how likely students will be to progress into highly-skilled employment after graduating.

- Regarding student outcomes measures (Continuation and Completion), the greater the level of disadvantage a student faces the lower the rate of student outcomes they experience. Students in IMD Q 1 have lower rates for student outcomes measures than those in Q 2, who have lower rates than for those in Q 3 and this trend continues up to Q 5.
- For Progression, the same direct level of correlation is exhibited and students in IMD Q 1 and 2 have lower levels of highly-skilled employment when compared to IMD Q 3 - 5.

Level of disadvantage and Sex

In the Access and Participation dataset, level of disadvantage intersects most commonly with sex.

- This is particularly the case for both student outcome measures (Continuation and Completion). Male students from the most deprived IMD quintiles are likely to experience poorer outcomes compared with Female students (irrespective of level of disadvantage) and Male students with less disadvantage.

Age on commencement of study

In Completion metrics, mature students at DMU exhibit lower levels of participation and outcome success:

- Mature students have a lower Completion rate than young students.

Once graduated, however, young students are less likely to gain highly-skilled employment:

- Young students have a lower rate of highly-skilled employment than mature students.

Ethnicity

DMU's student body is ethnically diverse, with some of the largest populations of Asian and Black students in the UK. However, the Access and Participation dataset shows that:

- Students with Black, Mixed and Other minoritised ethnic backgrounds have poorer Continuation and Completion rates when compared with Asian and White students.
- Asian, Black, Mixed and students with Other minoritised ethnic backgrounds are less likely to progress into highly-skilled employment than White students.

Disability

Across DMU's Access and Participation dataset, students who declare a disability have excellent Access and student outcomes experiences. There is, however, one specific area where data indicates further support and focus may be needed:

- Students who declare a mental health, or a social and communication disability, are less likely to progress into highly-skilled employment than students declaring other types of disability or no disability.

Equality of Opportunity Risk Register (EORR)

DMU's APP awareness raising initiatives throughout 2023-2024 included a series of Equality of Opportunity Risk Register (EORR) engagement activities with stakeholders, to explore the EORR specifically within our university context (Annex A). Students, student representatives from the Students' Union, staff from across all academic faculties, professional and support services, senior leaders, and the Board of Governors' were invited to consider the EORR and identify the most pertinent risks to equality of opportunity to DMU students based on contextual knowledge of our university and our students. The most frequently identified EORR risk areas as perceived by these stakeholders were:

1. Cost pressures: Increases in cost pressures may affect a student's ability to complete their course or obtain a good grade. (Risk 10)
2. Progression to further study: Students may not have equal opportunity to progress to an outcome they consider to be a positive reflection of their higher education experience. (Risk 12)
3. Insufficient personal support: Students may not receive sufficient personalised non-academic support or have sufficient access to extra-curricular activities to achieve a positive outcome. (Risk 6)

The first and second of these risks (Costs pressures and Progression to further study) may impact students during Access to higher education, on-course and/or as part of Progression. The third greatest risk identified by DMU stakeholders (insufficient academic support) impacts on-course and/or Progression.

These risks were also identified through our data analysis as areas for focus, and as such DMU seeks to address these areas of importance through focusing the majority of APP targets and interventions on on-course and Progression activity.

Our bespoke EORR awareness and understanding activity engaged 118 students, 40 staff, and 16 members of the Board of Governors. It provided vital understanding of stakeholder perceptions of the risks to equality of opportunity at DMU. This information has been used in the development of our APP intervention and evaluation plans and will continue to influence our approaches as we deliver our plan.

Objectives

Having reviewed relevant data and engaged stakeholders, DMU identified a total of 11 APP objectives, across 12 target measures (Annex A provides further detail), to address the greatest risks to equality of opportunity. All targets are set to be achieved within the APP period (by 2028-29) and use the 2024 Access and Participation dataset, based on the DMU HESA return.

These risks align with the identified student characteristics that present as requiring the greatest attention, under the four thematic areas:

1. Level of disadvantage, sometimes intersected with Sex
2. Age on commencement of study
3. Ethnicity
4. Disability

The objectives set for our APP are based on the student lifecycle stages, reflecting the risks to equality of opportunity identified and the four thematic areas, considered within the stages of the student lifecycle as follows:

Access: Level of disadvantage

Objective 1: Improve Access for the most disadvantaged students. Raising Access for students from IMD Q 1 & 2 from 53.0% to 60.1%, a change of 7.1% (PTA_1).

60.1% is the Access outcome for IMD Q 1 & 2 students in the top 15% of Higher Education Providers in England. This target seeks to reduce the Access gap for students from IMD Q 1 & 2, aiming for DMU to be in the top 15% of Higher Education Providers in England.

Continuation: Level of disadvantage & Sex

Objective 2: Improve Continuation outcomes for the most disadvantaged Male students. Raising Continuation for IMD Q 1 & 2 Male students from 82.0% to 90.3%, a change of 8.3% (PTS_1).

90.3% is the Continuation outcome for Female DMU students from IMD Q 3 - 5. This target seeks to remove the Continuation gap between DMU's Male IMD Q 1 & 2 and Female IMD Q 3 - 5 students.

Continuation: Ethnicity

Objective 3: Improve Continuation outcomes for students of Black, Mixed and Other minoritised ethnic backgrounds. Raising Continuation for students of Black, Mixed, and Other ethnicity backgrounds from 84.1% to 89.3%, a change of 5.2% (PTS_2).

89.3% is the Continuation outcome for DMU students from an Asian background, who demonstrate higher Continuation than DMU White students (88.7%). This target seeks to remove the Continuation gap between Black, Mixed, and Other ethnicity students compared to DMU's highest performing student group, Asian.

Completion: Age on commencement of study

Objective 4: Improve Completion outcomes for Mature students. Raising Completion for Mature students from 84.2% to 89.5%, a change of 5.3% (PTS_3).

89.5% is the Completion outcome for DMU Young students. This target seeks to remove the Completion gap between Mature and Young students.

Completion: Level of disadvantage & Sex

Objective 5: Improve Completion outcomes for the most disadvantaged Male students. Raising Completion for IMD Q 1 & 2 Male students from 82.7% to 92.2%, a change of 9.5% (PTS_4).

92.2% is the Completion outcome for Female DMU students from IMD Q 3 - 5. This target seeks to remove the Completion gap between DMU's Male IMD Q 1 & 2 and Female IMD Q 3 - 5 students.

Completion: Ethnicity

Objective 6: Improve Completion outcomes for students of Black, Mixed and Other minoritised ethnic backgrounds. Raising Completion for students of Black, Mixed, and Other ethnicity backgrounds from 85.7% to 90.2%, a change of 4.5% (PTS_5).

90.3% is the Completion outcome for DMU students from an Asian background, who demonstrate higher Completion than DMU White students (89.3%). This target seeks to remove the Completion gap between Black, Mixed, and Other ethnicity students compared to DMU's highest performing student group, Asian.

Attainment: Ethnicity

Objective 7: Improve Attainment outcomes for students of Black, Asian, Mixed and Other minoritised ethnic backgrounds. Raising Attainment for students of Black, Asian, Mixed, and Other ethnicity backgrounds from 65.9% to 77.5%, a change of 11.6% (PTS_6).

77.5% is the Attainment outcome for DMU students from a White background, who demonstrate the highest Attainment outcomes at DMU. This target seeks to remove the Attainment gap between Black, Asian, Mixed, and Other ethnicity students compared to DMU's highest performing student group, White.

Progression: Age on commencement of study

Objective 8: Improve Progression outcomes for Young students. Raising Progression for Young students from 67.9% to 74.0%, a change of 6.1% (PTP_1).

74.0% is the Progression outcome for DMU Mature students. This target seeks to remove the Progression gap between DMU's Young and Mature students.

Progression: Level of disadvantage

Objective 9: Improve Progression outcomes for the most disadvantaged students. Raising Continuation for students from IMD Q 1 & 2 from 65.1% to 71.4%, a change of 6.3% (PTP_2).

71.4% is the Progression outcome for DMU students from IMD Q 3 - 5. This target seeks to remove the Progression gap between students from IMD Q 1 & 2 and IMD Q 3 - 5.

Progression: Ethnicity

Objective 10: Improve Progression outcomes for students of Black, Asian, Mixed and Other ethnicity backgrounds. Raising Progression for students of Black, Asian, Mixed and Other ethnicity backgrounds from 66.4% to 70.9%, a change of 4.5% (PTP_3).

70.9% is the Progression outcome for DMU students from a White background. While Progression outcomes for White students were not the highest within the latest dataset they were previously, and White students are consistently the highest population by volume therefore providing an appropriate target. This target seeks to remove the Continuation gap between Black, Asian, Mixed and Other ethnicity students compared to White students.

Progression: Disability

Objective 11: Improve Progression outcomes for students who declare mental health, or social and communication disabilities.

Objective 11.1: Raising Progression for students who declare a mental health disability from 64.7% to 69.0%, a change of 4.3% (PTP_4).

Objective 11.2: Raising Progression for students who declare a social or communication disability, from 63.8% to 69.0%, a change of 5.2% (PTP_5).

69.0% is the Progression outcome for students who have declared no known disability. These targets seek to remove the gap between the two student groups with declared disabilities with the lowest Progression outcomes and DMU students with no known disability.

Intervention strategies and expected outcomes

DMU's APP includes 11 objectives reflecting the risks to equality of opportunity identified and the four thematic areas, considered within the stages of the student lifecycle as follows:

- **Access:** Level of disadvantage - Objective 1
- **Continuation:** Level of disadvantage & Sex, and Ethnicity - Objectives 2 - 3
- **Completion:** Age on commencement of study, Level of disadvantage & Sex, and Ethnicity - Objectives 4 - 6
- **Attainment:** Ethnicity - Objective 7
- **Progression:** Age on commencement of study, Level of disadvantage & Sex, Ethnicity, and Disability - Objectives 8 - 11

DMU has four APP intervention strategies to address and ensure delivery of outcomes against APP objectives.

- Intervention strategy 1: Access
- Intervention strategy 2: Continuation
- Intervention strategy 3: Completion
- Intervention strategy 4: Progression

Recognising existing strategic priorities and plans within the University, Attainment will be delivered through ongoing activity aligned with the Race Equality Charter, founded on our extensive work to reduce ethnicity related awarding gaps, Decolonising DMU, etc. DMU's annual programme quality monitoring and enhancement process, the Annual Enhancement Review, additionally involves attainment and awarding gap review, consideration and action planning. It is expected that the

intervention strategies addressing ethnicity (Continuation, Completion, and Progression) will further support delivery of the Attainment objective.

A common thread through the Continuation, Completion and Progression interventions will ensure greatest opportunity to deliver all objectives, facilitating a committed focus on implementation for the target, most at risk, student groups. This thread is the vital involvement of the Student Success Advisors, influential in shaping activity and identifying students for proactive engagement.

Each Intervention Strategy will be subject to an Equality Impact Assessment in 2024-25 prior to activity against this APP commencing in 2025-26.

Intervention strategy 1: Access

Objectives and targets

Access: Level of disadvantage

Objective 1: Improve Access for the most disadvantaged students. Raising Access for students from IMD Q 1 & 2 from 53.0% to 60.1%, a change of 7.1% (PTA_1).

60.1% is the Access outcome for IMD Q 1 & 2 students in the top 15% of Higher Education Providers in England. This target seeks to reduce the Access gap for students from IMD Q 1 & 2, aiming for DMU to be in the top 15% of Higher Education Providers in England.

Risks to equality of opportunity

Risk 1: Knowledge and skills; Risk 2: Information and guidance; Risk 3: Perception of higher education; Risk 5: Limited choice of course type and delivery mode.

Related objectives and targets

Objectives 2, 5 and 9 address levels of disadvantage, with **objectives 2 and 5** addressing levels of disadvantage intersected with sex.

Related risks to equality of opportunity

The risks to equality of opportunity addressed through this intervention are Access focused and not explicitly addressed through other interventions.

Activity	Description	Inputs	Outcomes	Cross intervention strategy?
Deliver Access activity to Younger years (pre-16), through collaboratively supporting schools and students across the region in raising aspirations and attainment	<p>Activity will be delivered, targeting students from IMD Q 1 & 2, in Leicester and Leicestershire, mitigating against:</p> <ul style="list-style-type: none"> unequal opportunities to develop knowledge and skills unequal access to information and guidance different perceptions of higher education <p>Working closely, alongside the University of Leicester, with our new city partner, IntoUniversity, supporting targeted activity delivery to disadvantaged students from IMD Q 1 & 2. Activities with IntoUniversity include FOCUS weeks, visits to the university campus and in-centre outreach delivery from primary through to post-16.</p> <p>Information, advice and guidance delivered by DMU in school, college, and community centre information, advice and guidance talks/workshops; facilitated on-campus and online events; presence at education fairs; online webinars and promotion via enhanced online digital resources; reviewed and enhanced marketing materials across all platforms to ensure widening access information is clear and consistent; promotion of The Ambassador Platform, connecting current students with prospective applicants.</p> <p>Aspiration raising activities for Years 6 to 11 supplemented by wider engagement; Options Evenings, Whole Year Assemblies, Student Life Talks, and Year 10 subject taster days. For Year 12 students we offer sustained activity on-campus, including summer programmes.</p> <p>In collaboration within the Universities Partnership, work with the University of Leicester and Loughborough University and our partner, Pathways (Uniconnect), to deliver a progressive attainment raising programme of activity; working with external partners such as TeenTech and Moving Together to deliver immersive subject focused activities.</p> <p>Continue to enhance collaboration and Partnerships, including collaboration with IntoUniversity and Pathways.</p> <p>Support the development of, and promote, the Access to Higher Education Scholarship.</p> <p>Review and enhance DMU's current contextual offer strategy. Work to align DMU activity to best practice as set out by sector body TASO.</p>	<p><i>Staff resource:</i></p> <p>Existing staff resource, including Faculty staff;</p> <p>Future Students team;</p> <p>Strategic Planning and Insight team;</p> <p>Partnerships team;</p> <p>Transitions team;</p> <p>Students' Union; and</p> <p>Other DMU student support teams.</p> <p><i>Collaboration:</i></p> <p>Collaborative partnerships: IntoUniversity, East Midlands Widening Participation Research and Evaluation Partnership (EMWPREP) and Pathways (Uniconnect).</p> <p>Collaboration with existing students and students at partners/in applicant pipeline.</p> <p><i>Facilitation:</i></p> <p>Deliver the focused activities that support the plan.</p> <p>Research and evaluation, already covered through existing resources (e.g. East Midlands Widening Participation Research and Evaluation Partnership (EMWPREP)).</p>	<p><i>Short-term:</i></p> <p>Increased number of widening participation and support activities delivered to students from IMD Q 1 & 2;</p> <p>Attendance at/engagement with tailored support;</p> <p>Increased positive engagement with learners from IMD Q 1 & 2;</p> <p>Increased awareness of own skills, values, interests, and abilities;</p> <p>Increased ability to make informed decisions and confident choices regarding study options; and</p> <p>Increased number of prospective students from IMD Q 1 & 2 considering applying to HE and DMU.</p> <p><i>Intermediate and/or long-term:</i></p> <p>Increased collaboration between DMU teams and partners to understand responding to risk;</p> <p>Increased learner preparedness and confidence to apply;</p> <p>Increased motivation to pursue and succeed in their educational endeavours; and</p> <p>Increased confidence in the personal experiences and/or achievements enabling study at DMU, and belief that applicants will be successful if they apply.</p>	Intervention strategy 2: Continuation

Table 1, Intervention strategy 1: Access

Total cost of activities and evaluation for intervention strategy £1,288,000

Summary of evidence base and rationale

To achieve the short, intermediate and long-term outcomes of this intervention, DMU will utilise type 1 evaluation methods, including desk-based research, data monitoring and analysis, and type 2 approaches including focus groups, direct observation, and surveys (pre- and post- activity). The evidence base informing this approach includes previous and ongoing Access activity within DMU and in the sector, including best practice from TASO and the Access and Success Questionnaire. In addition, our approach is informed by collaborative activity with partners including IntoUniversity, East Midlands Widening Participation Research and Evaluation Partnership (EMWPREP), Pathways (Uniconnect), and The Ambassador Platform (Annex B).

Intervention strategy 2: Continuation

Objectives and targets

Continuation: Level of disadvantage & Sex

Objective 2: Improve Continuation outcomes for the most disadvantaged Male students. Raising Continuation for IMD Q 1 & 2 Male students from 82.0% to 90.3%, a change of 8.3% (PTS_1).

90.3% is the Continuation outcome for Female DMU students from IMD Q 3 - 5. This target seeks to remove the Continuation gap between DMU's Male IMD Q 1 & 2 and Female IMD Q 3 - 5 students.

Continuation: Ethnicity

Objective 3: Improve Continuation outcomes for students of Black, Mixed and Other minoritised ethnic backgrounds. Raising Continuation for students of Black, Mixed, and Other ethnicity backgrounds from 84.1% to 89.3%, a change of 5.2% (PTS_2).

89.3% is the Continuation outcome for DMU students from an Asian background, who demonstrate higher Continuation than DMU White students (88.7%). This target seeks to remove the Continuation gap between Black, Mixed, and Other ethnicity students compared to DMU's highest performing student group, Asian.

Risks to equality of opportunity

Risk 6: Insufficient academic support; Risk 7: Insufficient personal support; Risk 8: Mental health; Risk 9: Ongoing impacts of coronavirus; Risk 10: Cost pressures; Risk 11: Capacity issues.

Related objectives and targets

Objectives 1, 5 and 9 address levels of disadvantage, with **objective 5** also addressing levels of disadvantage intersected with sex. **Objectives 6, 7 and 10** address ethnicity.

Related risks to equality of opportunity

The risks to equality of opportunity addressed through this intervention are also addressed in *Intervention strategy 3: Completion* and *Intervention strategy 4: Progression*.

Activity	Description	Inputs	Outcomes	Cross intervention strategy?
Proactive engagement led by Student Success Advisors: Continuation	<p>Student Success Advisors working in close collaboration across Library & Student Services, and with academics will target student groups at greatest risk to equality of opportunity, providing tailored student Continuation support and to engage students in tailored support.</p> <p>Telephone calling will be the primary method for direct engagement with target students. These discussions will holistically explore engagement with university activity and signpost to further opportunities and support, aiming to converse with the level 4 students and level 5 students identified as being at greatest risk. Direct engagement discussions will be followed-up by an email summary of discussions and further signposting to support and information.</p> <p>Student engagement data will be monitored, to regularly assess and identify students considered to be at risk; appropriate interventions will be actioned to address emerging concerns.</p> <p>As well as identifying existing offers to include in tailored support, these Advisors will support the development of new, bespoke support activities and interventions based on identified risk.</p> <p>An Inclusive Education Lead, supported by the DMU Education Academy, will coordinate and develop academic support to enhance inclusive educational practice within the curriculum and taught environment. Networking with others, newly developed support will be explored and relevance considered for use/adaptation elsewhere where similar risks arise.</p> <p>This intervention will support improvements in Continuation, Completion, Attainment, and Progression, and links to the Access target by supporting students through onboarding and successfully into study at DMU.</p>	<p><i>Staff resource:</i></p> <p>Student Success Advisors;</p> <p>Inclusive Education Lead;</p> <p>DMU Education Academy;</p> <p>Teams within Library & Student Services, and other student support teams;</p> <p>Academics;</p> <p>Network/forum to share experiences, good practice, and approaches.</p> <p><i>IT resource:</i></p> <p>Develop an effective student experience monitoring/data analysis tool for monitoring and recording engagement;</p> <p>Facilities to support the volume of telephone calls.</p>	<p><i>Short-term:</i></p> <p>Earlier and more proactive intervention with students at risk;</p> <p>Increased positive engagement with students;</p> <p>Increased student knowledge of the support available;</p> <p>Attendance at/engagement with associated activities; and</p> <p>Attendance at/engagement with health and wellbeing activities.</p> <p><i>Intermediate and/or long-term:</i></p> <p>Increased awareness of the impact of personal activity on Continuation and achievement and increased confidence to engage in academic studies, study support, and wider university activity;</p> <p>Increased awareness of the range of activity and support available at DMU;</p> <p>Increased awareness of the factors impacting health and wellbeing; and</p> <p>Increased number of students continuing with their studies, and between levels of study.</p>	<p>Intervention strategy 1: Access;</p> <p>Intervention strategy 3: Completion;</p> <p>Intervention strategy 4: Progression</p>

Develop, evaluate and expand 'DMU Basecamp'	<p>DMU Basecamp is the University's induction package, including pre-arrival, transition to higher education, and activity throughout the programme of study.</p> <p>Develop the existing offer to include more community-building, friendship-making activity, and ensure regular social and academic opportunities beyond the timetabled curriculum throughout the year, with activities specifically designed to engage APP risk groups.</p> <p>Co-create with students to review and evaluate the existing offer, informing targeted development and expansion based on identified risks to equality of opportunity and emerging student need.</p>	<p><i>Staff resource:</i></p> <p>Teams within Library & Student Services, and other student support teams;</p> <p>Teams within ITMS and Marketing and Communications;</p> <p>Associate Professors of Student Experience.</p> <p><i>Facilitation:</i></p> <p>DMU Basecamp on-campus and online activities;</p> <p>Co-creation with students to review existing activity;</p> <p>Review and evaluation of existing activity to inform intervention enhancements.</p> <p><i>Communication:</i></p> <p>Dissemination and awareness raising of the targeted offer.</p>	<p><i>Short-term:</i></p> <p>Earlier and more proactive intervention with students at risk; Increased positive engagement with students; Increased student knowledge of the support available; and Attendance at/engagement with support, and DMU Basecamp activities.</p> <p><i>Intermediate and/or long-term:</i></p> <p>Increased awareness of the range of activity and support available at DMU.</p>	<p>Intervention strategy 1: Access;</p> <p>Intervention strategy 3: Completion;</p> <p>Intervention strategy 4: Progression</p>
Develop 'Healthy DMU' bespoke APP targeted intervention	<p>With students, co-create to develop a targeted student health and wellbeing intervention offer (aligned with the University's existing 'Healthy DMU' offer) responding to identified APP risks to equality of opportunity, particularly supporting students with a declared disability.</p> <p>The 'Healthy DMU' offer includes Masterclass activities and resources, advice about mindfulness, healthy choices, giving back, being active, and staying safe. These will be reviewed with students to ensure currency of advice, and that this appropriately targets and engages students at greatest risk to equality of opportunity.</p>	<p><i>Staff resource:</i></p> <p>Teams within Student Welfare, Disability Services, and Wellbeing Services;</p> <p><i>Facilitation:</i></p> <p>Co-creation with students to review existing activity and develop a targeted intervention approach.</p> <p><i>Communication:</i></p> <p>Dissemination and awareness raising of the targeted offer.</p>	<p><i>Short-term:</i></p> <p>Earlier and more proactive intervention with students at risk; Increased positive engagement with students; Increased student knowledge of the support available; and Attendance at/engagement with support, and health and wellbeing activities.</p> <p><i>Intermediate and/or long-term:</i></p> <p>Increased awareness of the range of activity and support available at DMU; and Increased wellbeing and resilience.</p>	<p>Intervention strategy 3: Completion;</p> <p>Intervention strategy 4: Progression</p>

Table 2, Intervention strategy 2: Continuation

Total cost of activities and evaluation for intervention strategy £1,628,000 (This includes all Intervention strategy 2: Continuation investment plus cross-intervention activity targeting Attainment)

Summary of evidence base and rationale

Continuation will be evaluated through type 1 approaches including desk-based research, data monitoring and analysis, and literature review, plus type 2 methods including focus groups, surveys (pre- and post- activity), interviews, direct observation, and comparing with non-participants. Our approach to evaluation is based on previous evaluation of activity occurring within DMU including work to address student retention, and existing approaches to reviewing 'DMU Basecamp' and 'Healthy DMU'. The evaluation base is informed by external sources including TASO's 'Using learning analytics to prompt student support interventions ' project report (2024), as well as nudge, and health promotion theories (Annex B).

Intervention strategy 3: Completion

Objectives and targets

Completion: Age on commencement of study

Objective 4: Improve Completion outcomes for Mature students. Raising Completion for Mature students from 84.2% to 89.5%, a change of 5.3% (PTS_3).

89.5% is the Completion outcome for DMU Young students. This target seeks to remove the Completion gap between Mature and Young students.

Completion: Level of disadvantage & Sex

Objective 5: Improve Completion outcomes for the most disadvantaged Male students. Raising Completion for IMD Q 1 & 2 Male students from 82.7% to 92.2%, a change of 9.5% (PTS_4).

92.2% is the Completion outcome for Female DMU students from IMD Q 3 - 5. This target seeks to remove the Completion gap between DMU's Male IMD Q 1 & 2 and Female IMD Q 3 - 5 students.

Completion: Ethnicity

Objective 6: Improve Completion outcomes for students of Black, Mixed and Other minoritised ethnic backgrounds. Raising Completion for students of Black, Mixed, and Other ethnicity backgrounds from 85.7% to 90.2%, a change of 4.5% (PTS_5).

90.3% is the Completion outcome for DMU students from an Asian background, who demonstrate higher Completion than DMU White students (89.3%). This target seeks to remove the Completion gap between Black, Mixed, and Other ethnicity students compared to DMU's highest performing student group, Asian.

Risks to equality of opportunity

Risk 6: Insufficient academic support; Risk 7: Insufficient personal support; Risk 8: Mental health; Risk 9: Ongoing impacts of coronavirus; Risk 10: Cost pressures; Risk 11: Capacity issues.

Related objectives and targets

Objective 8 addresses age on commencement of study, but in relation to Young students. **Objectives 1, 2 and 9** address levels of disadvantage, with **objective 2** also addressing levels of disadvantage intersected with sex. **Objectives 3, 7 and 10** address ethnicity.

Related risks to equality of opportunity

Many of the risks to equality of opportunity addressed through this intervention are also addressed in *Intervention strategy 2: Continuation* and *Intervention strategy 4: Progression*.

Activity	Description	Inputs	Outcomes	Cross intervention strategy?
Proactive engagement led by Student Success Advisors: Completion	<p>In addition to the focus within <i>Intervention Strategy 2: Continuation</i>, Student Success Advisors also have a focus on Completion. This intervention strategy aligns closely with and extends <i>Intervention Strategy 2: Continuation</i>, and supports delivery of the Attainment objective.</p> <p>Student Success Advisors will target APP risk cohorts with tailored student Completion and Attainment support, advice and guidance.</p> <p>Student engagement will be based on a bespoke communications plan facilitating targeted contact during the final year of study, where telephone calling will be the primary method to contact individual students. Direct engagement discussions will be followed-up by an email summary of discussions and further signposting to support and information.</p> <p>An Inclusive Education Lead, supported by the DMU Education Academy, will coordinate and develop academic support to enhance practice within the curriculum and taught environment.</p> <p>This intervention will support improvements in Completion and Attainment. Conversations with students provide an opportunity to explore post-study options, also supporting Progression.</p>	<p><i>Staff resource:</i></p> <p>As detailed under <i>Intervention strategy 2: Continuation</i>, 'Proactive engagement led by Student Success Advisors: Continuation'.</p> <p><i>IT resource:</i></p> <p>As detailed under <i>Intervention strategy 2: Continuation</i>, 'Proactive engagement led by Student Success Advisors: Continuation'.</p>	<p>In addition to those listed under <i>Intervention Strategy 2: Continuation</i>, there will be outcomes related specifically to Completion:</p> <p><i>Short-term:</i></p> <p>Proactive intervention engagement with students at risk during the final year study; and Increased sense of belonging for students in the final year of study.</p> <p><i>Intermediate and/or long-term:</i></p> <p>Increased number of students completing their studies.</p>	<p>Intervention strategy 1: Access;</p> <p>Intervention strategy 3: Completion;</p> <p>Intervention strategy 4: Progression</p>

Table 3, Intervention strategy 3: Completion

Total cost of activities and evaluation for intervention strategy £552,000

Summary of evidence base and rationale

The approach to the evaluation of this intervention replicates that of the evaluation for the 'Proactive engagement led by Student Success Advisors' elements of Intervention strategy 2: Continuation.

Intervention strategy 4: Progression

Objectives and targets

Progression: Age on commencement of study

Objective 8: Improve Progression outcomes for Young students. Raising Progression for Young students from 67.9% to 74.0%, a change of 6.1% (PTP_1).

74.0% is the Progression outcome for DMU Mature students. This target seeks to remove the Progression gap between DMU's Young and Mature students.

Progression: Level of disadvantage

Objective 9: Improve Progression outcomes for the most disadvantaged students. Raising Continuation for students from IMD Q 1 & 2 from 65.1% to 71.4%, a change of 6.3% (PTP_2).

71.4% is the Progression outcome for DMU students from IMD Q 3 - 5. This target seeks to remove the Progression gap between students from IMD Q 1 & 2 and IMD Q 3 - 5.

Progression: Ethnicity

Objective 10: Improve Progression outcomes for students of Black, Asian, Mixed and Other ethnicity backgrounds. Raising Progression for students of Black, Asian, Mixed and Other ethnicity backgrounds from 66.4% to 70.9%, a change of 4.5% (PTP_3).

70.9% is the Progression outcome for DMU students from a White background. While Progression outcomes for White students were not the highest within the latest dataset they were previously, and White students are consistently the highest population by volume therefore providing an appropriate target. This target seeks to remove the Continuation gap between Black, Asian, Mixed and Other ethnicity students compared to White students.

Progression: Disability

Objective 11: Improve Progression outcomes for students who declare mental health, or social and communication disabilities.

Objective 11.1: Raising Progression for students who declare a mental health disability from 64.7% to 69.0%, a change of 4.3% (PTP_4).

Objective 11.2: Raising Progression for students who declare a social or communication disability, from 63.8% to 69.0%, a change of 5.2% (PTP_5).

69.0% is the Progression outcome for students who have declared no known disability. These targets seek to remove the gap between the two student groups with declared disabilities with the lowest Progression outcomes and DMU students with no known disability.

Risks to equality of opportunity

Risk 6: Insufficient academic support; Risk 7: Insufficient personal support; Risk 8: Mental health; Risk 9: Ongoing impacts of coronavirus; Risk 10: Cost pressures; Risk 11: Capacity issues; Risk 12: Progression from higher education.

Related objectives and targets

Objective 4 addresses age on commencement of study, but in relation to Mature students. **Objectives 1, 2 and 5** address levels of disadvantage. **Objectives 3, 6 and 7** address ethnicity.

Related risks to equality of opportunity

Many of the risks to equality of opportunity addressed through this intervention are also addressed in *Intervention strategy 2: Continuation* and *Intervention strategy 3: Completion*, the only exception is Risk 12: Progression from higher education which is only addressed in this intervention strategy.

Activity	Description	Inputs	Outcomes	Cross intervention strategy?
Expand 'Lead and Inspire'	<p>Expand delivery of the existing programme that supports the development of transferrable skills for students of Black, Asian, Mixed and Other ethnicity, focused on Leadership and DMU Graduate Attributes, supporting student preparation for entering graduate opportunities. The programme will be offered to more students from the identified APP target at risk groups for Progression, facilitating participation in an adapted model of the programme that best responds to the specific needs of the target student groups.</p> <p>Delivered by DMU Careers this programme will include employer-led consultancy projects, interactive skills workshops, and invited external associates.</p> <p>Student Success Advisors will be involved in identifying and targeting at risk cohorts to support engagement.</p>	<p><i>Staff resource:</i></p> <p>DMU Careers team; Support from Student Success Advisors.</p> <p><i>Facilitation:</i></p> <p>Workshops; External engagement; Celebration event at the end of the programme.</p> <p><i>Communication:</i></p> <p>Dissemination and awareness raising of the targeted offer.</p>	<p><i>Short-term:</i></p> <p>Directed, proactive engagement with students at risk; Targeted and expanded bespoke support offer; and Increased student knowledge of the support available.</p> <p><i>Intermediate and/or long-term:</i></p> <p>Increased awareness of methods for searching and applying for graduate opportunities; Increased knowledge of options after HE; Increased DMU-facilitated engagement between students and employers; and Increased employer awareness of DMU's renewed focus on risk-based graduate outcomes.</p>	<p>Intervention strategy 2: Continuation;</p> <p>Intervention strategy 3: Completion.</p>
Re-launch 'THRIVE'	<p>Deliver a targeted programme supporting students with a declared mental health disability, and students with declared social and communication disabilities, through tailored support in preparation for placement and graduate searches, applications and assessment processes. We will work collaboratively with employers to develop approaches to supporting students with declared disabilities into employment.</p> <p>Whilst this is targeted at students with a declared disability, students without a declared disability but who identify as potentially having a disability, will also be welcome to participate.</p> <p>Student Success Advisors will be involved in identifying and targeting at risk cohorts to support engagement.</p>	<p><i>Staff resource:</i></p> <p>Collaboration between DMU Careers team and Student Welfare team; Support from Student Success Advisors.</p> <p><i>Facilitation:</i></p> <p>Workshops; External engagement.</p> <p><i>Communication:</i></p> <p>Dissemination and awareness raising of the targeted offer.</p>		

Table 4, Intervention strategy 4: Progression

Total cost of activities and evaluation for intervention strategy £211,000

Summary of evidence base and rationale

Progression will be evaluated through type 1 methods including desk-based research, data monitoring and analysis, and literature review, with type 2 focus groups, surveys (pre- and post-activity), interviews, direct observation, diaries, and comparing with non-participants. The evidence base informing this approach includes previous and ongoing activity within DMU, including piloting of similar approaches with smaller and/or alternative target student groups, informed by sector approaches reviewing the impact of interventions.

Evaluation

The DMU APP evaluation plan embraces a range of approaches to ensure the most impactful evaluation to support institutional and sector learning. Prior to activity, ethical approval will be sought through the university's ethics committee to ensure the creation of publishable learning.

As outlined in the table below, Intervention strategy 1: Access will be evaluated as a standalone intervention strategy, as will elements of Intervention strategies 2 and 4. Interventions involving Student Success Advisors will be evaluated across relevant aspects of the student lifecycle (Continuation, Completion, and Progression). Additional evaluation will ensure an overarching, whole provider approach to evaluating the impact of the APP in its entirety. Further detail is included in Annex B.

DMU is embracing an evaluation journey, seeking to build capacity and capability alongside this APP. Therefore, the focus throughout our evaluation proposals is to embrace type 1 and type 2 approaches, with the aspiration to engage in type 3 methodologies in a future APP. We embrace process and impact evaluation, with a focus on process evaluation as the intervention strategies develop and embed, moving into impact evaluation as data becomes available.

Activity	Outcomes	Method(s) of evaluation	Summary of publication plan
Intervention strategy 1: Access			
Deliver Access activity to Younger years (pre-16), through collaboratively supporting schools and students across the region in raising aspirations and attainment	<p>Detailed in full in the Intervention strategy 1: Access table.</p> <p>Short-term outcomes will increase widening participation and support activities, and engagement with learners from IMD Q 1 & 2, leading to increased numbers considering applying to HE and DMU.</p> <p>Intermediate and/or long-term outcomes will increase collaborations to understand and respond to risk, and improve learner preparedness and confidence to apply.</p>	<p>Type 1: Desk-based research (publicly available data, administrative data, and internal data); and Data monitoring and analysis.</p> <p>Type 2: Focus groups; Direct observation; and Surveys (Pre- and post-activity).</p>	<p>Annual reporting - Internal reporting through Academic Portfolio Committee.</p> <p>By July 2027 - Initial process evaluation learning shared via DMU website.</p> <p>By December 2028 - Process evaluation learning to date shared through external communities of practice groups, e.g. HEAT and APPSIG.</p> <p>By December 2029 - Presentation of process evaluation to date at conferences and/or online/journal publication.</p> <p>By April 2030 - Final process evaluation and interim impact evaluation shared via DMU website.</p> <p>By July 2030 - Sharing learning through external communities of practice groups, e.g. HEAT and APPSIG.</p>

Intervention strategy 2: Continuation			
Develop, evaluate and expand 'DMU Basecamp'	Detailed in full in the Intervention strategy 2: Continuation table. Short-term outcomes relate to earlier and more proactive intervention, and positive engagement, with students at risk.	Type 1: Desk-based research (publicly available data, administrative data, and internal data); Data monitoring and analysis; and Literature review. Type 2: Focus groups; Surveys (Pre- and post-activity); Interviews; Direct observation; and Comparing with non-participants.	Annual reporting - Internal reporting through Education Committee. By April 2028 - Initial evaluation on DMU website. By July 2028 - Presentation of initial evaluation at conferences and/or online/journal publication. By July 2029 - Presentation of evaluation to date at conferences and/or online/journal publication. By April 2031 - Final evaluation on DMU website. By July 2031 - Presentation of final evaluation at conferences and/or online/journal publication.
Develop 'Healthy DMU' bespoke APP targeted intervention	Intermediate and/or long-term outcomes increase awareness of the range of activity and support available at DMU.		
Intervention strategy 4: Progression			
Expand 'Lead and Inspire'	Detailed in full in the Intervention strategy 4: Progression table. Short-term outcomes relate to directed, proactive engagement with students at risk, and an expanded, targeted, bespoke support offer.	Type 1: Desk-based research (publicly available data, administrative data, and internal data); Data monitoring and analysis; and Literature review. Type 2: Focus groups; Surveys (Pre- and post-activity); Interviews; Direct observation; Diaries; and Comparing with non-participants.	Annual reporting - Internal reporting through Education Committee. By April 2028 - Initial evaluation on DMU website. By July 2029 - Presentation of evaluation to date at conferences and/or online/journal publication. By April 2031 - Final evaluation on DMU website. By July 2031 - Presentation of final evaluation at conferences and/or online/journal publication.
Re-launch 'THRIVE'	Intermediate and/or long-term outcomes increase awareness of methods for searching and applying for graduate opportunities, and increase partnership approaches in response to risks.		
Cross-intervention strategy evaluation: Intervention strategy 2: Continuation, Intervention strategy 3: Completion, and Intervention strategy 4: Progression Interventions involving Student Success Advisors			
Continuation and Completion: Proactive engagement led by Student Success Advisors Progression: Expand 'Lead and Inspire', and Re-launch 'THRIVE'	Detailed in full in the Intervention strategy 2: Continuation, Intervention strategy 3: Completion and Intervention strategy 4: Progression tables. Short-term outcomes relate to earlier and more proactive intervention with students at risk, increased knowledge of, and engagement with, the support available. Intermediate and/or long-term outcomes increase awareness of the support and options available.	Type 1: Desk-based research (publicly available data, administrative data, and internal data); Data monitoring and analysis; and Literature review. Type 2: Focus groups; Surveys (Pre- and post-activity); Interviews; Direct observation; and Comparing with non-participants.	Annual reporting - Internal reporting through Education Committee. By April 2028 - Initial evaluation on DMU website. By July 2028 - Presentation of initial evaluation at conferences and/or online/journal publication. By July 2029 - Presentation of evaluation to date at conferences and/or online/journal publication. By April 2031 - Final evaluation on DMU website. By July 2031 - Presentation of final evaluation at conferences and/or online/journal publication.

Evaluating APP impact			
Overarching, whole provider approach to evaluating APP impact	<p><i>Short-term:</i></p> <p>Increased staff engagement with evaluation skill development; and Increased university-wide awareness of DMU APP.</p> <p><i>Intermediate and/or long-term:</i></p> <p>Increased evaluation capability within DMU; Increased oversight of progress against APP intervention and evaluation; and Increased reporting based on learning from APP intervention and evaluation (internally and externally).</p>	<p>Type 1:</p> <p>Desk-based research (internal data); Data monitoring and analysis; and Literature review.</p> <p>Type 2:</p> <p>Focus groups; Surveys (Pre- and post-activity); Interviews.</p>	<p>Annual reporting - Internal reporting through Academic Board and the Board of Governors.</p> <p>By July 2027 - Initial process evaluation learning shared via DMU website.</p> <p>By July 2028 - Process and interim impact evaluation learning shared at conferences and/or online/journal publication.</p> <p>By December 2028 - Initial evaluation on DMU website.</p> <p>By December 2031 - Final evaluation on DMU website.</p>

Table 5, Evaluation plans (summarised)

Whole provider approach

Driven by 'The Empowering University' strategy we work collaboratively with our students, staff and partners to ensure a whole provider approach to a range of activity, including the development of our APP. Recognising that we have a diverse staff and student population we value this difference and want to support all students and staff in reaching their full potential in a fully inclusive environment where difference is accepted, valued, celebrated and supported. Our approach to Equality, Diversity and Inclusion (EDI) is driven by the principle of a whole university approach, embedded across a range of strategies, including 'The Empowering University' strategy which contains a number of associated key performance targets (KPTs). The strategy's cross-cutting theme, 'Equality for all' is our EDI strategy.

We therefore aim for EDI to be front and centre of everything we do. Setting out our ambitions to lead the higher education sector for equality, diversity and inclusion (EDI), 'Equality for all' is organised into two broad themes: *Developing our Culture* and *Enabling Equity and Fairness for all*.

Developing our Culture is about developing the behaviours, spaces, and sense of belonging in which every single person can expect to feel safe and supported; where staff and students can expect to be treated with dignity and respect as well as being valued for their difference. *Enabling Equity and Fairness for all* ensures that our processes, rules and regulations allow all to succeed, reviewing everything that we do and in doing that, recognising that historically the status quo has resulted in inequitable outcomes for minoritised groups of staff and students. This allows our students and staff to meet their full potential and succeed, regardless of background and personal identity. As the first university to be given a silver Race Equality Charter award (2023), we extended recognition from our bronze award in 2018. Some of the work that has supported charter submissions includes our activity around Decolonising DMU, Freedom to Achieve (a project on closing the ethnicity awarding gap), Dare to Be Mentoring, embedding decolonising practices into the curriculum and programme validations, Developing Diversity staff development programme, and 100 Black Women Professors Now.

We are an Athena Swan Bronze award holder (2024), recognising our work around gender equality. In 2024 Advance HE renewed our Athena Swan award. Recognising overlaps and alignment with APP activity we will continue to progress against the action plans through governance structures,

learning from developments to inform APP activity as appropriate. DMU are second in the Stonewall Top 100 Employers Index and the highest ranked university in this index. Additionally, we are a Level 2 Disability Confident Employer. Our annual calendar includes a range of activities to recognise and celebrate the diversity of our community. 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. March sees a range of events recognising International Women's Day, in recent years this has included staff awards, talks, and displays of inspirational women. We celebrate Black History Month in October with a variety of events, focussing on Black, Asian, Mixed and Other ethnic identities, to engage and develop both staff and students. In the annual cycle, this is followed by Disability History Month from the end of November into December, including an engaging programme of events led by our DisAbility and Wellbeing Network (DAWN).

Equality, Diversity and Inclusion governance

We strive for fairness and equal access to be embedded in all our working practices. Our 'Equality for all' EDI objectives are explicit, and are embedded in our strategic plan, institutional and faculty-based action plans. Our established EDI Committee is a sub-committee committee of the University Leadership Board and is chaired by the Pro Vice-Chancellor Education and Equalities. Its purpose is to provide leadership, drive and strategic direction to facilitate delivery of the university's EDI work. The EDI Committee also oversees progress made against EDI related targets set out in 'The Empowering University' and the 'Equality for all' strategy, and associated implementation plans. Each faculty also has its own EDI Committee, and both the faculties and staff networks are proactive contributors to the central EDI Committee. To support the production and monitoring of the APP was a focus on the EDI Committee annual plan (2023-24).

Access and Participation Plan governance

The development of our APP has been led by our Pro Vice-Chancellor Education and Equalities, supported by an academic lead for APP, a faculty Associate Dean (Academic). The APP is a priority for the university and as such it is a key feature of governance remits throughout the institution.

Board of Governor's considerations of the APP are informed by bespoke sessions on the topic by members of the University Leadership Board, alongside copies of Minutes and associated verbal updates from representatives of Academic Board. The Academic Board annual plan (2023-24) aimed to "oversee the implementation of EDI related education matters as set out in EDI charter marks and to approve the university's revised Access and Participation Plan, and oversee progress with University APP targets", therefore regular written and verbal updates were provided, with opportunities for student and staff members to engage in the development of the plan.

The Education Committee is a sub-committee of Academic Board, its purpose is to provide strategic direction for the University's education activities, acting as a proactive and strategic body for the learning, teaching and curricular matters across the whole student lifecycle. Additionally it oversees the student experience and broader activities which support the university's educational endeavours. Access and participation are areas for Education Committee oversight and scrutiny, including the development and implementation of the APP, and wider access and participation initiatives, ensuring that the university achieves its strategic aim of championing diversity and a fairer society.

The Access and Participation Plan Sub-Committee is a sub-committee of Academic Board, its purpose being to oversee the successful delivery of the APP access, participation, and progression targets. This sub-committee takes a leading role in the development of the APP aligned with 'The Empowering University' strategy, and ownership of the APP targets and associated delivery framework. Additionally this sub-committee provides guidance to the University Leadership Board on activities within the APP.

The Education Committee and EDI Committee are chaired by the Pro Vice-Chancellor Education and Equalities, who is also a member of the Academic Board and University Leadership Board, ensuring access and participation are regularly considered as mainstream core activity.

To ensure a whole provider approach is achieved and sustained throughout the lifetime of the APP, we are committed to the continuous pursuit of awareness raising and socialisation of the APP, EORR, and our proactive interventions to support the student experience. Committees and Boards will continue to consider APP developments as appropriate, supporting intervention implementation and considering learning from evaluation. Having engaged students, staff and the Board of Governors in understanding the greatest risks to equality of opportunity at DMU, we will ensure monitoring of progress to reduce all risks, but particularly to risks 10, 12 and 6 (cost pressures, progression to further study, and insufficient personal support) which were recognised as the greatest risks for our student community.

Access

Our approach to access and participation mirrors how we engage with our diverse local community, and is supported by our 'Student Futures Manifesto'. Co-created with De Montfort Students' Union (DSU), this manifesto is based around our commitments to improving the student journey across five themed areas, from pre-arrival, through to graduation and beyond. Phrased to engage applicants and students directly, through our Student Futures Manifesto we are committed to:

1. Providing comprehensive pre-arrival support to all students who have accepted a place at DMU, helping you to hit the ground running when you arrive at university.
2. Offering a comprehensive induction to university life; not just at the start, but via in-year refreshes and re-induction at each new level of study.
3. Ensuring that support for mental health and wellbeing is available to all students, via a range of services, allowing you to engage with this in the best way for you.
4. Delivering co-curricular activities and opportunities that are an integral part of the wider university curriculum, and accessible to all – we believe there should be something for everyone at DMU.
5. Helping you to understand the employability skills you will gain as part of your course and take advantage of the additional careers' opportunities at the university, preparing you for life as a DMU graduate.

A principle of 'The Empowering University' strategy, we are committed to continuing to work with our students, the Students' Union and staff, to strive to make the DMU experience the best it can be.

The Access intervention plan aligns with a key 'Empowering University' Access key performance target, seeking to reduce the access gap for students from IMD Q 1 & 2, aiming for DMU to be in the top 15% of Higher Education Providers in England. This target ensures that our collaborative partnership work with IntoUniversity and other regional partners is better recognised as a key activity in our access work. To meet this ambition and to mitigate against equality of opportunity risks 1, 2, 3 and 5, DMU's APP Access intervention strategy will focus on encouraging more disadvantaged students, who are eligible for free school meals (FSM)/Pupil Premium, care-experienced learners and learners from a lower socioeconomic background, Mature students, specifically targeting those from IMD Q 1 & 2, to study at DMU. DMU uses IMD, a measure of relative deprivation for small geographic areas across the UK, as IMD provides clearer distinct data points within our datasets than other measures.

Younger years (pre-16) Widening Access work will continue through collaboratively supporting schools and learners across the region in raising aspirations and attainment. This will happen through the delivery of targeted interventions, reaching disadvantaged groups, who are eligible for FSM/Pupil Premium, care-experienced learners and learners from a lower socioeconomic background. Evaluation will continue to be at the heart of programme development and delivery. Findings will be used to improve content and quality of delivery, demonstrate impact and share best practice with the sector.

We work with more than 140 primary and secondary schools with children up to the age of 16, as part of our growing commitment to our widening participation programme. The activities that we

facilitate are designed to enhance learning and offer new opportunities that schools may not be able to provide, raising awareness amongst school aged learners that higher education is an available and accessible option for them.

Whilst the Access intervention plan for this submission focuses on working with pre-16 students, at DMU we are very aware there is a sector-wide decline in Mature student applications, impacting a group already identified as underrepresented in higher education. An impact we have also seen at DMU over the past 5 years. With this in mind, we will actively look to extend our younger-year Access intervention plans and adapt them so that this work also reaches and supports Mature students in Leicester and Leicestershire.

Our public engagement and transitions teams will continue to offer activities supporting Access interventions, this will include working closely with faculties and other directorates across the university, as a whole provider approach to access links closely to targets associated with Continuation, Completion, Attainment and Progression.

Our Access activity often occurs in collaboration with others, as summarised in the table below:

Type of Collaborative Community	Name of Collaborative Community	Explanation
Pre-entry Outreach	Uni Connect: Pathways	Alongside higher education providers in Leicester City, Leicestershire and Rutland our Pathways (Uni Connect) 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 funding provided by the OfS to deliver the programme is currently due to end in July 2025.
	<u>IntoUniversity</u>	The University, working in partnership with University of Leicester, officially launched a new IntoUniversity centre in March 2024. The IntoUniversity model develops centres of academic engagement 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. In 2024-25 the centre aims to engage 550 local students from disadvantaged areas in the city, rising to 900 in 2025-26, and 1,000 annually after that, inspiring young people to consider higher education.
Collaborative communities within the sector	Transforming Access and Student Outcomes (TASO) sector network National Education Opportunities Network (NEON) Higher Education Liaison Officers Association (HELOA) Forum for Accessing and Continuing Education (FACE) Research, Advancing and Inspiring Student Engagement (RAISE) Network	
Leicestershire Universities Partnership	<u>Civic University Agreement</u>	The Civic Agreement is a commitment between DMU, the University of Leicester, and Loughborough University, and the city and counties of Leicester, Leicestershire and Rutland to work together for the benefit of local people and the prosperity of our places. 'Universities Partnership' combines the collective strengths of our universities and civic institutions to make a greater impact through collaboration for, with and among our communities. This Civic Agreement marks the beginning of a journey, signalling a commitment by the partners to bring together our collective skills, expertise and social capital, and collaborate in the long-term interests of our communities.
Data Tracking	EMWREP	DMU utilises the East Midlands Widening Participation Research and Evaluation Partnership (EMWREP) platform to track schools and colleges recruitment and outreach activity as well as applications for our progression programmes and other events aimed at providing advice and guidance to students.
Recruitment platforms	<u>The Ambassador Platform</u>	The Ambassador Platform provides prospective students with the opportunity to chat to current DMU students to explore experiences, build connections and consider whether DMU is the right choice for them.

Table 6, Summary of DMU's Access collaborations

As mentioned in Table 6, in March 2024, DMU working with IntoUniversity and the University of Leicester, officially launched the IntoUniversity Leicester North centre. We aim to engage up to 1,000 local students from disadvantaged areas across Leicester annually during this APP.

We also deliver DMU Aspire, which gives year 12 (or equivalent) students a complete university experience in a week of engaging activities, designed to help build confidence and ambition, whilst engaging in a range of experiences that give a flavour of what it's like to study at university. The five day programme aims to prepare students for university through teaching key skills including referencing, academic writing and how to meet new people.

In addition, our broader programme of Information Advice and Guidance outreach with schools and colleges offers comprehensive guidance to students, parents and local advisers regarding higher education options, the university application process and available student support. Our placement team also participate in outreach events to raise school students' aspirations around employability, and discuss the importance of gaining early work experience and where to look for suitable opportunities.

On course

In 2022-23 we commenced delivery of our Education 2030 approach, a block-mode learning delivery model comprising standard 30-credit modules taught sequentially. This approach has been developed as evidence showed improved outcomes for all students and particular ones for widening participation students when studying in this way, our ongoing evaluation is ensuring the benefits seen elsewhere are achieved at DMU. In reviewing our curriculum we ensured a vital focus on the integration of employability, sustainability and entrepreneurial activity, as well as university initiatives such as Decolonising DMU and embedding the UN Sustainable Development Goals (SDGs). Teaching, learning and assessment methodologies for each module have been reenvisioned to be more varied, authentic and inclusive.

To meet our Continuation and Attainment targets it is vitally important that our students are supported with their health and wellbeing needs. This is particularly relevant in the post-pandemic era, a period that caused great disruption to the lives and educational experiences of so many. 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 have therefore developed a range of Healthy DMU Masterclasses that encourage skills-based approaches to succeeding in education. A Healthy DMU Hub for students is supported by a Healthy DMU Staff Toolkit, designed and presented for use when supporting students through matters requiring support, and with materials available for use in taught sessions to proactively address wellbeing in the curriculum. The university was recognised by Advance HE for its whole provider approaches to student support and wellbeing with a Collaborative Award for Teaching Excellence (2022), and Decolonising DMU (2023). This is just one of the ways in which we seek to address one of the top three risks to equality of opportunity for DMU students, as recognised by our students, staff and Board of Governors.

Our Counselling and Wellbeing team offer 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 with a range of support services, access to a peer network, bespoke advice and specially designed quiet, low-stimulation spaces.

As 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, enabling relevant support to be arranged.

Expanding our timetabled Course Specific Initiatives classes in particular programmes which assist students to manage various personal challenges, tutor packs are now available for staff to download from the Healthy DMU Staff Toolkit for use in any taught session. The in-class initiatives are specifically targeted where data tells us there has been an under-representation of students accessing our specialist support.

Progression

The student-centred approach in the Learning for Life pillar of 'The Empowering University' strategy commits to "providing a student-centred inclusive learning environment that supports students at all stages of their careers to develop and fulfil their intellectual and personal potential." DMU aims to "retain our students to work within the city, contributing to the success and needs of the region", a key performance target aligned with the Learning for Life and Partnerships with Purpose pillars of our strategy, measured through the percentage of graduates employed in the East Midlands.

We recognise Progression is perceived as one of the top three risks to equality of opportunity for DMU students, and we are confident that many of our programmes have embedded employability within the curriculum, our recent revalidation activity aligning programmes to the Education 2030 approach was another opportunity to ensure that all programmes of study were future-focused, supporting our students into their chosen graduate pathways.

Many of our programmes are accredited by professional and regulatory bodies, enhancing links with industry and ensuring the relevance of curricula to the opportunities available upon graduation. Our faculties and Careers team host Industrial Liaison Committees, bodies that invite employers in to discuss sector developments, explore potential curriculum enhancement, and develop opportunities for students to engage in further work-based experiences alongside their studies.

DMU students fill approximately 260 year-long placement positions each year, and 5,000 clinical and community practice placements. As part of DMU's year-long placement option, there is also an opportunity for students to pursue a start-up business idea, or develop the skills involved in starting a business, to embark on an Enterprise Placement Year. In addition, DMU funds a range of shorter term student and graduate internships both within the institution and with employer partners. These amount to approximately 315 high-quality immersive employment opportunities per year. DMU also funds and delivers an internship programme, which places recent graduates with employer partnerships for a six-week work experience opportunity.

Focussing on Progression for students of Black, Asian, Mixed and Other ethnicity, Office for Students funding via the Challenge Competition, Industrial Strategy and Skills, facilitated an ambitious 'Leicester's Future Leaders' project, supporting students and graduates to aspire to leadership positions within Leicester's business community, addressing ethnic imbalance in business leader role models. Within our faculty of Business and Law, the 'Lead and Inspire' programme for all ethnic minority students includes a range of interactive skill-based workshops alongside a business consultancy project, leading to exclusive work experience opportunities over a six-week period. Started in 2021-22 with 35 students, the programme has expanded year-on-year, supporting 50 students in 2022-23, and 71 in 2023-24. This programme has been shortlisted for several national awards including "What Uni? Student Choice Awards" and "Targetjobs Awards".

Recognising that the Access and Participation dataset identifies an area of risk around the Progression rate for graduates who declare mental health, or social and communication disabilities, the university may look to expand its 'Today's Talent' programme, currently aimed at supporting autistic students as they explore and engage with work-opportunities, this programme could be opened up to include a wide range of disabilities. To date this has operated out of the faculty of Computing, Engineering and Media, where the partnership between the Careers and Disability teams has supported 15 students, and some have successfully secured a graduate level opportunity.

Another bespoke activity, designed with external partners for the benefit of students identified through previous data analysis, is our 'Rise Excel' programme for disadvantaged males. Our partnership with Upreach supports 30 disadvantaged males over a two year programme to receive personalised 1-2-1 weekly support focused on preparing for placement, and onward to graduate outcomes. This programme supports up to 28 students per year. Of the 2023 graduates, seven (26%) had successfully secured either a role or a place of further study by graduation, and two due to graduate in 2024 have already secured a role. The programme has now been extended to disadvantaged females.

Our Careers team provide 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.

In 2017 we began introducing twelve-month paid placements within the University, providing valuable work experience using our own teams and facilities, particularly targeted at areas where it can be more difficult to get external placement opportunities. We invest in 10 rolling year-long placements of this type, and to date have supported 70 students through this approach. These internal placements supplement our long-standing Frontrunner scheme, which offers approximately 110 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.

The Careers team delivered 167 embedded career development sessions across over 50 programmes in 2023-24, attended by 6,724 students, as well as facilitating a successful employability mentoring scheme called 'Inside Edge', and leads employability-focused DMU Global trips to destinations across the world.

DMU Global, the university's international experience programme is also designed to specifically target and support students from underrepresented and disadvantaged backgrounds to access overseas, online and on-campus opportunities. The programme provides funding for all students (1,000 bursaries of £200 or £400) to travel, and additional financial support (100 x £200 bursaries per year) for those who need it most based on widening participation criteria aligned with the APP target cohorts. In addition, 33% of the programme's participants (500 students per year) are from disadvantaged backgrounds, comparing favourably to the University population of 34% students. Up to five specific short-term mobility opportunities for 100 students are offered each year to students in APP at risk groups, with targeted funding and interventions in place to maximise the outcomes and learning, with destinations offered including Vietnam, the Netherlands and Germany.

To support students' access to career support our online Careers Management System manages sign-ups for careers events, work experience opportunities and appointments, and provides access to resources, for example interview practice software. Additionally, our Careers Digital and Data Manager helps ensure our systems provide a continuously engaging and effective toolkit for students and provides us with relevant data sets to measure impact on career development and progression.

Unitemps at DMU is a recruitment agency that provides temporary and permanent job opportunities for students and graduates. Unitemps offers a range of positions in various industries, allowing individuals to gain valuable work experience and earn income while studying or seeking employment. Unitemps also offers support and guidance to both job seekers and employers, helping to facilitate successful placements. In the past three years 3,313 students have undertaken a Unitemps role.

The Employer Engagement Team strategy includes approaches that target engagement with employers with a recruitment agenda focused on diversifying their workforce. As an institution with high numbers of Black, Asian, Mixed and Other ethnicity, and disabled students, the Careers team is able to provide mutually beneficial outcomes for students and employers by selective partnering with employers who have recruitment ambitions that our student cohort is well placed to service.

DMU has developed a set of robust and institution specific 'Graduate Attributes' with stakeholders including students, employers, graduates and staff. These attributes will be used to embed 'employability' skills in academic programmes, activities and interventions, providing a consistent thread of skill development through the DMU student experience. An online tool will enable student reflection on and recording of personal progression against these attributes, ensuring students are better able to recognise and articulate the skills they develop. Staff will be provided with a toolkit to ensure a consistent approach is adopted across the university as Graduate Attributes are embedded in the curriculum.

Financial Support

We recognise that the financial costs of higher education and the national 'cost of living crisis' can be contributing factors impacting access to, participation in, and progression from university, and that this may be particularly impact some of our student groups. Our stakeholders recognised cost pressures as one of the top three risks to equality of opportunity for DMU students. We endeavour to widen access into and support students through university via 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. The fund helps 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, aligned with our participation in the Care Leaver Covenant, and our quality mark recognition from the National Network of Care Leavers, this bursary is available to eligible students who come to DMU directly from care.
- The Care Experienced Bursary, for students who are care experienced but not a care leaver.
- The Estranged Students' Bursary is available to eligible students who are estranged from their family and have no other source of income.
- Additionally, DMU provides summer accommodation support for students who are estranged from parent/s and need to pay for accommodation over summer.
- DMU Global Widening Participation Funding is a bursary that provides additional financial support to students from disadvantaged and underrepresented backgrounds to cover the costs of participating in international experiences that are embedded within the curriculum, and align with Graduate Outcomes objectives.
- The Final Year Award supports care leavers and estranged students with costs associated with moving on from university.
- 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.
- The Student Carer Bursary is for students with caring responsibilities, recognising that DMU has been awarded the Carers Federation Quality Standard in Carer Support for our work in supporting student carers.
- 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).
- The Stephen Lawrence Professional Scholarship enables students from disadvantaged backgrounds to benefit from a fee reduction and an annual cash bursary in six academic programmes of study, including law, journalism and architecture.
- The Stoneygate Trust Scholarship is dedicated to providing support for students from a low income or disadvantaged background.
- The Helena Kennedy Foundation Badged Bursary Scheme is operated through colleges and supports students progressing to undergraduate courses at DMU.

The OfS financial support evaluation toolkit informs the foundation for our continued efforts to ensure that we provide effective support to improve outcomes for students from underrepresented groups. The review and provision of our financial support is continuous, and therefore is not directly stated as an APP intervention, but rather an ongoing commitment of the university as part of our access and participation activity.

Our dedicated Student Finance and Welfare function includes three teams: i) DMU Money Advice helps students with funding, budgeting, debt management and support funds; ii) Student Funding administers student funding, scholarships, bursaries and changes affecting finances; whilst, iii) DMU Transitions provides advice and support for care-experienced, estranged students, students seeking sanctuary and student carers. Dedicated web pages available to applicants and students highlight the range of support options available for support with financial matters.

Student consultation

Student consultation, collaboration and co-creation have been core to the development of our APP. Students are our drivers of change and student representation is a key element throughout activity at DMU.

Within faculties student voice is coordinated by our Associate Professors Student Experience, through these dedicated colleagues students have access to regular engagement and drop-in sessions with a senior academic in the faculty, 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 at the programme level.

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 reports are substantive agenda items at core university committees such as Academic Board and Education Committee, at the latter of these the DSU Academic Executive Officer is Deputy Chair.

Preparation of this APP commenced with a suite of awareness raising exercises across a variety of stakeholder groups, including raising awareness amongst the Students' Union and with students. In the summer of 2023 DSU representatives were invited to participate in 'Introduction and Conversation Starter' workshops, facilitated by the Deputy Director for Strategic Planning and the Associate Dean (Academic) with an academic leadership role in APP. Student representation was fundamental to discussion at these workshops, and followed by a meeting between the Deputy Director for Strategic Planning and Associate Dean (Academic) with DSU's Chief Executive Officer.

Student engagement was further considered at the Access and Participation Sub-Committee (December 2023) in a lively discussion exploring a variety of ways in which students may contribute to the development of the APP. This engaging spirit carried forward into the writing group activity, a small group of stakeholders tasked with developing the interventions and evaluation plan, all of whom were challenged to explore where and how students could most effectively engage in APP development.

A meeting between representatives from DSU, the Deputy Director for Strategic Planning and Associate Dean (Academic) occurred in April 2024, providing an opportunity to explore the APP in development and consider further opportunities for student engagement in the development, design, delivery and evaluation of the APP. In addition, the University has kept the Students' Union informed of sector requirements and updates, webinars of interest, and our plans in development.

As highlighted in the 'Whole provider approach' section, the development and ongoing monitoring of the APP is considered across a range of relevant university committees and boards. DSU representatives are members of committees where APP updates were provided and discussed, including Academic Board, APP Sub-Committee, Education Committee, and the EDI Committee.

118 students representing a cross-section of the DMU Leicester population participated in our APP design, delivery and evaluation planning activities, and provided their views on the greatest risks to equality of opportunity for DMU students (Annex A). Students considered costs pressures (risk 10), Progression to further study (risk 12), and insufficient academic support (risk 6), to be the greatest risks to equality of opportunity. Whilst this echoed the views of staff who also identified costs pressures (risk 10), and the Board of Governors who identified insufficient academic support (risk 6), the student voice has been dominant in shaping the focus for DMU, as it overwhelmingly identified the need to focus on Progression (risk 12). APP datasets also identified Progression as an area impacted by equality of opportunity, therefore the three risks identified by students as having the greatest impact at DMU are those identified as the focus for activity.

Students reflected on intervention plans in development and whilst recognising that these should be targeted, wanted opportunities for engagement to be open to all students, not only to those identified based on individual characteristics. Revisiting the interventions in development, DMU has therefore acknowledged the need to target activity, but will not necessarily limit engagement to students from student characteristic groups outside those of the targeted, at risk groups. Similarly, we recognise that not all students wish to, or have the opportunity to, declare a disability, this is why there is an

explicit statement within the 'Re-launch 'THRIVE'' intervention to acknowledge that "whilst this is targeted at students with a declared disability, students without a declared disability but who identify as potentially having a disability, will also be welcome to participate".

There were suggestions that interventions that encourage students to engage with other students would support peer-to-peer knowledge sharing, supporting awareness raising and confidence development. In response, two activities within *Intervention strategy 2: Continuation* embrace co-creation with students, empowering activity between students and with the university to develop the intervention and shape its influence and impact.

Responding to our proposal to expand and re-launch some existing initiatives, students who had previously participated in similar programmes reflected that these had been very useful for skill development, with one describing a localised intervention as "transformational".

Evaluation of the plan

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 thorough cycle of activity to ensure we evaluate, assess, improve and evidence our investments. For example, in each quarter, a specific cycle of activity drives planning, target setting, identifying strategic priorities and the monitoring and evaluation of activity. This cycle incorporates faculty and directorate decision-making, and reviews of achievements against targets aligned with 'The Empowering University' strategy. It is through these processes that our strategic measures are informed by evidence, which links to our strategic decision making, and informs how and where our resources are targeted.

A range of boards and committees regularly review the performance of the university in meeting key objectives associated with EDI, access and participation, as well as changes in performance across a range of internal and external student metrics. The majority of these are referenced in the 'Whole provider approach' section, but these also include our Faculty Leadership Boards, and a range of specific project boards. These boards routinely review student data associated with access and participation, success and progression, and feed into the business planning cycle. Through this whole provider interlinked, deeply connected process we evidence and assess the performance of existing strategic measures, adapt and make changes where possible, and direct resources appropriately.

Recognising a desire to continue to build evaluation capacity, particularly in respect of access and participation, DMU has undertaken and are investing in, a number of impactful initiatives:

- Hosted a TASO event on campus to develop evaluation awareness and capacity amongst DMU stakeholders, expanding learning and knowledge sharing to sector colleagues for the afternoon session (July 2023).
- Engaging experienced higher education consultant Prof Liz Thomas to facilitate two bespoke 'Building Evaluation Capacity' workshops for our APP writing group and APP Sub-Committee members (March and May 2024).
- Supporting our academic APP lead to engage with the TASO Writing Residency for Designing evaluation for APPs (March 2024).
- Introducing a new Academic Evaluation Lead role within DMU's Education Academy (September 2024).

To maximise impact, elements of the APP intervention strategies will be evaluated separately (Access, and activities within Continuation and Participation), and some through cross-intervention evaluation (Continuation, Completion, and Progression). In addition, an overarching, whole provider approach to evaluating the APP holistically ensures continued increase in evaluation capability and increased reporting based on learning from APP intervention and evaluation, within the university and the sector.

Provision of information to students

At DMU, we place emphasis on promoting and communicating our support packages, tuition fee policies and payment arrangements to students, and the University's [website](#) is the most comprehensive source of information about funding and fees. In addition to the information on our website, we provide fee and support information to applicants, open day guides and pre-enrolment materials, and this 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 fees, scholarships and bursaries on our website and will continue to provide links to the archive of previously approved plans for our continuing students.

We will, through our Transitions Team, facilitate pre-entry Summer Schools and Preparation Days to ensure that students new to higher education receive 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 Future Students team 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 an advice and guidance service to students, and prospective students that covers, finance, disability, mental health and counselling, and careers. Our Registry 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 referrals to the charity StepChange our debt management partner.

DMU Support Fund

The [DMU Support Fund](#), as highlighted in the 'Financial Support' section, is available for full-time and part-time undergraduate and postgraduate Home students (as assessed by funding providers) on programmes that attract Student Finance England (or equivalent) funding. Full-time undergraduate students must be approved for all funding for which they are eligible (Tuition Fee Loan; means-tested Maintenance Loan/Grant; Adult Dependents' Grant; Parents' Learning Allowance; Childcare Grant; Social Work Bursary), whilst part-time undergraduate students must be approved for all funding for which they are eligible (pre-Aug 2018: Tuition Fee Loan; post-Aug 2018: Tuition Fee Loan and means-tested Maintenance Loan). If an undergraduate student is not entitled to funding from their funding provider (e.g. previous study; or Equivalent Level Qualification) they can still apply to the DMU Support Fund and must be able to evidence that they have sufficient funds to cover the total of their tuition fees, have a payment plan for fees, be up-to-date with payments and not in debt to the University. Postgraduate students must have an agreed payment plan for tuition fees and be up to date with payments. Postgraduate students must have applied for the maximum SFE Postgraduate Loan/SFE Postgraduate Doctoral Loan/or NHS Social Work Bursary and if they are not eligible for this funding (e.g. the course doesn't qualify), can still apply to the DMU Support Fund, as long as they evidence sufficient funds to cover the total tuition fees.

Students studying at a partnership college/institution are not eligible to apply and are advised to contact their college/institution for advice and support. Students who are resitting block study can apply, as long as they have been approved for their student funding but should note that this Fund cannot help with the shortfall of Maintenance Loan. If a student is eligible for an award, the amount will be determined by the number of blocks the student is resitting, e.g. resitting 2 blocks would be a 50% award. Postgraduate students with a tuition fee debt (or other debt) to the University are not eligible to apply.

Students on the Nursing, Midwifery, Paramedicine, and Speech and Language Therapy programmes may apply for the NHS Training Grant, a non-means tested grant of £5,000 each academic year. The eligibility is determined by the National Health Service (NHS) and explained on the [NHS Business Services Authority webpage](#). Students on these programmes that consider themselves to be in financial hardship may also consider the [NHS Learning Support Fund: Exceptional Support Fund](#). Due to the significant funding available, students in receipt of the NHS Training Grant are not eligible to apply to the DMU Support Fund. However, there is an exception, if

a student needs to apply for the 'DSA for Laptop Shortfall', students will be permitted to apply, but only for this category.

The DMU Support Fund is also available for EU students with Migrant Worker status if they are in receipt of SFE Migrant Worker status and qualify for the full funding package, and if a student had to give up work for exceptional reasons and can show evidence of this they may be able to apply. If an EU student with Migrant Worker status has had their Migrant Worker status blocked or put on hold they cannot apply.

The DMU Support Fund is also available for EU students with five years residency if they have applied for 'Home' status funding having resided in the UK for five years or more (other than for the purposes of education) and if SFE approve the student for the full 'Home' funding package.

Students successfully applying for the DMU Support Fund will be offered a maximum of £2,500 and students can anticipate the DMU Support Fund being offered annually.

Bursaries and Scholarships

As highlighted under the 'Financial Support' section, a range of bursaries and support are available for DMU students.

The Access to Higher Education Scholarship provides £1,000 per year (excluding placement years) to Home students studying full time and paying a tuition fee of £9,000 or £9,250. This scholarship is available to students accepted onto a course with an Access to HE qualification (where it is an entry requirement for the course).

The Care Leavers' Bursary provides £1,000 per year to Home students studying full time and paying a tuition fee of £9,000 or £9,250. The Care Leavers' Bursary is available to eligible students who come to the University directly from care.

The Care Experienced Bursary is available to students who can evidence time spent in care and who are not in receipt of The Care Leavers' Bursary or The Estranged Students' Bursary.

The Estranged Students' Bursary provides £1,000 per year to Home students studying full time and paying a tuition fee of £9,000 or £9,250. The Estranged Students' Bursary is available to eligible students who are estranged from their family and have been assessed by Student Finance England as independent due to estrangement

DMU Global Widening Participation Funding provides a £200 supplement to the DMU Global bursary. All students offered a place on an DMU Global trip are eligible apply for this funding if they belong to one or more of the following categories: students from low-income backgrounds, students who have a disability or medical condition, students from a background in care, Mature students, students from low-participation neighbourhoods, students whose parents did not go to university, and students from an ethnic minority. Successful applicants are able to receive the funding once during their studies at DMU.

The Final Year Award provides £1,000 to student care leavers and up to £1,000 for estranged students, the eligibility criteria echo the Care Leavers' Bursary and Estranged Students' Bursary, and students can only receive this additional award in their final year of study.

The Unite Foundation Scholarship is jointly offered by DMU and the Unite Foundation and offers care leaver and estranged students a free student bedroom in Newarke Point for a maximum of three years of eligible study. The [Unite Foundation Scholarship webpage](#) contains more information and eligibility criteria.

The Student Carer Bursary is available to eligible students who provide care for an adult family member or disabled child, this is a bursary of up to £1,000 available per academic year.

Article 26 Scholarships are for eligible asylum seekers and forced migrants not able to access student funding. Up to eight scholarships comprising a fee waiver and up to £3,500 living costs per year are available for three or four years of study, and applications are open each academic year.

The Stephen Lawrence Professional Scholarship is specifically offered to students in year 1 (Level 4) studying on the following courses: Architecture BA (Hons), Architectural Technology BSc (Hons),

Criminology BA (Hons), Health and Wellbeing in Society BA (Hons), Journalism BA (Hons), and Law LLB (Hons). There are three scholarships available, each scholarship provides 50% off the cost of tuition fees, and £3,500 cash bursary each academic year.

The Stoneygate Trust Scholarship provides three awards of £4,000 per year to students from low income or disadvantaged backgrounds, £1,000 of this is drawn from DMU funds.

The Helena Kennedy Foundation Badged Bursary Scheme is operated through colleges. The scheme awards four students progressing to an undergraduate course at DMU £1,000 annually. Eligibility criteria are managed by the Helena Kennedy Foundation.

Full details about Student Fees and Finances are available via our Student Finance webpages, with webpages for Scholarships and Bursaries. Students should be aware that scholarship and bursaries terms and conditions apply.

Annex A: Further information and analysis relating to the identification and prioritisation of key risks to equality of opportunity

Target setting and associated APP focus

An assessment of De Montfort University's (DMU) Access and Participation dataset (2023) was undertaken by the Deputy Director for Strategic Planning in the late summer and early autumn of 2023. This was explored with the Senior Responsible Owner for Access and Participation (APP) within DMU, Pro-Vice Chancellor Education and Equalities, and the APP lead author, the Associate Dean (Academic) in the Faculty of Computing, Engineering and Media, before being presented to the University Leadership Board in December 2023 for consideration and approval of the APP target risk areas.

The University Leadership Board approved the recommended target areas, and the same paper was considered at the university's Academic Board and the Academic Board's dedicated sub-committee, the APP Sub-Committee. The purpose of the assessment for APP and that committee paper was to provide an overview of the areas of risk that the University should consider addressing, associated with the regulatory requirements ensuring equality of opportunity for all.

In advance of submission of this proposed APP to the Office for Students, the 2024 Access and Participation dataset was received and reviewed, facilitating update and adaptation of the plan accordingly. The latest dataset was largely reflective of the previous year's, therefore areas of focus remained the same, however, baselines and targets were reviewed to ensure they reflected the latest position.

In reviewing the Access and Participation dataset common student characteristics presented themselves across more than one specific metric. With this in mind it was agreed that, in developing the APP, a focus on all stages of the student lifecycle would be a useful lens through which to consider interventions to address gaps and ensure improvements. Therefore, in developing the APP, we have embraced a focus on all stages of the student lifecycle:

Access to higher education – applying for and enrolling in higher education;

On course participation and student outcomes – during study, how are students supported and what do they achieve (specifically **Continuation**, **Completion**, and **Attainment**);

Progression – students leaving higher education and entering highly-skilled employment or further study.

The following student characteristics present as areas requiring greatest attention and therefore APP intervention across the stages of the student lifecycle:

- Level of disadvantage – whether the student is from the two most deprived quintiles associated with indices of multiple deprivation (IMD).
 - This sometimes intersects with Sex – whether the student is female or male.
- Age on commencement – whether the student is young (under 21) or mature (aged 21 or over).
- Ethnicity – whether the student is of Asian, Black, Mixed, or Other minoritised ethnic background.
- Disability – specific types of disability.

Analysis of the dataset particularly identified the need to focus APP interventions on undergraduate students studying full-time. Exploring each of these characteristics in further detail, we provide the data that has influenced our areas of attention and APP intervention.

Key: In each of the tables below, a yellow shaded cell indicates the Target group, whilst a green shaded cell indicates the Comparator group.

Level of disadvantage, sometimes intersected with Sex

DMU successfully recruits significant numbers of students from the most deprived IMD* quintiles.

- 'The Empowering University' strategy includes a key performance target to be in the top 20 universities in the UK for recruitment of disadvantaged students, this forms the foundation for our Access target.

* Indices of multiple deprivation (IMD) is a measure of relative deprivation for small geographic areas across the UK. IMD classifies areas into five quintiles based on relative disadvantage, with quintile 1 being the most deprived and quintile 5 being the least deprived. Other measures are available for the consideration of relative deprivation, but it is IMD that provides the clearest distinct data points for DMU.

Based on the Access and Participation dataset, the level of disadvantage students experience is the most commonly presented characteristic influencing achievement on course, and how likely students will be to progress into highly-skilled employment after graduating.

- Regarding student outcomes measures (Continuation and Completion), the greater the level of disadvantage a student faces the lower the rate of student outcomes they experience. Students in IMD Q 1 have lower rates for student outcomes measures than those in Q 2, who have lower rates than for those in Q 3 and this trend continues up to Q 5.
- For Progression, the same direct level of correlation is exhibited and students in IMD Q 1 and 2 have lower levels of highly-skilled employment when compared to IMD Q 3 - 5.

In the Access and Participation dataset, level of disadvantage intersects most commonly with sex.

- This is particularly the case for both student outcome measures (Continuation and Completion). Male students from the most deprived IMD quintiles are likely to experience poorer outcomes compared with Female students (irrespective of level of disadvantage) and Male students with less disadvantage.

Access: Level of disadvantage

Objective 1: Improve Access for the most disadvantaged students. Raising Access for students from IMD Q 1 & 2 from 53.0% to 60.1%, a change of 7.1%.

60.1% is the Access outcome for IMD Q 1 & 2 students in the top 15% of Higher Education Providers in England. This target seeks to reduce the Access gap for students from IMD Q 1 & 2, aiming for DMU to be in the top 15% of Higher Education Providers in England.

Population Split	Indicator Value
DMU: IMD Quintiles 1 & 2	53.0
DMU: IMD Quintiles 3 - 5	47.0
Sector: IMD Quintiles 1 & 2	45.0
Sector: IMD Quintiles 3 - 5	55.0

Table 7, Latest year access indicator for full-time undergraduates by IMD 2019 Quintile, DMU/Sector (All registered English higher education providers) Comparison

Distribution Type	Indicator Value
Maximum Value	83.7
Top 15%	60.1
Upper Quartile	53.4
DMU	53.0
Median Value	39.2
Lower Quartile	27.2
Minimum Value	14.1

Table 8, Analysis of latest year access indicator for full-time undergraduates, IMD 2019 Quintiles 1 & 2 only, restricted to HESA HEI Providers

It is recognised that Access to DMU for students from IMD Q 1 & 2 is at 53.0%. Aligned with a university key performance target, this Access target will ensure DMU's Access outcome for IMD Q 1 & 2 students is in the 15% of Higher Education Providers in England.

Whilst it is noted that at DMU Access for students from IMD Q 1 & 2 is above sector by 8%, this is a target we are committed to through both 'The Empowering University' strategy and this APP.

Continuation: Level of disadvantage & Sex

Objective 2: Improve Continuation outcomes for the most disadvantaged Male students. Raising Continuation for IMD Q 1 & 2 Male students from 82.0% to 90.3%, a change of 8.3% (PTS_2).

90.3% is the Continuation outcome for Female DMU students from IMD Q 3 - 5. This target seeks to remove the Continuation gap between DMU's Male IMD Q 1 & 2 and Female IMD Q 3 - 5 students.

Population Split	Indicator Value	Categorisation	Gap to Comparator group
IMD Quintiles 3 - 5: Female	90.3	Comparator group	
IMD Quintiles 1 & 2: Female	88.4		-1.9
IMD Quintiles 3 - 5: Male	86.7		-3.6
IMD Quintiles 1 & 2: Male	82.0	Target group	-8.3

Table 9, Four year aggregated continuation indicator for full-time undergraduates by intersection of IMD 2019 Quintile and Sex

When considering the four year aggregated data for full-time entrants to undergraduate programmes by IMD 2019 Quintile, Male students from IMD Q 1 & 2 are the least likely to continue in their studies (82.0% Continuation). Female students from IMD Q 3 - 5 demonstrate the highest Continuation (90.3%), therefore this target is set to remove the Continuation gap between DMU's lowest and highest Continuation populations by level of disadvantage (measured by IMD) and sex.

This is an area in which DMU has a smaller gap than the sector equivalent. The DMU gap between Male IMD Q 1 & 2 and Female IMD Q 3 - 5 students is -8.3%, whilst the sector gap is -9.3%.

Completion: Level of disadvantage & Sex

Objective 5: Improve Completion outcomes for the most disadvantaged Male students. Raising Completion for IMD Q 1 & 2 Male students from 82.7% to 92.2%, a change of 9.5%.

92.2% is the Completion outcome for Female DMU students from IMD Q 3 - 5. This target seeks to remove the Completion gap between DMU's Male IMD Q 1 & 2 and Female IMD Q 3 - 5 students.

Population Split	Indicator Value	Categorisation	Gap to Comparator group
IMD Quintiles 3 - 5: Female	92.2	Comparator group	
IMD Quintiles 1 & 2: Female	90.3		-1.9
IMD Quintiles 3 - 5: Male	87.5		-4.7
IMD Quintiles 1 & 2: Male	82.7	Target group	-9.5

Table 10, Four year aggregated completion indicator for full-time undergraduates by intersection of IMD 2019 Quintile and Sex

Similarly, examining the four year aggregated data for full-time undergraduates by IMD 2019 Quintile, Male students from IMD Q 1 & 2 are the least likely to complete their studies (82.7% Completion). Echoing the pattern in Continuation data, Female students from IMD Q 3 - 5 demonstrate the highest Completion (92.2%). This target is set to remove the Completion gap between DMU's lowest and highest Completion populations by level of disadvantage (measured by IMD) and sex.

As with 'Continuation: Level of disadvantage & Sex', this is an area in which DMU has a smaller gap than the sector equivalent. For Completion, the DMU gap between Male IMD Q 1 & 2 and Female IMD Q 3 - 5 students is -9.5%, whilst the sector gap is -13.4%.

Progression: Level of disadvantage

Objective 9: Improve Progression outcomes for the most disadvantaged students. Raising Continuation for students from IMD Q 1 & 2 from 65.1% to 71.4%, a change of 6.3%.

71.4% is the Progression outcome for DMU students from IMD Q 3 - 5. This target seeks to remove the Progression gap between students from IMD Q 1 & 2 and IMD Q 3 - 5.

Population Split	Indicator Value	Categorisation	Gap to Comparator group
IMD Quintiles 3 - 5	71.4	Comparator group	
IMD Quintiles 1 & 2	65.1	Target group	-6.3

Table 11, Two year aggregated progression indicator for full-time undergraduates by IMD 2019 Quintile

The two year aggregated progression data for full-time undergraduates by IMD 2019 Quintile indicates that students from IMD Q 1 & 2 achieve a Progression rate of 65.1%, in comparison to 71.4% for students from IMD Q 3 - 5. This target is set to remove the Progression gap between DMU's lowest and highest achieving populations by level of disadvantage (measured by IMD).

DMU has a smaller gap than the sector equivalent. The DMU Progression gap between students from IMD Q 1 & 2 and IMD Q 3 - 5 is -6.3%, whilst the sector gap is -7.2%.

Age on commencement of study

In Completion metrics, mature students at DMU exhibit lower levels of participation and outcome success:

- Mature students have a lower Completion rate than young students.

Once graduated, however, young students are less likely to gain highly-skilled employment:

- Young students have a lower rate of highly-skilled employment than mature students.

Completion: Age on commencement of study

Objective 4: Improve Completion outcomes for Mature students. Raising Completion for Mature students from 84.2% to 89.5%, a change of 5.3%.

89.5% is the Completion outcome for DMU Young students. This target seeks to remove the Completion gap between Mature and Young students.

Population Split	Indicator Value	Categorisation	Gap to Comparator group
Young: under 21	89.5	Comparator group	
Mature: age 21 and over	84.2	Target group	-5.3

Table 12, Four year aggregated completion indicator for full-time first degree students by Age

Examining the four year aggregated data for DMU full-time, first degree students by age, Mature students are the less likely to complete their studies (84.2% Completion) than Young students (89.5%). This target is set to remove the Completion gap by age on commencement of study.

Whilst this DMU gap is smaller than the equivalent in the sector, where the gap is -9.2%, the university is committed to ensuring we improve Completion for Mature students.

Progression: Age on commencement of study

Objective 8: Improve Progression outcomes for Young students. Raising Progression for Young students from 67.9% to 74.0%, a change of 6.1%.

74.0% is the Progression outcome for DMU Mature students. This target seeks to remove the Progression gap between DMU's Young and Mature students.

Population Split	Indicator Value	Categorisation	Gap to Comparator group
Mature: age 21 and over	74.0	Comparator group	
Young: under 21	67.9	Target group	-6.1

Table 13, Two year aggregated progression indicator for full-time undergraduates by Age

The two year aggregated progression data for DMU full-time undergraduate students by age indicates a lower Progression rate for Young students (67.9%) than Mature students (74.0%). This target is set to remove the Progression gap by age on commencement of study.

DMU is committed to addressing this target as we recognise that the equivalent gap is reversed in the sector (+1.9). It should be noted that DMU's Mature student Progression is +2.1% higher than sector, the sector rate standing at 71.9%.

Ethnicity

DMU's student body is ethnically diverse, with some of the largest populations of Asian and Black students in the UK. However, the Access and Participation dataset shows that:

- Students with Black, Mixed and Other minoritised ethnic backgrounds have poorer Continuation and Completion rates when compared with Asian and White students.
- Asian, Black, Mixed and students with Other minoritised ethnic backgrounds are less likely to progress into highly-skilled employment than White students.

Continuation: Ethnicity

Objective 3: Improve Continuation outcomes for students of Black, Mixed and Other minoritised ethnic backgrounds. Raising Continuation for students of Black, Mixed, and Other ethnicity backgrounds from 84.1% to 89.3%, a change of 5.2%.

89.3% is the Continuation outcome for DMU students from an Asian background, who demonstrate higher Continuation than DMU White students (88.7%). This target seeks to remove the Continuation gap between Black, Mixed, and Other ethnicity students compared to DMU's highest performing student group, Asian.

Population Split	Indicator Value	Categorisation	Gap to Comparator group
Asian	89.3	Comparator group	
Black	83.9		-5.4
Mixed	84.8		-4.5
Other	83.8		-5.5
White	88.7		-0.6
Black, Mixed and Other	84.1	Target group	-5.2

Table 14, Four year aggregated continuation indicator for full-time undergraduates by Ethnicity

Reviewing the four year aggregated data continuation indicators for full-time undergraduates by ethnicity, when combined, DMU students of Black, Mixed and Other minoritised ethnic backgrounds demonstrate lower Continuation (84.1%) than DMU students from an Asian background (89.3%).

DMU students of Mixed ethnicity have a Continuation rate of 84.8%, just above the combined average, whilst students of Black and Other ethnicity have Continuation rates of 83.9% and 83.8% respectively. DMU's highest performing student group by ethnicity in terms of Continuation are Asian students (89.3%), followed by White students (88.7%).

This target is set to remove the Continuation gap between Black, Mixed, and Other ethnicity students and DMU's highest performing student group by ethnicity, Asian.

Completion: Ethnicity

Objective 6: Improve Completion outcomes for students of Black, Mixed and Other minoritised ethnic backgrounds. Raising Completion for students of Black, Mixed, and Other ethnicity backgrounds from 85.7% to 90.2%, a change of 4.5%.

90.3% is the Completion outcome for DMU students from an Asian background, who demonstrate higher Completion than DMU White students (89.3%). This target seeks to remove the Completion gap between Black, Mixed, and Other ethnicity students compared to DMU's highest performing student group, Asian.

Population Split	Indicator Value	Categorisation	Gap to Comparator group
Asian	90.2	Comparator group	
White	89.6		-0.6
Other	86.4		-3.8
Black	85.8		-4.4
Mixed	85.2		-5.0
Black, Mixed and Other	85.7	Target group	-4.5

Table 15, Four year aggregated completion indicator for full-time undergraduates by Ethnicity

The four year aggregated data completion indicators for full-time undergraduates by ethnicity, indicate that when combined, DMU students of Black, Mixed and Other minoritised ethnic backgrounds demonstrate lower Completion (85.7%) than DMU students from an Asian background (90.2%).

Analysis of the Access and Participation datasets (2023, 2024) identifies changes in terms of the indicator within this combination (Black, Mixed and Other minoritised ethnic background) that achieves the highest, however, when combined this group demonstrate consistency in Completion rates being below those of DMU students of Asian and White ethnicity. This target is set to remove the Completion gap between Black, Mixed, and Other ethnicity students and DMU's highest performing student group by ethnicity, Asian.

Attainment: Ethnicity

Objective 7: Improve Attainment outcomes for students of Black, Asian, Mixed and Other minoritised ethnic backgrounds. Raising Attainment for students of Black, Asian, Mixed, and Other ethnicity backgrounds from 65.9% to 77.5%, a change of 11.6%.

77.5% is the Attainment outcome for DMU students from a White background, who demonstrate the highest Attainment outcomes at DMU. This target seeks to remove the Attainment gap between Black, Asian, Mixed, and Other ethnicity students compared to DMU's highest performing student group, White.

Population Split	Indicator Value	Categorisation	Gap to Comparator group
White	77.5	Comparator group	
Asian	70.9		-6.6
Mixed	67.5		-10.0
Black	57.9		-19.6
Other	54.8		-22.7
Asian, Black, Mixed and Other	65.9	Target group	-11.6

Table 16, Latest year attainment indicator for full-time undergraduates by Ethnicity

The latest attainment indicators for full-time undergraduates by ethnicity indicate that when combined, DMU students of Asian, Black, Mixed and Other minoritised ethnic backgrounds demonstrate lower Attainment (65.9%) than White students (77.5%). This target is set to remove this Attainment gap.

This is an area in which the DMU gap (-11.6%) is smaller than the sector equivalent (-12.6%).

Progression: Ethnicity

Objective 10: Improve Progression outcomes for students of Black, Asian, Mixed and Other ethnicity backgrounds. Raising Progression for students of Black, Asian, Mixed and Other ethnicity backgrounds from 66.4% to 70.9%, a change of 4.5%.

70.9% is the Progression outcome for DMU students from a White background. While Progression outcomes for White students were not the highest within the latest dataset they were previously, and White students are consistently the highest population by volume providing an appropriate target. This target seeks to remove the Continuation gap between Black, Asian, Mixed and Other ethnicity students compared to White students.

Population Split	Indicator Value	Categorisation	Gap to Comparator group
Other	73.6		2.7
White	70.9	Comparator group	
Asian	67.2		-3.7
Black	64.9		-6.0
Mixed	64.1		-6.8
Asian, Black, Mixed and Other	66.4	Target group	-4.5

Table 17, Two year aggregated progression indicator for full-time undergraduates by Ethnicity

The two year aggregated progression data for DMU full-time undergraduate students by ethnicity indicates a lower Progression rate for students of Asian, Black, Mixed and Other minoritised ethnic backgrounds (66.4%) than White students (70.9%).

Analysis of the Access and Participation datasets (2023, 2024) identifies changes in terms of the indicators within this combination (Black, Mixed and Other minoritised ethnic background). For example in the 2023 dataset students from Other minoritised ethnic backgrounds achieved the lowest Progression rate at DMU. As this is often a small population it was agreed that the combined group (Asian, Black, Mixed, and Other ethnicity) would collectively remain the Target group.

This target is set to remove the Progression gap by ethnicity.

Disability

Across DMU's Access and Participation dataset, students who declare a disability have excellent Access and student outcomes experiences. There is, however, one specific area where data indicates further support and focus may be needed:

- Students who declare a mental health, or a social and communication disability, are less likely to progress into highly-skilled employment than students declaring other types of disability or no disability.

Progression: Disability

Objective 11: Improve Progression outcomes for students who declare mental health, or social and communication disabilities.

Objective 11.1: Raising Progression for students who declare a mental health disability from 64.7% to 69.0%, a change of 4.3%.

Objective 11.2: Raising Progression for students who declare a social or communication disability, from 63.8% to 69.0%, a change of 5.2%.

69.0% is the Progression outcome for students who have declared no known disability. These targets seek to remove the gap between the two student groups with declared disabilities with the lowest Progression outcomes and DMU students with no known disability.

Population Split	Indicator Value	Categorisation	Gap to Comparator group
Cognitive and learning	69.9		0.9
Multiple impairments	69.2		0.2
No known disability type	69.0	Comparator group	
Sensory medical and physical	68.5		-0.5
Mental health	64.7	Target group 11.1	-4.3
Social and communication	63.8	Target group 11.2	-5.2

Table 18, Two year aggregated progression indicator for full-time undergraduates by Disability type

Review of the two year aggregated progression data for DMU full-time undergraduate students by disability indicates that the Progression rate for students with declared Mental Health (64.7%) and students with declared Social and Communication disability (63.8%) is significantly below DMU students with no known disability (69.0%).

It is recognised that there are two declared disability groups, Cognitive and Learning (69.9%), and Multiple Impairments (69.2%), where Progression rates are above DMU students with no known disability (69.0%). DMU students with declared Social and Communication disability have higher Progression rates than the sector (61.9%). Similarly, the gap at DMU is smaller than the sector equivalent gap of -11.9%.

Two separate objectives are included to ensure accurate monitoring of progress against these targets for the different disability types. These targets seek to remove the gap between the two student groups with declared disabilities with the lowest Progression outcomes and DMU students with no known disability.

Contextualising risks to equality of opportunity at DMU

Ensuring a whole provider approach to developing our APP 2025-26 – 2028-29, we sought to raise awareness of the APP with students, staff and our Board of Governors, and engaged stakeholders from across the university in exploring the equalities of opportunity for students at DMU.

Equality of Opportunity Risk Register (EORR) engagement activities

Through a series of APP awareness raising initiatives throughout 2023-2024 we facilitated Equality of Opportunity Risk Register (EORR) engagement activities with stakeholders, to explore the EORR specifically within our university context. Students, student representatives from the Students' Union, staff from across all academic faculties, professional and support services, senior leaders, and the Board of Governors' were invited to consider the EORR and identify the most pertinent risks to equality of opportunity to students at DMU based on contextual knowledge of our university and our students.

Method

The activity invited stakeholders to consider the EORR, using a dot voting technique to identify the priorities for a collective group of individuals (Dalton, 2019). Stakeholders were given just three stickers and asked to identify the three risks that they considered to be the most pertinent to DMU students, the risks being listed on large boards for consideration.

This activity was facilitated in-person, at DMU's Leicester campus.

All feedback was invited and received anonymously, beyond being able to identify the participant group (see below), there was no identification of individuals by response. Whilst engaging in the activity some students offered additional information about their programme of study, level of study, and particular risks or challenges they faced, this was recorded (without attribution to individual response) to ensure a representative range of student voices had been heard.

To reduce influence between data collection activities, the boards containing the risks were counted and photographed to ensure accurate capturing of responses, and then all stickers removed. This ensured that staff members, the Board of Governors, and students were not influenced by previous responses.

Student engagement occurred in May 2024 across four different sessions, one in the Campus Centre building (home to De Montfort Students' Union), and was organised with our Students' Union. Two sessions were held in the entrance to the Kimberlin Library, a building that students visit throughout the year, and the final session was a [Graduate Outcomes] Student Advisory Group forum meeting.

Staff engagement started in August 2023 with two stakeholder introduction to APP workshops, student representatives from the Students' Union were also presented and participated. Members of the university's Teacher Fellow, National Teaching Fellow, and Collaborative Award for Teaching Excellence, community were invited to participate during a workshop in September 2023. Staff were also welcome to participate in this activity during the session held in the Campus Centre in May 2024.

During a workshop with the Board of Governors in October 2023, the Pro-Vice Chancellor Student Experience and Executive Director of Marketing and Communications, introduced the requirements of the APP 2025-26 – 2028-29, explored how the university was preparing its plan, and invited Governors to engage in this EORR activity.

Whilst considering the responses, those involved in developing DMU's APP 2025-26 – 2028-29 were aware that the time and space in which these engagement activities occurred may have impacted the outcomes. Student engagement took place towards the end of the academic session, many students indicated whilst participating that they were revising for exams, preparing their final assessments, and considering next steps beyond higher education. The Board of Governors session and majority of staff engagement happened much earlier in the academic year, and whilst there was some national media attention on the 'cost of living crisis' this continued to become more prominent throughout 2023-24 and may have influenced responses received later in the academic session.

This activity was designed and facilitated to ensure that data analysis activity to support the determination of areas to target within the APP was supported by stakeholder perceptions of the risks to equality of opportunity for DMU students. This has influenced both the development of this APP and activity to raise awareness of the APP across the university. The differences in responses has also been reflected upon and is used to support messaging around the APP, adapting as appropriate for the different stakeholder groups and in response to their original responses to the EORR.

Participants

Across the EORR engagement activities, the following numbers participated:

118 = Students

Including student from levels 4-7, including Home and International students, and representing all four Faculties.

40 = Staff

Including academics from all four Faculties, members of Registry Services, Learning and Student Services, Centre for Academic Innovation and Teaching Excellence, Careers, Finance and Procurement, Estates, Marketing and Communications, Governance and Legal, and De Montfort Students' Union staff.

16 = Members of the Board of Governors

Including staff and student elected governors.

Results

The activity invited participants to 'Consider the 12 EORR risks, and use three stickers to identify the three risks you consider to be the most pertinent to DMU students'. The results from our students, staff and Board of Governors are presented in the following tables. Each table highlights the top three responses from each group of stakeholders.

Students

Risk	Number of responses from stakeholders: Students TOTAL
Risk 1: Knowledge and skills	10
Risk 2: Information and guidance	16
Risk 3: Perception of higher education	13
Risk 4: Application success rates	7
Risk 5: Limited choice of course type and delivery mode	17
Risk 6: Insufficient academic support	51
Risk 7: Insufficient personal support	23
Risk 8: Mental health	42
Risk 9: Ongoing impacts of coronavirus	Data not provided, size of response <5
Risk 10: Cost pressures	87
Risk 11: Capacity issues	14
Risk 12: Progression to further study	64

Table 19, Students: Stakeholder perceptions of the greatest risks to equality of opportunity for DMU students

Not all students who participated identified three risks, some identified only one or two.

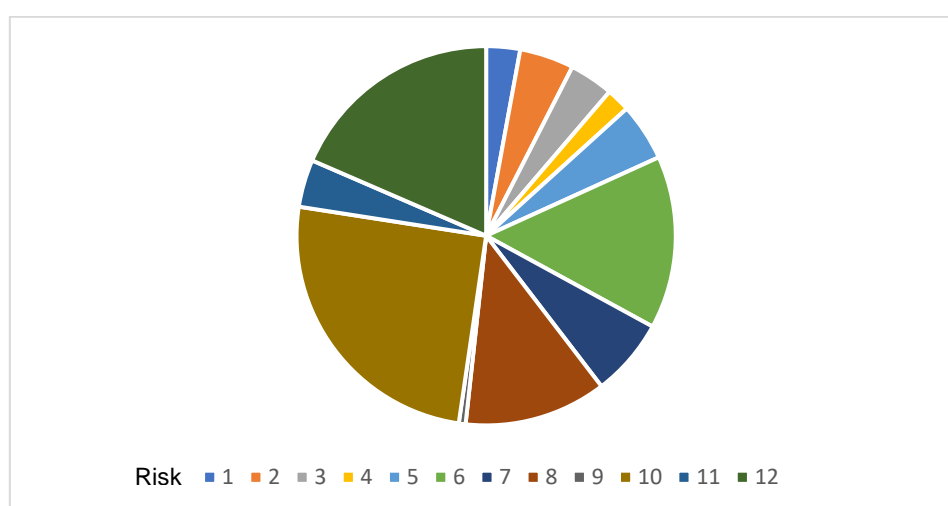


Figure 1, Students: Stakeholder perceptions of the greatest risks to equality of opportunity for DMU students

118 students provided their views on the risks to equality of opportunity during four engagement sessions. Cost pressures (risk 10) was identified by students as the greatest risk to equality of opportunity, with 87 students indicating this as one of their top three risks. 64 students considered progression to further study (risk 12) to be a significant risk, followed by insufficient academic support (risk 6).

Staff

Risk	Number of responses from stakeholders: Staff TOTAL
Risk 1: Knowledge and skills	7
Risk 2: Information and guidance	9
Risk 3: Perception of higher education	12
Risk 4: Application success rates	0
Risk 5: Limited choice of course type and delivery mode	1
Risk 6: Insufficient academic support	15
Risk 7: Insufficient personal support	18
Risk 8: Mental health	18
Risk 9: Ongoing impacts of coronavirus	2
Risk 10: Cost pressures	21
Risk 11: Capacity issues	4
Risk 12: Progression to further study	13

Table 20, Staff: Stakeholder perceptions of the greatest risks to equality of opportunity for DMU students

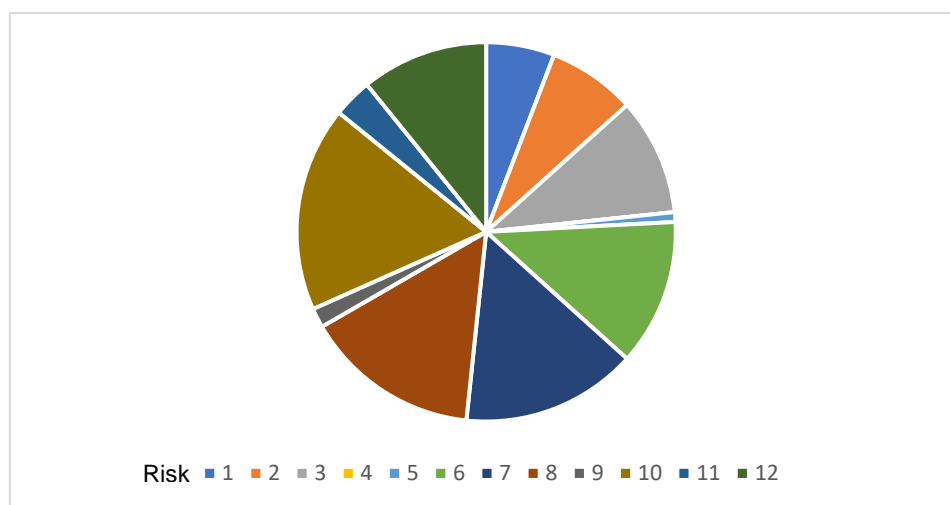


Figure 2, Staff: Stakeholder perceptions of the greatest risks to equality of opportunity for DMU students

Of the 40 staff who engaged, 21 indicated cost pressures (risk 10) as one of the greatest risks to equality of opportunity for DMU students. This was closely followed by 18 each for insufficient personal support (risk 7), and mental health (risk 8). From a combined staff perspective, these are the three greatest risks to equality of opportunity for DMU students.

Board of Governors

Risk	Number of responses from stakeholders: Board of Governors, TOTAL
Risk 1: Knowledge and skills	8
Risk 2: Information and guidance	3
Risk 3: Perception of higher education	6
Risk 4: Application success rates	1
Risk 5: Limited choice of course type and delivery mode	1
Risk 6: Insufficient academic support	9
Risk 7: Insufficient personal support	9
Risk 8: Mental health	2
Risk 9: Ongoing impacts of coronavirus	0
Risk 10: Cost pressures	7
Risk 11: Capacity issues	0
Risk 12: Progression to further study	1

Table 21, Board of Governors: Stakeholder perceptions of the greatest risks to equality of opportunity for DMU students

Note, not all members of the Board of Governors who participated identified three risks, some identified only one or two.

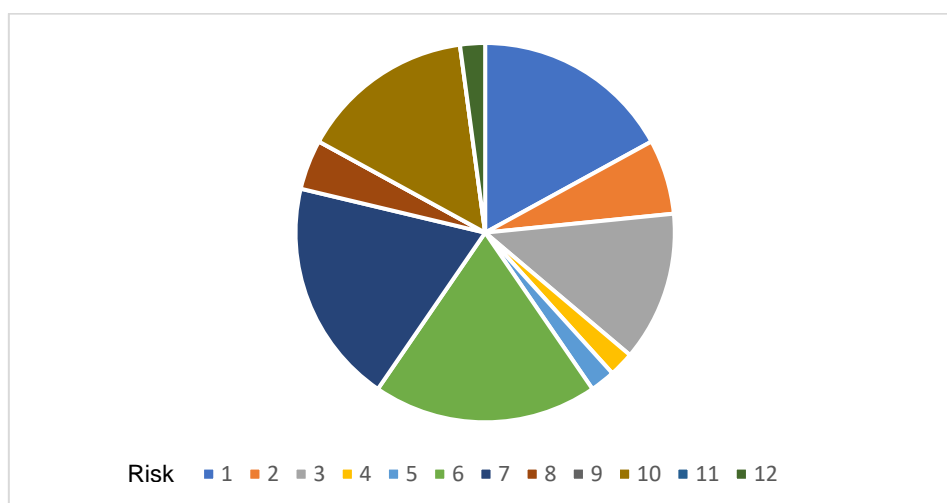


Figure 3, Staff: Stakeholder perceptions of the greatest risks to equality of opportunity for DMU students

The Board of Governors recognised both insufficient academic support (risk 6) and insufficient personal support (risk 7) equally as the greatest risks to equality of opportunity for DMU students, closely followed by knowledge and skills prior to commencing the higher education journey (risk 1).

Combined

Based on our EORR engagement activity, the greatest risks to equality of opportunity for DMU students as collectively identified by our students, staff, and Board of Governors are:

1. Cost pressures: Increases in cost pressures may affect a student's ability to complete their course or obtain a good grade. (Risk 10)
2. Progression to further study: Students may not have equal opportunity to progress to an outcome they consider to be a positive reflection of their higher education experience. (Risk 12)
3. Insufficient personal support: Students may not receive sufficient personalised non-academic support or have sufficient access to extra-curricular activities to achieve a positive outcome. (Risk 6)

Risk	Combined responses from all stakeholders
Risk 1: Knowledge and skills	25
Risk 2: Information and guidance	28
Risk 3: Perception of higher education	31
Risk 4: Application success rates	8
Risk 5: Limited choice of course type and delivery mode	19
Risk 6: Insufficient academic support	75
Risk 7: Insufficient personal support	50
Risk 8: Mental health	62
Risk 9: Ongoing impacts of coronavirus	4
Risk 10: Cost pressures	115
Risk 11: Capacity issues	18
Risk 12: Progression to further study	78

Table 22, Combined: Stakeholder perceptions of the greatest risks to equality of opportunity for DMU students

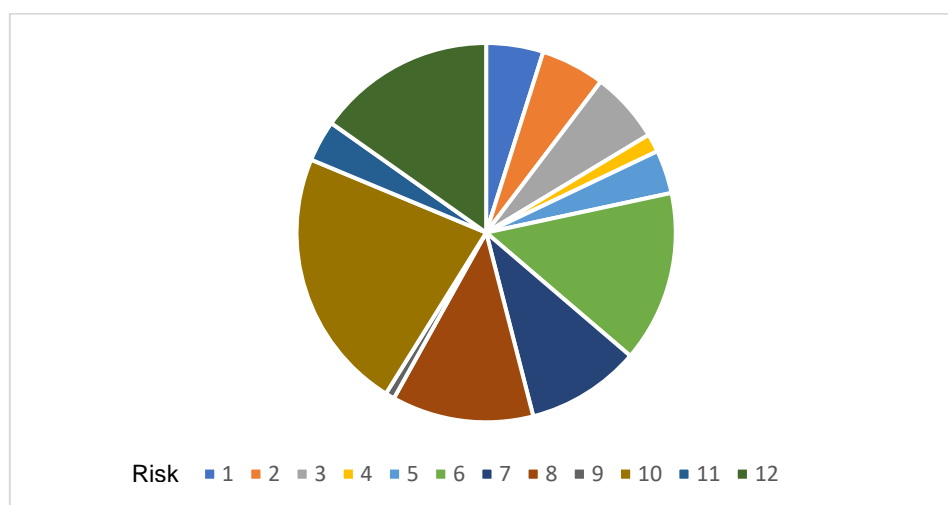


Figure 4, Combined: Stakeholder perceptions of the greatest risks to equality of opportunity for DMU students

The first and second of these risks (Costs pressures and Progression to further study) may impact students during Access to higher education, on-course and/or as part of Progression. The third greatest risk identified by DMU stakeholders (insufficient academic support) impacts on-course and/or Progression.

Applying this contextualised understanding

This engagement activity provides the foundations for understanding stakeholder perceptions of the risks to equality of opportunity at DMU. This information has been used in the development of our APP 2025-26 – 2028-29 intervention and evaluation plans, and will continue to influence our approaches as we deliver our plan.

By engaging stakeholders in the same activity the university has a clear picture of the similarities and differences of opinion in relation to the risks to equality of opportunity for DMU students before

our APP 2025-26 – 2028-29 commences. This supports ongoing communications and awareness raising activity around the APP, ensuring messaging around our intervention plans and targets is clear, whilst being mindful of existing perceptions about the greatest risks for DMU students.

Reference

Dalton, J. (2019). 'Dot Voting', Great Big Agile, pp. 165–166. doi: https://doi.org/10.1007/978-1-4842-4206-3_27

Objectives, risks to equality of opportunity and interventions

Ensuring that the DMU APP 2025-28 – 2028-29 responds to the Access and Participation dataset, recognises and seeks to address risks to equality of opportunity as identified by stakeholders, and in recognition of ongoing activity within the university, the following table provides a summary of each objective. Each objective lists its stage in the student lifecycle, student characteristic and the risks to equality of opportunity being addressed within that objective, and the mechanism through which this will be addressed.

Objective	Stage of student lifecycle	Student characteristic	Risks to Equality of Opportunity (DMU priorities in darker green)												Addressed through
			1	2	3	4	5	6	7	8	9	10	11	12	
1. Improve Access for the most disadvantaged students. Raising Access for students from IMD Q 1 & 2 from 53.0% to 60.1%, a change of 7.1%.	Access	Level of disadvantage													Intervention strategy 1: Access
2. Improve Continuation outcomes for the most disadvantaged Male students. Raising Continuation for IMD Q 1 & 2 Male students from 82.0% to 90.3%, a change of 8.3%.	Continuation	Level of disadvantage and Sex													Intervention strategy 2: Continuation
3. Improve Continuation outcomes for students of Black, Mixed and Other minoritised ethnic backgrounds. Raising Continuation for students of Black, Mixed, and Other ethnicity backgrounds from 84.1% to 89.3%, a	Continuation	Ethnicity													Intervention strategy 2: Continuation

change of 5.2%.																
4. Improve Completion outcomes for Mature students. Raising Completion for Mature students from 84.2% to 89.5%, a change of 5.3%.	Completion	Age on commencement of study														Intervention strategy 3: Completion
5. Improve Completion outcomes for the most disadvantaged Male students. Raising Completion for IMD Q 1 & 2 Male students from 82.7% to 92.2%, a change of 9.5%.	Completion	Level of disadvantage and Sex														Intervention strategy 3: Completion
6. Improve Completion outcomes for students of Black, Mixed and Other minoritised ethnic backgrounds. Raising Completion for students of Black, Mixed, and Other ethnicity backgrounds from 85.7% to 90.2%, a change of 4.5%.	Completion	Ethnicity														Intervention strategy 3: Completion
7. Improve Attainment outcomes for students of Black, Asian, Mixed and Other minoritised ethnic backgrounds. Raising Attainment for students of Black, Asian, Mixed, and Other ethnicity backgrounds from 65.9% to 77.5%, a change of 11.6%.	Attainment	Ethnicity														'The Empowering University' strategy, Race Equality Charter, and Annual Enhancement Review activity

8. Improve Progression outcomes for Young students. Raising Progression for Young students from 67.9% to 74.0%, a change of 6.1%.	Progression	Age on commencement of study															Intervention strategy 4: Progression
9. Improve Progression outcomes for the most disadvantaged students. Raising Continuation for students from IMD Q 1 & 2 from 65.1% to 71.4%, a change of 6.3%.	Progression	Level of disadvantage															Intervention strategy 4: Progression
10. Improve Progression outcomes for students of Black, Asian, Mixed and Other ethnicity backgrounds. Raising Progression for students of Black, Asian, Mixed and Other ethnicity backgrounds from 66.4% to 70.9%, a change of 4.5%.	Progression	Ethnicity															Intervention strategy 4: Progression
11. Improve Progression outcomes for students who declare mental health, or social and communication disabilities. 11.1 Raising Progression for students who declare a mental health disability from 64.7% to 69.0%, a change of 4.3%. 11.2 Raising Progression for students who declare a social or communication	Progression	Disability															Intervention strategy 4: Progression

disability, from 63.8% to 69.0%, a change of 5.2%.																	
----------------------------------------------------	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Table 23, Objectives, risks to equality of opportunity and interventions

Annex B: Further information that sets out the rationale, assumptions and evidence base for each intervention strategy that is included in the access and participation plan.

DMU approach to evaluation

DMU is embracing an Enhanced Theory of Change approach to ensure robust evaluation of our proposed interventions. The approach taken is based on that developed by TASO and influenced by evaluation sessions with consultant Prof Liz Thomas.

As highlighted within the APP, DMU is embracing an evaluation journey, seeking to build capacity and capability alongside this APP.

Evaluation aims

The aim of these evaluation plans is to:

- Understand overall efficacy of the intervention;
- Understand change mechanisms leading to impact;
- Understand associated/correlation/causal pathways (recognising the challenges associated with this);
- Understand where greatest impact against identified risk is achieved within the intervention;
- Estimate efficiency/value for money;
- Explore what those impacted by the intervention have gained from the intervention and what they think of the intervention;
- Inform future approaches;
- Inform sector charter applications (e.g. Race Equality Charter, and University Mental Health Charter)
- Ensure alignment of the intervention with 'The Empowering University Strategy';
- Ensure progress against corresponding targets in 'The Empowering University Strategy';
- Understand overall efficacy of the APP interventions;
- Understand overall efficacy of the APP evaluation plans;
- Ensure DMU's APP informs policy/plan/process/strategy; and
- Ensure evaluation dissemination to enhance understanding across the sector.

Assumptions and considerations

Across all evaluation plans there are a number of assumptions and considerations:

- Each intervention strategy is required to complete an Equality Impact Assessment;
- Prior to activity, ethical approval will be sought through the university's ethics committee to ensure the creation of publishable learning;
- There is an assumption across all the evaluation plans that we have the institutional ability to record, analyse and evaluate findings effectively, to mitigate this we will work with the university's Strategic Planning & Insight directorate to understand student number planning requirements, ensuring the developed plans and approach are known, understood, anticipated, and planned for;
- There is an assumption across all the evaluation plans that we have the institutional ability to synthesise and share findings leading to change, to mitigate this we will develop internal approaches to report on progress, ensuring all relevant stakeholders are aware and can plan for any downstream impact; and
- Across all areas of our evaluation we will work closely with Strategic Planning and Insight to ensure we are making most efficient and effective use of existing data sets, and maximising existing data analysis to inform our evaluations. Where we want to explore impact on target areas we may need to develop new approaches to data reporting and governance, to ensure our APP is having the intended impact.

Evaluation methodology

The focus throughout these evaluation plans is to embrace type 1 and type 2 approaches, with the aspiration to engage in type 3 methodologies in a future APP. Process and impact evaluation are embraced, with a focus on process evaluation as the intervention strategies develop and embed, moving into impact evaluation as data becomes available.

The evaluation plans will make use of the following evaluation methods as appropriate:

Type 1:

- Desk-based research (publicly available data, administrative data, and internal data)
- Data monitoring and analysis
- Literature review

Type 2:

- Focus groups
 - As part of, and in addition to interventions, focus groups will inform process and impact evaluation.
- Surveys (Pre- and post- activity)
 - Utilisation of existing/adapted survey methods to understand learning gain from intervention engagement.
- Interviews
 - Interviews with those engaging in interventions, to inform process and impact evaluation.
- Direct observation
 - Observation of those participating in interventions to inform process evaluation.
- Diaries
 - Individualised, time-series data from participants to inform impact evaluation. This method is most likely to be used when evaluating impact on students in our target declared disability groups.
- Comparing with non-participants
 - Data monitoring and analysis of pre/post intervention change on participants relative to students who self-selected not to engage and therefore became part of a control/comparison group who did not take part in the intervention. This method moves towards Type 3 and could be explored as a matched difference-in-differences study with repeated cross-sections with the aim of evaluating how the intervention affected the target group in comparison to the comparator group.

Evaluation plan

The APP evaluation plan embraces a range of approaches to ensure the most impactful evaluation to support institutional and sector learning. Intervention strategy 1: Access will be evaluated as a standalone intervention strategy, as will elements of Intervention strategies 2 and 4. Interventions involving Student Success Advisors will be evaluated across relevant aspects of the student lifecycle (Continuation, Completion, and Progression). Additional evaluation will ensure an overarching, whole provider approach to evaluating the impact of the APP in its entirety.

Evaluation of Intervention strategy 1: Access

Objective(s)	Objective 1: Improve Access for the most disadvantaged students. Raising Access for students from IMD Q 1 & 2 from 53.0% to 60.1%, a change of 7.1%.
Activity	Deliver Access activity to Younger years (pre-16), through collaboratively supporting schools and students across the region in raising aspirations and attainment
Rationale & Assumptions	<p>Assumptions:</p> <ul style="list-style-type: none"> • Raising awareness of DMU curriculum offer and support available for students entering higher education from IMD Q 1 & 2 will increase interest in, confidence to apply, and applications to DMU. • The support available will lead to increased conversion. • Students who apply will convert and enrol. <p>Rationale:</p> <p>Identifying how, who and where DMU currently reaches prospective student audiences will support understanding and future targeting. Increased collaboration between DMU teams and external partners in response to risk will lead to an increased number of activities delivered to prospective students from IMD Q 1 & 2. Better understanding of our current research into the target market will lead to the scoping, design and development of an enhanced contextual offer strategy. From this we will develop more targeted activities aimed at engaging and supporting potential applicants to be aware of the options around higher education study, to consider and develop confidence in applying to DMU.</p> <p>A cross-institutional collaborative approach will engage existing students to support our understanding of current activity and impact as the intervention is delivered. Collaboration with partners and the applicant pipeline, will further support understanding and the development of our approach.</p> <p>The intervention, is based on activity we know to work, using tried, tested and evaluated methods. The plan takes into account understanding who we are trying to reach, what we need to be saying/delivering and when, and ensuring we mitigate against making untrue assumptions.</p> <p>Whilst some specific activities to be delivered as part of the intervention will be new, they will largely be based on activities DMU and the sector deliver, engaging prospective students. The differentiating factors will include materials and activities specifically designed to support applicants from IMD Q 1 & 2.</p>
Evidence base	<p>Internal evidence base:</p> <p>Based on established DMU school engagement plans with measurable outcomes, including identifying and understanding prospective student specific needs, having the ability to target prospective students via well-established school and college recruitment engagement strategies, customer relationship management systems, making use of targeted marketing techniques and activities which have a multi-channel approach, and existing expertise in client relationship management, all of which are currently in use and monitored, has enabled DMU to ensure growing student awareness of DMU. This has led to growth in applications, has improved conversion ratios and has had a positive impact on enrolments.</p> <p>External evidence base:</p> <p>Atherton, G. (2022) Widening Access is Working: Why won't we admit it? Available at: https://www.hepi.ac.uk/2022/03/02/widening-access-is-working-why-wont-we-admit-it/</p> <p>Baines, L., Gooch, D., & Ng-Knight, T. (2022). 'Do widening participation interventions change university attitudes in UK school children? A systematic review of the efficacy of UK programmes, and quality of evaluation evidence', Educational Review, 76(3), 628–647. Doi: https://doi.org/10.1080/00131911.2022.2077703</p>

	<p>Chorcora, E.N., Bray, A., & Banks, J. (2023) 'A systematic review of widening participation: Exploring the effectiveness of outreach programmes for students in second-level schools', BERA Review of Education, 11(2). doi: https://doi.org/10.1002/rev3.3406</p> <p>Renbarger, R., & Long, K. (2019) 'Interventions for Postsecondary Success for Low-Income and High-Potential Students: A Systematic Review', Journal of Advanced Academics, 30(2), doi: https://journals.sagepub.com/doi/10.1177/1932202X19828744</p> <p>Robinson, D., & Salvestrini, V. (2020) The impact of interventions for widening access to higher education: A review of the evidence. Available at: https://epi.org.uk/wp-content/uploads/2020/01/Widening_participation-review_EPI-TASO_2020.pdf</p> <p>Romanchuk, J. (2024) The Complete Guide to Education Marketing. Available at: https://blog.hubspot.com/marketing/education-marketing</p> <p>TASO (n.d.) Pre-entry Mapping Outcomes and Activities Tool (MOAT). Available at: https://taso.org.uk/evidence/evaluation-guidance-resources/mapping-outcomes-and-activities-tool-moat-resources/pre-entry-mapping-outcomes-and-activities-tool/</p> <p>Thomas, L. (2017) Evaluating student engagement activity: Report, evaluation framework and guidance. Available at: https://www.ucl.ac.uk/changemakers/sites/changemakers/files/tsep_framework.pdf</p>
<p>What does the intervention involve?</p>	<p>Materials:</p> <ul style="list-style-type: none"> • New information, advice and guidance presentations and any associated supporting materials • Development of a specific evaluation dashboards, in order to monitor and track metrics • New enhanced promotional materials used to support physical and digital events • Enhance/develop customer relationship management systems to support targeted widening access activities <p>Procedures:</p> <ul style="list-style-type: none"> • To carry out research and market insight activities, to better define the scope and design of the new student widening access activities • To review DMU's current contextual offer strategy • To recruit and train a new Widening Access Officer – supporting the development and delivery of college engagement activity • To review current DMU marketing and promotional material • To agree specific activity to be delivered as part of the student engagement plan • To engage with relevant internal and external stakeholders and delivery teams, to support the design and delivery of student intervention activity • To design, enhance and evaluate widening access activity in relation to increasing student applications and enrolments • To agree where and when to report on student widening access activity, both internally and externally • To assess any additional financial needs, enabling activity delivery
<p>What is the intervention expected to achieve and how?</p>	<p>Outcomes:</p> <p><i>Short-term:</i></p> <ul style="list-style-type: none"> • Increased number of widening participation and support activities delivered to prospective students from IMD quintiles 1 and 2 <ul style="list-style-type: none"> ◦ Evaluated through data monitoring and analysis, in comparison with historical data • Attendance at/engagement with tailored support <ul style="list-style-type: none"> ◦ Evaluated through data monitoring and analysis of engagement with and attendance at activities • Increased positive engagement with learners from IMD quintiles 1 and 2 <ul style="list-style-type: none"> ◦ Evaluated through individual responses captured during activities (through pre- and post- surveys) and any subsequent communications • Increased awareness of own skills, values, interests, and abilities <ul style="list-style-type: none"> ◦ Evaluated through pre- and post- activity surveys

	<ul style="list-style-type: none"> Increased ability to make informed decisions and confident choices regarding study options <ul style="list-style-type: none"> Evaluated through pre- and post- activity surveys Increased number of prospective students from IMD quintiles 1 and 2 considering applying to HE and DMU <ul style="list-style-type: none"> Evaluated through pre- and post- activity surveys <p><i>Intermediate and/or long-term:</i></p> <ul style="list-style-type: none"> Increased collaboration between DMU teams and partners to understand and respond to risk <ul style="list-style-type: none"> Evaluated through data monitoring and analysis, in comparison with historical data Increased learner preparedness, and confidence to apply <ul style="list-style-type: none"> Evaluated through focus groups and direct observation, pre- and post- activity surveys Increased sense of belonging <ul style="list-style-type: none"> Evaluated through pre- and post- activity surveys Increased motivation to pursue and succeed in their educational endeavours <ul style="list-style-type: none"> Evaluated through focus groups and direct observation, pre- and post- activity surveys Increased confidence in the personal experiences and/or achievements enabling study at DMU, and belief that applicants will be successful if they apply <ul style="list-style-type: none"> Evaluated through focus groups and direct observation, pre- and post- activity surveys <p>Impact:</p> <ul style="list-style-type: none"> Increased number of student applications to DMU from IMD quintiles 1 and 2 <ul style="list-style-type: none"> Evaluated through data monitoring and analysis, in comparison with historical data Increased number of student from IMD quintiles 1 and 2 Firm accepts to DMU <ul style="list-style-type: none"> Evaluated through data monitoring and analysis, in comparison with historical data Increased IMD quintiles 1 and 2 student registrations at DMU <ul style="list-style-type: none"> Evaluated through data monitoring and analysis, in comparison with historical data
--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Which risks to equality of opportunity does this intervention address?	<p>Risk 1: Knowledge and skills</p> <p>Risk 2: Information and guidance</p> <p>Risk 3: Perception of higher education</p> <p>Risk 5: Limited choice of course type and delivery mode</p>
------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

How and where is the intervention delivered?	Activity	How delivered	Where delivered
	Research-informed understanding of student market	Desk-based	At DMU
	Target applicant engagement plan	Desk-based; once developed communicated to relevant internal groups	At DMU
	Advice and guidance talks/workshops*	Face-to-face, DMU website, email, online sessions, telephone, Apps, social media	At DMU, in targeted colleges, community centres and schools, online
	On-campus and online events*	Face-to-face, DMU website, online sessions, Apps, social media	At DMU, online

	Online webinars and digital resource for promotion*	Online sessions, DMU website, email, Apps, social media	Online
	Promotion of The Ambassador Platform*	Face-to-face, DMU website, email, online sessions, telephone, Apps, social media	At DMU, in targeted colleges, community centres and schools, online
	Enhanced contextual offer strategy	Desk-based; once developed communicated via DMU website	At DMU
*Whilst there are elements of group provision of information, elements of this part of the intervention will be individually delivered.			

How will implementation be optimised?	<p>Activities:</p> <ul style="list-style-type: none"> • Identify how, who and where DMU currently reaches prospective student audiences, through market insight research. • Identify barriers and opportunities for target students, including but not exclusively supported by market insight exploring which courses at DMU are more or less attractive to students and why, where DMU has a competitive advantage and where improvements to the offering can be made. • Identify and enhance support for target applicants, including preparing students for the transition into higher education/DMU. • Scope, design, and develop a targeted engagement plan, including advice and guidance talks/workshops, facilitating on-campus and online events, online webinars and promotion via enhanced online digital resources, and promotion of The Ambassador Platform. • Review and enhance marketing materials across all platforms to ensure greater representation of student diversity. • Develop an enhanced contextual offer strategy for IMD quintile 1 and 2 students. <p>Outputs:</p> <ul style="list-style-type: none"> • Research-informed understanding of student market. • Target applicant engagement plan. • Advice and guidance talks/workshops. • On-campus and online events. • Online webinars and digital resource for promotion. • Promotion of The Ambassador Platform. • Enhanced contextual offer strategy.
---------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Evaluation of Intervention strategy 2: Continuation – 'DMU Basecamp' and 'Healthy DMU'

Objective(s)	<p>Objective 2: Improve Continuation outcomes for the most disadvantaged Male students. Raising Continuation for IMD Q 1 & 2 Male students from 82.0% to 90.3%, a change of 8.3%.</p> <p>Objective 3: Improve Continuation outcomes for students of Black, Mixed and Other minoritised ethnic backgrounds. Raising Continuation for students of Black, Mixed, and Other ethnicity backgrounds from 84.1% to 89.3%, a change of 5.2%.</p>
Activity	<p>Develop, evaluate and expand 'DMU Basecamp'</p> <p>Develop 'Healthy DMU' bespoke APP targeted intervention</p>
Rationale & Assumptions	<p>Assumptions:</p> <ul style="list-style-type: none"> • Raising awareness of the support available for students will increase engagement with the support available. • The support available will lead to increased engagement with, continuation, and completion of, study. • Students will want to be involved in co-creation, and this activity will lead to enhanced interventions. • An extended induction will improve the sense of belonging, supporting more students to continue in their studies. <p>Rationale:</p> <p>Enhancing DMU Basecamp will increase opportunities for students to meet to develop their sense of belonging within the DMU community. Developing targeted approaches within our health and wellbeing offer will enhance the support available to at risk students.</p>
Evidence base	<p>Internal evidence base:</p> <p>DMU BaseCamp is reviewed and evaluated through internal committees, reporting engagement and areas for enhancement. Whilst data to date indicates that DMU BaseCamp is impactful in supporting student transitions into the university there is further work to do to evaluate this activity, particularly to evidence the sustained impact of engagement with DMU BaseCamp beyond initial student transition into the university.</p> <p>Similarly, Healthy DMU has been regularly reviewed since its introduction. Data and findings have also informed sector awards, such as Advance HE's Collaborative Award for Teaching Excellence, however, further analysis for continual improvement is an area DMU is committed to.</p> <p>External evidence base:</p> <p>Advance HE (2022) Extended Induction: Expectations, Inclusion and Assessment. Available at: https://www.advance-he.ac.uk/knowledge-hub/extended-induction-expectations-inclusion-and-assessment</p> <p>Aked. J., et al. (2008). Five ways to wellbeing. Resource document. New Economics Foundation. Available at: https://neweconomics.org/uploads/files/five-ways-to-wellbeing-1.pdf</p> <p>Hughes, G. & Spanner, L. (2019). The University Mental Health Charter. Available at: https://www.studentminds.org.uk/uploads/3/7/8/4/3784584/191208_umhc_artwork.pdf</p> <p>Hughes, G., et al. (2022) Education for Mental Health. Available at: https://www.advance-he.ac.uk/knowledge-hub/education-mental-health-toolkit</p> <p>Pearson (n.d.) How can you support students from induction and beyond? Available at: https://www.timeshighereducation.com/hub/pearson/p/how-can-you-support-students-induction-and-beyond</p>

	<p>Schilling, H., Wittner, B., Kauffeld, S. (2022) Current Interventions for the Digital Onboarding of First-Year Students in Higher Education Institutions: A Scoping Review. <i>Educ. Sci.</i>, 12(8). doi: https://doi.org/10.3390/educsci12080551</p> <p>Skipper, Y. et al. (2022) Social Induction Framework. Available at: https://www.qaa.ac.uk/docs/qaa/members/social-induction-framework-project-report.pdf?sfvrsn=cf36a081_4</p> <p>Student Minds (2020). Planning For a Sustainable Future: the importance of university mental health in uncertain times. Available at: https://www.studentminds.org.uk/uploads/3/7/8/4/3784584/2005_planning_for_a_sustainable_future_a5.pdf</p> <p>Universities UK (2020). Stepchange: Mentally Healthy Universities. Available at: https://www.universitiesuk.ac.uk/policy-and-analysis/reports/Documents/2020/uuk-stepchange-mhu.pdf</p> <p>Worsley, J.D., Harrison, P., & Corcoran, R. (2021) Bridging the Gap: Exploring the Unique Transition From Home, School or College Into University. <i>Front. Public Health</i> 9:634285. doi: https://doi.org/10.3389/fpubh.2021.634285</p>
<p>What does the intervention involve?</p>	<p>Materials:</p> <ul style="list-style-type: none"> • Further development of Healthy DMU Hub • Further of development the Healthy DMU Staff Toolkit • Further development of DMU Basecamp resources • Videos and resources addressing issues such as life skills, living in a shared environment etc., to be embedded in DMU's virtual learning environment <p>Procedures:</p> <ul style="list-style-type: none"> • Development of DMU Basecamp, co-created with students to ensure the provision responds to emerging need and is informed by the student voice. • Development of the 'Healthy DMU way' based around the 6 principles of safeguarding to provide a clear framework of expectations of what DMU students can reasonably expect of the university. • Development of 'No Wrong Door' approach, ensuring no matter where a student goes for guidance, information, or support they receive appropriate and useful response.
<p>What is the intervention expected to achieve and how?</p>	<p>Outcomes:</p> <p><i>Short-term:</i></p> <ul style="list-style-type: none"> • Earlier and more proactive intervention with students at risk <ul style="list-style-type: none"> ◦ Evaluated through data monitoring and analysis of engagement with the telephone calls • Increased positive engagement with students <ul style="list-style-type: none"> ◦ Evaluated through pre- and post- activity surveys • Increased student knowledge of the support available <ul style="list-style-type: none"> ◦ Evaluated through pre- and post- activity surveys; and scores in the NSS question 'How well communicated was information about your university/college's mental wellbeing support services?' • Attendance at/engagement with support, DMU Basecamp, and health and wellbeing activities <ul style="list-style-type: none"> ◦ Evaluated through data monitoring and analysis of attendance/engagement data <p><i>Intermediate and/or long-term:</i></p> <ul style="list-style-type: none"> • Increased awareness of the range of activity and support available at DMU <ul style="list-style-type: none"> ◦ Evaluated through data monitoring and analysis of pre- and post- activity surveys

	<ul style="list-style-type: none">Increased wellbeing and resilience<ul style="list-style-type: none">Measured through use of 'before and after metrics' with students who engage with services, measuring wellbeing literacy <p>Impact:</p> <ul style="list-style-type: none">Increased number of students continuing studies at DMU<ul style="list-style-type: none">Evaluated through data monitoring and analysis, in comparison with historical dataIncreased number of students completing studies at DMU<ul style="list-style-type: none">Evaluated through data monitoring and analysis, in comparison with historical data												
Which risks to equality of opportunity does this intervention address?	<p>Risk 6: Insufficient academic support</p> <p>Risk 7: Insufficient personal support</p> <p>Risk 8: Mental health</p> <p>Risk 9: Ongoing impacts of coronavirus</p> <p>Risk 10: Cost pressures</p> <p>Risk 11: Capacity issues</p>												
How and where is the intervention delivered?	<table><tr><th>Activity</th><th>How delivered</th><th>Where delivered</th></tr><tr><td>Co-creation workshops and events</td><td>Face-to-face, online sessions</td><td>At DMU and online</td></tr><tr><td>Enhanced DMU Basecamp activities and resources*</td><td>Face-to-face, DMU website, online sessions, Apps, social media</td><td>At DMU and online</td></tr><tr><td>Enhanced health and wellbeing activities and resources (via Healthy DMU)*</td><td>Face-to-face, DMU website, online sessions, Apps, social media</td><td>At DMU and online</td></tr></table> <p>*Whilst there are elements of group provision of information, elements of this part of the intervention will be individually delivered.</p>	Activity	How delivered	Where delivered	Co-creation workshops and events	Face-to-face, online sessions	At DMU and online	Enhanced DMU Basecamp activities and resources*	Face-to-face, DMU website, online sessions, Apps, social media	At DMU and online	Enhanced health and wellbeing activities and resources (via Healthy DMU)*	Face-to-face, DMU website, online sessions, Apps, social media	At DMU and online
Activity	How delivered	Where delivered											
Co-creation workshops and events	Face-to-face, online sessions	At DMU and online											
Enhanced DMU Basecamp activities and resources*	Face-to-face, DMU website, online sessions, Apps, social media	At DMU and online											
Enhanced health and wellbeing activities and resources (via Healthy DMU)*	Face-to-face, DMU website, online sessions, Apps, social media	At DMU and online											
How will implementation be optimised?	<p>Activities:</p> <ul style="list-style-type: none">Co-create with students to review and evaluate the existing offer DMU Basecamp, to develop DMU Basecamp to include more belonging, community-building, friendship-making activity, and ensure regular social and academic opportunities.Co-create with students to develop a targeted student health and wellbeing intervention offer (aligned with Healthy DMU). <p>Outputs:</p> <ul style="list-style-type: none">Continuation and development of existing support activities.New, bespoke support activities, emerging trends informing adoption of new approaches.Reports/intelligence to focus intervention approaches.Co-creation workshops and events.Enhanced DMU Basecamp activities and resources.Enhanced health and wellbeing activities and resources (via Healthy DMU).												

Evaluation of Intervention strategy 3: Progression – Expand ‘Lead and Inspire’, and Re-launch ‘THRIVE’

Objective(s)	<p>These intervention activities are primarily designed to address:</p> <p>Objective 10: Improve Progression outcomes for students of Black, Asian, Mixed and Other ethnicity backgrounds. Raising Progression for students of Black, Asian, Mixed and Other ethnicity backgrounds from 66.4% to 70.9%, a change of 4.5%.</p> <p>Objective 11: Improve Progression outcomes for students who declare mental health, or social and communication disabilities.</p> <p>Objective 11.1: Raising Progression for students who declare a mental health disability from 64.7% to 69.0%, a change of 4.3%.</p> <p>Objective 11.2: Raising Progression for students who declare a social or communication disability, from 63.8% to 69.0%, a change of 5.2%.</p> <p>These intervention activities may additionally address:</p> <p>Objective 8: Improve Progression outcomes for Young students. Raising Progression for Young students from 67.9% to 74.0%, a change of 6.1%.</p> <p>Objective 9: Improve Progression outcomes for the most disadvantaged students. Raising Continuation for students from IMD Q 1 & 2 from 65.1% to 71.4%, a change of 6.3%.</p>
Activity	<p>Expand ‘Lead and Inspire’</p> <p>Re-launch ‘THRIVE’</p>
Rationale & Assumptions	<p>Assumptions:</p> <ul style="list-style-type: none"> • Raising awareness of the DMU Careers support available for students will increase engagement with the support available. • The support available will lead to increased engagement with placements/DMU facilitated work-experience, and an increase in students securing graduate opportunities. • Students within our at risk ethnicity groups will want to, and have the capacity to, engage with the 'Lead and Inspire' programme. • Students with declared disabilities will want to, and have the capacity to, engage with the 'THRIVE' programme. • The engagement of students in bespoke intervention programmes will lead to improved progression outcomes. <p>Rationale:</p> <p>Engaging at risk students provides direct, tailored engagement with individual students and at risk programme cohorts, an opportunity to provide signposting to support and information about DMU Careers. Bespoke, tailored interventions for our at risk ethnicity and disabled students will enhance graduate outcomes.</p> <p>The 'Lead and Inspire' programme has a proven track record in enhancing the progression outcomes of students who engage with it. Expanding this to the other three faculties (to date it has only operated within the Faculty of Business and Law) will allow for more students to benefit from the programme. The Student Success Advisors will be vital in ensuring that at risk student groups engage with the programme so that it has maximum impact.</p> <p>'THRIVE' was piloted previously and provides a model of engagement focused on supporting disabled students in to highly-skilled employment. Developing from previous learning, and engaging with employers who have targets to increase the number of disabled students they recruit, we will work with employers to raise awareness of the progression risks we have identified and explore how best they might support our efforts to address these.</p> <p>'Lead and Inspire' and 'THRIVE' will include tailored workshops addressing opportunity searching, CV writing, cover letters, applications, assessment processes including mock assessment centres, and mentoring.</p>

Evidence base	<p>Internal evidence base:</p> <p>Previous internal evaluations indicate that students from particular characteristic groups are less likely to access centralised support, but when this is packaged and presented as a targeted offer are more likely to engage with and benefit from the support provided. DMU has been running a programme with Upreach for three years for males from the lowest POLAR quintiles who at one time were least likely to access university, continue and complete their studies, and demonstrate progression into highly-skilled employment. DMU has supported 28 students on that programme for two years, indicating student continuation, however, it is still too early to know how this will impact progression and therefore evaluation of that activity continues.</p> <p>The DMU Careers team gather feedback on APP related programmes/interventions via the short, medium and long term methods. Immediately after the conclusion of an intervention students are sent a link to a survey seeking feedback. For the interventions in this APP we will also follow-up with students approximately 6 months after the intervention conclusion to learn more about the impact this has had. Students will be asked what further activities they have undertaken to support their employability skill development and whether they have secured a graduate job, placement or other form of work experience.</p> <p>We measure longer term impact and success of programmes by using Graduate Outcomes data. Comparing the progression in to highly skilled employment of students who engaged in our programmes against the institutional score provides some measure of impact or added value, especially when the comparison is done by characteristics such as these identified in the APP.</p> <p>External evidence base:</p> <p>TASO (2023) What works to reduce equality gaps for disabled students. Available at: https://taso.org.uk/wp-content/uploads/TASO-report-what-works-to-reduce-equality-gaps-for-disabled-students.pdf</p> <p>Upsher, R. (2022) Education for mental health case study: Graduate Attributes. Available at: https://www.advance-he.ac.uk/knowledge-hub/education-mental-health-toolkit</p> <p>Wong, B., et al. (2021). 'A mapping of graduate attributes: what can we expect from UK university students?' Higher Education Research & Development, 41(4), pp. 1340–1355. doi: https://doi.org/10.1080/07294360.2021.1882405</p>
What does the intervention involve?	<p>Materials:</p> <ul style="list-style-type: none"> • Event facilitation resources including presentation slides and materials required for interactive group activity • Development of feedback surveys and reporting dashboards to track and monitor feedback • Use of the online Careers platform to track engagement, monitor and report on short-term and long-term impact • Promotional materials, both hard copy and digital, to promote the interventions and recognise engagement <p>Procedures:</p> <ul style="list-style-type: none"> • Carry out sector-wide research and reflect on previous or existing relevant models of activity to develop interventions based on best practice to ensure maximum impact • Engage and collaborate with relevant internal and external stakeholders, such as academics, Student Success Advisors, employer partners and other professional services teams to develop and deliver the interventions • Develop and implement promotional materials and activities to ensure engage students • Collect student feedback and engagement data to support impact monitoring, reporting and continual enhancement of the interventions • Agree how and when to report on engagement and impact on the target groups, both internally and externally

What is the intervention expected to achieve and how?

Outcomes:

Short-term:

- Directed, proactive engagement with students at risk
 - Evaluated through data monitoring and analysis of engagement with students
- Targeted and expanded bespoke support offer
 - Evaluated through historical monitoring of the Careers offer available
- Increased student knowledge of the support available
 - Evaluated through pre- and post- intervention surveys

Intermediate and/or long-term:

- Increased awareness of methods for searching and applying for graduate opportunities
 - Evaluated through pre- and post- intervention surveys, interviews and diaries
- Increased knowledge of options after HE
 - Evaluated through pre- and post- intervention surveys, interviews and diaries
- Increased DMU-facilitated engagement between students and employers
 - Evaluated through data monitoring and analysis of opportunities available and engagement, including historical monitoring of this type of activity
- Increased employer awareness of DMU's renewed focus on risk-based graduate outcomes
 - Evaluated through post-intervention surveys and the Industrial Liaison Committees

Impact:

- Increased applications for placement and DMU facilitated work-experience
 - Evaluated through data monitoring and analysis, in comparison with historical data
- Increased success rate in securing graduate opportunities
 - Evaluated through data monitoring and analysis, in comparison with historical data

Which risks to equality of opportunity does this intervention address?

Risk 6: Insufficient academic support

Risk 7: Insufficient personal support

Risk 8: Mental health

Risk 9: Ongoing impacts of coronavirus

Risk 10: Cost pressures

Risk 11: Capacity issues

Risk 12: Progression from higher education

How and where is the intervention delivered?

Activity	How delivered	Where delivered
Continuation and development of existing support activities, including the expansion of 'Lead and Inspire'*	This 6-week programme currently takes place on campus and is delivered outside of core university hours which allows more students to engage. The model may be adapted, depending on the specific	Primarily at DMU, possibly at employer locations, and online

		needs of the target students. The University will consider whether to retain the 6-week approach, which aligns effectively with our block delivery teaching structure, or amend to operate within shorter periods, such as enhancement weeks which would also facilitate targeted intervention for cohorts of students. In addition to the on-campus sessions (face-to-face), students are further supported by materials via email, Apps (including our careers platform), social media	
	New, bespoke support 'THRIVE' activities*	Face-to-face, email, online sessions, telephone, Apps (including our careers platform), social media	Primarily at DMU, possibly at employer locations, and online
	Reports/intelligence to focus intervention approaches	Desk-based; once developed communicated via DMU website/internal web-platforms (e.g. MS Teams/SharePoint); meetings (face-to-face and online)	At DMU and online
	*Whilst there are elements of group provision of information, elements of this part of the intervention will be individually delivered.		
How will implementation be optimised?	<p>Activities:</p> <ul style="list-style-type: none"> Expand existing, and develop new, support programmes, including tailored workshops addressing opportunity searching, CV writing, cover letters, applications, assessment processes including mock assessment centres, and mentoring. Engage students in tailored, bespoke support activities. Monitor and assess student engagement data to identify students at risk leading to appropriate interventions. <p>Outputs:</p> <ul style="list-style-type: none"> Continuation and development of existing support activities, including the expansion of 'Lead and Inspire'. New, bespoke support activities, including 'THRIVE'. Reports/intelligence to focus intervention approaches. 		

Cross-intervention strategy evaluation: Intervention strategy 2: Continuation, Intervention strategy 3: Completion, and Intervention strategy 4: Progression – Interventions involving Student Success Advisors

Objective(s)	<p>Objective 2: Improve Continuation outcomes for the most disadvantaged Male students. Raising Continuation for IMD Q 1 & 2 Male students from 82.0% to 90.3%, a change of 8.3%.</p> <p>Objective 3: Improve Continuation outcomes for students of Black, Mixed and Other minoritised ethnic backgrounds. Raising Continuation for students of Black, Mixed, and Other ethnicity backgrounds from 84.1% to 89.3%, a change of 5.2%.</p> <p>Objective 4: Improve Completion outcomes for Mature students. Raising Completion for Mature students from 84.2% to 89.5%, a change of 5.3%.</p> <p>Objective 5: Improve Completion outcomes for the most disadvantaged Male students. Raising Completion for IMD Q 1 & 2 Male students from 82.7% to 92.2%, a change of 9.5%.</p> <p>Objective 6: Improve Completion outcomes for students of Black, Mixed and Other minoritised ethnic backgrounds. Raising Completion for students of Black, Mixed, and Other ethnicity backgrounds from 85.7% to 90.2%, a change of 4.5%.</p> <p>Objective 8: Improve Progression outcomes for Young students. Raising Progression for Young students from 67.9% to 74.0%, a change of 6.1%.</p> <p>Objective 9: Improve Progression outcomes for the most disadvantaged students. Raising Continuation for students from IMD Q 1 & 2 from 65.1% to 71.4%, a change of 6.3%.</p> <p>Objective 10: Improve Progression outcomes for students of Black, Asian, Mixed and Other ethnicity backgrounds. Raising Progression for students of Black, Asian, Mixed and Other ethnicity backgrounds from 66.4% to 70.9%, a change of 4.5%.</p> <p>Objective 11: Improve Progression outcomes for students who declare mental health, or social and communication disabilities.</p> <p>Objective 11.1: Raising Progression for students who declare a mental health disability from 64.7% to 69.0%, a change of 4.3%.</p> <p>Objective 11.2: Raising Progression for students who declare a social or communication disability, from 63.8% to 69.0%, a change of 5.2%.</p>
Activity	<p>Proactive engagement led by Student Success Advisors: Continuation</p> <p>Proactive engagement led by Student Success Advisors: Completion</p> <p>Expand 'Lead and Inspire' - Student Success Advisors will be involved in identifying and targeting at risk cohorts to support engagement</p> <p>Re-launch 'THRIVE' - Student Success Advisors will be involved in identifying and targeting at risk cohorts to support engagement</p>
Rationale & Assumptions	<p>Assumptions:</p> <ul style="list-style-type: none"> • Raising awareness of the support available for students will increase engagement with the support available. • The support available will lead to increased continuation and completion of study, and progression from study. • Direct engagement with students will be appreciated by students, and lead to increased awareness of the support available. <p>Rationale:</p> <p>Targeting at risk groups will ensure the existing support offer, and new bespoke intervention activities, provide access to support for students who may be reluctant to engage with more formal services or who may not have engaged with support options previous, ensuring that our support is available and accessed by students at greatest risk. For continuation, contacting level 4 and 5 students identified as being at risk via telephone calling provides direct, tailored engagement with individual students, and will be followed-up by an email summarising the discussion and further signposting to support and</p>

	<p>information. For completion, contacting at risk students via telephone calling during their final year of study provides direct, tailored engagement with individual students, and will be followed-up by an email summarising the discussion and further signposting to support and information. These calls also facilitate direct discussion between the university and students about progression options and support for progression.</p> <p>This approach allows us to monitor student engagement data, to regularly assess and identify students considered to be at risk, implementing appropriate interventions to address emerging concerns in an agile approach to intervention delivery.</p> <p>Sharing learning through networking will strengthen collective understanding and best practice sharing, identifying opportunities to share learning more widely with the sector.</p> <p>Close collaboration between professional services in student support roles and academic faculties facilitates development of nuanced understanding of students, colleagues and disciplinary areas, ensuring tailored approaches within a university-wide support approach framework.</p>
Evidence base	<p>Internal evidence base:</p> <p>A limited, pilot amount of outreach activity of this nature has previously taken place. The pilot sought to engage the entire level 4 cohort in similar activity during 2023-24. This activity demonstrated that there were a very significant number of students, who when approached identified unmet needs relevant to continuation, but that these individuals had not approached relevant services to explore accessing the support available. Direct engagement with students facilitated individualised discussion and tailored support, supporting continuation.</p> <p>It is recognised that accessing specialist support in relation to issues such as mental health involves, paradoxically, having a degree of confidence. Issues such as stigma and actual or perceived cultural expectations can make engaging with such services more challenging for some student groups. Groups of students that are underrepresented in higher education may feel the need to be seen to 'fit in' with the expectations of the university, and perceive requesting assistance as sticking out from the expectations, this may be of relevance to students from more disadvantaged backgrounds but is also of relevance to male students, and may be relevant to some students of Black and other minoritised ethnic backgrounds, who are underrepresented in using services.</p> <p>The pro-active outreach approach to engage students led by identified risk factors facilitates early intervention, and lower-level key support being provided in a less formal way. This will address some of the barriers around confidence and stigma which prevent some students accessing more formal support. It will also build on the theory that the fact that a member of staff has taken the trouble to notice the individual by reaching out to them, will foster a sense that the university cares, and that this will engender a sense of belonging, an acknowledged predictor of engagement and retention.</p> <p>External evidence base:</p> <p>Advance HE (2019) Essential Frameworks for Enhancing Student Success. Available at: https://www.advance-he.ac.uk/sites/default/files/2020-05/Student%20Access%2C%20Retention%2C%20Attainment%20and%20Progression%20in%20Higher%20Education%20Framework.pdf</p> <p>Chen, C., Bian, F. & Zhu, Y. (2003) 'The relationship between social support and academic engagement among university students: the chain mediating effects of life satisfaction and academic motivation'. BMC Public Health 23, 2368 (2023). doi: https://doi.org/10.1186/s12889-023-17301-3</p> <p>Greene, T. (2023) Co-creation as a liberating activity. Available at: https://www.timeshighereducation.com/campus/cocreation-liberating-activity</p> <p>Healthy Universities (n.d.) Guidance Packages. Available at: https://healthyuniversities.ac.uk/toolkit-and-resources/guidance-packages/</p> <p>Office for Students (n.d.) Building a culture of student engagement: our priorities for 2022-23. Available at: https://www.officeforstudents.org.uk/media/e444c01a-bf0e-4984-b7dc-a35a2d0929c4/building-culture-se-final.pdf</p> <p>Poland B, Krupa G, McCall D. (2009) 'Settings for health promotion: an analytic framework to guide intervention design and implementation'. Health Promot. Pract. 10(4), pp.505-16. doi: https://doi.org/10.1177/1524839909341025</p> <p>Summers, R. (2024) TASO project report (2024): Using learning analytics to prompt student support interventions. Available at: https://cdn.taso.org.uk/wp-content/uploads/2024_TASO_Impact-student-support-interventions-learning-analytics.pdf</p>

Upsher, R. (2022) Education for mental health case study: Study skills: extended induction/International Relations. Available at: <https://www.advance-he.ac.uk/knowledge-hub/education-mental-health-toolkit>

What does the intervention involve?

Materials:

- Development of an accessible data set enabling the identification of risk factors which may contribute to continuation, completion and progression, ideally supported by a robust student analytics tool.
- Development of a case management system allowing interventions to be recorded and monitored effectively, which links effectively into the systems in relation to more specialist support.

Procedures:

- Student Success Advisors, working collaboratively with colleagues, to identify target groups and collaborate with colleagues to set appropriate group/programme of study-based interventions.
- Student Success Advisors to contact students identified as being at risk, offering the opportunity to identify any challenges they are facing, explore support options available, and to develop an individualised action plan.
- Student Success Advisors to telephone call individual students and follow each call up with an individualised, supportive email.
- Student Success Advisors, working collaboratively with colleagues, to identify existing support options to include in signposting, and to identify gaps for addressing through the development of new, bespoke support activities.
- Faculty colleagues, including personal tutors and Associate Professors in Student Experience to share local insight with Student Success Advisors to support targeted activity.
- Student Success Advisors to monitor and follow-up with individual students to ensure that maximise benefits from the interventions, as well as monitoring on a macro level to be able to determine the interventions which have had most impact, and lead, if appropriate to development of the approaches.
- Inclusive Education Lead, supported by the DMU Education Academy, to develop academic support to enhance practice within the curriculum and taught environment, in preparation for and response to learning from this intervention.
- Inclusive Education Lead, supported by the DMU Education Academy, to coordinate internal networking to evaluate interventions and share practice.
- Learning and evaluation to be shared internally and externally.

What is the intervention expected to achieve and how?

Outcomes:

Short-term:

- Earlier and more proactive intervention with students at risk
 - Evaluated through data monitoring and analysis of conversation and engagement with the telephone calls
- Increased positive engagement with students
 - Evaluated through individual responses captured during telephone calls (interviews/conversations) and any responses received to follow-up communications
- Increased student knowledge of the support available
 - Evaluated through pre- and post- intervention surveys
- Attendance at/engagement with associated activities
 - Evaluated through data monitoring and analysis of attendance/engagement data
- Attendance at/engagement with health and wellbeing activities
 - Evaluated through data monitoring and analysis of attendance/engagement data

Intermediate and/or long-term:

- Increased awareness of the impact of personal activity on continuation and achievement and increased confidence to engage in academic studies, study support, and wider university activity
 - Evaluated through data monitoring and analysis of engagement activity with use of services and resources, individual responses captured during telephone calls (interviews/conversations) and any responses received to follow-up communications
- Increased awareness of the range of activity and support available at DMU
 - Evaluated through data monitoring and analysis of engagement activity with use of services and resources, individual responses captured during telephone calls (interviews/conversations) and any responses received to follow-up communications
- Increased awareness of the factors impacting health and wellbeing
 - Evaluated through data monitoring and analysis of Healthy DMU usage
- Increased number of students continuing with their studies, and between levels of study
 - Evaluated by continuation data

Impact:

- Increased number of students continuing studies at DMU
 - Evaluated through data monitoring and analysis, in comparison with historical data
- Increased number of students completing studies at DMU
 - Evaluated through data monitoring and analysis, in comparison with historical data

Which risks to equality of opportunity does this intervention address?

Risk 6: Insufficient academic support

Risk 7: Insufficient personal support

Risk 8: Mental health

Risk 9: Ongoing impacts of coronavirus

Risk 10: Cost pressures

Risk 11: Capacity issues

Risk 12: Progression from higher education

How and where is the intervention delivered?

Activity	How delivered	Where delivered
Continuation and development of existing support activities*	Face-to-face, DMU website, email, online sessions, Apps	At DMU and online
New, bespoke support activities*	Face-to-face, DMU website, email, online sessions, telephone, Apps, social media	At DMU and online
Reports/intelligence to focus intervention approaches	Desk-based; once developed communicated via DMU website/internal web-platforms (e.g. MS Teams/SharePoint); meetings (face-to-face and online)	At DMU and online
Telephone calls/emails/direct engagement with students**	Face-to-face, email, online sessions, telephone, Apps, social media	Online, social media, Apps, and via telephone

	Networking sessions for colleagues and students	Meetings (face-to-face and online). internal web-platforms (e.g. MS Teams/SharePoint), email	At DMU and online
	<p>*Whilst there are elements of group provision of information, elements of this part of the intervention will be individually delivered.</p> <p>**These are individually delivered, bespoke engagements tailored to individual students.</p>		

How will implementation be optimised?	<p>Activities:</p> <ul style="list-style-type: none"> • Target risk groups for tailored student support and engage students in tailored support based on existing and newly developed, bespoke support activities. • Monitor and assess student engagement data to identify students at risk leading to appropriate interventions. • Telephone calling/emailing/direct engagement with students followed-up by an email summary of discussions and further signposting to support and information. • Networking to evaluate interventions and share practice. <p>Outputs:</p> <ul style="list-style-type: none"> • Continuation and development of existing support activities. • New, bespoke support activities, emerging trends informing adoption of new approaches. • Reports/intelligence to focus intervention approaches. • Telephone calls/emails/direct engagement with students. • Networking sessions for colleagues and students.
---------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Evaluating APP impact

Objective(s)	All objectives as stated within the APP.
Activity	All interventions as stated within the APP.
Rationale & Assumptions	<p>Assumptions:</p> <ul style="list-style-type: none"> Upskilling our staff will enhance and expand evaluation capacity and capability. An overarching evaluation plan will ensure holistic oversight and impact of the APP. The APP Progress Lead will maintain whole provider planning for, monitoring, reporting, and oversight of the APP throughout the duration of the APP. DMU APP webpages will contribute an effective method for dissemination of APP evaluation outputs. Our interventions and evaluations will provide impactful examples for sharing within DMU and with the sector. <p>Rationale:</p> <p>Enhancing the University's evaluation capacity and capability will improve DMU's preparedness for APP evaluation, supporting the act of evaluation and dissemination of learning with the sector. Dedicated roles to support evaluation and APP progress oversight will ensure the APP remains an active plan that informs and influences, shaping present and future activity at DMU. Utilising DMU's APP webpages for dissemination of APP evaluation will provide a base from which to store and share evaluation learning.</p> <p>Alongside this APP DMU is embracing an evaluation journey, starting from a position of relatively little university-wide evaluation, seeking to build capacity and capability. We want to ensure we embrace and maximise the learning from process and impact evaluation, with a focus on process evaluation as the intervention strategies develop and embed, moving into impact evaluation as data becomes available.</p>
Evidence base	<p>Internal evidence base:</p> <p>DMU is embracing an evaluation journey, seeking to build capacity and capability alongside this APP. Activity during the development of this APP has demonstrated the ability to increase evaluation capability and capacity. The university has also appointed a new Academic Evaluation Lead, bringing sector expertise to enhance our approaches.</p> <p>External evidence base:</p> <p>TASO (n.d.) Evaluation guidance. Available at: https://taso.org.uk/evidence/evaluation-guidance-resources/</p> <p>TASO (n.d.) Our approach to evaluation. Available at: https://taso.org.uk/evidence/our-approach-to-evaluation/</p> <p>Thomson, H., et al. (2022) TASO Rapid review: Intermediate outcomes for higher education access and success. Available at: https://s33320.pcdn.co/wp-content/uploads/TASO-Report-%E2%80%93-Intermediate-outcomes-for-higher-education-access-and-success_stg4.pdf</p> <p>Thomas, L. (2020) 'Using logic chain and theory of change tools to evaluate widening participation: Learning from the What works? Student Retention & Success programme', Widening Participation and Lifelong Learning, 22(2), pp. 67-82. doi: https://doi.org/10.5456/WPLL.22.2.67</p> <p>QAA Scotland (2020) Evidence for Enhancement: Improving the Student Experience. Available at: https://www.enhancementthemes.ac.uk/docs/ethemes/evidence-for-enhancement/evaluation-tools-and-guidance.pdf?sfvrsn=f33bce81_8</p>

<p>What does the intervention involve?</p>	<p>Materials:</p> <ul style="list-style-type: none"> • Planning documents. • Monitoring and reporting mechanisms, e.g. datasets. • Reports. • DMU APP webpages. <p>Procedures:</p> <ul style="list-style-type: none"> • Equality Impact Assessments for all APP interventions. • Ethical approval for APP evaluation. • Monitoring, data analysis, and reporting processes linked to DMU governance. • Webpage updating, including timely monitoring for currency of information in the public domain. • Training and development sessions.
<p>What is the intervention expected to achieve and how?</p>	<p>Outcomes:</p> <p><i>Short-term:</i></p> <ul style="list-style-type: none"> • Increased engagement with evaluation skill development <ul style="list-style-type: none"> ◦ Evaluated through data monitoring and analysis, the use of pre- and post- activity surveys, and in comparison with historical data • Increased university-wide awareness of DMU APP <ul style="list-style-type: none"> ◦ Evaluated through data monitoring and analysis, the use of pre- and post- activity surveys, focus groups, interviews, and in comparison with historical data <p><i>Intermediate and/or long-term:</i></p> <ul style="list-style-type: none"> • Increased evaluation capability within DMU <ul style="list-style-type: none"> ◦ Evaluated through data monitoring and analysis, and in comparison with historical data • Increased oversight of progress against APP intervention and evaluation <ul style="list-style-type: none"> ◦ Evaluated through data monitoring and analysis, and in comparison with historical data • Increased reporting based on learning from APP intervention and evaluation (internally and externally) <ul style="list-style-type: none"> ◦ Evaluated through data monitoring and analysis, desk-based research, and literature review <p>Impact:</p> <ul style="list-style-type: none"> • Increased APP-related evaluation output and dissemination <ul style="list-style-type: none"> ◦ Evaluated through data monitoring and analysis, desk-based research, and literature review
<p>Which risks to equality of opportunity does this intervention address?</p>	<p>As this is the over-arching evaluation of the whole APP to ensure the effectiveness of all elements of our APP, this intervention is a holistic one that encompasses all equality of opportunity risks addressed across the four APP interventions.</p>

How and where is the intervention delivered?

Activity	How delivered	Where delivered
Training and development sessions	Face-to-face, desk-based, and online	At DMU, via sector events, and online
Effective practice sharing activities (e.g. workshops, conferences, reports, articles)	Activities/events (face-to-face and online), internal web-platforms (e.g. MS Teams/SharePoint), email, reports, articles (e.g. online and journal articles)	At DMU, via sector events, and online
Planning documents	Desk-based, internal web-platforms (e.g. MS Teams/SharePoint), email, face-to-face, online sessions	At DMU and online
Equality Impact Assessments	Desk-based	Within DMU
Ethical approval for APP evaluation	Desk-based	Within DMU
Monitoring and reporting (including Committee/Board reports)	Desk-based, meetings (face-to-face and online), internal web-platforms (e.g. MS Teams/SharePoint), email, face-to-face, online sessions	At DMU and online
Content on DMU APP webpages	Desk-based, online	Online

These are typically delivered via group provision of information, however, there are likely to be a few elements that will be individually delivered particularly in advance of report or dissemination sign-off/approval for sharing externally.

How will implementation be optimised?

Activities:

- Target upskilling of existing staff resource to enhance and expand evaluation capacity and capability.
- Enhance planning for APP intervention and evaluation.
- Dedicated monitoring, reporting and oversight of progress against APP intervention and evaluation.
- Collaboration between APP Progress Lead, MarComms and ITMS to update DMU APP webpages for evaluation outputs.

Outputs:

- Training and development sessions.
- Effective practice and learning sharing activities (e.g. workshops, conferences, reports, articles).
- Planning documents.
- Equality Impact Assessments for APP interventions.
- Ethical approval for APP evaluation.
- Monitoring and reporting mechanisms, including Committee/Board reports.
- Content on DMU APP webpages.

2025-26 fee information

Provider name: De Montfort University

Provider UKPRN: 10001883

Summary of 2025-26 course fees for new entrants

*Course type not listed by the provider as available to new entrants in 2025-26. This means that any such course delivered to new entrants in 2025-26 would be subject to fees capped at the basic fee amount.

Inflation statement

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

Table 1a - Full-time course fee levels for 2025-26 new entrants

Full-time course type:	Additional information:	Sub-contractual UKPRN:	Course fee:
First degree		N/A	£9,535
Foundation degree	*	N/A	*
Foundation year/Year 0 (classroom based)	*	N/A	*
Foundation year/Year 0 (non-classroom based)		N/A	£9,535
HNC/HND	*	N/A	*
CertHE/DipHE		N/A	£9,535
Postgraduate ITT	*	N/A	*
Accelerated degree	*	N/A	*
Sandwich year		N/A	£1,905
Turing scheme and overseas study years		N/A	£1,427
Other	*	N/A	*

Table 1b - Sub-contractual full-time course fee levels for 2025-26 new entrants

Sub-contractual full-time course type:	Sub-contractual provider name and additional information:	Sub-contractual UKPRN:	Course fee:
First degree	London School of Science & Technology Limited	10008362	£9,535
First degree	Performance Preparation Academy Limited	10066270	£9,535
First degree	Raindance Educational Services Limited	10062833	£9,535
Foundation degree	*	*	*
Foundation year/Year 0 (classroom based)	*	*	*
Foundation year/Year 0 (non-classroom based)	Performance Preparation Academy Limited	10066270	£9,535
HNC/HND	Leicester College	10003867	£6,355
HNC/HND	SCL Education & Training Limited	10043208	£6,500
CertHE/DipHE	*	*	*
Postgraduate ITT	*	*	*
Accelerated degree	Leicester College	10003867	£9,535
Sandwich year	*	*	*
Turing scheme and overseas study years	*	*	*
Other	*	*	*

Table 1c - Part-time course fee levels for 2025-26 new entrants

Part-time course type:	Additional information:	Sub-contractual UKPRN:	Course fee:
First degree		N/A	£6,935
Foundation degree	*	N/A	*
Foundation year/Year 0 (classroom based)	*	N/A	*
Foundation year/Year 0 (non-classroom based)		N/A	£6,935
HNC/HND	*	N/A	*
CertHE/DipHE		N/A	£6,935
Postgraduate ITT	*	N/A	*
Accelerated degree	*	N/A	*
Sandwich year	*	N/A	*
Turing scheme and overseas study years	*	N/A	*
Other	*	N/A	*

Table 1d - Sub-contractual part-time course fee levels for 2025-26 new entrants

Sub-contractual part-time course type:	Sub-contractual provider name and additional information:	Sub-contractual UKPRN:	Course fee:
First degree	N D A Foundation - Subcontractor National Design Academy (NDA is a brand of the N D A foundation) Full degree. Students take 120 credits in a calendar year	10038501	£5,495
First degree	N D A Foundation - Subcontractor National Design Academy (NDA is a brand of the N.D.A Foundation) Level 6 top-up degree	10038501	£6,195
First degree	N D A Foundation - Subcontractor National Motorsport Academy (NMA is a brand of the N D A foundation) Full degree. Students take 120 credits in a calendar year	10038501	£7,145
First degree	Society of Local Council Clerks - Sub contractor Society for Local Council Clerks. The honours degree is delivered through distance learning	10087103	£3,400
Foundation degree	*	*	*
Foundation year/Year 0 (classroom based)	*	*	*
Foundation year/Year 0 (non-classroom based)	*	*	*
HNC/HND	*	*	*
CertHE/DipHE	Society of Local Council Clerks	10087103	£3,400
Postgraduate ITT	*	*	*
Accelerated degree	*	*	*
Sandwich year	*	*	*
Turing scheme and overseas study years	*	*	*
Other	*	*	*

Fees, investments and targets

2025-26 to 2028-29

Provider name: De Montfort University

Provider UKPRN: 10001883

Investment summary

A provider is expected to submit information about its forecasted investment to achieve the objectives of its access and participation plan in respect of the following areas: access, financial support and research and evaluation. Note that this does not necessarily represent the total amount spent by a provider in these areas. Table 6b provides a summary of the forecasted investment, across the four academic years covered by the plan, and Table 6d gives a more detailed breakdown.

Notes about the data:

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.

Yellow shading indicates data that was calculated rather than input directly by the provider.

In Table 6d (under 'Breakdown'):

"Total access investment funded from HFI" refers to income from charging fees above the basic fee limit.

"Total access investment from other funding (as specified)" refers to other funding, including OFS funding (but excluding Uni Connect), other public funding and funding from other sources such as philanthropic giving and private sector sources and/or partners.

Table 6b - Investment summary

Access and participation plan investment summary (£)	Breakdown	2025-26	2026-27	2027-28	2028-29
Access activity investment (£)	NA	£647,000	£665,000	£683,000	£702,000
Financial support (£)	NA	£2,101,000	£2,101,000	£2,101,000	£2,101,000
Research and evaluation (£)	NA	£78,000	£81,000	£83,000	£85,000

Table 6d - Investment estimates

Investment estimate (to the nearest £1,000)	Breakdown	2025-26	2026-27	2027-28	2028-29
Access activity investment	Pre-16 access activities (£)	£254,000	£260,000	£266,000	£272,000
Access activity investment	Post-16 access activities (£)	£393,000	£405,000	£417,000	£430,000
Access activity investment	Other access activities (£)	£0	£0	£0	£0
Access activity investment	Total access investment (£)	£647,000	£665,000	£683,000	£702,000
Access activity investment	Total access investment (as % of HFI)	2.0%	2.0%	2.0%	2.0%
Access activity investment	Total access investment funded from HFI (£)	£647,000	£665,000	£683,000	£702,000
Access activity investment	Total access investment from other funding (as specified) (£)	£0	£0	£0	£0
Financial support investment	Bursaries and scholarships (£)	£1,124,000	£1,124,000	£1,124,000	£1,124,000
Financial support investment	Fee waivers (£)	£107,000	£107,000	£107,000	£107,000
Financial support investment	Hardship funds (£)	£870,000	£870,000	£870,000	£870,000
Financial support investment	Total financial support investment (£)	£2,101,000	£2,101,000	£2,101,000	£2,101,000
Financial support investment	Total financial support investment (as % of HFI)	6.4%	6.3%	6.2%	6.0%
Research and evaluation investment	Research and evaluation investment (£)	£78,000	£81,000	£83,000	£85,000
Research and evaluation investment	Research and evaluation investment (as % of HFI)	0.2%	0.2%	0.2%	0.2%

Fees, investments and targets

2025-26 to 2028-29

Provider name: De Montfort University

Provider UKPRN: 10001883

Targets

Table 5b: Access and/or raising attainment targets

Aim (500 characters maximum)	Reference number	Lifecycle stage	Characteristic	Target group	Comparator group	Description and commentary (500 characters maximum)	Is this target collaborative?	Data source	Baseline year	Units	Baseline data	2025-26 milestone	2026-27 milestone	2027-28 milestone	2028-29 milestone
Improve Access for the most disadvantaged students. Raising Access for students from IMD Q 1 & 2 from 53.0% to 60.1%, a change of 7.1%.	PTA_1	Access	Deprivation (Index of Multiple Deprivations (IMD))	IMD quintile 1 and 2	Other (please specify in description)	Comparator group = Sector IMD quintile 1 and 2 Collaborative = Collaborative partnerships involved in the delivery of this target include IntoUniversity, East Midlands Widening Participation Research and Evaluation Partnership (EMWPREP) and Pathways (Uniconnect).	Yes	The access and participation dashboard	2022-23	Percentage	53.0%	55.8%	57.3%	58.7%	60.1%
	PTA_2														
	PTA_3														
	PTA_4														
	PTA_5														
	PTA_6														
	PTA_7														
	PTA_8														
	PTA_9														
	PTA_10														
	PTA_11														
	PTA_12														

Table 5d: Success targets

Aim (500 characters maximum)	Reference number	Lifecycle stage	Characteristic	Target group	Comparator group	Description and commentary (500 characters maximum)	Is this target collaborative?	Data source	Baseline year	Units	Baseline data	2025-26 milestone	2026-27 milestone	2027-28 milestone	2028-29 milestone
Improve Continuation outcomes for the most disadvantaged Male students. Raising Continuation for IMD Q 1 & 2 Male students from 82.0% to 90.3%, a change of 8.3%.	PTS_1	Continuation	Intersection of characteristics	Other (please specify in description)	Other (please specify in description)	Characteristic = Deprivation (Index of Multiple Deprivations (IMD)) & Sex Target group = IMD quintile 1 and 2 & Male Comparator group = IMD quintile 1 and 2 & Female	No	The access and participation dashboard	2022-23	Percentage	82.0%	85.3%	87.0%	88.6%	90.3%
Improve Continuation outcomes for students of Black, Mixed and Other minoritised ethnic backgrounds. Raising Continuation for students of Black, Mixed, and Other ethnicity backgrounds from 84.1% to 89.3%, a change of 5.2%.	PTS_2	Continuation	Ethnicity	Not specified (please give detail in description)	Asian	Target group = Black, Mixed and Other ethnicity	No	The access and participation dashboard	2022-23	Percentage	84.1%	86.2%	87.2%	88.3%	89.3%
Improve Completion outcomes for Mature students. Raising Completion for Mature students from 84.2% to 89.5%, a change of 5.3%.	PTS_3	Completion	Age	Mature (over 21)	Young (under 21)		No	The access and participation dashboard	2022-23	Percentage	84.2%	86.3%	87.4%	88.4%	89.5%
Improve Completion outcomes for the most disadvantaged Male students. Raising Completion for IMD Q 1 & 2 Male students from 82.7% to 92.2%, a change of 9.5%.	PTS_4	Completion	Intersection of characteristics	Other (please specify in description)	Other (please specify in description)	Characteristic = Deprivation (Index of Multiple Deprivations (IMD)) & Sex Target group = IMD quintile 1 and 2 & Male Comparator group = IMD quintile 3, 4 and 5 & Female	No	The access and participation dashboard	2022-23	Percentage	82.7%	86.5%	88.4%	90.3%	92.2%

