



Shaping our

FUTURE

LEARNING AND TEACHING STRATEGY 2020-2025

INTRODUCTION & SCOPE

Edinburgh Napier is a modern university, a university in tune with its time. Our degree programmes and short courses provide a strong academic framework, together with an applied and practical approach, that enables our students to develop skills and graduate attributes that serve them well in their current and future careers.

The scope of this Learning and Teaching Strategy is the development and delivery of all taught modules and programmes at undergraduate and postgraduate level. These include undergraduate and postgraduate taught programmes, short courses and 'stand-alone' credit-bearing and upskilling modules, as well as non-credit-bearing taught courses.

Excellence in learning and teaching is central to the success of the University. Our Learning and Teaching Strategy aligns with the University's strategic commitment to deliver high quality education and research that enhances the social, cultural and economic capital of our communities and shapes their development. Through the implementation of this strategy, we continue to deliver relevant, meaningful and inclusive learning and teaching approaches that are recognised externally. We will build on our reputation as an accessible, inclusive, student-centred and applied university. We will strengthen our external networks with government, professional bodies, businesses and employers. By focusing on student academic success, we will create opportunities for upskilling, work-based education, further study and lifelong and life-wide learning that are fundamental to the skills and wellbeing agenda in Scotland and beyond.

The Learning and Teaching Strategy fully complements and aligns with the Research, Internationalisation and Environmental Sustainability Strategies and recognises that a strong and vibrant learning community of staff and students is sustained and enhanced through an international outlook and a growing expertise in research, professional practice and scholarship. It recognises the need for income generation through growth in high quality taught provision. It creates opportunities for our students to become highly employable graduates through the acquisition of research skills that align to contemporary challenges, together with interdisciplinary and international experiences.

STRATEGIC AIM & OUTCOMES

The Learning and Teaching Strategy aims to support and enable inclusive and distinctive pedagogic practices through its explicit focus on:

- Our **Student Experience**: A stimulating and transformative learning environment where students are supported to academic success and to develop the attributes that will equip them for successful, adaptable careers through active engagement in programmes that integrate leading advances in academic, vocational and professional practices.
- Our **High-Quality Curriculum**: We recognise excellence and drive continued enhancement in programme design and delivery through our distinctive principles of learning and teaching in our new Curriculum Development Framework – ENhance, which has students at its very heart.
- Our **Academic Signature**: Our academic disciplines are connected to contemporary challenges aligned to our academic themes and workforce needs through strong networks with employers, public, private and third sectors.
- Our **Impact**: By pursuing high quality challenge driven projects, underpinned by business and public engagement, we prepare graduates for impactful careers.

STRATEGIC CONTEXT & ALIGNMENT

Our strategy, [Shaping our Future: Driving Distinctiveness](#) sets out an exciting future for the University as it responds to a rapidly changing world. Over the next five years it will see us build our reputation and standing as a university that is outward-looking, known as enthusiastic, flexible and innovative in its approaches to learning and teaching.

The Learning and Teaching Strategy is designed to enable Edinburgh Napier University to succeed in a changing landscape of Higher Education as well as broader global challenges. To meet the growing demand for lifelong and life-wide learning, Edinburgh Napier will be part of the economic and social response, providing high quality programmes and short courses, collaborative programmes and work-based learning that will support those in work, those seeking employment and those progressing to further study. The new strategy reflects the increasingly diverse needs and expectations of our students and our communities.

ENHANCE CURRICULUM FRAMEWORK

The purpose of developing and implementing a new curriculum framework, as referenced explicitly in Transformational Action 1 within our Shaping our Future Strategy and the High-Quality Curriculum outcome above, is to enhance curriculum design and opportunities for staff through identifying, sharing, celebrating, enhancing and externally disseminating effective practices in curriculum design. ENhance is based on the following principles:

ENhance Principle 1

The curriculum demonstrates a proactive approach to engaging students in their learning in relation to the theme

ENhance Principle 2

Learning opportunities related to the theme are clearly and coherently woven throughout the programme in its:

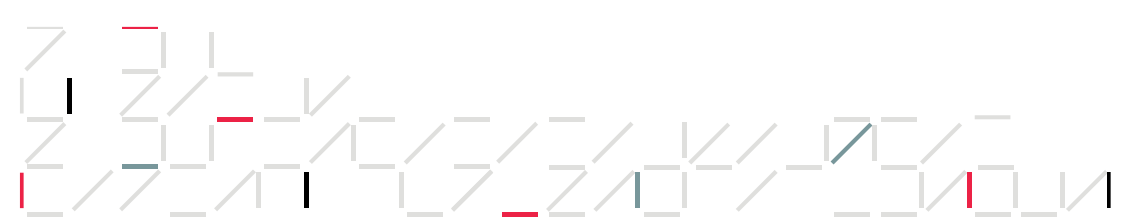
- Content
- Opportunities afforded to students by the learning environment including the student community, scope and accessibility of field trips, talks, exchanges etc.
- Learning design
- Choice of learning and teaching activities
- Assessment strategy and methods
- Plans for curriculum enhancement

ENhance Principle 3

Embedding of the theme is resilient to changing circumstances (e.g., it is scalable should student numbers increase; it is not wholly dependent on face-to-face delivery or a single member of staff; and it is adaptable to different cohorts of students if recruitment patterns change)

ENhance Principle 4

- There is evidence of the curriculum developing Digital and Information Literacy; and Citizenship and Community



ENABLING OBJECTIVES

1. Support and work with our staff and students to enhance and reshape curricula, including learning and teaching approaches, through our ENhance Curriculum Framework for all taught programmes (***Shaping our Future***, Transformational Action 1)
2. Commit to creating an inclusive experience, culture and curriculum for all our students
3. Strengthen our approach to curriculum management by streamlining our processes for the curriculum lifecycle and accessing, monitoring and evaluating our data.
4. Support the development of more programmes and courses that are flexible and accessible to a diverse student community including apprenticeships, upskilling, stackable credit, short courses and CPD (***Shaping our Future***, Transformational Action 9)
5. Value and recognise the learning and teaching practices of all staff contributing to the student learning experience (linked to ***Shaping our Future***, Transformational Action 2)
6. Build on our expertise in research, pedagogy and digital education to enhance our scholarly and inclusive learning community
7. Embed Academic skills across the curriculum to ensure that every student has the opportunity to thrive in their individual context
8. Design inclusive learning and teaching spaces that are fit for purpose – both virtual and on-campus – for students and staff

ACCOUNTABILITY, GOVERNANCE & REPORTING

The Vice-Principal Learning and Teaching is responsible for driving the delivery of this strategy, with governance and reporting to ULT via Education and Student Experience Committee (ESEC) and its sub-committees on Quality & Standards and Collaborative Provision, as well as specific project boards, such as Curriculum Management Project.

MEASURING SUCCESS/MILESTONES

Enabling Objective	Indicators of Success	Baseline	Target	Comments
1. Support and work with our staff and students to enhance and reshape curricula, including learning and teaching approaches, through our ENhance Curriculum Framework for all UG and PG taught programmes	All elements of ENhance Framework defined for new & current taught programmes.	Zero (2020/21)	By March 2021	Consultations in Nov and agreed parameters established from Jan 2021. Revisit definitions of Graduate Attributes
	All new UG and PG taught programmes to incorporate ENhance framework.	Zero (2020/21)	Starting Apr 2021 and aligned with programme approvals process – 100% of new programmes to embed ENhance framework, successfully achieving or exceeding threshold level for at least three themes	Involvement of students with ENhance – need institutional data on what works, and why. Momentum towards full engagement will be supported by a new integrated action planning approach, linking together all Quality touchpoints. A new mid-point ILR will provide an additional threshold recognition point in between ca 6-yearly ILRs years. There will also be the possibility to get confirmation of threshold recognition at the one-year post-ILR check. <u>Further opportunities for recognition will be provided additional to those within the Quality Framework.</u>
	All existing undergraduate taught programmes to embed ENhance framework	Zero (2020/21)	Percentage of all programmes successfully achieving or exceeding threshold level for at least three themes via Institutional-Led Review (ILR) or Programme Approval 21/22 Pilot; 22/23 15%; 23/24 30%; 24/25 45%	
	Programme action plans developed for programmes to meet threshold principles of ENhance.	Zero (2020/21)	Action Plans to be developed in line with updated QA process (beginning 22/23). Action planning tool will be used to support submitted themes not achieving at least threshold level	
	Student experience improved (NSS, PTES), student outcomes improved in terms of achievements and employment/ further study	Zero (2020/21)	Annually	

Enabling Objective	Indicators of Success	Baseline	Target	Comments
2. Commit to creating an inclusive experience, culture and curriculum for all our students	Explicitly embedded into ENhance	Baseline: will be monitored through ENhance quality processes	By 2025	Working in close partnership with students, Inclusion & Wellbeing team and ENSA to meet institutional Inclusion action plans.
	Targets met for: <ul style="list-style-type: none"> • Gender Equality Plan • Race Equality Action Plan • Mental Health & Wellbeing Strategy 			
3. Strengthen our approach to curriculum management by streamlining our processes for the curriculum lifecycle and accessing, monitoring and evaluating our data.	Curriculum management system (CMS) implemented and launched.	None		Use CMS to promote staff engagement with ENU programme design principles and ENhance framework. Development of dashboard to pull out themes of Inclusion and Sustainability
	Curriculum processes reviewed, created, documented, and managed.	>36 identified related processes	Launch in Tri 2 2022-23	
	Curriculum provision types and record; defined, created and managed.	Not defined clearly		
	Portfolio reporting developed	Not from primary source		

Enabling Objective	Indicators of Success	Baseline	Target	Comments
4. Support the design and introduction of more programmes and courses that are accessible to a diverse student community including graduate apprenticeships, upskilling, stackable credit, short courses and CPD.	Increase in graduate apprenticeships, securing one additional framework each year as new frameworks emerge.	20/21 336 apprentices across 8 frameworks. Increase of 10% per year in GA places. Increase in MD20/40 and of women into engineering and computing 10% per year	Annually from 21/22	VPLT to lead University oversight of end-to-end delivery of credit and no credit-bearing courses and programmes. Creation of a new approval process (aligned to CMS)
	Expand portfolio of CPD, upskilling short courses and incorporate structure and processes into curriculum management project.	Support the design and introduction of upskilling courses by at least 2 per year	Form working group to coordinate approach to short course, CPD, micro credentials and award of credit/certification of taught courses	
	Increase in flexible delivery models including blended and online learning, and stackable credits leading to increase in learners and accessibility/diversity of students	Incorporate into curriculum management project and align with regulations on awards		

Enabling Objective	Indicators of Success	Baseline	Target	Comments
5. Value and recognise the learning and teaching practices of all staff contributing to the student learning experience	All Early Career Academics have completed the PgC Teaching and Supporting Learning (TSL) in HE within 3 years.	0% (data not monitored)	100% within 3 years of appointment	Early Career Framework will support this.
	All academic staff who do not hold Fellowship on appointment to become a Fellow (any category) within 2 years	0% (data not monitored)	100% within 24 months of appointment	
	Academic staff who are in post and are not Fellows to gain Fellowship (any category).	0% (data not monitored)	MyC target for all staff	Increase opportunities for staff to achieve professional qualifications and to learn and share excellent pedagogic practices – HEA accreditation and through creation of Centre for HE Research
	Academic staff on learning and teaching pathways to be supported to achieve SFHEA/PFHEA/NTF as appropriate.	0% (data not monitored)	MyC target for all staff learning and teaching	
	Increased opportunities for AFHEA for professional services staff and PG students as appropriate either via the Fellowship Scheme or through a 20 credit M level module (1st Module in PgC TSL)	0% (data not monitored)	MyC target and support identified	

Enabling Objective	Indicators of Success	Baseline	Target	Comments
6. Build on our expertise in research, pedagogy and digital education to enhance our scholarly and inclusive learning community	Staff supported to incorporate new approaches to blended and online delivery.			Work with IS to identify and support staff needs for development (introduction of the JISC discovery tool).
	Staff supported to engage in internal and external CPD on digital education.	Currently not monitored	MyC target and support	Creation of Higher Education Research Centre will support this work. Early Career Academic Framework will support this work.
	University to recognise scholarship in digital education and engagement in external networks.			Evidence through ENhance of embedding of digital information and literacy across modules and programmes
7. Embed academic skills across the curriculum to ensure that every student has the opportunity to thrive in their individual context	Change in approaches to Assessment & Feedback with a focus on Academic Integrity.	Qualitative measure through annual review and Curriculum Management		
	Institutional move towards more inclusive and accessible assessments, as evidenced through quality processes.	Qualitative measure through annual review and Curriculum Management	By 2025	Creation of institutional Academic Integrity group with defined roles for Leads in Schools. Working in partnership with students, DLTE focus on A&F (drawing on evaluation of student data)
	Increased engagement with Academic Integrity module and tutorials	0% (not currently measured)		
	Shift to Inner Feedback model	0% (not currently measured)		
8. Design inclusive learning and teaching spaces that are fit for purpose – both virtual and on-campus – for students and staff	Incorporate positive outcomes and practices from the Digital Support Partnership into classroom and learning spaces designs and equipment.	Beginning 21-22	End of 2025	Working in partnership with our students to develop L&T spaces. Close partnership working with IS and VISION

VERSION CONTROL

Approval			
Version	Author	Signature	Date
V1	Alyson Tobin, Vice Principal, Learning & Teaching	Approved at Academic Board	27/11/2020

Revision History			
Version	Author	Description	Effective Date
V2	Nazira Karodia Vice Principal, Learning & Teaching	<p>Updated as follows:</p> <ul style="list-style-type: none"> To reflect change in nomenclature from Gold Standard Curriculum to ENhance Curriculum Framework, including associated KPIs; To add additional enablers to be more explicit about student partnership, inclusion and academic skills, as well as updating references to the curriculum management project and the early career academic framework; and To reflect the change in Court Subcommittee title from Learning, Teaching, Assessment and Student Experience Committee (LTASEC) to Education and Student Experience Committee (ESEC) 	19/10/22