

Edinburgh Napier University: Student Development Pathway

A portfolio of knowledge, skills and competencies (elements) that accumulate and increase with complexity as per advancing levels of study to acknowledge and support students' academic, personal and professional development.

	Academic Development	Personal Development	Professional Development
<p>SCQF Level 7/Year 1</p> <p><i>Students at this stage are adapting to higher education, developing foundational knowledge and skills.</i></p> <p>Colleagues/curricula should consider the needs of school leavers, those entering from college and those with lived and professional experience in adapting to higher education study, the ENU environment and expectations.</p>	<p>O Knowledge: Acquiring foundational knowledge including core theories and concepts, and beginning to apply these in your field of study</p> <p>O Evidence: Developing academic reading and writing skills and an awareness of credible sources of evidence (literature, research, digital resources) with the ability to access, use, and reference these</p> <p>O Research and Inquiry: Developing curiosity about your discipline, exploring questioning techniques, and expanding your awareness of different research methods</p> <p>O Problem-Solving: Using a range of approaches to analyse situations and solve problems</p> <p>O Critical Thinking: Developing the skills to question, analyse and evaluate information while becoming aware of and understanding bias</p>	<p>O Autonomy: Starting to take responsibility for your own learning with guidance from tutors, and developing organisational skills to manage your time and workload effectively</p> <p>O Communication: Developing communication skills to convey complex ideas coherently in various ways, written and orally</p> <p>O Reflection: Reviewing your ambitions and reflecting on your existing values, attributes, personal and academic skills to identify areas of strength and development to meet your goals</p> <p>O Confidence: Developing self-confidence by exploring your field of study and new areas of interest, becoming a member of your programme's learning community and the wider ENU community</p> <p>O Adaptability: Transitioning into university study and balancing academic expectations with your own personal, social, and professional priorities</p>	<p>O Digital Literacy: Acquiring digital skills for academic and professional purposes (e.g. MS Office tools), and developing awareness of potential advantages and disadvantages of using Generative AI for finding information and generating ideas</p> <p>O Collaboration: Working with and learning from many different people (e.g. in group projects, class discussion, university societies and employment/volunteering experiences)</p> <p>O Engaging with the World: Developing intercultural awareness by encountering and understanding different communities, perspectives, beliefs and ways of thinking</p> <p>O Social Responsibility: Developing your awareness of professional and ethical expectations and your own responsibilities to others in society</p> <p>O Leadership: Connecting with others and establishing your responsibilities in managing your own or shared projects</p>
<p>SCQF Level 8/Year 2</p> <p><i>Students at this stage are building on foundational knowledge, deepening understanding, and applying skills.</i></p> <p>Colleagues/curricula should consider further development of continuing students and supporting the needs of articulating students entering in Yr2 by acknowledging potential gaps from previous study and signposting or integrating support.</p>	<p>O Knowledge: Developing and deepening your knowledge and understanding of key concepts and theories, and their practical application</p> <p>O Evidence: Engaging with diverse sources of evidence through academic reading and using evidence in academic writing to present clear arguments</p> <p>O Research and Inquiry: Developing an understanding of risks and bias in research and applying research skills</p> <p>O Problem-Solving: Understanding problems from different perspectives, choosing from a range of possible approaches while applying</p>	<p>O Autonomy: Developing agency and taking increasing responsibility for managing your learning and career development, including exploring your future career options, seeking out resources and support as needed</p> <p>O Communication: Developing more sophisticated communication and presentation skills (both written and oral) to convey your ideas in ways and language that are clear and appropriate to your discipline</p> <p>O Reflection: Reflecting on and reviewing your own learning and feedback from others including peers and tutors, identifying your learning and</p>	<p>O Digital Literacy: Using a range of digital tools effectively and efficiently to search, analyse and present information. Understanding appropriate and effective use of Generative AI and also how your own data may be used in turn</p> <p>O Collaboration: Working and communicating effectively and respectfully with others in and outside of classes, including peers, tutors and/or practitioners; being aware of your contributions to collaborative work</p> <p>O Engaging with the World: Developing intercultural awareness by considering your experience, perspectives, beliefs and knowledge in the context of</p>

	<p>analytical skills, creativity and decision-making to solve practical problems</p> <p>○ Critical Thinking: Identifying assumptions (e.g. as to the certainty of knowledge) and becoming able to actively challenge biases while forming reasoned arguments</p>	<p>development needs, and noticing how enjoyable learning can be</p> <p>○ Confidence: Increasing your confidence while learning from successes and any setbacks as you take risks and challenge yourself, and establishing your academic voice within the discipline</p> <p>○ Adaptability: Dealing with changing situations, contexts, circumstances, and expectations while continuing to balance academic work with your own commitments</p>	<p>societal issues and challenges, while respecting diverse views</p> <p>○ Social Responsibility: Understanding the role of education, research, your subject and its impact on professional practice and society</p> <p>○ Leadership: Developing your ethical behaviours and emotional intelligence while working with others, demonstrating accountability, and managing projects</p>
<p>SCQF Level 9/Year 3</p> <p><i>Students at this stage are applying knowledge and skills to real problems, challenges and contexts, integrating learning across dimensions.</i></p> <p>Colleagues/curricula should consider further development of continuing students and articulating students entering in Yr3 by acknowledging potential gaps from previous study and signposting or integrating support.</p>	<p>○ Knowledge: Acknowledging that knowledge is conditional, subject to authority and requiring further research; developing your potential to contribute to knowledge in your subject</p> <p>○ Evidence: Evaluating evidence, critically analysing complex information, and effectively synthesising ideas from various sources</p> <p>○ Research and Inquiry: Applying research skills and being able to evaluate the most appropriate methodologies to use</p> <p>○ Problem-Solving: Applying theory- and practice-informed techniques and knowledge in attempting to solve complex problems and produce solutions to practical challenges/situations</p> <p>○ Critical Thinking: Thinking independently to establish and form judgements while advancing your own arguments that are supported by evidence, identifying and challenging bias</p>	<p>○ Autonomy: Managing your own learning, motivation, and workload by staying organised and focused; having agency to identify your own personal, professional and career development opportunities</p> <p>○ Communication: Communicating complex information and ideas effectively to diverse audiences, adapting language, format and style as needed</p> <p>○ Reflection: Developing an effective approach to evaluating your development and reflecting on progress against your goals, ambitions and expectations or standards in your field of study or profession</p> <p>○ Confidence: Identifying and confidently articulating your skills, learning, and development. Taking calculated risks to develop resilience as you engage in your field of study</p> <p>○ Adaptability: Being able to adjust due to change, uncertainty, or new contexts (e.g. study abroad) and adapting to increased academic expectations</p>	<p>○ Digital Literacy: Developing digital literacy in using a range of digital tools selectively and responsibly to research, evaluate, synthesise and communicate information, and having a critical understanding of the ethical implications and limitations in the use of Generative AI</p> <p>○ Collaboration: Developing and applying professional behaviours in working respectfully and constructively with peers, tutors, practitioners and/or communities</p> <p>○ Engaging with the World: Starting to develop professional networks and intercultural competence by demonstrating a critical sense of who you are and your place in the world while engaging with communities</p> <p>○ Social Responsibility: Developing a critical understanding of the role of knowledge and research in society, acting according to ethical principles</p> <p>○ Leadership: Developing the ability to motivate and influence others, demonstrating emotional intelligence in leading and supporting others</p>

<p>SCQF Level 10/Year 4</p> <p><i>Students at this stage are exercising autonomy, engaging critically with knowledge to developing original ideas and solutions, practising professional behaviours with confidence.</i></p> <p>Colleagues/curricula should consider key areas students may require support in undertaking projects.</p>	<p>O Knowledge: Understanding and acknowledging that knowledge is uncertain, contextual and often subject to bias; having the ability to contribute to knowledge in your subject</p> <p>O Evidence: Critically evaluating complex evidence and information from a range of sources, building comprehensive insight and identifying knowledge gaps</p> <p>O Research and Inquiry: Practising as an independent researcher and applying appropriate research methods to a relevant area</p> <p>O Problem-Solving: Independently developing potential solutions for local/global complex problems, drawing on evidence-based practice and using innovative approaches to contribute to solutions</p> <p>O Critical Thinking: Critically reflecting on your own beliefs and thinking, evaluating complex arguments, exposing and challenging biases, and developing your own informed positions</p>	<p>O Autonomy: Managing your own learning independently, applying agency to prioritise your workload and commitments effectively, advancing your personal, professional and career development and career options</p> <p>O Communication: Convincingly and concisely articulating arguments, concepts and theories to diverse audiences, negotiating and adapting language, format and style as needed</p> <p>O Reflection: Critically reflecting on your holistic development, reviewing progression towards personal goals and ambitions, and having an awareness of how your own identity, beliefs and experiences influence your knowledge and understanding of your subject and profession</p> <p>O Confidence: Positively articulating and demonstrating your skills; recognising the value of your contribution to your discipline, professional networks, and potential employers</p> <p>O Adaptability: Confidently adapting to and navigating change and uncertainty, being flexible in using your own skills and attributes to adjust as needed to increasing academic expectations and your personal priorities</p>	<p>O Digital Literacy: Confidently and selectively using a range of digital tools creatively and critically for learning and professional tasks such as synthesising and presenting complex information using Generative AI and/or critiquing its role where appropriate, being aware of its ethical implications</p> <p>O Collaboration: Engaging with, and making clear contributions to, scholarly and professional communities, and acknowledging others' work</p> <p>O Engaging with the World: Demonstrating intercultural competence and a critical understanding of global issues while contributing to a range of communities</p> <p>O Social Responsibility: Contributing to research and knowledge generation within the profession or field of study while promoting ethical research practices and social responsibility</p> <p>O Leadership: Taking responsibility in making informed and ethical decisions while beginning to lead and empower others in working towards shared goals and completing projects</p>

<p>SCQF Level 11/Masters</p> <p><i>Students at this stage are developing as an autonomous, responsible professionals practising criticality and across all three dimensions in contributing to society.</i></p> <p>Colleagues/curricula should consider learners who may be international students and/or returning to study and potential gaps from previous study, context of learning and signpost or integrate additional support.</p>	<p>O Knowledge: Understanding knowledge as constructed, uncertain and contextual; comprehending the importance of your own role in critiquing and constructing knowledge</p> <p>O Evidence: Locating and managing information and credible evidence-based sources independently, challenging evidence, frameworks and theories; using a diverse range of evidence to construct original arguments and contribute to academic or professional discourse</p> <p>O Research and Inquiry: Confidently and competently using appropriate research methods and techniques to address a research problem, develop solutions, and/or contribute to original knowledge</p> <p>O Problem Solving: Identifying gaps in knowledge and establishing innovative approaches to respond to significant local and global complex problems</p> <p>O Critical Thinking: Demonstrating in-depth knowledge and critical understanding of theories and concepts in your specialism; applying critical analysis, evaluation, and synthesis to important issues</p>	<p>O Autonomy: Using agency and taking full responsibility for your own learning in terms of your organisation, motivation, skills, knowledge and career development</p> <p>O Communication: Using a variety of appropriate methods to communicate with diverse audiences with differing levels of knowledge/expertise to convey complex information or arguments convincingly and confidently</p> <p>O Reflection: Undertaking extensive critical reflection on thoughts, actions and self, including underlying direction and values. Critically reviewing, consolidating and extending knowledge, skills and thinking</p> <p>O Confidence: Exercising initiative in demonstrating and articulating your skills, recognising the value of your contributions in the subject and their applicability to professional practice</p> <p>O Adaptability: Adapting to the demands of postgraduate study, dealing with complexity and unpredictability, and finding creative solutions in adjusting to changing contexts and situations</p>	<p>O Digital Literacy: Critically and confidently using a range of software, specialist resources and tools including Generative AI (where appropriate), understanding their advantages, limitations and ethical implications of use to communicate complex information to various audiences</p> <p>O Collaboration: Working with peers, practitioners and/or external stakeholders and critically reflecting on your own and others' roles, responsibilities and contributions to collective work</p> <p>O Engaging with the World: Demonstrating intercultural competence and a critical understanding of complex global issues while working with relevant communities to make a significant contribution to the subject, profession and/or society</p> <p>O Social Responsibility: Acting ethically in research and practice by applying a range of professional skills to make informed judgements and contribute to scholarly and professional communities and networks</p> <p>O Leadership: Leading, influencing and supporting others to achieve shared goals and displaying appropriate ethical and professional attitudes and behaviours</p>
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Informed by Johnston, et al., 2011:84-85; SCQF, 2019; Mastersness Toolkit, 2013; Graham, 2022; Parks, 2020; Barnett, 1997.

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