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

Contents

Regulatory contexts for the Quality Code

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

Learning: The process through which students acquire new, build on, or reformulate existing, knowledge, skills and practice. 'Teaching' is any activity that facilitates this learning.

Effective learning and teaching: Learning and teaching that enables student achievement towards their intended qualifications or awards, through education that they, and other stakeholders, value. This may be monitored through providers evaluating learner engagement levels.

Stakeholders: The wider community of individuals and bodies that inform, influence and/or contribute to learning and teaching practice in higher education.

Expectations and Practices

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

This Theme gives guidance to providers to help support the provision of effective, high-quality learning opportunities for all students, wherever or however the learning is enabled and whoever enables it. It applies to any learning opportunity that leads to the award of a UK higher education qualification or academic credit, from short courses involving single modules to multi-year courses. Learning and teaching enables students' achievement to be reliably evaluated through assessment, calibrated to the national reference points, for example the Frameworks for Higher Education Qualifications.

EXPECTATIONS FOR QUALITY

Courses are well designed, provide a high- quality academic experience for all students and enable a student's achievement to be reliably assessed.	**From admission through to completion, all students are provided with the support that they need to succeed in and benefit from higher education.**
• *Effective learning and teaching combines robust pedagogic approaches with relevant discipline knowledge, subject-specific and transferable skills, aligned to providers' descriptors of graduate attributes, appropriate to the academic level of study and reflective of the changing world. Learning and teaching displays breadth, depth, pace and challenge.*	• *Staff are appropriately supported and developed, in turn, to support their students. Learning and teaching activity is inclusive in its approach, providing all students with parity of quality of learning opportunities, ensuring they are appropriately supported to flourish.*

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 document to the 'Course Design and Development', Admissions, Recruitment and Widening Access', 'Student Engagement' and 'Enabling Student Achievement' themes.

Core Practice

1. **The provider has sufficient appropriately qualified and skilled staff to deliver a high-quality academic experience.**
    In practice, this means that providers ensure individuals and teams involved in teaching and supporting students demonstrate an appropriate mix of academic, professional and pedagogic knowledge and skills.

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 providers plan for, invest in and maintain an appropriate environment for delivery of their learning and teaching. Learning facilities and resources are accessible and relevant to students' development of their knowledge and skills.

3. **The provider actively engages students, individually and collectively, in the quality of their educational experience.**
    In practice, this means that providers use engagement to assess the effectiveness of learning and teaching provision.

4. **The provider supports all students to achieve successful academic and professional outcomes.**
    In practice, this means that providers ensure the availability of an inclusive and engaging learning environment in which all students are supported to succeed. They design and deliver learning and teaching to develop subject-specific and transferable skills that enhance students' personal development and employment opportunities, including self-employment. Providers continually evaluate the effectiveness of learning and teaching in the context of student needs, achievement and progression.

Common Practice

1. **The provider engages students individually and collectively in the development, assurance and enhancement of the quality of their educational experience.**
    In practice, this means that providers engage students, and alumni where practicable, to design, monitor, review and enhance learning and teaching. Student feedback is responded to and/or acted upon to enhance the quality of learning and teaching.

HWU is able to confirm that it meets the above Core and Common (Quality) Practices. Reference should be made to the detailed mapping provided against each of the Guiding Principles below, as well as the mapping document to the 'Student Engagement', 'Enabling Student Achievement' and 'Monitoring and Evaluation' themes.

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	Heriot-Watt University Practice
1. Effective learning and teaching is underpinned by a shared understanding of the provider's learning and teaching strategy. Providers adopt an evidence-based strategic approach to learning and teaching, developed and delivered in partnership with staff, students and other stakeholders (where relevant). Course-level strategies for learning and teaching are consistent with provider-level strategy and tailored to the specific needs of the discipline, which may include relationships with professional, statutory and regulatory bodies (PSRBs).	• The University has in place a Strategic Plan (2019-2025). • The learning and teaching aspects of the University's Strategic Plan are underpinned by the Learning and Teaching Strategy (2019-2025) which has a vision of *inspiring learning.* There was an evidence-based strategic approach for the development of the Learning and Teaching strategy, with 2017 through to 2018 being a space for global workshops with staff, students, stakeholders, secondary school leaders, industry experts, professional, statutory and regulatory bodies (PSRBs) and alumni. This was led by the Deputy Principal (Learning and Teaching) and the Head of Academic Quality with strong engagement from the University Committee for Learning and Teaching (UCLT). • A Learning and Teaching Operational Plan and Timeline is in place to ensure the managed implementation of the Learning and Teaching Strategy's objectives. This also aligns to Strategy 2025 through the *pioneering education* strand and the newly formed Learning and Teaching Academy (LTA) • Underpinning the Learning and Teaching Strategy's Operational Plan are individual School Learning and Teaching Strategy Enhancement Plans and Professional Service Learning and Teaching Strategic summaries and Enhancement Plans • The impact of the implementation of the Learning and Teaching Strategy at the School level is monitored through various means, including course feedback surveys and student/staff liaison committee meetings. School Committees, the membership for which include student representatives, allow issues to be raised/addressed and, if necessary, escalated through the School's Director of Learning and Teaching to the UCLT. Roles and responsibilities of School level committees are defined as part of the University's Academic Management structure. • Monitoring and review processes (annual and periodic) provide mechanisms for reviews to be undertaken at the programme, discipline, School and University levels, which consequently provide an opportunity to monitor the implementation of the Learning and Teaching Strategy. • The University Committee for Learning and Teaching undertakes a strategic review and planning exercise on an annual basis in order to evaluate achievements of the previous year and to review, and revise if appropriate, objectives for the next and subsequent sessions. • The portfolios of programmes offered by Schools are aligned with the University Strategy 2018-25. On an annual basis Schools review their current portfolio. The Schools' Learning and Teaching Enhancement Plans are aligned with the University's Learning and Teaching Strategy (which is aligned to the University's Strategic Plan). As part of the University's Academic Approval process, Schools must document the programme's alignment with the University's Strategy, which include enhancing student learning. Examples of specific enhancement areas for inclusion at the approval stage are: development of research–informed learning skills and employability skills; induction and transition. • When programmes are accredited by UK Professional, Statutory and Regulatory Bodies (PSRB), their requirements and guidelines will be taken into account. This includes through curriculum design, industry experience and assessment methods.

2. Effective learning and teaching is underpinned by a focus on student achievement and outcomes.
 	
Providers design, deliver, monitor and evaluate learning and teaching with a focus on the outcomes to be achieved by the student and how effectively the chosen learning and teaching approaches enable this. Providers use a variety of evidence to assess student achievement and outcomes throughout their educational experience and respond accordingly.
	• The University has in place a four-part Code of Practice (COP) for the Management of Multi-Location, Multi-Mode Programmes for managing the University's provision delivered across various locations and by various modes. All four parts of the COP set out that "the University's position on spectrum of choice underpinned by common safeguards for its multi-location/mode provision is encapsulated in, and summarised by, the following fundamental principle: identical academic standards; diversity of learning experiences".
	
	• Part 1 of the COP: The Student Experience *((Principles 1.2, 1.17, 1.19, 1.21, 1.23, 1.32)*
	
	   o outlines expectations in relation to academic experience and sufficiency for students to achieve intended learning outcomes, as well as the design of assessments, and inclusion of formative assessment to provide students with the opportunity to learn and improve their performance.
	
	   o 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 COP also signposts to the 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. *Refer to the 'Assessment' theme's mapping document for further information.*
	
	• The University's Academic Approval process involves 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.

- Students can evaluate their experience and provide feedback in dialogue with teaching staff who can take deliberate steps to enhance the learning and teaching landscape for them and future cohorts. For example, 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. This work is part of a long-term commitment of the University to link more of quality assurance and enhancement processes to the graduate attributes, with this being an example of the 'Professional' attribute. The Project's report provides clear roles, timelines and dissemination for stakeholders involved in the process.

- Directors of Learning and Teaching (with support from the Student Learning Experience Committee) encourage staff at course level staff to close the feedback loop within the semester that the feedback was gathered.   Staff are encouraged to reflect on their own experiences of the course along with other forms of feedback on their learning, teaching, assessment design and practice. These include student course evaluation surveys which are provided around teaching week 10 across both semesters. Staff are encouraged to consider this feedback, along with their own and others involved in teaching the course, and close the feedback loop to students before the end of the semester.   The student-led research project – 'Closing the Feedback Loop for Course Feedback Surveys' reinforced this practice from 2018/19. Introducing greater dialogue between students and staff is important and, as a University, concerted and sustainable steps are being taken to embed this across all of campuses and modes of study.

- The Curriculum Structure Guidelines provide guidance on the incorporation of VISION (the University's Virtual Learning Environment), into the curriculum and make reference to a minimum expectation for the posting of learning materials on the VLE. The University, through 2019/20, will be replacing the VLE for 2020/21 which will provide the opportunity to refresh content, practices and best practice going forward. Students undertaking group coursework receive information on the roles and responsibilities of individual team members within guidelines provided in-class and course documentation made available on the VLE. A range of appropriate assessment methods is adopted across Schools to evaluate an individual student's contribution, for example peer assessment of student team members. Students can be asked to declare in writing that individual work is their own.

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3. **Effective learning and teaching provides students with an equivalent high-quality learning experience irrespective of where, how or by whom it is delivered.**

   The nature, content and context of students' learning experiences may vary but providers ensure parity of quality of learning opportunities by adopting inclusive learning and teaching practices (see the Assessment Theme for guidance on how this is mirrored in providers' approaches to assessment). Providers ensure that practices take account of different ways of learning, modes of study, diverse educational, linguistic, social and cultural backgrounds, and abilities to provide a flexible and inclusive approach that enables and empowers every student to fulfil their potential and achieve a successful outcome.

- The University's position on spectrum of choice underpinned by common safeguards for its multi-location/mode provision is encapsulated in, and summarised by, the following fundamental principle: identical academic standards; diversity of learning experiences" *(Four-part Code of Practice (COP) for the Management of Multi-Location, Multi-Mode Programmes).* An overall expectation, as defined within Part 1 of the COP: Student Experience, is that "all Heriot-Watt 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 1.2, requires that The academic experience must be sufficient to allow all students to complete their programme of study and to achieve intended learning outcomes in all locations and by all modes of learning. Part 3 of the COP relates specifically to the Management and Assurance of Academic Standards.

- Strategy 2025 articulates a strategic approach to learning and teaching which ensures that it is appropriate, high quality and inclusive. It is a value-led approach at every level of the University. The *learning to learn* vision will help its students and graduates to flourish and succeed in an ever-changing global society. HWU's degree programmes are highly regarded for their professional relevance and the resultant employability of its graduates. For example, in the most recent graduate employment destinations data (2016/17), Heriot-Watt University ranked 2nd in Scotland in terms of graduates being in graduate-level employment within 6 months of completion of their degree. Through the Strategic Plan, the University will continue to innovate in the area of global curriculum design and further develop a distinctive approach through the latest research into learning, increasing digitalisation, and combining individual and collaborative modes of study.

- For cross-campus delivery, to ensure that both coursework and examinations are fair for all students, irrespective of campus location, it is expected that all members of the global teaching team have some involvement in the setting of coursework and exam papers. This allows for course learning outcomes to be addressed whilst allowing for cultural and contextual examples to be provided which help embed learning for students. The University's Academic Management Structure is in place to help support this collaborative approach.

- Learning and teaching activities are aligned with knowledge and skills-based outcomes. For example:
  - 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
  - Strength in different ways of learning (e.g. modes, blended learning, online only)

- Heriot-Watt University's learning and teaching activities contribute to the development of our students' skills and attributes in a number of ways. For example, teaching methods and methodologies are encouraged to incorporate industry and educational leaders to be guest lecturers. Our work with graduate apprenticeships are a direct example of applied teaching which helps students' develop skills which are pedagogically aligned. Our campus in Orkney is renowned for their industry and community links which involve students working and studying with local experts to develop their skills and attributes.

- The creation of the Global Learning and Teaching Academy (LTA) in 2019 will ensure that current and new academic colleagues will receive support to develop necessary knowledge, skills and experience to facilitate learning. The LTA builds on existing frameworks for learning across the University which have been reviewed and recognised as being effective.

- The University Committee for Learning and Teaching, on an annual basis, receive reports from the Information Services Director on the suitability of learning environments, at all campus locations, as part of preparations and actions for student surveys . On the basis of feedback from these surveys funding was allocated to enable the Edinburgh Campus library refurbishment, due to complete in August 2019, which will see a refresh and modernisation of the entire library building. This has led to improved quality of environment and space design, accommodating different approaches to study, from one person carrels to technically enabled group study 'pods'. Increase in study space provision by 25% to over 1,000 seats, enabled the reconfiguration of physical collections. In addition to continuing **to support both Induction and regular Information Skills teaching**, a new suite of Getting Started videos was created and further enhancements were made to the Skills for Success and Power Hours programmes. Academic Support and Liaison Librarians actively work with colleagues in Dubai and Malaysia to ensure that Information 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 intends to develop (during 2019/20), a *Global Teaching Teams* procedures which aim to enhance the depth and reach of high-quality learning environments and ensure that assessments are fair for all students irrespective of campus location by having all members of the course team involved in the setting of coursework and exam papers. There are agreed and reasonably detailed marking schemes for coursework assignments and exam papers and, where appropriate, model solutions for assignments. Staff involved in the marking of assessment should also communicate and consult with one another during the marking of assessments to ensure that markers are adopting a consistent marking approach across the campuses.

4. Effective learning and teaching is informed through reflective practice and providers enable staff to engage in relevant, timely and appropriate professional development that supports students' learning and high-quality teaching.
 	
Effective student learning is facilitated by interaction with appropriately qualified, supported and developed teaching and support staff. Providers ensure that staff demonstrate up-to-date knowledge and practice in both their subject and appropriate pedagogies. Providers ensure that staff engage in self-reflection to appropriately inform their learning, teaching and assessment design and practice. Staff are provided with access to continuing professional development (CPD) that is planned, monitored and evaluated (for example, for its impact on student achievement, where possible). Providers offer opportunities for all those involved in learning and teaching to inform each other's practice and experience.
	• 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.
	
	• Academic staff are supported for the development of learning and teaching skills in a variety of ways, for example:
	   o the Postgraduate Certificate in Learning and Teaching Programme
	   o Learning Enhancement and Development Skills (LEADS) course
	   o Academic Mentors (as part of the Probationary Procedures)
	   o Programme Teams/Peers
	   o Information Services' Power Hours
	   o Newly-introduced guidance/policy on Peer Support of Teaching
	   o Activities at a national level (eg Quality Enhancement Themes and review of benchmark statements)
	
	• The creation of the Learning and Teaching Academy (LTA) in 2019 will provide current and new academic colleagues with support for developing knowledge, skills and experience to facilitate learning. The LTA builds on existing frameworks for learning across the University which have been reviewed and recognised as being effective. Student learning is facilitated, and supported, through interactions with academic and support staff across all modes of learning. For example, learning technologists are working with academics to enhance materials for both on-campus and online students.
	
	• The University ensures that staff demonstrate up-to-date knowledge and practice in both their subject and appropriate pedagogies through a variety of means:
	   o Annual appraisals by senior academics of learning and teaching activities (e.g. PDR)
	   o Annual Monitoring and Review;
	   o Personal Tutoring training
	   o Periodic Academic Reviews of Disciplines;
	   o PGCilT (which is aligned with the UK Professional Standards Framework for Higher Education)
	   o <u>Learning & Teaching</u> student satisfaction data and associated action plans which are considered by the University Committee for Learning & Teaching.
	   o <u>Engagement with AdvanceHE</u>
	
	• Academic staff are also supported for taking sabbatical leave, for which procedures are in place. Sabbatical leave is one way by which academic staff remain at the cutting edge of their discipline and bring an external perspective back to the institution.
	
	• The University supports staff who act as external experts for other institutions. Many of the University's academic staff act as External Examiners, enabling them to influence the development of, and to learn from, practice at other institutions.
	
	• Staff are encouraged to reflect on their own experiences of the course along with other forms of feedback on their learning, teaching and assessment design. These include student course evaluation surveys which are provided around teaching week 10 across both semesters. Staff are encouraged to consider this feedback, along with their own and others involved in teaching the course, and close the feedback loop to students before the end of the semester. The student-led research project – 'Closing the Feedback Loop for Course Feedback Surveys' reinforced this practice from academic session 2018/19.
	
	• Staff engage in scholarly activity, which ensures that the curriculum is research-led at subject level. Heriot-Watt University is also heavily involved with the QAA Scotland Enhancement theme whereby staff have been engaging at a University and also at a national level.
	
	• Staff on scholarly contracts, as part of their continuing professional development (CPD), are encouraged to attend University symposia which showcase best case practice in learning and teaching from across the Higher Education Sector. The creation of the Learning and Teaching Academy has, at an institutional level, raised the profile of continual professional development in terms of learning and teaching. Going forward, this will include increased opportunities and support to publish research on pedagogical activities across all campus locations and modes of study.
	
	• The Peer Support of Teaching Policy encourages opportunities for those involved in learning and teaching to inform each others' practice and experience. This is designed to be done for both new and existing staff members. The University Committee for Learning and Teaching hosts a series of talks, presentations and workshops which bring in best practice to enable colleagues to consider applying aspects of this to their learning, teaching and assessment design and practices. The Principal and Deputy Principal (Learning and Teaching) also host annual events for colleagues involved in supporting and delivering learning and teaching across all five campuses. The Student Union also hosts the *Learning and Teaching Oscars* annually which celebrates academics and support staff who have made a difference to students' learning experience. These events provide a space for conversations and ideas to be exchanged which can inform enhancements across the University.
	
	• 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 be to provide the institutional focal point for identifying and sharing good practice in learning and teaching across all five campuses.
	
	• 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's policies recognise the the diversity of the student population and 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: Student Experience)*.
	
	• In relation to "inclusion for all", the University has dedicated staff whose functions focus on areas that impact directly on equality and diversity. There are also teams across Heriot-Watt that make significant contributions and all play an integral part: Human Resource Development, Student Support and Accommodation, the Chaplaincy, the Athena SWAN Self-Assessment Team.

	• Health and Wellbeing Services:
	     o 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.
	     o 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.
	     o 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.
	     o work with a range of external support services, including GPs, local health providers and local authorities to provide support in specific student cases.
	     o

5. Effective learning and teaching is underpinned by routine evaluation of provision to manage and enhance their learning and teaching activities, including achievement of qualification and award outcomes. Providers use a range of internal and external information and feedback to enable them to keep their approach to learning and teaching under review, taking deliberate steps to facilitate the continuous improvement of the learning opportunities and support they provide. Evaluation and enhancement takes place for all learning and teaching activities.	• Staff are encouraged to reflect on their own experiences of the course along with other forms of feedback on their learning, teaching, assessment design and practice. These include student course evaluation surveys which are provided around teaching week 10 across both semesters. Staff are encouraged to consider this feedback, along with their own and others involved in teaching the course, and close the feedback loop to students before the end of the semester. The student-led research project – 'Closing the Feedback Loop for Course Feedback Surveys' reinforced this practice from 2018/19. • 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. • The Peer Support of Teaching Policy encourages opportunities for those involved in learning and teaching to inform each others' practice and experience. • Routine and standard monitoring and review activities naturally feed into higher-level formalised processes, for example, the University's Annual Monitoring and Review process, the monitoring of key performance indicators and Academic Review. Schools have in place processes for engaging staff and capturing outcomes that will feed into the School and University level processes. • 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; a 'summary of summaries' report. Action plans are formulated for approval by, and progressing developments through the committees of the Senate. • Processes are designed and operated in such a way that allow outcomes to be raised in a timeous manner, providing early remedy for the improvement of the student learning experience, or informing higher-level monitoring and decision-making, for example, development and implementation of the University's Learning and Teaching Strategy. • As representatives on UCLT and UCQS, it is the responsibility of the DLTs and DAQs, to ensure that outcomes are widely disseminated and development initiatives implemented. • As part of the Academic Review of disciplines, the enhancement workshops are a compulsory part of every review which enables a space for colleagues to take deliberate steps to facilitate the continuous improvements of the learning opportunities. These cover all campuses and modes of study and are often based on evaluation of student satisfaction data and reflection from colleagues involved in the delivery at course and programme levels. Enhancement workshops take place as part of the Academic Review process. Workshop topics relate to the Learning and Teaching Strategy and provide an opportunity for the School staff, to explore with their peers, students and external representatives, development topics or issues/challenges, some of which may have been raised through monitoring and review processes, such as student surveys and the review of the KPIs. • Other opportunities to share, discuss and interpret monitoring and review findings are provided, for example: the AMR Dissemination event, the annual Learning and Teaching Symposium and Learning and Teaching Colloquium. Further opportunities are foreseen through the newly established Learning and Teaching Academy (September 2019). • The University uses a range of internal and external benchmarking around learning and teaching, achievement of qualification and award outcomes. There are deliberate steps taken to reflect upon this data and seek to improve outcomes for students through targeted actions at an institutional level. For example, the University Committee for Learning and Teaching considers these reports and puts in place actions plans and initiatives to make enhancements. This often involves partnership working with the Student Representative bodies, professional services and academic leaders to take forward projects. • The University Committee for Learning and Teaching, on an annual basis, receive reports from the Information Services Director on the suitability of learning environments, at all campus locations, as part of preparations and actions for student surveys. On the basis of feedback from these surveys funding was allocated to enable the Edinburgh Campus library refurbishment, due to complete in August 2019, which will see a refresh and modernisation of the entire library building. This has led to improved quality of environment and space design, accommodating different approaches to study, from one person carrels to technically enabled group study 'pods'. Increase in study space provision by 25% to over 1,000 seats, enabled the reconfiguration of physical collections. In addition to continuing **to support both Induction and regular Information Skills teaching**, a new suite of Getting Started videos was created and further enhancements were made to the Skills for Success and Power Hours programmes. Academic Support and Liaison Librarians actively work with colleagues in Dubai and Malaysia to ensure that Information 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. • Further information on the University's monitoring and review activities can be found within the Monitoring and Evaluation mapping document.

6. Effective learning and teaching activities, facilities and resources make the learning environment accessible, relevant and engaging to all students.
 	
Providers design their learning environment to be safe, accessible and suitable for the nature of the learning activities and planned in a systematic way in consultation with students. The learning environment may encompass:
 	
▪ physical environment (seating, lighting and acoustics, availability of technology)
 	
▪ virtual environment (technological facilities including virtual learning environments and library systems) social learning environment (dialogue based on mutual dignity and respect and a safe environment for exploring new ideas and providing feedback).
	• Heriot-Watt University is committed to equal opportunities for all, irrespective of disability, as stated in its equal opportunity policies, and is committed to the principles of the Disability Discrimination Act 1995 and the Special Educational Needs and Disability Act (SENDA) 2001. The University has in place a suite of policies, procedures, support and guidelines for students who require additional learning support.
	
	• Learning environments at Heriot-Watt University have seen significant enhancement over the past five years at all campuses. These have all been designed to be safe, accessible and suitable for the diverse learning needs of academic communities. Planned student engagement has taken place in a systematic manner (e.g. students involved in committees, requirement gathering phases) and have focused on delivering the following enhancements to learning and social environments:
	
	    o Flexible revision and social spaces (e.g. individual study pods, group rooms, crush seating)
	    o Increase in charging outlets in social, learning and study environments
	    o Flexible teaching rooms to facilitate active learning
	
	• The University is in the process of moving to a new Virtual Learning Environment for 2020/21. The work will adhere to the new *Public Sector Web Accessibility Regulations* from the UK Government which requires online content to be far more accessible to all students. For September 2020, this will include the website, student portal, virtual learning environment as well as the library system at all campuses.
	
	• There are plans to develop *learning capture* across all campuses to enable the suite of different teaching and learning practices across Heriot-Watt University. This will also help ensure that learning materials are accessible and suitable to all. Students have been central in the development of these plans through the Digital Learning Forum (DLF) and have been feeding this back to the University in Course Feedback Surveys.
	
	• In 2018, the University Executive endorsed the creation of the Global Learning and Teaching Academy. Although separate from Information Services, there is a close relationship between the LTA and IS in order to achieve the desired outcomes to be Pioneering in Education and to realise the *Inspiring Learning* vision of the Learning and Teaching Strategy 2019-2025. In anticipation of this, Information Services created the Learning and Teaching Enhancement Service (LTES) within its Academic Learner Services. This new team brings together a range of specialist staff and services to support the Academy incorporating librarian service, multimedia production, learning technologists, VLE support, learning spaces planning and development to support innovative pedagogies, including collaborative and peer-led learning.
	
	• The enhancements to learning environments across the University have been designed to reflect the changing way that students socialise and engage in their learning spaces. For example, the design of the Learning Commons, GRID building and James Watt Centre provide choice for students to study in groups, by themselves and to use their own devices to share content. These spaces are accessible to all which are monitored, well lit and has a mixture of quiet and interactional zones. Students, and their representatives, have been involved in their design and their continued development as they are now established.
	
	• Heriot-Watt University's learning and teaching activities contribute to the development of our students' skills and attributes in a number of ways. For example, teaching methods and methodologies are encouraged to incorporate industry and educational leaders to be guest lecturers. Our work with graduate apprenticeships are a direct example of applied teaching which helps students' develop skills which are pedagogically aligned. Our campus in Orkney is renowned for their industry and community links which involve students working and studying with local experts to develop their skills and attributes.
	
	• There are examples from across the University where students, employers and alumni are involved in the design and delivery of learning and teaching. For example, within the School of Energy Geoscience Infrastructure and Society, they have industry experts involved in their programme approval process and on advisory boards. In the School of Mathematical and Computing Sciences, alumni and students were involved in the Academic Review of learning and teaching approaches within the Actuarial Mathematics discipline.

7. Effective learning and teaching ensures that information about, and support for, learning and teaching is clear and accessible to all students and stakeholders. Providers give clarity on the responsibilities of staff, students and, where appropriate, other stakeholders (such as employers involved in work-based learning and apprenticeships) for learning and teaching and its support. Information is provided in an inclusive, transparent and accessible way. Providers engage students to monitor, review and evaluate this information to ensure that it meets the needs of different groups of students.	• Every student receives a programme handbook at the start of each academic year. It provides students with a range of information which is a mixture of University-wide information and expectations (e.g. Values, Academic and Support Services, Policies) and programme-specific information (e.g. progression requirements, material to be covered, named contacts). For Graduate Apprenticeship students, the responsibilities of staff and students are detailed in the Graduate Apprenticeships Handbook and its subject-specific supplements. Responsibilities of students are also detailed as part of the general matriculation process. For employers, these are also detailed in the handbook and in the agreement between each and employer and the University. • In terms of engaging students to monitor, review and evaluate this information, the University has in place an established, effective and systematic student representation system which is supported by the Student Representative bodies and the University. This includes representation on School and University level Committees, including 'Court', the University's governing body. In 2018/19, this has been enhanced further by the enhanced role of the Learning and Teaching Enhancement Fora (LTEF) at all campus locations. • Monthly meetings take place between Sabbatical Officers, the Principal, Deputy Principal (Learning and Teaching) and Schools to discuss issues in order to ensure that information about, and support for, learning and teaching is clear and accessible. This is done at various levels. At School-level, the Student Staff Liaison Committees provide platforms for student representatives to engage with School leaders to take forward enhancements in educational experience. At Campus-level, the Learning and Teaching Enhancement Fora (LTEF) allow partnership working to take forward both academic and non-academic activities, this is a good example of pursuing the Strategic vision of 'global partnership' with locally-led solutions. At an Institutional-level, the Student Partnership Agreement is one of several formal exemplars of co-creation of objectives and measures to assess progress. A key example of this has been the increased role of student representatives in operational and strategic committees which involved quality assurance and enhancement work. • The University's Academic Management Structure clearly sets out roles and responsibilities for key learning and teaching roles within Schools such as the Director of learning and Teaching, Director of Studies and Course Leader. For the management of students on placement (work and academic), roles and responsibilities, assessment, quality assurance and risk, are outlined within policies, procedures and guidelines, ie Students Placement Policy and briefing paper, a guide to Exchange Partnerships; Guidelines on Work Placements. • The University website provides a complete list of searchable academic and non-academic policies (see links). The suite of policies includes policies and procedures around learning and teaching matters (e.g. mitigating circumstances, temporary suspension of studies and submission of coursework) which provide clear expectations about the roles of the student and other stakeholders.

- The Academic Support and Liaison Librarians (Information Services Directorate, UK) provide academic writing and scholarship support to students in a number of key areas. They are currently working to provide pre-induction support to Graduate Apprentice students through recorded Power Hours and ensuring that existing appropriate Power Hour recordings such as "Adjusting to University study" are adapted for GA students. These materials are made flexible to enable their reuse and repurposing for other contexts.

- Additional content for videos is currently in preparation e.g. Reflective Writing, Planning and Structuring Essays, Summarising and Paraphrasing.

- Academic Support and Liaison Librarians (Information Services Directorate, UK) actively work with colleagues in Dubai and Malaysia to ensure that Information 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.

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8. Effective learning and teaching encourages and enables students to take an active role in their studies.

Providers enable students to engage in independent learning relevant to the level of study, working in partnership with individuals and teams to display appropriate academic behaviour and integrity. Providers assist students to transition and progress through their studies.

- A strategic theme of the University's new Strategic Plan is *'Pioneering in education'* whereby learning and teaching promotes, develops and rewards students who take an active role in their studies. Many students are studying independently at distance whereby teaching is designed to scaffold their learning and provoke ideas for further exploration. This will be taken forward by the Learning and Teaching Strategy which sets out the strategic ambitions of Heriot-Watt University for the next seven years (2018-2025), and is aligned with the Pioneering in Education strategic theme within the University's Strategy 2025.

- The University's overall aspirations for the strategic enhancement of learning and teaching by 2025 are framed by:
  - **Vision**: to encapsulate the University's aspiration that its strategic developments will provide a stimulating, enriching learning experience and will develop critical learning to learn capabilities;
  - **Focus**: the Heriot-Watt Graduate will be the focal and end point of the Learning and Teaching Strategy, and at the centre of developing and delivering the Strategy;
  - **Priorities**: a series of institution-wide initiatives and developments, encapsulated as Curriculum, Teaching and Assessment, the three key elements essential to delivering the Inspiring Learning strategic vision and to developing HWU Graduates.

- The Learning and Teaching Strategy encourages, and expects, students to be at the heart of their learning experience with the focus on the HWU Graduate. This includes a range of teaching and learning methods which include independent learning, working in partnership with individuals and teams. Students undertaking group coursework are provided with guidelines in-class and within course documentation available on the VLE about the roles and responsibilities of each individual within a team. A range of appropriate assessment methods is adopted across Schools to evaluate an individual student's contribution, for example peer assessment of student team members. Students can be asked to declare in writing that individual work is their own.

- The University also expects students to adopt appropriate academic behaviour and integrity. In 2017/18, the University adopted the QAA's guidance (2017) to tackle *Contracting to cheat in Higher Education – how to address contract cheating, the use of third-party services and essay mills.* The Senate passed the *Ensuring Academic Rigour in Assessed Work Policy* which clearly states what is expected of students, what will not be accepted and how, if students have not displayed appropriate academic behaviour and integrity, they will be supported to learn how to do so through undertaking Power Hours. This operates in conjunction with Regulation 50: Student Discipline and the Student Discipline Policy and Procedures. Students are exposed to good academic practice through various forums, such as programme handbooks, lectures, tutorials, skills development courses (delivered within the School and by Information Services). They are made aware of the need to adopt appropriate ethical behaviour and confidentiality as part of their programme of study as required. Advice is also given on professional standards and expectations. Academic Registry provides for students general examination and assessment guidance (which includes examination conduct and cheating). Students are guided to the information through Programme Handbooks and email correspondence.

- 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. This has helped over 260 students since 2014 in a number of pastoral, academic and logistical ways. 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 Campus also offers a range of scholarships and, in view of the devastation caused by the recent 2018 floods in Kerala, Heriot-Watt University Dubai has announced the Kerala Hardship Scholarships. These scholarships will be offered to Keralites, living in India or abroad, who have been affected by the floods. This scholarship will cover up to 50% of the tuition fee for a maximum of 50 students and will be open to applicants for any foundation, undergraduate and postgraduate programmes. 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.

- Personal Tutoring is available to all taught students. From 2018/19, every student can identify their Personal Tutor on the homepage of their Self-Service page within the Student Portal (myHWU). Personal tutors are required to have several contact points with their students at various points in the academic year. A Personal Tutor Policy and Guidelines document is available and staff have a Personal Tutor e-handbook which outlines what is expected of them and some of the potential issues which may arise. Health and Wellbeing Services 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.

- Personal tutoring has been a key focus of the Student Partnership Agreement in 2018/19 with particular improvements in awareness and usage in Dubai and Malaysia.

- In relation to progression, there is an expectation that Personal Tutors will meet with their students at key moments in the academic year which may be challenging for them and a good time for guidance. For example:
  - During Welcome Week, new students find out about Personal Tutoring;
  - For new students, a contact is made by the end of teaching week 2;
  - For returning students, tutees are invited to discuss how they are settling in to the new academic year, if there has been any issues arising from previous semester's assessments.
  - For new students, a further contact takes places in teaching week 8/9 and is to address assessment anxieties, offer guidance on revision etc.
  - Early in semester 2, every student is invited to a meeting to discuss semester 1 results.

9. **Providers encourage and enable students to evaluate and manage their own learning development, supported by opportunities for ongoing dialogue with staff.** Providers encourage students to evaluate their learning experiences and provide feedback in dialogue with individuals and teams through deliberate steps that inform the enhancement of learning and teaching.	• The University recognises that encouraging and enabling students to evaluate and manage their own development is an increasingly important aspect of the suite of learning and teaching methods. Throughout 2018/19, the Digital Learning Forum (DLF), which has 8 global student representatives in its membership, defined key requirements in formulating a business case for a new Virtual Learning Environment (VLE) and e-portfolio. These were then formulated into a business case which has been approved for delivery in 2019/20. The project will source the optimum e-portfolio solution to be implemented alongside, and integrated into, 'Canvas' (the new VLE). It is proposed that Graduate Apprenticeship students will be the first cohort to use this. The e-portfolio will enable students to evaluate and manage their learning with the support of staff involved in the delivery of the course. • Across the University, programmes will have in place HWU-Assessment Principles which are overseen in the programme approval stage at School and University-levels. They will encourage students to evaluate their learning experiences and provide feedback in dialogue with individuals and teams. Through implementation of the Learning and Teaching Strategy (2018-2025), there will be a step change in how such principles are embedded within a programme: • Diverse in format, using technology as appropriate, but focused on "assessment for learning" • Aligned explicitly with learning outcomes and with the HWU Graduate Attributes • Aligned with HWU Curriculum and HWU Teaching Approaches • Evaluate application and problem-solving • Clear, consistent institutional policy on reducing the volume of assessment at course level • Clear, consistent institutional policy on assessment type, with a focus on applied, practical methods • Managed at the programme level globally • Accompanied by timely feedback which supports and develops learning • Provide a framework in which academics are supported and encouraged to try out new approaches to assessment. • Students can evaluate their experience and provide feedback in dialogue with teaching staff who can take deliberate steps to enhance the learning and teaching landscape for them and future cohorts. For example, 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. This work is part of a long-term commitment of the University to link more of quality assurance and enhancement processes to the graduate attributes, with this being an example of the 'Professional' attribute. The Project's report provides clear roles, timelines and dissemination for stakeholders involved in the process. • There are examples from across the University where students, employers and alumni are involved in the design and delivery of learning and teaching. For example, within the School of Energy Geoscience Infrastructure and Society, they have industry experts involved in their programme approval process and on advisory boards. In the School of Mathematical and Computing Sciences, alumni and students were involved in the Academic Review of learning and teaching approaches within the Actuarial Mathematics discipline. • Directors of Learning and Teaching (with support from the Student Learning Experience Committee) encourage staff at course level staff to close the feedback loop within the semester that the feedback was gathered. Staff are encouraged to reflect on their own experiences of the course along with other forms of feedback on their learning, teaching, assessment design and practice. These include student course evaluation surveys which are provided around teaching week 10 across both semesters. Staff are encouraged to consider this feedback, along with their own and others involved in teaching the course, and close the feedback loop to students before the end of the semester. The student-led research project – 'Closing the Feedback Loop for Course Feedback Surveys' reinforced this practice from 2018/19. Introducing greater dialogue between students and staff is important and, as a University, concerted and sustainable steps are being taken to embed this across all of campuses and modes of study. • In 2018/19, Heriot-Watt University created an enhanced transcript to capture and celebrate enhancements and co-curricular learning both within and outside the University. This was a key operational deliverable from the Student Partnership Agreement and has been developed by the Student Administration Revitalisation Programme (SARP) in partnership with student representatives and staff at all campus locations. This is part of the approach to developing the HWU Graduate, which recognises that learning opportunities are always available. The University wants to recognise, reward and celebrate students who seek to develop their skills. • The Personal Tutoring system also provides the opportunity for students to evaluate and manage their learning development which is supported by dialogue with staff. Every Personal Tutor should be within the same, or similar, discipline to that of their tutee, which will afford them opportunities to seek guidance as the progress through their studies and take opportunities as part of their progression.