

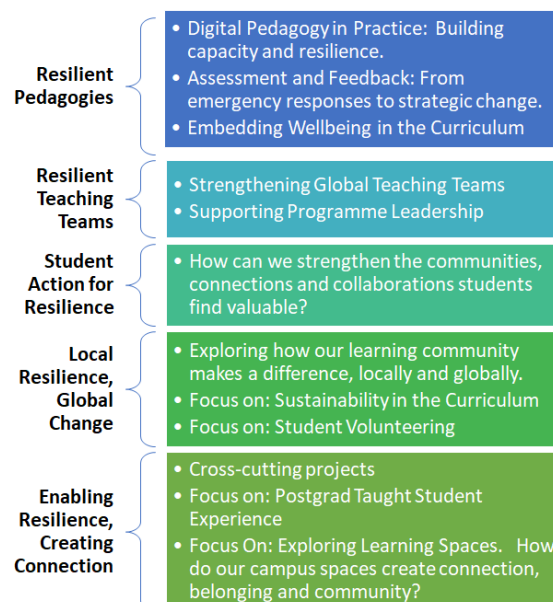


End of Year 2 Report for: Heriot-Watt University

Given its unique global reach and multi-campus, multi-context profile, Heriot-Watt is focusing this Theme activity around the topic '**Strengthening our Global Learning Community: Resilience in Action**'. This is enabling the development of a collective effort to consider what our global learning community should look like by 2025 and how collaborative action can help support staff and students connect across contexts and shape institutional processes & practice to meet future challenges.

To work towards this broad objective, activity is split between **institutionally-commissioned work** and activities initiated through workstream '**special interest clusters**' and **focused projects**. Thus allows engagement of stakeholders from across the university in mini-projects, linked to shared areas of practice, development & scholarship. This benefits the institution and the wider community by sharing and amplifying the outcomes of the diverse range of work being undertaken across the institution, highlighting the ways in which we identify, develop and support the variety of learning communities which exist in a range of contexts.

Taking this approach allows Heriot-Watt to amplify the impact of key strategic work in train across the institution through opening space to explore and embed innovations in learning, teaching and student support practice in ways relevant to local contexts.



In Year Two of the Theme the focus has been on deepening engagement and extending the breadth of engagement through institutional activity and the extension of mini-project engagement. We have retained our original proposed thematic areas, grouping emerging projects under these areas to scale-up learning and amplify impact across the university.

This report provides an overview of key areas of activity during this period.

<p>Institutional team</p> <p>Identify any changes in Theme leadership, TLG and institutional team membership since details were reported in the institutional plan developed at the start of the academic year.</p>
<p>Student postholders for 2021/22 were: VP Education (Edinburgh): Hannah Copeland President Student Association, Malaysia: Sai Vishnu President Student Association: Sayed Uzair</p>

Evaluation of activities/outcomes

Our overall intended outcome for this Theme is for our colleagues and students to have an enhanced sense of belonging to a global community that is meaningful and relevant to them. At the end of the Theme the institution will have a stronger sense of what helps facilitate effective, meaningful and resilient learning communities.

Over the three-year period, our priorities will be to:

- Provide a focal point for institutional conversations around community, belonging and wellbeing.
- Create special interest clusters and to advance targeted projects related to resilience, community and wellbeing across our Schools and campuses.
- Develop a longitudinal evaluation to map how our global learning community is evolving over time. This will also provide insight into our progress towards *Strategy 2025* and our *Inspiring Learning Learning and Teaching Strategy*.
- Engage with sector activities and explore external collaboration and practice sharing opportunities.

This section presents an update on current progress in these areas, including insights into a number of the specific projects which underpin the headline activity. We also offer an overall reflection on the impact of the Theme activity to date.

Title of project/activity
Inspiring institutional conversations around community, belonging and wellbeing.
1. What change is being made? (Brief description(s) of overall activity/intervention)
<p>Through the course of Year 2 of the Theme, work has focused on creating opportunities for staff from across the institution to engage in conversations around enhancing the HWU learning community and what that means in our global context. Attention has been drawn to building from the pandemic experience, exploring how to sustain and strengthen connections across and within our campus locations.</p> <p>The Theme offers an opportunity to amplify discussion around global working and learning and to hear diverse perspectives on what being part of a 'resilient global learning community' means – and the support needed to embed connection, community and belonging in meaningful, practical ways</p> <p>To develop this institutional perspective and create change in practical ways we have continued activity initiated in Year 1 to:</p> <ul style="list-style-type: none">• Create spaces for sharing practice in learning, teaching and assessment, with a specific focus on sustaining interest and connection beyond the pandemic 'emergency' focus that generated specific urgency and energy in the teaching development arena.• Explore approaches to course team working, focusing on creating strong global teaching teams and supporting the colleagues who lead these teams.• Explore extended induction for new, returning and postgraduate taught students across our global community, to support students to cope with the disruption to their learning and the challenges of returning to studying and living in campus locations. This included new induction support for postgraduate taught students beginning their programmes in January.

<ul style="list-style-type: none"> • Opened a focused discussion on campus spaces, drawing specifically on learning from our new Dubai campus to explore connections between spaces, community and belonging. • Established a Programme Director's Forum to provide space for programme directors to meet and share practice as well as to have focussed discussions with colleagues from professional services.
<p>2. Why have we made/are we making it? (Rationale for the change)</p>
<p>A focus on community and belonging has been identified in a range of research as a significant factor in supporting student retention, learning and satisfaction with their university experience. HWU specifically identified student community and belonging as a focus for institution-wide enhancement and wish to use the Theme focus to continue to extend our understanding and activity in this area.</p> <p>Staff community and collaboration has also been identified as vital to creating and sustaining effective and collegiate teaching teams. Our institutional focus has centred on creating meaningful communities and connections to enhance staff connection, confidence and capabilities which will in turn enhance the student learning experience.</p>
<p>3. What difference will hopefully occur as a result? (Tangible change made successfully or envisaged)</p>
<ul style="list-style-type: none"> • Institutional activity to support community, belonging and wellbeing will be founded on a comprehensive understanding of what support and connection makes a difference to staff and students. • Practical support will be in place to create more resilient teaching teams and empower students and staff to engage with new approaches to course delivery and assessment. • Practical activities (and the process and conversations involved in developing these) will enhance and deepen connections across our global community.
<p>4. How will we know? (How is the change measured)</p>
<p>Community, belonging and resilience are, in many respects, intangibles that need to be explored and measured through a suite of indicators and proxies. Part of the work we are undertaking is to develop that portfolio of appropriate measurement of this impact.</p> <p>In developing this we are drawing on insights from staff and student surveys, evaluation of change of the specific interventions and mini-projects and initiating additional quantitative and qualitative analysis as part of the institutional evaluation work strand. A baseline for the undergraduate and PGR student experience has been established from student survey data and work is underway to identify improvements achieved over this period.</p>
<p>5. Who is involved in making any judgements? (Who decides on effectiveness)</p>
<p>Connecting and amplifying diverse voices is core to the work and to making decisions on effectiveness and impact.</p> <ul style="list-style-type: none"> • Our approach seeks to incorporate diverse staff and student voices into the decision-making process at all levels – from mini-project development through to the institution-wide work. • The steering group connects the enhancement themes work directly into university governance structures, reporting to the University Committee on Learning and Teaching.
<p>6. Any lessons learned to apply already? (Applied ongoing learning)</p>
<p>We continue to adapt our approaches to supporting these conversations as they evolve. A key element has been the return to on-campus activities and how we support staff and</p>

<p>students to engage in campus conversations and activities while also having access to university wide activities. This has necessitated a mixed approach to providing both online and on-campus activities of differing natures and foci. Our recent Learning and Teaching week activities which mixed on-campus activities with a 2-day online conference was particularly well received.</p>
<p>7. Any things you have stopped/need to stop doing? (Any unsuccessful elements)</p>
<p>The specific focus of mini-projects have changed this year. The overall approach has continued, expanding the Theme reach further.</p> <p>The idea of 'special interest clusters' has not been advanced as directly as initially envisaged with time and space for collaboration being more limited than we had hoped for and intended. This is primarily due to the ongoing impacts of pandemic working. We will revisit this through the final year of the Theme as we move away from initiating new projects to embedding learning. Work has been reframed around three areas, with institutional and 'mini-project' activity linked to this work:</p> <ul style="list-style-type: none"> • Resilient Pedagogies: Bringing together understanding of teaching and assessment transformation; • Student Action on Resilience; • Exploring Community and Belonging: Spaces, Places and People.

<p>Title of project/activity</p>
<p>Resilient Pedagogies: Enhancing Understanding and Practice in Teaching and Assessment transformation.</p>
<p>1. What change is being made? (Brief description(s) of overall activity/intervention)</p>
<p>Moving beyond the 'emergency' pandemic response, Heriot-Watt is advancing a range of transformation projects across curriculum development and assessment and teaching to establish new ways of working and inspiring student learning. These changes involve:</p> <ul style="list-style-type: none"> • A refreshed institutional conversation on curriculum, assessment and teaching; • Enhanced practical resources and support for teaching teams and students; • Amplifying the sharing of practice to inspire teaching teams to continue to innovate in their practice. <p>Three key institutional projects are shaping this work:</p> <ul style="list-style-type: none"> • The introduction of a HWU Curriculum Framework that incorporates key themes such as engagement with global challenges and sustainability; focus on student resilience and wellbeing; developing skills and capabilities for lifelong learning.; • A Transforming Assessment institutional change programme, founded on a commitment to Assessment for Learning and building forward from the experience of pandemic-responsive assessment changes. • The introduction of Globally Connected Learning as the HWU teaching model. <p>The Enhancement Themes provides a vital connecting role to amplify this work and create spaces for context-specific development and sharing of practice.</p>
<p>2. Why are we making it? (Rationale for the change)</p>
<p>To ensure our institutional frameworks are resilient and responsive to our changing context, and affirm that our programme and course offer is agile and will adapt to the needs of learners and stakeholders through the coming decade and beyond to:</p> <ul style="list-style-type: none"> • inspire staff to innovate and develop their practice;

<ul style="list-style-type: none"> • harness the enthusiasm and expertise of the HWU academic and student support community; • enhance the student learning experience.
3. What difference will hopefully occur as a result? (Tangible change made successfully or envisaged)
<p>Key institutional changes that will arise from this work include:</p> <ul style="list-style-type: none"> • Enhanced practice across the curriculum and assessment arena, with teaching teams able to access appropriate support. • Refreshed conversations around assessment for learning across the university. • Greater resilience and agility in the HWU teaching and programme design models. <p>Specific completed delivered through AY 2021-22 include:</p> <ul style="list-style-type: none"> • Assessment for Learning Principles developed collaboratively by a dedicated special interest group and adopted by HWU; • Suite of new resources related to Assessment for Learning and academic integrity developed and disseminated; • Principles for Globally Connected Learning agreed and cores support for teaching teams developed; • Curriculum Framework core dimensions approved and development work initiated on new approaches to supporting curriculum development; • A Digital Pedagogy Hub established to support the sharing and shaping of institution-wide and context specific practices.
4. How will we know? (How is the change measured)
A comprehensive L&T Strategy impact evaluation is being initiated over summer/ autumn 2022 to provide a snapshot of practice from which a longitudinal change and impact can be tracked. This encompasses drawing on existing student surveys, developing a new L&T survey for staff, creating institutional snapshot form existing L&T systems and records, and initiating longitudinal cases studies.
5. Who /is involved in making any judgements? (Who decides on effectiveness)
This area of enhancement activity directly connects strategic change initiatives to context-specific case studies and examples of practice. Oversight is provided by the University Committee for Learning and Teaching (reporting to Senate).
6. Any lessons learned to apply already? (Applied ongoing learning)
The continual interplay between institutional conversation and sharing practice and strategic change and drive is vital – and the balance of contextually relevant application to institutional shared shaping of action and principles needs to be continually negotiated and reshaped.
7. Any things you have stopped/need to stop doing? (Any unsuccessful elements)
n/a

Title of project/activity
Resilient Teaching Teams: Supporting Leadership and Collaboration across HWU's Global Community
1. What change is being made? (Brief description(s) of overall activity/intervention)

As part of the institutional focus on Globally Connected Learning, enhancement activity is focused on supporting collaboration across teaching teams and empowering those who lead them.

- Tangible, practical support is being offered out by a Programme Directors Forum, with resources, networks and action learning sets being trialled to identify what really works in supporting colleagues thrive in this key educational leadership role.
- Exploratory work is underway to identify effective practice across global teaching teams and explore how community and belonging is understood by staff working in teaching teams.

2. Why **have we made/are we making** it? (Rationale for the change)

The pandemic period amplified the importance of effective collaboration as a basis for resilient teaching teams able to adapt and respond to institution-wide and campus-specific challenges. HWU has placed emphasis on working globally, wherever appropriate, to harness the full strengths and diverse expertise of academic and professional services colleagues across our community. Particular focus has been placed on:

- a) Supporting Programme Leadership;
- b) Understanding how Global Teaching Teams are experienced across our community, sharing challenges, opportunities and effective practice.

3. What difference **will hopefully occur** as a result? (Tangible change made successfully or envisaged)

- Programme Directors are able to access the resources and support they need to understand and thrive in their roles.
- Teaching teams are able to harness the skills, expertise and enthusiasms of colleagues from across the HWU community.
- Students benefit from an enhanced student learning experience as a result of more effective teaching team practice.
- Develop a shared understanding of the richness of cultures across our campuses.

Specific deliverables completed through AY 2021-22:

- Programme Directors Network formed and programme of collaborative events held;
- Programme Director Action Learning Sets trialled;
- A research project investigating teaching team cultures and inclusive practice has been instigated through the mini-project funding. A pilot has been carried out in one School and will be extended to other Schools in the next academic year.

4. How **will we** know? (How is the change measured)

- Qualitative evaluation with key stakeholders, tracking change in practice, confidence and ambition over time.
- Evidence of use of resources developed for Programme Directors and teaching teams.

5. Who **is** involved in making any judgements? (Who decides on effectiveness)

This work is stakeholder-driven, with Programme Directors and teaching teams central to the development and review of this work.

6. Any lessons learned to apply already? (Applied ongoing learning)
Strong institutional support is required to ensure networks such as the PD Forum have the necessary drive and momentum. Connecting with School and campus-specific activities and networks also enhances the effectiveness of this work.
7. Any things you have stopped/need to stop doing? (Any unsuccessful elements)
We are pacing this work in line with staff capacity to engage and shape activity. This has resulted in a slight slowing of deliver against initial ambition (notably a delay to summer 2022 of the development of the PD Toolkit) in order to secure effective and genuine buy-in and support for this collaborative work.

Title of project/activity
Student Action on Resilience: Supporting Student Representation in a Global Context
1. What change has been/is being made? (Brief description(s) of overall activity/intervention)
<p>This project has been developed to move from a local model of student representation to a collaborative and supportive approach that encompasses all locations globally, including enhancing student representatives training.</p> <p>A global approach to student representative training and development was piloted this academic year and will be enhanced going forward.</p>
2. Why have we made/are we making it? (Rationale for the change)
<p>This work had two main aims:</p> <ol style="list-style-type: none"> To harness learning from across campuses and student representative body approaches. To deepen a sense of a collaborative, global Heriot-Watt student community.
3. What difference has occurred/will hopefully occur as a result? (Tangible change made successfully or envisaged)
<p>The expected outcomes of this work are:</p> <ul style="list-style-type: none"> Student representatives feel supported in their work, have access to the training and resources they require; Student reps feel they can act to enhance the student experience across the global community; Student reps feel they belong to a globally connected rep community.
4. How do we/will we know? (How is the change measured)
<p>The outcomes of this work will be identified and evaluated through surveys and focus groups (as appropriate) with student reps and student leaders across our campuses. This work is ongoing and will continue into the next academic year.</p> <p>This will also provide the basis for tracking longitudinal change.</p>

5. Who has been/is involved in making any judgements? (Who decides on effectiveness)
Student representatives, supported by Registry, are initially responsible for this project. Results are reported to the Steering group.
6. Any lessons learned to apply already? (Applied ongoing learning)
The learning from this project has yet to be applied. Plans are in place to achieve this during the next academic year.
7. Any things you have stopped/need to stop doing? (Any unsuccessful elements)
The planned work for semester 2 of AY 2021/22 on further enhancing global representation has been delayed due to the Academic Coordinator role in the Student Union being vacant at present. This work will take place as soon as the role is filled.

Title of project/activity
Enabling Resilience, Creating Connection and Community: Spaces, Places and People
1. What change is being made? (Brief description(s) of overall activity/intervention)
<p>Work is underway to understand what practical aspects about the university environment really make a difference to building a sense of community and belonging, and inspiring effective change in learning and teaching and wider student support. As exemplars of this need to take a holistic view, this work focuses on two specific projects which are central to inspiring wider university conversation and action:</p> <ol style="list-style-type: none"> 1. Exploring the use of Learning Spaces: Lessons from Dubai: This project set out to explore how these new learning spaces shape (and are shaped by) the Dubai staff and student community. 2. Understanding the PGT experience: This work aims to develop a deeper understanding of the HWU PGT experience and through this enhance the sense of belonging and support that these students experience.
2. Why are we making it? (Rationale for the change)
<ol style="list-style-type: none"> (1) Heriot-Watt Dubai moved to a new campus at the end of the last academic year. The new campus estate includes a number state of the art teaching rooms. This provides us a unique opportunity to explore how a learning community uses these new spaces and how the new space helps to create connections across the wider HWU community. (2) This is an area identified for improvement by ELIR and in Year 1 work under the theme identified a number of recommendations that the University should take forward to progress this. This work has since been elevated to university level and a working group has been set up by the University Committee for Learning and Teaching which will lead this work into the next academic year.
3. What difference will hopefully occur as a result? (Tangible change made successfully or envisaged)
(1) It is expected that, because of this work:

- Our students will feel part of a strong learning community within HWU Dubai as well as part of the global HWU community;
 - Our teaching staff feel empowered to develop and enhance their teaching practice;
 - Overall student satisfaction will increase.
- (2) It is expected that this work will lead to a much richer understanding of the PGT student experience at HWU and in turn will lead to changes to enhance the student experience and improve the support for this group of students across the university.

4. How **will we** know? (How is the change measured)

- (1) The research approach used in this project includes:
- a Padlet for staff to report on how they have used the spaces in their teaching and how they understand the students are using the spaces outside of formal classes;
 - a Padlet for students to report on how they have used the spaces as both learning spaces and social spaces;
 - These have collected two rich data sets which are currently being analysed and are feeding into the development of the next phase of this work, including feeding in to discussion of the refurbishment of our Malaysia campus learning spaces.
- (2) The main yardsticks for success will be student feedback via the PTES Survey, end of course surveys and other initiatives to capture the views of these students.

5. Who **/is** involved in making any judgements? (Who decides on effectiveness)

- (1) The research outcomes will be formulated by the research team and then fed back to the teaching community, the student community, and the campus senior management team.
- (2) The University Committee for Learning and Teaching will review and agree effectiveness and success measures, with the members of the working group responsible for initial recommendations.

6. Any lessons learned to apply already? (Applied ongoing learning)

- (1) The learning from this project is being used to inform activities and use of learning spaces on our other campuses as well as feeding into ongoing location-specific development in Dubai.
- (2) The learning from this project will be applied during the next academic year.

7. Any things you **have stopped/need to stop** doing? (Any unsuccessful elements)

- (1) None
- (2) The initial plan to set up a Special Interest Group to lead this work has been superseded by the amplification of this work to a designated university committee working group. This secures greater direct impact to this priority area.

Title of project/activity
Mini-Projects (Year 2)

1. What change **has been/is being** made? (Brief description(s) of overall activity/intervention)

The purpose of the mini-projects is to give individuals and small teams the opportunity to realise a project which is of interest to them, and which fits within the institutional strategic themes and the QAA Enhancement Theme of Resilient Learning Communities.

Utilising a 'mini=projects' approach helps amplify the reach and impact of strategic change by

- empowering individuals and groups to review and enhance practice in their own context,
- connecting colleagues across the university with shared interest in themes of strategic relevance,
- Embedding a culture of reflection, enhancement and evaluation in institutional practice.

2. Why **have we made/are we making** it? (Rationale for the change)

The rationale is to support the members of the Heriot-Watt Global family to implement institutional strategy through the current Enhancement Theme. The change that is being made occurs at different levels: primarily the change is an improvement in the student learning experience, either directly, or indirectly by improving the experience of teachers.

However, there is another level of change, which is to use the mini-projects as a vehicle for individuals and small teams to engage with institutional strategic priorities within their own context and to contribute to the successful implementation of the strategy in authentic ways. This approach directly supports collaborative action for strategic change, valuing context-specific insights and expertise.

In Round 1 (2021) of the mini-projects, we had 19 applications and funded 15 projects. In Round 2 (2021/22) we received 33 proposals and funded 12 projects. This uptick in the volume and quality of applications is a reflection of the enthusiasm with which mini-projects have been received by the Heriot-Watt community and the impact they have had in inspiring engagement with enhancement activity and in connecting colleagues across campus and disciplinary boundaries to share practice.

3. What difference **has occurred/will hopefully occur** as a result? (Tangible change made successfully or envisaged)

This is the second year of this approach at Heriot-Watt. We have already seen changes occurring in the types of projects coming forward. There has been a shift from data gathering to more direct implementation (and evaluation) of practical enhancement initiatives. We have built on projects which take a student-centred or a community outreach approach, and which make students an integral part of execution of the project, rather than research subjects, aspiring to a Students As Partners model (Cook-Sather, Bovill, & Felten, 2014).

Each of the projects has made a final report on their progress. While each of the projects is unique, the changes which are reported are increased confidence of both students and staff taking part in the projects. There were also a number of artefacts developed which

will continue to support staff and students through beyond the life of the project, for example:

1. Supporting maths, science and engineering students and staff through conversion of LaTeX to useable HTML pages, increasing accessibility for visually impaired or neurodivergent students;
2. Development of a geological fieldtrip on Google Earth;
3. Development of a card game, which is being considered by Historic Scotland and Edinburgh Castle for commercial production;
4. Continuing Professional Development workshop on use of metaphor for translators
5. Peer mentoring scheme and employability resources for engineering students;
6. Academic literacy resources for students on our Malaysia campus resulting in greater student confidence;
7. A model for embedding academic literacy skills within a programme resulting in fewer student queries to the programme team.

Cook-Sather, A., Bovill, C., & Felten, P. (2014). *Engaging Students as Partners in Learning and Teaching: A Guide for Faculty*. Jossey-Bass.

4. How **do we/will we** know? (How is the change measured)

Project proposers are required to submit an outline of their evaluation and dissemination strategy with their proposal. This ensures an evaluation plan is part of the project from the initial stages. When project holders are advised that their project has been successful, they are instructed to apply for ethics approval as a first step, in order to facilitate data gathering and lay the foundation for evaluation and dissemination.

Each of the mini-projects holders is required to submit two reports: A progress report halfway through the duration of the project (February 2022) and an end of project report (May 2022). Work may continue beyond that point, but the final report is used to inform QAA reporting (this document). We have developed our reporting templates from 2021 to include more detail from each of the projects. We have developed a series of questions which give us information regarding the change occurring after the implementation of each of the projects.

Project holders are also required to disseminate their projects. The baseline is a presentation at HWU Learning and Teaching Week, which takes place in June of each year. They are also encouraged to disseminate within their disciplinary area, and externally, either to their disciplines, or the wider higher education community.

5. Who **has been/is** involved in making any judgements? (Who decides on effectiveness)

The project holders make the initial judgment of effectiveness of the project, gathering evaluation data from participants. They make two reports, as outlined above, which are sent to the ET Lead who can provide further support with impact evaluation and dissemination. The findings from the projects are collated and shared institutionally and beyond, as appropriate.

6. Any lessons learned to apply already? (Applied ongoing learning)

We have improved project reporting in Year 2. We developed our reporting template from Year 1 to offer more support in terms of reflecting on practice and gave suggested word limits which would encourage project holders to report more fully and frankly on their projects. This has helped in terms of the quality and the quantity of information received

from project holders in Year 2 and the subsequent institution-wide scaling up of sharing practice and shaping learning that it is possible to achieve.

7. Any things you **have stopped/need to stop** doing? (Any unsuccessful elements)

N/A

Title of project/activity
Strengthening our Global Learning Community: A Longitudinal Evaluation of Change
1. What change is being made? (Brief description(s) of overall activity/intervention)
HWU continues to develop its longitudinal evaluation of enhancement efforts to map how our global learning community is evolving over time and to deepen understanding about what practical steps support and strengthen this community. This integrates insights from student and staff surveys with a tailored qualitative study focusing on community and belonging at Heriot-Watt.
2. Why are we making it? (Rationale for the change)
Exploring change in relation to 'intangibles' such as community, belonging and resilience require engagement across a broad range of data sources to build an understanding of change over time. This approach allows us to bring together insights from a range of sources to deepen our institutional understanding of these areas and to contribute to wider discussions about evidencing enhancement.
3. What difference will hopefully occur as a result? (Tangible change made successfully or envisaged)
Through this work we will develop an integrated approach to evaluating institutional enhancement activity and create the foundations and language for understanding what community and belonging and resilience means in our university context.
4. How will we know? (How is the change measured)
Our evaluation plan will be implemented over the next year, using a range of evaluation methods, including: <ul style="list-style-type: none"> • Student and Staff Surveys; • Interim reports from the strategic projects; • Final reports from mini-projects; • Interviews and Focus Groups as appropriate for different elements of this work.
5. Who is involved in making any judgements? (Who decides on effectiveness)
The Steering Group are involved in making the initial judgments. Themes work is reported to UCLT and onwards to Senate, as it contributes substantially to the strategic goals of the institution.
6. Any lessons learned to apply already? (Applied ongoing learning)
As we move to the final year of the theme, our focus shifts from undertaking enhancement work to identifying the impact of the work already undertaken.
7. Any things you have stopped/need to stop doing? (Any unsuccessful elements)
n/a

Dissemination of work

Which mechanisms have been most effective in disseminating outcomes and resources internally, and to the sector? Please provide examples.

If there are materials and resources you can share with the sector, please provide details below.

In Year 2, dissemination of work has been particularly successful. Below are some examples of our different dissemination activities. These activities not only support the dissemination of the learning from the different work streams but also provide recognition for the staff and students who have undertaken the work.

Internal dissemination

Much of the internal dissemination of the enhancement work is built into the different projects and work streams through continued communication and engagement with the relevant stakeholders. This is further amplified by:

1. regular updates on this work are shared through articles in the HWU Staff Newsletter and the Learning and Teaching Academy monthly newsletter and shared through posts on the [Learning and Teaching Academy blog](#).
2. Many of our mini-projects presented at HWU Learning and Teaching Week 2022, sharing practice across the institution.
3. Outcomes of projects have been shared with staff in relevant Schools within HWU to share practice and solicit collaboration.

External dissemination

Resources developed on resilient pedagogies are shared openly with the sector, with creative commons licensing to empower other institutions to reuse and remis resources. Our [materials on assessment design, academic integrity and digital education](#) are all available for colleagues to access and use.

Specific projects have been championed and outcomes shared with appropriate external audiences. This helps strengthen community and connection across the wider community and enhances our own institutional learning culture. For example:

- In collaboration with Edinburgh Napier University, we organised a joint practice-sharing event to showcase staff led enhancement theme projects on November 3rd 2021. This was included as part of a three-day HWU Learning and Teaching Symposium.
- “Creating Accessible Maths Resources” has been shared with the Scottish Maths Support Network, to encourage other institutions to contribute to the ongoing work in making maths resources accessible.
- “A collaborative approach to student scholarship skills: embedding information literacy skills in the flipped classroom” has been shared with Information Literacy Community of Practice group, a cross-sector network for librarians.
- An overview of the HWU Student Action for Resilience work was presented at along with the QAA event “Managing Risk and Enhancing Quality Webinar: The TNE Student Experience” on 31/03/2022. This included students from this work presenting on their experiences.
- The HWU use of mini-projects for enhancement was shared at [the QAA Scotland Enhancement Theme conference](#), June 9th, 2022.
- Learning from the HWU Programme Directors Forum was shared at the Heads of Chemical Engineering UK (HCEUK) Leadership in Chemical Engineering Workshop, (online) November 16th, 2021.

- Learning from the HWU enhancement theme work will be shared with the international teaching community through a number of poster presentations at the Improving University Teaching international conference in July 2022 www.iutconference.com.
- A paper from the enhancement theme work will be presented at [Research and Applying Metaphor conference](#), September 2022
- A paper from the enhancement theme work will be presented at [LILAC: The Information Literacy Conference 2023](#)
- Heriot-Watt representatives also presented on work carried out by the microcredentials collaborative cluster and the programme leadership collaborative cluster at [the QAA Scotland Enhancement Theme conference](#), June 9th, 2022.

Collaboration outwith your institution

How have you collaborated with other institutions? This could be informally by growing networks or contacts, or more formally for example, through collaborative clusters or sector work. If you have been collaborating with others, briefly explain what this has involved and what have been the benefits and challenges.

Our institutional theme lead is the deputy chair of the Scottish Tertiary Micro-Credentials Network, working across the Scottish tertiary sector to deliver a framework for micro-credentials. This is a follow on from the collaborative cluster work on micro-credentials done in year 2021/22. It has been challenging to form the new group but rewarding in that the group is enthusiastic and keen to rise to the challenge ahead of them.

HWU is represented on the QAA Recognition of Prior Learning working group.

In collaboration with Edinburgh Napier University, we organised a joint practice-sharing event to showcase staff led enhancement theme projects on November 3rd 2021. This was included as part of a three-day HWU Learning and Teaching Symposium. Eight projects were presented at this event.

Collaborative work continues around programme leadership, drawing on the networks and connections established through the QAA ET Collaborative Cluster.

Supporting staff and student engagement

How have staff and students been supported to engage in Theme activities? Please provide examples.

We have encouraged involvement in Theme activities for academic, professional services staff, and students.

Our strategic projects have buy-in from a wide range of staff and students. A member of the steering group is responsible for each of the strategic projects, and responsibility is shared over our campuses. This ensures that each of our locations feels that they are part of the Enhancement Themes activities for the institution. Having oversight in our

campuses also ensures that work ongoing within a campus is not overlooked, as campus contacts have better insight into local activities.

We have offered paid opportunities for students to take part in evaluation and research activities and have had student-led mini-projects. Our “Student Action for Resilience” subtheme is specifically aimed at student activities, and encompasses work done by the Students’ Union and Student Associations under the Student-Partnership Agreement.

Processes

What are you learning from the processes, approaches, and structures you are using to support this Theme?

How will this report be used/distributed within your institution?

Dissemination

One of our successes which we have built on over the past two years is to encourage project teams to present their projects during HWU Learning and Teaching Week, held in June each year. Over 90% of our projects have shared their practice with the institution. This has enhanced the sharing of learning from projects and enhanced the academic profiles of the staff involved. It has also led to an increase in external dissemination, which is indicated in the above section. This is part of a culture change within the institution as we encourage staff to become more engaged in enhancement-focused scholarly activities.

Identifying and Enhancing Impact

We have learned that in order to fully capture the impact of this work, we have to work more closely with colleagues to enable them to understand what we mean by “impact” and work with them during their projects to embed effective and appropriate evaluation for the scale of the work being undertaken. The Theme resources on evaluation approaches have proved useful in informing our institutional and project approaches.

Reporting

This report is developed and shared with the ET Steering Group prior to submission to QAA Scotland and is shared with the University Committee for Learning and Teaching for discussion and to inform its approval of the next year’s plan of work.

Wider communication of learning and impact is also vital.

- The Learning and Teaching Academy (LTA) newsletter will carry an article highlighting the Enhancement Themes work of this year.
- Project leads are invited to write a blog article for the LTA blog.
<https://lta.hw.ac.uk/blog/>
- A publication celebrating the impact of projects developed over the course of this Theme is in production.

Looking ahead

In session 2022-23 we will be starting to consider what the next Enhancement Theme might focus on. We are interested to know about the discussions, hot topics and issues that are emerging in your practice and gaining increasing attention. Please share your thoughts and views below.

Current hot topics we are exploring and would appreciate sector collaboration on include:

- Ongoing discussions about flexible learning-
 - in teaching models and curriculum design, building on learning and student expectations beyond the pandemic,
 - in adapting to the needs and interests of specific student cohorts and in developing a personalised student learning experience.
- Strengthened commitment to higher education for sustainable development and the role of curriculum (core and co-curricular activity) in amplifying this.
- A renewed institutional and sector focus on assessment practice (institutional and student expectations and practice).
- A focus on resilient leadership: student leaders and teaching team / educational leaders.

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