ST MARY’S UNIVERSITY COLLEGE – A COLLEGE OF QUEEN’S UNIVERSITY BELFAST

Learning and Teaching Strategy 2017 – 2022

1 Introduction

1.1 St Mary’s University College has a special relationship with Queen’s University Belfast for collaborative provision, and therefore the College strives to ensure that it subscribes to the relevant Education Strategy of the University. A new Education Strategy for 2016-2021 has been agreed by the University and the College has therefore developed a new Learning and Teaching Strategy for the period 2017-2022. This builds on the achievements of the previous College Learning and Teaching Strategies and also takes account of the College’s Mission Statement and its aim of making a distinctive contribution in the Catholic tradition, to higher education in Northern Ireland, as outlined in its institutional plan, Strategy 21.

1.2 Critical to the approach of both the University and the College is a focus on the development of the whole person. Students are supported to take responsibility for their own future, by encouraging them to reflect on their own personal and professional development, and providing them with opportunities to realise their full potential during their studies. The College seeks to nurture excellence and generate confidence, adaptability, breadth of understanding and global perspectives - skills necessary to meet the challenges they will face both in work and life. The College strongly encourages social responsibility through community engagement and is committed to providing an environment that fosters an understanding of, and a respect for difference.

1.3 This present strategy has also taken into account the nature of the College’s educational provision which is characterised by multi-disciplinarity in the design of its programmes. The College is a small, specialist institution providing programmes in the field of Teacher Education since its foundation and, more recently in the domain of Liberal Arts. It is a member of GuildHE in the UK and of the European Colleges of Liberal Arts and Sciences (ECOLAS). The Liberal Arts provision is congruent with the College’s aim of widening access and participation in higher education and contributing to economic regeneration and social development as important ways of facilitating conflict resolution and peace in Ireland. The College is also a member of the International Federation of Catholic Universities (IFCU).

1.4 The College provision of Teacher Education is set within the framework of the Catholic intellectual tradition of liberal education which emphasises the holistic development of the human person. It has developed over time to take due account of the educational policy environment in Northern Ireland, including the revised Northern Ireland Curriculum and priorities of the Department of Education (DE) and of the Department for the Economy (DfE), and the work of the professional body for teachers, the General Teaching Council for Northern Ireland (GTCNI). Its teacher education provision is also informed by the findings of the Education and Training Inspectorate (ETI). These, along with its engagement with the University, all contribute to the development in the College of a coherent vision of learning and teaching.

1.5 The new Learning and Teaching Strategy will be transformative and will articulate the College’s key characteristics as outlined in Strategy 21:
• **Values**: St Mary’s is explicit in the promotion of an interconnected set of values (Christian, academic, professional and civic) which define its identity and provide guidance for the educational work of the College community.
• **Excellence**: St Mary’s has externally validated evidence of high performance in its academic provision. It has a reputation for high standards of entry to degree programmes, a strong work ethic and a record of achievement. It is a College of Queen’s University Belfast, a member of the prestigious Russell Group.
• **Heritage**: Established in 1900, St Mary’s has a rich history and heritage, particularly as a specialist institution in the field of teacher education. The campus buildings clearly communicate a sense of heritage, highly valued by many people in our society.
• **Transforming**: St Mary’s places its greatest emphasis on its students. The College facilitates a holistic approach to their development and formation. It also promotes a faith-based approach to education and a commitment to social justice. Therefore what the College offers is a transformative higher education experience that includes engagement with the local community.
• **Dynamic**: St Mary’s continues to demonstrate a capacity to evolve and adapt successfully to new and changing circumstances. The College develops in a spirit of continuity and openness that combines fond memories and future aspirations. Its small size provides a flexibility and agility in addressing both opportunities and risks.

2  **Contexts**

2.1 The College’s relationship with Queen’s University Belfast is the cornerstone of the College’s academic provision which provides for robust quality assurance procedures, enables students to avail of many services and facilities offered by the University, and enhances the education provided within the College. For these reasons, the College will renew the Memorandum of Agreement (MoA) with Queen’s University and will seek to further and deepen collaboration between the two institutions.

2.2 In a period of political uncertainty in Northern Ireland, and on the island of Ireland as a whole (due to “Brexit”), the College remains committed to the playing its role in implementing elements of the emerging Programme for Government. It is also committed to working collaboratively with Government (DfE and DE) to implement policies for education and community development.

2.3 Higher Education in the United Kingdom continues to face many challenges. Government policy is focussed on the ‘quality’ of university education. While higher education is a devolved matter, the College recognises that many changes in England and Wales will be extended to Northern Ireland, in particular the new operating model for quality assessment. These developments have also shaped the strategy in terms of the challenges faced and the opportunities provided.

3.  **Education through partnership**

3.1 Students as partners in learning and teaching

The student experience embraces many aspects of academic and intellectual development, social and personal life, as well as the growth and enhancement of artistic, cultural and sporting accomplishments. Enhancing the student experience is a priority of Strategy 21 in order to attract a high quality, diverse and ambitious student population. The College’s goal is to provide students with an outstanding and stimulating educational experience in an environment in which they feel committed, engaged and challenged.
Key to enhancing the student experience will be the development of opportunities for student engagement. In partnership with the Student’s Union the College will take steps to engage all students, individually and collectively, as partners in the development and enhancement of their educational experience, shaping the curriculum and the College environment. It will develop and embed a culture of students and staff working together, with students having a clear voice in decision-making and opportunities to design and implement a high quality and engaging student experience.

3.2 Schools as partners in the education community

The College’s teacher education provision is orientated to serve the needs of the education sector, and the Catholic school community in particular. Therefore the College places a high priority on building relationships with a diverse network of schools of all kinds to support its provision. It seeks to engage the members of that network when designing its programmes and renewing its associated policies. It invites collaboration in the recruitment, training and mentoring of its student teachers. It engages actively in discussion with the various organizations that make up the school community.

3.3 Employers and the Business Community

To enrich its commitment to social regeneration and community development, the College actively invites the views of a wide range of agencies including business groups, employers, and community and voluntary groups. In particular, it seeks to develop a network of business organizations, akin to its network of school partners, to support student placement and future employment for the Liberal Arts programme.

4 On-going Principles for Learning and Teaching

The College has in its previous Learning and Teaching Strategies outlined the on-going principles upon which the strategies were built in terms of the areas of Learning, Teaching, Assessment and Quality Management. These principles are aligned with the QAA Code of Practice and with the Quality Code of Queen’s University. The College considers these to be still appropriate.

4.1 Learning

The College seeks:

4.1.1 to provide students with the highest quality teaching which is informed by research and scholarship;

4.1.2 to make use of new methods of learning, particularly of e-learning;

4.1.3 to develop and enhance in students a wide range of generic and subject-specific skills, enabling students to reflect critically and creatively on their learning experiences;

4.1.4 to create the circumstances in which students can take responsibility for their own learning, guided by appropriate academic and pastoral advice and to develop in students a sense of the responsibilities implicit in the learning and teaching process;

4.1.5 to give students adequate opportunities for active learning, such as involvement in group and project work, placement learning and report/project writing;

4.1.6 to link learning closely to assessment as an integral part of the learning cycle;
4.1.7 to ensure that students are given full and accurate information on the relevant programme specification, learning outcomes, content and assessment requirements, along with other appropriate information, on the course they wish to follow;

4.1.8 to develop opportunities for students to participate in learning programmes and funded exchanges abroad and to engage in placement learning, enabling students to derive full benefit from a rounded educational experience;

4.1.9 to work with an appropriate range of professional, school, business and organisational personnel in order to ensure professionalism, entrepreneurship and employability skills are appropriately considered in course planning;

4.1.10 to offer international students dedicated support services to enable them to partake in higher education in a different culture.

4.2 Teaching

The College seeks:

4.2.1 to ensure that appropriate methods of course delivery are used, suited to the needs of the students and their learning experiences;

4.2.2 to ensure that students are given relevant information on their progress, informed by regular and appropriate feedback;

4.2.3 to foster constructive and supportive working relationships between staff and students, through which learning and teaching can prosper, and to extend the learning environment through the use of new technologies as appropriate;

4.2.4 to ensure that courses are appropriately informed by current developments in areas such as pedagogy and research;

4.2.5 to recognise and support good teaching practice and to promote this by, amongst other methods, ensuring that appropriate staff development is made available;

4.2.6 to create and enhance the infrastructure necessary for students to benefit from technological advance, and to support teaching with adequate human and financial resources.

4.3 Assessment

The College seeks:

4.3.1 to promote a range of appropriate assessment practices in line with the College Assessment Policy;

4.3.2 to ensure that clear information is given to students on methods of assessment to be used on a particular course and on relevant regulations, coursework requirements and criteria used in assessment;

4.3.3 to ensure that all coursework is assessed promptly and transparently, that work is handed back without undue delay, and that students are given suitable feedback on the strengths and areas for development in their work.
4.4 Quality Management

The College seeks:

4.4.1 to ensure that it has in place processes for annual programme and module reviews; that these articulate appropriately with those of the University; that staff and students play appropriate roles in these processes; and that the results of such reviews lead to genuine enhancement of the quality of education provided;

4.4.2 to ensure that External Examiners play a central role in assuring the quality of awards and that those awards are consistent with nationally agreed subject standards (where available);

4.4.3 to ensure that reports on programme and module reviews are generated, that the recommendations and findings are given due consideration and that the recommendations are implemented wherever feasible;

4.4.4 to keep its information on student cohorts up-to-date, so that the effects of developments in Learning, Teaching and Assessment can be properly monitored and appropriate responses made;

4.4.5 to provide students with access to high quality Careers Information and Guidance as recommended by the QAA Code of Practice.

5 The Queen’s University Education Strategy 2016-2021

5.1 The University Education Strategy 2016-2021 identifies seven inter-related strands to further enhance the student academic and wider experience. These strands establish the priorities for the University over the next five years:

- Dynamic and relevant curriculum and assessment and student support
- Professional Standards
- Widening participation, Equality and Diversity
- Employability, Enterprise and Global Citizenship
- Internationalisation
- Innovative and Flexible Delivery
- Innovation in Postgraduate Taught (PGT) Education

5.2 The College concurs with the values, principles and aims outlined in the University Education Strategy 2016-2021. In particular there is a close synergy with the College’s own ethos and mission to deliver transformational learning experiences, focused on the development of the whole person and encouraging social responsibility. While the College has a historical focus on one particular field of employment (teacher education), it embraces the University’s commitment to enterprise, life-long learning and citizenship that mark the quality of effective contributors to the local and global societies. The College has already made significant progress in diversification of the student body through its Widening Access and Participation Policy. It is committed to continuing to engage students as partners in learning and teaching and in developing the wider student experience.

The College agrees with and supports the priorities underlying the Education Strategy with the following comments as it articulates the seven strands within its own Learning and Teaching Strategy.
6 Dynamic and relevant curriculum and assessment and student support

6.1 The College seeks to ensure that programmes meet the current and future needs of our students and the wider society. Its current undergraduate provision is characterised by inter-disciplinary perspectives. Already, the curriculum offers each student the opportunity to learn from more than one discipline within each programme. Recognising that assessment shapes what and how students learn, the College can argue that its current assessment and feedback aspires to excellence under this strand with NSS (National Student Survey) scores for assessment and feedback hovering between 85% and 88% in the period 2014-16.

6.2 Strategic Objectives

(i) The College will continue to offer a high quality, dynamic and inclusive education provision that facilitates our graduates’ success, enables them to realise their full potential and equips them to make a positive contribution in their chosen field of work or study and to society.

(ii) The provision of multi-disciplinary degree programmes will continue to be a hallmark of the College’s provision.

(iii) The programmes will make use of a wide range of assessment strategies to challenge and encourage students in the development of a comprehensive set of skills and competences that will be useful in their later careers. The College will continue to review and assess the effectiveness of assessment methodologies and to explore ways to ‘close the feedback loop’ by promoting student reflection and action planning in response to feedback.

(iii) The College will continue to encourage students to engage in a co-curriculum of related voluntary activity and social and personal development. The College will make use of the Higher Education Academic Record (HEAR) as its means of recording and reporting this co-curriculum. The College will continue this line of development pending further discussions with the University over Degree-Plus.

(iv) Given constraints of size and finances, the College has articulated its strategic objective that “research-informed teaching should continue to be the main focus of the College research policy”. The College will map out actions that will embed that strategic objective more firmly in practice.

(v) The College will continue to develop an enhanced induction programme for incoming students. It will continue to extend and expand its Careers Service provision and to integrate careers education into the core curriculum of its various undergraduate programmes. The College’s M-level provision is designed specifically to address the needs of the teaching profession for award-bearing professional development that integrates workplace experience with academic reflection and research. It will seek ways to further develop and diversify the delivery of this provision.

6.3 Actions

(i) The College will embed student reflection on feedback as a key component of PDP.

(ii) The College will ensure that all students receive a HEAR on graduation.

(iii) There will be a revised Research Strategy in place to support research activity by all teaching staff.

(iv) The College will have an enhanced induction programme for all incoming students.
There will be an enhanced career development programme embedded in undergraduate programmes.

7 Professional standards

7.1 The College recognises the centrality of its staff, their skills, innovation, professionalism and enthusiasm, for the implementation of its Learning and Teaching Strategy. Staff Development will continue to play a key role in ensuring that staff have the necessary skills and qualifications to meet the requirements of stakeholders (e.g. ETI and GTCNI). It will continue to promote membership of the HEA.

7.2 Strategic Objectives

(i) The College will map its staff development provision against the UK Professional Standards Framework to support staff in their development of learning and teaching knowledge and skills.

(ii) In partnership with the University and with HEA, the College will implement an enhanced CPD scheme to provide structured pathways for higher levels of professional recognition of teaching for all staff.

(iii) The College will review and address the support and developmental needs of specific groups of staff, particularly Advisors and Personal Tutors.

(iv) The College will continue to build partnerships with stakeholders (e.g. schools and other educational institutions) to support co-delivery of professional development within our programmes.

7.3 Actions

(i) Staff Development provision will be mapped against the UK Professional Standards Framework.

(ii) Pending outcomes of the revised Memorandum of Agreement, new partnership arrangements will be in place to promote CDP opportunities for staff.

8. Widening participation, equality and diversity

8.1 The College's mission commits it to widening participation, equality and diversity. It currently achieves very highly in this area (with data for 2014-15 showing that 46% entered from lower socio-economic groups 4-7 against a benchmark of 26.2%) despite constraints of size and finances. Given its small size, the student retention performance indicators fluctuate from year to year, but the aggregate figure across 2012/13 to 2014/15 is 95.9%. A key feature of College life, mentioned regularly in student surveys, is the high quality of staff-student interaction. Formal structures are complemented by the intense, informal support provided by staff to students.

8.2 Strategic Objectives

(i) The College will seek closer collaboration between its Student Guidance and Support (SGS) and QUB Disability Services to ensure that students with diverse needs are supported in their learning. Given the success of its WAPP implementation, this support provision has become a central issue for the College as it engages with an increasingly diverse student body.

(ii) The College will continue to develop support mechanisms to address retention and attainment issues (ranging from the provision of its Writing Centre to the introduction
of an electronic attendance register) by improving monitoring and pre-emptive intervention strategies.

(iii) The College will continue to promote and maintain high-quality informal support, while at the same time it will enhance formal structures to complement and support the personal efforts of individual staff to assist students.

(iv) The College will continue to work with local agencies to support a range of programmes aimed at building awareness among primary and post-primary students of opportunities for higher education. The College will encourage its students to act as ambassadors and role models by delivering a range of outreach programmes to schools and community groups.

8.3 Actions

(i) Under the terms of a revised MOA, there will be closer collaboration between the SGS office and QUB Disability Services.

(ii) An expanded electronic database will be established within the Writing Centre to monitor and target support needs for students.

(iii) A review will consider how to enhance formal structures so that they best complement informal staff-student engagement.

(iv) A wider menu of outreach opportunities will be available to students.

9 Employability, enterprise and global citizenship

9.1 Since its traditional provision (teacher education) is a professional qualification, the College has long considered employability as key to the design and delivery of its programmes, both at undergraduate and postgraduate levels. All undergraduate provision involves periods of work placement embedded within the programmes, locally, in Great Britain, elsewhere in Europe and further afield. Employability skills and entrepreneurship have been distinctive aspects of its Liberal Arts provision introduced in 2000. The College promotes an international dimension to its provision, making extensive use of the Erasmus and Study USA programmes (among others). As a result a very high proportion of students experience some form of international dimension in their learning experience. And finally, a commitment to community engagement and social responsibility are not merely an aspiration of the mission statement but a practical dimension of the student experience. The College will continue to promote these aspects of its provision and seek to develop them over the coming years.

9.2 Strategic objectives

(i) Given the current social, political and economic climate, the College will review the case for a more ‘activist’ approach in its provision to engage issues of inclusivity and democratic discourse in a post-Brexit environment.

(ii) As an increasing number of our graduates are finding work internationally, the College will encourage students to learn a foreign language.

9.3 Actions

(i) A more diverse range of placement opportunities will be available to students as part of their degree programme.

(ii) An expanded range of international partner institutions and placements will be available to students.

(iii) An increased range of volunteering opportunities will be available to students.
Taught units on citizenship will include a more ‘activist’ approach to promote student engagement.

Opportunities will be available to study one or more foreign languages.

10 Internationalization

10.1 While the College supports the aspirations of the University in this strand, its size and financial constraints place limitations on its ability to recruit international students. It will continue to make use of the ERASMUS programmes to maintain its high levels of outward and inward student mobility from Europe (while paying particular attention to the challenges of Brexit). The students participating in inward mobility are integrated into the College programmes, including the work placement elements, and this will continue. Students participating on outward mobility will continue to have the opportunity to integrate these studies with their degree programme (or incorporate them into their academic transcript).

10.2 Strategic Objectives

(i) Continuing development of Erasmus, as well as StudyUSA and Study China, and other selected bilateral agreements will be a mainstay of the College’s internationalisation strategy.

10.3 Actions

(i) The College will have an equal or greater proportion of students who have participated in international mobility programmes at some point in their degree than currently in 2016/17.

(ii) The College will host students from China on exchange programmes.

11 Innovative and flexible delivery

11.1 The College supports the aims of innovation and enrichment of teaching and support. It recognises the particular financial constraints placed on development in these areas, but it has successfully carried out a rolling programme of enhancement of the physical environment of the College in recent years and aims to continue this process. It recognises the need to implement changes to curriculum delivery that take advantage of, amongst other aspects, changing IT opportunities and changing student needs.

The Capital Development Programme contains proposals informed by learning and teaching considerations. Proposals to upgrade the Library (constructed in 1996) and integrate it with the IT Open Access space would provide consolidated accommodation encompassing library, IT and personal study facilities. While the College has sufficient space for current learning and teaching activities, there is a need to consider a redesign of these spaces to shift from tutor-led to more collaborative learning styles. At the same time, the College still lacks a suitable teaching space for groups of over 150 persons.

The College views digital learning as having the potential to enhance campus-based learning and teaching, and to support the delivery of online distance learning and flexible programmes which meet the needs of postgraduate and professional development markets with the capacity to attract large numbers of students. However, the College is constrained by resources (financial, physical, technological and personnel) to take full advantage of the opportunities on its own and so will seek to collaborate with the University where possible.
The undergraduate programmes already embed work placement as a key learning strategy which is collaborative and inter-professional: the College will continue to explore ways to engage stakeholders and partners more closely in the teaching and learning processes.

11.2 Strategic Objectives

(i) While the use of ICT is embedded across all programmes, the College will carry out further staff development to ensure that it is ‘pervasive’.

(ii) The College will continue to explore and develop varied forms of delivery for its Masters provision, building on the success of the ‘summer school’ model and expand schemes of distance learning.

(iii) As funding is made available, the College will continue the programme of development of the campus environment to meet the changing needs of students and emerging pedagogies to improve the overall student experience.

(iv) The College will take forward plans for the integration of library, IT facilities and personal study space to create a centralised resource-based learning environment.

(v) In response to the changing profile of the student body, the College will review the opportunities for a more flexible timetable.

(vi) The College will continue to promote staff development opportunities that enhance the learning and teaching experience for students.

11.3 Actions

(i) The College will have an upgraded VLE in place.

(ii) The College will deliver more of its programmes online and/or by alternative ‘summer school’ provision.

(iii) The College will have a more diverse suite of classrooms to support a range of teaching modes.

(iv) The College will develop a centralised resource-based learning environment.

(v) The College timetable will be more flexible in the length of the study day, number of days used per week, etc.

(vi) Learning and Teaching innovation will drive upgrading of teaching space.

12 Innovation in Postgraduate Taught (PGT) education

12.1 The College’s PGT provision is currently centred on its MEd portfolio for part-time students. The College recognises that expansion of the postgraduate provision is important for the sustainability and development of the institution. With the development of the Graduate School at QUB, the College will plan strategically to interact with and complement that provision. Linking with the development of online facilities, there will be an increased drive to introduce and promote online distance learning.

12.2 Strategic Objectives

(i) The College will expand its provision beyond the MEd programmes to embrace other masters programmes for full-time students.
The PGT provision will make greater use of online distance learning, aiming for one half of students utilizing this approach.

12.3 Actions

(i) Student numbers the PGT provision will have increased by 25% on current levels.

12. IMPLEMENTATION

12.1 Implementation of the Learning and Teaching Strategy will be undertaken by a number of groups, in particular the College Learning and Teaching Committee and the relevant Programme Teams. They will be guided by relevant College and University documents, as well as by relevant government strategies and reports (e.g. by ETI). The Learning and Teaching Strategy will be reviewed regularly and progress will be monitored through a variety of mechanisms. These include:

(i) direct reporting on progress against actions to the Learning and Teaching and Committee;
(ii) direct reporting on progress associated with the underpinning strategies and policies to the College Academic Council and/or Strategic Management Team;
(iii) regular reviews, overseen by the Strategic Management Team, of services provided by the College;
(iv) annual analysis of the results of the National Student Survey and the College’s own student surveys;
(v) quality assurance and enhancement procedures including external examiners’ reports, module review, programme review and developmental engagement;
(vi) consideration of reports from external accreditation (GTCNI) and inspection agencies (ETI).
Appendix 1  

## Actions and Targets for the Academic Year 2017/18

<table>
<thead>
<tr>
<th>Action</th>
<th>Target in 2017/18</th>
<th>Responsible</th>
<th>College Business Plan and other strategies</th>
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<tbody>
<tr>
<td><strong>Dynamic and Relevant Curriculum</strong></td>
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<tr>
<td>(i) student reflection on feedback as a key component of PDP</td>
<td>Review of existing models of practice</td>
<td>Programme leaders</td>
<td>Business Plan 3.1; 3.10; 3.11; 8.4; 8.5</td>
</tr>
<tr>
<td>(ii) all students receive a HEAR on graduation</td>
<td>Review of LA practice Introduction for BEd programme</td>
<td>Programme leaders</td>
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<tr>
<td>(iii) a revised Research Strategy in place to support research activity by all teaching staff</td>
<td>Review of existing Strategy</td>
<td>Senior Tutor, Development College Research Strategy</td>
<td>College Research Strategy Business Plan 2.5</td>
</tr>
<tr>
<td>(iv) an enhanced induction programme for all incoming students</td>
<td>Review of ‘Stepping Stones’ with proposals for BEd model</td>
<td>LA Programme Team</td>
<td>Business Plan 3.5</td>
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<tr>
<td>(v) an enhanced career development programme embedded in undergraduate programmes</td>
<td>Proposals for module changes approved by L&amp;T committee</td>
<td>Careers Officer</td>
<td>Business Plan 3.6</td>
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<tr>
<td><strong>Professional Standards</strong></td>
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<tr>
<td>(i) Staff Development provision will be mapped against the UK Professional Standards Framework</td>
<td>Completion of scoping exercise</td>
<td>Staff Development Officer</td>
<td>Business Plan 7.7</td>
</tr>
<tr>
<td>(ii) new partnership arrangements will be in place to promote staff development opportunities for staff</td>
<td>Completion of negotiations with QUB over MOA</td>
<td>SMT</td>
<td>Business Plan 2.2; 4.4; 7.7</td>
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<td><strong>Widening participation, equality and diversity</strong></td>
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<td>(ii) an expanded electronic database will be established within the Writing Centre to monitor and target support needs for students</td>
<td>Design of new system</td>
<td>Student Guidance and Support</td>
<td>Business Plan 3.5</td>
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<td>(iii) new formal structures that best complement informal staff-student engagement</td>
<td>Review of current SCCs</td>
<td>Student Guidance and Support</td>
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<td>(iv) a wider menu of outreach opportunities will be available to students</td>
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<td><strong>Employability, Enterprise and Global Citizenship</strong></td>
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<td>Current Provision</td>
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<tr>
<td>(i)</td>
<td>a more diverse range of placement opportunities will be available to students as part of their degree programme.</td>
<td>Review of current provision</td>
<td>Schools Office, WRL Co-ordinator</td>
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<td>(ii)</td>
<td>an expanded range of international partner institutions and placements will be available to students.</td>
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<td>International Office</td>
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<td>(iii)</td>
<td>an increased range of volunteering opportunities will be available to students.</td>
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<td>Widening Access Officer</td>
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<td>(iv)</td>
<td>taught units on citizenship will include a more 'activist' approach to promote student engagement.</td>
<td>Review of current provision</td>
<td>Programme leaders</td>
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<td>(v)</td>
<td>opportunities will be available to study one or more foreign languages.</td>
<td>Scoping exercise of potential provision</td>
<td>Senior Tutor, Development</td>
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**Internationalization**

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<tr>
<td>(i)</td>
<td>an equal or greater proportion of students who have participated in international mobility programmes at some point in their degree than currently in 2016/17.</td>
<td>Review of current limitations and disincentives for student mobility</td>
<td>International Office</td>
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<td>(ii)</td>
<td>The College will host students from China on exchange programmes.</td>
<td>Hosting of Chinese students</td>
<td>International Office</td>
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**Innovative and flexible delivery**

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<td>more programmes online and/or by alternative 'summer school' provision</td>
<td>Review by M level team</td>
<td>M-level coordinator</td>
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<tr>
<td>(iii)</td>
<td>development of campus environment for changing teaching and learning needs</td>
<td>Establish plan for replacement/renewal of IWBs</td>
<td>L&amp;T Committee</td>
</tr>
<tr>
<td>(iv)</td>
<td>a centralized resources-based learning centre</td>
<td>Review of classroom layout for more diverse delivery</td>
<td>Estates Office</td>
</tr>
<tr>
<td>(iii)</td>
<td>timetable will be more flexible in the length of the study day, number of days used per week, etc.</td>
<td>Review of timetable</td>
<td>Senior tutor, Staffing and Resources</td>
</tr>
<tr>
<td>(iv)</td>
<td>upgrade teaching space</td>
<td>Contribute to renewal of Estates and Computer Services strategies</td>
<td>Estates Office</td>
</tr>
</tbody>
</table>
### Innovation in PGT provision

| (i) Student numbers on the PGT provision will have increased by 25% on current levels. | Submission of new f/t Masters to QUB | Academic Secretary | Business Plan 2.3 |