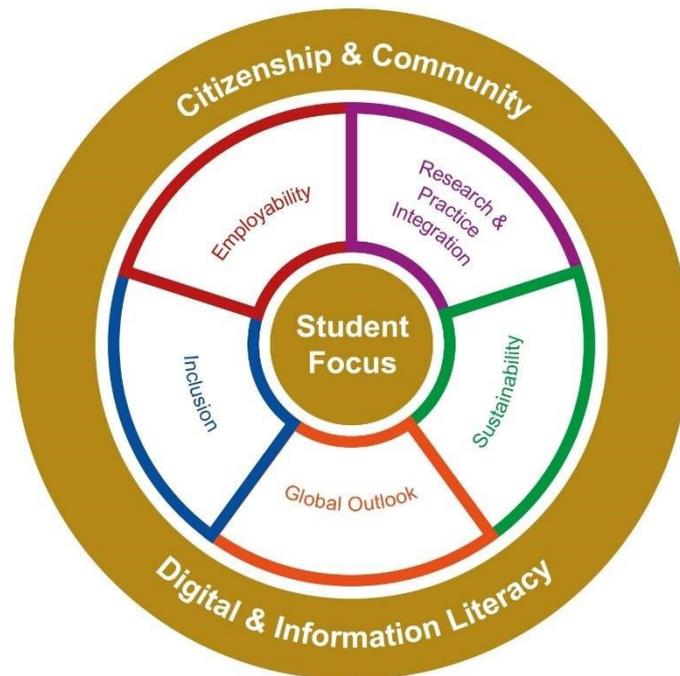


## ENhance Curriculum Framework guidance for programme teams



The purpose of the framework is to enhance curriculum design and opportunities for staff through identifying, sharing, celebrating, enhancing and externally disseminating effective practices in curriculum design. 'Curriculum' is understood broadly to mean all the learning experiences associated with your programme. This includes placements, and any work students conduct independently. 'Curriculum' in this sense is very concerned with the nature of opportunities for students to engage with the programme, and with how students do engage. The framework sees curriculum as a dynamic process.

This framework has been designed as a starting-point for enhancement conversations about curriculum design – at programme team and university levels. It is designed to help us ask questions like:

- How do students and teachers understand their role in the curriculum?
- What are our assumptions as teachers and learners?
- How well is student learning supported at the level of the programme (rather than the module)?

As well as providing a shared reference point and vocabulary for these conversations, it will be used to enable more systematic sharing of existing good practice and innovation in curriculum design at Edinburgh Napier. It will enable our curricula to be flexible and resilient in future and ensure a student focus at the centre of all current and future curricula.

### What is it for?

**From September 2022** the framework will be used to support the design of all new programmes, as part of annual monitoring and review, as part of the ILR process. Aspects of this will be supported by the Curriculum Management System from 2022-23. The full details of how this will work are

currently being determined, and the plan will be finalised in April 2022. In addition to this embedding, there will also be staff development opportunities offering further support for curriculum enhancement

**From now until summer 2022** the framework is being piloted. There are formal and informal opportunities to engage in discussion and activities around curriculum enhancement, and to reflect on your programme. If properly recorded in enhancement action plans, these will count towards ongoing framework engagement, and support future engagement with quality processes. They may be particularly relevant to programmes preparing for, or having undergone recent ILRs, or currently considering questions relating to programme design or to any one or more of the themes.

### How will you demonstrate that your programme is engaging with ENhance themes?

As explained already, this will work in slightly different ways in the current academic year (2021-22) and in the future from September 2022. Further information about this will be shared as soon as it is available.

Currently, you have opportunities to engage in formal and informal conversations with members of academic staff including staff from other Schools, and from DLTE. The outcomes of these conversations will be recorded by one of the conversation facilitators in a short Curriculum Review and Enhancement Plan which will

- Define and describe existing practice relating to the framework's themes
- Envision future action
- Map out a pathway to co-constructing change

These opportunities will be advertised as they are offered. For further information about them, please contact Dr Cameron Graham [c.graham@napier.ac.uk](mailto:c.graham@napier.ac.uk).

In the longer term, the expectation on programmes will be to demonstrate engagement with at least three of the main themes. Programmes are expected to fully engage with the framework (ie. 3 themes plus others as appropriate) in the ILR process (every 5-6 years); and have light-touch engagement (ie. with one or two themes) every year in Annual Review. New programmes will be required to show engagement with three of the themes in Programme Approval.

### Overarching principles

The following set of principles provide the context and rationale for our over approach and ensure it is fully harmonised with the Quality Framework:

The following set of principles provide the context and rationale for our over approach and ensure it is fully harmonised with the Quality Framework:

- The curriculum demonstrates a proactive approach to engaging students in their learning
- Learning opportunities related to the theme are clearly and coherently woven throughout the programme in its

Content

Opportunities for students

Learning, teaching and assessment activities

## Direction of curriculum development

- We are effective at measuring the impact of the ENhance framework on the student experience and using it for continuous enhancement.
- Embedding of the theme is resilient to changing circumstances (eg. not wholly dependent on face-to-face delivery or a single member of staff).

## Student Focus

Student focus is the driver at the heart of ENhance, whose ultimate purpose is improved student learning. Engagement with all themes needs to demonstrate how programmes offer student agency and choice so that our students feel seen, heard, and listened to throughout their studies. We want our teaching to harness the diversity of our students, and to know their interests, motivations, and expectations so that we can build student partnership through our learning, teaching, and assessment approaches.

The following prompt questions should help you begin to think about what student focus looks like in your programme(s):

- In what ways does your programme offer choice to your students?
- How do you get to know your students (and their motivations/expectations)?
- How do you engage your students in the design of the curriculum?
- How do you incorporate student feedback?
- To what extent do you work with students as partners?

## What are the themes and what do they mean?

Here we offer a brief statement on the theme, with the assumption that these will evolve and develop over time in dialogue with Edinburgh Napier colleagues. The questions are prompt questions, the responses to which will form the evidence of engagement. These theme summaries and questions will be supported by case studies, digital artefacts and Padlets for sharing resources and ideas linked to each theme.

## The two cross-cutting themes

These two themes are not ones which will be considered separately. Instead, you will be asked to consider how they are embedded in the curriculum in relation to whichever of the five 'main' framework themes your curriculum engages. They are to an extent implicit in the guidance on the main themes below, but these definitions are likely to be helpful.

### **Citizenship and community**

This theme concerns how the curriculum links to communities beyond the university, and fosters communities within it.

#### **Prompt questions:**

- What opportunities does the programme provide for students to engage in and contribute to professional, local and/or other communities beyond the university?

- What opportunities do students have to develop their understanding of civic responsibility and social justice, eg. through community engagement; relevant case studies and assignments; a critical understanding of their subject's relationship to the wider world and social structures?
- How is community and belonging fostered in the programme curriculum, including any relevant aspects of learning, teaching, assessment and pastoral support?

### **Digital and information literacy**

This theme concerns the importance of digital information literacy in academic studies and more widely and supports students to navigate an online environment in research and professional practice.

#### **Prompt questions:**

- How does the programme foster critical approaches to evaluating online sources of verbal and numeric information, promoting data literacy?
- How does the programme promote skills in digital and social media literacy? • How does the programme foster creative uses of and approaches to digital technology?
- How does the programme recognise and respond to digital inequalities in terms of access to broadband, devices, and developing baseline IT skills required to participate?

## **The five main framework themes**

### **Inclusion**

The Inclusion theme in the ENhance Curriculum is focussed on removing barriers (social, physical, economic, cultural, technological) to learning. Through ENhance we can design programmes that actively encourage students' presence and participation, and provide support to enable student success through the Universal Design for Learning approach.

The following prompt questions should help you begin to outline how you can embed this theme in your programme(s):

- How does your programme create a learning environment that welcomes individual learners and diverse learning communities?
- How do your approaches to learning and teaching promote participation and equitable experiences for your learners?
- How does your programme incorporate multiple means of engagement, representation, action, and expressions (see UDL Principles)?

### **Research- and Practice-Integration**

This theme focuses on the ways in which an ENhance curriculum embeds current subject-specific thinking, research and practices into our programmes. This theme also seeks to identify how students can engage with cutting-edge research and practices and how it impacts on their

knowledge and understanding of the discipline. We recognise that the ways in which research and/or practice is integrated will change depending on your context and on your learners.

The following prompt questions should help you begin to sketch out how you can embed this theme in your programme (s):

- How do students connect/engage with researchers/practitioners and the subject area?
- How is the programme informed by current research/developments in practice?
- What opportunities do students have to engage in relevant professional practice/research practice?

### **Global Outlook**

Edinburgh Napier University is committed to engaging and supporting our international staff and students and through this theme, we can evidence the ways in which our programmes welcome their experiences and perspectives. However, we also want to enable all our UK students to develop their worldview through their programmes, enabling them to encounter diverse perspectives that lead to a broader understanding of their global responsibilities and of the value this will bring to their lives. The following prompt questions should help you begin to sketch out how you can embed this theme in your programme(s):

- What are the ways in which your programme brings in global perspectives?
- Does the programme provide a variety of learning and teaching activities which allow diverse students to engage and share learning and perspectives in different ways?
- How do programme staff and students engage in the ongoing process of decolonising the curriculum?

### **Employability**

Edinburgh Napier University is committed to developing our students' expertise and skills, in a manner that enables them to contribute to our society, be able to apply their learning to real-world scenarios, and graduate into the world with confidence and professionalism.

The following prompt questions should help you begin to sketch out how you can embed this theme in your programme(s).

- What are the ways in which your programme contextualises professional experiences?
- How does your programme offer a range of opportunities for all students to develop skills and attributes for employability?
- How is your programme relevant to industry?
- To what extent does your programme engage with industry as stakeholders?

## Sustainability

The definition of sustainability is broad and very discipline specific. For some disciplines, embedding this theme will involve learning about specific environmental and ethical issues, whereas for others, sustainability is more about the development of skills. Some of the relevant skills include creativity, critical thinking, and leadership, to enable students to engage with complex problems and constructively challenge established practices. Frameworks for thinking about this in the context of your discipline are the [UN Sustainable Development Goals](#) and Advance HE's guidance on Education for Sustainability.

The following prompt questions should help you begin to sketch out how you can embed this theme in your programme(s).

- What does sustainability look like in your discipline – ie. is there obvious sustainability content, or the development of skills as part of education for sustainability (see eg. the [Future Fit framework](#))?
- How does your programme incorporate authentic ethical, societal, and environmental issues?
- Does your programme have, or is it actively working towards, subject-specific sustainability accreditation?
- How are your learning and teaching approaches environmentally sustainable in the long term?

## Role of the SALs for 2021-22:

1. To act as a conduit between the School and DLTE; for example by providing feedback with regards to barriers and opportunities.
2. To co-facilitate 2-3 ENhance conversations at an inter-school level.
3. With the support of DLTE, to develop a new strategy for the embedding of the work of the SALs in 2022-23 and beyond.
4. With the support of DLTE, to organise one school-based 'flagship' curriculum design event between now and the summer.