Heriot-Watt University

Institutional Approaches to Good Practice in Learning and Teaching

This paper summarises approaches taken by Heriot-Watt University in identifying and sharing good practice in learning and teaching. Approaches adopted by the University's committees, the Schools, relevant Professional Services and the three Student Organisations are included, as well as an analysis of some of the current challenges. The paper was considered by the Directors of Learning and Teaching at their meeting on 5 December 2018, and thereafter by the University Committee for Learning and Teaching at its Away Day on 16 January 2019 and more formally at its business meeting on 23 January 2019. Local examples of, and processes for, good practice were gathered from Schools during February and March 2019, and were added as an Appendix.

This paper represents an update and revision of the original version of the *Institutional Approaches to Good Practice* paper as at 5 March 2014, and, in addition to the expected updates, the paper represents the shift within Heriot-Watt towards a more global, multi-campus approach to identifying and sharing good practice. Initial versions of the paper were revised (following the above meetings) and extended to incorporate overviews of local processes for identifying and sharing good practice.

A. Background

In ELIR2 in 2011, the University itself identified in its Reflective Analysis the need to put in place a more integrated, systematic approach to identifying, disseminating and embedding good practice in learning and teaching (ELI2, HWU RA, para 4.5.31), with the Learning and Teaching Board having a role in managing this institutional approach. It was agreed that the development of an institutional approach to good practice in learning and teaching should be incorporated into the new University Learning and Teaching Strategy, the consultation process for which began in March 2012.

The approaches presented in this paper are primarily related to formal processes and routes through committees, but the value of more informal and individual mechanisms for sharing good practice is also recognised. The institutional mechanisms are, at the present time, largely facilitated through the learning and teaching committee structure; the establishment of a global Learning and Teaching Academy from September 2019 (see section B2) will, however, provide a more strategic, dynamic approach to good practice.

B. University Level

1. Learning and Teaching Strategy 2018-2025

The University's new Learning and Teaching Strategy 2018-2025 has identified *Support, Development and Training for Staff* as one of four Enablers, the critical underpinning elements on which the success of the new Strategy is dependent. Within this Enabler, there are several, key requirements related to identifying and sharing good practice in learning and teaching.

The development of the Learning and Teaching Strategy as a whole has been informed by good practice identified from other UK and overseas HEI's, as well as by local HWU practices.

The University Committee for Learning and Teaching has discussed the matter of institutional approaches to sharing good practice in learning and teaching at numerous meetings, including as part of the development of the Learning and Teaching Strategy and the establishment of the Learning and Teaching Academy (most recently, 12 June 2018, 5 September 2018 and 7 November 2018)..

The predecessor of the University Committee for Learning and Teaching, the Learning and Teaching Board, had likewise discussed at length the issue of institutional approaches to sharing good practice in learning and teaching at two meetings (13 November 2013; 11 December 2013), with this topic being selected as the Board's *Enhancement/Discussion* item at the November 2013 meeting.

2. Sharing Practice across a Global Institution

As a multi-site organisation, with five campuses (Edinburgh, Orkney, Scottish Borders, Dubai and Malaysia), Heriot-Watt University is very well-placed to share and benefit from a rich diversity of good

practice in learning and teaching. Some of the key mechanisms for, and examples of, sharing developments in both learning and teaching and in enhancing the student learning experience include:

- Go Global opportunities, including inter-campus transfers and 2-week study visits;
- Inter-campus secondments, teaching blocks and short visits for staff;
- Six Student Success Advisors across Scottish, Dubai and Malaysia Campuses;
- Student-led awards (Learning and Teaching Oscars) at Scottish, Dubai and Malaysia Campuses;
- Cross-campus School Officer Network

Learning from practices in different campuses is now starting to have an impact in terms of institutional initiatives. For example, the following initiatives at the Malaysia Campus are now being rolled out more widely:

- Peer Assisted Learning Support (PALS) is being piloted by two Schools at the Edinburgh Campus, following its introduction at the Malaysia Campus;
- It is intended that the EmPOWER Programme, a Malaysia Campus initiative which is designed to deliver a series of experiential learning opportunities around personal development, will become an institution-wide programme, and will be piloted at the Edinburgh Campus in 2019/20 (*see Year 1 Operational Plan, Strategy 2025, Pioneering in Education theme*);
- The Youth Transformation Programme, a personal development initiative which is offered at the Malaysia Campus to post-secondary school students, has been re-developed and will be offered, as the Fit for Future Programme, in May 2019 to Year1 Undergraduate Students.

The University also shares practice with, and learns from, its global network of academic partners, with the Partner Annual Monitoring and Review process providing a regular, formal opportunity for highlighting enhancements.

3. **The Learning and Teaching Academy**
The provision of institutional support in developing academic practice for established staff members has long been a strategic goal of Heriot-Watt University, with *Developing Staff* being one of the four Strategic Objectives of the previous Learning and Teaching Strategy. While resource constraints inhibited the institutional development of such provision, plans for the establishment of a Learning and Teaching Academy emerged from a broad discussion on the future direction of learning and teaching at HWU between the then Learning and Teaching Board and the Principal and Vice-Chancellor on (11 December 2015).

The scope of the Learning and Teaching Academy was developed initially through the "Global Learning and Teaching" strand of the University's *Transformational Initiatives* project activity during 2016/17, with oversight provided by the Learning and Teaching Board, and was showcased at various key meetings including the University Leadership Forum on 18 May 2017 and Senate on 28 June 2017. Resource for staffing the LTA was secured through the 2018 Planning Round process, which enabled the LTA to move beyond initial scoping and become an institutionally funded project; a finalised blueprint (*Context, Foundations and Ambition*) was concluded in October 2018.

The Learning and Teaching Academy will be formally launched in September 2019, and the Director of the LTA took up post in mid-April 2019, with an initial focus on establishing the Academy.

The LTA, which will operate globally across all five campuses, has three clear, specific strands related to learning and teaching within its remit: staff development; good practice and innovation; recognition and reward framework. As regards good practice and innovation, the following has been specified:

- Establish and curate a University-wide repository of good practice in learning, teaching and assessment;
- Nurture, incubate and facilitate innovation in learning and teaching globally;
- Disseminate and promote the adoption of good practice and innovation in learning and teaching across the institution.

The LTA will be transformative in terms of identifying, sharing and adopting good practice and innovation in learning and teaching. Until its establishment, there will continue to be limitations in the effectiveness of institutional approaches, eg at present, there is a recognised gap in the extent to which local innovations are being developed into University-wide initiatives.

4. **Committees: University Committee for Learning and Teaching**
    The University Committee for Learning and Teaching has responsibility at the institutional level for promoting good practice in learning and teaching[1]. The Committee uses international and national practice to inform its strategic activity; however, internal good practice also provides a valuable resource for shaping institutional developments. In particular, the Committee uses its Enhancement/Discussion slot at each meeting and its annual Strategy Away Day as a means of highlighting local activities which can influence collective developments or which should become institutional projects.

    At is final meeting of the academic year, the Committee considers a range of internal and external annual summary reports, which the Committee uses to inform its own key priorities for the coming year (see UCLT Minutes, 12 June 2018, 5 September 2018). A Summary of All Annual Summary Reports provides, in a single document, an overview of the key issues emerging from all assurance and enhancement reports and from the analyses of survey and retention reports.

    - Summary of Learning and Teaching Strategy meetings with Schools and relevant Professional Services
    - Summary of Student Surveys (Learning and Teaching)
    - Summary of Chief External Examiner/External Examiner Reports
    - Summary of Academic Reviews
    - Summary of Annual Monitoring and Review
    - Annual Report on Quality to Scottish Funding Council
    - Annual Report from QAA Scotland on Institutional Quality Reports to SFC

    At regular points throughout the year (November, April and May), the UCLT considers a range of local reports and action plans related to retention and student surveys from Schools, the Dubai and Malaysia Campuses and relevant Professional Services. At the relevant UCLT meeting, members are encouraged to identify one or two initiatives from their own reports which would be of interest to the wider group (see, for example, UCLT Minutes, 1 November 2017, 9 May 2018).

    The University Committee for Learning and Teaching provides reports to both the University Executive and to the Senate, which facilitates sharing of a range of both academic and management practices related to learning and teaching.

    In its first year of operation, in 2017/18, the UCLT introduced the Discussion Event as a means of focusing on particular key issues and of sharing and learning from external practice. Two events held in 2017/18 were: Developing the University's Widening Access Strategy; Improving Feedback on Assessment, which featured external speakers from the HE, secondary and primary school sectors. The Committee's first Strategy Away Day (January 2018) featured an external speaker to facilitate the Committee's discussion of how it could improve its student survey process (see UCLT Minutes 4 April 2018).
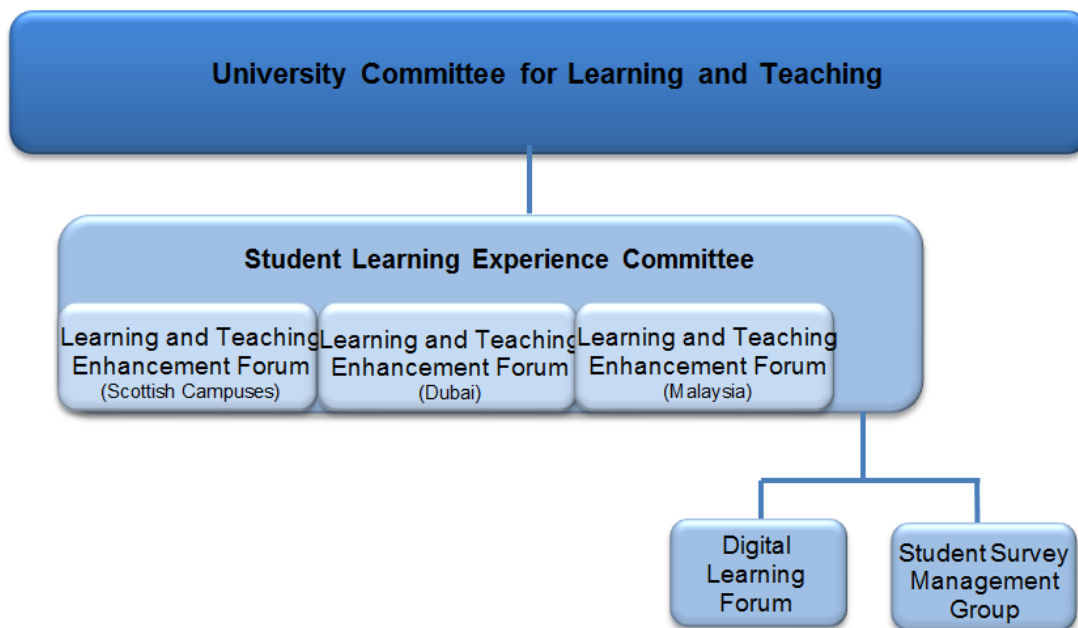
5. **Committees: Groups Reporting to the University Committee for Learning and Teaching**
    A wide range of other University committees, groups and fora are also involved in sharing good practice through their roles in academic framework which underpins learning and teaching. All learning and teaching policies, procedures, guidelines and processes are developed by Clerks researching good practice at other HEIs (both UK and overseas) and by members who bring forward examples of good practice based on their own personal knowledge and experience.

    The University's learning and teaching reporting structure is continually evolving to facilitate equitable engagement of all campuses in enhancing learning and teaching and in sharing good practice.

    The key groups, and a very concise summary of their function, which report to the University Committee for Learning and Teaching are shown below:

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[1] See UCLT Handbook 2018/19, https://www.hw.ac.uk/services/docs/uclthandbook.pdf

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The Learning and Teaching Enhancement Fora, which were established from September 2017, provide local, campus-specific opportunities for sharing good practice in learning and teaching. As each forum reports to the Student Learning Experience Committee, from which a combined report is produced for the University Committee for Learning and Teaching, local initiatives are disseminated more widely across the institution[2].

Reviews of activities within the remit of these groups are purposely designed to enable the University to harness local practice and to enhance provision across the institution. Where appropriate local good practice can be incorporated into formal, approved institutional policies or procedures, such as the ongoing review and development of Personal Tutoring (Phase 3 of enhancements is being progressed in 2018/19). Recent examples of the University's student-centred, collaborative approach to academic policy development (introduced as an institutional approach in 2017/18; see Senate Minutes, 7 February 2018) include: Mitigating Circumstances, Temporary Suspension of Studies, Coursework Submission. In such cases, the Senate and its Committees also provide a pivotal role in facilitating effective links between local and institutional practices, since all academic policies are progressed through this committee route.

6. **Quality Assurance Processes**

Enhancement is an integral part of HWU's quality assurance processes (approval, monitoring and review), and incorporates all of the University's undergraduate and postgraduate taught provision across all modes and locations of study. Annual monitoring and periodic review processes in particular provide an opportunity for identifying and sharing good practice.

6.1 Approval: as part of the University's programme approval processes, Schools must document the programme's alignment with the University's Strategy, which includes 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.

An enhancement plan must be provided as part of the contract approval and re-approval for all Approved Learning Partners.

Membership of the Undergraduate/Postgraduate Studies Committees (to be replaced by the single Studies Committee from January 2019) includes School representatives who make use of the programme approvals proposals submitted by other Schools to shape their own practices.

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[2] Remit of the Learning and Teaching Enhancement Fora, https://www.hw.ac.uk/services/docs/ltef-tor.pdf; remit of the Student Learning Experience Committee, https://www.hw.ac.uk/services/academic-registry/quality/student-learning/student-learning-experience-committee.htm

6.2 Annual Monitoring and Review: in the Enhancement section of the School Review and Enhancement Report, the following summary is provided:

- Enhancement activities/plans (incl. multi- location/mode programmes)
- Progress towards University's Learning and Teaching Strategy
- Examples of Good/Innovative Practice
- Current Key Topics and Issues

In the enhancement section of Partner AMR template, partners are encouraged to identify developments to enhance the delivery of the programme and the student learning experience.

An annual summary of all Schools' AMR reports is presented to the University Committee for Learning and Teaching (enhancement) and the University Committee for Quality and Standards Committee (assurance), in which examples of good practice and innovation in learning and teaching are summarised and highlighted for dissemination. The UCLT provides a response to the UCQS on learning and teaching-related matters (see UCQS Minutes, 12 December 2018).

In addition, a summary of enhancement activities/examples of good practice from Schools' AMR reports is presented annually to the Learning and Teaching Board.

The Annual AMR Dissemination Event, which was held for the first time in spring 2019 and which has replaced the individual School AMR Meetings, was introduced with the specific purpose of enabling Schools to discuss as a collective key, common issues identified in the AMR Annual Summary and share practice in a more dynamic way. The 2019 event, which was held on 27 February 2019, focused on *Feedback on* Assessment, and featured a series of short "current practice" presentations by HWU staff (11 presenters in total), plus two external, keynote speakers; more than 40 HWU staff members participated in the event

6.3 Academic Review: the Reflective Analysis, as produced by Schools as part of the Academic review process, contains a section on quality enhancement, which encourages Schools to document their engagement with and reflection upon activities relating to the implementation of the objectives of the University's Learning and Teaching Strategy.

Each review event features an Enhancement Workshop, where Schools can focus on particular learning and teaching developments on which they would welcome feedback from the Review Team. In the Review Report, the Review Team is encouraged to identify examples of good practice, and to comment on the School's approach to quality enhancement. In the review briefing sessions, Schools are given advice on how to make the most out of the enhancement section of the review and how to reflect upon their enhancement activities and plans.

An annual summary of all Academic Review Reports is presented the University Committee for Learning and Teaching (enhancement) and the University Committee for Quality and Standards Committee (assurance), in which examples of good practice and innovation in learning and teaching are summarised and highlighted for dissemination; the Enhancement Workshops are summarised separately within the Annual Summary.

6.4 External Examiners are encouraged to identify examples of good practice in their annual reports; this information is then summarised in the annual Summary of External Examiner Reports, which is presented to the University Committee for Learning and Teaching (enhancement) and the University Committee for Quality and Standards Committee (assurance).

7. Recognising and Rewarding Good Practice in Learning and Teaching
Recognition and reward are key drivers in identifying and publicising good practice (as well as in raising the institutional value for learning and teaching). In addition to existing initiatives, the University introduced in 2017/18 a series of Teaching Excellence Awards[3]. In 2018/19, the University will offer two Teaching Excellence Awards per School and one to either of the University's Foundation Programmes. The three categories of awards, which can be awarded to individuals or teams, are:

- University Award for Teaching Innovation

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[3] Teaching Excellence Awards: https://www.hw.ac.uk/services/academic-registry/quality/learning-teaching/university-teaching-excellence-awards.htm

- University Award for Global Learning and Teaching
- Foundation Programme University Award for Teaching Innovation

The University has in place a range of reward mechanisms for academic staff including promotion through the University's wider academic promotions procedures[4]. As noted in section 2, the Learning and Teaching Academy will be responsible for developing and managing a comprehensive framework for the academic recognition and reward of learning and teaching across the University. The LTA will draw on the draft framework produced by the Learning and Teaching Board in June 2016.

Good practice in learning and teaching is also routinely recognised through the Spirit of Heriot-Watt Awards, which celebrate commitment to, and achievement of, the University's Values.

The student-led Learning and Teaching Oscars and Graduates' Teaching Award are a particularly influential means of recognising and rewarding good practice across all Schools. *See Section on Student Organisations.*

8. **Other Activities**
   There is a diverse array of other mechanisms by which the University communicates good practice in learning and teaching:

   - Campus-specific learning and teaching events (*see below*);
   - Global and Local University Leadership Forum, which enables leadership in learning and teaching to be showcased;
   - The weekly meetings of School Directors of Learning and Teaching;
   - Partner Conferences, which provide a forum for exchange of information, ideas and practices;
   - University publications for staff, students and alumni, such as Staff News, Network Magazine and Connect Magazine;
   - The University social media sites and website;
   - The Staff Portal (myHWU staff);
   - Campus-specific display screens

C. Schools

1. **School Learning and Teaching Strategies and Enhancement Plans**
   The development of School Learning and Teaching Strategies and Enhancement Plans is led by the Director of Learning and Teaching. Good practice influences their development in the following ways:

   - Engagement of colleagues across the School via the School Learning and Teaching Committee;
   - All School strategies and plans are shared amongst the six Directors of Learning and Teaching;
   - Each strategy and plan is discussed annually at individual School meetings between the Director of Learning and Teaching, the Deputy Principal (Learning and Teaching) and the Head of Academic Quality;
   - All School strategies and plans are discussed collectively at the University Committee for Learning and Teaching at its final meeting each academic year, and are summarised in an annual report.

   Good practice in the context of School strategies and plans is a two-way process: good practice identified at the institutional level will be communicated via the Director of Learning and Teaching to groups or individual staff members; however, local good practice can also come up from individuals or small teams to shape the emerging School strategy/plan.

2. **School Action Plans for Student Surveys and Retention**
   In response to the analysis of student surveys presented at each September meeting of the University Committee for Learning and Teaching, each School produces an Initial and Follow-Up Action Plan for consideration at the November and May meetings of the UCLT. Schools produce an annual report and action plan on retention in response to the preceding year's retention data, as part of the University's overall Retention Strategy, for consideration at the April UCLT meeting.

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[4] Reward and Remuneration https://www.hw.ac.uk/services/human-resources/human-resources-policies.htm

As noted above, the approach of enabling Directors of Learning and Teaching to highlight particular initiatives at UCLT meetings bring examples of good practice to the attention of the wider Committee,

3. **School Committees**

Under the University-wide Academic Management Structures: Global Management of Learning and Teaching,[5] which applies to all Schools across all campus locations, each School has a series of common committees.
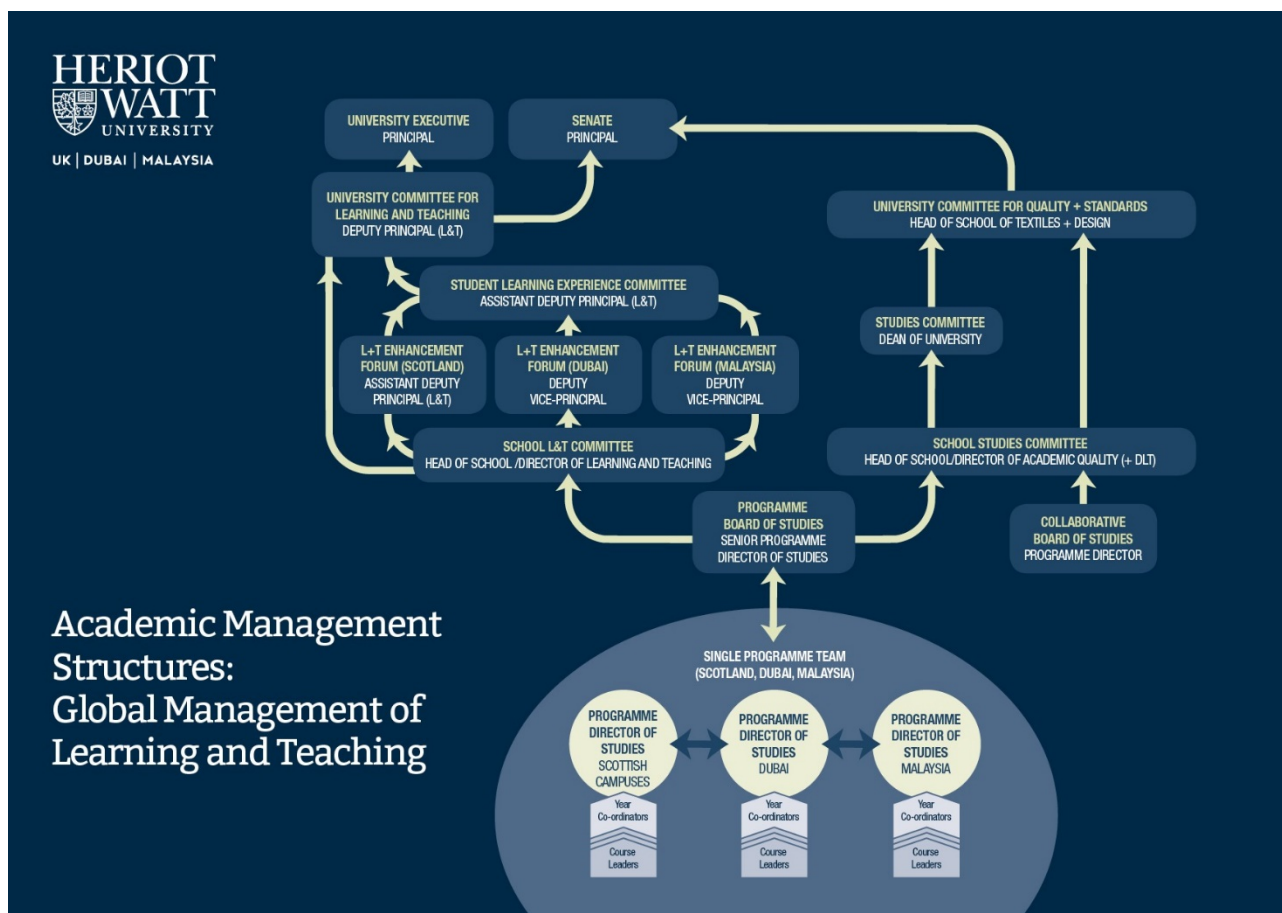
Good practice is part of the remit of each:

- School Studies Committee: *to provide a forum for the discussion and dissemination of good practice in quality assurance and partnership activities across the School.*
- School Learning and Teaching Committee: *to provide a forum for the discussion and dissemination of good practice in learning, teaching and assessment.*
- Programme Board of Studies: *to provide a forum for the discussion and dissemination of good practice in enhancing the relevant multi-campus programme.*

In addition, good practice forms part of the remit of specific posts, which are common across the Schools:

- Director of Learning and Teaching: to promote discussion and dissemination of good practice in enhancing learning, teaching and assessment across the School.
- Director of Academic Quality: *to promote discussion and dissemination of good practice in quality assurance and partnership activities across the School.*
- Programme Director of Studies/Senior Programme Director of Studies: *to promote discussion and dissemination of good practice in enhancing the programme(s[6]).*

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[5] Global Academic Management Structures: https://www.hw.ac.uk/services/docs/amsmultiplecampuses.pdf

[6] At the UCLT Away Day on 16 January 2019, the Committee recognised that the role of the Programme Director of Studies could be enhanced, with a more specific focus on identifying and sharing good practice, recognising that the role of the Director of Learning and Teaching was particularly complex and diverse. Through the Evidence for Enhancement Theme Collaborative Cluster on Developing

The results of student surveys and consequent action plans are valuable not only for highlighting areas for development, but also for identifying practices to be shared more widely. School Survey Action Plans and Retention Reports, as presented to the University Committee for Learning and Teaching (see above), are developed collaboratively within Schools, enabling good practice to be disseminated more widely and, where appropriate, to become a School-wide initiative.

4. **Peer Support of Teaching**

In 2018/19, two Schools are piloting the University's Peer Support of Teaching Framework[7], with a view to its University-wide implementation from 2019/20 when the Learning and Teaching Academy will be fully established. The framework is being introduced specifically with the intention of enhancing learning and teaching and of sharing good practice, and is designed to be informal and dependent on mutual, supportive observation of teaching practice or review of other learning activities.

As Peer Support of Teaching is designed to be a mutually supportive and useful dialogue about teaching and learning between colleagues and to provide an opportunity for reflection and feedback, confidentiality between the peer pairs is integral to its success. The only information to be communicated beyond the two individuals involved in the support activity are:

(1) Confirmation that the peer support activity has been undertaken Communication that Peer Support of Teaching has been completed is by means of inclusion of a yes/no question as part of the PDR discussion.

(2) Identification of examples of good practice to be shared more widely (eg in-class feedback) and learning points for wider consideration (eg technology limitations).

One of the key recommendations of the then Learning and Teaching Board was that practice identified through Peer Support of Teaching should be disseminated more widely, including identification of key themes for discussion by School Learning and Teaching Committees and by the Learning and Teaching Board (now the University Committee for Learning and Teaching). Campus-specific Learning and Teaching Enhancement Fora (LTEF) will also provide institutional-level opportunities for discussing and making recommendations on relevant good practice and learning points.

Once the framework is fully operational, it is intended that single, end-of-year summary of "Good Practice and Learning Points" will be produced by the Clerk to Student Learning Experience Committee, using as a basis the outcomes from the discussions at the three LTEF's and School Learning and Teaching Committees. The report, which will also contain any recommendations on the scheme itself and on learning and teaching in general, will be provided to the University Committee for Learning and Teaching for consideration at its final meeting of the academic year, when the Committee considers all annual summary reports with a view to determining its agenda and strategic priorities for the following academic year.

5. **Individuals/Groups in Schools**

Individual staff members or small groups such as programme and course teams have a role in identifying, disseminating and implementing good practice in learning and teaching. At this level, sharing good practice is facilitated by a wide variety of mechanisms, such as local workshops/events or peer-to-peer support, and may be identified from various sources, such as student feedback, PSRBs or industry experts. Practice is shared between colleagues in the same programme area who are located on different campuses (through the Academic Management Structures) or between Schools and their partner organisations.

In addition to their formal committees, several of the larger Schools also have a learning and teaching development forum, which provides an opportunity for a more focused showcase and discussion of learning and teaching initiatives that would otherwise be possible within a committee. Schools have their own learning and teaching development funds to offer financial support in projects, attending conferences or workshops, or employing student interns as co-creators of the curriculum.

Programme Leaders, HWU has identified the need for further development of this role, particularly in terms of supporting Programme Directors of Studies in navigating and using data/evidence for enhancement purposes. This will be a key, early role for the Learning and Teaching Academy.

[7] Peer Support of Teaching Framework: https://www.hw.ac.uk/services/academic-registry/quality/learning-teaching/peer-support-of-teaching.htm

Individuals or small groups may also share good practice with their colleagues following their participation in institutional events, such as the Learning and Teaching Symposium or the Learning and Teaching Colloquium. Review of external publications or participation in external events, such as AdvanceHE discipline-specific activities or Enhancement Themes, provides an opportunity to bring back examples of sector-wide practice.

See Appendix for School-specific practices.

D. Dubai and Malaysia Campuses

As noted in Section B4 above, the Learning and Teaching Enhancement Fora at the Dubai Campus and Malaysia Campus have a specific purpose to identify, discuss and share good and innovative practice in learning and teaching at their respective campus locations, with the Student Learning Experience Committee facilitating wider dissemination of such practices. The LTEF also provides an opportunity to identify common learning and teaching challenges at each campus and to share potential solutions. The LTEF facilitates the dissemination of initiatives from the parent committees (the University Committee for Learning and Teaching and the Student Learning Experience Committee), and provides a mechanism for consulting and taking a campus view on proposals. LTEF meetings are held monthly at the Dubai and Malaysia Campuses.

In addition to LTEF, each campus has its own its multi-layered approaches to sharing good practice, such as a regular series of good practice events, which might be on specific aspects of teaching practice or an Away Day to discuss in depth particular approaches to be taken across the Campus. The most recent Learning and Teaching Away Day at the Dubai Campus was held on 30 August 2018, focusing on student engagement and on practical approaches to improving staff wellbeing. Academic Development Co-ordinator.

1. Dubai Campus

In Dubai, at the campus level, a Learning and Teaching Away Day is held annually, as referred to in the introductory section. The October 2017 Away Day was themed around getting to know the Dubai Campus students and their expectations and then considering how these expectations mapped to staff member's own understanding of the then HWU Student Learning Code of Practice. In addition to the themes, the Away Days have also been used to expose participants to tools and technologies which they might not have come across or used in their teaching, such as rich picture drawing, video making, and the use of various on-line polling and feedback tools in a learning and teaching context. They are then able to participate and evaluate for themselves how effective these approaches are.

The campus development team also provides School-specific learning and teaching support, eg a successful one-day induction event for new SoSS staff which summarised many of the individual workshop themes, such as how to encourage student engagement. Schools occasionally run their own, more discipline focused events.

For individuals, the Campus provides a programme of staff development and support workshops which cover learning and teaching good practice, as well as other aspects of the academic work-life (eg grant writing). Workshop topics have included: presentational skills (from the voice and body language aspect); avoiding death by PowerPoint; tips and tricks for encouraging active learning; doctoral supervision. Also, for individuals, the campus has piloted a learning, teaching and research seminar programme, which has featured sessions on: growing PhD communities; Artificial Intelligence; the pro's and con's of modularisation.

2. Malaysia Campus

Some of the ongoing sharing practice activities at the Malaysia Campus are as follows:

The Malaysia Foundation Programme (MFP) holds regular sessions, known as the Academic Forum, which provide an avenue for MFP academic staff to share their learning and teaching best practices and innovations amongst themselves. These sessions have provided opportunities for staff to learn different teaching innovations and the use of innovative teaching aids from others who have tried them successfully in their classes.

The Learning Innovation Seminar programme is a new initiative that features demonstrations and discussions of innovative teaching practices by the various schools at the Malaysia Campus. The seminars are delivered on a regular basis, with topics ranging from case-based learning to lecture video production. The seminars provide platform to showcase and build awareness on the variety of teaching innovations in use across the campus.

LTES News & Activities provides, in newsletter format, updates on the learning and teaching activities taking place on campus, as well as information on professional development opportunities for academic staff. Also featured is an article review section, which includes a commentary on global pedagogical practices. The newsletter is released on a bi-monthly basis and serves as a means to promote and encourage innovation in learning and teaching practices at the Malaysia Campus.

E. Professional Services

The University Committee for Learning and Teaching provides the key institutional forum for sharing good practice in learning and teaching across the Schools and all relevant Professional Services. Where appropriate, issues will be referred directly to the relevant Professional Service or to the appropriate committee or group.

Several of the Professional Services have a more direct role in sharing good practice in relation to learning and teaching. As noted above, this will be a critical aspect of the Learning and Teaching Academy once established. In addition, the Learning and Teaching Enhancement Services provides a locus for disseminating good practice through learning and teaching development workshops and development programmes. The Academic Quality team identifies good practice emerging from the University's quality assurance and enhancement processes.

1. Learning and Teaching Enhancement Services[8]
The Learning and Teaching Enhancement Services. The Centre acts as a conduit for good practice both from within and outwith Heriot-Watt.

Academic Development
The recently re-developed and AdvanceHE accredited Postgraduate Certificate in Learning and Teaching (PGCILT), which is aimed primarily at new academic staff, provides a sustained, formal means of sharing, and learning from, good practice in learning and teaching. A key feature of the approach in PGCILT is inter-disciplinary collaboration which enables participants to share, and learn from, techniques in a diversity of subject areas. The ongoing development of the programme is informed by internal initiatives such as the Learning and Teaching Strategy and by a wide range of external pedagogical research as well as by the UK Professional Standards Framework (UKPSF). The PGCILT is available to academic staff and professional services staff involved in learning and teaching at all campus locations.

The Learning Enhancement and Development Skills Programme (LEADS), which is aimed primarily at postgraduate students with a teaching role, likewise facilitates good practice through inter-disciplinary collaboration and discussion. LEADS, which is accredited by AdvanceHE, is aligned with the University's Learning and Teaching Strategy and the UKPSF.

Scottish Sector Enhancement Themes
LTES co-ordinates HWU's participation in the Scottish sector Enhancement Themes through a series of projects which are proposed and progressed through allocated funding by academic staff, professional services staff and students. Projects are formally evaluated and reported both to QAA and to HWU's Learning and Teaching Board. Since 2013/14, all Schools have matched QAA funding in order to support further and embed the results of the various projects, as well as enabling more and larger projects to be funded. The collaborative process allows good practice to be shared as the projects develop as well as at the conclusion when outcomes are disseminated through the Learning and Teaching Symposium. As part of the current Evidence for Enhancement theme, HWU has been participating in cross-institutional projects, including developing programme leaders.

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[8] https://www.hw.ac.uk/services/is/learning-and-teaching.htm

Learning and Teaching Symposium
The annual Learning and Teaching Symposium is held annually at the Edinburgh Campus, with colleagues from other campuses participating by video link or organising a separate, comparable event. The Symposium provides a forum for participants to showcase Enhancement Theme-related projects and to share and discuss outcomes. In 2019, the Learning and Teaching Symposium was combined with the AMR Dissemination Event (*see section B6.2 above*) and with a "Good Practice in Learning and Teaching"[9] event in order to provide a more broad-ranging event, with wider institutional appeal. The 2019 event focused on *Feedback on Assessment*, and followed on from a UCLT-specific session on Feedback on Assessment, which was held on 4 June 2018, and featured external speakers from primary and secondary school sectors, as well as HE.

Other activities
LTES offers a suite of learning and teaching sessions, including Power Hours, which provide opportunities for sharing good practice and informing participants of both external and internal initiatives. LTES also promotes external development opportunities such as those available through AdvanceHE.

2. Academic Quality

The Academic Quality team has responsibility for managing the University's quality assurance processes of approval, monitoring and review, and for quality enhancement, including the student learning experience, through the Learning and Teaching Strategy. Academic Quality has a fundamental role in effecting links between assurance and enhancement, and uses institutional assurance processes to identify, summarise and disseminate examples of good practice and enhancement (*see section B6 above*). The briefing sessions associated with these processes provide an institution-wide forum for participants to discuss and share their own approaches. Briefing sessions are offered in areas such as Annual Monitoring and Review, Enhancement Workshops, Academic Review and External Examiners.

Through its membership of sector-wide groups such as sparqs Board, Teaching Quality Forum and the Scottish Higher Education Enhancement Committee, the Academic Quality team ensures that HWU developments are showcased to a wider audience and are informed by external practice (eg Peer Support of Teaching Framework; approaches to improving feedback on assessment). Academic Quality has been an active participant in Scottish sector initiatives related to sharing good practice, particularly the Focus On projects[10], mostly recently, Feedback on Assessment, but also Institution-Led Review and Collaborative Activity.

Academic Quality staff clerk the three Primary Committees of the Senate responsible for learning and teaching, research and innovation, and quality and standards (and all the key academic committees related to learning and teaching), and as such, staff are in a pivotal position as regards sharing good practice in learning and teaching.

Academic Quality collaborates with other Professional Services in progressing activities related good practice in learning and teaching, particularly the Learning and Teaching Enhancement Services in relation to the Enhancement Themes. Academic Quality and Student Wellbeing Services collaborated on the introduction of six Student Success Advisors[11] as a two-year pilot from 2018/19, which the Academic Quality team had originally learned about from other HEI's across the UK sector.

F. Student Organisations

Student-led awards are one of the University's more prominent means of publically recognising good practice in learning and teaching. The Learning and Teaching Oscars are awarded annually by the Student Union at the Scottish Campuses and the Student Council at the Dubai Campus; the Malaysia Campus introduced its own Oscars in April 2019.

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[9] The "Good Practice in Learning and Teaching" was recommended at the Directors of Learning and Teaching Strategy Meeting, 3 October 2018, as one of the ways in which to respond to "Teaching" issues emerging from School surveys.
[10] QAA Scotland, Focus On Projects, https://www.qaa.ac.uk/scotland/focus-on
[11] Student Success Advisors, https://www.hw.ac.uk/students/health-wellbeing/edinburgh/student-success-advice.htm

Heriot-Watt's Oscars have been recognised as sector-leading, being the first Scottish HEI to introduce such awards, and have provided a model for other student unions to follow.

The Learning and Teaching Oscars are awarded annually at a ceremony each May, and are entirely student-nominated, recognising the staff who have "inspired, guided or aided the most" in each academic year. The award categories for both the Scottish and Dubai Campuses are:

- Guiding Hand Award
- Switched On Award
- Refreshing Award
- Feedback Award

- Thinkers Award
- Support Staff
- Most Accessible Lecturer Award
- Department of the Year Award

2019 represents the eleventh and ninth year of the Oscars at the Scottish and Dubai Campuses respectively, and the first at the Malaysia Campus.

In addition to the award ceremony and the awards, a noticeboard displaying the names of current and previous winners of the Learning and Teaching Oscars is prominently located in the main reception area at the Edinburgh Campus.

In addition, the each of the three Student Organisations provides a Graduates' Teaching Award, which enables final year students to recognise individual members of staff who have made a significant impact. The award is presented at graduation ceremonies.

Funding from the current Evidence for Enhancement theme (*see section E1 above*) enabled the Student Union at the Scottish Campuses to employ in summer 2018 a student intern to undertake an analysis of Learning and Teaching Oscars nominations over the past ten years. The resultant research report and findings were presented to the University Committee for Learning and Teaching at its meeting on 7 November 2018, highlighting four key areas which student nominees identified as integral to teaching excellence: approachability; quality of feedback; challenging and stimulating techniques; devotion to support students. The good practice highlighted through the Oscars analysis has informed an update of the UCLT/Institutional Survey Action Plan 2018 and will inform the implementation of the new Learning and Teaching Strategy 2018-2015 and its vision of *Inspiring Learning.*

G. Conclusions, Challenges and the Future

Conclusions

At its Away Day on 16 January 2019, the University Committee for Learning and Teaching (UCLT) concluded its evaluative discussion of "Institutional Approaches to Good Practice in Learning and Teaching" with the view that Heriot-Watt was effective in its approach, but not comprehensive, to identifying and sharing good practice in learning and teaching (both institutional and local); key areas for developments included: the Learning and Teaching Academy; Peer Support of Teaching; further support and development for Programme Directors of Studies.

The UCLT also concluded that Heriot-Watt should be proud of having a diverse range of approaches to good practice in learning and teaching, and the University should be confident in the effectiveness of its multi-campus approaches, while recognising that further development in this area would be progressed in a more strategic, co-ordinated way by the Learning and Teaching Academy. It was agreed that Heriot-Watt should continue on its current trajectory to enhance, and make more systematic, its approaches to good practice in learning and teaching, particularly across campuses and between Schools, and should support the institution-wide implementation of Peer Support of Teaching following its pilot in 2018/19. It was also agreed that further consideration should be given to the role of Programme Directors of Studies in sharing good practice, particularly across campuses, and that this should be taken forward in due course by the Learning and Teaching Academy.

Challenges

As mentioned in the introductory section, the institutional mechanisms for identifying and sharing good practice in learning and teaching are, at the present time, largely facilitated through the learning and teaching committee structure. There are clear examples of success achieved through such mechanisms, eg the Learning and Teaching Enhancement Fora at the Dubai and Malaysia Campuses. In other cases, the committee structure has its limitations, eg there is no route for taking forward examples of good practice identified in Survey Action Plans or in Annual Summary Reports (eg Academic Review; Annual Monitoring

and Review; External Examiners); these remain "on the page", unless a member of a committee at which the reports are presented chooses to progress them and even then there is limited follow-up support for Schools in implementation. In this sense, identifying good practice through the learning and teaching committee structure is more straightforward than the challenge of implementing it more widely.

There are other challenges, which are perennial ones faced by the HE sector, such as: how to reach out and engage individuals other than the enthusiasts; how to ensure that local events are communicated more effectively at the institutional level; how to align more effectively institutional and local initiatives; how to ensure that institutional provision meets the needs of diverse groups and individuals, particularly given the demands of restricted resources and differing priorities. The organisation of the sharing good practice *Feedback on Assessment* event (*see section B6.2 above*) and the extensive time spent on securing local presenters highlighted another challenge: many individuals do not recognise their own techniques as good practice, reflecting the fact that good practice is often conflated with innovative practice and use of technology.

The University has recognised the challenges in systematically sharing and enhancing learning and teaching practice, and, to that end, has funded the establishment of a global Learning and Teaching Academy from September 2019 (see section B2). Under the leadership of the professorial Director, who took up post in mid-April 2019, the LTA will have a fundamental role in transforming institutional approaches to learning and teaching.

School-Specific Approaches to Good Practice in Learning and Teaching

This section provides supplementary information to that provided in Section C: Schools, and contains a range of examples of, and approaches to, good practice in learning and teaching identified by each of the Directors of Learning and Teaching.

Please note: this list is illustrative and is not exhaustive. Many more examples of School-specific good practice learning and teaching can be found in, for example, Survey Action Plans, Retention Reports, School AMR Reports and Academic Review Reports.

Two Schools provided a range of supplementary reports with extensive examples of innovative learning and teaching, including at the Dubai and Malaysia Campuses.

Collaborations
- Projects with primary and secondary schools: design projects; feedback on assessment techniques
- Industry: projects; podcasts; videos; site visits; work-related learning opportunities; industry mentors; guest speakers
- Good practice guidelines for cross-campus teaching

Assessment and Feedback
- Work-related project assessments
- Online webtests/assessments, with online grading and feedback (both summative and formative), used across multiple campuses
- Managing assessment in Vision: using rubrics for grading
- Practical tips for implementing assessment and feedback literacy
- Action feedback protocol: improving student engagement with, and use of, feedback
- Video feedback
- Peer review and feedback

Beyond the Classroom
- Study trips: residential study visits to UK and international cities; field trips; site visits
- Student societies

Supporting and Engaging Students
- Peer mentoring
- Mid-semester opportunities for students to provide feedback, enabling outcomes to inform real-time course delivery
- Promoting in-class discussion and interaction between students
- Feedback from students on: good ways to use Vision; good ways to give feedback on coursework
- Building learning communities
- Podcasts for personal tutors: dealing with practical issues
- Developing skills: cultural intelligence; entrepreneurship

Teaching
- Discussions and sharing practice on new teaching techniques
- Creating videos for learning and teaching
- Lecture capture and video capture
- Online tuition