

## Education Strategy 2016-2021: Summary

### 1. Introduction

Alongside the University's Research Strategy, a central tenet of Vision 2020 is that the University delivers **high quality leading edge** education, through **world-class staff**, focused on the **needs of society**. We aim to create an educational experience that enriches our students intellectually, socially and culturally. Specifically, we seek to develop our students to be confident, resilient, creative, critical thinkers and problem solvers, with strong employability skills, prepared for leadership and citizenship in a global society and for the increasingly complex and challenging world into which they will graduate.

The new Education Strategy will be transformative and will articulate the University's core values of **Respect, Integrity, Excellence, Ambition** and **Connected** through the application of the following principles:

- **Ambition**; for our institution, students and staff as well as supporting the ambitions of the wider society, locally and globally.
- **Leadership**; assured and challenging in everything we do.
- **Innovation**; focused on discovering and applying knowledge with impact, encouraging creative thinking and developing new ideas.
- **Partnership**; staff, students and key stakeholders such as employers working together with integrity and in an open, respectful way.
- **Equality and Diversity**; promoting equality of opportunity and creating an environment that values and celebrates the diversity of our staff and students.

Our graduates will help shape tomorrow, will be highly sought after by employers for being professional, dynamic, forward thinking, and enterprising, and will be equipped with the skills to be global citizens and to address global challenges.

### 4. Key priorities and strands

This Education Strategy recognises and builds on progress achieved through our previous Strategy (2011-2016) and outlines actions that will help to deliver our vision for Education by 2020-21. The key priorities of the Education Strategy, aligned to Vision 2020, are reflected in seven inter-related strands:

- Dynamic and relevant curriculum and assessment
- Innovative and flexible delivery
- Widening Participation, Equality and Diversity
- Employability, Enterprise and Global Citizenship
- Internationalisation
- Innovation in Postgraduate Taught (PGT) Education
- Professional Standards

A summary of these strands is presented in Appendix 1. A schedule of key action, targets and timelines will be drawn up by each Faculty Executive Board and the Professional Services Executive Board, phased over the Strategy's five academic years. Progress against the goals of the Strategy will be formally reviewed annually.

## Summary of Priorities

WHERE WE WANT TO BE IN 2020		HOW WE WILL GET THERE	
<b>1. Dynamic and relevant curriculum and assessment and student support</b>			
<ul style="list-style-type: none"> <li>• A high quality, dynamic and inclusive education portfolio that will facilitate our graduates' success, enabling them to realise their full potential, and make a positive contribution to society and work or further study.</li> <li>• Cross-disciplinary degrees in each Faculty.</li> <li>• Learning from more than one discipline will be embedded in all programmes.</li> <li>• All students have an opportunity to explore the relevance of different disciplines to contemporary challenges facing the world.</li> <li>• Performance in retention and attainment is strong and within institutional targets, reflecting national and international benchmarks.</li> </ul>		<ul style="list-style-type: none"> <li>• New models to enable inter- and multi-disciplinary learning.</li> <li>• Three cross-disciplinary degrees no later than 2018-19.</li> <li>• Remove January examinations for first year students by 2016-17.</li> <li>• Remove January examinations for all students by 2017-18, except where it is a requirement of a professional body.</li> <li>• Embed an inclusive curriculum for all students by 2017-18,</li> <li>• Enhance interventions to support students' transitions through their programme</li> <li>• Study regulations reflect development in curriculum and assessment by 2017-2018.</li> <li>• Review administrative barriers to multi-interdisciplinary programmes.</li> <li>• Introduce student analytics data by 2018-2019.</li> </ul>	
<b>2. Professional Standards</b>			
<ul style="list-style-type: none"> <li>• Excellence in teaching both face to face and online.</li> <li>• Promote best practice in learning and teaching enhancement.</li> <li>• Provide information for students on teaching excellence within the University to allow students to make appropriate choices.</li> <li>• Provide information for employers on teaching excellence within the University to allow employers to choose graduates with appropriate skills sets.</li> <li>• Vibrant, discipline-specific communities of practice with a network of School-based critical friends to promote discipline-specific best practice</li> </ul>		<ul style="list-style-type: none"> <li>• Implement an enhanced programme of developmental opportunities related to learning and teaching knowledge and skills.</li> <li>• Achieve accreditation for the development programme - Queen's Merit award.</li> <li>• Strengthen opportunities for staff to share practices, ideas and questions.</li> <li>• Ensure that our structures for review, reward and recognition support excellence in teaching.</li> <li>• Support and developmental needs of specific groups of staff, such as Disability Advisers, Personal Tutors, Lecturers (Education).</li> <li>• Partnerships with key stakeholders to support the co-delivery of our programmes.</li> </ul>	
<b>3. Widening Participation, Equality and Diversity</b>			
<ul style="list-style-type: none"> <li>• Widening Participation will be fully integrated in the culture and working practices of Queen's.</li> <li>• An education portfolio which incorporates a range of routes to learning, and structures to support students' progression and success.</li> <li>• Embedded equality and diversity in our curriculum and pedagogy as acknowledged in our achievement of Institutional Athena Swan Gold Award.</li> <li>• Our student population will reflect the diversity of the local population.</li> </ul>		<ul style="list-style-type: none"> <li>• Develop an Educational Compact Scheme one per faculty by 2017-18</li> <li>• Pathways to the Professions by 2018-19.</li> <li>• External delivery partnerships to support alternative routes of entry to Queen's.</li> <li>• Enhance transition arrangements for targeted groups of students.</li> <li>• Internships programme from 2016-2017.</li> <li>• Expand Alumni Mentoring Scheme.</li> <li>• Identify good practice in embedding equality and diversity in the curriculum and pedagogy, and support wider embedding across all programmes from 2016-2017.</li> </ul>	

<b>Strategic Priorities</b>		<ul style="list-style-type: none"> <li>We will embed reflection on equality and diversity through all aspects of our Quality Assurance processes.</li> </ul>
	<div style="display: flex; justify-content: space-between;"> <span><b>WHERE WE WANT TO BE IN 2020</b></span> <span><b>HOW WE WILL GET THERE</b></span> </div>	
	<b>4. Employability, Enterprise and Global Citizenship</b>	
	<ul style="list-style-type: none"> <li>Embedded employability-related skills into all curricula/co-curricular offerings.</li> <li>A coordinated and ambitious expansion of UK and international study and work-related opportunities for all students.</li> <li>Strong employer and student-alumni connections through mentoring.</li> <li>The University in the top 20 for graduate prospects.</li> <li>Through partnership with the Students' Union, increases in the levels of student engagement with co-curricular and extra-curricular activity</li> </ul>	<ul style="list-style-type: none"> <li>Further embed employability and Global Citizenship within all academic programmes.</li> <li>Expand our range of work-related learning within degree programmes for all students.</li> <li>Develop opportunities to address community needs through course-based research projects supported by the Science Shop</li> <li>Students as Partners from 2016-2017.</li> <li>Develop opportunities for students to apply their knowledge and skills to address community needs through projects supported by the Science Shop.</li> <li>Enhanced accreditation of a programme of professional development opportunities.</li> <li>Through the Development Weeks, deliver a rich, extra-curricular offer of activities, accredited through Degree Plus.</li> <li>A new proposition to high quality applicants by 2017-18</li> <li>Expand continuous professional development opportunities.</li> <li>Develop further students' volunteering opportunities, increasing engagement to 6000.</li> <li>Further develop our support for student enterprise and entrepreneurship.</li> <li>Review the composition and operation of Employers' Forum.</li> </ul>
<b>5. Internationalisation</b>		
<ul style="list-style-type: none"> <li>Our curriculum will include an emphasis on global perspectives and international options.</li> <li>The University has increased by its target the number of international students, at undergraduate and postgraduate level, to 3,773.</li> <li>The University will have increased the number of students taking up opportunities abroad growing year-on-year by 10%.</li> <li>International students will have opportunities for work-related learning in Northern Ireland companies.</li> <li>Language skills development support will be available to all students, both local and international, to enable them to embrace the full spectrum of an international experience.</li> <li>Non-UK student satisfaction (as measured by NSS, PRES, and PTES) will improve.</li> </ul>	<ul style="list-style-type: none"> <li>Internationalise our curricula ensuring culturally diversity and accessibility to all.</li> <li>Embed English language skills development in programmes, where appropriate.</li> <li>Increase international opportunities, 10% increase annually in students participating.</li> <li>Increase local work-related learning opportunities for international students.</li> <li>Introduce optional year abroad by 2017-2018.</li> <li>Provide foreign language skills development opportunities and resources.</li> <li>Expand Go Global week with 10% annual increase of student participation.</li> <li>Review the central funding stream to support outward mobility and focus future investment in areas where it has been most effective.</li> </ul>	

## 6. Innovative and Flexible Delivery

- Face-to-face contact with greater use of active and interactive learning supported by technology and developments in physical spaces.
  - Extended educational provision globally through digital learning.
  - A step change in the modes of study offering increased flexibility in pace, place and mode of study to meet the changing needs of students.
  - Students and staff have the ability to use technologies effectively for learning and student success.
- Embed digital learning, assessment, support and training across all taught programmes by 2020-21.
  - Pilot PGT Distance Learning in 2016-17.
  - Two to three distance learning programme per Faculty by 2018-19.
  - By 2020, each Faculty will offer broadly-based part-time provision at Level 6 and/or 7.
  - We will establish Digital Learning Solutions (including VLE) by August 2017.
  - Phased implementation of the Digital Learning Solutions during 2017-18 with the full rollout completed during 2018-19.
  - Embed a digital literacy programme for staff and students to support effective use of technologies commencing in 2016-2017.
  - Continue a programme to upgrade all of our physical learning spaces.
  - Explore the potential for Faculty-based digital hubs to support the embedding of Digital Learning Solutions locally.

## 7. Innovation in Postgraduate Taught (PGT) Education

- Expanded, diverse and inclusive postgraduate student body to 3,590 students.
  - The University has made a step change in ability to attract high-quality postgraduate taught students, nationally and internationally.
  - Range of innovative, market-responsive taught postgraduate programmes which are globally distinctive and respond to the needs of society.
  - Continuous proactive engagements with postgraduate students from pre-entry enquiry to post-qualification employment
  - Graduate School as a hub for postgraduate students providing an enriched environment of learning, research and innovation and supporting a postgraduate community built on excellence, intellectual challenge and inclusiveness.
- Niche and market-attuned PGT programmes, aligned to areas of research strength.
  - Deliver curricula flexibly to meet new study patterns and needs of PGT students.
  - At least two postgraduate taught programmes (per Faculty).
  - By 2016-17, an accredited accumulation model at module and award level.
  - By 2017-18, PGT portfolio to deliver a flexible, accredited accumulation scheme.
  - Introduce a new Student Ambassadors programme to support engagement with PGT.
  - Develop a year round programme of activities and training targeted at PGT students.