Edinburgh Napier UNIVERSITY

Academic Strategy

2020

Edinburgh Napier UNIVERSITY

Academic Strategy 2020

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Introduction

Strategy 2020, agreed by the University Court in March 2014, articulates our vision of becoming **"an enterprising and innovative community, renowned internationally, with an unrivalled student learning experience".** It sets out four key objectives:

- **To grow our academic reputation**
- **To deliver an excellent, personalised student experience**
- **To build innovation, enterprise and citizenship**
- **To internationalise our work**

This academic strategy, together with our other thematic strategies and operational plans, further articulates our aims and the actions we will take to achieve them. The strategy was developed in academic year 2013/14 though wide-ranging consultation with staff and students and builds upon, updates and brings together those aspects of strategy previously expressed separately in the Academic Strategy 2009–2015; the Learning, Teaching and Assessment Strategy 2009–2015; and the Research, Knowledge Transfer and Commercialisation Strategy 2009–2015.

The scope of this academic strategy covers:

- **Learning, Teaching and Assessment.** All taught undergraduate and postgraduate provision, including quality assurance and enhancement and the shape of the academic portfolio.
- **Research and Innovation**. All research and knowledge exchange activity, including commercialisation and postgraduate research.
- **Student Experience.** All elements of the student experience out with formal teaching and assessment, including student support and the partnership between the University and the Napier Students' Association.

Outcomes of our Academic Strategy: Our Ambition for 2020

Our External Profile	Our Internal Measures	Our Staff Achievements	Our Students' Opportunities	Our Portfolio	Our Processes
Improved league table positions with student satisfaction in upper quartile for all subjects & > 90% overall.	Outcome Agreement targets met in relation to access, articulation, retention, employability.	All academics active in teaching & scholarship (research, enterprise, pedagogic innovation or professional practice).	Placement & enterprise opportunities for all students.	Broad based university of high performing programmes.	Portfolio review embedded in annual planning process.
Excellent employment: DLHE in top 10 in UK and upper quartile for all subjects (>95% overall, > 80% graduate level).	High UK and international application rates, attaining intake targets without reliance on clearing.	Academic promotions aligned to strategy & based on evidence of sustained performance.	Students as researchers at all levels in every programme.	Embedded graduate attributes: Internationalisation, research and enterprise.	100% engagement of staff in PDR process, with objectives aligned to strategy.
University recognised for excellence in HE pedagogy with L&T innovation and publications in every School.	Good retention & progression (year 1 FT non-continuation below HESA benchmark of 8%).	Academic leadership and mentoring encouraged and recognised at all levels.	Increased international study opportunities and increased outward mobility (from ca 100 to 500 p.a.).	All programmes underpinned by research or professional practice with embedded WRL.	Programme focus with local ownership & holistic view of student journey.
Top Scottish University for Enterprise, including number of successful graduate start-ups and social enterprise.	Good awards (2.1 and above) at honours level in upper quartile.	All academic staff undertaking CPD to support learning and teaching innovation.	Strong partnership with NSA to enhance experience, engagement and volunteering.	Pedagogic approach based on active learning and principles of assessment for learning.	Clear performance expectations for all programmes with KPI based decisions.
Strong REF 2020 submission; number of staff included with 3*/4* publications increased by 100% (to ca 200).	Increased participation of under-represented groups (including MD20>13%; MD40> 30%).	Support for innovative teaching open to all academics.	Volunteering opportunities expanded in partnership with NSA and recognised in HEAR transcripts.	Innovation in learning and teaching in all areas, along with 3E framework for use of technology.	QA clear & consistent; fully embedding student input from SSLCs, NSS and internal survey.
Research and KE income increased by 100% (to ca £10m p.a.).	Articulation from partner colleges of at least 700 per annum with advanced standing.	Academic staff members of HEA at appropriate level.	Increased opportunities for, and participation in, sports and societies.	Strong articulation routes from college partners.	Peer observation of teaching fully embedded in areas.
Number of PGR students increased by 50% (to 300), with 70% completing in 4-years (FTE).	Minority representation in student population (BME and disability) above sector average.	70% of academic staff qualified at doctoral level.	Effective programme representative system and peer mentoring in all areas.	Increase in taught postgraduate numbers by 20% to 1800 FTE.	Annual internal satisfaction and engagement survey for all students.
Strong links with business, including growth in successful KTPs to at least 8 p.a. (average 1 per school p.a.).	Number of academic staff holding external funding increased to 40%.	Researcher career support framework from Early Career to Principal Investigator.	High quality and accessible support for academic and pastoral issues.	Personalised learning experience through individualised support.	Personalised timetabling, with flexibility of delivery models.

Learning, Teaching and Assessment

Scope

All taught undergraduate and postgraduate provision.

What we want to achieve

- Inspirational teaching that is based on active engagement and participatory learning, exemplified by:
- student-centred approaches that provide intellectual challenge and engage all students as co-creators of transformational learning experiences;
- active learning approaches such as enquiry based learning that embed the development of research skills;
- teaching underpinned by research and professional practice of academic staff.
- Establishment of Edinburgh Napier as centre of excellence for innovation in higher education, recognised nationally and internationally, where innovative practice is encouraged and underpinned by high quality pedagogic research.
- Teaching quality KPIs that place Edinburgh Napier in upper quartile for the majority of its subject areas (progression, achievement, employment and satisfaction).
- A successful, diverse portfolio that is attractive to new students and forms the foundation for growth in home, international and online markets.
- A curriculum that develops enterprise and employment skills within an international context, encourages interdisciplinary learning and fosters ethical understanding and environmental awareness.
- A supportive environment that encourages students to engage widely in the life of the University and community, for example through involvement with the Napier Students' Association, through sports and societies and through volunteering.

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Indicators of success

Our portfolio: A broad range of subject areas with high application and conversion rates from all key markets including home, international and RUK. Clear progression routes built on strong links with the education partners. Rising entry tariffs, high completion rates, large proportion of good awards, NSS satisfaction levels amongst best in UK, sector leading employability rates. Strong links to external partners in the professions, business and industry.

Our students: Graduates who are confident, enquiring and possess the skills for employment and enterprise that are valued internationally.

Our teaching: Recognised externally for innovative practice, underpinned by clear pedagogic principles to develop confident, critical and reflective learners.

Our staff: All academic staff members of HEA and engaged in both teaching and research, knowledge exchange or professional practice.

Delivering the Strategy

- A solid pedagogic framework that places students at the centre of learning with an active learning and conceptual change model that focuses on shaping the student learning experience rather than content delivery in curriculum and programme design.
- A programme based approach that stresses the holistic coherence of the learning experience in the design of the curriculum, teaching assessment and feedback.
- Assessment and feedback that emphasise authenticity and complexity, are rich in feedback and adopt the principles of Assessment for Learning.
- Variety and flexibility in teaching methods, exploiting technology to engage students and maximise student interaction, adopting 3E (Enhance-Extend-Empower) framework.
- Research, teaching and learning that are inextricably linked in the curriculum to provide students with a variety of experiences to engage with leading edge thinking within their disciplines and develop an enquiry based approach and critical thinking skills.
- Curriculum design that encourages opportunities for authentic application of learning to global issues, workplace contexts and practice.
- Staff and students engaging with professional learning communities.
- Staff development opportunities that support high quality teaching, assessment practice, use of technology and pedagogic innovation and encourage HEA membership.

- Clear and consistent methods for gaining student and peer feedback on our teaching in a reflective, supportive environment linked to staff personal development.
- Work-related learning, placement, international exchange and enterprise opportunities for all students.
- Investment in academic staff, alongside the development of a new academic progression and reward framework.
- Rationalisation of the provision, informed by the performance of the programmes.
- A review of the Quality Assurance processes to ensure they are effective and efficient.
- Close partnership with the Napier Students' Association, especially in relation to student engagement, programme representatives and volunteering.
- Professional accreditation of programmes wherever possible.

Research and Innovation

Scope

All research and knowledge exchange activity.

What we want to achieve

- An academic environment that fully integrates research and knowledge exchange activity with teaching.
- Increased quality and volume of research, in particular targeting a significant improvement in research standing for REF 2020.
- Vibrant academic culture, with all staff engaged in research, knowledge exchange or professional practice and a significant increase in the number of PhD students.
- Knowledge Exchange (KE) and commercial activity that generates mutually beneficial links with a wide range of external partners.

- Rising indicators of esteem such as active engagement with national and international professional and academic bodies and high quality partnerships with business, industry, other universities and public and third sector organisations.
- Research and innovation activity underpinning all areas of the portfolio, alongside strong pedagogic research profile.
- Continued growth in graduate (and staff) business enterprise and start-up activity.

Indicators of success

Our staff: All academic staff actively engaged in research (subject specific or pedagogic), knowledge exchange or professional practice communities with increased proportion of staff recognised as active researchers and contributing to research output at a level recognised as internationally excellent by REF 2020.

Our students: Teaching that demonstrates rich linkages to research and knowledge exchange activity at all levels from year one undergraduate to postgraduate researcher. All students, from first year undergraduate upwards, experiencing a research culture both within the curriculum and within their own skills development. The number of postgraduate research students increased by 50% by REF 2020. Continued increase in student enterprise and start up activity.

Our partners: Wide range of external partnerships and high levels of public engagement. Demonstrable research impact and growing knowledge transfer activity. Increasing income from research grants and commercialisation.

Delivering the Strategy

- Research structures and groupings that provide the opportunity and encouragement for all academic staff to engage in subject specific or pedagogic research.
- Research and teaching that are inextricably linked, engaging all students with the leading edge thinking in their disciplines and developing students as critical thinkers.
- Staff development activity and mentoring that supports researcher development from early career researchers to experienced researchers, aligned to relevant frameworks and accreditation (e.g. Research Concordat, EC Charter, SEDA accreditation, Athena Swan).
- Promotion opportunities that encourage and recognise achievement in research and KE based on individual excellence and sustained leadership.
- Academic appointment criteria that explicitly demand research experience and/or capability.

- Personal development targets for all academic staff to engage in research and scholarship, with due recognition in workload allocations.
- Ongoing monitoring and evaluation of research and KE activity including quality of outputs, grant capture, financial contribution, impact and external partnerships.
- Targeted investment of relevant resources (such as Research Excellence Grant and Knowledge Exchange Grant) to areas of excellence, based on ongoing performance measures and REF 2014 outcomes, with maximum resource allocated to point of delivery.
- Research and teaching activity integrated at School level with University
- Research support proactively identifying funding opportunities, supporting, developing and leading external bids, and increasing internal capability and expertise.
- Strategic targeting of key funding streams, in particular Knowledge Transfer Partnerships, European Horizon 2020 and UK Research Councils.
- Coordinated approach to public engagement activity.
- Support structures to facilitate and promote engagement with business, industry and the community across all subject areas.
- Investment in academic staffing in key areas, building on success, with support for development (e.g. Early Career Researchers, PGR supervisor training, pump-priming of projects and PhD studentships).

Student Experience

Scope

All elements of the student experience out with formal teaching and assessment.

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What we want to achieve

- Students enjoying their university experience and benefitting from a strong sense of community.
- An inclusive environment that celebrates and supports the achievements of all, valuing diversity of experience, background, culture and ability.
- A strong and successful Students' Association.
- Students encouraged and supported to engage in a wide range of extra-curricular activity including sports, societies and volunteering.
- Extra-curricular achievement recognised and captured via HEAR.
- Students working in partnership with staff, informing, influencing and shaping decision making through involvement as programme and School representatives.
- Access to excellent support and advice services.
- High quality facilities (physical classroom and other, IT, residential).
- Positive interactions with University from application enquiry to alumni.

Indicators of success

Our students: A student population that is highly inclusive, diverse and representative in terms of background, ethnicity, gender, disability and age. High levels of student engagement in both Students' Association and extra-curricular activity and an effective student representative system.

Our programmes: High levels of student satisfaction, as measured by surveys including NSS, PTES, PRES, along with low levels of student complaints. Recognition given for volunteering and engagement.

Our graduates: Excellent student outcomes, including good awards, employment and student business start-ups. A strong and supportive alumni community.

Delivering the Strategy

- A strong partnership between the University and the Students' Association that supports student representatives, sports and societies and volunteering.
- Careers support and enterprise opportunities promoted to all students.
- Induction and transition support tailored to all students at all levels (including those articulating into programmes with advanced standing from partner colleges locally and internationally).
- Peer support networks and mentoring for all students.
- A very visible and accessible student tutor system that provides both academic and pastoral support efficiently and effectively.
- Single point of contact student support services, accessible from all campuses and electronically.
- A culture of innovation that encourages students to engage in, and value, extra-curricular activity at subject, School and University levels.
- Introduction of full Higher Education Achievement Reports (HEAR 6.1) that recognise extra-curricular achievements.
- Continued investment in high-quality flexible student facilities and social learning spaces.
- Investment in the Students' Association to build activity in relation to student engagement, volunteering and sports activity.
- Strong partnerships with the local community and volunteering organisations to help build a culture of social enterprise.

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Annex 1

Initial Route Map: Key Actions and Timelines 1/2

University Objective	Key Outcome	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20
Grow our academic reputation	Improve Student Satisfaction	Full pilot of Internal Satisfaction Survey at UG level and increase NSS participation.	Build programme focus. Embed internal survey and NSS in programme monitoring.	Change emphasis of survey to student engagement in learning and extend to TPG.	Adopt consistent approach to peer support and observation of teaching.	→	→	→
	Improve graduate employability	SFC funded Graduate Employability project in all Schools.	Develop student enterprise opportunities.	→	tbc	tbc	tbc	tbc
	Embed use of academic KPIs	Develop academic KPI set and benchmark externally.	Review TPG portfolio and fully embed KPIs in planning & monitoring processes.	Rationalise UG programmes	→	→	→	→
	Enhance pedagogic research and establish centre of excellence	Build on Teaching Fellowship scheme to encourage pedagogic innovation.	Strengthen internal community of practice and appoint chair in L&T.				tbc	tbc
	Increase PGR numbers	Invest in fee waivers.	Invest in fully funded studentships x50. Create PGR research college.	Build PGR supervision capacity (CPD and new appoint-ments).	→	→	→	→
	Improve research environment	Align research into Schools. Target REG investment on successful UoAs.	Restructure research support. Create PGR college. Invest in academic staffing.	New research Information management system. Invest in academic staffing.	→	→	→	→
	Enhance recognition of academic staff	Establish ENRoute for HEA membership.	Introduce new academic promotions routes.	Target HEA membership for all teaching related staff.	→	→	→	→
	Staff development	Programme leadership.	Assessment & feedback. H2020 funding.	Employability & enterprise. Research supervision and mentoring.	International-isation	Research into teaching	tbc	tbc
	Invest in staff	Invest in academic staff in areas of success.	→	→	→	→	→	→
	External review	Enter REF. Align Strategy to Outcome Agreement.	QAA ELIR					REF

Initial Route Map: Key Actions and Timelines 2/2

University Objective	Key Outcome	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20
Deliver Excellent Personalised Student Experience	Programme focussed approach	Establish principles including programme handbook.	Focus on assessment & feedback.	Focus on employability & enterprise.	Focus on international-lisation of the curriculum.	Focus on students as researchers and research informed curriculum.		
	Increase consistency in use of technology in learning	Establish Digital Futures working group. Invest in new online provision.	Adopt and encourage 3E framework. Invest in new online provision.					
	Partnership with NSA	Enhance student engagement and student rep system.	Enhance student volunteering. Improve consistency in use of SSLCs.					
	Improving our systems	Establish Digital Futures working group.	Evaluate attendance/ engagement monitoring solution.	Improved timetabling system and E-Services.	Revamped personal/ academic tutoring system			
Build Innovation, Enterprise & Citizenship	Build student enterprise activity	Partnership with ESpark.	Invest in Bright Red with hub on each campus. Work with NSA to enhance volunteering opportunities.	Focus on Social Enterprise.	→	→	→	→
	Strengthen knowledge exchange activity	Increase number of KTPs. Review research, KE and commercial support.	Implement new Research and Innovation structures, integrating research, KE & commercial-isation. Target KEG investment at translational research.	Promote public engagement activity.	→	→	→	→

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Annex 2

Measure			1	2	3	4	5	6	7	8		
Faculty	Principal Subject code	Subject	Fundable UG/FT Applications V Places (13/14 entry) (UG FT UK Del)	KPI 1.1d Tariff Score (13/14) (UG FT UK Del)	KPI 2.1a Continuation % Following Year of Entry (12/13 cohort) (UG FT UK Del)	KPI 2.1e % Complete Degree in 4 Years (12/13 cohort) (UG FT UK Del)	%Good Honours (13/14)	KPI 1.2 NSS Q22 (13/14) (UG FT&PT UK Del) *Not externally published due to small sample	KPI 2.3 % in Professional or Managerial Occupations (12/13 cohort) (All Students UK Del)	Undergraduate, FT, UK(Del) Enrols FTE 2013/14 by Fee status (diff from target)		
										HomeEU	RUK	OS
ENBS	L1	Economics	6.4	300.5	91.7%	76.9%	43.8%	70% *	100.0%	40.5 (-1)	2 (0)	14.3 (-20)
	M2	Law	9.1	364.3	85.2%	54.9%	90.5%	94% (12/100)	80.0%	178.8 (-9)	6 (1)	6 (3)
	N1	Business studies	16.0	347.8	95.0%	67.8%	82.1%	86% (41/96)	76.9%	422.9 (39)	33.2 (2)	131.9 (87)
	N2	Management studies	3.7	370.4	93.2%	61.4%	64.7%	89% (26/79)	73.6%	247.2 (-38)	14 (-9)	136.3 (-53)
	N3	Finance	3.8	330.4	100.0%		28.8%	84% *	75.0%	24 (9)	2 (2)	74 (-1)
	N4	Accounting	7.2	350.2	86.7%	66.5%	73.1%	98% (1/91)	61.1%	237.8 (-19)	8 (-3)	34.7 (-50)
	N5	Marketing	7.9	356.7	92.6%	58.3%	93.5%	87% (20/61)	75.7%	153 (-3)	9 (3)	13 (2)
	N6	Human Resource Management (TPG only)							84.4%			
	N8	Tourism, Transport and Travel	11.7	348.0	90.0%	67.5%	87.5%	71% (45/51)	59.2%	449 (-2)	36 (-1)	36.3 (3)
	R1	French studies	10.9	348.2	83.3%	57.4%	83.3%	100% *	42.9%	77.5 (-36)	5 (2)	

	Top 25%			Bottom 25%		Top 25%		Bottom 25%			
Data Source	13/14 Applications	13/14 HESA submission	13/14 HESA submission	13/14 HESA submission	13/14 HESA submission	NSS (by subject)	13/14 DLHE Internal Survey	13/14 Enrols	13/14 Enrols	13/14 Enrols

Measure			9			10		11	12	13	14	15	16	17
Faculty	Principal Subject code	Subject	Taught Postgraduate, UK(Del) Enrols FTE 2013/14 by Fee status (diff from target)			RPG AY 2013/14 Headcount (non-Writing Up) & Completions		REF Contributions Category A Staff Headcount (FTE)	Overseas delivered (FTE) 2013/14 (diff from target)	% MD 20/40 of known total (13/14 cohort)	Ave League Table Position (12/13 cohort) (UG FT UK Del)	Tuition fee income for non-funded (SITS billed only) (Total Invoiced amount) (13/14)	Articulation Numbers (Advanced Standing Only) (13/14)	PTES results (% overall satisfied) (13/14)
			HomeEU	RUK	OS	Enrols	Awards							
ENBS	L1	Economics								16.2%	59	£157,610.00		
	M2	Law	2 (2)		1 (1)					24.9%	43	£194,775.00		50%
	N1	Business studies	152.3 (4)	3.8 (4)	111.4 (-12)	50	8	12 (10.4)	96.3 (85)	15.9%	49	£2,285,608.45	19	77%
	N2	Management studies	10 (-38)	5 (2)	5.2 (5)	5	3		115 (10)	21.5%	49 (=N1 Business Studies)	£1,408,965.00	30	100%
	N3	Finance	8.9 (-6)	1 (1)	59 (42)				138 (76)	17.1%	63 (=N4 Accounting)	£1,409,030.00		92%
	N4	Accounting	10 (-7)	2 (2)	6 (-65)	14	2		1145.4 (173)	27.1%	63	£498,120.00	16	67%
	N5	Marketing	76.5 (11)	2 (1)	28 (-14)	1			512.5 (282)	15.3%	31	£419,760.00	4	69%
	N6	Human Resource Management (TPG only)	44.9 (6)	5 (1)	4.3 (-4)				80.5 (47)	15.4%		£69,230.00		79%
	N8	Tourism, Transport and Travel	61 (18)	4.3 (3)	16 (-13)				732.7 (-33)	22.5%	23	£657,415.00	30	56%
	R1	French studies								18.6%	42	£32,890.00		
			Top 25%		Bottom 25%					Top 25%		Bottom 25%		
Data Source			13/14 Enrols	13/14 Enrols	13/14 Enrols	13/14 Enrols	13/14 Enrols Phd DBA	Alex	13/14 Enrols	13/14 Enrols	League Tables (by subject)	13/14 Enrols	13/14 HESA submission	13/14 PTES results

Measure			1	2	3	4	5	6	7	8		
Faculty	Principal Subject code	Subject	Fundable UG/FT Applications V Places (13/14 entry) (UG FT UK Del)	KPI 1.1d Tariff Score (13/14) (UG FT UK Del)	KPI 2.1a Continuation % Following Year of Entry (12/13 cohort) (UG FT UK Del)	KPI 2.1e % Complete Degree in 4 Years (12/13 cohort) (UG FT UK Del)	%Good Honours (13/14)	KPI 1.2 NSS Q22 (13/14) (UG FT&PT UK Del) *Not externally published due to small sample	KPI 2.3 % in Professional or Managerial Occupations (12/13 cohort) (All Students UK Del)	Undergraduate, FT, UK(Del) Enrols FTE 2013/14 by Fee status (diff from target)		
										HomeEU	RUK	OS
FECCI	H1	General Engineering	6.6	344.8	88.1%	41.7%	62.2%	84% (8/17)	84.9%	440.8 (-3)	15 (-20)	96.5 (-21)
	H2	Civil Engineering	4.3	319.4	86.2%	30.8%	62.9%	90% (20/52)	89.4%	218.8 (-26)	14 (-3)	49.3 (14)
	I1	Computer Science	3.7	291.4	85.5%	46.8%	72.4%	93% (7/101)	70.9%	460.4 (2)	14 (-3)	17 (-3)
	I2	Information Systems	5.2	289.9	82.1%	38.0%	58.1%		85.1%	247.2 (-48)	9 (-2)	10.2 (-1)
	I3	Software Engineering	4.6	360.4	82.0%	32.6%	81.5%		93.5%	159.5 (-17)	4 (1)	5 (3)
	K1	Architecture	6.2	423.5	87.8%	49.3%	59.3%	95% *	73.3%	115 (-1)	0 (-5)	2 (1)
	K2	Building	7.4	286.9	91.4%	66.3%	87.1%	96% (2/30)	79.5%	94 (-5)	6 (3)	
	P2	Publicity	6.4		78.6%		20.0%		63.6%	35 (0)	0 (-4)	3 (3)

	Top 25%			Bottom 25%				Top 25%		Bottom 25%		
Data Source	13/14 Applications	13/14 HESA submission	13/14 HESA submission	13/14 HESA submission	13/14 HESA submission	NSS (by subject)	13/14 DLHE Internal Survey	13/14 Enrols	13/14 Enrols	13/14 Enrols		

Measure			9			10		11	12	13	14	15	16	17
Faculty	JACS 1 simple	Subject	Taught Postgraduate, UK(Del) Enrols FTE 2013/14 by Fee status (diff from target)			RPG AY 2013/14 Headcount (non-Writing Up) & Completions		REF Contributions Category A Staff Headcount (FTE)	Overseas delivered (FTE) 2013/14 (diff from target)	% MD 20/40 of known total (13/14 cohort)	Ave League Table Position (12/13 cohort) (UG FT UK Del)	Tuition fee income for non-funded (SITS billed only) (Total Invoiced amount) (13/14)	Articulation Numbers (Advanced Standing Only) (13/14)	PTES results (% overall satisfied) (13/14)
			HomeEU	RUK	OS	Enrols	Awards							
FECCI	H1	General Engineering	30 (-11)	2.7 (-2)	29.3 (-14)	17	4	11 (10.3)	15 (15)	20.2%	21	£656,125.00	32	78%
	H2	Civil Engineering	52 (-23)	10.9 (-9)	26.3 (-12)			14 (14)		26.0%	36	£957,946.00	7	74%
	I1	Computer Science	22.3 (0)	3.7 (0)	11.3 (5)	21	3	12 (10.7)		32.8%	56	£401,497.50	95	92%
	I2	Information Systems	23.1 (-16)	10.9 (7)	8 (-2)	5	1			28.9%	56 (=I1 Computer Science)	£258,390.00	17	84%
	I3	Software Engineering	18.2 (-4)	3.6 (0)	7.3 (-2)					31.1%	56 (=I1 Computer Science)	£177,987.50	14	71%
	K1	Architecture	7.1 (-1)	1.2 (0)	1 (-4)			8 (7.9)		22.5%	20	£40,760.00	7	100%
	K2	Building	17.8 (-8)	4.8 (3)	21.8 (4)	4				18.1%	18	£260,584.05	8	77%
	P2	Publicity	13 (0)	1 (-2)	4 (0)				81 (28)	26.8%	34 (=P3 Communication and Media Studies)	£77,030.00	16	40%
			Top 25%		Bottom 25%					Top 25%		Bottom 25%		
Data Source			13/14 Enrols	13/14 Enrols	13/14 Enrols	13/14 Enrols	13/14 Enrols Phd DBA	Alex	13/14 Enrols	13/14 Enrols	League Tables (by subject)	13/14 Enrols	13/14 HESA submission	13/14 PTES results

Measure			1	2	3	4	5	6	7	8		
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										HomeEU	RUK	OS
FECCI	P3	Communication and Media Studies	2.7		100.0%		89.5%	68% (72/82)	69.2%	62 (-6)	1 (1)	
	P4	Publishing (TPG only)							100.0%			
	P5	Journalism	7.4	371.9	89.6%	70.7%	95.0%	77% (26/46)	60.0%	139.3 (-18)	5 (0)	3 (-1)
	Q3	English studies	8.1	380.9	88.6%	65.0%	78.0%	97% (4/105)	44.4%	262.8 (0)	20 (2)	1 (0)
	W2	Art and Design	7.2	371.9	98.8%	57.9%	69.6%	59% (67/70)	67.5%	300.7 (-7)	11.3 (-1)	23.2 (6)
	W3	Music	10.0	398.7	97.1%	74.8%	82.9%	90% (12/65)	50.0%	207.7 (1)	4 (0)	4 (3)
	W4	Drama	9.5		85.7%		88.9%	96% (7/78)	50.0%	20 (-3)	1 (0)	
	W6	Cinematics and Photography	10.3	418.7	86.3%	34.9%	76.0%	72% (43/62)	61.9%	156.8 (-24)	7.3 (-2)	1 (1)
	W8	Imaginative writing (TPG only)							100.0%			

	Top 25%			Bottom 25%		Top 25%		Bottom 25%				
Data Source	13/14 Applications	13/14 HESA submission	13/14 HESA submission	13/14 HESA submission	13/14 HESA submission	NSS (by subject)	13/14 DLHE Internal Survey	13/14 Enrols	13/14 Enrols	13/14 Enrols		

Measure			9			10		11	12	13	14	15	16	17
Faculty	Principal Subject code	Subject	Taught Postgraduate, UK(Del) Enrols FTE 2013/14 by Fee status (diff from target)			RPG AY 2013/14 Headcount (non-Writing Up) & Completions		REF Contributions Category A Staff Headcount (FTE)	Overseas delivered (FTE) 2013/14 (diff from target)	% MD 20/40 of known total (13/14 cohort)	Ave League Table Position (12/13 cohort) (UG FT UK Del)	Tuition fee income for non-funded (SITS billed only) (Total Invoiced amount) (13/14)	Articulation Numbers (Advanced Standing Only) (13/14)	PTES results (% overall satisfied) (13/14)
			HomeEU	RUK	OS	Enrols	Awards							
FECCI	P3	Communication and Media Studies						9 (7.6)		33.9%	34	£6,630.00	28	
	P4	Publishing (TPG only)	24.3 (-10)	7.3 (0)	9 (2)					8.7%		£143,050.00		32%
	P5	Journalism	23.7 (-1)	7.4 (1)	1.6 (-3)					20.3%	20	£124,068.00	1	56%
	Q3	English studies						11 (9.8)		15.2%	44	£141,380.00	1	
	W2	Art and Design	30.7 (1)	2 (-3)	9 (2)	17	6			18.9%	44	£458,545.00	11	76%
	W3	Music	6.9 (-6)	0.3 (-2)	0.6 (-1)					20.4%	41	£77,770.00	4	67%
	W4	Drama								21.6%	49	£13,130.00	12	
	W6	Cinematics and Photography	24.5 (5)	0.3 (-6)	2 (-2)					18.9%	37	£81,160.00	4	86%
	W8	Imaginative writing (TPG only)	7.3 (-9)	2 (0)	3 (-1)							£39,780.00		88%

Top 25% … Bottom 25%

Top 25% … Bottom 25%

Data Source	13/14 Enrols	13/14 Enrols	13/14 Enrols	13/14 Enrols	13/14 Enrols Phd DBA	Alex	13/14 Enrols	13/14 Enrols	League Tables (by subject)	13/14 Enrols	13/14 HESA submission	13/14 PTES results

Measure			1	2	3	4	5	6	7	8		
Faculty	Principal Subject code	Subject	Fundable UG/FT Applications V Places (13/14 entry) (UG FT UK Del)	KPI 1.1d Tariff Score (13/14) (UG FT UK Del)	KPI 2.1a Continuation % Following Year of Entry (12/13 cohort) (UG FT UK Del)	KPI 2.1e % Complete Degree in 4 Years (12/13 cohort) (UG FT UK Del)	%Good Honours (13/14)	KPI 1.2 NSS Q22 (13/14) (UG FT&PT UK Del) *Not externally published due to small sample	KPI 2.3 % in Professional or Managerial Occupations (12/13 cohort) (All Students UK Del)	Undergraduate, FT, UK(Del) Enrols FTE 2013/14 by Fee status (diff from target)		
										HomeEU	RUK	OS
FHLSS	B2	Pharmacology (TPG only)							100.0%			
	B3	Complementary medicine			100.0%		100.0%		85.7%	11.7 (-2)		
	B7	Nursing	5.8	247.9	92.4%	44.9%	77.8%	84% (48/74)	94.8%	1540 (70)	114 (3)	4 (0)
	B9	Other subjects allied to Medicine (TPG only)							66.7%			
	C1	Biology	7.7	368.3	88.8%	50.6%	73.5%	88% (46/75)	47.6%	273.3 (-26)	13 (-14)	31 (0)
	C5	Microbiology	7.8	335.0	94.7%	57.2%	62.8%	89% (5/7)	92.9%	150.7 (4)	14 (-3)	5.8 (-3)
	C6	Sports Science	9.4	357.1	90.5%	52.5%	63.7%	84% (51/73)	45.3%	350.5 (-29)	20 (-9)	5 (2)
	C8	Psychology	12.8	354.3	94.0%	74.0%	73.5%	94% (13/112)	42.9%	258.7 (-27)	18 (1)	10 (7)
	D3	Animal Science	6.5	328.4	92.3%	76.9%	68.8%		(Vet nurses not classified as Prof./ Man. Occupation)	119 (10)	11 (4)	0 (-1)
	D4	Agriculture (TPG only)							100.0%			
	J7	Biotechnology (TPG only)							100.0%			
	L3	Sociology	9.6	376.4	92.3%	67.7%	63.5%	81% (72/90)	46.7%	352.5 (9)	11 (-24)	2 (2)
	L5	Social Work (TPG only)							90.0%			
Edinburgh Napier			7.2	335.1	90.3%	53.4%	70.8%	85.0%	73.7%	7807.2 (-204)	427.8 (-78)	719.6 (-16)

Top 25% … Bottom 25%

Top 25% … Bottom 25%

Data Source	13/14 Applications	13/14 HESA submission	13/14 HESA submission	13/14 HESA submission	13/14 HESA submission	NSS (by subject)	13/14 DLHE Internal Survey	13/14 Enrols	13/14 Enrols	13/14 Enrols

Measure			9			10		11	12	13	14	15	16	17
Faculty	Principal Subject code	Subject	Taught Postgraduate, UK(Del) Enrols FTE 2013/14 by Fee status (diff from target)			RPG AY 2013/14 Headcount (non-Writing Up) & Completions		REF Contributions Category A Staff Headcount (FTE)	Overseas delivered (FTE) 2013/14 (diff from target)	% MD 20/40 of known total (13/14 cohort)	Ave League Table Position (12/13 cohort) (UG FT UK Del)	Tuition fee income for non-funded (SITS billed only) (Total Invoiced amount) (13/14)	Articulation Numbers (Advanced Standing Only) (13/14)	PTES results (% overall satisfied) (13/14)
			HomeEU	RUK	OS	Enrols	Awards							
FHLSS	B2	Pharmacology (TPG only)	6 (5)		10 (-10)							£112,590.00		80%
	B3	Complementary medicine								46.2%				
	B7	Nursing	63.6 (-8)	8.1 (0)	2.3 (2)	21	5	11 (10.2)	273.5 (121)	28.3%	57	£127,121.00	15	90%
	B9	Other subjects allied to Medicine (TPG only)	2 (-3)		8 (5)			13 (12)	33.8 (-1)	50.0%	67	£80,354.00		100%
	C1	Biology	33 (-4)	7 (-8)	5.9 (-1)	44	5	6 (6) (Earth Systems & Environmental Science)	57 (38)	26.6%	57	£308,032.00	1	63%
	C5	Microbiology	18.3 (-14)		6 (-8)					37.3%	57 (=C1 Biology)	£203,130.00	1	100%
	C6	Sports Science	2.7 (-1)		2 (0)	4			32.5 (32)	21.2%	61	£220,740.00	50	60%
	C8	Psychology				2				22.0%	84	£214,420.00	1	
	D3	Animal Science								25.2%	14.0	£74,490.00		
	D4	Agriculture (TPG only)	3.7 (-7)	1.3 (1)	2 (1)							£32,520.00		80%
	J7	Biotechnology (TPG only)	8 (7)		6 (4)					10.0%		£53,790.00		71%
	L3	Sociology								23.4%	52	£92,310.00	11	
	L5	Social Work (TPG only)	17.1 (3)	1.3 (-1)	0 (-1)					31.7%		£6,530.00		84%
Edinburgh Napier			818.9 (-83.2)	98.8 (-2.7)	407.3 (-92.7)	205	37	107 (98.9)	3313.7 (875)	24.0%	92	£12,575,263.50	435	76%

Top 25% … Bottom 25%

Top 25% … Bottom 25%

Data Source	13/14 Enrols	13/14 Enrols	13/14 Enrols	13/14 Enrols	13/14 Enrols Phd DBA	Alex	13/14 Enrols	13/14 Enrols	League Tables (by subject)	13/14 Enrols	13/14 HESA submission	13/14 PTES results

Academic Performance Measures for AY 2015/16

- **Applications v Places:** Fundable, Undergraduate, Full-time Applications/Fundable, Undergraduate Intake Target for entry in 13/14. (Source 13/14 Applications)
- **Tariff Score:** Undergraduate, Full-time, UK delivered Tariff Scores. (Source 13/14 HESA submission)
- **Continuation% Following Year of Entry:** Undergraduate, Full-time, UK delivered Percentage of the 12/13 cohort who returned to study in 13/14. (Source 13/14 HESA submission)
- **% Complete Degree in 4 Years:** Percentage of Undergraduate, Full-time, UK delivered students who complete their degrees in 4 years. (Source 13/14 HESA submission)
- **% Good Honours:** The percentage of students gaining a First or 2:1 in the 13/14 Honours Degree Awards. (Source 13/14 HESA submission)
- **NSS Q22:** Percentage of Undergraduate, Full-time and Part-time, UK delivered Final year students who agreed with the statement 'Overall, I am satisfied with the quality of the course'. (Edinburgh Napier position within each subject group) (Source 13/14 NSS)
- **% in Professional or Managerial Occupations:** The percentage of students, who graduated in 12/13, who are now in a Professional or Managerial occupation in 13/14. (Source 13/14 DLHE Internal survey)
- **UG Enrols FTE:** Undergraduate, Full-time, UK delivered Enrolments in 13/14 by Fee Status; Home or EU, Rest of UK, Overseas. (Difference from the Intake target) (Source 13/14 Enrolments)
- **TPG Enrols FTE:** Taught Postgraduate, UK delivered Enrolments in 13/14 by Fee Status; Home or EU, Rest of UK, Overseas. (Difference from the Intake target) (Source 13/14 Enrolments)
- **RPG Enrols:** Research Postgraduate, Non-writing up Enrolments in 13/14 and the number gaining an award. (Source 13/14 Enrolments)
- **REF Contributions:** The number of articles which are counted in the Research Excellence Framework.
- **Overseas delivered FTE:** All students on courses delivered overseas. (Difference from the Intake target) (Source 13/14 Enrolments)
- **MD 20/40:** The number of students who are identified as coming from the most deprived areas in Scotland in 13/14. (Source 13/14 Enrolments)
- **Ave League Table Position:** Average league table position by subject across the main league table publications. The 12/13 cohort of students is used to inform the 13/14 league tables. (13/14 League Tables)
- **Tuition Fee Income:** Fee income for non-funded (SITS billed only) students. (Source 13/14 Enrolments)
- **Articulation Numbers:** The numbers of students who have progressed from College to Edinburgh Napier with an HNC/D and entered with advanced standing. (Source 13/14 HESA submission)
- **PTES:** Percentage of postgraduate, Full-time and Part-time, UK delivered Taught postgraduate students who agreed with the statement 'Overall, I am satisfied with the quality of the course'. (Source 13/14 PTES)

Edinburgh Napier UNIVERSITY

Academic Strategy 2020

Annex 3

Academic Themes to Support Strategy 2020

Background

In support of Strategy 2020 it was agreed that 'academic themes' would be identified that will help in describing the distinctive focus of the University to external audiences. The academic themes should also provide a strategic context for cross-university activity as the University is committed to developing interdisciplinary research and teaching in areas of strength and external relevance. The academic themes must be inclusive, distinctive and of relevance to wider society while relating to current Scottish, UK and European funding priorities such as Horizon 2020.

Drawing from the 2014 REF submission and the existing portfolio, a number of themes were suggested and considered at Academic Board in February 2014. Following discussion of the Academic Strategy in a number of forums, in May 2014 Academic Board agreed to establish a short-life working group of its members to consult upon and agree the academic themes to be adopted. This working group met initially in July 2014 and again in September 2014 following a period of consultation. The working group expressed a desire to distinguish between academic themes and flagship areas, and while the group did not reach agreement on specific themes the deliberations of the group were fed back to ULT.

Identifying Themes

On 9 October 2014, ULT considered the feedback from the working group in order to make a final decision on the high-level themes to be adopted alongside Strategy 2020. Three themes were agreed as below, each intended to reflect a positive impact on society. The themes will be exemplified by the University's current and developing flagship areas of academic activity. These flagship (or niche) areas are defined as being specific subject areas in which Edinburgh Napier is clearly recognised externally for its esteem, expertise and external impact via teaching, research and knowledge exchange. Marketing and promotion campaign will be developed to align to these themes, illustrated by focussing on the flagship activity. The themes should also provide a context to encourage inter-disciplinary collaboration across the University. The themes agreed are:

- **Innovative Sustainable Communities**
- **Wellbeing**
- **Information Society**

University Academic Theme	**Innovative Sustainable Communities**	**Wellbeing**	**Information Society**
Typical Definition	**Sustainable communities** refers to communities planned, built, or modified to promote environmental and economic sustainability, focussing on urban infrastructure, social equity, and government.	**Wellbeing** is a general term for the condition of an individual or group, in particular their social, economic, psychological or medical state.	An **information society** is a society where the creation, distribution, use, integration and manipulation of information is a significant economic, political, and cultural activity.
Relevance to 'big issues'	▪ Energy ▪ Environmental change ▪ Food security	▪ Health ▪ Social policy ▪ Aging population	▪ Big data ▪ eHealth ▪ Information security
Examples of Edinburgh Napier flagship areas	▪ Sustainable construction ▪ Transport ▪ Tourism ▪ Leadership ▪ Timber engineering ▪ Environmental science ▪ Cultural heritage ▪ Graduate enterprise	▪ Leadership ▪ Employment policy ▪ Sports (including mountain biking) ▪ Nursing and midwifery	▪ Computing (including cyber-security eHealth, bio-inspired computing) ▪ Creative Industries (including Screen Academy, journalism, design) ▪ English