



SECTION 4

A St Mary's Learning & Teaching Strategy

2020/21-2025/26:

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 a 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>
<p>The student learning experience</p>	
<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 consistent with norms in close competitor HEIs.</p>

<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. 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. A dedicated PLO for PGRs is included. 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. 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. 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. 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. 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. The creation and operational organisation of such PGR self-help 'peer-support' groups is explicitly referred to. Having social activities organised for PGRs is an important feature alongside the research development opportunities they have. It is also proposed that PGR students are invited to act as 'PGR Social Secretaries', who can help to develop a sense of a community and sense of belonging.</p>
<ul style="list-style-type: none"> Need for explicit emphasis on 'working differently' rather than longer or harder. 	<p>This has been addressed in Iteration 2. This principle is highlighted in the opening sections of the Strategy.</p>
<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. 	<p>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</p>
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. 	<p>This has been addressed in Iteration 2. The proposal to move to a three-term year has been deleted.</p>
<ul style="list-style-type: none"> Will January exams be deleted? 	<p>No January Exams will take place in future unless essential in order to meet PSRB requirements.</p>
<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. 	<p>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.</p>
<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. 	<p>This has been addressed in Iteration 2. It is explicitly noted that this will be addressed within the SITS User Group.</p>
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. 	<p>This has been addressed in Iteration 2. Additional metrics have been added to the Metrics Table.¹</p>
<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. 	<p>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.</p>
Student support	
<ul style="list-style-type: none"> • Include provision of EAP tutor support for PGR students. 	<p>This has been addressed in Iteration 2. Explicit reference to a dedicated EAP for PGRs is included.</p>
<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. 	<p>This has been addressed in Iteration 2. Explicit reference is made to enhanced investment in Assistive Technology over the life of the Strategy.</p>
<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 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>This has been addressed in Iteration 2. 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>
Staff support/workload & staff CPD	
<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 integrated into the annual workload planning process. 	<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>
<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. 	<p>This has been addressed in Iteration 2. A 0.2 fte allowance is included.</p>
<ul style="list-style-type: none"> • Future applicants for Associate Professor & Professor should require recognition at D3 as a pre-requisite. 	<p>This has been addressed in Iteration 2. D3 as a pre-requisite for Assoc Prof and Professor promotions is included.</p>

<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. 	<p>This has been addressed in Iteration 2. CPSC approval documentation will capture the CPD provision requirements for new partners in the future.</p>
<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. 	<p>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.</p>
<ul style="list-style-type: none"> • Greater emphasis needs to be placed on the central role of academic professional development and CPD more generally. 	<p>This has been addressed in Iteration 2. Explicit reference is made to enhanced CPD.</p>
<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. 	<p>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.</p>
<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. 	<p>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.</p>
<ul style="list-style-type: none"> • More emphasis on diversity training within the sections on CPD. 	<p>This has been addressed in Iteration 2. This is explicitly highlighted as a key strand of future CPD provision by OD and CTESS.</p>
<ul style="list-style-type: none"> • Need for improved support and training for PGR supervisors. 	<p>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 –</p> <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
<p>Digital learning/resources & accessibility</p>	

<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: <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>This has been addressed in Iteration 2. 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.</p> <p>There is also explicit reference to extending the Year in Placement/Industry module to more programmes at St Mary's.</p>
Impact evaluation/Review	
<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 informed Iteration 3 of the Strategy.</p>
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