



A St Mary's Learning & Teaching Strategy 2020/21-2025/26: Face-to-Face PLUS (F2F+) An 'at a glance' summary

SECTION 1

Theme 1: Programme design & innovation	Theme 2: Our learning support environment
<ul style="list-style-type: none"> ✓ New Face-to-face PLUS (F2F+) brand for our learning and teaching approach. ✓ New online programme design and approval process to drive innovation in our 'offer', with enhanced focus on students as co-creators. ✓ Enhanced focus on widening participation in programme design and quality assurance processes, plus impact evaluation of WP initiatives. ✓ Enhanced student mobility opportunities - e.g. study abroad. ✓ More flexible academic year, with introduction of short 4 week semesters in January and June. ✓ New opportunities for students to engage with interdisciplinary modules. ✓ New Continuing Education programme providing enhanced CPD and personal development opportunities for a wider audience. ✓ Enhanced focus on experiential and applied learning – wider integration of placement modules, Year in Placement pathways, internships, mentoring. 	<ul style="list-style-type: none"> ✓ A new 'One stop shop' or HUB for students seeking advice or guidance on any issue. ✓ A new online Mentoring Hub and Mentoring Strategy. ✓ Expansion of the St Mary's Award with students able to evidence achievement of our Graduate Attributes. ✓ Investment in additional Learning Development Lecturers, Programme Liaison Officers and dedicated tutors to support students who have English as a second Language. ✓ More opportunities for students to co-create and shape their own learning experience. ✓ A robust appraisal process that empowers our staff to focus on CPD via enhancing opportunities for professional development and ensuring that innovation and excellence are recognised, celebrated and rewarded. ✓ Improved learning spaces that support greater flexibility in learning (e.g. Hyflex teaching, Linked-In Learning). ✓ Improved student support for mental wellbeing, and for students with disabilities. ✓ Development of our post-graduate research student community. ✓ Continued investment to support digital equality. ✓ New 'Study Abroad Outward Mobility Fund'.
Theme 3: Teaching practices and skills development approaches	Theme 4: Digital transformation
<ul style="list-style-type: none"> ✓ Focus on inclusive approaches to supporting learning. ✓ Emphasis on 9 key principles of effective teaching. ✓ Introduction of F2F+ 'Spectrum' and clear expectations of the balance between online and face-to-face teaching contact. ✓ Embedded approach to employability and career development, with students given more agency in their own professional development. 	<ul style="list-style-type: none"> ✓ Continual upgrading of our Virtual Learning Environment (VLE). ✓ Leveraging the power of existing digital platforms via enhanced staff training, CPD and guidance. ✓ Investing in new digital platforms and tools to ensure that we are a feature-rich and digitally capable community.

- ✓ Improved, student-friendly online system of providing feedback on modules.
- ✓ New digitally-enabled pedagogies such as gamification, virtual and augmented reality and green screen teaching, micro-learning and integration of Linked-In Learning and other online resources.
- ✓ Introduction of new roles in Careers and in departments to support placement learning (e.g. liaison with employers), and a rapid increase in the number of students engaging with placements.

- ✓ Giving students more control over their learning journey via enhanced access to digital resources and tools, and enabling a more personalised and tailored learning experience.
- ✓ Enhanced provision of learning designers and media services to support growing demand for media rich content for the development of both blended and online programmes.
- ✓ Leveraging the full functionality and potential of our Virtual Learning Environment (Moodle).
- ✓ Enhanced digital systems and student-friendly digital platforms.
- ✓ Enhanced quality and accessibility of high quality data and educational analytics.

SECTION 2

A St Mary's Learning & Teaching Strategy

2020/21-2025/26:

Face-to-Face PLUS (F2F+)

What is our brand?

St Mary's is known for its small friendly, intimate campus, and its nurturing, student-centred approach, based on positive working relationships between staff and students. We are also well-known for Initial Teacher Training (ITT) and Sport-related provision and a strong offer in the field of applied learning.

It is now timely to develop a similarly strong brand identity for our approach to Learning & Teaching.

Our future approach to teaching at St Mary's will be branded "**Face-to-Face PLUS**" (which can be shortened to "F2F+"). This reflects our ambition to retain face-to-face on-campus teaching as a crucial aspect of our ethos, but to also draw on educational technology and online elements to 'add value' by enabling students to engage with their programmes in more flexible ways.

The campus experience and face-to-face teaching will therefore continue to be at the heart of our approach at St Mary's but programmes will also draw on best practice in creating opportunities for students to engage online, and at a distance in more flexible ways where this suits them and benefits them.

All programmes (except those specifically designed and validated for distance learning) will therefore provide in-person, on-campus teaching, but all will also include a digital, online element. We will adopt a F2F+ 'Spectrum' that divides modules into 4 types based on the balance between face-to-face teaching (i.e. in-person, on campus) and online elements, which may include synchronous (live, real-time) sessions, and asynchronous components (e.g. pre-recorded lectures, activities, tasks).

Our approach will be inclusive in order to enable all our students to achieve their potential, irrespective of their background, ethnicity, age, disability, or gender. We will leverage existing digital platforms and embrace new technologies where these will enable greater inclusivity and create more flexibility for our staff in the way they work and teach, and for our students in the way they study and learn. It will also be informed by the commitments, targets and actions set-out in our Access & Participation Plan (APP).

What is the primary purpose of this Learning & Teaching Strategy?

This Strategy is a means to an end. It sets out the path we will take over the next 5 years as a community to ensure that St Mary's is able to provide a truly distinctive student experience which draws on our traditional strengths whilst taking advantage of the opportunities that new educational approaches and new technologies provide to teach and support student learning in new ways. It defines the distinctive values and pedagogical approaches that will underpin our teaching and how students learn. It sets out, also, how we will build and maintain an inclusive environment that enables all our students to achieve their potential and progress into further study or exciting graduate careers.

What are the key themes?

Our Strategy focuses on 4 key themes, each of which contains specific strands. Each theme will play a critical role in shaping the future education of our students at St Mary's.

Theme 1: Programme design & innovation

- Embedded curriculum frameworks (at undergraduate and post-graduate levels)
- Expansion and innovation via partnership, including building inward and outward student mobility (e.g. study abroad).
- Embedding of employability and career development within programmes.
- Flexing the academic year to provide greater flexibility for students.
- Implementing a new programme design and approval process that encourages and supports innovation.
- Extended the breadth of our students' learning e.g. via the provision of new UG interdisciplinary optional modules, and the number of programmes that integrate a Year in Placement.
- Creation of an innovative Continuing Education offer that provides new opportunities for part-time study and professional development for a wider national and international audience.

Theme 2: Our learning support environment

- Exceptional student learning support – improved central support for students, and enhanced training so they can leverage maximum value from key digital tools and platforms.
- Empowering our students – greater involvement in evaluation and enhancement of programmes at all levels, including Foundation Year, Undergraduate, Masters and Post-graduate research students.
- Providing inclusive access and increased options for students to gain professional experience both inside and outside the University.
- Empowering our academic and learning support staff – through enhanced CPD, bespoke training on digital topics, access to digital content, and alignment with Career Pathways and promotions processes.
- Transformation of our learning spaces so that they support greater flexibility in delivery and more inclusive pedagogies.
- Student mentoring – Creation of 'student mentoring hub' and diversification of mentoring schemes/opportunities for all students, including Foundation Year, Undergraduate, Masters and Post-graduate research students.
- Enhanced support for student mental wellbeing and for students with disabilities.

Theme 3: Teaching practices and skills-development approaches

- High quality teaching drawing on effective teaching practices contained in our Curriculum Framework.
- New digitally-enabled pedagogies such as gamification, augmented reality, virtual reality, green-screen teaching, micro-learning.
- Greater flexibility for students to engage with learning in new ways and in formats that suit them.
- More inclusive approaches to supporting learning.
- Adoption of a F2F+ 'Spectrum' with all modules adhering to a specific Type based on a variable balance between face-to-face and online elements.
- Embedded employability and transferrable skills development opportunities (e.g. via short & long term (and online) placements, CWL modules (currently 300 students per year), WP-focused initiatives like BeSMART, and recognition of these via the St Mary's Award.
- Enabling students to play an active and meaningful part in their own academic and professional Development.

Theme 4: Digital transformation

This theme underpins the other 3 themes highlighted above: e.g. by supporting an online programme design and approval process, supporting new digitally-enabled pedagogies, and by providing enhanced student learning support. It also includes the following 'enabling strands':

- Enabling student engagement, through transforming the use of digital from a course administration and repository tool to a core enabler of engaging and pedagogically sound online and blended learning activities.
- Enabling student success, satisfaction, retention and graduate outcomes through strategic use of digital technologies that promote active, highly engaged learning in both the physical and digital domains.
- Enabling commercial opportunities, through utilising digital approaches to exploit our academic teaching for commercial purposes.
- Enabling student empowerment, through engaging and empowering students to thrive and succeed in their digital learning environment, and by providing a more personalised and tailored student experience.
- Enabling staff to innovate, through investing in staff, and supporting them in the provision of digital learning.

How will students benefit from this Strategy?

The Strategy will provide a range of benefits for students over its lifetime. These include:

1. Renewed focus on inclusive learning and teaching to enable all of our students to achieve their potential, with teaching underpinned by 9 key principles of effective teaching.
2. Clear expectations are articulated with regard to the centrality of face-to-face teaching and the campus experience – both of which will remain centre stage and at the heart of our approach, with online elements employed where these add value and flexibility.
3. The continued focus on small group teaching and the central role of seminar groups.
4. An enhanced focus on providing applied learning opportunities – e.g. wider availability of CWL modules, extension of Year in Placement, mentoring opportunities.
5. A new Hub' to support all forms of student mentoring programmes and mentoring opportunities.
6. Enhanced opportunities to be mentored or to serve as a student mentor.
7. A new One Stop Shop or 'Hub' in the Library foyer – providing a single reception desk where any student query can be addressed quickly and efficiently.
8. Improved teaching spaces with integrated technology that supports more flexible modes of learning – e.g. Hyflex teaching.

9. Improved support for mental health and students needing access to assistive technology.
10. Co-creation - greater involvement and consultation with students and student reps as partners in the programme design and approval process, and in annual quality assurance processes, including Staff-Student Forums.
11. Enhancements to digital systems and student-friendly digital platforms, including improvements to Lecture Capture, introduction of Chatbots etc.
12. New opportunities to engage with interdisciplinary optional modules at levels 5 & 6 (undergraduates), enabling students to study outside of their home 'department' and engage with a wider range of students.
13. Enhanced provision of Learning Development Lecturers to support the development of students' academic study skills, and Programme Liaison Officers to ensure high standards of pastoral support and community building between and within programmes.
14. Improved self-service in terms of being able to access useful data, including improvements to the student-facing aspect of the Personal Tutor Dashboard.
15. Improvements in provision of staff training and CPD will mean improvements in the student experience of learning and teaching, irrespective of the level of study (UG, PGT, PGR).
16. A review of our Personal Tutor Policy in 2021/22 will focus on how the value of personal tutors can be enhanced in the future.
17. The addition of short 4-week January and June semesters will provide opportunities for students to do modules in a more intensive format where it suits them.
18. Enhanced emphasis on micro-learning and online learning for personal and academic development – e.g. via Linked-In Learning, and online modules on Academic Integrity.
19. Enhanced support for students with English as a 2nd language – including recruitment of new English for Academic Purposes (EAP) tutors.
20. Improved support for mental wellbeing and developing resilience.
21. Enhanced study abroad opportunities.
22. Improved, student-friendly online system of providing feedback on modules.
23. An embedded approach to the development of employability across all programmes, in keeping with the core principles of our Employability Strategy.
24. Creation of a new funds to support outward student mobility (study abroad).

Our Four Themes as Drivers of Change and Enhancement

Theme 1: Programme design & innovation		
1	Embedded Curriculum Frameworks	<ul style="list-style-type: none"> • A University-wide UG Curriculum Framework (approved June 2019) now informs the design and delivery of all UG programmes from 2019/20 onwards. • Introduce a PG (Master's) Framework. The Master's Framework will be approved during the academic year 2021/22 ready for implementation in 2022/23.
2	Expansion & Innovation via Partnership	<ul style="list-style-type: none"> • Develop new collaborative partnerships with UK/Overseas HEIs and FE colleges that enable the University to recruit in new areas, engage with new markets or constituencies that also build financial sustainability. • Invest in staff resource to ensure quality oversight of collaborative partnerships as the number of partnerships grows. • Mitigate risks associated with key areas of provision – especially those where Govt policy may undermine existing provision (e.g. Foundation year programmes).
3	Improved design & programme	<ul style="list-style-type: none"> • Our programme offer – Faculty/Institutes will develop forward-looking 2-5 yr plans for the 'programme offer' to ensure that St Mary's is able to offer world class programmes that attract diverse student applicants and prepare students to address societal challenges of the future.

	<p>approval process</p>	<ul style="list-style-type: none"> • Programme approval - Our new programme approval process integrate Programme Development Intensives (PDIs) that ensure greater cross-University collaboration. Programmes design will be explicitly informed by our Curriculum Frameworks, Race Equality Charter, APP commitments, and Athena Swann commitments. • Periodic Review – This will replace ‘Revalidation’ during 2021/22 and will drive a more reflective and streamlined approach at programme level with a greater emphasis on programme enhancement. • Evidence-informed enhancement – we will draw on improved internal data, external data (where appropriate), evidence from sector research and best practice in the sector to continually enhance our programmes. • More effective and consistent approaches to WP impact evaluation – We will draw on expertise in CTESS to ensure that enhancements to programmes are subjected to WP Impact Evaluation to ensure that resources are deployed where impact is shown to be greatest. • Diversification of content and learning resources –We will build on progress in this area by drawing on good practice and research, and by aligning work with the commitments within our Race Equality Charter.
4	<p>Flexing the academic year</p>	<ul style="list-style-type: none"> • The introduction of short, intense 4 week semesters (‘J’ & ‘S’ Semesters), that enable delivery of key modules during January and in June.
5	<p>Extending breadth of learning</p>	<ul style="list-style-type: none"> • All undergraduate students¹ will be able to enrol on interdisciplinary optional modules: <ol style="list-style-type: none"> 1) Enterprise and entrepreneurship 2) Encounters with the Sacred 3) Leadership in the 21st Century. • Increase the number of programmes that integrate a Work-based Learning (CWL) module and a Year in Placement. By 2026, all programmes (excepting those where PSRB requirements dictate otherwise) should include a CWL module and a Year in Placement.
6	<p>Building a CE ‘Offer’</p>	<ul style="list-style-type: none"> • The University will take concrete steps to build on its short courses/summer school provision by building an enhanced CE ‘offer’. <p>This will enable the University to:</p> <ul style="list-style-type: none"> ○ Engage with a wider range of learners ○ Addresses the Govt workforce development agenda ○ Maximise the impact and value of existing programmes and modules.
	<p>Increasing opportunities for outward mobility</p>	<ul style="list-style-type: none"> • Increase the numbers of students participating in outward mobility opportunities. We will take a multi-faceted approach: <ul style="list-style-type: none"> ○ Integrate international opportunities into degree courses by formalising semester abroad options, creating 4-year sandwich degrees, appointing international advisors within schools, and agreeing mobility targets within academic programmes. ○ Improve visibility of international programmes across campus by embedding them in the curriculum, highlighting opportunities in external marketing and events, engaging Study Abroad alumni to work with new students, supporting international work placements and creating an International Opportunities Advisory Group. ○ Identify funding gaps for activities and student segments and create a funding plan for international mobilities that capitalises on

		<p>multiple funding streams, including Turing Scheme, WP funds and institutional support for semester, short-term, virtual and summer mobilities.</p> <ul style="list-style-type: none"> ○ Develop a Study Abroad partnership strategy that increases opportunities for outbound mobility by developing criteria, evaluating current partners, identifying gaps in our provision and increasing options for different academic programmes.
	Increase inward mobility	<ul style="list-style-type: none"> ● Increase the number of short-term international students studying at St Mary's (inward mobility). We will enhance numbers via the following multi-faceted approach: <ul style="list-style-type: none"> ○ Ensure a wide range of modules are available to visiting students each semester to continue to attract students. ○ Diversify the number and types of programmes offered to increase income and reach wider audience. ○ Increase marketing of international programmes. ○ Develop and strengthen partnerships with institutions that send fee-paying students.

Theme 2: Our learning support environment

1	Exceptional learning support	<ul style="list-style-type: none"> ● A new Student Hub – A 'one stop shop' will be established during 2021 as a single point of guidance, information and advice/referral for all St Mary's students. The physical 'Hub' will be replicated and accompanied by an online web-based equivalent via which students can book 1 to 1 sessions etc. ● Personal tutors - We will continue to build on the high levels of 1 to 1 student support provided by personal tutors by carrying out a comprehensive review of our Personal Tutoring Policy during 2021/22. This will be accompanied by improved quality of training, tools and guidance provided to personal tutors. ● Learning development lecturers – We will continue to invest in Learning Development roles at St Mary's in order to ensure that WP students are supported and equipped to maximise their engagement and achievement. ● Pastoral support – We will build on the success of the Programme Liaison Officer role on Foundation Year/Level 4 programmes role by extending this to Masters and PGR levels. ● English Language support – We will continue to invest in the support provided to Home and International students who have English as a Second Language (ESL). English for Academic Practice (EAP) tutors will be recruited in 2021 with additional investment in subsequent years aligned with student need and growth in international recruitment. ● Flexible support – We will invest in technologies that enhance the ability of our learning support staff to provide support, information and guidance to students in flexible formats – e.g. online, via our VLE and via Zoom, MS Teams and dedicated 'apps'. ● Wellbeing support – We will maximise the impact of our AdvanceHE-funded '<i>Embedding Wellbeing into the Curriculum</i>' project, and will work towards aligning our wellbeing support approach with the 'Learn' strand of the UUK's <i>Step Change</i> project. See: https://www.universitiesuk.ac.uk/policy-and-analysis/reports/Documents/2020/uuk-self-assessment-tool-stepchange.pdf _and https://www.universitiesuk.ac.uk/stepchange-
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		<p>mhu Work will include provision of support for developing ‘resilience’, which will draw on materials developed in IoE.</p> <ul style="list-style-type: none"> • 1 to 1 confidential meeting spaces – There is an acute need to increase provision of such spaces. Estates is investigating enhanced provision of suitable spaces for 2021/22 and beyond. • Assistive technology – We will continue to monitor demand for Assistive Technology support provided via Student Services. We will ensure that provision is aligned with future with growth in student numbers and demand from students.
2	Empowering our students	<ul style="list-style-type: none"> • Enhanced student input into programme design (co-creation) – Our online programme approval process will ensure greater input of student representatives into aspects of programme design and approval, annual quality monitoring and periodic review. • Enhanced student involvement in annual quality monitoring – We will ensure that new student representative roles are embedded into quality enhancement processes and governance processes relating to our educational provision. New guidance on operation of Staff-Student Programme Forums (formerly known as Programme Boards) was approved in June 2021, which sets out clear expectations for student rep involvement. • Enhanced student access to online learning resources – We will provide new and flexible opportunities for students to engage in blended learning as part of our F2F+ approach, and to access online resources (e.g. Linked-in Learning) to inform their programme-related learning, their employability, their personal development and their study skills. In 2021/22 this will include access to a suite of online <i>Epigeum</i> training modules on Academic Integrity. • Enhanced feedback opportunities –We will enhance opportunities for students to provide feedback in the form of a new online module evaluation process. • Enhanced input from student-led groups – We will draw on the expertise located in student-led groups (e.g. EDI committee, BAME group, Disability student experience group, Student engagement group) and SMSU (e.g. Sabbatical Officers) to inform programme enhancement. • A new Study Abroad Outward Mobility Fund – to provide grants to students wishing to engage with study abroad opportunities who might normally be prevented from doing so because of cost implications (travel etc). A separate fund will also be allocated to support WP students who wish to study abroad.
3	Empowering our people	<ul style="list-style-type: none"> • Reward & recognition - We will recognise, develop and reward excellent teachers and learning support professionals across the University, at all career stages, whilst ensuring that our promotion structures, policies are aligned with this objective. Note: Future applicants for Associate Professor & Professor should possess recognition at D3. • Workload matrix – Key tasks that absorb significant amounts of staff time, but which are essential to achieving growth and ensuring a high quality student experience should be factored-in to the workload matrix. This includes time required for: <ul style="list-style-type: none"> ○ Personal tutoring, ○ Programme validation, re-validation, Periodic Review ○ HEA recognition (completion of Application Portfolios)

		<ul style="list-style-type: none"> ○ Completion of the PgCAP (See below) ● Improved Personal Tutor Dashboard – Academic Board has approved further development of the Personal Tutor Dashboard (including a review of the supplier options), including ensuring that the Dashboard draws in future on an enhanced range of engagement data. This will support Students at Risk procedures and routine monitoring of student engagement/performance etc. ● Enhanced access to online CPD – We will continue to invest in new forms of CPD that enable staff to develop themselves personally and professionally, with tailored online provision (e.g. via Organisational Development, CTESS and Linked-In Learning) as well as F2F support and training. In 2021/22 this will include access to a suite of online Epigeum training modules on Academic Integrity. CPD will include dedicated SITS training for staff in professional services and academic staff, improved training for PGR supervisors, and improved training on diversity & inclusion (EDI). During 2021/22 the University will also review its Staff Development Policy. CPSC will capture in future CPD requirements relating to staff in collaborative partners. ● Enhanced alignment of CPD with the Curriculum Framework – We will provide a comprehensive suite of online and face-to-face CPD opportunities via our Academic Development Framework (ADF) and our dedicated ADF Moodle site that ensure a robust alignment between CPD provision, the requirements of the Curriculum Framework, and our Learning & Teaching Strategy. ● Implementation of new ‘Leadership’ roles – A new suite of leadership/champion roles will be introduced in 2021/22 that will provide opportunities for staff to exercise leadership in specific areas (e.g. Employability, Diversity and Widening Participation, Academic Integrity). Recruitment of Academic Integrity Leads (AILs) in each department will be the first phase in this process, during summer 2021. ● Access to <i>Embedding Wellbeing in the Curriculum</i> Moodle site. We will continue to build this Moodle site to support our staff, and disseminate examples of best practice across the University. ● Support for staff working with students with disabilities - We will build on existing information provided by Student Services by provide enhanced guidance and training for staff. ● Digital transformation – We will ensure that our staff are enabled via high quality training, support and guidance provided via our TEL team, to integrate the use of digital tools, resources and technologies into their teaching. ● Enhanced data and educational analytics – We will provide academic and professional services staff with enhanced access to high quality data to facilitate close monitoring of student engagement, progression, attainment etc, as well as annual programme quality monitoring and enhancement. ● Mental health support – One of the themes of the People Strategy is Wellbeing, which sets out our overarching aims in this area. We will continue to provide our staff with access to high quality mental health advice, guidance and support. St Mary’s has committed to achieving the <i>London Healthy Workplace Award</i>, which requires us to assess our health and wellbeing offer against a strict and rigorous set of criteria. This ensures we are continuously improving our staff health and wellbeing support. The Award has three levels and we are required to prepare an action plan of how we will meet each level. We are working
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		<p>on the Foundation Level award in the first instance. The Mental Health and Wellbeing Strategy has been developed with this commitment in mind. More detail on the award and strategy can be found on StaffNet, here. Organisational Development will continue to develop the suite of resources available on Mental Health resources pages.</p> <ul style="list-style-type: none"> • New staff completing the PgCAP - It is recommended that 0.1fte (half a day per week) is allocated to PgCAP and teaching load of new staff adjusted accordingly, where staff resources allow. • Supportive interventions on programmes struggling to achieve strong metrics – CTESS will work closely with Faculties/Institutes, ADSEs and Course/Subject Leads to coordinate supportive and constructive interventions with programme teams to help identify strategies that will enhance programme performance.
4	Improved access to high quality data	<ul style="list-style-type: none"> • The Head of Strategic Planning will lead a cross-University working group (the 'Reporting & Business Intelligence Project Board') – this group will identify longer-term enhancements to data quality and availability, including self-service data reporting.
5	Transformation of our learning spaces	<ul style="list-style-type: none"> • We will roll-out a phased programme of teaching space improvements from 2021 that will ensure – during the lifetime of this Strategy - increasing provision of spaces that are aligned with the 'Effective Teaching Approaches' set out in our Curriculum Framework, and the 'Principles of Excellent Teaching' set out in this Strategy. • During 2021/22 Hyflex teaching will be piloted in a small number of programmes/spaces. Data gathering and analysis during the pilot will help to inform decisions about its suitability for further development.
6	Student mentoring	<ul style="list-style-type: none"> • A 'Mentoring Strategy' will be developed during 2021/22 – this will draw together and embed good practice and build additional mentoring capacity and opportunities for students at all levels of study. • A 'One-stop Online Student Mentoring Hub' will be launched in 2021, and will continue to be developed during the lifetime of the Strategy. This will bring together and provide guidance/advice on all types of mentoring opportunities across the University and across all levels of study. • We will aim to develop a University-wide culture of peer mentoring, with St Mary's becoming nationally recognised as a centre of excellence in this area during the lifetime of the Strategy. • We will create new formats/types of student mentoring opportunities – during 2021/22 this will include invitations to PGR students to apply to become Digital Assistants – supporting academics in the delivery of Hyflex teaching. • We will provide all student mentors with high quality training to support them in these important roles. <p>Targets: 2021/22 – all students at levels 3 and 4, will have the opportunity to be mentored. 2022/23 this will be extended to all students studying at levels 5 & 6. 2023/24 to all students studying at level 7 (Master level). 2024/25 to all PGR students.</p>
7	Applied learning	<p>Applied learning will be 'centre-stage' in the student experience at St Mary's.</p> <ul style="list-style-type: none"> • By 2025/26 all St Mary's UG students will have completed/engaged with an applied learning experience - either a CWL module, a short-

		<p>term placement (of one format or another), a Year in Industry/Placement, a mentoring role, or an internship at level 5 or level 6.</p> <ul style="list-style-type: none"> • By 2025/26 all programmes (where PSRB constraints allow) will include a CWL work-based learning module as an option - We will aim to increase the number of students completing CWL modules from 300 enrolments (202/21) to 600 during the lifetime of the Strategy. • By 2025/26 all programmes will include a Year in Placement version – Where PSRB requirements preclude the option of a Year in Placement, these will be excluded from this expectation. • By 2025/26 the range of opportunities for applied learning will have been increased significantly - We will seek, for example, to provide students with a wider range of volunteering opportunities, and ‘Service’ modules which give students the opportunity to ‘make a difference’ via work in local community settings. • From 2021/22 ‘Placement Tutors’ will be appointed in each academic department – These new roles will support linking with local business/organisation, the creation/identification of student placements (e.g. students on a Year in Placement pathway), providing support students in placement, and will ensure effective liaison with placement coordinators in the Careers Service.
8	<p>Developing our PGR community</p>	<ul style="list-style-type: none"> • The University will commit to sustained growth in recruitment of PGR students and to enhancing the PGR community - As part of this strand of work, we will: <ul style="list-style-type: none"> ○ Enhance the provision of CPD for PGR supervisors ○ Introduce a new annual PGR Vice Chancellor scholarship programme; ○ Grow the number of self-funded PGRs through a coordinated scheme in which self-funded PhD programmes are advertised on portals such as findaphd.com. ○ Provide a wider range of employability-focused opportunities for PGR students, including roles as Digital Assistants to support Hyflex teaching, and student mentoring opportunities. ○ Introduce completion targets for PGR programmes.
<p>Theme 3: Enhanced teaching and skills development approaches</p>		
1	<p>Excellent teaching</p>	<p>The University will draw collectively on an agreed set of ‘principles’ that define the characteristics of excellent and inclusive teaching and learning at St Mary’s, whilst embracing small-group teaching (e.g. seminar-based teaching), a fundamental focus on preserving the importance of face-to-face teaching, and a rich campus experience. Particular focus will be given to maximising ‘activity-based’ (active) learning in both face-to-face and online (blended) contexts.</p> <ul style="list-style-type: none"> • Principle 1 – Excellent teaching is student-centred, draws on the ‘student voice’ to inform ongoing enhancement. • Principle 2 – Excellent teaching is mindful of student wellbeing and good practice that support positive mental health and student resilience. Examples of good practice will continue to be made available via the ‘Embedding Mental Health into the Curriculum’ Moodle site. • Principle 3 – Excellent teaching employs the ‘Effective Teaching Practices’ set-out within our Curriculum Framework which promote high levels of engagement, active participation, autonomy and strong student outcomes for all types of student.

		<ul style="list-style-type: none"> • Principal 4 – Excellent teaching integrates digital technologies, tools and resources into the student experience both in terms our how programmes are taught and the ways in which students learn. See TEL Platforms Overview. • Principle 5 – Excellent teaching is inclusive and ensures that all students can learn effectively and achieve their potential, irrespective of their age, sexuality, gender or ethnicity. • Principle 6 – Excellent teaching stretches and challenges students and embraces the setting of high expectations and standards for all. • Principle 7 – Excellent teaching explicitly builds the Graduate Attributes and the St Mary’s Graduate Qualities (values) set out in our Curriculum Framework. • Principle 8 – Excellent teaching is research-informed, embraces research within the discipline, and provides students with opportunities to interrogate research and become effective researchers. • Principle 9– Excellent teaching creates opportunities for students to learn by ‘doing’ and via experiential learning and applied learning, for example via practice-based and placement learning.
2	<p>Embedded employability and transferrable skills development opportunities</p>	<ul style="list-style-type: none"> • The 6 core themes of the employability Strategy are reflected in the L&T Strategy: <ul style="list-style-type: none"> • Embed employability in the student experience • Enable students to play and active and meaningful part in their own academic and professional Development • Achieve employability excellence through professional development and sharing best practice • Augment student support to build professionalism, confidence, knowledge and skills • Provide inclusive access and increased options for gaining professional experience • In accordance with the objectives of our Employability Strategy, we will ensure that Employability and career development is embedded in our programme approval processes, quality assurance and enhancement monitoring processes, and periodic review processes. • We will ensure that input into delivery of all programmes by Careers experts is the norm. • We will increase opportunities for students to undertake short & long term (and online) placements. • We will ensure that CWL modules are embedded as options in all of our programmes (except where PSRB requirements dictate otherwise), and will aim to double the number of students enrolling on CWL modules during the lifetime of the Strategy. • We will ensure that all Programmes have a Year in Placement version (except those where PSRB requirements prevent this) • We will ensure that WP-focused initiatives (e.g. like BeSMART) continue to be funded via our APP. • We will ensure that as students develop their employability and transferrable skills that these can be recognised via our <i>St Mary’s Award</i>.
3	<p>Adoption of a blended</p>	<p>Face to face (in-person) teaching & the campus experience will be at the heart of our approach to the delivery of all programmes, except those validated for distance learning. Whilst the balance between online/digital</p>

	<p>learning 'spectrum'</p>	<p>and face-to-face teaching contact will vary in most programmes, the following underlying principles will apply to all programmes and all modules:</p> <ol style="list-style-type: none"> 1. All UG and PG modules will include in-person teaching on campus, except where they are specifically designed and validated for distance learning. 2. No module will be entirely online except where they are specifically designed and validated for distance learning. 3. In cases where modules conform to Type 2 or 3 in the F2F+ spectrum (see below), there should be a compelling a clearly articulated rationale, based on the benefit to students (i.e. how the online/digital elements will enhance learning and enhance the student experience (e.g. by providing greater flexibility for students to engage with the module). 4. Regardless of whether a module conforms to Type 1, 2 3, or 4 in the spectrum below, effective use of Moodle as a driver for student engagement and learning should be at the heart of the learning experience. 												
		<table border="1"> <tr> <td data-bbox="472 819 644 1059"> <p>Type 1 Totally F2F</p> </td> <td data-bbox="644 819 935 1059"> <p>Teaching contact is face to face (in-person), with VLE supporting independent study and learning activities.</p> </td> <td data-bbox="935 819 1390 1059"> <p>All modules conform to Type 1, 2 3 or 4.</p> </td> </tr> <tr> <td data-bbox="472 1059 644 1272"> <p>Type 2 33/67 Balance</p> </td> <td data-bbox="644 1059 935 1272"> <p>Up to one-third of teaching contact time is online, either in synchronous or asynchronous format (e.g. via Zoom)</p> </td> <td data-bbox="935 1059 1390 1272"> <p>Our expectation is that the majority of modules in non-distance learning programmes will conform to Type 1 or 2.</p> </td> </tr> <tr> <td data-bbox="472 1272 644 1485"> <p>Type 3 67/33 Balance</p> </td> <td data-bbox="644 1272 935 1485"> <p>Up to two-thirds of teaching contact is online either in synchronous or asynchronous format (e.g. via Zoom)</p> </td> <td data-bbox="935 1272 1390 1485"> <p>Module delivered as Type 2 or 3 should have a strong and explicit rationale for how the online elements add value, and how they will benefit students.</p> </td> </tr> <tr> <td data-bbox="472 1485 644 1671"> <p>Type 4 Distance Learning Format</p> </td> <td data-bbox="644 1485 935 1671"> <p>90% or more of teaching contact time is online either in synchronous or asynchronous format</p> </td> <td data-bbox="935 1485 1390 1671"> <p>Only Programmes validated for a Distance Learning pattern of delivery should include Type 4 modules, unless specific circumstances apply (e.g. where there is demonstrable student demand for Type 4 format)</p> </td> </tr> </table>	<p>Type 1 Totally F2F</p>	<p>Teaching contact is face to face (in-person), with VLE supporting independent study and learning activities.</p>	<p>All modules conform to Type 1, 2 3 or 4.</p>	<p>Type 2 33/67 Balance</p>	<p>Up to one-third of teaching contact time is online, either in synchronous or asynchronous format (e.g. via Zoom)</p>	<p>Our expectation is that the majority of modules in non-distance learning programmes will conform to Type 1 or 2.</p>	<p>Type 3 67/33 Balance</p>	<p>Up to two-thirds of teaching contact is online either in synchronous or asynchronous format (e.g. via Zoom)</p>	<p>Module delivered as Type 2 or 3 should have a strong and explicit rationale for how the online elements add value, and how they will benefit students.</p>	<p>Type 4 Distance Learning Format</p>	<p>90% or more of teaching contact time is online either in synchronous or asynchronous format</p>	<p>Only Programmes validated for a Distance Learning pattern of delivery should include Type 4 modules, unless specific circumstances apply (e.g. where there is demonstrable student demand for Type 4 format)</p>
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<p>4</p>	<p>New digitally-enabled pedagogies</p>	<ul style="list-style-type: none"> • Through our Digital Transformation theme (see below, Goal 1, Point 1.10) we will empower staff to employ new, digitally enabled pedagogies - these will help to engage students, make learning 'fun' and support effective learning. <p>These will include:</p> <ul style="list-style-type: none"> ○ Gamification ○ Augmented reality ○ Virtual reality ○ Green-screen teaching ○ Micro-learning 												

5	<p>Enable students to engage with learning in more flexible ways</p>	<ul style="list-style-type: none"> • We will continue to explore how we can add flexibility for students, so that they can choose to engage with learning in new ways and in formats that suit them best <p>This will include:</p> <ul style="list-style-type: none"> ○ Employing modules in J and S Semesters where this is feasible from a staff workload perspective, and where it is an attractive option for students. ○ Piloting Hyflex teaching approaches
6	<p>Inclusive approaches to supporting learning</p>	<p>We will enhance the inclusiveness of all our programmes, by supporting ‘pedagogical approaches’ that have previously been identified by JISC and others as supporting a more inclusive ethos²:</p> <ul style="list-style-type: none"> ○ Ensure teaching materials are available to students before the class. ○ Use lecture capture technology – some students will find that the availability of recorded teaching sessions extremely helpful, and in some cases will review this material many times in order to extract the maximum value from it. ○ Empower students to create their own audio recordings – the quality may be poorer but its accessibility makes up for this. (We already have a policy that addresses this at St Mary’s, but we can raise awareness of it more effectively in the future). ○ Use social learning (e.g. peer learning, discussion in class) - university learning is just about growth in an individual’s understanding of a particular subject. It also requires, as Gibb has argued, a developing awareness of self and an ability to learn <i>from</i> and <i>with</i> others.³ As Thomas argues, “Academic programmes that have higher rates of retention and success make use of group-based learning and teaching, and varied learning opportunities, including real-world learning and work placements”.⁴ ○ Ensure students can see the ‘point’ of sessions, and their relationship to programme learning outcomes. ○ Employ authentic assessment and ensure that students understand how these relate to the development of skills/knowledge they will need both to perform strongly and in their future careers. ○ Be enthusiastic about the subject ○ Teach in a stimulating and interesting manner ○ Engage with the students’ levels of understanding ○ Have concern for and respect for students ○ Encourage directed independent learning ○ Adhere to good practice accessibility guidelines in the production of learning materials (e.g. Class handouts, lecture slides etc.)⁵ ○ Employ audience response systems (e.g. Vevox, Poll Everywhere, Mentimeter) so students can interrogate and ask questions about concepts, ideas in class in an anonymous fashion ○ Encourage students to work with different peers increases their knowledge acquisition and diversity skills – e.g. ensuring students do not always work in their ‘comfortable’ friendship groups. ○ Use multi-sensory delivery strategies – e.g. a combination of written, visual, physical resources (e.g. objects, artefacts), discussion, role play etc. ○ Employ guest speakers - Inviting speakers from different cultural, ethnic and social backgrounds helps to build a sense of belonging for all students whilst helping to cover additional aspects of the curriculum or provide different perspectives on existing content⁶

Further work on inclusive teaching approaches will be informed by work towards the Race Equality Charter.

Theme 4: Digital transformation

Digital Transformation

St Mary's is committed to adopting modern technologies that enhance teaching, support learning, and simplify administration of learning and teaching. These strands form part of a wider plan titled 'Go Digital' that will be led by the Chief Information Officer. The emphasis within Go Digital is prioritising the development of our technology around how we work, study and teach, rather than organising how we work, study and teach around the limitations of existing systems. The aim is to ensure that St Mary's transitions over the next 5 years into modern, innovative, feature rich, technology-enabled organisation.

The principles of good teaching have not changed. What has changed is the spectrum of tools now available to lecturers to teach, engage and inspire students.

St Mary's will therefore embrace technology as essential tools to support learning and as a means of providing students with more agency over their studies. With the understanding that digital learning can empower students to receive quality education anytime anywhere, greater and more effective use of digital can only help students harness their own motivation to learn and give them a voice in their educational experiences.

We will ensure that our approach to Digital Transformation continues to be informed by good practice in the educational sector, research into digital HE pedagogies, the experience and expertise of St Mary's Technology Enhanced Learning (TEL) team and other key stakeholders/services (such as CTESS), and the experiences and expertise of our academic staff.

Digital priorities

1. Enabling St Mary's objectives – being responsive to the evolving needs of the university through adopting a responsive service development approach, shaping service development around institutional priorities of improved staff and student experiences.
2. Self-service – using technology to put information, data and knowledge directly into the hands of the end user (e.g. students or staff), where they are, using whatever device they choose to use (PC, Mac, laptop, tablet, mobile device).
3. Humanising of technology – favouring technology that is more 'human' in design, and hence requires less tech skills to master.
4. Solutions-based approaches – designing technology to solve real problems the staff and students frequently struggle with.
5. Who, not where – St Mary's technology, digital services and information should be made available based on who the person is, not where they are.
6. Fun – making Technology easy and enjoyable to use.
7. Doing more, and quicker – Good technology allows you to do more, and know more, quickly and easily. Good technology allows service staff to answer questions they wouldn't normally be able to by putting a range of information at their fingertips and resources like Chatbots enable students to get answers to common queries, such as *'How do I set up my e mail account?', 'How do I submit my assignment?' or 'When is my next lecture?'*
8. Maximise value through enablement – technology is a major investment and staff and students should be enabled to reap the full value of it. Tailored training and support addresses both the complexity of the tool and end user capability.

Our FIVE digital transformation goals

Goal 1: Enabling student engagement, through transforming the use of digital from as a core enabler of engaging and pedagogically sound online and blended learning.

Goal 2: Enabling student success, satisfaction, retention and graduate outcomes through strategic use of digital technologies

Goal 3: Enabling commercial opportunities, through utilising digital approaches to exploit our academic teaching for commercial purposes.

Goal 4: Enabling student empowerment, through engaging and empowering students to thrive and succeed in their digital learning environment.

Goal 5: Enabling staff to innovate, through investing in staff, and supporting them in the provision of digital learning.

Goal 1: Enabling student engagement, through transforming the use of digital from as a core enabler of engaging and pedagogically sound online and blended learning.

	Strategies	Targets	Responsibility
1.1	Develop a framework, aligned with the St Mary's Curriculum Framework, to support course design for online and blended delivery of new programmes thus ensuring quality of blended and online learning is maintained	July 2021	Lead: CTESS Support: TEL; Faculty and Institutes; Learning & Teaching Strategy
1.2	Redefine the programme approvals and process to incorporate the digital domain in all areas of curriculum and assessment delivery.	July 2022	Lead: CTESS Support: Application Services ; Faculty and Institutes; Other stakeholders involved in the curriculum approvals process
1.4	Enhance usability for students when accessing and interacting with digital tools and platform for their learning.	July 2022	Lead: TEL Support: Application Services;; Technology Services; Faculty and Institutes; Students Union ; Student Reps
1.5	Redefine student and academic support for blended and online learners in line with Digital Learning Strategy.	July 2021	Lead: CTESS Support: Student Services; Registry; Careers; Faculty and Institutes; Library; PTs; LDLs; Students Union; Student Reps; TEL
1.6	Expand and improve software programs and tools available to support blended and online learning.	July 2022	Lead: TEL Support: Faculty and Institutes; Technicians ; Application Services; Technology Services
1.7	Establish equipment infrastructure required to enable academics to record and deliver high quality presentations at institutional scale.	July 2021	Lead: AV Support: TEL; Institutes and Faculty; Technicians; Technology Services
1.8	Ensure availability of appropriate and adequate online learning materials, including books, journals, and other learning materials	Sep 2021	Lead: Library Services Support: Faculties and Institutes
1.9	Leverage the power of existing digital platforms. Ensure that our TEL team is resourced to support	Lifetime of the Strategy	Lead: TEL Support: CTESS

	academic staff via enhanced CPD opportunities, improved guidance materials and 1 to 1 support.		
1.10	<p>Draw on new and emerging technologies to enable new kinds of digitally-empowered pedagogies. These will include:</p> <ul style="list-style-type: none"> • Simulation based learning that provide an immersive experience using Virtual Reality (VR) and Augmented Reality (AR) technologies. • Video based learning with green screen technology that opens a new dimension to storytelling and digital presentation. • Personalised learning that allows each student to shape and customise their own learning journey based on their current knowledge, interest and future needs. • Micro-learning that helps students to easily access bite sized learning ‘on the go’ (e.g. Linked-in Learning) • Gamification that aims to make learning fun by creating bespoke computer based ‘games’, using existing software, as a way to enable learning. 	Lifetime of the Strategy	<p>Lead: TEL</p> <p>Support: CTESS; Faculties/Institutes</p>

Goal 2: Enabling student success, satisfaction, retention and graduate outcomes through strategic use of digital technologies

	Strategies	Targets	Responsibility
2.1	Make case for additional investment required to provide secure, robust and resilient technical infrastructure suitable for large scale use of digital learning	April 2021	<p>Lead: CIO & Technology Services</p> <p>Support: Application Services; TEL; AV; Helpdesk; Network; Faculty and Institutes; Students</p>
2.2	Incorporate personalised learning in the digital space for students where quality of learning is shaped by learners’ experience, characteristics, interests and aspirations	Sep 2021	<p>Lead: TEL</p> <p>Support: Student Union; Faculty and Institutes; Students; Library Services</p>
2.3	Ensure digital approaches capture accurate data on key areas of student engagement that enables effective reporting and analysis and	July 2021	<p>Lead: TEL and CTESS</p> <p>Support: Strategic Planning; Faculty and Institutes; Recruitment; Careers</p>

	better informs and improves key student KPIs such as satisfaction, attainment, retention, graduate outcomes.		TEL; Application Services; Technology Services
2.4	Capture real-time learning analytics to improve and enhance teaching approaches for future provision	July 2021	Lead: TEL Support: Application Services; CTESS; Faculty and Institutes; Careers'; Library Services; Technology Services

Goal 3: Enabling commercial opportunities, through utilising digital approaches to exploit our academic teaching for commercial purposes.

	Strategies	Targets	Responsibility
3.1	Identify and develop programmes well suited for online or blended learning provision via Continuing Education programme.	Sep 2021	Lead: Enterprise & Innovation Support: Faculty and Institutes; Marketing
3.2	Develop incentive model that encourages academics/departments to produce online learning 'products' for commercial exploitation	Sep 2021	Lead: Faculty/Institutes Support: Finance; Enterprise ; Institute Directors; Marketing; IP Policy
3.3	Agree priority areas, through appropriate market research, for online short courses	Sep 2021	Lead: Enterprise & Innovation Support: Finance; Institute Directors; Marketing

Goal 4: Enabling student empowerment, through engaging and empowering students to thrive and succeed in their digital learning environment.

	Strategy	Targets	Responsibility
4.1	Identify and develop a clear student engagement model to support digital learning.	Sep 2021	Lead: CTESS & TEL Support: Students; Students Union; Faculty and Institutes; Internal Comms; Portal Services; Marketing; Student Services
4.2	Create feedback loop whereby former students, now practising as professionals, input into digital curriculum design, student support approaches, etc in order to enhance development of current students' digital learning experience	Sep 2022	Lead: Faculty and Institutes Support: Careers & Employability; Student Union; CTESS; Careers; Application Services; TEL
4.3	Improve students' digital capability by embedding digital skills into their curriculum and develop standalone skills development opportunities	July 2022	Lead: Faculty and Institutes Support: CTESS; Learning Development Lecturers; TEL; Library Services
4.4	Improve ease of access to services, eliminating any difference in experience between on or off campus use, mobile or wired.	July 2022	Lead: Technology Services Support: TEL

4.5	Promote digital safety and wellbeing to students in learning in the digital domain	September 2022	Lead: TEL / Technology Services Support: Student Services CTESS; Technology Services ; Faculty and Institutes; Student Union
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Goal 5: Enabling staff to innovate, through investing in staff, and supporting them in the provision of digital learning.

	Strategies	Targets	Responsibility
5.1	Provide comprehensive programme of training and support in the use of digital technologies (that goes beyond digital course administration) in teaching.	Sep 2021	Lead: TEL Support: HR; CTESS; Technology Services
5.2	Build sufficient of levels of digital focus and guidance into new academic staff induction.	Sep 2021	Lead: CTESS Support: TEL; OD
5.3	Develop training to broaden digital skills of academic and support staff as a core competency.	July 2022	Lead: Organisational Development Support: TEL; Technology Services; Faculty and Institutes
5.4	Establish online learning design and media services to support the growing demand of producing media rich content for the development of blended and online programmes	July 2022	Lead: TEL Support: CTESS; Faculty and Institutes; Programme Directors
5.5	Promote digital safety and wellbeing to staff in working and teaching in the digital domain.	July 2021	Lead: TEL Support: CTESS; Technology Services; HR
5.6	Create networks (e.g. TEL User Group) for staff to share best practices, ideas, innovation and collaboration in the use of technology for working and teaching.	July 2021	Lead: TEL Support: CTESS; Technology Services; Faculty and Institutes
5.7	Create funding streams to encourage innovative use of technology in teaching and learning	July 2022	Lead: CTESS and TEL Support: Finance; Enterprise; Faculty and Institutes

SECTION 3

The wider purpose and context of the Learning and Teaching Strategy

1. Introduction

The *Learning and Teaching Strategy* provides a vision for how we will re-shape our vision and approach to learning & teaching at St Mary's over the next 5 years with three objectives:

1. To support the achievement of the objectives contained within the 5 'pillars' of Vision 2030
2. To ensure further enhancements to the learning and teaching experience for our students which takes into consideration our collective learning experiences during the COVID pandemic and that is aligned with developments in learning technology
3. To drive improved metrics that will impact positively on St Mary's in terms of its reputation, league table position, the TEF and future student recruitment.

2. A student-centred focus

The *Learning & Teaching Strategy* sets out key changes to the way that staff will be supported to teach differently and the systems, structures, and tools that will facilitate them. But its primary focus, and the ultimate measure of its success will be an improved student experience and improved student learning and student outcomes. Students are at the heart of the Strategy, and this is reflected in the way that we will work with them (and the Students Union) as collaborative partners and co-creators.

3. Our Values

The Learning & Teaching Strategy is aligned with the Values of St Mary's. This has been explicitly articulated via the [Curriculum Framework](#) which sets out the '[Graduate Qualities](#)' that we expect students to have opportunities to develop and demonstrate during their studies with us.

4. The quality and regulatory context

The *Learning & Teaching Strategy* reflects key principles and requirements within the [UK Quality Code](#), the [FHEQ](#) and the [Credit Frameworks](#) within the HE sector. The Strategy is also mindful of the [QAA Subject Benchmark Statements](#), and allows academics the freedom and flexibility to ensure that their programmes meet the requirements and reflect the principals contained therein. The University has an obligation to ensure that it conforms to standards set out in [Section B of the OfS Conditions of Registration](#). The L&T Strategy will enable the University to demonstrate – in a very concrete manner – how it intends to continue to meet these expectations over the next 5 years.

5. Building on our strengths

The *Learning & Teaching Strategy* builds upon our strengths:

- Face-to-face, in-person teaching – this is arguably the secret of St Mary's success as an educational institution, and something we wish to preserve and place at the centre of the student experience over the next 5 years.
- Our campus as a supportive learning environment - the village-style atmosphere, strong support services, nurturing relationships between academics and students.
- Small group teaching – even in large cohorts, students learn together in small seminar and tutorial groups.
- Applied learning – not only via vocational programmes such as Acting, ITT, Sport etc, but also through the strategic use of placement modules (CWL modules), internships etc.
- Our values - the 4 St Mary's values, plus those set out as '[Graduate Qualities](#)' in the Curriculum Framework.

- Adding value – as evidenced by the [Guardian League Table](#) ‘Value Added’ measure, our student outcomes often exceed those that might normally be associated with their tariff or prior experience on entry.
- Short courses and summer schools – the Director of Enterprise & Innovation will lead a cross-University project focused on building on the University’s Short Courses ‘offer’, and developing a Continuing Education programme that provides enhanced opportunities to address the Government’s workforce development agenda.

6. Understanding areas where we can do better or do things differently

Whilst it is important that we recognise and build on those strengths highlighted above, the Strategy also addresses a number of areas where we believe there is scope for development:

- Building staff expertise in the designing and teaching programmes that combine a strong face-to-face focus, with online components, tools and resources that enable students to engage with learning in more flexible ways.
- Enhanced use of existing Digital ‘edtech’ tools and [TEL platforms](#) to support more flexible modes of teaching and student learning, and use of new tools to support technology enhanced learning.
- Building greater consistency in our approach, with innovation and ongoing enhancement embedded more explicitly within our institutional culture and processes.
- The role of the Institute of Education as a catalyst for pedagogical enhancement and innovation.
- Opportunities for students to study outside of their programme ‘cohort’ and to study alongside students from other disciplines.
- Opportunities for students to engage with multi-disciplinary modules – addressed via the three new ‘optional’ modules within the UG Curriculum Framework.
- Diversification of programme curriculum/content, e.g. case studies, themes, reading lists etc.
- The proportion of students who engage with short-term placements and a ‘Year in Placement’ as part of their education at St Mary’s.
- Proportion of students engage with Study Abroad opportunities – with a better balance between outward in inward mobility required.
- Flexing the academic year by introducing a January (J) and Summer (S) semester (each of 4 weeks duration) that enable more flexible modes of study for students.
- Re-thinking and updating teaching spaces to support progressive teaching practices (e.g. hyflex teaching) that allow students to make choices about how they wish to engage with certain elements of their curriculum.
- Improving training and support for PhD supervisors, and enhanced opportunities for PGR students to gain practical and transferrable skills for employment.
- Building a ‘one stop shop’ advice & guidance Reception facility for students.
- Developing improved systems that enable ready access to high quality data for both academic and professional services staff that enable better provision of support for students, more effective monitoring of the student experience and student outcomes and that facilitate targeted enhancements in the delivery of programmes.

7. The COVID factor

The COVID pandemic has been a challenging experience for staff and students, but it has, in the views of many, also been a driver of unprecedented rapid change in the adoption of online and blended pedagogies and the tools that support both. The draft Strategy draws on the experience of the last 15 months but also looks [beyond](#) COVID. The emphasis is on a longer-term 5 year vision that reflects our values, and builds on our strengths, whilst emphasising the role of the ‘digital’ as a key means of ‘adding value’ and enhancing the richness and flexibility of the learning environment we provide for our students. Although much has been learned about the use of digital tools and resources, the Strategy places a continued emphasis on face-to-face forms of teaching, and the campus experience, with digital elements adding flexibility where this [benefits students](#) and is valued by them.

8. An integrative approach

A Strategy that addresses teaching and learning also needs to take account of and respect key elements of pre-existing strategies. The *Learning & Teaching Strategy* has been designed in such a way that it is aligned with:

1. The principles of excellent teaching set out in the [UG Curriculum Framework](#) (approved in June 2019)
2. The University's *People Strategy*
3. The *Employability Strategy*,
4. The *Digital Learning Strategy*
5. Our *Access & Participation Plan (APP)*
6. The *Partnerships Strategy*
7. The University's *Retention Strategy*.
8. Research on learning and teaching in the higher education sector.

9. An all-encompassing approach

The draft Learning & Teaching Strategy encompasses all categories of students (full-time, part-time, WP, campus-based, commuters etc) and all levels of study (from FHEQ level 3, to level 8).

This means that the Strategy applies to:

- Foundation Year students (FHEQ Level 3)
- Foundation degree students (FHEQ Levels 4 & 5)
- Bachelors Students (BSc, BA; FHEQ Levels 4, 5 and 6))
- Top-Up students (UG Level 6)
- PGCE students
- Masters level students (including PgCert, PgDip awards)
- MPhil, PHD and EdD students
- Students studying with collaborative partners who study under St Mary's regulations.

10. A metric-informed approach

The Learning and Teaching Strategy is informed by, but not led by concerns about metrics. Metrics are important, since they will enable the University to monitor the ongoing impact of the Strategy, and because certain metrics feed into League Tables, and of course the TEF. But their primary function is to ensure that there are tangible benefits to students (i.e. in terms of their continuation, completion, progression into graduate employment etc) which the University can 'measure' with some degree of reliability/confidence. In Section 2 (above) emphasis is placed on a student-centred approach, and improved student learning and outcomes. Drawing on metrics like those set-out in the table below provides a means of determining whether the experience and outcomes of students are improving and doing so to the timeframe envisaged.

The following table (see **Table 1** below) will provide the means by which the impact of the Learning & Teaching Strategy can be monitored during its lifetime and beyond.

Measure/Metric	20/21	21/22	22/23	23/24	24/25	25/26
Retention (% progressing to Year 2)	89%	90%	91%	92%	93%	94%
Good Honours	79%	74%	75%	76%	76%	77%
Overseas students	12%	15%	18%	20%	23%	25%
TEF	Silver	Silver	Silver	Silver	Gold	Gold
Satisfaction Overall (NSS)	90%	91%	91%	92%	93%	94%
Graduate prospects (% employed)	95%	95%	95%	95%	95%	95%
Graduate prospects (% graduate jobs)	80%	81%	82%	83%	84%	85%
Postgraduate students	15%	18%	20%	22%	24%	25%

PGR completion rate (within the maximum period of registration)	94%	95%	95%	95%	96%	96%
PGR student withdrawal rate	6%	5%	5%	5%	4%	4%
Number of qualified and trained PGR supervisors	90	97	105	113	122	132
Number of programmes in 10 th NSS Decile (Currently 5 in 2020)	2	1	0	0	0	0
Number of programmes in 9 th NSS Decile (Currently ? in 2020)	5	3	2	1	0	0
Proportion of St Mary's Staff with a HE teaching qualification (including AFHEA, FHEA, SFHEA, PFHEA)	50%	60%	70%	80%	85%	90%
Student mentoring. All students to have the opportunity to be mentored by a higher level student	Mixed	All level 3 and 4 students	All level 5 & 6 students	All level 7 students	All students	All students
Percentage of PGR students who take-up mentoring or digital assistant opportunities	0%	10%	15%	20%	25%	30%
Attainment gap between white & black students (APP) (17% in 2017/18)	14	10	5	3	0%	0%
Attainment gaps between white & Asian students (APP) (11% in 2017/18)	6	4	3	2	0%	0%
Continuation Asian students (83% in 2016/17)	84%	85%	86%	87%	88%	90%
Continuation gap between white & BAME students (6% in 2016/17)	5%	4%	3%	2%	1%	0%
Progression gap between white & black students (Highly skilled) (28% in 2016/17)	24%	20%	18%	16%	14%	10%
Progression gap between white & BAME students (highly skilled) (14% in 2016/17)	13%	12%	11%	10%	9%	8%
Continuation gap between disabled & non-disabled students (5% in 2016/17)	4.5%	4%	3.5%	3%	2.5%	2%
Progression gap between disabled and non-disabled students (11% in 2016/17)	9%	8%	7%	6%	5%	4%
Continuation gap between Polar 1 & 2 males and Polar 3, 4, & 5. (5% in 2016/17)	4.5%	4%	3.5%	3%	2.5%	2%

Table 1: Measures of Success Metrics

11. Other indicators of success

Whilst the metrics set out above in Table 1 will provide a means of monitoring progress, there are other indicators of whether the Strategy has met its objectives:

1. The [Effective teaching approaches](#), [Fundamental literacies](#), [Soft skills](#) and [Practical skills](#) contained within the [UG Curriculum Framework](#) are embedded in the delivery of all UG programmes.
2. An enhanced staff skill-set in the integration of face-to-face and online components, an enhanced balance between these in terms of programme delivery and improved staff feedback on the CPD opportunities made available to them.

3. Enhanced choice for students in terms of how they can engage with the learning opportunities and resources available to them, with more flexible, personalised modes of learning, and the seamless integration of online, independent and in-class learning.
4. A more flexible and diverse 'offer' which includes enhanced opportunities for part-time study via Continuing Education provision which attracts mature students seeking CPD (for career development purposes) or personal development.
5. An increasingly inclusive learning and teaching environment, and an increasingly diverse student body, with increasingly consistent levels of performance and outcomes.
6. An increasing number of teaching spaces that embody enhanced integration of learning technologies and that enable more flexible modes of study (e.g. this might include Hyflex teaching).
7. Students have enhanced opportunities to demonstrate and evidence achievement of the '[Graduate Attributes](#)' set-out in the [Curriculum Framework](#), via the [St Mary's Skills Award](#).
8. Students have access to an enriched array of online tools, learning resources and learning opportunities (e.g. simulation-based and virtual reality-based learning).

SECTION 4

Consultations relating to the 1st Iteration of the L&T Strategy in March 2021 and subsequent revisions to Iteration 2.

During March 2021 the Dean of Learning & Teaching arranged a number of consultation sessions with a range of stakeholder groups. These included:

Stakeholder Group	Date/Time	Attendees
Staff from Institute of Theology & Liberal Arts (IoTLA)	Mon 8 March 2021, 11:30-12:30 pm	7
PGR Staff (including Ass Deans for Research & Staff from Research Office)	Wed 10 March 2021, 2:00-3:00 pm	6
Staff from Institute of Business, Law & Society (IoBLS)	Friday 12 March 2021, 3:00-4:00 pm	28
Staff from the Institute of Education (IoE)	Thurs 11 March 2021, 10:00-11:00 am	7
Staff from SAHPS	Mon 16 March, 4:00-5:00 pm	8
Staff from Centre for Teaching Excellence and Student Success (CTESS)	Tues 9 March 2021, 12:00-1:00 pm, and 2:00-3:00 pm,	10
Staff from Careers Service	Tues 9 March 2021, 4:00-5:00 pm	14
Staff from Student Services	Wed 17 March 2021, 3:00-4:00 pm & Monday 22 March 2021, 10:00-11:00 am	8
Staff members of EDI Committee	Friday 12 March 2021, 12:00 – 1:00 pm	5
Student members of EDI Committee	Friday 12 March 2021, 2:00-3:00 pm	5
Elected Student Representatives (with SU Education President in attendance)	Wed 17 March 2021, 1:00-2:00 pm	2
Staff from the Registry staff	Thursday 18 March 2021, 10:00-11:00 am	12
Staff from Campus Services and Organisational Development	Wed 31 March 2021, 2:00-3:00 pm	12
Total		124

Positive themes

Before highlighting the criticisms received during the consultation process on Iteration 1 it is important also to highlight those aspects that were welcomed:

- Emphasis on applied learning – e.g. the introduction of the Year in Placement.
- One-stop Shop (Hub) in Library – seen as much needed, though will need to exist in both physical and virtual formats.
- OD colleagues liked the way in which a commitment to LinkedIn Learning was threaded through the document, and the increased emphasis on CPD
- Colleagues welcomed the increased emphasis on student involvement in programme design, and saw this as an important aspect of co-creation and partnership working.
- Renewed emphasis on the 'digital' dimension and the central role of technology enhanced learning in our future approach.
- Emphasis on the future role of the IoE as a catalyst for change and enhancement more broadly across SMU.
- The emphasis on addressing silos – e.g. building greater opportunities for inter-disciplinary study.
- Roles of PGR students in mentoring Masters students and acting as digital assistants for hyflex teaching both very welcome.
- Programme liaison officer/tutor (PLO) for PGR students very welcome.
- The enhanced opportunities for PGRs to teach, act as mentors, or hyflex digital assistants was warmly welcomed – build a new metric around this.
- Developing improved training of PGR supervisors on pedagogy of supervision, and drawing on sector resources to inform it.
- Developing more consistent and effective practices in relation to Personal Tutoring Policy.
- Students involved in consultations highlighted a number of things they liked:
 - The emphasis on applied learning and the opportunity to undertake placements.
 - The emphasis on a more intensive personal tutoring system
 - The emphasis on all programmes having small student seminar groups
 - The use of metrics as measures of progress and success
 - The emphasis on peer engagement outside of class
 - The one stop shop 'Hub' – this was almost uniformly praised and welcomed as an idea.
 - The emphasis on blended learning
 - Options on blended learning – e.g. based on ratio between F2F and online contact – but is this best achieved at level of the module or the programme?
 - The building of new collaborative partnerships.
 - Emphasis on increased student input into the course design process and the emphasis on partnership and co-creation in the Strategy.
 - A more flexible academic year – as long as this was intended to promote flexibility and 'choice' for students rather than being prescriptive.
 - Some students liked the idea of doing short, intensive J semester modules rather than another long 13 week module. Felt others probably would too.
 - Peer mentoring – a great idea to extend this further (although some examples already exist, such as PAL scheme in Sports Science). This was felt to be great way of empowering students.
 - Inclusion of increased EAP support for students who have English as a 2nd language.
 - Ensure academic staff promote in class initiatives that contribute to the creation of a more inclusive and welcoming campus (e.g. BeSMART).

Constructive criticisms and subsequent revisions to Iteration 2

During the consultation phase relating to Iteration 1 of the Strategy in March/April 2021, meetings with varied groups of stakeholders were successful in capturing a number of constructive criticism and helpful suggestions. These are highlighted below, and are grouped by theme to aid clarity. The right hand column identifies how Iteration 2 addresses each.

Document structure/layout	
<ul style="list-style-type: none"> 1 page summary of the 4 themes should be brought forward to p.1 of the Strategy so that the simple summary is more prominent and 'sets the scene'. 	<p>This has been addressed in Iteration 2. A user-friendly 1-page diagrammatic summary of the Strategy has been provided in the front page of Iteration 2.</p>
<ul style="list-style-type: none"> Focus on p.1 needs to emphasise more the 'benefits to students'. 	<p>This has been addressed in Iteration 2. The 1-page diagrammatic summary includes a section titled 'Benefits for Students'.</p>
<ul style="list-style-type: none"> Glossary of terms needed. 	<p>This has been addressed in Iteration 2. A glossary has been produced which addresses some of the key words/topic included in the Strategy.</p>
<ul style="list-style-type: none"> A section on 'Values' might usefully be inserted into the document after the section on 'Vision'. 	<p>This has been addressed in Iteration 2. A new section on values is included.</p>
<ul style="list-style-type: none"> Digital transformation was welcome, but this should also inform the other 3 strands. 	<p>This has been addressed in Iteration 2. The Strategy now integrates key elements of the Digital Learning Strategy, and it is explicitly stated that Theme 4 underpins the other 3 themes.</p>
<ul style="list-style-type: none"> Emphasise the distinctive 'student centric' nature of St Mary's as a USP. 	<p>This has been addressed in Iteration 2. The student-centric nature of the Strategy is referred to in the opening sections.</p>
Levels of provision	
<ul style="list-style-type: none"> Clearer distinction needed between PGT (FHEQ level 7) and PGR (FHEQ level 8). 	<p>This has been addressed in Iteration 2. The opening sections of the Strategy make it clear that it covers all levels of provision.</p>
<ul style="list-style-type: none"> Strategy needs to link to Research Strategy and PGR recruitment. 	<p>This has been addressed in Iteration 2. There is a new section of building the PGR community (See Theme 2).</p>
<ul style="list-style-type: none"> Refer to Foundation Year explicitly when referring to UG programmes. 	<p>This has been addressed in Iteration 2. The Foundation Year is explicitly cited in the opening sections of the Strategy.</p>
The student learning experience	
<ul style="list-style-type: none"> The issue of VFM was considered in relation to the future approach to L&T. Students in residences would need to know that there would be sufficient L&T going on on campus to justify the expense of being resident. 	<p>This has been addressed in Iteration 2. The F2F+ branding makes it clear that in-person teaching, and the campus experience will remain at the heart of our approach in the future.</p>
<ul style="list-style-type: none"> The L&T Strategy needs to provide a clear and consistent approach to inclusive learning – it would be helpful to have it included as a specific section/ theme. 	<p>This has been addressed in Iteration 2. A new section within the Strategy clarifies the centrality of inclusive L&T (Theme 3).</p>
<ul style="list-style-type: none"> Clarify what the student experience would be like – would it be mostly online or F2F? 	<p>This has been addressed in Iteration 2. The F2F+ branding makes it clear that in-person teaching, and the campus experience will remain at the heart of our approach in the future.</p>
<ul style="list-style-type: none"> The blended learning spectrum options are too prescriptive. More flexibility is required. 	<p>This has been addressed in Iteration 2. The spectrum has been revised to allow for more flexibility, including entirely F2F modules.</p>

<ul style="list-style-type: none"> Place greater emphasis (in terms of combatting 'silo cultures') on optional CF elective modules for students in the future. 	<p>This has been addressed in Iteration 2. The three optional elective modules in the Curriculum Framework are given greater emphasis, along with the inclusion of a CWL work-based learning module in all programmes (where PSRB constraints/requirements allow their inclusion).</p>
<ul style="list-style-type: none"> More reference to some of the 'less tangible impacts' needed – e.g. development of social capital. 	<p>This has been addressed in Iteration 2. An additional section on 'values' highlights some of the less tangible impacts of the Strategy.</p>
<ul style="list-style-type: none"> There should be more focus on improving feedback – e.g. use of recorded video/verbal feedback, Turnitin rubrics. 	<p>This has been addressed in Iteration 2. All programmes will be expected to integrate use of Turnitin rubrics, and use of Podcast/Verbal/Video feedback in the future (starting with pilots on specific modules in 2021/22, and using more widely thereafter).</p>
<ul style="list-style-type: none"> Develop clearer alignment between key elements of Strategy and Module outlines (in Moodle), e.g. centrality of active learning and authentic assessment should be clearly/explicitly highlighted on every Moodle syllabus so that students (and staff) make the link. Moodle modules outlines should reflect a set of consistent 'must haves', 'should haves', 'best if included', and 'optional' elements. 	<p>This has been addressed in Iteration 2. The 'effective teaching practices' and 'fundamental literacies' within the UG Curriculum Framework should be explicitly addressed within a revised SMU Module Template. This should be revised in time for module updates for 2021/22.</p>
<ul style="list-style-type: none"> Build in greater flexibility regarding assessment formats – e.g. can you do a capstone project instead of dissertation etc? More flexibility in dissertation module 'outputs'. 	<p>This has been addressed in Iteration 2. A requirement is added for Dissertation Module Convenors to allow different 'outputs' beyond the standard 'dissertation'.</p>
PGR programmes and PGR support	
<ul style="list-style-type: none"> Growth and development of PGR community needs to be more explicitly captured. 	<p>This has been addressed in Iteration 2. Explicit reference is made to sustained growth in recruitment of PGR students and to enhancing the PGR community. It is proposed that this includes an annual Vice Chancellor scholarship programme; and growing self-funded PGRs through a coordinated scheme in which self-funded PhD programmes are advertised on portals such as findaphd.com.</p>
<ul style="list-style-type: none"> Would be helpful to include a target for PGR supervisors (broken down by DOS, research supervisors, and research advisors) in Table 1. 	<p>This has been addressed in Iteration 2. The Metrics Table includes a target metric relating to the number of suitably qualified/research-active staff at SMU who can supervise PGR research students.</p>
<ul style="list-style-type: none"> The University needs to agree a Staff-student ratio for PGR to ensure that the staff (supervisor)- student ratio is workable. 	<p>This has been addressed in Iteration 2. There is a commitment to ensuring that the staff-student ratio for PGR is reviewed annually to ensure that there are sufficient staff to supervise PGR students, and to ensure that the staff-student ratio remains</p>

	consistent with norms in close competitor HEIs.
<ul style="list-style-type: none"> IT support and facilities for PGRs need to be at a high level – especially when it comes to (statistical) software support, continuous adaptation to needs of PGRs is needed. 	<p>This has been addressed in Iteration 2.</p> <p>There is a commitment to annually reviewing the facilities available to PGRs and the software support provided so the growth in PGR recruitment is sustainable and properly resourced.</p>
<ul style="list-style-type: none"> Recognise that PGR students have distinct support needs - dedicate one of these additional PLO to PGR students. 	<p>This has been addressed in Iteration 2.</p> <p>A dedicated PLO for PGRs is included.</p> <p>We will invest in learning support for PGR students who may have further specialist postgraduate training programme & development needs.</p>
<ul style="list-style-type: none"> Develop mentoring opportunities for PGRs – emphasis should be on making these opportunities available, rather than making them mandatory. 	<p>This has been addressed in Iteration 2.</p> <p>Emphasis is placed on providing opportunities for mentoring – no mandatory expectation.</p>
<ul style="list-style-type: none"> Develop opportunities for PGR students to serve as ‘Digital Assistants’ in the classroom to support sessions running in Hyflex format. Again, the emphasis needs to be on providing ‘opportunities’ but not making these roles mandatory. 	<p>This has been addressed in Iteration 2.</p> <p>Emphasis is placed on providing opportunities for mentoring – no mandatory expectation.</p>
Pedagogical practice/approaches	
<ul style="list-style-type: none"> More information required regarding how hyflex teaching will work, and how staff will be supported to implement it. Student timetables would need to be considered with the Hyflex approach in mind, ensuring that students felt attending in person to be worthwhile. This would need to be considered in relation to both commuting and residential students. 	<p>This has been addressed in Iteration 2.</p> <p>A clear commitment to pilot Hyflex teaching in 2021/22 is articulated, but it is emphasised that this is intended to evaluate whether the benefits to students will justify further investment to facilitate any future use of this pedagogical approach.</p> <p>Enhanced training for staff in the use and development of 'hi-flex' teaching styles will be extended to PGR supervisors during the life of the Strategy.</p>
<ul style="list-style-type: none"> Needs more emphasis on research-informed teaching. 	<p>This has been addressed in Iteration 2.</p> <p>There is a stronger and more explicit reference to the centrality of research-informed teaching, with a link to the ‘effective teaching practices’ within the UG Curriculum Framework.</p>
<ul style="list-style-type: none"> Peer-peer support groups for PGR students should feature in the Strategy, as a means of combating social isolation and providing appropriate forums for discussion, sharing practice, testing-out ideas (sounding board). 	<p>This has been addressed in Iteration 2.</p> <p>The creation and operational organisation of such PGR self-help ‘peer-support’ groups is explicitly referred to.</p> <p>Having social activities organised for PGRs is an important feature alongside the research development opportunities they have.</p> <p>It is also proposed that PGR students are invited to act as ‘PGR Social Secretaries’, who</p>

	can help to develop a sense of a community and sense of belonging.
<ul style="list-style-type: none"> • Need for explicit emphasis on ‘working differently’ rather than longer or harder. 	This has been addressed in Iteration 2. This principle is highlighted in the opening sections of the Strategy.
<ul style="list-style-type: none"> • Better support and guidance for staff so they can work more effectively with students who have disabilities - e.g. Sunflower scheme. Student Services have a dedicated Moodle page. 	This has been addressed in Iteration 2. Enhanced training and guidance will be provided by Student Services to enable academic staff to further enhance their support for students with disabilities
Structure of academic year/Semesters	
<ul style="list-style-type: none"> • Is a three-term year going to be a central aspect of the Strategy? – clarification needed. 	This has been addressed in Iteration 2. The proposal to move to a three-term year has been deleted.
<ul style="list-style-type: none"> • Will January exams be deleted? 	No January Exams will take place in future unless essential in order to meet PSRB requirements.
<ul style="list-style-type: none"> • More information about J and S Semesters – are these central to the Strategy? All students would need to understand the implications of doing a module in such a condensed period time - i.e. the likely need to study 5 days a week, and to manage time very carefully. Personal tutors would need to provide guidance to students about the benefits and disadvantages etc. 	In due course, guidance will be drafted for students and staff so that both parties are aware of the challenges that accompany study of short, intensive modules over a 4 week period.
<ul style="list-style-type: none"> • Ensure constraints in SITS are factored-in when facilitating things such as J & S semesters, so that implications are addressed, such re-writing automated progression rules etc. 	This has been addressed in Iteration 2. It is explicitly noted that this will be addressed within the SITS User Group.
Metrics/Measurements	
<ul style="list-style-type: none"> • Include in metrics table some additional metrics that are specific to PGR – e.g. a metric on completion rates (95% would be realistic), and one relating to student satisfaction. 	This has been addressed in Iteration 2. Additional metrics have been added to the Metrics Table. ¹
<ul style="list-style-type: none"> • Give greater emphasis to the role of CTESS in supporting helpful and supportive interventions in specific programmes struggling with poor metrics. 	This has been addressed in Iteration 2. Explicit reference is included regarding the role of CTESS in supporting the enhancement of key metrics via interventions at programme level.
Student support	
<ul style="list-style-type: none"> • Include provision of EAP tutor support for PGR students. 	This has been addressed in Iteration 2. Explicit reference to a dedicated EAP for PGRs is included.
<ul style="list-style-type: none"> • The University needs to align provision of Assistive Technology support (and PC hardware etc.) with the likely future demand. 	This has been addressed in Iteration 2. Explicit reference is made to enhanced investment in Assistive Technology over the life of the Strategy.
<ul style="list-style-type: none"> • Concerns about mental health amongst young people and adults are growing, partly driven the COVID crisis etc., which meant that this 	This has been addressed in Iteration 2.

<p>would need to be a key area of concern in the future. Students will need to have plenty of campus-based activities to engage with, including those that enable them to build their social networks, sense of belonging and mental wellbeing. Align with the 'Learn' strand of the Step Change project led by UUK.</p>	<p>Explicit reference is made to an 'embedded approach' within programmes that is consistent with the UUK Step Change project.</p>
<ul style="list-style-type: none"> • More 1 to 1 meeting spaces needed. Whilst some meeting spaces (Pods) were available in the Naylor Library, there was currently insufficient dedicated space for such confidential 1 to 1 meetings on the main campus. 	<p>This has been addressed in Iteration 2. Explicit reference is made to the need to provide additional 1 to 1 confidential meeting spaces on the main campus. This is recognised as a priority in Estates and is being addressed as part of the Estates Plan.</p>
<ul style="list-style-type: none"> • PLOs have made a valuable contribution in some parts of the University but resource might be better devoted to enhancing the impact of the Personal Tutoring system. 	<p>This has been addressed in Iteration 2. There is considerable support for extending the number of PLOs. The Strategy includes a commitment to review the Personal tutor policy and resources to support personal tutor system in 2021/22.</p>
<ul style="list-style-type: none"> • Provide better support for students regarding 'building resilience' – this would serve students well in their future careers. 	<p>This has been addressed in Iteration 2. The Strategy includes explicit reference to enhanced training/resources to help students develop 'resilience'. This will draw on existing resources developed by colleagues in IoE.</p>
<ul style="list-style-type: none"> • Emphasise that the L& Strategy will make our approach more resilient to future pandemics or crises that impact on our ability to teach F2F – this will help to reassure future Home and International applicants. 	<p>This has been addressed in Iteration 2. This is already addressed by the 'Statement' focused on our future approach to L&T in Sem 1 2021/22, that will be sent to current and new students in June 2021. Admissions and colleagues in International Office will be able to adapt this text to reassure future INT student applicants.</p>
<p>Staff support/workload & staff CPD</p>	
<ul style="list-style-type: none"> • More emphasis needed regarding staff mental wellbeing. 	<p>This has been addressed in Iteration 2. Explicit reference is made to the University's ongoing commitment (within the People Strategy) to enhance the mental health support/resources available to staff. The University is currently working towards compliance with the London Wellbeing Award.</p>
<ul style="list-style-type: none"> • Greater focus needed on Diversity and Inclusion for staff. This can encompass recruitment processes to support a diverse workforce and D&I networks to support existing staff. Also, Athena Swan and Race Equality Charter. 	<p>This has been addressed in Iteration 2. Iteration 2 explicitly references inclusion and diversity as a key aspect of our approach to L&T, and also references the crucial nature of both the Athena Swan process and work towards the Race Equality Charter.</p>
<ul style="list-style-type: none"> • Workload matrix - Personal tutoring, ongoing programme enhancement, programme validation, HEA recognition and PgCAP etc require time and need to be properly 	<p>This has been addressed in Iteration 2. Explicit reference is made to the time requirements for these strands of work, which will need to be factored in to the workload matrix.</p>

integrated into the annual workload planning process.	
<ul style="list-style-type: none"> Suggest 0.1fte (half a day per week) is allocated to PgCAP and teaching load of new staff adjusted accordingly. 	This has been addressed in Iteration 2. A 0.2 fte allowance is included.
<ul style="list-style-type: none"> Future applicants for Associate Professor & Professor should require recognition at D3 as a pre-requisite. 	This has been addressed in Iteration 2. D3 as a pre-requisite for Assoc Prof and Professor promotions is included.
<ul style="list-style-type: none"> Strategy should give greater emphasis to the provision of CPD to collaborative partners, and the need for closer collaboration and joint working between CTESS and TEL. 	This has been addressed in Iteration 2. CPSC approval documentation will capture the CPD provision requirements for new partners in the future.
<ul style="list-style-type: none"> Bring forward a revised CPD Policy at same time (ie in parallel) with the L&T Strategy in order to ensure strong engagement with ADF/CPD. 	There has been insufficient time this year to review the existing CPD Policy. The Strategy, instead, includes an explicit commitment to undertaking this review in 2021/22, so that future provision of CPD can be aligned with the principles set out in the Strategy.
<ul style="list-style-type: none"> Greater emphasis needs to be placed on the central role of academic professional development and CPD more generally. 	This has been addressed in Iteration 2. Explicit reference is made to enhanced CPD.
<ul style="list-style-type: none"> The HEA recognition metric (targets) set out in the metrics table stretching – HoDs will need to exercise strong leadership and champion UKPSF and ADF to ensure these are achieved. 	This has been addressed in Iteration 2. The need for strong academic leadership to achieve Recognition targets is explicitly referred to in the Risks section that will be presented to Academic Board.
<ul style="list-style-type: none"> More emphasis on transition towards online provision of CPD e.g. through online sessions, online resources, training modules etc. More emphasis on training for key role holders such as PDs, MCs and PTs. 	This has been addressed in Iteration 2. Explicit reference is made to the shift towards greater use of online resources/activities to support academic staff CPD, and especially that of key role holders such as Course Leads, Module Convenors and Personal Tutors.
<ul style="list-style-type: none"> More emphasis on diversity training within the sections on CPD. 	This has been addressed in Iteration 2. This is explicitly highlighted as a key strand of future CPD provision by OD and CTESS.
<ul style="list-style-type: none"> Need for improved support and training for PGR supervisors. 	This has been addressed in Iteration 2. The supervisor training will be coordinated by Research Services and supported by the Research Development Lecturer (new role). The sessions will cover – <ul style="list-style-type: none"> General training and support on processes, the supervisor/student relationship, managing expectations and progression Wellbeing and SEN training EAL and cultural training Examination training
Digital learning/resources & accessibility	

<ul style="list-style-type: none"> • Provide all teaching staff with a mobile 'roaming microphone' to improve sound quality in Panopto recordings. 	<p>Good progress has already been made on this issue.</p> <p>We would not be able to afford to provide every member of staff with their own roving microphone as these cost several hundred pounds each. But we are aiming to have such mics available in all rooms. The original TLC project enabled a good % of rooms to have this, and the 2nd phase that took place this year has taken us closer to full coverage.</p>
<ul style="list-style-type: none"> • Personal Tutor Dashboard needs to integrate enhancements in data reporting to maximise value for students and staff. 	<p>This has been addressed in Iteration 2. Enhancements have been identified for Academic Board at 2 June meeting. The Strategy includes an ongoing commitment to improve the range of data integrated into the PTD so that it becomes more useful in informing learning/support interventions, support for students 'at risk', student retention etc.</p>
<ul style="list-style-type: none"> • Further investment in TEL important in terms of achieving the 'digital' transformation envisaged in the Strategy. 	<p>This has been addressed in Iteration 2. The Strategy includes a commitment to ensuring an alignment (via the annual planning cycle) between the ambitions set out in the Strategy and investment in TEL staffing over the life of the Strategy.</p>
<ul style="list-style-type: none"> • Staff have noticed that a high % of students access Moodle content via their mobiles rather than on laptops or desktop PCs. Moodle content to be 'mobile device friendly'. 	<p>This has been addressed in Iteration 2. TEL will liaise with Moodle provider to ensure that Moodle 'mobile' accessibility is maximised.</p>
<ul style="list-style-type: none"> • As part of digitisation strategy, include more online voting in student elections. 	<p>This has been addressed in Iteration 2. Online voting is already well-established and will continue to be employed during the life of the Strategy.</p>
<ul style="list-style-type: none"> • Students need the right Adobe software to 'manipulate' highlight and add to Pdf documents such as Module Handouts/Compendiums. 	<p>This has been addressed in Iteration 2. We will expand and improve software programs and tools available to support blended and online learning. This expansion can be seen in the £270k capital earmarked next year in the Digital Transformation section, for learning related software and tools (new library systems, VR and AR pilot, digital visualisers, hyflex teaching pilot).</p>
<p>Careers</p>	
<ul style="list-style-type: none"> • Important to ensure that employability is woven into and embedded within the Strategy. 	<p>This has been addressed in Iteration 2. The Strategy places considerable emphasis on building student employability throughout the student experience, and ensuring that students develop skills, knowledge and experiences plus an understanding of how to apply these to their career development.</p>
<ul style="list-style-type: none"> • Ensure that the 6 core themes of the employability Strategy are reflected in the L&T Strategy: 	<p>This has been addressed in Iteration 2.</p>

<ul style="list-style-type: none"> • Embed employability in the student experience • Enable students to play an active and meaningful part in their own academic and professional Development • Achieve employability excellence through professional development and sharing best practice • Augment student support to build professionalism, confidence, knowledge and skills • Provide inclusive access and increased options for gaining professional experience 	<p>The six core themes of the Employability Strategy are explicitly referenced in the L&T Strategy.</p>
<ul style="list-style-type: none"> • Employer Hub on campus would be a helpful development - would provide a dedicated space where employers could discuss applied learning and placement opportunities with students. 	<p>Discussion with Director of Campus Services suggests that this is unlikely to be achievable in 2021/22, but may be possible in future years. Estates will review the position in 2022.</p>
<ul style="list-style-type: none"> • Strategy would benefit from employer consultations. 	<p>This will be addressed in Iteration 2. Meeting with local employers will be facilitated by the Head of Careers Service.</p>
<ul style="list-style-type: none"> • Whilst the targets and ambitions around applied learning and placements etc was a positive feature, the University would need to ensure that resource was allocated to support this growth. 	<p>This has been addressed in Iteration 2. The need to align inclusion of WBL modules in all programmes in future (where possible and consistent with PSRB constraints) and extension of Year in Placement/Industry to more programmes is explicitly noted in the Strategy.</p>
<ul style="list-style-type: none"> • Strategy needs a stronger and more explicit link to some of the key elements of the Employability Strategy. 	<p>This has been addressed in Iteration 2. Explicit links are included to key ambitions within the Employability Strategy.</p>
<ul style="list-style-type: none"> • Opportunity to do a placement would be well-served if the WBL modules were integrated into all St Mary's programmes. Opportunities for students to study abroad or undertake CWL placement modules needs to be more consistent (where PSRB constraints allow). 	<p>This has been addressed in Iteration 2. Explicit reference is made to the inclusion of CWL (Work-based Learning) modules in all programmes where this is consistent with PSRB constraints. There is also explicit reference to extending the Year in Placement/Industry module to more programmes at St Mary's.</p>
<p>Impact evaluation/Review</p>	
<ul style="list-style-type: none"> • Review of the Strategy should be timed annually for June/July, not October. 	<p>This has been addressed in Iteration 2. The annual review of the Strategy will take place in June, so outcomes can be reported to Academic Board in July.</p>
<ul style="list-style-type: none"> • Annual review of the L&T Strategy should take place at University level rather than as part of local programme level annual monitoring process. 	<p>This has been addressed in Iteration 2. The review will draw on feedback from Faculties/Institutes (via IADCs/FADCs) and students, but will be formally considered by ADC and Academic Board.</p>

<ul style="list-style-type: none"> Impact evaluation of the Strategy needs to include a “You said, we did” element. 	<p>This has been addressed in Iteration 2. This will be a feature of the annual review.</p>
Data systems and data availability/quality	
<ul style="list-style-type: none"> Improve 'data' availability/quality especially in relation to annual monitoring processes. More emphasis on SITS enabling self-generated reports by staff. 	<p>This has been addressed in Iteration 2. Reference is made to the fact that the Head of Strategic Planning is convening and coordinating a cross-University working group (the ‘Reporting & Business Intelligence Project Board’) to identify longer-term enhancements to data quality and availability.</p>
<ul style="list-style-type: none"> SITS data – staff from professional services and academics will need to be able to access high quality training to maximise usage and value of data in informing the implementation of the Strategy. 	<p>This has been addressed in Iteration 2. The Strategy makes explicit reference to the roll-out of high quality SITS training (i.e. either online via Zoom or F2F) in addition to video resources etc.</p>
<ul style="list-style-type: none"> Whilst it would still be important to capture attention data (including attendance at online sessions), the emphasis in the future needed to be on capturing more useful information on student engagement - ie. with Moodle, E-Resources/Library, Personal tutor system, Careers, etc. 	<p>This has been addressed in Iteration 2. A report on the PTD and the need to build-in enhancements so that the PTD draws on a wider range of student engagement data went to Academic Board on 2 June 2021. The PTD will continue to be developed accordingly.</p>
Future consultations on Iteration 2	
<ul style="list-style-type: none"> Extended consultation regarding Iteration 2 to LGBT+ group members, Women’s Group, Interfaith Group, and Student & Staff Carers group, and students who are care leavers/experienced and those estranged from their families. 	<p>This will be addressed in Iteration 2. The Dean of L&T to convene a consultation with the LGBT+ group, the Women’s Group and the Interfaith Group and Staff Carers Group during June 2021. Feedback from these groups to inform Iteration 3 of the Strategy.</p>

SECTION 5

Glossary of Terms in the Learning and Teaching Strategy

Term	Definition	Implications for learning & teaching
Asynchronous online	Students can access the module content at their own time and pace.	<p>Make use of online blended learning activities e.g. pre-recorded videos, forums, quizzes, assignments, FlipGrid, etc... to share knowledge with students, promote engagement and to monitor progress.</p> <p>There should be clear instructions and signposting to make sure students are clear on what they have to do without having to contact you.</p> <p>Set up a Moodle Scheduler for student office hours, so that students can book 1:1 sessions or small group sessions at mutually convenient times. You can host these over Zoom.</p> <p>Remember to make your content Digitally Accessible.</p>
Blended learning	Refers to a programme that combines both face-to-face	<p>A blended approach usually brings together classroom-based activities with the lecturer present and online learning materials provided by the lecturer. The VLE (Moodle site) is normally the best platform for sharing</p>

	learning and online elements in its delivery.	digital resources. The mix between the face-to-face and online elements can vary considerably, depending on the nature of the module.
Distance learning	Where learning is designed to be consumed entirely remotely. Hence the student does not have to be present on a physical campus to apply, enrol, engage with the learning or even take their exams. Distance learning can be either online or offline (but is increasingly online).	Distance learning programmes are attractive to students who have other careers or responsibilities as it allows them to study at their own pace and schedule. At St Mary's, we run a small number of Distance Learning programmes (e.g. MSc Strength and Conditioning) but even on this programme there is a residential component in the summer. Programmes should not be delivered in a distance learning format unless they have been specifically validated for delivery in this format.
Digital	A broad term and refers to any use of electronic data or technology.	All programmes at St Mary's include a digital component since all have dedicated VLE Moodle sites, either at programme level, module level or both.
Digital estate	Refers collectively to St Mary's IT hardware, software, tools, resources and support staff.	In order to maximise the effectiveness of the delivery of programmes, academic staff should prioritise and (where applicable) restrict their use of digital platforms to those which are formally supported by the University. These are set-out in the TEL Digital Platforms pages.
Digital learning	Refers to any type of learning that uses technology to deliver the teaching and help students learn. Hence the term 'digital learning' covers an infinitely wide spectrum of technologies.	In order to maximise the effectiveness of the delivery of programmes, academic staff should prioritise and (where applicable) restrict their use of digital platforms to those which are formally supported by the University. These are set-out in the TEL Digital Platforms pages.
Face-to-face (i.e. in-person teaching)	In class face-to-face delivery on set schedule	Students are expected to attend in person. In order to make your teaching inclusive record them to benefit students as a revision aid. We have 75 teaching rooms set-up for Teaching and Learning Capture with fixed camera and lapel microphone. To find out which rooms are equipped. As with the other modes of delivery, it is recommended to make use of online blended learning activities to enhance the Learning experience for students e.g. make use of Pre-recorded videos, Forums, Quizzes, Assignments, Vevox, FlipGrid, etc... Remember to make your content Digitally Accessible.

<p>Hyflex or Dual mode</p>	<p>HyFlex refers to live learning that integrates face-to-face and online learning experiences. Lecturers deliver the session to a group of students face-to-face whilst allowing some students to join the session online at the same time (in streaming mode), or to watch the recording of the session after.</p>	<p>A Digital Assistant is required to support the live online students. TEL training can be provided to both lecturers and Digital Assistant on how to manage their Hyflex classroom on Zoom.</p> <p>This model may present the most flexibility to students in terms of attendance, but it does present challenges to both lecturers and students from a delivery and quality of learning perspective.</p> <p>The camera and audio input need to be the ones used for Teaching and Learning Capture (TLC Panopto) equipment in the teaching rooms.</p> <p>Remember to make your content Digitally Accessible.</p>
<p>Inclusive teaching approaches</p>	<p>Inclusive pedagogies are those that are accessible to all learners and grounded in the principles of effective academic practice.¹</p>	<p>Examples of how staff can embrace an inclusive approach and adopt inclusive pedagogies include the following:</p> <ul style="list-style-type: none"> ○ Ensure teaching materials are available to students before the class ○ Use lecture capture technology ○ Empower students to create their own recordings ○ Use social learning (e.g. peer learning, discussion in class) ○ Ensure students can see the ‘point’ of sessions, and their relationship to programme learning outcomes. ○ Employ authentic assessments (relevant, topical etc) <p>Be enthusiastic Teach in a stimulating and interesting manner Engage with the students’ levels of understanding Have concern for and respect for students Encourage directed independent learning</p> <ul style="list-style-type: none"> ○ Adhere to good practice accessibility guidelines in the production of learning materials (e.g. Class handouts, lecture slides etc.) ○ Employ audience response systems (e.g. Vevox, Poll Everywhere, Mentimeter) ○ Encourage students do not always work in their ‘comfortable’ friendship groups.
<p>In-person</p>	<p>Teaching contact that is face-to-face, on campus.</p>	<p>In-person teaching will remain at the heart of the student experience and characterises Type 1, 2 and 3 modules in the F2F+ ‘Spectrum’ proposed in this Strategy.</p>
<p>Online learning</p>	<p>Learning that takes place when students learn online. Their learning is typically via a virtual learning environment (VLE)</p>	<p>The VLE Moodle sites for a programme or module should provide access to resources, books and support that are accessible online.</p> <p>The delivery may consist of a combination of asynchronous and synchronous activities, but it takes place online.</p>

Synchronous online	Live on Zoom to all students on set schedule.	<p>Students are expected to attend these live sessions when they are scheduled to take place.</p> <p>Use online blended learning activities (e.g. polls, whiteboards, breakout rooms etc...) to complement these sessions to make them more engaging.</p> <p>You can also use pre-recorded videos and reading material here and flip the learning style, use the live sessions to discuss the content of videos or reading material.</p> <p>All live Zoom Lessons should recorded and made available to students via Moodle for revision and review (Lecture Capture).</p> <p>Set up a Moodle Scheduler for student office hours, so that students can book 1:1 sessions or small group sessions at mutually convenient times. You can host these over Zoom.</p> <p>Remember to make your content Digitally Accessible.</p>
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