

Heriot-Watt University's Mapping to the UK Quality Code

Enabling Student Achievement

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The Expectations and Core practices of the UK Quality Code for Higher Education (Quality Code) are mandatory for higher education providers in all parts of the UK. Common practices are mandatory in Scotland, Wales and Northern Ireland and while providers in England may choose to work towards them, they are not required to do so as these are not regulatory requirements and will not be assessed as part of the OfS's regulatory framework. National regulators and QAA are not bound by the information in this advice and guidance and will not view it as containing indicators of compliance. This guidance does not interpret statutory requirements.

Terminology

Transferable skills: Core skills and attributes developed from a range of experiences including education, the workplace, leisure activities, and personal and social situations, which can be applied to different settings. Descriptions of transferable skills that can be applied in a range of jobs and careers might include words such as, teamwork, problem identification and problem solving, and leadership.

Graduate attributes: Skills and qualities which higher education providers have identified that their graduates will have developed during their studies and through participation in student life. Listed attributes might include descriptions such as critical and reflective thinker, effective communicator, resilient and self-reliant.

Mental health and well-being: Mental health is a state of well-being where an individual realises their own abilities, has the resilience to cope with the common stresses of life, work productively and can contribute to their community.

Safeguarding: Safeguarding refers to higher education providers implementing and adhering to robust procedures, which ensure that their students are able to study and participate in student life in a safe and supportive environment.

Students: In relation to this Code, the term 'student' refers to all individuals studying a higher education course regardless of demographic, mode or level of study, subject area or geographic location.

Expectations and Practices

The advice underneath the Expectations and Practices is not mandatory for providers but illustrative of a range of possible approaches.

Success in higher education is instrumental for the academic, professional and personal development of students. This success can be measured in part by benchmarking against set outcomes. However, it can also be measured through the approach taken to continuously developing the student experience. An effective approach to student support should encompass curriculum design and learning and teaching, working across all areas of provision. This approach includes active engagement with students and staff from across a provider to ensure the continual evaluation and development of the student experience. Effective student support will recognise the diverse needs of the student body and mitigate the potential adverse effects associated with challenging aspects of the student experience such as complaints, retention or progression.

EXPECTATION FOR QUALITY

From admission through to completion, all students are provided with the support that they need to succeed in and benefit from higher education

Enabling student achievement encompasses a holistic approach to support throughout the entire student journey, from admission and transition into higher education, to completion and transition out of higher education. This Expectation does not specify 'academic success' and so it is worth noting that enabling student achievement does not comprise solely of academic support. This Expectation also makes clear reference to support that is accessible and inclusive of all students, but not the same for all students.

HWU is able to confirm that it meets the above Expectations for Quality. Reference should be made to the detailed mapping provided against each of the Guiding Principles below, as well as the mapping documents to the 'Admissions, Recruitment and Widening Access' theme.

Core Practice

- 1. The provider has sufficient appropriately qualified and skilled staff to deliver a high-quality academic experience.**
In practice, this means that staff who are highly skilled in meeting the learning and support needs of students are ensuring effective knowledge transfer which leads to students achieving successful outcomes.
- 2. The provider has sufficient and appropriate facilities, learning resources and student support services to deliver a high-quality academic experience.**
In practice, this means that the study/research environment, access to appropriate resources and wider student support are vital in providing a high quality academic and personal student experience.
- 3. The provider supports all students to achieve successful academic and professional outcomes.**
In practice, this means that effective academic support throughout the student journey and support that enables students to pursue a rewarding, professional career and positive academic outcomes.
- 4. The provider designs and/or delivers high-quality courses.**
In practice, this means that embedding support mechanisms within the design and delivery of courses will enable staff to pre-empt and identify needs of students before it impacts retention and progression.
- 5. The provider actively engages students, individually and collectively, in the quality of their education experience.**
In practice, this means that student engagement with support services is critical to better understand the individual and collective needs of students. It also signposts students to support mechanisms that their provider offers.

Common Practice

- 1. The provider reviews its core practices for quality regularly and uses the outcomes to drive improvement and enhancement.**
In practice, this means that the student and prospective student population is diverse and ever changing. This impacts the relevance and effectiveness of services to support student needs. Higher education providers should be responsive and able to evaluate and enhance support services to adapt to these needs.

HWU is able to confirm that it meets the above Core and Common Practices (Quality). Reference should be made to the detailed mapping provided against each of the Guiding Principles below, as well as the mapping documents to the Learning and Teaching', 'Course Design and Development', 'Student Engagement', 'Monitoring and Evaluation' and 'External Expertise' themes.

Guiding Principles with Mapping from HWU Practices

A 'Reference' document is available to use in conjunction with this mapping document.

The guiding principles given here are not mandatory for any provider. They are a concise expression of the fundamental practices of the higher education sector, based on the experience of a wide range of providers. They are intended as a framework for providers to consider when establishing new or looking at existing higher education provision. They are not exhaustive and there will be other ways for providers to meet their requirements.

Guiding Principles (Standards and Quality)	Heriot-Watt University Practice
<p>1. Strategic and operational plans for supporting students and enabling achievement to align to the student journey.</p> <p>The provider's commitment to student development and achievement is explicitly expressed and integrated into strategies that inform operational approaches and ensure collective understanding for students and staff.</p>	<ul style="list-style-type: none"> • The University Strategy 2025 was developed after collaborative consultation with staff (Schools and Professional Services) and students in all locations, and with external stakeholders such as employers and professional bodies. To communicate the strategic and operational plans of the strategy, the University has developed a microsite where visual graphics and short descriptions summarise in a user-friendly way the core topics of the strategic plan. • The University Committee for Learning and Teaching, and the University Committee for Research and Innovation, have responsibility for the Learning and Teaching Strategy, and the Research and Innovation Strategy (respectively) and associated policy and procedural development/approval. • The University's Learning and Teaching Strategy sets out the strategic ambitions of Heriot-Watt University for the next five years (2013-2018) and aims to deliver the Learning, Teaching and Student Experience objectives set out in the University's Strategic Plan. • The University Committee for Learning and Teaching undertook extensive cross-campus consultation with staff (through workshops, School Learning and Teaching Committees, online surveys) and students (through the Student Union and student representative structures) and external stakeholders such as Professional Strategy Regulatory Bodies (PSRBs), in order to develop a Learning and Teaching Strategy 2025 which aligns with the ambitions and aims for student experience and achievement, contained in the University's Strategy 2025. • The University has a well-established process for aligning the institutional Learning and Teaching Strategy with the local learning and teaching strategies/enhancement plans of Schools and relevant Professional Services, which is managed through the University Committee for Learning and Teaching. Guidelines and templates are in place for School/Service Learning and Teaching Strategies and Enhancement Plans, mirroring those of the University's Learning and Teaching Strategy. Annual Discussion Meetings, which are led by the Deputy Principal (Learning and Teaching) and the Head of Academic Quality, are held with the management teams in each School and in each relevant Professional Service. • The University Committee for Learning and Teaching and its sub-committee, the Student Learning Experience Committee, has institutional responsibility (on behalf of the Senate) for the taught student learning experience. On behalf of the Senate, the University Committee for Research and Innovation provides strategic oversight of the research student experience. Its sub-committee, the Research Degrees Committee, is responsible for reviewing the research student experience, including training and development activities. These committees receive and consider reports on the student experience (including outcomes of study surveys). The composition of these committees includes academic staff and students; Professional Services staff with responsibility for quality of the student experience are in attendance at UCLT and SLEC. • The partnership between the University and students at all levels is integral to enhancement, particularly in developing, implementing and monitoring the Learning and Teaching Strategy. The Student Partnership Agreement provides the means by which the three Student Representative Bodies align with the Learning and Teaching Strategy. The "Academic" section of the annual Student Partnership Agreement sets out the strategic priorities agreed between the three Student Representative Bodies and the University Committee for Learning and Teaching. • The key principles for ensuring that the student learning experience meets the University's minimum threshold are outlined in its Code of Practice for the Management of Multi-Location, Multi-Mode Programme, Part 1: Student Experience. Principles 1.15 and 1.24 outline expectations allowing students opportunities to provide feedback. • For PGR students, the key principles for ensuring that the student learning experience meets the University's minimum threshold are outlined in the Postgraduate Research Degree Candidate Code of Practice, including mechanisms for providing feedback. • Students have opportunities to provide feedback through a variety of methods such as surveys (end of course, NSS, PTES, PRES, Annual Survey) and the student representation system (class representation, Student/Staff Liaison Committees). Informal mechanisms are also available, such as 'open door' policies, approachable staff, use of published staff office hours, tutorials and laboratories, and email. • Outcomes from student surveys are not only considered in isolation (i.e. where specific action plans are produced e.g. NSS), but they also feed into other periodic processes such as Annual Monitoring and Review and Academic Review. Processes are consistently applied and constantly monitored to ensure they are useful, timely, credible and remain fit for purpose. Monitoring and review outcomes are used to monitor the implementation and effectiveness of the University Strategy (2025), the Learning and Teaching Strategy (2018-2025) and the Research and Innovation Strategy. • The Student Survey Management Group manages and co-ordinates learning and teaching surveys as well as those relating to the wider student experience, in accordance with the University-wide Student Survey Framework and Process. The Group reports to the University Committee for Learning and Teaching via the Student Learning Experience Committee. The operation of the SSMG is designed to support consistency of approach and the membership which includes Information Services and Planning Office colleagues, ensures that issues relating to different records systems and definitions of data are addressed. • The University has various Information Governance Policies including (but not exclusively) a Data Protection Policy, a Privacy Notice (current and prospective students) and 'Privacy by Design and Data Protection Impact Assessment Toolkit'. • The Student Survey Framework and Process provides a managed and co-ordinated approach to institution-wide surveys, and one of its key objectives is to ensure that actions taken

	<p>as a result of surveys are communicated to students as part of the process of closing the loop on student feedback</p> <ul style="list-style-type: none"> • Schools adopt a range of measures in response to the Course Feedback Survey. Such measures include publishing responses to student feedback on the University's VLE (Vision), class discussions in seminars and tutorials around issues raised by students, elevation of common issues observed across the Course Feedback Survey to School Learning and Teaching Committees on which there is student representation, class discussions with students in the successive academic year on the responses and actions resulting from the previous year's Course Feedback Survey. • During 2018/19 Closing the Feedback Loop for Course Feedback Surveys, was a funded research project as part of the QAA Enhancement theme which aimed to reflect the University's commitment to partnership-working by encouraging staff to communicate back to students actions being taken as a result of their feedback. The Project's report provides clear roles, timelines and dissemination for stakeholders involved in the process. • In terms of recognising and promoting joint recognition and value of enhancements made to the student educational experience, the University has moved away from a "you said, we did" approach towards one of partnership. The success of the Student Partnership Agreement (SPA) in 2018/19 illustrated how working with student representatives and wider feedback, led to changes across academic and wellbeing environments on all campuses. • The Global Student Liaison Committee has institutional responsibility for the wider, non-academic aspects of the student experience and of student liaison, representation and feedback, across all modes and locations. • The Academic Management Structures outlines the roles and responsibilities of key committees and personnel within Schools in relation to the operation and management of feedback and monitoring and review mechanisms. Information provided as part of monitoring and review activities is systematically recorded and the outcomes are summarised within annual reports to University committees: process-specific summary reports and a 'summary of summaries' report. Action plans are formulated for approval by, and progressing developments through, University committees. (See <i>Monitoring and Evaluation mapping document</i>). • Annual meetings take place between Sabbatical Officers, the Principal, Deputy Principal (Learning & Teaching) and Schools to discuss action plans for addressing issues emerging from surveys.
<p>2. Clear, accessible and inclusive policies and procedures to enable students and staff to identify when support mechanisms may be required for academic and personal progression.</p> <p>Policies are consistent, accessible, easy to understand, student-centred and up-to-date. Each policy is clearly linked to appropriate procedures to facilitate seamless identification of, and access to, any academic or other student support needs.</p> <p>The impact of current and proposed policies and procedures on students with protected characteristics is consistently assessed to identify and mitigate barriers to student development and achievement. Effective student support will recognise the diverse needs of the student body and mitigate the potential adverse effects associated with challenging aspects of the student experience such as complaints, retention or progression.</p>	<ul style="list-style-type: none"> • The University has a comprehensive suite of policies and procedures which are clear, accessible and inclusive. The University Executive has overall responsibility for Student Support Policies but delegates responsibility to the Professional Services Leadership Board and its sub-committees. The Senate has overall responsibility for Learning and Teaching Policies, but delegates responsibility to the University Committee for Learning and Teaching. • A Framework for developing and reviewing policies, as well as accompanying guidelines, are in place. Equality and Privacy Impact Assessment forms are completed as part of policy development which ensures appropriate engagement and consideration of the impact of policies on all students and consideration as to whether a policy could have a differential impact on any of the Protected Characteristic Groups. The University's monitoring and review activities provide mechanisms by which the effectiveness of student support policies in helping students to identify support needs can be measured. • The University's student population is significantly diverse as the University delivers programmes at many locations across the world. A range of learning opportunities are offered which are underpinned by fair, transparent and contextualised admissions policies. Other policies which recognise the diversity of the student population include, for example, Equality and Diversity, Disability, Mental Health, Religious and Cultural Observance. The key principles of these policies inform the operation of learning and teaching, student support, and assessment practices and procedures, at School and University level, thereby supporting the University's commitment for ensuring that all students are awarded equal opportunity to achieve course and programme learning outcomes (as underpinned by the University's COP: <i>Student Experience</i>). • The University is committed to equal opportunities for all, regardless of disability, and is committed to the principles of The Equality Act 2010 and The Public Sector Bodies (Websites and Mobile Applications) Accessibility Regulations 2018. The University is constantly working towards being as accessible and usable as possible. For example, video messages posted online for both students and staff will now incorporate subtitles. • Support throughout the application process is targeted to individual groups and circumstances through the provision of expert advice and counselling services, preparatory and bridging activities, where required, and enhanced induction and mentoring, together with practical financial help through targeted bursaries and scholarships. • The University does considerable work around outreach to target schools, colleges and communities, to increase aspiration and motivation to access Higher Education, and to help applicants make informed choices and to support them through the transition to university. This work is often collaborative and focuses on the needs of the local community in particular, although not exclusively. • Incoming new students are advised of induction and directed to the New Students web pages and their induction timetable as part of a pre-entry communications plan. A suite of information is provided, including Getting Started Videos. Pre-entry communications from Student Wellbeing are aimed at encouraging engagement and boosting preparedness for university. A Global Summer School is available for new students which is aimed at making the transition to university easier. PGR students receive information on induction arrangements via the Research Futures Academy. • Student Wellbeing Services (featuring Student Success Advisors) is responsible for progressing the University's approved Global Model for New Student Induction (as approved by the Student Learning Experience Committee in January 2017). The Welcome Week Survey enables the global induction programme to be more systematically evaluated and appropriate changes to be made in the successive academic year. All induction programmes, campus-specific and School-specific, are designed according to the approved global model so that key University-specific content, as well as location-specific content, are delivered. • Schools work closely with Student Wellbeing Services for the provision of induction programmes for new and continuing students. Induction programmes incorporate activities to help students become familiar with the University and services available to them. For example: School of Social Sciences Honours students participate in a welcome event in week 1, when support services are re-introduced (Careers Service, Student Union, Health and Wellbeing); bespoke inductions for widening access students are provided; School and discipline-level events are offered to help students to get to know teaching staff and specific locations of service providers. An example of a bespoke induction event is transition

event for students with [autistic spectrum](#) condition. Schools work closely with Research Futures Academy for the induction of new PGR students.

- In 2019/20, the University will launch a new Widening Access Strategy (2019-2023) and associated operational plan. The Widening Access Strategy is, like Heriot-Watt University, globally focused and locally delivered. This strategy will recognise the specific needs of prospective students from a range of backgrounds.
- Heriot-Watt University is a University which is committed to rigorous selection of students on competitive merit and is, by its history and ethos, averse to social exclusivity and every form of discrimination. In 2019/20, the University will launch a new Widening Access Strategy (2019-2023) and associated operational plan. The Widening Access Strategy supports the University's view that access without support, is not an opportunity. Currently, HWU has a well-established Summer School for Widening Access students to help them transition into HWU. Starting out in Scotland in 2014, the Summer School model has been used as an example of supporting Widening Access students' transition into university life at all campus locations.
- In Dubai, the Degree Entry Programme is designed to help students bridge the gap between their school qualifications and the demands and skills required for a university degree. The programme helps students prepare for studying their subject whilst providing a firm foundation in IT, research and writing skills, academic English as well as assessment and examination techniques. The Effective Learning Advisor offers sessions to students on "Transitions to a Scottish Curriculum", and skills workshops are provided for the growing cohort of international students (particularly from China) at the Dubai Campus.
- In Malaysia, the Foundation Programme is a direct pathway to the students' choice of a range of professionally relevant degrees. The focused academic content is taught in a way that introduces students to independent learning with their development monitored through regular assessments and feedback. There are a number of scholarship schemes available in Malaysia to help widening access for specific target groups, e.g. the Women in Engineering Scholarship with a commitment to widen this to more STEM areas in Malaysia, the Financial Hardship Scholarship, and other scholarships partnered with the industry that also provide opportunities to widening access students.
- Student Success Advisors (a team of six recent graduates across all campuses) are involved in a range of activities including: pre-entry advice and guidance; inductions and welcome activities; advice to all students at all stages; activities to enhance student experience and success.
- New PGR students receive inductions at the University level (via Research Futures Academy) and the School level. From 2019/20, Research Futures Academy will introduce a more integrated PGR induction and development programme. A more structured and extended programme has been developed and the new format commenced in 2019/20.
- All students are assigned a Personal Tutor who is a key source for advice, guidance and support at the beginning of their studies. For PGR students the Supervisor may undertake the role of Personal Tutor, or a separate individual may be assigned.
- All students have access to a Portal (myHWU) which is "a one-stop shop for everything any student needs at Heriot-Watt". The Portal provides guidance and direction on various topics, including, for example, examination and assessment; learning and teaching; Personal Tutors; peer-assisted learning; complaints and appeals; University news.
- Health and Wellbeing Services:
 - provide support, guidance and advice to students to help them "be their best and get the most from their university experience". Services include, for example, disability support, counselling, mental health support, coaching and study skills referrals.
 - assess specific student needs during the pre-entry period and during the course of study. Evaluation of disability and health issues can result in recommendations for adjustments to be made to approaches to learning and teaching and assessment. These are communicated to teaching staff through academic staff with responsibility for disability issues in Schools.
 - provide support, guidance and advice to staff for their role in supporting students. For example, training on mental health issues, supporting students with disabilities and suicide prevention is available to all members of staff. The Service also provides training for undertaking the role of Personal Tutor which ensures that staff understand how to access the full range of expert and professional resources in order to support students.
 - work with a range of external support services, including GPs, local health providers and local authorities to provide support in specific student cases.
- Staff provide timely information to all incoming and returning students on learning outcomes and expectations for successful achievement at each level. This is articulated in the publishing and promotion of course guidance and handbooks which are disseminated and articulated to all students early in each semester. Expectations on the provision of such information to students is outlined within Part 1: The Student Experience of the University's Four-part Code of Practice (COP) for the Management of Multi-Location, Multi-Mode Programmes (*Principles 1.11, 1.17*).
- The University continues to actively engage in activities which seek to enhance the student experience and aid transition between levels of study, including local, University and national level initiatives. For example:
 - at the national level, the University engages in the QAA Enhancement themes (e.g. Evidence for Enhancement)
 - the University has put in place a Retention Strategy and Operational Plan, the key theme of which is "Retention is Everyone's Responsibility".
 - in 2018/19, the University introduced as a strategic, retention-related initiative, Student Success Advisors.
 - local-level initiatives continue, such as peer mentoring, Personal Tutor sessions, mapping students' journeys, support clinics, face-to-face academic writing surgeries, undergraduate and postgraduate research training through the Learning and Teaching Enhancement Service (part of Information Services).
- Student progress and experience are monitored and reviewed through a variety of mechanisms, for example, through the consideration of Student Surveys and the consideration of Institutional Key Performance Indicators and PGR data. These measure progress towards the University's strategic objectives in the key areas of research, teaching and internationalisation, as well as towards national priorities as specified in the Outcome Agreement. The KPIs are considered by the Court, the University Executive, and Senate via the University Committee for Learning and Teaching. Financial/resource planning and activity-based operational planning may be adjusted in light of evaluation of progress towards the KPIs. Consequently, outcomes may result in policy review and/or development. For example in 2018/19, the University's Mitigating Circumstances Policy and Temporary Suspension of Studies policy were reviewed and redesigned in partnership with students and staff. This work included the consideration of students with protected characteristics so as to design effective procedures which, where possible, would mitigate potential adverse effects. (*See Monitoring and Evaluation mapping document*)
- The University's approach to the development and review of policies and procedures foster a culture of belonging and confidence in its support practices, for example: representation of the student body on University and School level committees across all campuses; consultation with the student body in changes to policy and practice (such as the

	<p>development of a University-level coursework policy and the introduction of a more streamlined policy on suspension of studies).</p> <ul style="list-style-type: none"> • Effective communication to students of the various support mechanisms provided by the University promotes independence eg, mutual responsibilities of Personal Tutors and Tutees, availability of academic staff for consultation, drop-in and self-referral processes relating to the Health and Wellbeing Services. • Year Co-ordinators and Personal Tutors, roles which are embedded in the Academic Management Structures of the University, take an active role in helping students to transition between levels of study, for example: by meeting specific continuing year groups to advise on course choices at key points in the academic year; meeting with students to discuss assessment results.
<p>3. Training and resources are allocated to student support services to enable effective delivery, ensure comprehensive evaluation and subsequent development.</p> <p>Support services encompass all areas of the student experience outside the formal curriculum. These areas include, but are not limited to, academic, financial, housing, welfare, employability and personal development. The effective management, delivery and success of these services is crucial to the student experience and can directly impact on progression and achievement rates. A strategic approach to resourcing that incorporates full evaluation of these services and considers feedback from students and staff can ensure successful delivery of student support services.</p>	<ul style="list-style-type: none"> • Outside the formal curriculum, students are supported through Schools and the Professional Services. All students are assigned a Personal Tutor who is a key contact for both new and continuing students. A Personal Tutor Policy and guidelines and Handbook are in place and training and support is provided to Personal Tutors by Health and Wellbeing Services. • The University Committee for Learning and Teaching and its sub-committee, the Student Learning Experience Committee, has institutional responsibility (on behalf of the Senate) for the taught student learning experience. On behalf of the Senate, the University Committee for Research and Innovation provides strategic oversight of the research student experience. Its sub-committee, the Research Degrees Committee, is responsible for reviewing the research student experience including training and development activities. • Individual Directorates, and sections within them, monitor and evaluate the services they provide in support of student learning through specialist user groups and surveys (both national and internal), and use the resulting feedback to improve provision. NSS and PTES provide the University with comprehensive data on its service provision, facilitating benchmarking with other HEIs. The two main providers of learning support – Registry Services and Information Services – participate, along with Schools, in the UCLT’s Survey Reporting Process, providing action plans and updates on actions taken in response to the key student surveys (NSS, PTES and HWU’s Annual Survey). Recent enhancements in response to student feedback include: management of the Student Partnership Agreement; enhanced Personal Tutoring; Student Portal; changed approaches to careers provision; digital instant feedback unit in the Library; development of global learning skills provision; discussions with Schools to address learning technology and IT issues; refurbishment of learning spaces. • The Student Experience is also monitored through other formal review processes, for example, the student representation system; Annual Monitoring and Review; Academic Review; review of Key Performance Indicator data and PGR data. • Monitoring and review outcomes are considered by Committees of the Senate, the membership of which includes student representation. Actions may result in the change or introduction of new policies, procedures and roles. For example, in 2018/19, the University: <ul style="list-style-type: none"> ○ introduced as a strategic, retention-related initiative, Student Success Advisors. A team of six recent HWU graduates was put in place to provide support to undergraduate students via face-to-face (including drop-in sessions) and myHWU (the student portal). Three SSAs are based at the Edinburgh campus, and one at each of the Scottish Borders, Dubai and Malaysia campuses, and all are managed from within Student Health and Wellbeing Services. ○ created a new position (Deputy Registrar, Student Services) which sought to prioritise student support across the University and to ensure that there was a strategic approach to resourcing, planning and evaluation of services. • The effectiveness of central services is also evaluated by the University auditors (PWC) through a number of themed audits which are reported to the Audit and Risk Committee and thereafter to the Court. • Appropriately qualified staff are appointed through the University’s formal recruitment process. An Induction Programme is available for all new staff. All probationary academic staff are assigned to a senior colleague as their Academic Mentor as per the Academic Probation Policy. The University’s Bicentennial Research Leaders programme is the primary recruitment mechanism for new academic research staff which ensures that the University’s academic complement carries out research at internationally competitive levels. • The academic development of core teaching skills for new staff is embedded in the online Postgraduate Certificate in Learning and Teaching (PGCiLT), which is managed by the Learning and Teaching Academy. Researcher development programmes are offered across all campus locations by the Research Futures Academy. Components of the programme may be part of the probationary requirements for new academic staff. Other forms of academic development may be specified as part of the academic probationary period. • The newly-established Learning and Teaching Academy (2018) recognises the need for support of both new and well-established academic staff in order that new approaches to learning and teaching can be developed and sharing of good practice across the institution is fostered with a view to ensuring student engagement, retention and academic success. • Academic staff actively engage with AdvanceHE and are offered the opportunity to participate in tailored courses to acquire teaching and support skills to be used in the classroom

setting. The University is engaged in supporting the development of an academic body whose experience is recognised by fellowship of the HEA at various levels, as appropriate.

- Development courses and events for staff at all campuses are delivered through the Organisational Development team within Human Resource Development Directorate. Staff across all campuses can access, via the Staff Portal, the LinkedIn Learning online resource for additional training and development.
- Learning and Teaching Enhancement Services (LTES) supports the staff and student experience at Heriot Watt by encouraging the application of good learning and teaching practice. From September 2019 the newly launched Learning and Teaching Academy will provide the institutional focal point for identifying and sharing good practice in learning and teaching across all five campuses.
- The Research Futures Academy offers training for PhD students and early career researchers, as well as training for researchers at all levels in the University. All training courses produced for delivery to PhD students and research staff are mapped to the Vitae Researcher Development Framework. The University follows the principles of the Concordat to Support the Development of Researchers and has received an award from the European Commission for HR excellence in research which recognises the positive actions the University takes to support the career development of researchers which is vital in ensuring continued research excellence.
- The University operates a Performance and Development Review (PDR) process for all staff. The process allows individual staff members to identify performance objectives and development needs, which are then reviewed in conjunction with line managers on an annual basis. During the PDR process, staff can request training designed to support the student learning experience.
- Health and Wellbeing Services:
 - provide support, guidance and advice to students to help them “be their best and get the most from their university experience”. Services include, for example, disability support, counselling, mental health support, coaching and study skills referrals.
 - provide support, guidance and advice to staff for their role in supporting students. For example, training on mental health issues, supporting students with disabilities and suicide prevention is available to all members of staff. The Service also provides training for undertaking the role of Personal Tutor which ensures that staff understand how to access the full range of expert and professional resources in order to support students.
 - work with a range of external support services, including GPs, local health providers and local authorities to provide support in specific student cases.
- The Careers Service liaise with staff members across all Schools at all campus locations to ensure that appropriate coverage and employability opportunities are available to students. The Service has developed strong links with employers and runs careers fairs for students to explore job options. This is monitored through destinations statistics for graduates by the Planning Office and considered annually by the University Committee for Learning and Teaching. The Careers Service also offers individual and group sessions to students at all levels of study in order that employment-related skills are fostered. Accessibility of the Careers Service is ensured through a web-based appointments system.
- At School and discipline level, careers events are often offered through visits by prospective employers, former alumni now active in a professional role and by relevant professional bodies. Such events inspire reflective approaches to study, ambition and achievement.
- The Skills Development Programme, delivered by Information Services and Schools includes an Academic Study Skills guide and a Power Hours programme, offering a range of workshops aimed at enhancing information, research, study and IT skills, and the beginnings of Information Security awareness. Power Hours are now also being offered at the Scottish Borders Campus and in Dubai. Academic Support and Liaison Librarians actively work with colleagues in Dubai and Malaysia to ensure that Academic Skills and Power Hour sessions are standardised wherever possible, and elements of the sessions are made available online via Vision to support ALP and IDL activity. The University provides support for developing the academic skills needed to succeed at university and beyond. Information Services provide classes, online materials and one-to-one appointments to help staff and students to develop a range of skills. Other subject specialist support is also available.
- The University provides, through its award-winning Research Futures Academy and affiliated staff in Dubai and Malaysia, a suite of skills and careers development activities for research students at all campuses, which is mapped against the Vitae Researcher Development Framework and covers the four domains of: Knowledge and Intellectual Abilities; Personal Effectiveness; Research Governance and Organisation; Engagement, Influence and Impact. There are many other opportunities for PGR students to hone their skills. For example, the Heriot Watt University Research Culture Grants provide opportunities for research students and staff to create initiatives which foster research culture and provide opportunities to share and discuss research work with others. (See *Research Degrees mapping document*). Information Services provides research support training, specialist services and resources to support postgraduate researchers and research staff throughout their careers, including helping them to find and manage information and to disseminate and publish research findings.
- Students have the opportunity, through AskHWU, to seek guidance and support on a range of issues. This is a student-customer relationship management (CRM) system which seeks to ensure that support is provided in a timely, targeted and effective manner. This student-facing service has introduced a Service Level Agreements (SLA) approach to systematise response rates and improve this student service. This approach will serve as a model for provision of student support across the University.
- Students have access to a Portal (myHWU) which is “a one-stop shop for everything any student needs at Heriot-Watt”. The Portal provides guidance and direction on various topics, including, for example, examination and assessment; learning and teaching; Personal Tutors; peer-assisted learning; complaints and appeals; University news.
- Communication campaigns led by the Corporate Communications Team take place at relevant times throughout the academic year. The team works closely with services across the University to provide information to students through social media. For example, in the lead-up to examinations, students receive hints and tips, information on library study space, study skills support, FAQs, etc).
- The University has a strong relationship with the Student Representative Bodies and, through the formal student representation system, works hard to ensure students are aware of available development opportunities. For example, an enhanced student transcript has been developed in conjunction with the Student Union. This provides students with the opportunity to record relevant activities and skills developed through extra-curricular engagement, volunteering, participation in voluntary courses etc.

4. Clear, consistent and accessible communication about opportunities and support available to students from pre- entry through to completion and beyond.

Clear, consistent and accessible communications, from pre- entry through to graduation and beyond, will ensure students are fully informed of the opportunities and support available to them. This communication should be concise, timely and structured throughout the period of study and designed to facilitate student retention, progression and achievement. Effective communication with students will recognise different modes of study, individual learning styles and preferences.

- The University is committed to equal opportunities for all, regardless of disability, and is committed to the principles of The Equality Act 2010 and The Public Sector Bodies (Websites and Mobile Applications) Accessibility Regulations 2018. The University is constantly working towards being as accessible and usable as possible. For example, video messages posted online for both students and staff will now incorporate subtitles.
- Opportunities available to prospective and current students and how to access them are communicated through various means, such as open days, recruitment events at Schools/Colleges, on and off-campus offer-holder events for applicants; web-pages specifically targeted at new students, Welcome Week and induction sessions, Personal Tutor system. Targeted messages are also sent to Widening Participation students offering dedicated support initiatives such as Summer School, Ask a Student Success Advisor and travel support available to SIMD20 students. In the University's priority international markets (e.g. China, India), applicants and prospective applicants receive advice through talks and events aimed at informing their decisions such as pre-departure briefings. Information and support are also provided through digital channels, notably via CRM communications plans which seek to answer FAQs at the appropriate time in the application cycle (e.g. on accommodation, visa advice for international students).
- Policy development involves wide consultation with staff and students. Learning and Teaching Development Policy and Guidelines communicate this expectation. Engagement with the student body takes place through the Student Representative Bodies who are members of University-level Committees, where policy approval takes place. The Student Representative Bodies provide one of the conduits through which new policies and changes to policies/procedures are communicated.
- In 2018/19, the University introduced as a strategic, retention-related initiative, Student Success Advisors. A team of six recent HWU graduates was put in place to provide support to undergraduate students via face-to-face (including drop-in sessions) and myHWU (the student portal): three SSAs based at the Edinburgh Campus, and one at each of the Scottish Borders, Dubai and Malaysia campuses, and all are managed from within Student Wellbeing Services. The work of the Student Success Advisors is designed to promote student retention and enhancements to the student experience.
- In September 2017, the University launched the new Global Student Portal 'myHWU' which represents a step change in the student experience and the way we communicate with students around the world. MyHWU allows more granular and targeted communication to be delivered to students. It is personalised and based on the level and location of study of each student. Corporate Communications and the Student Systems Unit worked together to launch the portal supported by a communications campaign to ensure students were aware of and felt confident to make frequent use of the portal which included animated videos, competitions, events and pop-up stalls during enrolment and Welcome Week.
- MyHWU also provides access to services and information available to students including student email, access to Vision (Virtual Learning Environment), online payment, career services, library, counselling service, accommodation, timetables, personal tutors, University news, etc.
- Students were a key audience during the consultation period and the launch of the University's new strategic plan – Shaping Tomorrow Together. Students played a key role in the discussion of the priorities set out in the strategic plan for 2025 and beyond. They have access to the Strategy microsite at which they can send their feedback and comments and participate in the discussion about HWU's future. Students also took part in the Strategy launch events organised across all five campuses.
- The Student Success Advisors team have contributed to enhancing student communications (through the Student Portal, email, posters, videos, surgeries, leaflets, with the Assessment Checklist and Late Arrivals leaflets being particularly popular), with essential information and FAQs now available as accessible bite-sized videos. Student Success Advisors are responsible for publishing communications through the Student Portal, the content and use of which is quality-assured by the Deputy Registrar. The development of an integrated approach to communications across campuses will continue to be a priority area for the SSAs and Corporate Communications in 2019/20.
- A wide variety of methods are used to communicate with students alongside MyHWU. This includes plasma screens in communal areas and accommodation halls, open meetings, videos, email and social media channels: Facebook, Instagram, Twitter and LinkedIn. There is also a process in place for issuing mass emails to students which is used for urgent messages only that require an immediate action/response from students (e.g. severe weather warnings) Such messages are approved by the relevant senior manager and the Academic Registrar and released by Corporate Communications. Messages to students are designed to communicate the key messages clearly and concisely (eg no jargon, succinct, with links to webpages for more information and contact details for further questions or information).
- The Corporate Communications Team works closely with student service areas to support key activities and campaigns at relevant times throughout the academic year. For example, the team developed a campaign in conjunction with Student Services teams in the lead-up to and during the exam period, through social media and myHWU channels. The aim is to provide targeted information on resources during this key period (eg availability of study spaces, availability of wellbeing and counselling, exam hints and tips, study skills support, FAQs, etc). Other campaigns have included events around World Mental Health Day, launch of the Student Partnership Agreement and Strategy 2025.
- The Student Survey Management Group manages and co-ordinates learning and teaching surveys as well as those relating to the wider student experience, in accordance with the University-wide Student Survey process/framework. Corporate Communication staff provide support for the delivery of student surveys, ensuring there are clear communication plans to publicise effectively the surveys and their timelines to all intended audiences. During 2018/19 the team developed an overarching campaign for the student survey/feedback "Every Voice Counts" aimed at raising awareness of the student survey calendar amongst staff and driving engagement with the surveys amongst students and eligible student population for the different surveys – NSS, PTES, PRES, Welcome Survey and Annual Survey.
- The University has a strong relationship with the Student Representative Bodies, and works hard through the formal student representation system to ensure students receive clear, consistent and accessible information. For example, Corporate Communications staff worked closely with the Student Representative Bodies for the launch of the Student Partnership Agreement ensuring that the purpose, priorities and benefits of the agreement were clearly communicated to the student body. A video of the three Student Union presidents outlining the key achievements of the Student Partnership Agreement at the end of the academic year was developed.
- The effectiveness of communications to students are consistently monitored and reviewed through various processes:
 - experiences of students and staff are fed back through processes such as 'enrolment wash-up meetings', student surveys, the student representative system, the Academic Review procedure, Annual Monitoring and Review, Student Services Strategic Reports.
 - Monitoring of access to and use of digital communications takes place to gauge student engagement (for example, of the Student Portal to measure the number of new students downloading the app/use the portal during the enrolment period and in Welcome Week. Examples of actions emerging from such evaluation include withdrawal of the Student Newsletter as a result of low engagement and introduction of news delivery via the Student Portal.

	<ul style="list-style-type: none">○ During 2018/19, a project on closing the feedback loop for Course Feedback Surveys was a funded research project as part of the QAA Enhancement theme which aimed to reflect the University's commitment to partnership-working by fostering a culture of engagement with students on their feedback to staff and the institution. The Project's report provides clear roles, timelines and dissemination for stakeholders involved in the process.○ High-level engagement with Student Representative Bodies to gauge the effectiveness of communications. Timing is essential to ensure maximum impact and engagement. Timings of surveys are a key consideration, for example, the timing of the Course Feedback Survey is considered each semester and the Student Survey Management Group considers the timings of the Annual Survey, NSS, PTES and PRES at its November meeting. The timing of the Course Feedback Survey was changed during 2017/18 following feedback from students and staff with the intention of maximising participation and effectiveness.● Staff provide timely information to all incoming and returning students on learning outcomes and expectations for successful achievement at each level. This is articulated in the publishing and promotion of course guidance and handbooks which are disseminated and articulated to all students early in each semester. Expectations on the provision of such information to students is outlined within Part 1: The Student Experience of the University's Four-part Code of Practice (COP) for the Management of Multi-Location, Multi-Mode Programmes (<i>Principles 1.11, 1.17</i>).● The Postgraduate Research Degree Candidate Code of Practice outlines expectations for PGR students, in relation to progression and achievement.
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5. Equality of opportunity for all students to develop academic and professional skills.

Ensuring equality of opportunity requires collaboration across academic, professional and specialist services. A broad and ongoing range of academic and pastoral support will be available, regardless of location or mode of study. Providers will need to consider both the needs of the individual student and the wider student body, including anticipating their varied requirements (such as protected characteristics).

- The University's approach to offering a range of learning opportunities underpinned by the same academic standards is encapsulated in the following fundamental principle: Identical academic standards; diversity of learning experiences. (*Refer to the Four-part Code of Practice (COP) for the Management of Multi-Location, Multi-Mode Programmes.* This is also embedded in the University's values and realised across our campus locations and partners. The University has effective provisions in place to ensure equality of opportunity for all students to develop academic professional skills. All students are given an equal opportunity to learn and to acquire a HWU degree, and students have an equal right to contribute to, and benefit from, the rich experience of participating in the University (*COP: Part 1, Principle 1.1*)
- The University's student population is significantly diverse as the University delivers programmes at many locations across the world. A range of learning opportunities are offered which are underpinned by fair, transparent policies. Examples of policies which recognise the diversity of the student population include Equality and Diversity, Disability, Mental Health, Religious and Cultural Observance.
- Students may obtain advice and guidance from a variety of sources, including Academic Registry, Student Union Advice Hub, School administration offices; Student Wellbeing Services; Student Service Centre; Careers Services. Students are signposted to various services, policies and procedures through meeting with personal tutors, via programme handbooks and within the Postgraduate Research Degree Candidate Code of Practice. Students are also signposted to support services via the Student Portal and a "How Can We Help You" web page.
- The Skills Development Programme delivered by Information Services and Schools includes an Academic Study Skills guide and a Power Hours programme, offering a range of workshops aimed at enhancing information, research, study and IT skills, and the beginnings of Information Security awareness. Power Hours are now also being offered at the Scottish Borders Campus and in Dubai. Academic Support and Liaison Librarians actively work with colleagues in Dubai and Malaysia to ensure that Academic Skills and Power Hour sessions are standardised wherever possible, and elements of the sessions are made available online via Vision to support ALP and IDL activity. There are also a range of other services across the University which provide help and support on a range of issues related to academic skills development, including the Disability Service and Careers Service.
- Academic English programmes provide prospective students with an opportunity to develop and improve upon their English language and academic study skills before commencing a degree programme. A one-year Degree Entry programme (Dubai), a Foundation Programme (Malaysia) and Foundation Pathways (Edinburgh) are available to aid transition into the first and second years of a degree programme.
- The University provides, through its award-winning Research Futures Academy and affiliated staff in Dubai and Malaysia, a suite of skills and careers development activities for research students at all campuses which is mapped against the Vitae Researcher Development Framework and covers the four domains of Knowledge and Intellectual Abilities, Personal Effectiveness, Research Governance and Organisation, Engagement, Influence and Impact. There are many other opportunities for PGR students to hone their skills. For example, the Heriot Watt University Research Culture Grants provide opportunities for research students and staff to create initiatives which foster research culture and provide opportunities to share and discuss research work with others. (*See Research Degrees mapping document*). Information Services provides research support training, specialist services and resources to support postgraduate researchers and research staff throughout their careers, including helping them to find and manage information and to disseminate and publish research findings.
- Health and Wellbeing Services provides a range of disability support, collaborating with disability link staff in each School. The team features a Technology Advisor who works closely with students, as well as advising the wider staff community. Health and Wellbeing Services routinely liaises with Schools in providing advice on Mitigating Circumstances and Temporary Suspension of Studies. Wellbeing staff also deliver a range of supportive workshops to help build confidence, resilience and motivation.
- The Disability Service (within Health and Wellbeing) provides support and advice with study skills if students have a specific learning difficulty such as dyslexia, in addition to assistive technology to help students overcome any barriers to learning. Information for students affected by a disability are available online.
- All students are assigned a Personal Tutor who is a key contact for both new and continuing students. A Personal Tutor Policy and guidelines and Handbook are in place and training and support is provided to Personal Tutors by Student Wellbeing Services.
- All students on taught programmes must be provided with the opportunity to develop the four HWU Graduate Attributes (Specialist; Creative; Professional; Global) and, as a consequence, be able to demonstrate the distinctive qualities of a HWU graduate: Professionally Educated, Globally Employable. (*COP: The Student Experience, Principle 1*). Teaching staff foster engagement among students with the Graduate Attributes by demonstrating to and discussing with students how learning and skills development at course level feeds into the achievement of the Graduate Attributes.
- The University has in place Curriculum Structure guidelines for the development of courses and programmes which cultivate the introduction of a diversity of teaching, learning and assessment approaches, within a coherent, University-wide academic framework. The guidelines outline core curriculum requirements and guidance for all taught courses, incorporating skills development, research-informed learning, employability and professional career readiness.
- Principle 1.15 of the COP: The Student Experience requires that students must have, at the outset of their programme, an identified contact (usually a personal tutor), either local or remote, who can give them constructive feedback on academic performance and guidance on their academic progression.
- The Careers Service offers stand-alone sessions in developing employment-related skills, but also collaborates with Schools in embedding such skills into subject-based activities. The Careers Service is developing a more strategic, consistent approach to engagement with Schools as part of its strategy and in alignment with the University's Learning and Teaching Strategy. The Careers Service will provide advice and guidance to students wishing to undertake placements.
- Volunteering is an inherent part of the student experience across all Heriot-Watt campuses. The three Student Representative Bodies and the Sports Organisations lead and manage a significant proportion of the extensive variety of volunteering opportunities at each campus. In addition, the Careers Service advertises local and international volunteering opportunities, and supports student volunteers in articulating skills and experience gained through volunteering on CVs, job applications and in interview preparations.

	<ul style="list-style-type: none"> • Students have the opportunity to volunteer for internal roles such as class representative and Academic Review team members (<i>for which they are paid</i>). • The University Committee for Learning and Teaching and its sub-committee, the Student Learning Experience Committee, has institutional responsibility (on behalf of the Senate) for the taught student learning experience. The composition of these committees includes academic and Professional Service staff. • Year Co-ordinators and Personal Tutors, roles which are embedded in the Academic Management Structures of the University, take an active role in helping students to transition between levels of study, for example: by meeting with specific continuing year groups to advise on course choices at key points in the academic year; meeting with students to discuss assessment results. • The Personal Tutor system is at the heart of engaging students in their academic progress. Personal tutors are expected to meet with their tutees at key points in the academic year: in the lead-up to the exam period, at the point when semester 1 results are published and at the beginning of the next stage of study. During these sessions, the Personal Tutor will discuss performance/achievement, study support skills and any wellbeing and disability support needs. The Personal Tutor provides signposting and can engage directly with services on behalf of the student. • Scaffolded learning and assessment are key to student achievement. Annual Boards of Studies and programme and course reviews consider knowledge and skills engendered within each stage and at the transition point from one stage to another, to ensure that learning and assessment activities are progressive. • A number of events designed to engage students in developing professional skills are provided at different campus locations, for example: the 'global challenge week' at the Edinburgh campus targeted at the development of authentic societal solutions and fostering of cultural intelligence, the 'Solar Decathlon Middle East 2018 competition', at the Dubai Campus - a global competition to design and build the house of the future as part of the UN Sustainable Development Goals, the 'Empower' programme at the Malaysia campus for students at all stages, the Borders campus 'fashion week' for students of design and the Solar Decathlon. • Individual Directorates, and sections within them, monitor and evaluate the services they provide in support of student learning through specialist user groups and surveys (both national and internal), and use the resulting feedback to improve provision. NSS and PTES provide the University with comprehensive data on its service provision, facilitating benchmarking with other HEIs. The two main providers of learning support – Registry Services and Information Services – participate, along with Schools, in the UCLT's Survey Reporting Process, providing action plans and updates on actions taken in response to the key student surveys (NSS, PTES and HWU's Annual Survey). Recent enhancements in response to student feedback include: management of the Student Partnership Agreement; enhanced Personal Tutoring; Student Portal; changed approaches to careers provision; digital instant feedback unit in the Library; development of global learning skills provision; discussions with Schools to address learning technology and IT issues; refurbishment of learning spaces.
<p>6. Provide an accessible, inclusive and engaging community that incorporates staff and students to facilitate a supportive environment.</p> <p>Providing students with a sense of belonging and supportive community aids retention and creates an open environment, where students can confidently seek help. Without this, students may not feel comfortable to engage with support services. An effective community can also enable students to assist each other, not only to provide support, but further develop and embed their own graduate attributes and outcomes.</p>	<ul style="list-style-type: none"> • Heriot-Watt University provides accessible, inclusive and engaging communities which incorporates students and staff to facilitate a supportive environment. At a strategic level, <i>Strategy 2025</i> is values-based which has this vision at its heart. Indeed, the following four themes indicate this: <ul style="list-style-type: none"> ○ Building flourishing communities ○ Pioneering in education ○ Excelling in research and enterprise ○ Being a global, connected university • Academic staff are responsible for establishing and delivering induction at School and programme-level which introduces students to opportunities, expectations and key people who can support them. • Student Health and Wellbeing Services (featuring Student Success Advisors) is responsible for progressing the University's approved Global Model for New Student Induction (as approved by the Student Learning Experience Committee in January 2017). All induction programmes, campus-specific and School-specific, are designed according to the approved global model in terms of objectives, so that key University-specific content as well as location-specific content are delivered. • In addition to standard induction and Welcome Week, the University provides bespoke induction for students with protected characteristics through the Global Summer School which provides an early opportunity for students to meet peers from similar backgrounds with the purpose of increasing retention and progression rates. Induction activities seek to promote a sense of belonging and establish supportive communities. • Student Success Advisors are involved in a range of activities, including, pre-entry advice and guidance, inductions and welcome activities, advice to all students at all stages, activities to enhance student experience and success. • All students are assigned a Personal Tutor at the beginning of their studies who is a key source of advice, guidance and support. • Staff also provide timely information to all incoming and returning students on learning outcomes and expectations for successful achievement at each level. This is articulated in the publishing and promotion of course guidance and handbooks which are disseminated and articulated to all students early in each semester. The Postgraduate Research Degree Candidate Code of Practice outlines expectations for PGR students, in relation to progression and achievement. • The Student Representative bodies play a key part in providing new students with an early sense of belonging. A key aim of the annual Student Partnership agreement is to engendering a sense of belonging to the University community. Welcome Week activities help create environments which allow students from different backgrounds to settle in and establish networks. Returning students also benefit from the Student Union and Associations work through effective representation networks, clubs and societies. • The University provides a variety of opportunities and encouragement for PGR students to work and exchange ideas with people and organisations at both School and University level. PGR Representation and opportunities to develop support networks are supported by Schools, the Student Union and the Research Futures Academy. Heriot-Watt University Research Culture Grants support postgraduate research students and research staff, at all Heriot-Watt University campus locations, to create initiatives which

foster research culture and provide opportunities to share and discuss research work with others. (See *Research Degrees mapping document*).

- The University Committee for Learning and Teaching and its sub-committee, the Student Learning Experience Committee, has institutional responsibility (on behalf of the Senate) for the taught student learning experience. On behalf of the Senate, the University Committee for Research and Innovation provides strategic oversight of the research student experience. Its sub-committee, the Research Degrees Committee, is responsible for reviewing the research student experience including training and development activities.
- The Registry Services Directorate is responsible for the management and operation of activities which monitor the student experience (including development and achievement) through formal review processes, for example via student surveys, Annual Monitoring and Review, Academic Review, review of Key Performance Indicator data and PGR data. The Welcome Week Survey enables the global induction programme to be more systematically evaluated.
- Students have opportunities to provide feedback through a variety of methods such as surveys (end of course, NSS, PTES, PRES, Annual Survey) and the student representation system (class representation, Student/Staff Liaison Committees). Informal mechanisms are also available, such as 'open door' policies, use of published staff office hours, approachable staff, tutorials and laboratories, and email.
- Students are encouraged to participate in discipline-level research events and projects which are appropriate to their stage of study. Such activities promote a feeling of belonging at discipline level.

7. Enable students to take responsibility for their own learning and become resilient individuals, equipped for a rewarding career.

Students are supported while participating in experiences relating to professional development, without barriers resulting from location of study, protected characteristics, financial or time constraints (for example, those who are at work or carers). Inclusive course design contains embedded and contextualised learning outcomes relating to academic and professional skills development. However, some groups of students are likely to require additional targeted or specialist support interventions.

- Principle 1.8 of the Code of Practice for the Management of Multi-Location, Multi-Mode Programme, Part 1: Student Experience outlines expectations around induction and specifically that all students, irrespective of location or mode of study, must be provided with a programme of induction activities appropriate to their needs.
- Part 1 of the COP: Student Experience, states an overall expectation that all programmes of study “will provide students with the opportunity to develop their academic, personal and professional potential, and the University will seek to enhance the experience of students across all modes and locations.” Principle 1.32, further outlines that all students on taught programmes must be provided with the opportunity to develop the four HWU Graduate Attributes (Specialist; Creative; Professional; Global) and, as a consequence, be able to demonstrate the distinctive qualities of the HWU graduate: Professionally Educated, Globally Employable.
- Student Health and Wellbeing Services (featuring Student Success Advisors) is responsible for progressing the University’s approved Global Model for New Student Induction (as approved by the Student Learning Experience Committee in January 2017). All induction programmes, campus-specific and School-specific, are designed according to the approved global model so that key University-specific content as well as location-specific content are delivered. In addition to standard induction and Welcome Week, the University provides bespoke induction for students with protected characteristics through the Global Summer School which provides an early opportunity for students to meet peers from similar backgrounds and has the potential to increase retention and progression rates. Induction activities seek to promote a sense of belonging and establish supportive communities. (See *Guiding Principles 2, 3, 4, 6 above for further information on induction and information provided to students*).
- The University provides a variety of opportunities and encouragement for PGR students to work and exchange ideas with people and organisations at both School and University level. PGR Representation and opportunities to develop support networks are supported by Schools, the Student Union and the Research Futures Academy. Heriot-Watt University Research Culture Grants support postgraduate research students and research staff, at all Heriot-Watt University campus locations, to create initiatives which foster research culture and provide opportunities to share and discuss research work with others.
- All students are assigned a Personal Tutor who is a key contact for both new and continuing students. A Personal Tutor Policy and guidelines and Handbook are in place and training and support is provided to Personal Tutors by Health and Wellbeing Services. The Personal Tutor is tasked with encouraging students to take responsibility of their own learning experience whilst being able to offer advice and support where necessary.
- Personal tutors are expected to meet with their tutees at key points in the academic year: in the lead-up to the exam period, at the point when semester 1 results are published and at the beginning of the next stage of study. During these sessions, the Personal Tutor will discuss performance/achievement, study support skills and any wellbeing and disability support needs. The Personal Tutor provides signposting and can engage directly with services on behalf of the student.
- Students are informed by their respective home School in each semester when their results are due to be published.⁷ Students are encouraged to discuss progress and achievement with Personal Tutors and/or Year Co-ordinators.
- Health and Wellbeing Services provide support, guidance and advice to students to help them “be their best and get the most from their university experience”. Services include, for example, disability support, counselling, mental health support, coaching and study skills referrals.
- The University provides a wide range of opportunities for students to develop their academic and professional skills, enabling them to take responsibility for their own learning, becoming resilient individuals and being equipped for a rewarding career. A few examples include:
 - The Skills Development Programme, delivered by Information Services and Schools includes an Academic Study Skills guide and a Power Hours programme, offering a range of workshops aimed at enhancing information, research, study and IT skills, and the beginnings of Information Security awareness. Power Hours are now also being offered at the Scottish Borders Campus and in Dubai. Academic Support and Liaison Librarians actively work with colleagues in Dubai and Malaysia to ensure that Academic Skills and Power Hour sessions are standardised wherever possible, and elements of the sessions are made available online via Vision to support ALP and IDL activity.
 - In 2018/19 the EmPower Programme was introduced at the Malaysia campus with plans to develop this across the University. EmPOWER is an innovative programme that encourages its students to hone their soft skills and become resilient individuals, equipped for a rewarding career. It is a four-level structured programme that is aimed at future-proofing graduates, to unleash their potential and to prepare them to stand out and have an impact in a highly uncertain world.
 - The Solar Decathlon Middle East 2018 competition, at the Dubai Campus - a global competition to design and build the house of the future as part of the UN Sustainable Development Goals

- Since July 2017, the Malaysia Campus has run the annual, highly successful personal development programme, the Youth Transformation Programme (YTP), which is aimed at school leavers and develops qualities and skills in areas such as creativity, innovation, emotional intelligence, critical thinking and communication.
 - The Careers Service offers stand-alone sessions in developing employment-related skills, but also collaborates with Schools in embedding such skills into subject-based activities. The Careers Service is developing a more strategic, consistent approach to engagement with Schools as part of its own strategy and in alignment with the University's Learning and Teaching Strategy. The Careers Service will provide advice and guidance to students wishing to undertake placements.
 - Volunteering is one way by which students may develop their professional skills; it is an inherent part of the student experience across all Heriot-Watt campuses. The three Student Representative Bodies and the Sports Organisations lead and manage a significant proportion of the huge variety of volunteering opportunities at each campus. In addition, the Careers Service advertises local and international volunteering opportunities, and supports student volunteers in articulating skills and experience gained through volunteering on CVs, job applications and in interview preparations. Students have the opportunity to volunteer for internal roles such as Class Representatives and Academic Review Team members (*for which they are paid*).
 - The University provides, through its award-winning Research Futures Academy and affiliated staff in Dubai and Malaysia, a suite of skills and careers development activities for research students at all campuses, which is mapped against the Vitae Researcher Development Framework and covers the four domains of: Knowledge and Intellectual Abilities; Personal Effectiveness; Research Governance and Organisation; Engagement, Influence and Impact. There are many other opportunities for PGR students to hone their skills. For example, the Heriot Watt University Research Culture Grants provide opportunities for research students and staff to create initiatives which foster research culture and provide opportunities to share and discuss research work with others. (*See Research Degrees mapping document*). Information Services provides research support training, specialist services and resources to support post-graduate researchers and research staff throughout their careers, including helping them to find and manage information and to disseminate and publish research findings.
 - The 'global challenge week' was run for senior students at the Edinburgh campus in February 2018. This programme campus was targeted at the development of authentic societal solutions and fostering of cultural intelligence.
- Student participation in development programmes (such as EmPower, the Youth Transformation Programme and Solar Decathlon) is formally recognised and recorded on the enhanced transcript which was introduced in July 2019 at the Scottish Campuses (and from 2019/20 at the Dubai and Malaysia Campuses). In addition, the University offers volunteering awards, opportunities to take up academic representation roles, academic and sports prizes and medals, Deputy Principal's Award, student mobility via the Go Global scheme and academic partnerships. The enhanced transcript provides the HWU equivalent of the Higher Education Achievement Record (HEAR).
 - Academic English programmes provide prospective students with an opportunity to develop and improve upon their English language, academic study skills and acculturation before commencing a degree programme. A one-year Degree Entry programme (Dubai), a Foundation Programme (Malaysia) and Foundation Pathways (Edinburgh) are available to aid transition into the first and second years of a degree programme.
 - Students have access to a Portal (myHWU) which is "a one-stop shop for everything any student needs at Heriot-Watt". The Portal provides guidance and direction on various topics including, for example, examination and assessment, learning and teaching, personal tutors, peer assisted learning; complaints and appeals; University news.
 - In terms of graduate attributes and employability, the University's aspirations are that by 2025:
 - HWU graduates will be well-prepared for employment in a variety of professional careers, globally and locally, having benefitted from a diversity of international experiences;
 - All graduates will have acquired the four HWU Graduate Attributes and employers will confirm that HWU graduates exemplify the skills and qualities which the HWU learning experience aims to develop.
 - The University Committee for Learning and Teaching and its sub-committee the Student Learning Experience Committee, has institutional responsibility (on behalf of the Senate) for the taught student learning experience. On behalf of the Senate, the University Committee for Research and Innovation provides strategic oversight of the research student experience. Its sub-committee, the Research Degrees Committee, is responsible for reviewing the research student experience including training and development activities. The Committees consider the outcomes and action plans from student surveys such as the National Student Survey, the Postgraduate Taught Experience Survey, the University's Annual Survey and the Postgraduate Research Experience Survey. Student experience reports from Professional Services areas are also considered by the Committees.
 - Individual Directorates, and sections within them, monitor and evaluate the services they provide in support of student learning through specialist user groups and surveys (both national and internal), and use the resulting feedback to improve provision. NSS and PTES provide the University with comprehensive data on its service provision, facilitating benchmarking with other HEIs. The two main providers of learning support – Registry Services and Information Services – participate, along with Schools, in the UCLT's Survey Reporting Process, providing action plans and updates on actions taken in response to the key student surveys (NSS, PTES and HWU's Annual Survey). Recent enhancements in response to student feedback include: management of the Student Partnership Agreement; enhanced Personal Tutoring; Student Portal; changed approaches to careers provision; digital instant feedback unit in the Library; development of global learning skills provision; discussions with Schools to address learning technology and IT issues; refurbishment of learning spaces.
 - The Student Experience is also monitored through other formal review processes, for example, the student representation system, Annual Monitoring and Review, Academic Review, review of Key Performance Indicator data and PGR data.
 - Monitoring and review outcomes will inform the development and continued implementation of the Learning and Teaching Strategy and the Excelling in Research & Enterprise Strategy. Actions may result in the change or introduction of new policies, procedures and roles. (*See Guiding Principle 3 above and Monitoring and Evaluation mapping document*).
 - The effectiveness of central services is also evaluated by the University auditors (PWC) through a number of themed audits which are reported to the Audit and Risk Committee and thereafter to the Court.
 - The University's approach to offering a range of learning opportunities underpinned by the same academic standards is encapsulated in the following fundamental principle: Identical academic standards; diversity of learning experiences. (*Refer to the Four-part Code of Practice (COP) for the Management of Multi-Location, Multi-Mode Programmes*).
 - Programmes offered in multi-locations or multi-modes must be identical in a number of core areas, such as the programme and title and learning outcomes. Courses must have

identical outcomes and core curriculum but variation is allowed within content and assessment for local contextualisation. (*COP Part 3: Management and Assurance of Quality and Standards, Principles 2.3 and 2.7*).

- The University has in place Curriculum Structure guidelines for the development of courses and programmes, which cultivate the introduction of a diversity of teaching, learning and assessment approaches within a coherent, University-wide academic framework. The guidelines outline core curriculum requirements and guidance for all taught courses, incorporating skills development, research-informed learning, employability and professional career readiness.
- The University's Academic Management Structures provide a common structure for managing learning and teaching at the School level across multiple campuses. The structure supports, through global course teams, the collaborative development, assessment, review and enhancement of programmes and with identical learning outcomes but appropriate contextualisation within the content and assessment. The structure is designed to promote cross-campus engagement in enhancement.
- The Postgraduate Research Degree Candidate Code of Practice states the responsibilities and expectations of PGR students, such as participating in induction and transferrable skills training courses; assessing their own training needs; creating a Personal Development Plan; actively seeking out development opportunities. Students must demonstrate that they have undertaken at least 10 days per annum of skills training during each year of study. Research Futures Academy training courses are managed online through a personal development management system (PDMS), which allows the individual to keep a record of training attended.

8. Clearly communicate course outcomes and graduate attributes to all current and prospective students, staff and associated organisations.

Course outcomes are tailored to disciplines through the process of development (see also Course Design and Development and Learning and Teaching Themes). Staff and students across a provider need to understand how these outcomes are identified, assessed and reviewed to enable them to achieve their desired and required outcomes. Graduate attributes should be clear and specific, and communicated to students, staff and the public. The communication of attributes should enable students to understand how they can achieve and articulate them in a wider context. The attainment of specified attributes should not be dependent on the location, mode or level of study, or the presence or absence of any specific student characteristic.

- All the University's courses/programmes must sit within the SCQF framework, be consistent with the Subject Benchmark Statements, and adhere to the QAA Quality Code. Subject Benchmark Statements provide general guidance for articulating the learning outcomes associated with the programme.
- Programme learning outcomes are communicated to students through mechanisms such as programme specification documents and course descriptors, published on the web and/or provided within programme handbooks. The requirement to provide this information to students is outlined within the COP Part 1: Student Experience, Principle 1.11. The Postgraduate Research Degree Candidate Code of Practice outlines expectations for PGR students, in relation to progression and achievement.
- Part 1 of COP: The Student Experience outlines expectations in relation to academic experience and sufficiency for students to achieve intended learning outcomes (*Principles 1.2, 1.17, 1.19, 1.21, 1.23*).
- The Curriculum Structure guidelines and a series of Curriculum Structure Toolkits, provide guidance on the design of assessment activities. An Assessment Design Briefing Paper advises that assessment methods should be aligned with intended learning outcomes and fit well with teaching approaches.
- As detailed within the Threshold Criteria Policy and Briefing Paper, the University does prescribe a minimum threshold for the learning experience of all students, irrespective of mode or location of study, namely: the quality of the learning experience will enable students to achieve all of the programme's specified learning outcomes.
- Staff provide timely information to all incoming and returning students on learning outcomes and expectations for successful achievement at each level. This is articulated in the publishing and promotion of course guidance and handbooks which are disseminated and articulated to all students early in each semester. Expectations on the provision of such information to students is outlined within Part 1: The Student Experience of the University's Four-part Code of Practice (COP) for the Management of Multi-Location, Multi-Mode Programmes (*Principles 1.11, 1.17*).
- Monitoring student achievement of intended learning outcomes is undertaken through a variety of mechanisms, for example, consideration of unusual course results at Examination boards, and the monitoring of Key Performance Indicators which include retention/progression and attainment. The KPIs, which include retention/progress and attainment, are considered by the Court, the University Executive, the Planning Round process and the University Committee for Learning and Teaching, and are utilised as a means of evaluating performance and refining, where appropriate, strategic objectives. Schools receive KPIs relevant to each discipline area and will use the results as a means of monitoring student achievement of programme learning outcomes, reporting key points and subsequent actions taken through the Annual Monitoring Review process.
- The University's student population is significantly diverse as the University delivers programmes at many locations across the world. A range of learning opportunities are offered, which are underpinned by fair, transparent and contextualised admissions policies. Other policies which recognise the diversity of the student population include, for example, Equality and Diversity, Disability, Mental Health, Religious and Cultural Observance. The key principles of these policies inform the operation of learning and teaching and assessment practices and procedures at School and University level, thereby supporting the University's commitment for ensuring that all students are awarded equal opportunity to achieve course and programme learning outcomes (*as underpinned by the University's COP: Student Experience*).
- The University has a well-established Academic Approval process which is identical for programmes delivered at all of the University's campuses, through a partner organisation or by independent distance learning. As articulated in Part 3 of the COP, Programmes offered in multi-locations or multi-modes must have identical programme learning outcomes. The University's Academic Approval process requires the consideration of courses and programmes at the School and University levels (respectively) in order to ensure: a co-ordinated approach; the equivalence of opportunity; the equity of learning outcomes across all locations and modes of study.
- The University's Curriculum Structure guidelines for the development of courses and programmes, cultivate the introduction of a diversity of teaching, learning and assessment approaches, within a coherent, University-wide academic framework. The Guidelines and Structure Toolkits provide guidance on the design of assessment activities. An Assessment Design Briefing Paper advises that assessment methods should be aligned with intended learning outcomes and fit well with teaching approaches.
- The University is undertaking a tender process for a new Global Curriculum Management System for 2020/21 which will enhance our ability to maintain, develop and disseminate programme information going forward. This will be especially important for: Professional Statutory and Regulatory Bodies requirements; Malaysia Qualifications Authority (MQA) and Knowledge and Human Development Authority (KHDA in Dubai) and their expectation of outcome-based learning.
- Part 1 of the COP: Student Experience, states an overall expectation that all programmes of study "will provide students with the opportunity to develop their academic, personal and professional potential, and the University will seek to enhance the experience of students across all modes and locations." Principle 1.32, further outlines that all students on taught programmes must be provided with the opportunity to develop the four HWU Graduate Attributes (Specialist; Creative; Professional; Global) and, as a consequence,

be able to demonstrate the distinctive quality of the HWU graduate: Professionally Educated, Globally Employable

- The Graduate Attributes are explained to students via the University website and are introduced during courses starting from the beginning of the journey:
 - The Learning and Teaching Strategy 2025 aims at further linking teaching, assessment and curriculum to enable development of the graduate attributes.
 - The Graduate Attributes website provides the public, staff members and students with user-friendly briefing papers as well as more expanded explanations.
- All students on taught programmes must be provided with the opportunity to develop the four HWU Graduate Attributes (Specialist; Creative; Professional; Global) and, consequently, be able to demonstrate the distinctive qualities of a HWU graduate: Professionally Educated, Globally Employable. (COP: *The Student Experience, Principle 1*). Teaching staff foster engagement among students with the Graduate Attributes by demonstrating to, and discussing with, students how learning and skills development at course level feeds into the achievement of the Graduate Attributes.
 - Students have the opportunity to attend sessions delivered by the Careers Service in which advisors can help students to identify within the students' curriculum how they reached the graduate attributes as well as where the students might want to invest development energy.
 - Personal tutors are familiar with the Graduate Attributes and can discuss with their tutees during their individual meetings how these attributes can be applied to the specific work setting and how they will benefit the student.
 - During 2018/19 Closing the Feedback Loop for Course Feedback Surveys, was a funded research project as part of the QAA Enhancement theme which aimed to reflect the University's commitment to partnership-working by encouraging staff to communicate back to students actions being taken as a result of their feedback. The Project's report provides clear roles, timelines and dissemination for stakeholders involved in the process.
- As part of the Annual Survey and NSS, students are asked about their acquisition of the graduate attributes.

9. Actively seek the feedback and engagement of students and staff to ensure continuous improvement of the learning environment.

Feedback from students and staff informs the continuous improvement of the effectiveness of arrangements to promote student achievement. Collective and individual student feedback may be gathered in a variety of ways, depending on the context of the individual provider (see also Student Engagement Theme). Providers are encouraged to use a range of informal and formal methods. Academic and support staff play a key role in enabling student achievement and providers are encouraged to involve them in the continuous review of support arrangements to enhance the learning environment.

- Students have opportunities to provide feedback through a variety of methods such as surveys (Course Feedback Survey, NSS, PTES, PRES, Annual Survey) and the student representation system (class representation, Student/Staff Liaison Committees). Informal mechanisms are also available, such as 'open door' policies, approachable staff, tutorials and laboratories, in-class discussions, focus groups with students and student representatives on specific topics, email, PGR Portfolios and research development events.
- The University has a strong relationship with the Student Representative Bodies. The Student Representation system is a key and valuable method by which to obtain feedback from students (Class Representatives, School Officers, and Student Presidents).
- The Student Survey Management Group manages and coordinates a University-wide Student Survey Framework and Process for all students across the institution. The Framework which outlines clear objectives and provides a managed and co-ordinated approach to institution-wide surveys. Surveys are undertaken in a timely manner and at an appropriate point in the academic session which allows actions to be taken as early as possible. Informal classroom-based surveys (such as Start/Stop/Continue) and Course Feedback Surveys will allow some issues to be addressed quickly, whereas responses with School or University implications will be considered at a higher level by University committees.
- The University's student population is significantly diverse as the University delivers programmes at many locations across the world. A range of learning opportunities are offered which are underpinned by fair, transparent and contextualised admissions policies. Other policies which recognise the diversity of the student population include, for example, Equality and Diversity, Disability, Mental Health, Religious and Cultural Observance. The key principles of these policies inform the design, development and delivery of programmes (including assessment) at School and University level, thereby supporting the University's commitment to ensure that all students are awarded equal opportunity to achieve course and programme learning outcomes (as underpinned by the University's COP: *Student Experience*).
- The Global Student Liaison Committee is a Committee of Court which has institutional responsibility for the wider, non-academic aspects of the student experience and of student liaison, representation and feedback across all modes and locations. The Committee enables the Court to consider the effectiveness of the University's global mechanisms and processes in place to review, monitor and continually enhance the student experience and ensure that appropriate levels of student feedback and representation are enabled and encouraged within the University in accordance with best practice. The Global Student Liaison Committee encourages joint working and partnership with the Student Union.
- During 2018/19 Closing the Feedback Loop for Course Feedback Surveys, was a funded research project as part of the QAA Enhancement theme which aimed to reflect the University's commitment to partnership-working by encouraging staff to communicate back to students actions being taken as a result of their feedback. The University is taking concerted and sustainable steps to embed this across all campuses and modes of study. The Project's report provides clear roles, timelines and dissemination for stakeholders involved in the process.
- Outcomes from student surveys are not only considered in isolation (i.e. where specific action plans are produced, e.g. NSS), but they also feed into other periodic processes such as Annual Monitoring and Review, Academic Review, PSRB Accreditation and consideration of Institutional Key Performance Indicators Processes are consistently applied and constantly monitored to ensure they are useful, timely, credible and remain fit for purpose.
- The University Committee for Learning and Teaching is responsible for monitoring a series of Institutional Key Performance Indicators, including 'Entry Scores' and 'Graduate Destinations'. Schools report directly to UCLT (via the Directors of Learning and Teaching) on the performance of KPIs but also summarise key points and actions through the Annual Monitoring and Review process.
- The School Committee structures and Student representation systems provide opportunities for students to be engaged in the consideration of monitoring and review outcomes. Outcomes are also considered at University-level committees and are used to monitor the implementation of the University Strategy (2025), the Learning and Teaching Strategy (2018-2025) and the Research and Innovation Strategy. Student Representatives are members of these University-level committees.
- As part of the University's Academic Review process, students are able to contribute to the reflective document and meet with the Review Team to provide feedback on their experience. Students also participate in Enhancement Workshops undertaken as part of the process. As part of a Professional Accreditation Review Visit, the accreditation team may speak directly to students to obtain their views.

- Individual Directorates, and sections within them, monitor and evaluate the services they provide in support of student learning through specialist user groups and surveys (both national and internal), and use the resulting feedback to improve provision. Monitoring and review outcomes will inform the development and continued implementation of the Learning and Teaching Strategy and the Excelling in Research & Enterprise Strategy. Actions may result in the change or introduction of new, policies, procedures and roles. (See *Guiding Principle 3 above and Monitoring and Evaluation mapping document*).
 - The Planning Office is responsible for providing data to external agencies such as the Higher Education Statistics Agency (HESA) and the Scottish Funding Council (SFC), as well as for internal purposes. The University annually reviews fair access with the Scottish Funding Council and publishes a mutually agreed Outcome Agreement. This includes review of the impact of equality measures and provides analysis, metrics and KPIs.
- Reference should also be made to the mapping documents for the following themes:
- Monitoring and Evaluation
 - External Expertise theme
 - Admissions, Recruitment and Widening Access

