

Programme Design Guidelines

Edinburgh Napier University's vision is to create:

'An enterprising and innovative community renowned internationally, with an unrivalled student experience.'

**Edinburgh Napier University
Strategy 2014-2020**

Table of Contents

An Introduction from Alistair Sambell, the Vice Principal (Academic)	3
When we are referring to 'Programmes' what exactly do we mean?	5
Why is the programme important in discussions around student engagement?	8
On what do we base our learning, teaching and assessment practices at Edinburgh Napier University?	10
Principles of programme design.....	12
The programme handbook.....	15
References.....	16
Further resources: internal.....	18
Further resources: external.....	18
Appendix 1	21
Appendix 2.....	22

An Introduction from Alistair Sambell, the Vice Principal (Academic)

Colleagues,

The [University Strategy 2014–2020](#) articulates our institutional commitment to developing an “innovative community which is deeply connected to the world around us, working at the leading edge of our academic disciplines in research, pedagogy and professional practice, developing highly valued graduates”.

This vision is supported by four clear and achievable objectives: to grow our academic reputation, to deliver an excellent personalised student experience, to internationalise our work and to build innovation, enterprise and citizenship. The focus on the programme acknowledges the importance of the academic context as a key mediator of the students’ experiences in their time with us. Working holistically with students at the level of the programme is one of the key factors in the achievement of the strategic objectives. Students are at the heart of what we do and at the heart of our identity as a university. Through a powerful combination of well- designed learning, teaching, assessment and research activities we are committed to offering an active and participative learning experience to all those who are able to benefit from it.

Transparency in our expectations of students and clarity around what students can expect from the institution is a key feature of a well-rounded consistent experience for students. There is huge richness in the diversity of disciplines offered by Edinburgh Napier University and its broad demographic range of students and staff. This focus on the programme as the key mediator of the students’ experiences of their time at University embraces that diversity and requires a holistic approach to design and to our view of the students’ experiences over time whereby intercultural and global perspectives are valued and students’ sense of belonging is fostered.

The importance of the programme in our academic offering to students empowers Programme Leaders to have the flexibility to shape the programme in a way which suits their knowledge of the student body best. It gives Programme Teams the chance to manage the performance of the portfolio of modules on offer to their students and be reflexive and responsive to both the students and the fast paced environment which characterises higher education. It acknowledges the importance of both the Programme Leader and the Programme Team as the academic experts who have the responsibility for managing the programme as they see fit within the quality structures of the institution.

This document is designed to support Programme Teams as they develop, design and review their programmes. It has been drafted in consultation with a wide range of stakeholders across the institution and articulates what we mean by a ‘programme’ at Edinburgh Napier and why the programme of study is a defining element of student engagement throughout their time with us and beyond. It outlines the fundamental principles which underpin the design of

our programmes and the principles on which our programmes are designed in order to provide a consistency of experience whilst maintaining flexibility in design.

Finally, it makes a link to a template for the programme handbook, which contains 'everything a student needs to know' about their programme. The programme handbook will become the definitive programme document and will exist in electronic format. The programme handbook will be updated at least annually as Programme Teams review and develop the modules and programmes as a routine part of quality monitoring and enhancement. One of the key areas of the handbook is the matrix which captures the pattern of assessment types, timings and feedback schedules over each trimester and over the programme as a whole.

Alistair Sambell
Vice Principal (Academic)
April 2014

When we are referring to 'Programmes' what exactly do we mean?

1. At Edinburgh Napier University, we consider the programme to be the basis of a student's learning experience. A programme consists of a clearly identifiable curriculum, a distinct student body and a programme team responsible for its management and delivery. It provides the identity, guidance and structure through which a student develops the knowledge, behaviours and attitudes that characterise an Edinburgh Napier University graduate.
2. We see a programme as:
 - the vehicle through which our students develop the appropriate subject and discipline expertise, graduate attributes, employability and transferable skills.
 - providing a coherent, holistic learning experience.
 - providing the context in which the academic identity of an individual student and a student cohort is developed.
 - having well-defined aims and learning outcomes.
 - a vehicle through which staff express their enthusiasm, expertise and commitment to their subject and discipline for the benefit of their students.
 - leading to a defined award of the University.
 - representing a journey from enquiry and application through to post-graduation.
3. Using the programme as the focus for our academic provision means that we deliberately design a programme which is consistent with the key statements outlined in the University Strategy to provide a coherent and structured learning experience that:
 - guides students through the appropriate subject content and discipline expectations.
 - enables students to explore their approach to learning, teaching and assessment.
 - encourages students to be creative and reflect upon aspects of their development.
 - provides opportunities to develop the attributes expected of a graduate of the discipline and the University.
 - facilitates students' exploration of new concepts and ways of thinking and engagement with the discipline.
 - provides a vehicle to link research and teaching in a way that is meaningful to students.
 - encourages an international outlook and perspective in students.
 - develops the employability skills and lifelong learning attitudes to be effective in the workplace both in the present and in the future.
4. A programme focus requires a programme team to look beyond the subject area of study and to consider:
 - the learning outcomes that would be expected for each exit award.

- the approach to integrating learning, teaching, assessment and feedback strategies across and between levels.
 - the management, monitoring, evaluation and ongoing development of the programme and the students within it.
 - how the programme provides for student choice through the programme structure or award.
 - the integration of the student experience both inside and outside the classroom.
 - providing opportunities for students to shape their own learning and contribute, with staff and other students, to the development of the programme.
 - the best means to provide a variety of support for students.
5. A programme focus also means that when we design a programme it includes a consideration of the holistic student learning experience but within the context of:
- the University's standard 20-credit module structure.
 - University Academic Regulations.
 - professional, statutory and regulatory body requirements.
 - qualifications descriptors.
 - subject benchmark statements where available.
 - Scottish Credit and Qualifications Framework level descriptors.
 - the University Quality Framework.
 - the [Quality Assurance Agency's \(QAA\) UK Quality Code for Higher Education](#).
6. Emphasis on the holistic nature of the student experience within a programme enables programme teams to consider the best way to include key areas in programme design which are of importance to us as an institution; these include:
- linking research and teaching,
 - internationalisation of the curriculum,
 - developing academic identity,
 - employability and enterprise,
 - developing active, participative learning
- and are consistent with our students developing '[graduate attributes](#)' which help to equip them for their future lives.
7. The Programme is constructed from 20-credit modules which are seen as the building blocks allowing the construction of an integrated academic experience. In the context of programme design, the modules are not seen as simply 'stand-alone units' of learning. The interrelationship of the modules forms the fabric of the learning, teaching and assessment experience for students and staff alike. The 20-credit module is used in a number of ways depending on the context in which the programme is designed.

8. Every Programme in Edinburgh Napier University's portfolio has a named Programme Leader who is responsible for the programme overall. The Programme Leader works with the programme team and liaises closely with module teams on modules which form part of the programme. The Programme Leadership remit and model follows as appendix 1. A programme designed to support individuals in their development as Programme Leaders is available through [Academic Professional Development](#).
9. The principles of programme design which follow are intended to enable and facilitate programme teams to design and manage an academically sound, rewarding and challenging student learning experience.

Why is the programme important in discussions around student engagement?

Active and participative learning is the cornerstone of Edinburgh Napier's approach to education at both undergraduate and postgraduate levels. Shuell (1986) as cited by Biggs and Tang (2011) argues that student activity is more important than teacher activity. Whilst this view represents one end of the spectrum, the message is clear – that the fundamental task of teachers should be to engage students actively in their learning and that student engagement operates on a number of levels within students; specifically, as Li and Wang (2012) suggest, student engagement comprises a number of facets, including academic, behavioural, emotional and cognitive.

In much of the discussion within the current higher education context, it appears that the term 'student engagement' is customarily used in two ways: firstly, in relation to how actively engaged students are in the process of their learning (Biggs and Tang 2011; QAA 2012c); and secondly, with reference to student participation in quality processes, e.g. representation of student views in relevant institutional fora (QAA 2012a; QAA 2012b). The Quality Assurance Agency for Higher Education underlines these two facets of engagement by describing "two domains relating to: improving the motivation of students to engage in learning and to learn independently; and the participation of students in quality enhancement and quality assurance processes, resulting in the improvement of their educational experience" (QAA 2012b: 2). Trowler and Trowler (2010) expand on the two domains outlined by the QAA above and identify three dimensions of student engagement which are associated with a positive student experience: engagement in individual learning (as above); engagement with structure and process (akin to what is outlined above in terms of student feedback and representation); and engagement with identity (developing an academic identity as a student). These dimensions are consistent with Li and Wang's (2012) work and point to the need to ensure that our curricula take account of the active individuality of students.

In the national context, the importance of this active and participative student engagement is highlighted through the [UK Quality Code for Higher Education](#) Chapter B3, which focuses on effective learning and teaching (QAA 2012c). It talks of student engagement in terms of: providing students with clear and up-to-date information on learning opportunities and support available to them (indicator 7); helping students understand their responsibility to engage with learning opportunities (indicator 8); and providing students with opportunities to engage in dialogue with staff to reflect on feedback in order to further their academic development (indicator 9) (QAA2012c: 19–22). The University's Programme Handbook template document is consistent with making these indicators of engagement explicit to our students and staff.

It is unsurprising that the idea of student engagement features heavily in the student retention literature. Although identifying factors which have an effect on student retention and attrition is complex, Morey and Robbins (2011) and Harper and Quayle (2009) found that in addition to managing expectations and

providing structured support, fostering students' active and purposeful engagement in their learning and enabling a sense of belonging were important in retaining students as well as bringing a number of other benefits including intellectual skills, social capital and psychosocial development. Using the academic programme of study as the focus of the students' experiences at Edinburgh Napier University is consistent with Yorke and Longden's compelling argument that "a policy focus on student success in higher education through teaching, learning and assessment, and through institutional support services, is likely to lead to better retention than a focus on retention itself" (Yorke and Longden 2004: 132). In addition to the quality of the learning experience and students continuing with their studies, our emphasis on the holistic nature of the student experience has further benefits in terms of graduate attributes as echoed in the work of Biggs and Tang (2011), who state that many graduate attributes (e.g. problem solving, critical thinking, communication skills, teamwork) are outcomes of the total university experience and are importantly contextualised in programmes as well as modules.

Student engagement through programmes of study is facilitated by a high quality, equitable and global learning experience of all students irrespective of their geographical location, as promoted by Higher Education Academy (HEA, 2014). It embraces and applies equally to international students studying in the UK, students studying on UK programmes overseas and a globalised learning experience for home students studying on UK programmes through accessible student mobility opportunities. The learning and teaching on programmes incorporates international and intercultural dimensions into all aspects of the student journey, from application to graduation, including support services. The students feel engaged with internationally informed research and cultural and linguistic diversity so they can purposefully develop their international and intercultural perspectives as global professionals and citizens (Leask, 2009).

Transparency in our expectations of students and clarity around what students can expect from the institution is a key feature of a well-rounded consistent experience for students. There is huge richness in the diversity of disciplines offered by Edinburgh Napier University and its broad demographic range of students and staff. The use of a programme handbook which gives an overview of the programme and contains similar information for all students and staff (nuanced depending on discipline and context) goes a long way towards achieving a consistency of approach. The information contained under the headings in the programme handbook should be informed by the programme design guidelines and recognised good practice within the discipline.

On what do we base our learning, teaching and assessment practices at Edinburgh Napier University?

Active, participative learning at Edinburgh Napier University is based on a number of principles which underpin the design of our academic programmes and include:

- **Linking research and teaching** with learning through curriculum design (Healey, 2005).
This means that students have the opportunity to have a variety of experiences in the context of research, whether that is undertaking research and enquiry themselves directly, writing and/or discussing published papers, discussing the current research of members of teaching staff in the discipline context or developing the skills and knowledge which are associated with 'research mindedness'. Curricula which include **Enquiry Based Learning** are consistent with this.
- The **constructivist** (Biggs and Tang, 2011; Piaget, 1950) model of learning.
This means that **students are central** to the teaching, learning and assessment process and are supported to be **active and independent learners** and construct their own knowledge in a way that is best for them as individuals.
- The **social constructivist** (Vygotsky, 1978) model of learning as the basis on which students are supported to work collaboratively and in groups.
This means that students construct their knowledge through working with other learners. The learning experience is enriched for students through working with others to develop understanding of, and work towards, **co-creation** (Bovill, Cook-Satherb and Feltenc, 2011) of curriculum. The social constructivist model is also enriching for staff who become **co-learners** as part of this process of curriculum development. They are enquiring, **global** and professional citizens (Leask, 2009).
- Edinburgh Napier University aspires to a **conceptual change model** of learning rather than simply a content-based transfer of knowledge. This means that staff focus on shaping the student learning experience rather than content delivery as a key driver in curriculum and programme design.
- **Variety and flexibility** in methods and media used to **constructively align** (Biggs, 1996; Biggs and Tang, 2011) learning outcomes with teaching and learning and assessment.
This means that programmes are designed to make best use of all methods and media including **TEL, the 3E framework** (Smyth, 2013) <http://staff.napier.ac.uk/services/vice-principal-academic/academic/TEL/TechBenchmark/Pages/home.aspx>

and **enquiry-based learning** as appropriate. The 3E Framework explained is included as appendix 2.

- Curriculum is developed in ways which are consistent with students taking a **deep approach to learning** (Marton and Saljo, 1976) and with variety in design to take account of both demographic and individual differences in students.
- Assessment and feedback are seen as drivers of learning with programmes designed using the **principles of assessment for learning** (Black and Wiliam, 1998; Nicol and McFarlane-Dick, 2006). This means that feedback to students is provided from a variety of sources and feeds directly into their current and future learning and that assessment is acknowledged as having a key role in the development of wider skills and attributes as well as allowing students to demonstrate achievement of learning outcomes.
- Curriculum aims to create an equitable and high quality experience for all students irrespective of their geographical location. It incorporates **international and intercultural dimensions** into the content of all learning and teaching. It benefits all students by applying wider perspective, combining **the local with the global**.
- Curriculum design encourages opportunities for **authentic application of learning** to global issues, workplace contexts and practice. This means that, as part of this, staff and students engage with professional learning communities and assessment is designed to be integrative and support learning.

Principles of programme design

1. All Programmes of study must comply with the University's Academic Regulations and be approved as set out in the approval procedures outlined in the University's Quality Framework.
2. All Programmes have a named Programme Leader.
3. All programmes should be planned to provide a structured and holistic learning experience.
4. All programmes have an active programme level Moodle presence.
5. The 20-credit module is the fundamental building block of taught provision approved at Edinburgh Napier University and the foundation of the University's academic delivery structures.
6. The 20-credit may be completed within one or two trimesters. In full-time undergraduate programmes, where a module extends over two trimesters, two such modules must be offered concurrently.
7. Programmes may be allowed to include multiples of 20 credits (up to 60 credits) subject to University quality approval processes.
8. Full-time undergraduate students should study for 60 credits in a trimester.
9. In the case of postgraduate taught programmes, the 20-credit module should also be recognised as standard, but programmes are permitted to include both 10-credit modules and multiples of 20 credits (up to 60 credits) as a matter of academic and professional discretion and expertise. Where modules of 10 credits are used as part of a full-time programme of study, two such modules should be offered concurrently.
10. In considering the use of two-trimester modules, a programme will explicitly consider the implications of such a structure for trimester 2 intakes; flexible study modes; articulating students; international students; the student experience in terms of placement and study abroad opportunities; and the form and function of Induction and weeks 13, 14 and 15. In both single and two trimester modules, contact should be maintained with students between trimesters to emphasise the continuity of their learning experiences- these are sometimes referred to as 'keeping warm' activities.
11. In designing the learning, teaching and assessment approach for two-trimester modules delivered on campus, programme designers should note that the use of physical teaching space may be limited in weeks 14 and 15 of the trimester due to formal exam timetabling. Programme

teams should consider how continuity of student learning and engagement can be supported through this time by use of a variety of methods and media.

12. Programme design teams and module leaders should use the 20 credits within the module in a structured way, with clear and explicit learning outcomes well aligned with assessment, obviating the need for modules of less than 20 credits.
13. Within an holistic programme structure and where appropriate, staff should include an element of student choice and opportunities for personalisation in the construction of their academic programmes.
14. Programme Teams should ensure that Technology Enhanced Learning is an integral part of what is offered to students.
15. Students should not be assessed by formal, summative, time-constrained, closed-book examination at the end of trimester 1 of SCQF Level 7 (unless required by a Professional, Statutory or Regulatory Body).
16. In the case of credit-bearing Continuing Professional Development (CPD) provision, design should match the demands and needs of particular markets and be subject to University approval processes.
17. The following terms are used to describe the status of undergraduate modules in programmes:
 - a. **Compulsory:** a named individual module which is a compulsory part of a programme.
 - b. **Option:** (one of) a set of named modules from which the student must choose a designated number.
18. Module choice within a programme must be considered in the context of the complete programme. Designers of undergraduate programmes should consider carefully the design of combined and joint degree structures and make reference to the Quality Framework.
19. The pattern of study for a part-time student will need to take into account sequencing of modules and student workload which:
 - a. meet the basic requirements for a University award;
 - b. operate efficiently for students in respect of timing and subject coverage;
 - c. meet prerequisites for future modules.
20. Programme designers should ensure that appropriate induction activities are provided for students entering the programme consistent with the

University's Guidelines for Induction. Induction and assessment activities should cross-refer to the academic calendar to use the academic weeks as they fit best into the learning, teaching and assessment pattern for both individual modules and the programme.

21. Programme designers should ensure that the programme handbook gives a clear outline of the expectations of both staff and students with respect to timing of both formative and summative assessment and the resulting feedback.

22. Programme designers should ensure cultural diversity is celebrated by incorporating international and intercultural dimensions into the curriculum, enabling all students to develop intercultural perspectives as global professionals and citizens.

The programme handbook

The programme handbook is the definitive information about the programme. It is in electronic format and aims to furnish students and staff who may be unfamiliar with the programme with all they need to know about studying on the programme. This programme handbook will be available through the programme level Moodle site for all programmes.

The template is available and supports programme teams to craft an electronic document or source that explains to students how the programme is structured, what they can expect to study and why certain approaches to learning, teaching and assessment are used.

Assessment is a key concern of students and staff alike. The programme handbook provides a means for programme leaders and teams to make explicit the pattern of assessment across trimesters and the programme overall. Programme Leaders map the assessments associated with each module to weeks in the trimester along with whether the assessment is formative or summative, what form the assessment takes and how and when students will receive feedback.

Within the structure of the Programme Handbook there is space for programme teams to be explicit about

- the learning, teaching and assessment strategies they employ and the thinking behind them. All staff who work in the context of a programme should be able to articulate what they are doing, why they are doing it and what effect they hope it will have on the students experience.
- how they will provide the conditions for learning that are consistent with active, participative learning.
- how they will ensure that the curriculum reflects the international context in which the institution and students operate.
- how they will ensure that research and teaching are linked.
- how employability and enterprise will be developed and supported.

It is expected that in the fullness of time all programme handbooks will address all of the above areas and it is acknowledged that each programme will operate with a unique combination of practice in these areas. Programme Leaders are expected to be responsible for reviewing the Programme Handbook on an annual basis as part of the quality assurance processes within the institution. As an institution, Edinburgh Napier University is committed to supporting staff to offer the best possible academic experience for students and, to that end, each academic year there will be an emphasis on a particular aspect of curriculum. The area of curriculum being emphasised each year will be supported by a programme of staff development activities designed to support programme and module teams as they review their modules and programmes through a particular lens.

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Further resources: internal

Learning Resource Bank
<http://staff.napier.ac.uk/services/vice-principal-academic/academic/LTA/Pages/LTA.aspx>

Edinburgh Napier University Equality and Diversity:
www.napier.ac.uk/policies/equality-diversity/Pages/home.aspx

Edinburgh Napier University Office of the Vice Principal (Academic):
<http://staff.napier.ac.uk/services/vice-principal-academic/Pages/Vice-Principal-Academic.aspx>

Edinburgh Napier University Student and Academic Services:
<http://staff.napier.ac.uk/services/sas/Pages/StudentAcademicServices.aspx>

Edinburgh Napier's Graduate Attributes model
<http://www.napier.ac.uk/study/support/careers/stand-out/About-Stand-Out/Pages/Graduate-attributes-model.aspx>

Conscious Employability Model
<http://www.napier.ac.uk/study/support/careers/stand-out/About-Stand-Out/Pages/Conscious-employability-model.aspx>

Further resources: external

HEA Subject Network: www.heacademy.ac.uk/SubjectNetwork.htm

HEA Scotland: www.heacademy.ac.uk/scotland

Higher Education Academy (HEA): www.heacademy.ac.uk/

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Quality Assurance Agency (Scotland): www.qaa.ac.uk/scotland

Quality Assurance Agency Subject Benchmark Statements:
<http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx>

Quality Enhancement Themes: www.enhancementthemes.ac.uk

These Programme Design Guidelines and the associated Programme Handbook Template were developed by the Programme Focus Working Group and first presented to ASEC and Academic Board in May 2014. The Working Group comprised

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Many colleagues made valuable contributions to the work of the group and helped to shape the guidelines: our thanks are due to you all.

Appendix 1

Programme Leader Remit and Model

Each programme within the University has a Programme Leader designated by the Head of School/Subject Group Leader. The appointed individual is responsible for the smooth running of the programme on a day-to-day basis, the quality assurance/enhancement activities, and the academic integrity.

Dimensions of Programme Leadership



In order to fulfil these role requirements, the Programme Leader works in collaboration with their programme team and other colleagues and, is guided by senior staff to craft a unique identity for their programme and ensure the provision of a high quality student experience. The role requires a range of knowledge, skills and attributes to inform, support and enhance programme development and delivery. Key policies and regulations that are helpful in informing this role are the University Strategy (2009-15), Edinburgh Napier University Regulations, The Quality Framework and the Learning Teaching and Assessment Strategy (2010-15). Guidance information within the linked pages should clarify role expectations and aid transparency in academic responsibility. It is recognised that the role of the Programme Leader will vary to some extent because of such factors as the size of the programme. The remit is therefore intended to be used as a generic guide rather than a set of prescriptive requirements. It is based on data collected from the Programme Leader Survey (March 2012) and is designed to be a live document that is cyclically refreshed.

 [Download full Programme Leader Remit document \[PDF: 114KB\]](#)

Or visit the intranet page:

<http://staff.napier.ac.uk/services/hr/development/acprofdev/PL/Pages/remit.aspx>

Appendix 2

3E Framework extracts. The full 3E Framework can be found at:
<http://staff.napier.ac.uk/services/vice-principal-academic/academic/TEL/TechBenchmark/Pages/home.aspx>

2. Overview of 3E Framework

To assist staff with the practical implementation, a 3E Framework based on an Enhance-Extend-Empower continuum has been developed, with illustrative simple-but-effective examples that might be **incorporated as a minimum (Enhance)**, through to uses of technology that give students more responsibility for key aspects of their learning (Extend), and to underpin more sophisticated, authentic activities that reflect the professional environments for which they are preparing (Empower).

For those staff already using technology at the minimum Enhance level, then further developing practice at the Extend and Empower levels, where appropriate and desired, may be a natural progression. As an example, a possible application of the 3E Framework for encouraging early engagement in key concepts is provided below:

Enhance	Extend	Empower
Adopting technology in simple and effective ways to actively support students and increase their activity and self-responsibility	Further use of technology that facilitates key aspects of students' individual and collaborative learning and assessment through increasing their choice and control	Developed use of technology that requires higher order individual and collaborative learning that reflects how knowledge is created and used in the professional environment
Encouraging early engagement in key concepts		
Have students take turns in defining one or two key terms or concepts for each week for inclusion in an online class glossary (e.g. in a wiki)	Have students work in pairs to create an online guide to a particular topic (e.g. a 'scavenger hunt' of places on the web for peers to explore)	The use of online resources (collaborative spaces, links to readings, video clips) that students can use in case and problem-based learning tasks

4. The 3E Framework explained

Recognising the iterative nature of adopting technology, the 3E Framework is based on a tried and tested *Enhance-Extend-Empower* continuum for using technology to effectively support learning, teaching and assessment across disciplines and levels of study. The three broad stages within the continuum are:

Enhance: Adopting technology in simple and effective ways to actively support students and increase their activity and self-responsibility.

Extend: Further use of technology that facilitates key aspects of student's individual and collaborative learning and assessment through increasing their choice and control.

Empower: Developed use of technology that requires higher order individual and collaborative learning that reflect how knowledge is created and used in professional environments.

Within the 3E Framework, a small blends approach is suggested as the starting point for making active use of technology in modules. At a **minimum**, this should involve identifying two or more straightforward interventions at the **Enhance** level that need only require a modest workload to implement, and which facilitates the active engagement of students throughout the trimester. The 3E Framework comprises illustrative examples for a range of LTA activities that might be incorporated as a minimum (to Enhance), and which advances the use of technology to underpin more sophisticated learning, teaching and assessment activities (at Extend and Empower levels) where desired and appropriate.

In using the 3E Framework, staff are directed towards the illustrative and real examples (Sections 7 and 8), and the [LTA Resource Bank](#) which has searchable 3E categories. In considering how they might adopt or adapt similar approaches within the context of their own modules, staff should also consider the [further support](#) available to them (Section 6).

In considering the 3E Framework, and what it generally indicates about the kinds of changes to learning, teaching and assessment practice that can be effectively supported through technology, the following points should be kept in mind.

1. Although the 3E levels can be seen as a continuum of change in technology-enhanced learning and teaching practice, they should not be viewed as mutually exclusive. In any single module context, there may be a range of learning tasks and activities that align with any of the three levels within the Framework.
2. Similarly, although the 3E Framework is most likely to be applied within a modular context, it can equally be applied at programme level where

common technology-enhanced approaches are used across modules, or to support a progression to more advanced learning across as programme stages.

3. In being part of a continuum the 3E levels are not clearly distinct categories, and it is to be expected that some technology-enhanced activities will blur the boundaries between one level and another. This point perhaps applies particularly at the Enhance and Extend levels, and maybe less so at Empower.
4. Where students are likely to be largely unfamiliar with the subject matter then activities at primarily the Enhance level are going to be most appropriate. Similarly for new undergraduates a balance towards predominantly Enhance level activities will be more appropriate.
5. Enhance activities can work well in any subject at any level of study. In encouraging the development of learner autonomy and other key graduate attributes required in the workplace then an increase in Extend and especially Empower activities would be more appropriate.
6. The 3E Framework does not promote the Empower level as an ideal, and an important part of the approach is that tutors and their students will start from (and may end up at) different points on the 3E continuum in terms of applying and using technology in a particular learning, teaching and assessment context.
7. If the tutor is doing a lot of work at the Extend level, then aiming for the Empower level in some aspects of what they do would be very worthwhile. However, if a tutor wants to begin by Enhancing several aspects of what they already do, then this is an equally valuable step in the adoption of technology-enhanced learning.
8. Classroom to fully online? Although Enhance represents simple adjustments to existing practice, and Extend a more purposively blended approach, Empower does not imply fully online. Although practice at the Empower level could result in fully online courses, this is not the intended end-point for the use of technology in learning, teaching and assessment except where fully online provision is being purposefully developed at advanced levels of study.
9. As students transition along the 3E continuum, the tutor is relinquishing more control and responsibility to their learners. While this brings benefits, it can take adjusting to and requires the tutor to be comfortable with assuming a facilitating role or, for some kinds of activities, a co-learning role (e.g. student-led seminars).