



St Mary's
University
Twickenham
London

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 approval process	<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. • 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.

		<ul style="list-style-type: none"> • 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	Flexing the academic year	<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	Extending breadth of learning	<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	Building a CE 'Offer'	<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.
	Increasing opportunities for outward mobility	<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.

		<ul style="list-style-type: none"> ○ Identify funding gaps for activities and student segments and create a funding plan for international mobilities that capitalises on multiple funding streams, including Turing Scheme, WP funds and institutional support for semester, short-term, virtual and summer mobilities. ○ 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
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		<p>be recruited in 2021 with additional investment in subsequent years aligned with student need and growth in international recruitment.</p> <ul style="list-style-type: none"> • 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-mhu Work will include provision of support for developing ‘resilience’, which will draw on materials developed in IoE. • 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.

		<ul style="list-style-type: none"> • 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) ○ 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 *Embedding Wellbeing in the Curriculum* 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 *London Healthy Workplace Award*, 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 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.
- **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	Developing our PGR community	<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.
Theme 3: Enhanced teaching and skills development approaches		
1	Excellent teaching	<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. • Principle 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 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 • In accordance with the objectives of our Employability Strategy, we will ensure that Employability and career development is

		<p>embedded in our programme approval processes, quality assurance and enhancement monitoring processes, and periodic review processes.</p> <ul style="list-style-type: none"> • 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 learning 'spectrum'</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 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" data-bbox="462 1780 1385 1896"> <tr> <td data-bbox="462 1780 634 1896">Type 1 Totally F2F</td> <td data-bbox="634 1780 922 1896">Teaching contact is face to face (in-person), with VLE</td> <td data-bbox="922 1780 1385 1896">All modules conform to Type 1, 2 3 or 4.</td> </tr> </table>	Type 1 Totally F2F	Teaching contact is face to face (in-person), with VLE	All modules conform to Type 1, 2 3 or 4.
Type 1 Totally F2F	Teaching contact is face to face (in-person), with VLE	All modules conform to Type 1, 2 3 or 4.			

			supporting independent study and learning activities.	<p>Our expectation is that the majority of modules in non-distance learning programmes will conform to Type 1 or 2.</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>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>
		Type 2 33/67 Balance	Up to one-third of teaching contact time is online, either in synchronous or asynchronous format (e.g. via Zoom)	
		Type 3 67/33 Balance	Up to two-thirds of teaching contact is online either in synchronous or asynchronous format (e.g. via Zoom)	
		Type 4 Distance Learning Format	90% or more of teaching contact time is online either in synchronous or asynchronous format	
4	New digitally-enabled pedagogies	<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	Enable students to engage with learning in more flexible ways	<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	Inclusive approaches to supporting learning	<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
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		<p>for all students whilst helping to cover additional aspects of the curriculum or provide different perspectives on existing content⁶</p> <p>Further work on inclusive teaching approaches will be informed by work towards the Race Equality Charter.</p>
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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 forms 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 academic staff via enhanced CPD opportunities, improved guidance materials and 1 to 1 support.	Lifetime of the Strategy	Lead: TEL Support: CTESS
1.10	Draw on new and emerging technologies to enable new kinds of digitally-empowered pedagogies. These will include: <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. 	Lifetime of the Strategy	Lead: TEL Support: CTESS; Faculties/Institutes

	<ul style="list-style-type: none"> • 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. 		
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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	Lead: CIO & Technology Services Support: Application Services; TEL; AV; Helpdesk; Network; Faculty and Institutes; Students
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	Lead: TEL Support: Student Union; Faculty and Institutes; Students; Library Services
2.3	Ensure digital approaches capture accurate data on key areas of student engagement that enables effective reporting and analysis and better informs and improves key student KPIs such as satisfaction, attainment, retention, graduate outcomes.	July 2021	Lead: TEL and CTESS Support: Strategic Planning; Faculty and Institutes; Recruitment; Careers 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
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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	July 2022	Lead: Faculty and Institutes Support:

	their curriculum and develop standalone skills development opportunities		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

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	July 2021	Lead: TEL Support: CTESS; Technology Services; Faculty and Institutes

	technology for working and teaching.		
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