University of the Highlands and Islands
Oilthigh na Gàidhealtachd agus nan Eilean

Learning and Teaching Enhancement Strategy

2016/17 – 2020/21

Version 3.0 (July 2021 revision)

LTES now extended to end of Academic Year 2021/22 by approval of Quality Assurance and Enhancement Committee.

University of the Highlands and Islands
Oilthigh na Gàidhealtachd agus nan Eilean

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Date	Version number	Changes	Lead author(s)
June 2017	1.0	Publication of approved Learning and Teaching Enhancement Strategy authored by Keith Smyth with input and revisions from Learning and Teaching Academy (LTA) Forum, QAEC and Quality Forum. Mapping of Learning and Teaching Enhancement Values to internal and external policies and benchmarks authored by Heather Fotheringham.	KS HF
December 2019	2.0	Updating of section 2(Implementation and embedding of the values) to provide status updates in relation to implementation objectives.	KS
		Addition of section 3.1 (Benchmarks for the Use of Technology in Learning and Teaching).	HF/KS
		Updating of section 4 (Mapping of the Values to internal and external benchmarks) to reflect updates to UK Quality Code and Professional Standards for Lecturers in Scotland's Colleges.	HF
		Addition of section 5 (Mapping of Values to new Graduate Attributes) to align the LTES Values with the university's revised Graduate Attributes produced by Rosie Alexander and Ann Tilbury in consultation with the Graduate Attributes Short Life Working Group.	AT
July 2021	3.0	Updated Section 4 (Mapping of Values) Indication of strategy being extended for 2021/22	KS

1 Introduction

The Learning and Teaching Enhancement Strategy (2016/17 to 2020/21) is based on the premise of creating and implementing a 'common language' to support the development, sharing, and enhancement of learning and teaching across the university.

It is intended to: complement the values within the learning and teaching strategies (or equivalent) of Academic Partners; align with the university's Strategic Vision and Plan 2015-20 including the Our Students dimension in particular; and be orientated towards current and emerging educational developments and practices in the tertiary education sector.

Perhaps most importantly, the learning and teaching enhancement values that provide the basis for the strategy, and the range of ways in which they can be embedded in practice and policy, are intended to enhance learning and teaching for our learners, and for our academics, in tangible and realistic ways that reflect pedagogically sound educational expectations and aspirations for a contemporary tertiary education experience.

1.1 Key components of the Learning and Teaching Enhancement Strategy

The Learning and Teaching Enhancement Strategy comprises four key components:

I. Twelve Learning and Teaching Enhancement Values or precepts that provide the basis of the strategy, and of a 'common language' for learning and teaching enhancement

II. A set of implementation actions and objectives for the embedding of the aforementioned values in institutional policy, practice and professional development provision across the five year timescale for the operationalisation of the strategy

III. Mapping of the values to illustrative examples that provide a general sense of direction or insight into how each of the values could be represented in practice

IV. Mapping of the values to key internal and external policies and benchmarks, to articulate the broader internal and external relevance and applicability of the values

Implicit within the Learning and Teaching Enhancement Strategy (and in several of the implementation actions and objectives) is the intention for the strategy to provide a means to enhance future practice, but also bring to the fore a range of existing good practice within the university that already aligns with and exemplifies the values in the strategy.

Importantly, the strategy does not assume or expect that each of the Learning and Teaching Enhancement Values will be relevant to every learning and teaching situation or context.

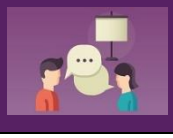
2 Learning and Teaching Enhancement values

The twelve values that provide the basis of the Learning and Teaching Enhancement Strategy, and which are intended to provide a 'common language' for sharing and further developing effective practice in learning and teaching, are outlined and defined below.

The values have been identified through reviewing the previous learning and teaching strategies of the university, equivalent strategies with the Academic Partners, and drawing upon emerging developments in the sector and upon consultation with colleagues.

Value	Ethos
Learning for employment	We will engage our students in learning activities and experiences that reflect and replicate how they will work and collaborate in the vocation, profession, or field they are preparing for. As a student progresses through their chosen unit, module or programme, they will engage in activities that will help them to further transition into the working environment.
Learner choice and personalisation	Students will be engaged in helping to shape and create their learning through choice and negotiation relating to the individual and collaborative activities that they undertake. Wherever possible this should extend to what students focus on and produce for their assessed work.
Providing a connected learning experience	We will create opportunities within and through the curriculum for students to engage and learn with peers inside and across cohorts, to engage with the professional and scholarly communities to which they belong or will come to join, and to engage within wider learning communities locally and beyond.
Evidence-based educational practice	Our approaches to learning, teaching and assessment will be informed by existing scholarship and research 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 scholarship and research.

Engaging our students as researchers	We will engage students in research-based activities appropriate to their subject and level of study, including discovery and enquiry based learning. Research-based learning and teaching will become more prominent as students progress throughout levels of study, with an increasing focus on students undertaking research projects that have value for groups, communities and contexts beyond the university.
Assessment and feedback for learning	Assessment practice will be rich and varied, and place an emphasis on students undertaking forms of assessment that present relevant learning opportunities. Formative assessment and feedback should allow students to reflect upon and refine their work, with feed forward opportunities supporting students in making decisions in how they progress within their studies.
Active and creative use of technology	Will be embedded throughout learning and teaching to support active individual and collaborative learning, including allowing students to have meaningful and connected learning experiences regardless of their location or how their curriculum is delivered. This will incorporate co-creative approaches to learning within which students use technology to create and share digital resources, and to develop their digital literacies.
Integrated and sustainable teaching practice	More integrated and sustainable approaches to learning, teaching and assessment will be enabled through practices including: designing assessments that bring together work from related units and modules; using blended approaches to engage students prior to and between face-to-face classroom or online sessions; and repurposing relevant content and resources.
Harnessing open education approaches	Developing online and other open education practices and approaches to support and enhance learning and teaching, to use, create and share open educational resources, and to widen access to education including within our local communities.
Supporting the learner as an individual	Our learning, teaching and assessment practices will ensure that all students have the opportunities and support they require to succeed, and that diverse and individual student needs are met through inclusive approaches to curriculum design and delivery, and contextualised personal and professional development.

Reflective practice and continuous improvement	At individual, team, departmental and institutional level we will review the effectiveness of our teaching practices, reflect on the potential for improvement and actively plan for a better educational experience for current and future students.
Supporting professional development in learning and teaching 	We will provide a range of opportunities for our educators to engage in relevant professional development activities that are focused on enhancing and sharing effective learning and teaching practice, and which are open to all colleagues who directly support student learning.

3 Implementation and embedding of the values

The means by which the Learning and Teaching Enhancement values are represented and enacted within existing policies, practices, and initiatives is integral to the embedding of the values as a 'common language' for the further development of learning and teaching, and to the effective implementation of the strategy itself.

The following are identified as key implementation actions and objectives for the five year period that the strategy covers. As implementation of the strategy and values progresses, and is evaluated, additional objectives relating to the strategy are expected to be identified.

Initial implementation of strategy (Academic Year 2016/17)

1. Initial dissemination of the Learning and Teaching Enhancement Strategy
2. Formally launch the strategy at a university Learning and Teaching Conference in summer 2017, utilising the conference to identify examples of current and emerging practice that already exemplify the range of values within the strategy. The holding of a university wide Learning and Teaching Conference also addresses a key recommendation of the staff consultation held across the partnership in 2016.
3. Begin aligning current and planned professional development opportunities in learning and teaching with the values of the strategy. This should include the activities of the Learning and Teaching Academy and other professional development opportunities in learning and teaching, including educational scholarship and research, provided by the university and within Academic Partners.

[Status update (December 2019) Objectives 1 to 3 completed on schedule.**]**

Embedding in existing policies and procedures (Academic Year 2017/18)

4. Revise the ALPINE (Accredited Learning, Professional development, and Innovation in Education) professional recognition process to align it with the strategy. Specifically to include reflection on how the current practice and future aspirations of those seeking recognition aligns with, and evidences engagement with, relevant values within the strategy. There is capacity in how ALPINE has been designed to allow for this within the existing process, without re-approval of ALPINE.
5. Modify the programme approval and re-approval process, specifically so that the learning and teaching section of CUR02 forms require an articulation of which specific values within the strategy apply to programmes and programme schemes, and how they are instantiated within the programmes and schemes in question.
6. Update guidance for programme and programme scheme approval and re-approval panels to ensure there is explicit discussion of the values and their embedding.
7. Revise the existing Blended Learning Standards into a new Learning Standards which provide specific guidance on designing and facilitating learning and teaching in the areas of practice covered within the values. This also complements an action concerning the further

development of the Blended Learning Standards that resulted from the most Enhancement Led Institutional Review in 2016.

[Status update (December 2019) Objectives 4 to 6 completed on schedule. Furthermore the reapproval of the revised ALPINE scheme by Advance HE has resulted in the LTES Values being further embedded in the evidence to be produced for those who are seeking recognition as Associate Fellows/Fellows/Senior Fellows HEA through the portfolio route.

Objective 7 is being progressed across 2019/20 as this work was suspended to allow production of the Benchmarks for the Use of Technology in Learning and Teaching for January 2019 to support the move to Brightspace as the new learning environment (see Section 3.1).**]**

Focused support to implement values and evaluate impact (Academic Years 2017/18 to 2018/19)

8. Identify a limited number of units, modules and programmes that can be supported to further embed, between them, a range of the learning and teaching enhancement values in the strategy with a view to (i) evaluating evidence of enhanced learning and teaching, and (ii) providing evidence-based exemplars, resources and activities that can be easily adopted or adapted for other units, modules and programmes.

9. Conduct mid-point evaluation of engagement with the strategy and embedding of the values. To encompass (i) evaluation of impact on learning and teaching in units, modules and programmes where there has been direct engagement in implementing the values (ii) engagement with values through ALPINE recognition process (iii) engagement with values and the enhancement of practice through professional development opportunities that are aligned to the strategy (iv) engagement with and perceptions relating to the value of policies and procedures that have been aligned with or produced to support the strategy.

Specific evaluation metrics in the areas (i) to (iv) above will be identified as part of this objective. It is also expected that other areas of engagement and impact relating to the strategy and related values will be identified as implementation progresses.

[Status update (December 2019) Objective 8 met through work undertaken for QAA Scotland Enhancement Theme, the transition to Brightspace, and Learning and Teaching Academy (LTA) events including the January 2020 university wide Learning and Teaching Conference. Objective 9 is being progressed across 2019/2020 to align with end of current QAA Scotland Enhancement Theme and to allow evaluation of the embedding of the values during first year of Brightspace.**]**

Develop and implement new policies and guidance (Academic Years 2018/19 to 2019/20)

10. Specifically in areas of emerging educational practice of importance in the university. To include: (i) a policy or framework to guide institutional developments in the harnessing and creation of open educational resources, and in the use of online and other open educational opportunities for the purposes of widening access and public engagement, (ii) a university framework for the development of fully online distance learning, and (iii) a university framework, and related resources and developmental opportunities, for supporting engagement in educational scholarship and research.

[Status update (December 2019) Objective 10 currently underway. This includes significant progress against (i) as the new Framework for the Development of Open Educational Practices (Version 1) is now complete and will be launched in January 2020.**]**

Evolution of Learning and Teaching Enhancement Strategy (Academic Year 2020/21)

11. Undertake robust summative evaluation concerning the impact of the Learning and Teaching Enhancement Strategy with respect to points 1 to 10 above, and in other emergent areas of implementation and learning and teaching enhancement that develop from the embedding of the strategy and related values.
12. Undertake consultation exploring the potential to build upon the outgoing strategy by developing a single unified Learning and Teaching Enhancement Strategy that can work at university and Academic Partner levels.

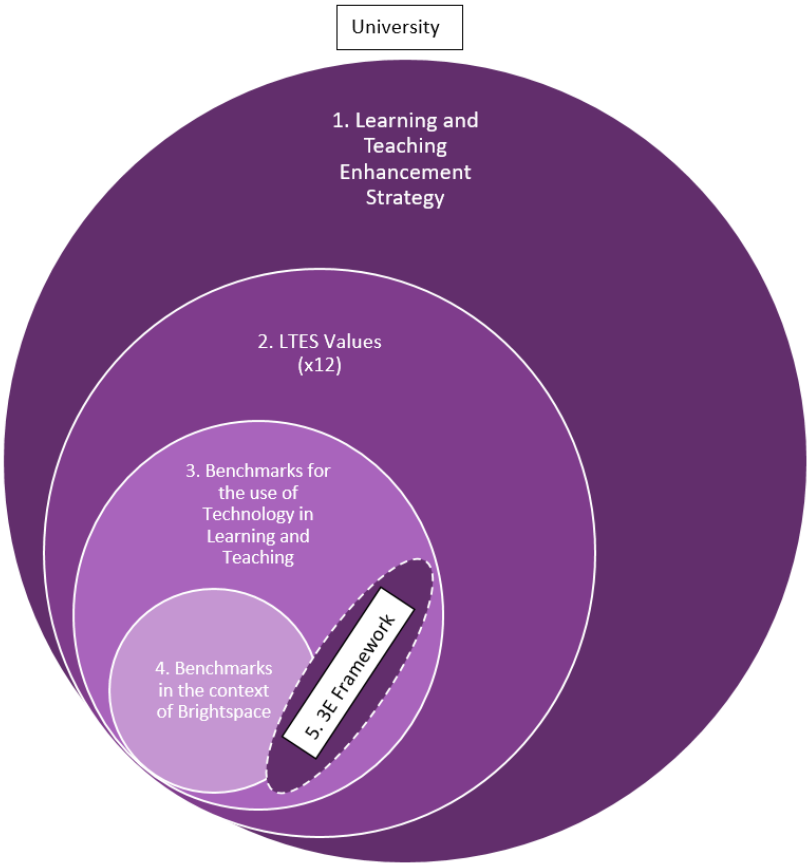
Progress in implementing the Learning and Teaching Enhancement Strategy against the actions and objectives above will be formally reported to and monitored by QAEC, and communicated to Quality Forum and other university fora and groups as required.

[Status update (December 2019) Objectives 11 and 12 to be progressed over 2020/21.**]**

3.1 Benchmarks for the Use of Technology in Learning and Teaching

During the ongoing implementation of the Learning and Teaching Enhancement Strategy, the university transitioned to Brightspace as the new institutional Virtual Learning Environment (or 'learning environment'). This presented a significant opportunity to further progress with the implementation of the strategy and associated Learning and Teaching Enhancement Values., and to approach the transition to Brightspace as a major university wide learning and teaching enhancement initiative as well as a major platform migration. To this end, one of the major ways in which the LTES strategy and values are being taken forward in the move to and use Brightspace is in relation to the Benchmarks for the Use of Technology in Learning and Teaching.

The benchmarks provide guidance on the use of Brightspace within units and modules that are predicated in the extent to which the values are embedded in how Brightspace and other educational technologies are being used in learning, teaching and assessment. The Benchmarks for integrate the LTES values with a definition of three different benchmark categories (Threshold, Developed and Exemplar) for unit and module spaces which are dependent on the extent to which the values are embedded within the use of Brightspace, underpinned by an established framework for technology-enhanced learning (the 3E Framework) which provides design guidance for different kinds of learning and teaching activities. The figure below articulates this relationship.



4 Mapping of the values to illustrative examples

The illustrative examples below are intended to exemplify some of the potential ways in which each value within the Learning and Teaching Enhancement Strategy can be represented within learning and teaching practice, and within institutional practice to support the enhancement of learning and teaching. The examples are not intended to be prescriptive. They are also generalised, rather than discipline specific. 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.

Value	Illustrative examples		
Learning for employment	Engaging students in the early stages of their unit, module or programme in activities that require them to begin applying knowledge and skill as a novice in their chosen vocation or discipline, through using practices, tools and technologies that are standard to their field.	Providing the opportunity for more experienced learners to help lead or co-ordinate projects being undertaken for partners in industry, the public sector, or other groups in the local or regional communities.	Embed the development of employability skills and other graduate attributes within coursework and assessment, providing transparency in relation to the skills and attributes being developed and assessed and their importance.
Learner choice and personalisation	Providing students with a choice of topics and/or what to produce within the context of specific individual and group activities.	Providing students with a choice of what to focus on or produce *within* a specific assessment or providing a choice *of* assessment options.	At more advanced levels of study allowing students to negotiate the content and what they will produce for substantial projects or for project-based modules.

Value	Illustrative examples		
Providing a connected learning experience	Designing collaborative activities and groupwork that encourages the sharing of views and exploring topics from a range of different perspectives, both within and across groups of learners on the same programme.	Providing opportunities for learners at all levels to engage with their wider vocational or disciplinary communities, including through engagement in online professional groups and networks, and using digital spaces to bring external experts and alumni into the curriculum.	Harnessing online approaches to support cross-cultural, interdisciplinary or internationalised learning experiences through connecting cohorts of learners from different programmes, institutions, and countries in joint activities and projects.
Evidence-based educational practice	Using current educational research and scholarship, including from within your discipline, to make informed decisions about how to enhance your existing practice and introduce new approaches to engaging and supporting your students.	Undertaking focused evaluation or small-scale research within units, modules or programmes to gauge the effectiveness of specific educational approaches or interventions which are new or need reviewed.	Using student feedback gathered through standard surveys or specific evaluations, and harnessing other learning engagement data, to identify priority areas for enhancement and to responsively implement changes that can be communicated to students.
Engaging our students as researchers	Embed small-scale low-risk investigative activities in the early stages of modules and programmes to encourage new students to develop skills in finding, generating and evaluating knowledge and evidence, and to begin developing the skills for independent and collaborative enquiry.	Scaffold the development of research skills by having students at different levels collaborate on 'vertically integrated' research-based projects, in which they assume responsibility for specific aspects of a project and can learn with and from peers and tutors.	Provide opportunities for students to design and lead, or collaboratively implement, research-based projects that address a specific research or developmental need for a local business, third sector organisation, or other group in the local or regional community.

Value	Illustrative examples		
Assessment and feedback for learning	Where possible assessment should go beyond testing knowledge, skills and understanding and instead present meaningful learning opportunities in the form of practical project work, designs, evaluations, research studies, creative outputs, and other real or realistic tasks and activities.	Formative feedback *opportunities* should be designed in to every unit or module, and provide students with guidance (to the group or the individual, through pointers or exemplars) which will allow them to gauge their progress and inform their future work.	Establish feedback as a dialogue that supports a student as they progress to each new stage of their studies, e.g. through having the student identify action points from their previous semester's feedback to discuss with their Personal Academic Tutor at the start of the new semester.
Active and creative use of technology	Encourage effective engagement in online learning through the use of activities that require students to participate in and contribute to each other's learning e.g. through online seminars, online supported groupwork, and active use of real-time online technologies for reading groups, discussion and debate.	Engage students in evidencing their learning through creating digital forms of coursework (e.g. case studies, videos, podcasts, interactive reports) that can be used as the basis for assessment, and which can be repurposed as useful learning resources for future cohorts.	Harnessing online approaches to support cross-cultural, interdisciplinary or internationalised learning experiences through connecting cohorts of learners from different programmes, institutions and countries in joint activities and projects.
Integrated and sustainable teaching practice	Source or create digital resources (e.g. videos, podcasts, narrated screencasts) that students from one cohort to the next can be required to engage with in advance, prior to participating in interactive sessions in the classroom or online where the initial knowledge they have developed can be applied and further enhanced.	Streamline assessment and feedback, and encourage the integration of knowledge and skills across related or complimentary topics, through designing assessments that cover learning outcomes from two or more units or modules, or which assess learning outcomes that sit across different modules.	Identify ways through which online learning and teaching activities can be used to maximise classroom contact time (e.g. through using discussion boards to handle common questions) or to generate re-usable content and resources (e.g. turning discussion board queries into an FAQ, or recording lectures and guest expert webinars for re-use).

Value	Illustrative examples		
Harnessing open education approaches	Make use of openly licensed digital resources in the design and delivery of modules and programmes, and consider where digital resources you have created can be shared for re-use by colleagues (e.g. through the UHI Toolkit and other resource repositories).	Engage with learners and potential students out with the university through offering open online access to particular opportunities (e.g. lectures, guest expert webinars) or offering short open online courses that can potentially lead into formal study.	Extending learning opportunities to wider local communities through involving staff and students in outreach activities including public lectures and events, and through open learning opportunities on campus.
Supporting the learner as an individual	Providing opportunities for students to contextualise their learning to their own interests, culture, geography and aspirations, and to share their own views, examples and experiences in their engagement with their studies, tutors and peers.	Ensuring appropriate and equitable forms of alternative assessment for learners who have individual needs related to disability or other learning support requirements.	Embedding personal and professional development planning activities at key stages throughout a unit, module or programme.
Reflective practice and continuous improvement	Staff utilise student feedback to identify specific areas for enhancement (e.g. return of feedback, more effective use of the Virtual Learning Environment) that become the main focus for improved practice and further evaluation in the subsequent session.	At different levels, we develop ways in which to support reflective practice and the embedding of effective educational approaches (e.g. peer observation, mentoring, and initiatives designed to identify and support the sharing of existing good practice)	At institutional level, we identify further ways in which to align knowledge about areas for enhancement with professional development opportunities, and to expand our means for identifying and sharing effective practice (e.g. through professional recognition, and increased access to academic professional development support).

Value	Illustrative examples		
Supporting professional development in learning and teaching	Ensuring that our taught programmes for educators, both those provided internally and also those accessed externally, are relevant not just in terms of educational content but in the extent to which they allow staff to experience (as a student) a range of effective approaches that they can then take into their own educational practice.	Increasing the developmental opportunities available to colleagues who are beginning to assume teaching and student support responsibilities, including postgraduate students who are starting to teach and who are aspiring 'early career' educators.	Ensuring existing and new professional development opportunities in learning and teaching are aligned to - and provide a means to engage with - the values and ethos of the university learning and teaching enhancement strategy.

5 Mapping of the Values to internal and external benchmarks

The mapping below aligns the values in the Learning and Teaching Enhancement Strategy with key internal and external policies and benchmarks: the university **Strategic Vision and Plan 2015-20**; the **UK Professional Standards Framework for Teaching and Supporting Learning in Higher Education (UKPSF)** against which the university's ALPINE framework is accredited; the **Professional Standards for Lecturers in Scotland's Colleges.** The purpose of this mapping is to articulate the broader internal and external relevance of the values in Learning and Teaching Enhancement Strategy, in order that the strategy can: directly contribute to supporting and realising strategic and broader aims and aspirations of the university; and align directly with educational values and aspirations for learning and teaching identified within the wider sector.

Value	UHI Strategic vision and plan 2015-2020	Professional Standards for Lecturers in Scotland's Colleges	UKPSF
Learning for employment	**Our Students 1** Ensure our further and higher education curriculum better meets current and future local and regional needs while also including elements of national and international relevance. **Our Students 4** Enhance connections between our curriculum and employers and the workplace	**Professional Knowledge and Understanding 2.2: Learning, teaching and assessment theory and approaches** (k) Continuously evaluates the curriculum with others to ensure it meets the needs of students, industry stakeholders and national priorities **Professional Practice 3.3: Creates innovative curriculum design and learning and teaching** (d) Creatively engages students and motivates them to gain and continue to develop the essential skills required for learning, life and work	**Areas of Activity 1** Design and plan learning activities and/or programmes of study **Areas of Activity 2** Teach and/or support learning **Areas of Activity 4** Develop effective learning environments and approaches to student support and guidance **Core Knowledge 1** The subject material **Professional Values 4** Acknowledge the wider context in which higher education operates recognising the implications for professional practice

Value	UHI Strategic vision and plan 2015-2020	Professional Standards for Lecturers in Scotland's Colleges	UKPSF
Learner choice and personalisation	**Our Students 5** Establish a culture of student engagement by working in partnership with students to ensure their voices drive improvement and change	**Professional Values 1.2: Leadership of learning** (c) Promotes, enables and empowers students to engage and achieve in learning in order to maximise their potential **Professional Practice 3.3: Creates innovative curriculum design and learning and teaching** (c) Collaborates with and empowers students to co-design their learning	**Areas of Activity 1** Design and plan learning activities and/or programmes of study **Core Knowledge 3** How students learn, both generally and within their subject/disciplinary area(s) **Professional Values 1** Respect individual learners and diverse learning communities
Providing a connected learning experience	**Our Students 7** Ensure all students have appropriate opportunities to network with other students and staff to ensure they feel connected to the university	**Professional Practice 3.5: Critical reflective and collaborative practice in learning and teaching** (d) Facilitates and engages in the use of local and global digital learning communities to enhance opportunities for collaborative practice **Professional Knowledge and Understanding 2.2: Learning, teaching and assessment theory and approaches** (e) Understands how to encourage students to work in partnership and collaborate in their own learning and the enhancement/development of learning	**Areas of Activity 1** Design and plan learning activities and/or programmes of study **Areas of Activity 2** Teach and/or support learning **Areas of Activity 4** Develop effective learning environments and approaches to student support and guidance **Core Knowledge 3** How students learn, both generally and within their subject/disciplinary area(s) **Professional Values 2** Promote participation in higher education and equality of opportunity for learners **Professional Values 4**

Value	UHI Strategic vision and plan 2015-2020	Professional Standards for Lecturers in Scotland's Colleges	UKPSF
			Acknowledge the wider context in which higher education operates recognising the implications for professional practice
Evidence-based educational practice	**Our Students 2** Use our expertise in blended delivery, supported by pedagogical research, to meet the learning, teaching and support needs and expectations of our diverse student body, studying in a wide variety of locations and contexts.	**Professional Knowledge and Understanding 2.2: Learning, teaching and assessment theory and approaches** (a) Engages with current theories of learning, teaching and assessment and how these are applied to specific subject or curricular areas for student learning **Professional Values 1.3: Continuous Professional Development** (d) Embraces change and emerging practices and developments	**Areas of Activity 5** Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices **Core Knowledge 5** Methods for evaluating the effectiveness of teaching **Professional Values 3** Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development
Engaging our students as researchers	**Focused Research 4** Promote knowledge exchange as an integral part of our wider employer and community engagement plans.	**Professional Practice 3.3: Creates innovative curriculum design and learning and teaching** (b) Works in partnership with colleagues, students and partner, including employers, to design and create innovative learning and teaching activities and environments	**Areas of Activity 1** Design and plan learning activities and/or programmes of study **Areas of Activity 2** Teach and/or support learning **Areas of Activity 4** Develop effective learning environments and approaches to student support and guidance **Core Knowledge 1** The subject material **Core Knowledge 2**

Value	UHI Strategic vision and plan 2015-2020	Professional Standards for Lecturers in Scotland's Colleges	UKPSF
			Appropriate methods for teaching, learning and assessing in the subject area and at the level of the academic programme
Assessment and feedback for learning	**Our Students 6** Recognise and respond to the diversity of our student population by creating opportunities where inclusive practice can be enhanced and mainstreamed.	**Professional Knowledge and Understanding 2.2: Learning, teaching and assessment theory and approaches** (c) Understands how to design, plan, develop and deliver appropriate assessment and feedback approaches	**Areas of Activity 2** Teach and/or support learning **Areas of Activity 3** Assess and give feedback to learners **Core Knowledge 2** Appropriate methods for teaching, learning and assessing in the subject area and at the level of the academic programme
Active and creative use of technology	**Our Students 2** Use our expertise in blended delivery, supported by pedagogical research, to meet the learning, teaching and support needs and expectations of our diverse student body, studying in a wide variety of locations and contexts.	**Professional Values 1.2: Leadership of learning** (b) Creates innovative learning opportunities for students through active enquiry **Professional Knowledge and Understanding 2.2: Learning, teaching and assessment theory and approaches** (i) Understands how to embed a range of digital technologies to enhance learning and teaching and assessment **Professional Knowledge and Understanding 2.3: Technologies and resources for learning, teaching and work** (a) Understands and evaluates critically the use of technologies In optimising students'	**Areas of Activity 2** Teach and/or support learning **Core Knowledge 2** Appropriate methods for teaching, learning and assessing in the subject area and at the level of the academic programme **Core Knowledge 4** The use and value of appropriate learning technologies

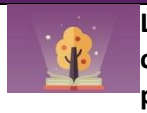
Value	UHI Strategic vision and plan 2015-2020	Professional Standards for Lecturers in Scotland's Colleges	UKPSF
		ability to learn and their relevance to the world of work **Professional Practice 3.3: Creates innovative curriculum design and learning and teaching** (e) Adopts creative approaches to the embedding of appropriate digital technologies for appropriate planning, delivery and assessment of learning	
Integrated and sustainable teaching practice 	**Our Students 3** Pursue greater flexibility and responsiveness in our further and higher education curriculum design and delivery, so we can fully deliver and promote the tertiary basis of our offering to learners and the opportunities this presents for them. **Our Students 7** Ensure all students have appropriate opportunities to network with other students and staff to ensure they feel connected to the university	**Professional Knowledge and Understanding 2.2: Learning, teaching and assessment theory and approaches** (b) Understands the rationale for, and how to plan, design and develop the curriculum effectively and efficiently as an individual and in collaboration with others **Professional Values 1.2: Leadership of learning** (e) Embraces and embeds sustainability in learning and teaching	**Core Knowledge 2** Appropriate methods for teaching, learning and assessing in the subject area and at the level of the academic programme **Core Knowledge 4** The use and value of appropriate learning technologies
Harnessing open education approaches	**Focused Research 3** Ensure effective public engagement and dissemination of research outputs. **Focused Research 4**		**Areas of Activity 1** Design and plan learning activities and/or programmes of study **Core Knowledge 4** The use and value of appropriate learning

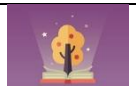
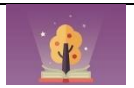
Value	UHI Strategic vision and plan 2015-2020	Professional Standards for Lecturers in Scotland's Colleges	UKPSF
	Promote knowledge exchange as an integral part of our wider employer and community engagement plans.		technologies **Professional Values 2** Promote participation in higher education and equality of opportunity for learners
Supporting the learner as an individual 	**Our Students 2** Use our expertise in blended delivery, supported by pedagogical research, to meet the learning, teaching and support needs and expectations of our diverse student body, studying in a wide variety of locations and contexts.	**Professional Values 1.1: Students at the centre** (a) Understands student needs, the context in which they are living and studying, and the impact of these on learning **Professional Knowledge and Understanding 2.2: Learning, teaching and assessment theory and approaches** (f) Understands how to meet the diverse needs of students	**Areas of Activity 4** Develop effective learning environments and approaches to student support and guidance **Core Knowledge 2** Appropriate methods for teaching, learning and assessing in the subject area and at the level of the academic programme **Core Knowledge 3** How students learn, both generally and within their subject/disciplinary area(s) **Professional Values 1** Respect individual learners and diverse learning communities
Reflective practice and continuous improvement 		**Professional Values 1.3: Continuous professional improvement** (a) Reflects critically on, and evaluates professional values, practice and contribution to student success (e) Promotes and supports a culture of quality improvement **Professional Knowledge and Understanding 2.5: The principles, processes and purposes of quality assurance and improvement**	**Core Knowledge 5** Methods for evaluating the effectiveness of teaching **Core Knowledge 6** The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching

Value	UHI Strategic vision and plan 2015-2020	Professional Standards for Lecturers in Scotland's Colleges	UKPSF
		(c) Understands how to reflect critically on their own learning and the application of this to student learning and experiences **Professional Practice 3.3: Critical reflective and collaborative practice in learning and teaching** (b) Develops the skills and attributes of critical reflection and collaborative practice and uses them to enhance the quality of the learning experience	
Supporting professional development in learning and teaching 	**Focused Research 1** Continue to develop research excellence performance in targeted areas.	**Professional Values 1.3: Continuous professional improvement** (c) Participates actively in continuous career long development of professional knowledge, understanding and practice	**Areas of Activity 5** Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices **Core Knowledge 6** The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching

6 Mapping of the Graduate Attributes to Values

The matrix below provides illustrative examples of how the Graduate Attributes and the Learning and Teaching Enhancement Values could come together in practice. The graduate attributes are intentionally broad, designed to accommodate diverse subject areas, levels of the curriculum, Academic Partners and employers. As such, the illustrative examples are designed to provide prompts for further reflection for students and staff to explore and reflect on the five attributes and to contextualise them to their own circumstances and learning experiences. The Graduate Attributes are, by their nature aspirational, it is not expected that all students will develop all attributes by the end of their studies.

Graduate Attribute	Indicative content	Illustrative examples		
Academic Skills	*Application of knowledge* *Willingness to learn* *Problem solving* *Research skills* *Reflective practice* *Knowledge of plagiarism and copyright*	**LTES Value: Supporting the learner as an individual**	 **LTES Value: Learner choice and personalisation**	**LTES Value: Engaging our students as researchers**
		Include learning activities which encourages students to reflect on what being critical means to them and their approaches to their learning. This could be a group discussion exploring exemplars or an exploration of rubrics.	In collaboration with students, co-design an activity which explores the application of independent thinking and experimentation in their field of study.	Ensure students are encouraged to draw on their own experiences and practices as part of an integrated approach to developing their research-based learning and teaching.
Self-management	*Planning study time* *Developing resilience* *Taking initiative* *Developing efficiency and effectiveness*	**LTES Value: Assessment and feedback for learning**	**LTES Value: Learning for employment**	**LTES Value: Engaging our students as researchers**
		State clearly how you expect students to engagement with the learning activities. Encourage students to reflect and develop	Provide learning opportunities which reflect the likely demands of their future professional practice, such as a short-	Include learning activities which integrate the need for students to organise, manage and at times,

Graduate Attribute	Indicative content	Illustrative examples		
	Positive attitude *Developing confidence*	their own approaches to engaging in assessment.	deadline, formative assignment for engineering students on a work-based scenario.	reorganise their approaches to completing the learning activities.
Interpersonal skills	*Contributing to group projects* *Emotional intelligence* *Honesty and reliability* *Working with difference and diversity* *Giving and receiving feedback constructively*	**LTES Value: Providing a connected learning experience**	 **LTES Value: Learner choice and personalisation**	**LTES Value: Evidence-based educational practice**
		Providing learning activities which integrate the development of presenting, listening, evaluating and giving feedback skills.	Provide opportunities for students to contribute to the design / content of learning, teaching and assessment.	In collaboration with students, co-create learning activities which seek out differences and diversity in approaches, perspectives and outcomes.
Social awareness	*Volunteering* *Undertaking work placements* *Ethical behaviour* *Community engagement* *Global awareness* *Equality and diversity*	**LTES Value: Providing a connected learning experience**	**LTES Value: Learning for employment**	 **LTES Value: Learner choice and personalisation**
		Provide learning opportunities which bring students together to explore and build effective networks both within and beyond their cohort. Create opportunities through visits, volunteering, placements and awards.	Provide realistic learning activities which support the learner or group of students to contribute to the wider learning community; the sector and beyond.	Enable students to develop their social awareness through creating their own collaborative learning projects with learners and those in the wider community.