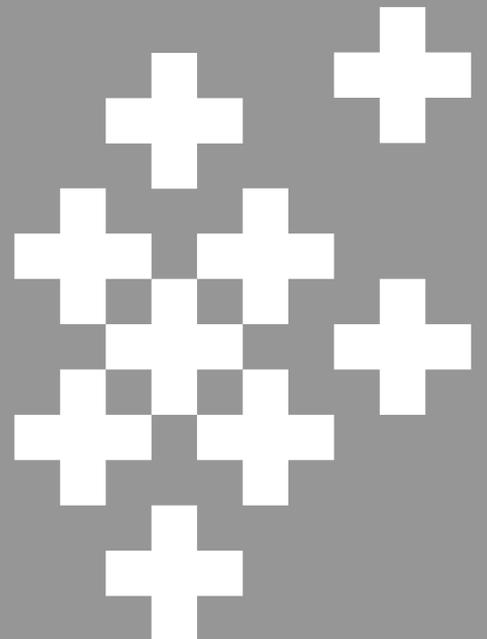


# Learning and Teaching Enhancement Strategy

Making learning mean more



CHI



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## Consultation participants

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# Purpose

The Learning and Teaching Enhancement Strategy 2022/23 – 2026/27 has been designed and developed as an enabling strategy for enhancement and innovation in learning, teaching and assessment across the tertiary education spectrum of UHI, in ways that are befitting of our unique structure and mission, our geographically and digitally distributed nature, and our ‘Where learning means more’ ethos.

Specifically, the Learning and Teaching Enhancement Strategy (which carries the prefix ‘Making learning mean more’) seeks to articulate, exemplify and support the development and embedding of learning and teaching practices that embody and help us to realise both the ‘Where learning means more’ ethos, and the ambitions of UHI’s ‘Daring to be Different’ Strategic Plan. The Tertiary Education pillar within the Strategic Plan states “We will deliver a high-quality connected curriculum built on personalising the learner journey with more content, to more people, through more channels”.

The Learning and Teaching Enhancement Strategy presents a shared direction for the further development of creative, student-centred, impactful learning and teaching at UHI, in ways that align with our own ambitions, with what we want our students to experience, and which are contemporary and innovative in relation to how tertiary educational practices are now developing and evolving in the wider sector.

The LTES is intended to be a fluid, living strategy that will further develop as it is implemented and evaluated, and in response to changing needs and emerging opportunities both internally and within the wider sector. Internally, this will include the implementation of the Strategic Plan, curriculum review and development, and evolving our modes of delivery post-pandemic. Externally, this will include the development of new digitally enabled approaches to learning and teaching which we strive to be at the forefront of within the sector, and the move towards a single tertiary enhancement environment for Further and Higher Education in Scotland.

## Development of the Learning and Teaching Enhancement Strategy

This strategy was developed between December 2021 and May 2022, through a wide and iterative process of consultation with staff and students across the university partnership. Consultation activities included: online briefing webinars at key stages in the development of the strategy, focus groups with different categories of staff, student focus groups, meetings and workshops with various UHI groups and



committees, consultation meetings with senior management within the Academic Partners.

The consultation activities explored various issues, with key questions focused on (i) the aspects of the previous Learning and Teaching Enhancement Strategy that colleagues felt were useful and successful, (ii) the relevance of the learning and teaching enhancement values in the previous strategy, and (iii) what it was felt the 'defining characteristics' of the learning and teaching experience for our students should be going forward (drawing also upon lessons learned from the pandemic). Findings from the consultation activities were used to inform:

- + The new set of LTE values
- + The description of these values, ensuring their tertiary focus and relevance to staff and student priorities
- + The activities outlined in the implementation plan which stakeholders identified as vital to the success of embedding the Strategy

The subsequent authoring of the Learning and Teaching Enhancement Strategy 2022-23 – 2026/27 was undertaken by a LTES Development Group that comprised staff representatives from across the university, led by the Dean of Learning and Teaching and coordinated through the Learning and Teaching Academy.

## Key components of the strategy

The Learning and Teaching Enhancement Strategy comprises five key components:

- + Ten Learning and Teaching Enhancement Values (LTE Values) that provide the basis of the strategy, and for enhancement and innovation in learning, teaching and assessment at UHI. The LTE Values define the aspects or dimensions of learning and teaching that all of our students should experience during their time with UHI, regardless of what they are studying, level of study, which Academic Partner they are studying with, and their mode of study.
- + A set of four 'Enabling Practices' which define the professional practices or activities that colleagues with learning and teaching responsibilities should engage in, or be supported to engage in, both to inform their own teaching and also to contribute to the wider enhancement of learning and teaching.
- + An implementation plan for the Learning and Teaching Enhancement Strategy to enable the embedding of the LTE Values and Enabling Practices in policy, practice and professional development provision across UHI, in order to drive learning and teaching enhancement over the five-year timescale of the strategy.

- + Exemplars of effective embedding of the LTE Values from across UHI, drawn from current Further Education and Higher Education provision, to provide an insight into different ways each of the LTE Values can be embedded in practice.
- + Mapping of the LTE Values to key internal and external strategies and benchmarks, to articulate the internal and external applicability of the values.

## LTES SharePoint site and resources to support implementation

A number of resources have been produced to support colleagues in engaging with and implementing the Learning and Teaching Enhancement Strategy.

These include:

- + Document version (PDF) of the LTES (this document)
- + Document version (PDF) of the LTES Implementation Plan
- + LTES 'strategies on a page' for both staff and students
- + LTES website that is openly accessible with direct access to various resources (including document version of LTES and the strategies on a page for staff and students)
- + An interactive SharePoint site (accessible to staff across the UHI partnership) that allows colleagues to explore the strategy in further detail, access a further range of exemplars, and access the document version of the LTES implementation plan.

Further resources to support engagement with the LTES will be produced during the initial stages of the strategy being implemented across Academic Year 2022/23.





# LTE Values

Below are the ten Learning and Teaching Enhancement Values (LTE Values) that were co-constructed and refined by staff and students in the development of the LTES. They provide the basis for the strategy, and for enhancement and innovation in learning, teaching and assessment at UHI that the strategy and associated implementation activities will support. The LTE Values define the aspects or dimensions of learning and teaching that all of our students should experience during their time with UHI, regardless of what they are studying, level of study, which Academic Partner they are studying with, and their mode of study.

While the extent to which each of the values is embedded and experienced will vary within and across different subjects, levels and contexts, they are all expected to have their place in the experience of each our students while they are at UHI. In Section 8, you can find exemplars from across the university relating to where the various values are being effectively embedding in our tertiary learning and teaching.

Value	Ethos
<b>Supporting the learner as an individual</b>	Our learning, teaching and assessment practices will ensure all students have the opportunities and support they require to succeed, and that diverse and individual student needs are met through inclusive and equitable approaches to curriculum design and delivery, personalised support and wellbeing.
<b>Supporting flexible and student-centred learning</b>	Our students will have an equitable learning experience regardless of their place or mode of study, will have flexibility in how they study with us, and will have appropriate choice and negotiation in the individual and collaborative activities that they undertake.
<b>Learning for personal growth and employment</b>	We will engage our students in learning activities and experiences that support their personal aspirations and reflect and replicate how they will work, study and collaborate in the vocation, profession or field they are preparing for. As a student progresses through their studies, they will engage in activities that will develop learner autonomy and provide them with the knowledge, skills and literacies needed for life, learning and work.
<b>Authentic assessment and meaningful feedback</b>	Assessment will be rich and varied and place an emphasis on forms of assessment and coursework that are directly aligned with the vocation, profession or field of practice students are preparing for. Formative assessment, feedback and feedforward should allow students to reflect upon and refine their work, and to make decisions about how to progress within their studies.

<p><b>Engaging students in reflection and research</b></p>	<p>We will support the development of our students as reflective practitioners, as investigators, and as researchers in ways that are appropriate to their subject and level of study. Reflection on practice, including in relation to professional standards, will be embedded throughout the learning experience. As students progress through different levels of study, there will be an increasing focus on research activities that have a real-world relevance and value.</p>
<p><b>Celebrating diversity through learning and teaching</b></p>	<p>We will recognise and celebrate diversity and diverse voices within and through the design and delivery of our curricula, in the resources and readings we direct our students to engage with, in the examples that we use in our teaching and materials, and in the assessed work we ask students to undertake.</p>
<p><b>Connecting learning across communities</b></p>	<p>We will create opportunities within and across our curricula for students to engage and learn with peers inside and across cohorts, to engage in multidisciplinary and interdisciplinary learning, to engage with the professional and scholarly communities to which they belong or will come to join, and to engage with and contribute to our wider communities locally and beyond.</p>
<p><b>Enriching learning through digital practices</b></p>	<p>We will harness digital technologies and spaces for learning, teaching and assessment to support active engagement in individual and collaborative learning, and to enable students to have a meaningful and connected learning experience regardless of their place or mode of study. This will incorporate authentic digital practices whereby students use technology to create and share resources, to evidence their learning, and develop their digital literacies.</p>
<p><b>Harnessing open education approaches</b></p>	<p>We will develop and further develop online and other forms of open education approaches in supporting and enhancing learning and teaching. This could include using, creating and sharing open educational resources, engaging our students in openly sharing some of the outcomes of their own learning and scholarship, and through widening access to formal and informal learning opportunities.</p>
<p><b>Integrated and sustainable learning and teaching</b></p>	<p>We will develop more integrated and sustainable approaches to learning, teaching and assessment through practices including designing assessments that bring together work from related units and modules; implementing joint learning and teaching activities that are relevant across levels and cohorts; engaging students in peer support and review; and in using, creating and sharing open educational resources and other repurposable content.</p>



# Enabling Practices

Below are the four staff-facing ‘Enabling Practices’ which define the professional practice/activities that colleagues with learning and teaching responsibilities should engage in, or be supported to engage in, to inform their own teaching and also to contribute to the wider enhancement of learning and teaching.

As with the LTE Values, the Enabling Practices were co-constructed in consultation with staff from across the university, including with colleagues who directly support others in the development of effective, evidence-based learning and teaching practices that align to external professional requirements.

Within the university, the Learning and Teaching Academy provides central support for staff to engage in the various Enabling Practices identified below, and which complements the support available within Academic Partners including annual professional review. In Year 1 of the LTES, the university will seek to strengthen the linkages and alignments between existing and new professional development opportunities and both the LTE Values and Enabling Practices.

Practice	Ethos
Research and evidence-based educational practice	Our approaches to learning, teaching and assessment will be informed by existing research and scholarship relating to effective educational practice, through feedback received from our students and evidence relating to their engagement and success, and through staff undertaking their own educational research and scholarship.
Engaging in reflective practice for continuous enhancement	At individual, team, departmental, and institutional level we will engage in professional reflection and review processes concerning the effectiveness of our learning, teaching and assessment practices, to identify areas for enhancement and to actively plan a better educational experience for current and future students. Our collaborative review processes will be inclusive of academic staff, professional service teams and colleagues, and students.
Active and collaborative professional development	Staff will be provided with and supported to engage in a range of relevant continuing professional development activities, including events, short courses and peer mentoring, that are focused on enhancing and sharing effective educational practices, and which are open to all colleagues who directly support student learning or wider aspects of the student experience.

Embedding professional standards in learning and teaching

Staff with teaching and student-related responsibilities will be supported to reflect upon and evidence where their practices align with and embed both the LTES values and relevant internal and external professional standards for learning, teaching and assessment.





# Implementation Plan

## Reach

The purpose of the implementation plan is to successfully embed the strategy in the day-to-day business of UHI by identifying a wide range of opportunities for staff and students to meaningfully engage with the strategy, the LTE Values and the Enabling Practices. This plan sets out a range of ways in which the strategy, the values, and the practices will be implemented and operationalised in the guidance, policies and resources in learning, teaching and assessment.

This approach builds on the implementation of the previous strategy where the embedding of the previous set of learning and teaching values in existing processes, policies and professional development opportunities related to learning and teaching provided a highly successful mechanism for staff to effectively engage with the strategy and extends this by seeking greater engagement opportunities for our students and for specific staff communities who contribute to the student experience.

## Implementation through distributed responsibility

The implementation plan recognises that most colleagues are engaged, to a greater or lesser extent depending on their role, in enhancing learning and teaching and the student experience. The implementation plan will seek to distribute responsibility for the operationalisation of the strategy by identifying deliverables/outcomes and those best placed to take lead responsibility for each deliverable at UHI.

## Implementation timeline and objectives

The full Implementation Plan for the LTES can be accessed via the [LTES SharePoint site](#) (this site is accessible to staff across the UHI partnership).

The Implementation Plan covers the five year period of the strategy. Each year of the Implementation Plan includes key implementation actions and objectives and evaluative activities. As implementation progresses, additional objectives are likely to be identified through the evaluation process and newly identified priorities. This will ensure the currency and relevance of the strategy.

As with the overall LTES, the Implementation Plan will develop over time, and be reviewed, evaluated for impact and refined from one year to the next. To this end, the following implementation objectives within the plan are provided in full and proposed final detail for Year 1, in detail, 2 and as an outline for Years 3, 4 and 5.



## Overview of key stages in Implementation Plan

### Year 1 (Academic Year 2022/23)

Confirmed objectives for Year 1. See full Implementation Plan for further detail.

- + Objective 1. Approval and initial operationalisation of implementation plan.
- + Objective 2. Establishing distributed responsibility for implementation of strategy
- + Objective 3. Initial dissemination of strategy to staff and students. Plan future engagement.
- + Objective 4: Establishing evaluation process and progress reporting on evaluation criteria

### Year 2 (Academic Year 2023/24)

Key activities for Year 2. See full Implementation Plan for further detail.

- + Review evaluation findings and report to inform Year 2 of Implementation Plan
- + Identify 'owners' / 'leads' to take forward the identification of new or emerging areas to embed the strategy, LTE Values and Enabling Practices in Year 2 including employers / industry links / community links
- + All Academic Partners have adopted, in principle, the strategy.
- + Appropriate opportunities have been provided throughout the academic year to enable engagement with the strategy.
- + Harness the strategy and related implementation activities (including revised programme approval and re-approval processes) to initiate an exploration of how the university will respond to and determine our position on the embedding of education about and for sustainability within our curricula
- + By the end of Year 2 ensure all programmes have articulated how the LTE Values are embedded in learning, teaching and assessment (means for this to be determined in consultation with Academic Partners, Quality Assurance and Enhancement Committee and Academic Council)
- + End of Year 2 evaluation of impact and reporting including a review of priorities for Year 3 informed by UHI and Academic Partner learning and teaching strategic priorities

### Year 3 (Academic Year 2024/25)

Key activities for Year 3. See full Implementation Plan for further detail.

- + Review of evaluation findings and report to inform Year 3 implementation plan



- + All academic partners can demonstrate the extent of their engagement / adoption of the strategy, through the sharing of good practice case studies and the impact of engaging with the strategy to date.
- + Identify 'owners' / 'leads' to explore the identification of 'targets' for specific aspects of the strategy, for example the further development and implementation of open education or micro credential offerings
- + End of Year 3 evaluation of impact and reporting including a review of priorities for Year 4 informed by UHI and Academic Partner learning and teaching strategic priorities

## Year 4 (Academic Year 2025/26)

Key activities for Year 4. See full Implementation Plan for further detail.

- + Review of evaluation findings and report to inform Year 4 implementation plan
- + Appropriate opportunities have been provided throughout the academic year to enable engagement with the strategy.
- + All academic partners can demonstrate the extent of their engagement / adoption of the strategy, through the sharing of good practice case studies and the impact of engaging with the strategy to date.
- + Identify 'owners' / 'leads' to explore the identification of 'targets' for specific aspects of the strategy, including the learning and teaching practices to be prioritised for further development in the final two years of the strategy
- + End of year 4 evaluation of impact and reporting including a review of priorities for Year 5 informed by UHI and Academic Partner learning and teaching strategic priorities

## Year 5 (Academic Year 2026/27)

- + Review of evaluation findings and report to inform Year 5 implementation plan
- + Undertake robust summative evaluation on the impact of the strategy including recommendations for the further evolution of learning and teaching at UHI and for the evolution of related strategy beyond the formal conclusion of the LTES 2022/23 – 2026/27.



# Examples of effective embedding of the LTE Values

In this section of the LTES we provide examples of effective embedding of the LTE Values from across UHI, drawn from current provision. These examples demonstrate how each value has been successfully embedded to support the enhancement of learning and teaching. The examples are discipline-specific and are drawn from across FE and HE and across the academic partnership. It is recognised that how these values are currently embedded in practice – and how they come to be embedded in practice in the future – will vary across disciplines, different levels of study, and within the context of how specific units, modules and programmes are delivered. Examples will continue to be collected and shared as part of an ongoing LTES engagement programme.

Value	Examples
<b>Supporting the learner as an individual</b>	<p>Launched in 2014 and updated annually, the Essential Student Skills portal hosts a single set of online induction resources for all UHI students to use to their advantage throughout their student journey.</p> <p>The <a href="#">Essential Student Skills portal</a> (created by the EDU with the help of writers from around the partnership) is updated annually over the summer months to be fresh for the next academic year. The portal is designed to offer structure for in-person inductions and/or be used flexibly online. Although introduced and used primarily at induction, the resources cover concepts relevant throughout the entire student journey, including career planning.</p>
<b>Supporting flexible and student-centred learning</b>	<p>'The Bothy' is a one-stop-venue accessible to all learners at <b>UHI Inverness</b>. The venue facilitates holistic engagement across student support teams to maximise opportunities to support students and ensure an equitable learning experience.</p>

	<p>'The Bothy' provides a venue for: one-to-one study support appointments and drop-in guidance from support and core skills staff; workshop delivery- a changing programme of wellbeing and learning skills workshops are offered for all; facilitated peer support/study groups to meet; a supportive, low-sensory environment for students who find campus over-stimulating.</p> <p>'The Bothy Online' was created in Brightspace during the pandemic to provide a virtual support space where students could access information, guidance and support resources, such as recorded workshops.</p>	<p>transferring from one qualification to another, this is a far better outcome than them struggling to achieve and then potentially leaving the college without completing the qualification.</p> <p><u>Alison Johnston</u> has examples of those who have benefited from this approach, which involved content mapping, and close working relationships with the Learning Support team and other colleagues, to ensure that good practice was shared.</p>
<p><b>Learning for personal growth and employment</b></p>	<p>The <b>BSc (Hons) Optometry</b>, a networked course, includes placements, clinical practice and project-based/team-based learning activities designed to provide a wide range of learning opportunities in a range of professional contexts (including NHS services, specialist clinics and commercial business settings). Learning design focuses on problem-based and team-based learning, with a spiral curriculum. Clinical skills videos and interactive content are embedded in Brightspace.</p>	<p>The Ranger course at <b>UHI West Highland</b> was developed for the countryside ranger practical skills required in a fast-changing industry. This holistic approach with a 50/50 delivery split between employer and the college exemplifies the aims of the Developing the Youth Workforce (DYW) strategy through dynamic course co-creation on an ongoing basis between partner-organisations, students and college staff.</p> <p>A partnership delivery approach between the college and employers provides highly successful outcomes whilst serving the industry with exactly what it needs. Students benefit from the highly practical experiential learning, with significantly enhanced work experience, industry certification, multiple employer engagement and apprenticeship opportunities.</p>
<p><b>Authentic assessment and meaningful feedback</b></p>	<p>Recognising the importance of engagement with opportunities in the online world, particularly during the pandemic, <b>BA Applied Music</b> (networked degree) developed an online residency in music synchronisation (the use of a piece of music in conjunction with moving images. e.g. TV shows, adverts, movies). Students participated in a week of intensive workshops with leading professionals in the sector, who provided authentic and meaningful feedback on their creative outputs. Through discussion with industry conference leaders Highland organization <u>XpoNorth</u> and Northern Irish music creation company <u>Score Draw Music</u>, we established that music synchronization is an area of growth especially with the exponential growth of online visual content. The success of this</p>	<p>As part of their assessment for the Level 10 module Na Dualchainntean Gàidhlig (Gaelic Dialects) at <b>Sabhal Mor Ostaig</b> students are required to undertake a fieldwork exercise involving interviews with three Gaelic speakers. As COVID-19 made this time-constrained formative task very difficult, the Module Leader invited four speakers to join the regular video-conference class, where the students could take each of them through the questionnaires which would normally happen in a face-to-face setting. This change had several benefits beyond solving a logistical problem. It fostered collaboration between the students as they chose to consult with each other to avoid overlapping, it encouraged timely preparation, as they all had a common deadline to prepare for. As the interviews were spread over 2 to 3 classes observing other students' questions was also a formative experience: students could see which styles of question</p>

	<p>residency has led to ongoing industry partnerships and the development of a new module.</p>	<p>elicited the most effective responses, they had time to reflect on their own questions and adjust them before the next interview. As a joint exercise with their peers, students rapidly developed confidence in what they were doing. The Webex recordings were easily available to the whole class and were also an easy means of providing evidence in an accessible, high-quality format for initial marking, moderation, and for the External Examiner. Most of all, students found the experience affirming, enjoyable, and rewarding. The former, individual process had the potential for some students to feel isolated or unsure, with no feedback possible before submitting the written-up work. Now at all stages of the process they now have greater feedback, peer support, a sense of the benefits of collaboration, early affirmation and encouragement and enhanced opportunities for reflective learning and benchmarking.</p>
<p><b>Engaging students in reflection and research</b></p>	<p>At the heart of the Graduate Apprenticeship in Early learning and Childcare (GAELC) programme at <b>UHI Inverness</b> is reflexive practice which takes place through the development an online portfolio. Using the video functions within Brightspace as a way of evidencing reflexive accounts facilitated deeper reflexive practice.</p> <p>Students were able to cover more within a shorter period of time without being restricted to word counts as in a paper. Students began using the video notes within the discussion boards facilitating a more engaged community. Those with additional needs also felt more able to express themselves without the fear of 'getting the wording wrong'. Staff valued the more holistic view facilitated by hearing the student's voice and observing body language. The use of video notes has been time saving, making marking more sustainable.</p>	<p>Students participating on the BScH Marine Science programme at <b>SAMS UHI</b> have a very real and tangible contact with the research environment. SAMS organises and participates in an oceanographic long-term monitoring survey in the North Atlantic. Although not formally part of the programme, undergraduate students can participate and help collect oceanographic data used in UK climate monitoring assessments. As part of the BSc Marine Science Oceanography and Robotics pathway students actively assist in the design, testing, and implementation of new robotic vehicles in the ocean. The ImpYak autonomous surface vehicle is based on work by the level 9 Marine Robotics students. This vehicle is being used in local waters for funded research.</p> <p>These examples of research-led teaching aid in students developing 'real world' experience of research. Participating in offshore cruises builds valuable and unique experience and helps develop networks. Students also feedback their experiences via blogging, social media. This helps the team at SAMS both in marketing the degree and also in reflecting on these experiences when designing new module content or recognising new student opportunities.</p>
<p><b>Celebrating diversity through learning and teaching</b></p>	<p>Research being undertaken by the programme team for <b>MA Health &amp; Wellbeing &amp; Pg Cert Healthcare Quality Improvement</b> (networked programme) will explore and widen the representation of resources used within the programme so that students can benefit from studying in an inclusive environment, whilst diversifying and decolonising the curricula.</p>	<p>A series of presentations were designed and presented by a Graduate Practicum student from the University of Victoria in Canada and delivered to students enrolled on UHI's FE and HE programmes in 'Early Learning and Childcare' and 'Childhood Practice' at <b>UHI Inverness</b>. This international collaboration provided a valuable learning and teaching opportunity, celebrating cultural diversity and promoting an enhanced</p>

	<p>The research will produce a report with resources for the team and the wider Applied Life Studies Subject Network. Module reading lists and content will be reviewed to ensure increased representation to include authors outside the Western 'classical' canon, wider variety in topics and teaching from a diverse range of academics to facilitate inclusion. In turn it is then hoped this will increase the diversity of ethnicity, gender and age groups of students who study these postgraduate programmes.</p>	<p>sense of cultural competence and integrity in students. The use of digital technologies enabled international collaboration through virtual learning and teaching methods and increased accessibility and flexibility. Lecturers involved also reflected on the valuable benefits of collaborative working and further opportunities for own personal and professional development.</p>
<p><b>Connecting learning across communities</b></p>	<p>Over the last decade there has been a growing demand for remote access to the Theological Studies programme at <b>Highland Theological College</b>, with face-to-face classes correspondingly decreasing in size. A team-wide policy has developed several small, manageable and flexible events that aim to develop a learning community amongst the students and to remove divisions created by modular segregation and remote learning with its limited class contact.</p> <p>Examples of this policy in action are: informal face to face gatherings during induction week to supplement the online inductions for new students, returning students and recent alumni; on-campus seminars once per semester on a topic or issue that is not tied to a specific module which is practical and stimulates reflection on 'real world' scenarios; a weekly worship event for staff and students which provides another opportunity for social interaction; evening Webex meetings for larger subject area groups (i.e. containing several related modules across different levels of study) providing a less formal opportunity for chat and connecting material across modules and levels, open Q&amp;A library events in the evening and a fortnightly book club. Once again this gives the opportunity for students to chat outside formal teaching, while also reflecting upon and developing their research skills.</p>	<p>During 2021-22, a programme of guest speakers was launched to coincide with COP 26 and the start of the new MA Art &amp; Environment module. Led by <b>UHI Orkney</b> Art &amp; Design, the Environmental Dialogues seminars were open to all MA creative students. The aim was to facilitate cross-disciplinary dialogue around important environmental themes, connecting world- leading guest researchers and artists with students and staff from UHI courses including Art and Environment, Art and Social Practice, Contemporary Art and Archaeology, and Music and the Environment, and Creative Writing. The format of the seminars involved a guest presentation followed by Q&amp;A and student-speaker dialogue. Students were able to reflect on, and develop, their practice and interactions with their community and their environment. A broad range of practices and processes were shared – with inspiring information on a range of specialisms, projects, research and the impact it can have on thinking around environmental issues and in turn, society's awareness and perceptions of place and their surroundings. One of the key emerging themes was the importance anchoring regional creativity when it comes to environmental and social solutions.</p>
<p><b>Enriching learning through digital practices</b></p>	<p>The virtual residency was developed in 2014 as a mechanism to facilitate accessibility, skills development, interdisciplinary engagement and cultural exchange for students on the <b>BA</b></p>	<p>Virtual School (VS) is an innovative and sustainable tri-partnership initiative that delivers technology-enhanced, remote learning and teaching across UK's largest council area. Three colleges (<b>UHI West</b></p>

	<p><b>Applied Music</b> and <b>MA Music and the Environment</b>. (both networked degrees). Students file share to co-create new music in response to a given brief which is generated by engaging with external partners, communities and disciplines. Examples include collaborating with film students in Senegal to develop a series of films and a commission to write a song to commemorate 10 years of Community Land Scotland. The engagement with online digital practices has enriched learning through the development of a range of skills associated with music from file sharing and recording to communication, collaboration, networking. Use of online portfolios enables reflective practice, and evidencing and showcasing of student outcomes.</p>	<p><b>Highland, UHI North Highland</b> and <b>UHI Inverness</b>), and 29 High Schools (many with fewer than 200 pupils), serve these remote and rural communities. Prior to this initiative Senior Phase pupils had a limited choice of curriculum. Only some pupils endured lengthy travel to attend college courses, often hampered with poor winter weather.</p> <p>The colleges led the development of the VS model with the Local Authority, which now delivers 20 qualifications to pupils based anywhere in the Highlands. VS provides an accessible and inclusive curriculum designed for remote delivery, which seamlessly continued when the country went into lockdown in March 2020.</p> <p>VS includes five Foundation Apprenticeships which are delivered using the same inclusive approach, with virtual work placements in businesses who work nationally and further afield. Pupils gain such a wide skills base, not only by learning this way, but from working collaboratively with employers or other pupils online.</p>
<p><b>Harnessing open education approaches</b></p>	<p>Funded by the Churchill Fellowship, Dr Leah Macaden, Churchill Fellow and formerly Senior Lecturer from the <b>Department of Nursing &amp; Midwifery</b>, created multiple resources for open distribution in the field of dementia education with support from the EDU. This initiative was in response to the Churchill Fellowship’s COVID 19 Action Plan to support dementia care excellence in care homes through education and training during the pandemic and the resources will become part of the COVID-19 Knowledge Bank in the UK.</p> <p>The focus of the learning resources was on person-centred and assets-based dementia care and sets of interactive workbooks were created for a variety of audiences for blended learning. These resources have been successfully used with a blended approach for training social care practitioners in Scotland, nurse academics &amp; practitioners in India, South Korea and USA.</p>	<p>The university is committed to Open Educational approaches to help staff realise the efficiencies that can be achieved from using and reusing freely available digital content and by sharing locally created content. Staff and students may wish to use Open Educational Resources (OER) to support learning and teaching, including images, audio or video resources, animations, teaching notes, handouts, multimedia materials and others. Staff may also wish to create and publish their own resources as OERs.</p> <p>To help staff and students navigate the wealth of Open Educational Resources, an easily searchable database is managed by the Learning and Teaching Academy (LTA) that enables staff to quickly filter OER sources by type, topic, keyword.</p> <p>Link: <a href="#">UHI database of resources</a></p>
<p><b>Integrated and sustainable</b></p>	<p>Virtual field trips have been an integrated and sustainable element of multiple archaeology modules at UHI for the past decade (delivered from <b>UHI Orkney</b>, <b>UHI Shetland</b> and <b>UHI</b></p>	<p>For the teaching of IT subjects within Business, Administration and Accounting HN units at <b>UHI Moray</b>, online videos are used to aid student understanding. Prior to COVID when units were taught solely face to</p>

## Learning and teaching

**Outer Hebrides primarily).** First delivered to students in 2012, but updated and added to at various points since, these flexible, online versions of traditional, face to face, field trips have made it possible for students based anywhere in the partnership to receive an equitable experience to those based in the field trip locales (which have included Orkney, North Uist and Argyll).

There is no fixed route through the multiple panoramic images, which are embedded with further information in the form of images, readings, reflective activities and recorded interviews with many of the UK's leading lights in the neolithic period. The tours have been used by multiple modules over the past decade and have inspired others to create similar resources.

face, tutors would demonstrate what they were covering in class that day, trying to maintain a pace that captured as many students as possible. Students then relied on notes (ones they made themselves and handouts provided) along with in-class support to complete practical exercises.

As a result of moving much teaching online during COVID, a bank of online videos has been created to supplement each class. Students can refer to these as often as they need and also catch up in their own time using these videos as a resource to replicate the teaching should they miss a class. Seeing on the screen how a function is completed in e.g. Excel, Access, Word is often more meaningful than just following notes. Those who pick up skills quickly may not need to refer to the videos, but those who are slower in class, or who would previously have felt 'left behind' can now work more confidently at their own pace. This has had a positive impact on students' learning and more significantly on their confidence.



## Mapping to key frameworks

The mappings provided in this section of the LTES below align the LTE Values and Enabling Practices with key internal and external policies and benchmarks. The purpose of these mappings is to articulate the wider relevance of the strategy and the values therein, in order that it can support the overall aims of the university, and align directly with values and aspirations for learning and teaching within the wider sector (including those which relate directly to professional registration and recognition e.g. GTCS Professional Standards for Lecturer's in Scotland's Colleges standards, and the Advance HE UK Professional Standards Framework for supporting learning and teaching in Higher Education).

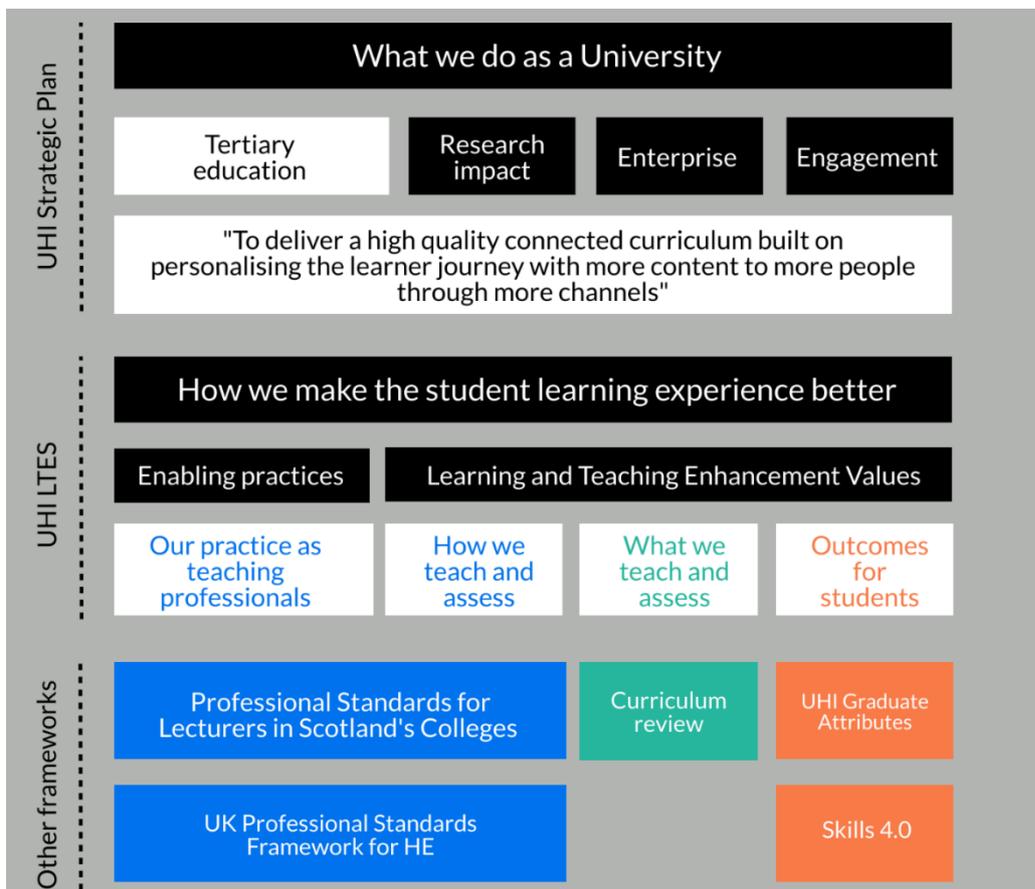


Figure 1: How the LTES relates to internal and external frameworks

Our starting point is the UHI Strategic Plan. Although learning and teaching activities sit within the Tertiary Education pillar of the university's work, we have also shown where some values and enabling practices link to the other three pillars. As an articulation of the university's commitment to innovation and

# UHI

enhancement in learning and teaching, the values and enabling practices within the strategy talk about: the knowledge, values and skills of our teaching professionals; the methods and techniques we use to teach and assess our students; the curriculum (the content of what we teach) and the outcomes we wish our students to achieve.

This four-dimensional aspect of the LTES means that it can be mapped on to various frameworks that may cover only one or two of these dimensions individually. The mappings also reveal where there are unique features in the LTES (for example, our commitment to open education practices) that are not currently mirrored within key external benchmarks. The strategy therefore encompasses a range of learning and practices, from the well-established through to the emerging and the aspirational, at UHI.



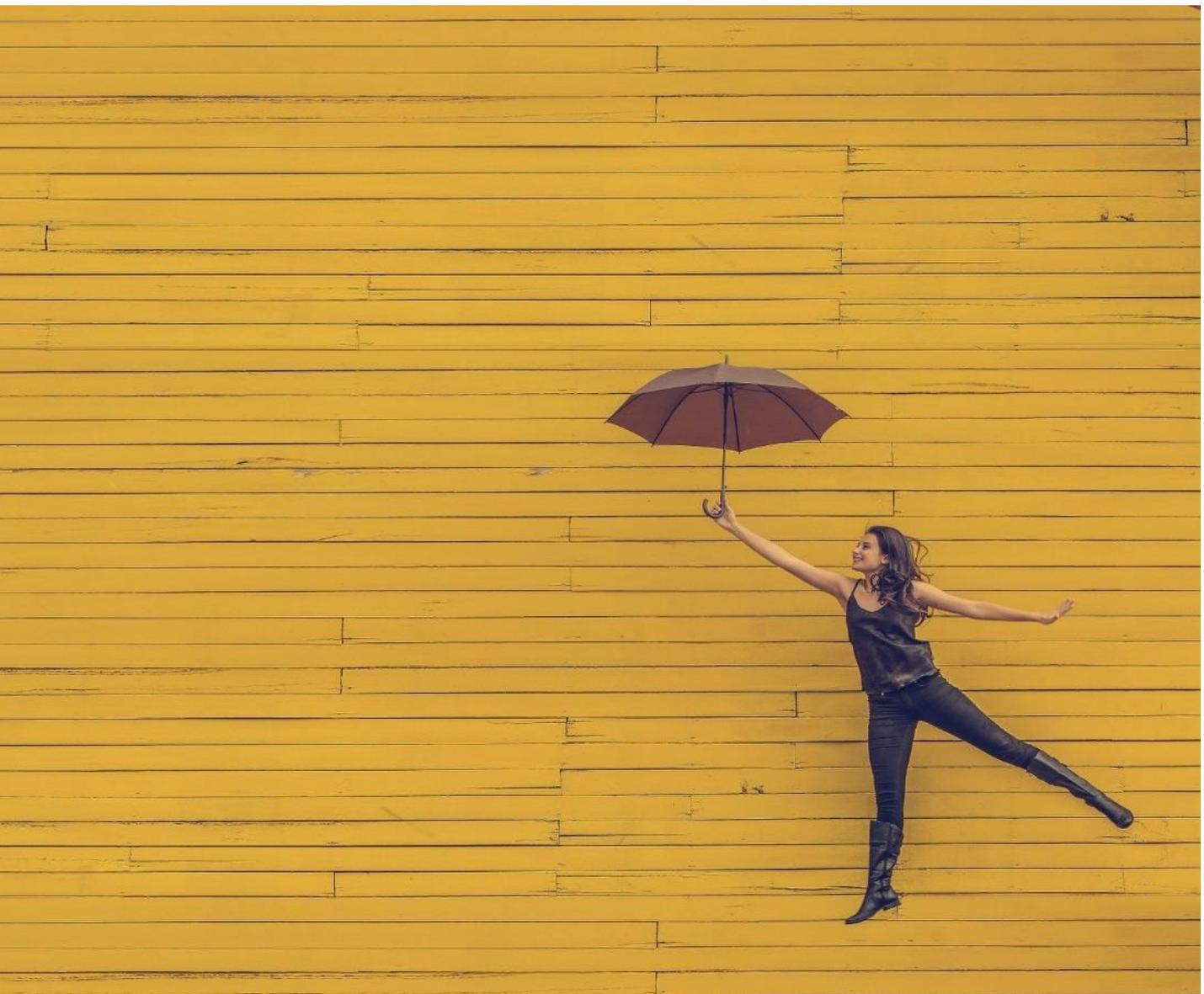


## Mapping to Strategic Plan 2021-2025

The LTES sits within the Tertiary pillar of the university's Strategic Plan, so all of the LTE Values are mapped to this pillar. We have also indicated where certain values relate to other pillars within the Strategic Plan, and to the university's core values of Collaboration, Openness, Respect and Excellence.

LTE Values and Enabling Practices	UHI Strategic Plan 2021-25				
	Tertiary education	Research impact	Enterprise	Engagement	Core values
Supporting the learner as an individual	✓				Respect
Supporting flexible and student-centred learning	✓				Openness
Learning for personal growth and employment	✓		✓	✓	
Authentic assessment and meaningful feedback	✓		✓	✓	
Engaging students in reflection and research	✓	✓		✓	
Celebrating diversity through learning and teaching	✓			✓	Respect
Connecting learning across communities	✓		✓	✓	Collaboration
Enriching learning through digital practices	✓			✓	Openness
Harnessing open education approaches	✓			✓	Openness
Integrated and sustainable learning and teaching	✓				Collaboration
Research and evidence-based educational practice	✓	✓		✓	Excellence
Engaging in reflective practice for continuous enhancement	✓				Excellence

Active and collaborative professional development	✓				Collaboration
Embedding professional standards in learning and teaching	✓			✓	Excellence





## Mapping to Professional Standards for Lecturers in Scotland's College

The Professional Standards for Lecturer's in Scotland's Colleges were developed by the College Development Network (CDN) and the General Teaching Council of Scotland (GTCS). They are designed as a benchmark for learning and teaching, and to enhance and promote professional learning. Registration with the GTCS, against the standards below, is a requirement for many colleagues within our Academic Partners. The mapping of our LTE Values and Enabling Practices to the Professional Standards for Lecturer's in Scotland's Colleges will allow colleagues to see where our own values align with key areas and specific points within the standards.

<b>Professional Standards for Lecturers in Scotland's Colleges</b>			
<b>LTE Values and enabling Practices</b>	<b>Professional Values</b>	<b>Professional Knowledge and Understanding</b>	<b>Professional Practice</b>
<b>Supporting the learner as an individual</b>	1.1 Students at the centre 1.2 Leadership of learning	2.2 Learning, teaching and assessment theory and approaches 2.4 Student pathways and transitions within the wider education community	3.2 Effective and inclusive practice and engagement with students and partners 3.3 Creates innovative curriculum design and learning and teaching
<b>Supporting flexible and student-centred learning</b>	1.1 Students at the centre	2.2 Learning, teaching and assessment theory and approaches 2.3 Technologies and resources for learning, teaching and work 2.4 Student pathways and transitions within the wider education community	3.2 Effective and inclusive practice and engagement with students and partners 3.3 Creates innovative curriculum design and learning and teaching
<b>Learning for personal growth and employment</b>	1.1 Students at the centre	2.1 Political, social and economic drivers 2.2 Learning, teaching and assessment theory and approaches	3.2 Effective and inclusive practice and engagement with students and partners 3.3 Creates innovative curriculum design and learning and teaching
<b>Authentic assessment and meaningful feedback</b>		2.2 Learning, teaching and assessment theory and approaches	3.2 Effective and inclusive practice and engagement with students and partners 3.3 Creates innovative curriculum design and learning and teaching 3.4 Effective application of digital technologies to learning, life and work

<b>Engaging students in reflection and research</b>	1.2 Leadership of learning	2.2 Learning, teaching and assessment theory and approaches	
<b>Celebrating diversity through learning and teaching</b>	1.1 Students at the centre	2.2 Learning, teaching and assessment theory and approaches	3.2 Effective and inclusive practice and engagement with students and partners
<b>Connecting learning across communities</b>	1.1 Students at the centre	2.2 Learning, teaching and assessment theory and approaches 2.4 Student pathways and transitions within the wider education community	3.3 Creates innovative curriculum design and learning and teaching
<b>Enriching learning through digital practices</b>		2.3 Technologies and resources for learning, teaching and work	3.2 Effective and inclusive practice and engagement with students and partners 3.3 Creates innovative curriculum design and learning and teaching 3.4 Effective application of digital technologies to learning, life and work
<b>Harnessing open education approaches</b>			
<b>Integrated and sustainable learning and teaching</b>	1.1 Students at the centre 1.2 Leadership of learning	2.2 Learning, teaching and assessment theory and approaches	3.2 Effective and inclusive practice and engagement with students and partners 3.3 Creates innovative curriculum design and learning and teaching
<b>Research and evidence-based educational practice</b>		2.2 Learning, teaching and assessment theory and approaches 2.3 Technologies and resources for learning, teaching and work	3.1 Ongoing professional learning 3.5 Critical reflective and collaborative practice in learning and teaching
<b>Engaging in reflective practice for continuous enhancement</b>	1.3 Continuous professional development	2.2 Learning, teaching and assessment theory and approaches 2.3 Technologies and resources for learning, teaching and work 2.5 The principles, processes and purposes of quality assurance and improvement	3.1 Ongoing professional learning 3.5 Critical reflective and collaborative practice in learning and teaching

<b>Active and collaborative professional development</b>	1.3 Continuous professional development	2.5 The principles, processes and purposes of quality assurance and improvement	3.1 Ongoing professional learning 3.5 Critical reflective and collaborative practice in learning and teaching
<b>Embedding professional standards in learning and teaching</b>	1.3 Continuous professional development	2.2. Learning, teaching and assessment theory and approaches 2.5 The principles, processes and purposes of quality assurance and improvement	3.1 Ongoing professional learning 3.5 Critical reflective and collaborative practice in learning and teaching





## Mapping to UK Professional Standards Framework

The UK Professional Standards Framework (UKPSF) was developed by Advance HE and provides a comprehensive set of professional standards and guidelines for everyone involved in teaching and supporting learning in HE. The framework has been designed to be applied to personal development programmes at an individual, institutional or national level to improve teaching quality and celebrate success. At UHI, the UKPSF also provides the framework against which colleagues apply for recognition as Associate Fellow/Fellow/Senior Fellow of the Higher Education Academy through the university's ALPINE scheme (Accredited Learning, Professional development and Innovation in Education).

UK Professional Standards Framework			
LTE Values and enabling Practices	Areas of Activity	Core Knowledge	Professional Values
<b>Supporting the learner as an individual</b>	A4 Develop effective learning environments and approaches to student support and guidance	K2 Appropriate methods for teaching, learning and assessing in the subject area and at the level of the academic programme  K3 How students learn, both generally and within their subject/ disciplinary area(s)	V1 Respect individual learners and diverse learning communities  V2 Promote participation in higher education and equality of opportunity for learners
<b>Supporting flexible and student-centred learning</b>	A1 Design and plan learning activities and/or programmes of study  A4 Develop effective learning environments and approaches to student support and guidance	K2 Appropriate methods for teaching, learning and assessing in the subject area and at the level of the academic programme	V1 Respect individual learners and diverse learning communities  V2 Promote participation in higher education and equality of opportunity for learners
<b>Learning for personal growth and employment</b>	A3 Assess and give feedback to learners  A4 Develop effective learning environments and approaches to student support and guidance	K1 The subject material  K2 Appropriate methods for teaching, learning and assessing in the subject area and at the level of the academic programme  K3 How students learn, both generally and within their subject/ disciplinary area(s)	V4 Acknowledge the wider context in which higher education operates recognising the implications for professional practice
<b>Authentic assessment and meaningful feedback</b>	A3 Assess and give feedback to learners  A4 Develop effective learning environments and approaches to student support and guidance	K2 Appropriate methods for teaching, learning and assessing in the subject area and at the level of the academic programme	V2 Promote participation in higher education and equality of opportunity for learners

UK Professional Standards Framework			
LTE Values and enabling Practices	Areas of Activity	Core Knowledge	Professional Values
<b>Engaging students in reflection and research</b>	A4 Develop effective learning environments and approaches to student support and guidance	K2 Appropriate methods for teaching, learning and assessing in the subject area and at the level of the academic programme	
<b>Celebrating diversity through learning and teaching</b>			V1 Respect individual learners and diverse learning communities V2 Promote participation in higher education and equality of opportunity for learners
<b>Connecting learning across communities</b>			V4 Acknowledge the wider context in which higher education operates recognising the implications for professional practice
<b>Enriching learning through digital practices</b>		K4 The use and value of appropriate learning technologies	
<b>Harnessing open education approaches</b>		K4 The use and value of appropriate learning technologies	V4 Acknowledge the wider context in which higher education operates recognising the implications for professional practice
<b>Integrated and sustainable learning and teaching</b>	A4 Develop effective learning environments and approaches to student support and guidance		
<b>Research and evidence-based educational practice</b>	A5 Engage in CPD in subjects / disciplines and their pedagogy, incorporating research, scholarship and evaluation of professional practices	K5 Methods for evaluating the effectiveness of teaching	V3 Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development
<b>Engaging in reflective practice for continuous enhancement</b>	A5 Engage in CPD in subjects / disciplines and their pedagogy, incorporating research, scholarship and evaluation of professional practices	K5 Methods for evaluating the effectiveness of teaching	V3 Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development

UK Professional Standards Framework			
LTE Values and enabling Practices	Areas of Activity	Core Knowledge	Professional Values
Active and collaborative professional development	A5 Engage in CPD in subjects / disciplines and their pedagogy, incorporating research, scholarship and evaluation of professional practices		V3 Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development
Embedding professional standards in learning and teaching	A1 Design and plan learning activities and/or programmes of study  A4 Develop effective learning environments and approaches to student support and guidance	K6 Implications of quality assurance and enhancement for academic and professional practice with a particular focus on teaching	V4 Acknowledge the wider context in which higher education operates recognising the implications for professional practice



## Mapping to UHI Graduate Attributes

The table below provides examples of how the Learning and Teaching Enhancement values and the UHI Graduate Attributes can align in teaching and learning practice. The graduate attributes provide a common language to explore and reflect on the skills students develop through learning at UHI. They are intentionally broad and have been designed to accommodate UHI's diverse subject areas and levels of curriculum.

Graduate attribute	Indicative content	Example of overlap between LTE values and graduate attributes		
Academic skills	Application of knowledge Willingness to learn Problem solving	Engaging students in reflection and research	Enriching learning through digital practices	Supporting the learner as an individual
	Research skills Reflective practice Knowledge of plagiarism and copyright	Research skills Willingness to learn	Application of knowledge Problem solving	Willingness to learn Reflective practice
Self-management	Planning study time Developing resilience Taking initiative	Engaging students in reflection and research	Learning for personal growth and employment	Supporting flexible and student-centred learning
	Developing efficiency and effectiveness Positive attitude Developing confidence	Planning study time Taking initiative Developing efficiency and effectiveness	Taking initiative Developing efficiency and effectiveness Positive attitude Developing confidence	Developing efficiency and effectiveness Developing confidence
Interpersonal skills	Contributing to group projects Emotional intelligence Honesty and reliability	Connecting learning across communities	Authentic assessment and meaningful feedback	Integrated and sustainable learning and teaching
	Working with difference and diversity Giving and receiving feedback constructively	Contributing to group projects Working with difference and diversity	Giving and receiving feedback constructively	Working with difference and diversity
Social awareness	Volunteering Undertaking work placements Ethical behaviour	Celebrating diversity in learning and teaching	Connecting learning across communities	Harnessing open education approaches
	Community engagement Global awareness Equality and diversity	Global awareness Equality and diversity	Volunteering Undertaking work placements Community engagement	Global awareness Ethical behaviour

## Mapping to Skills 4.0

The table below provides examples of how the Learning and Teaching Enhancement values and the skills outlined in Skills 4.0 can align in teaching and learning practice. Developed by Skills Development Scotland, Skills 4.0 provides a model of the skills that individuals will require to excel personally, and that the nation requires to drive Scotland's future.

Skills 4.0	Indicative content	Example of overlap between LTE values and Skills 4.0		
Social Intelligence	Communicating Feeling Collaborating	Celebrating diversity in learning and teaching	Integrated and sustainable teaching practices	Connecting learning across communities
	Leading	Feeling: Social conscience	Collaborating: Teamwork and collaboration	Leading: Inspiring others
Self-management	Focussing Integrity Adapting	Authentic assessment and meaningful feedback	Supporting flexible and student-centred learning	Supporting the learner as an individual
	Initiative	Initiative: Enterprising	Adapting: Self-learning	Integrity: Self-awareness
Innovation	Curiosity Creativity	Learning for personal growth and employment	Engaging students in reflection and research	Harnessing open education approaches
	Sense making Critical thinking	Critical thinking: Logical thinking	Curiosity: Information sourcing	Creativity: Idea generation



Thank you  
Tapadh leibh

