

Bath Spa University: 'Learning Innovation' Publication Aims & Scope

25th October 2025

Aims & Scope

Learning Innovation is a publication of Bath Spa University. To this end, contributions will reflect the University's mission to use creativity and innovation to successfully address the key issues of our age, and its values of respect, inclusion, collaboration and sustainability.

Contributions are welcomed on any aspect of innovation, research, evaluation or scholarship of learning & teaching in higher education. This publication fills the space between a 'good practice repository' and a peer-reviewed journal, providing a developmental stepping stone and a professional dissemination platform.

As an externally facing publication, contributions should both contextualise and consider the transferability of ideas and practices presented.

For sharing good practice and scholarship, *Learning Innovation* is essential reading for those who teach and/or support learning and those who support a high-quality student experience in higher education.

Peer Review Policy

All articles in this publication have undergone peer review, based on initial editor screening and anonymised refereeing by at least two referees.

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Publishing in Learning Innovation

First authors shall be members of staff or students of Bath Spa University or its partner institutions. Submission of an article to Learning Innovation implies that it has not been published elsewhere and that it is not currently being considered for publication by any other publisher or editor.

All material should be submitted to the Editor via the [Learning Innovation email address](#) in an editable electronic format (e.g. Word document). Images should be submitted as separate image files.

Contributions are welcome on any aspect of innovation, research, evaluation or scholarship of learning & teaching in higher education. Student-authored articles, opinion pieces and book reviews are welcome, however the majority of the publication will be staff-authored, evidence-informed research or evaluation.

The audience includes educators in all fields and disciplines in higher education. You should therefore not assume specialist knowledge, but write clear, straightforward accounts in plain English. Articles accepted for publication may be subject to editing. For further guidance on submission see the contributor guidelines.

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