

Title: **The UWE Enhancement Framework: Working with Programme Teams to Develop Outstanding Academic Programmes and Practice**

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Session Learning Outcomes

By the end of this session, delegates will be able to:

- Gain a broad understanding of the new holistic, team-led and team-based approach to enhancement that UWE is current taking forward.
- Gain an understanding of lessons learned from its first phase of operation.
- Have opportunities to engage in a sharing activity about their own and others' team-based enhancement approaches and experiences.
- Have opportunities to consider how others' (including UWE's) insights may be useful in their own settings when engaging in defining and developing 'teaching excellence'.

Session Outline

This session introduces the new UWE Enhancement Framework for Academic Programmes and Practice: a flexible institutional approach to defining and developing 'teaching excellence'. The framework facilitates strategically-led but locally relevant opportunities for programmes leaders and teams (including students, alumni and employers) to develop, continuously enhance and review their teaching and learning activities and programmes. This activity is designed to contribute towards the institutional strategic goal of *outstanding learning for students* through the development of outstanding programmes and outstanding academic practice.

The development of the UWE Enhancement Framework has been informed by a range of factors including UWE's mission and strategic goals and the presenters' own earlier experiences of defining and implementing teaching excellence through procedural, curricular and pedagogic design. In addition, it has drawn on a series of core theoretical and evidence-based insights gained from literatures on threshold concepts (Meyer and Land, 2003), disciplinary ways of thinking and practicing (Hounsell et al., 2005) and signature pedagogies (Shulman, 2005). Its programme team-based approach particularly draws on the earlier work of Shulman (1993) who highlights the importance of teaching as disciplinary 'community property'.

Key issues to be addressed are:

- The development of an approach to 'teaching excellence' that is both metric-minded and enhancement-led.
- The benefits of developing a programme team-led and team-based approach to enhancement.

Session Activities and Approximate Timings

1. **5 mins** – setting the scene: the background to the UWE Enhancement Framework and our aims and objectives.
2. **15 mins** – introducing the Enhancement Framework and its pilot phases, lessons learned and key insights.
3. **20 mins** – facilitated discussions on tables (or as a whole group depending on the number of attendees) about current or planned strategically led 'teaching excellence' projects at participants' own institutions and how the approach used at UWE reflects or resonates with this work.
4. **Key questions to structure the discussions will include:**
 - How has 'teaching excellence' been defined at your own institution?
 - How far are groups and teams (i.e. programme teams, cross-institutional groups) engaged in defining and developing strategically led but locally relevant definitions of teaching excellence?
 - How is this team approach key to the success of this work?
 - How might further collaborations be facilitated?
 - What role can and should educational and staff developers play in this broader process?
5. **5 mins** – plenary discussion to highlight one thing that you will be taking away from the session to consider in the context of your own institution/practice.

References

Hounsell D. et al. (2005) *Enhancing Teaching-Learning Environments in Undergraduate Courses*. Final Report to the Economic and Social Research Council on TLRP Project L139251099. <http://www.etl.tla.ed.ac.uk/docs/ETLfinalreport.pdf>

Meyer, J. and Land, R. (2003) *Threshold Concepts and Troublesome Knowledge*. Occasional Report 4. ETL project. <http://www.etl.tla.ed.ac.uk/docs/ETLreport4.pdf>

Shulman, L.S. (1993). 'Teaching as community property: Putting an end to pedagogical solitude'. *Change: The Magazine of Higher Learning*, 25 (6), pp.6-7.

Shulman, L.S. (2005). 'Signature pedagogies in the professions'. *Daudalus* 134, no.3, pp.52-59