





# Section 1:

## 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.





## Flexible learning

This strategy brings to the fore the need for universities to adapt and change in response to unprecedented social, economic and environmental challenges driven by globalisation and technological developments. This will provide new opportunities for our entrepreneurial students, who are connected, and increasingly motivated, by financial security, meaningful social change, community and the planet.

Student learning is no longer defined by a simple online/on campus binary or ratio. At DMU our digital transformation will support all aspects of empowering



## 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.

- 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 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 value]	[Target value]	
	Meeting APP targets (current and future APP plan). Elimination of awarding gap for Black, Asian and minoratized ethnic students (on track for APP targets). Awarding gap for mature students.	-13.8% (2019/20)	0% (Mar 2027)	
		-8.5% (2019/20)	0% (Mar 2027)	
Strategic objective	Activity	Timing		Owner
		Start	End	
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	Dec 2023	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			





**Priority 4: DMU Skills: Diversifying DMU curriculum portfolio and supporting school attainment**



Priority 4: DMU Skills: Diversifying DMU curriculum portfolio and supporting school attainment *Cont.*



# Glossary:

## Job titles

Acronym:	Title:
<b>PVC</b>	Deputy Vice-Chancellor
<b>ARCS</b>	Academic Registrar and Company Secretary
<b>PVCE</b>	Pro Vice-Chancellor Education
<b>PVC RBI</b>	Pro Vice-Chancellor Regional Business and Innovation
<b>PVC RASD</b>	Pro Vice-Chancellor Research and Academic Development
<b>PVC SE</b>	Pro Vice-Chancellor Student Experience
<b>PVC HLS</b>	Pro Vice-Chancellor Health and Life Sciences
<b>ADA CEM</b>	Associate Dean Academic Computing Engineering and Media
<b>APVC A</b>	Associate Pro Vice-Chancellor Academic
<b>CAITE</b>	Centre for Academic Innovation and Teaching Excellence
<b>DSU</b>	De Montfort Students' Union
<b>DAQ</b>	Department of Academic Quality
<b>POD</b>	People and Organisational Development

