



Student-centred

We are committed 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.

- We are proud to have one of the most diverse student bodies of any university in the UK and we are committed to improving the representation, progression and success of underrepresented student groups through initiatives such as our Decolonising DMU programme and inclusive teaching practices.
- We will create a more inclusive university that enables stronger partnerships with employers by tackling important skills gaps in our local and regional economy through a focus on access, diversity and inclusion.
- We will work with local schools and colleges to increase opportunities for pupils and students to learn and to address attainment gaps.

 We will work with our students to enhance their experience.
Strong student partnership will be a defining characteristic of all of our Learning for Life activity.





Creative approaches to teaching and learning

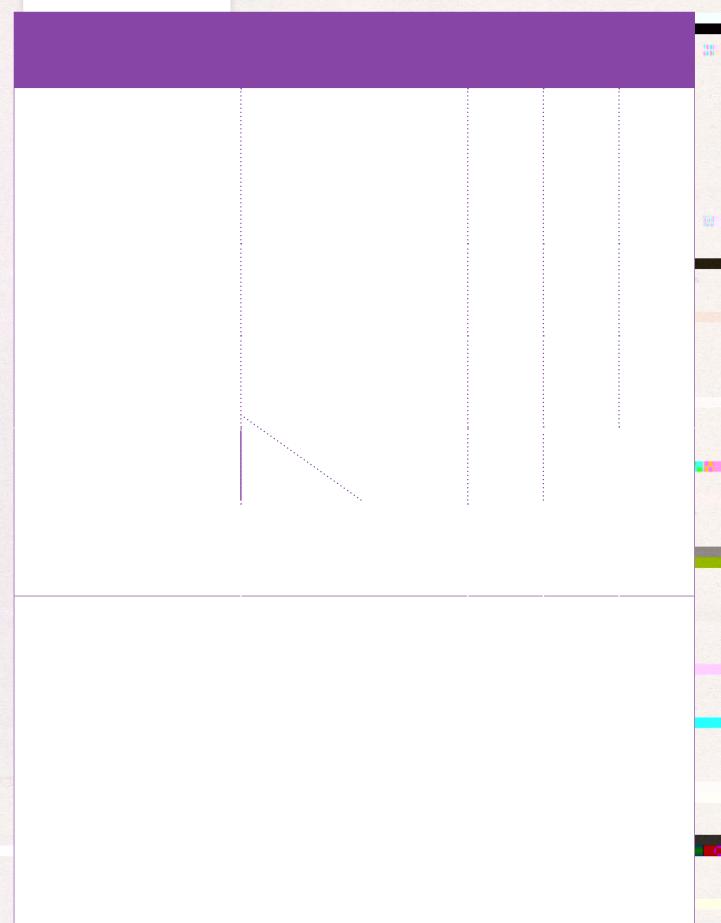
Over the lifetime of this strategy, we will ensure that we offer a balanced portfolio between undergraduate, postgraduate, research degrees and apprenticeship provision with a focus on building up the number of short accredited and non-accredited courses and micro-credential opportunities that offer more diverse ways to access learning at DMU. These courses will be delivered in a range of modalities that include distance learning, blended and fully on campus. We will increase opportunities to combine work and study.

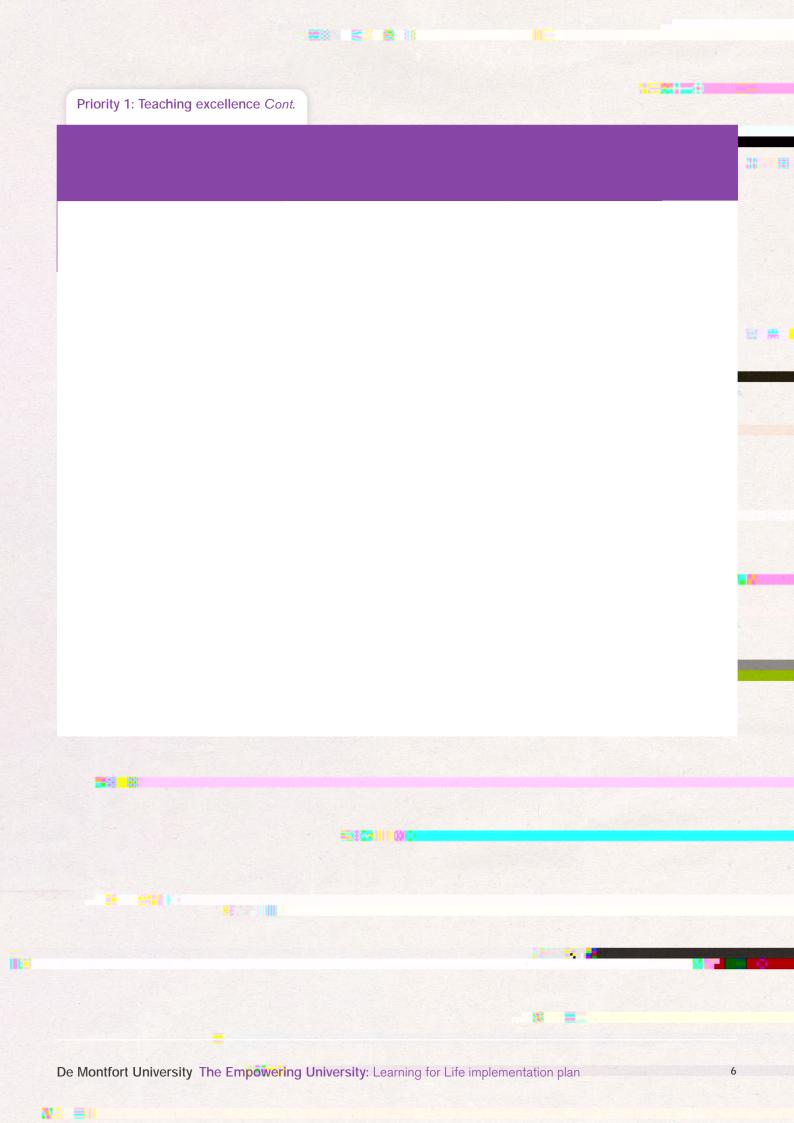
We pride ourselves on being a university whose history is rooted in the forefront of educating generations of workers for developing skilled roles needed in local industries, and our research addresses global challenges and is applied in a range of contexts.

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- We will consolidate/build upon the progress that we have undertaken with our ambitious Higher and Degree Apprenticeship programmes that enable students to combine work and study.
- We will develop/extend our distance learning provision which enables learners across the world to undertake study in a way that is most convenient to them and which is underpinned by an extensive range of resources and support.
- We will develop and embed our student-centred, practice-based teaching and learning approach, which empowers students to learn and helps them build resilience, so that they can thrive in the uncertainties of society and work post graduation.
- Employers and leaders in the region, nationally and internationally, will want to work with our alumni who will be known for their expertise, depth of learning and their 'can do' enterprising approach.
- We will develop a challenge-based education curriculum that is enriched by our research themes, which in turn will influence what we teach, the courses on offer and how we teach.
- Our Education 2030 programme will provide a sector-leading pedagogical provision that will develop and showcase our capability and capacity to deliver immersive block, practice-based learning and teaching.
- There will be a ladder of opportunities for staff who support teaching

Priority 1: Teaching excellence







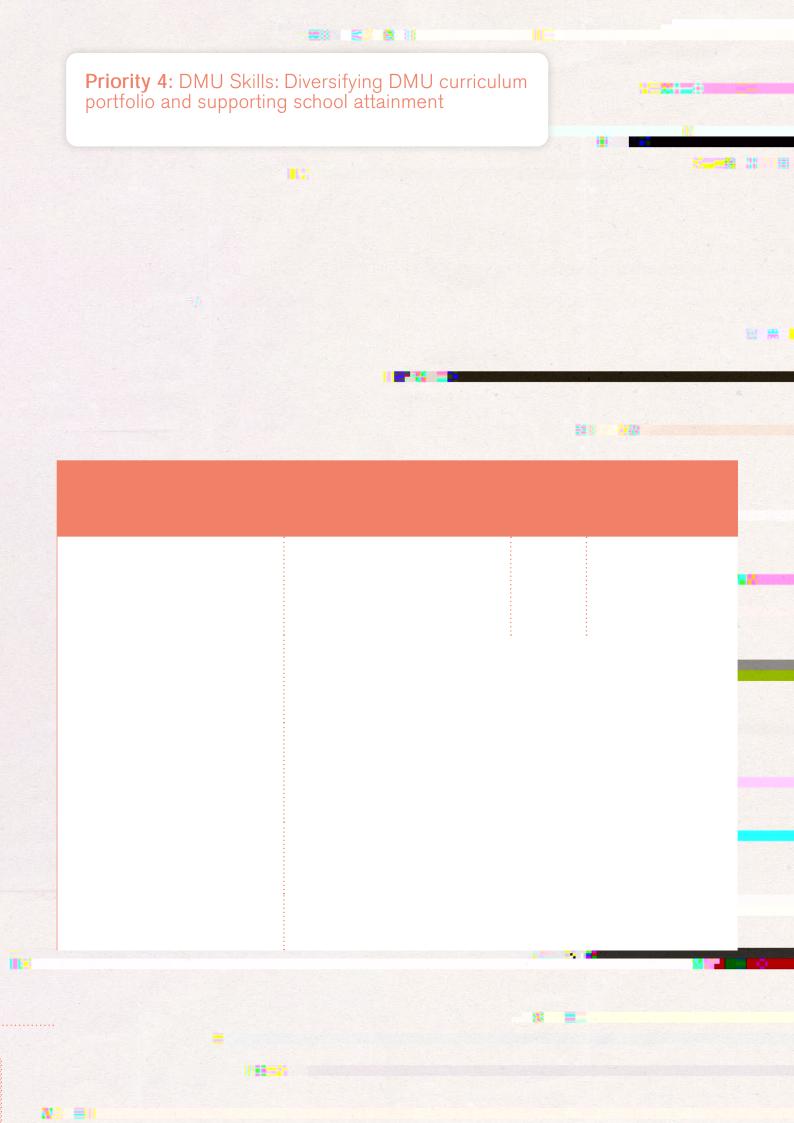
Priority 2: Student Success for All: Developing a quality enhancement framework



Success indicators	Targets	Current		Target		
A rigorous and embedded data-led approach to quality enhancement that supports continuous improvement towards our academic KPTs and successful student outcomes.	Above benchmark TEF data (with a focus on continuation).	[Baseline va	eline value] [Ta		get value]	
	Meeting APP targets (current and future APP plan). Elimination of awarding gap for Black, Asian and minoratised ethnic students (on track for APP targets). Awarding gap for mature students.	-13.8% (2019/20) -8.5% (2019/20)		0% (Mar 2027) 0% (Mar 2027)		
		Timing				
Strategic objective	Activity	Start	Er	nd	Owner	
We will create a governance structure that supports quality enhancement.	Create a new Education Committee which replaces current ULTC to extend remit and terms of reference to include all stages of student life cycle.	Mar 2023	D€ 20		PVC E	
	Work with DSU to establish an annual enhancement theme.				PVC HLS ARCS	
	Create and implement a supportive and enhanced monitoring approach for courses below benchmark.				DSU	
	Develop evaluation capacity					







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Glossary

Job titles

Acronym: Title:

PVC Deputy Vice-Chancellor

ARCS Academic Registrar and Company Secretary

PVCE Pro Vice-Chancellor Education

PVC RBI Pro Vice-Chancellor Regional Business and Innovation

PVC RASD Pro Vice-Chancellor Research and Academic Development

PVC SE Pro Vice-Chancellor Student Experience

PVC HLS Pro Vice-Chancellor Health and Life Sciences

ADA CEM Associate Dean Academic Computing Engineering and Media

APVC A Associate Pro Vice-Chancellor Academic

CAITE Centre for Academic Innovation and Teaching Excellence

DSU De Montfort Students' Union

DAQ Department of Academic Quality

POD People and Organisational Development

