Edinburgh Napier
UNIVERSITY

Curriculum Enhancement Framework (ENhance)

Evidence-Informed Dialogues

Contents

Outline of the procedure

1. ENhance evidence-based dialogues provide an opportunity for programme teams to engage with the Edinburgh Napier's Curriculum Enhancement Framework (ENhance) threshold criteria, outwith the formal approval and reapproval (ILR) cycles to help them identify the ways in which the themes are embedded in the programmes, and also how they might be developed. This is intended to support the delivery of the University's Learning & Teaching Strategy to support all programmes to achieve full engagement by 2025.

2. The procedure is grounded upon the principle of appreciative enhancement and is intended to focus on what is already successful in programmes, and how can that be built upon further.

3. The procedure is intended to primarily utilise existing information related to the curriculum and the evidence-based self-evaluation undertaken through annual monitoring and review to inform the basis of a peer-to-peer structured dialogue with respect to the threshold criteria, thereby minimising additional work to be undertaken but still enabling areas of strengths and development to be identified

4. The outcome of the procedure will enable programme teams to see to what extent their programmes embed the themes and will identify actions to help to develop and strengthen the programme(s) with respect to the ENhance Threshold.

ENhance Principles

5. ENhance is Edinburgh Napier's own curriculum enhancement framework. It was developed in 2021-22, reflecting themes of importance to ENU's staff and students and is a key strategic driver for enhancement within the University's Learning & Teaching Strategy. It is designed to support curriculum (re)design and enhancement by:

- Providing a shared reference point and vocabulary.

- Giving a clearer structure to curriculum design and enhancement work, and the support on offer for this.

- Facilitating more systematic sharing of existing effective practice.

- Making internal expertise in curriculum development, from academic and professional services colleagues, more accessible

- Supporting and encouraging external sharing of effective practice

6. The following set of principles should be demonstrated when considering engagement with ENhance.

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

Preparing for the ENhance Dialogues

7. The ENhance dialogue provides an opportunity for programme teams to share and explore self-reflections on how their programmes are meeting the ENhance principles. The discussions must be grounded in evidence from staff, students and other stakeholders across the programme and as a minimum the following documents are required to be drawn upon and shared in advance of the dialogues:

   a. The current programme specification;
   b. All compulsory module descriptors and module descriptors from option modules which support the threshold claim;
   c. The current programme enhancement plan (a requirement since 2022/23)
   d. Programme annual monitoring reports for previous 3 years

Other existing supporting information relevant to the threshold claim may be provided; for example Moodle screenshots; stakeholder feedback. There is no expectation that documentation be created only for the purpose of providing evidence in advance of the dialogue.

Who should attend the dialogue

8. The dialogue is intended to be a collegiate and useful discussion with respect to the programme's design and the impact that this has upon the student experience. Typically the dialogue should be led by the programme leader but other members of the programme team, for example representative module leaders or members of programme team with duties relevant to the ENhance threshold claim may also attend.

9. It is not a requirement that student programme representatives join the dialogue, however programme teams do need to demonstrate how students shape and contribute to the curriculum.

Guidance for the Dialogue

10. The dialogue will be facilitated by colleagues in DLTE and will consist of an open, respectful and trusted conversation across two programmes where each programme team will explore the ENhance evidence together, exploring strengths and potential developments for each of the themes. The evidence will be shared in advance but in this way, the dialogue becomes the opportunity for shared learning and development for each of the programmes to inform their respective programme enhancement action plans.

11. It is anticipated that the dialogues should last between 1-2 hours.

Scheduling of the Dialogues

12. DLTE will be responsible for scheduling the dialogues. Programmes should be scheduled for dialogue during the third year following the last ILR. This cycle will commence from academic year 2023/24 and programme teams due for this will be notified in advance.

Version Management	
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