

## ACADEMIC QUALITY



QUALITY  
ASSURANCE



ACADEMIC  
ENHANCEMENT



ACCREDITATION  
AND ACADEMIC  
PARTNERSHIPS



# Heriot-Watt University

A distinctive approach to learning, teaching  
and academic quality

# A Global Institution: 2022/23 Student Population



25,885 registered students:

- 11,400 UK-based; 14,485 non-UK-based
- 16,745 on **5 campuses** (3 in Scotland, Dubai, Malaysia)
  - Edinburgh (9,525), Borders (670), Orkney (20): 10,215;
  - Dubai: 4,535; Malaysia: 1,985
- 9,150 studying entirely with an **academic partner** (3,770) or **online as an independent distance learner** (5,380)
- Over **200 academic partners**

# A Global Institution: Facts and Figures



## 6 Schools

- EGIS: Edinburgh, Dubai, Malaysia and Orkney (PG only, focus on renewables) [4,555]
- EPS: Edinburgh, Dubai and Malaysia [3,520]
- MACS: Edinburgh, Dubai and Malaysia [2,885]
- SoSS (incl.EBS): Edinburgh, Dubai and Malaysia [13,015]
- SoTD: Borders, Dubai and exploring Malaysia opportunities [895]
- GC has a presence in Edinburgh, Dubai and Malaysia, but supports all campuses [1,015]

## Our Funding

- 10% of our income comes from SFC-funded provision
- Dubai is growing at a rapid rate, and is on track to equate to 50% of our tuition fee income

## Cross-School Activities

- Heriot-Watt Online
- At scale Partnerships
- Graduate Apprenticeships [389]

# Student Academic Representation: Three Representative Bodies



## Three Student Representative Bodies\*

- Globally aligned academic representation
- Single Student Partnership Agreement
- Shared Global Priorities

\* Plus Sports Union in Scotland



# Student Academic Representation: Global Student Partnership Agreement, Global Priorities



## Heriot-Watt University Student Partnership Agreement 2023

Heriot-Watt University has a long and proud tradition of student engagement in institutional governance and decision-making and the Student Partnership Agreement sets out our ambition to continue to work together across all our campus locations, with the aim of increasing engagement, enhancing the student experience and building a strong and supportive University community.

The SPA is our commitment to global partnership that identifies the main, agreed priorities to truly enhance the Heriot-Watt student experience.

Throughout 2023, we are committed to working in partnership on the following objectives:

- 1) **Academic.** We will work together in the following areas:
  - » Improving assessment and feedback on assessment
  - » Ensuring the best learning experience for all
- 2) **Community.** We will work together in the following areas:
  - » Enhancing the extra-curricular experience
  - » Shaping a sustainable future together
- 3) **Wellbeing.** We will work together in the following areas:
  - » Enhancing our support services
  - » Encouraging holistic student and staff wellness
- 4) **Sports.** We will work together in the following areas:
  - » Making sport accessible to all
  - » Celebrating student sport at Heriot-Watt University

Professor Richard A Williams  
Principal and Vice-Chancellor

Lucy Everest  
Global Chief Operating Officer

Professor Mark Biggs  
Vice Principal and Provost (UK Campus)

Professor Heather McGregor  
Provost (Dubai Campus)

Professor Mushtak Al Atabi  
Provost (Malaysia Campus)

Professor Malcolm T Chrisp  
Deputy Principal (Education and Student Life)

Syed Uzair

President, Heriot-Watt University Dubai Student Council

Iya Dali

President, Heriot-Watt University Malaysia Student Association

Daniel Potter

President, Heriot-Watt University Sports Union

Sanjit Krishnakumar

President, Heriot-Watt University Student Union

Campbell Power  
Deputy Registrar and Head of Student Life

Carol Murray  
Head of Student Wellbeing Services

Ross Campbell  
Executive Director, QM

Kieran Robson Renner

Quality Enhancement Officer (Student Learning Experience)

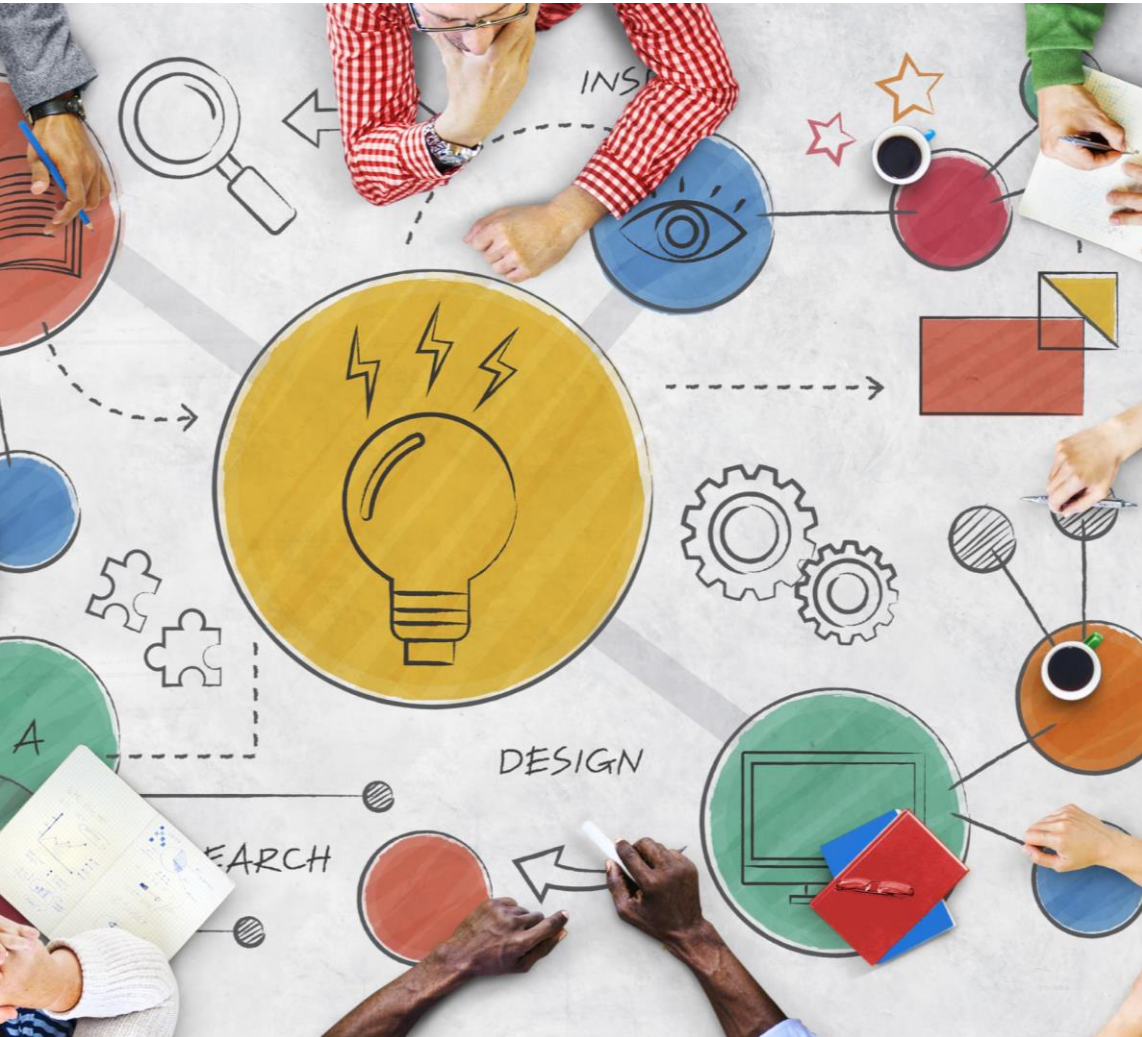


## Key Global Priorities

- 1. Reduce Student Isolation
- 2. Relieve Financial Pressure
- 3. Limit Student Confusion
- 4. Increase Global Connectivity



# A Global Community



Deepening connections and extending opportunities.

- For students studying globally (254 students going global in 2023/24)
- For staff teaching in global teams

# A Single Institution: not “Hub and Spoke” or Branch Campuses

**“One Heriot  
Watt” Ethos**

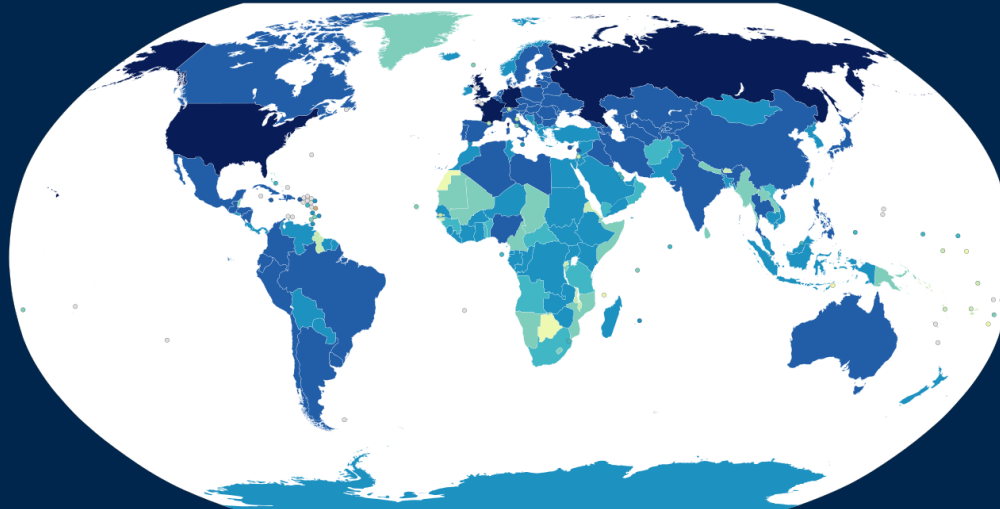


**One Heriot-  
Watt Degree  
Worldwide**



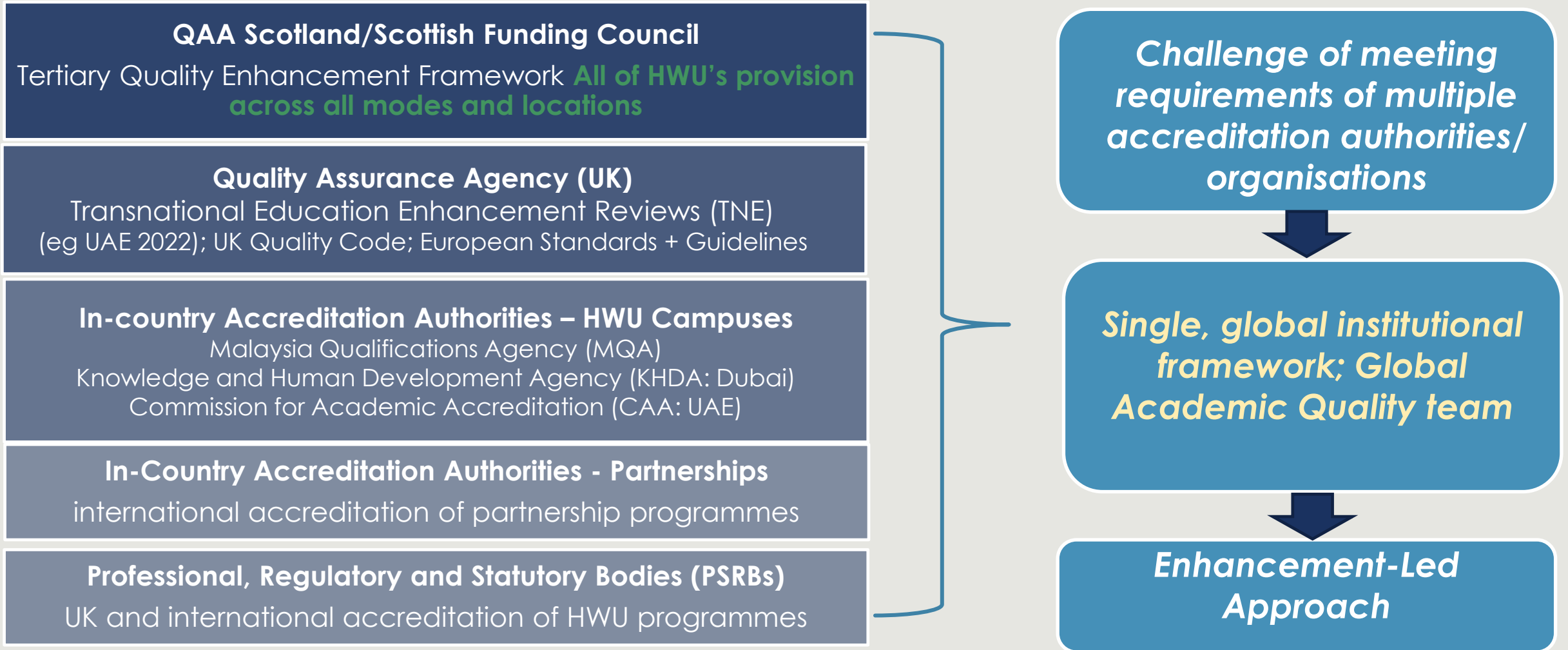
**Global  
approach  
to quality**

*For Heriot-Watt, TNE  
means “partnerships”,  
not our campuses*





# HWU's External Context for Learning, Teaching and Quality



***“Identical academic standards; diversity of learning experiences”***



# Annual Externality: Institution-Level

## Global

- SFC-QAAS: Annual Institutional Liaison Meeting (Global)
- KHDA: February + September reporting (Dubai)
- CAA: ongoing process towards accreditation (Dubai)
- MQA: ongoing initial and full accreditation (Malaysia)
- SETARA: national ratings system (Malaysia)



# The Scottish Quality Enhancement Framework, 2003-2022

Transnational Education (TNE)/ Collaborative Academic Partnerships feature in all aspects of the QEF



**ENHANCEMENT-LED INSTITUTIONAL REVIEW**



**ENHANCEMENT THEMES**



**INSTITUTION-LED REVIEWS**



**STUDENT ENGAGEMENT**



**PUBLIC INFORMATION**

**FOCUS ON PROJECTS**



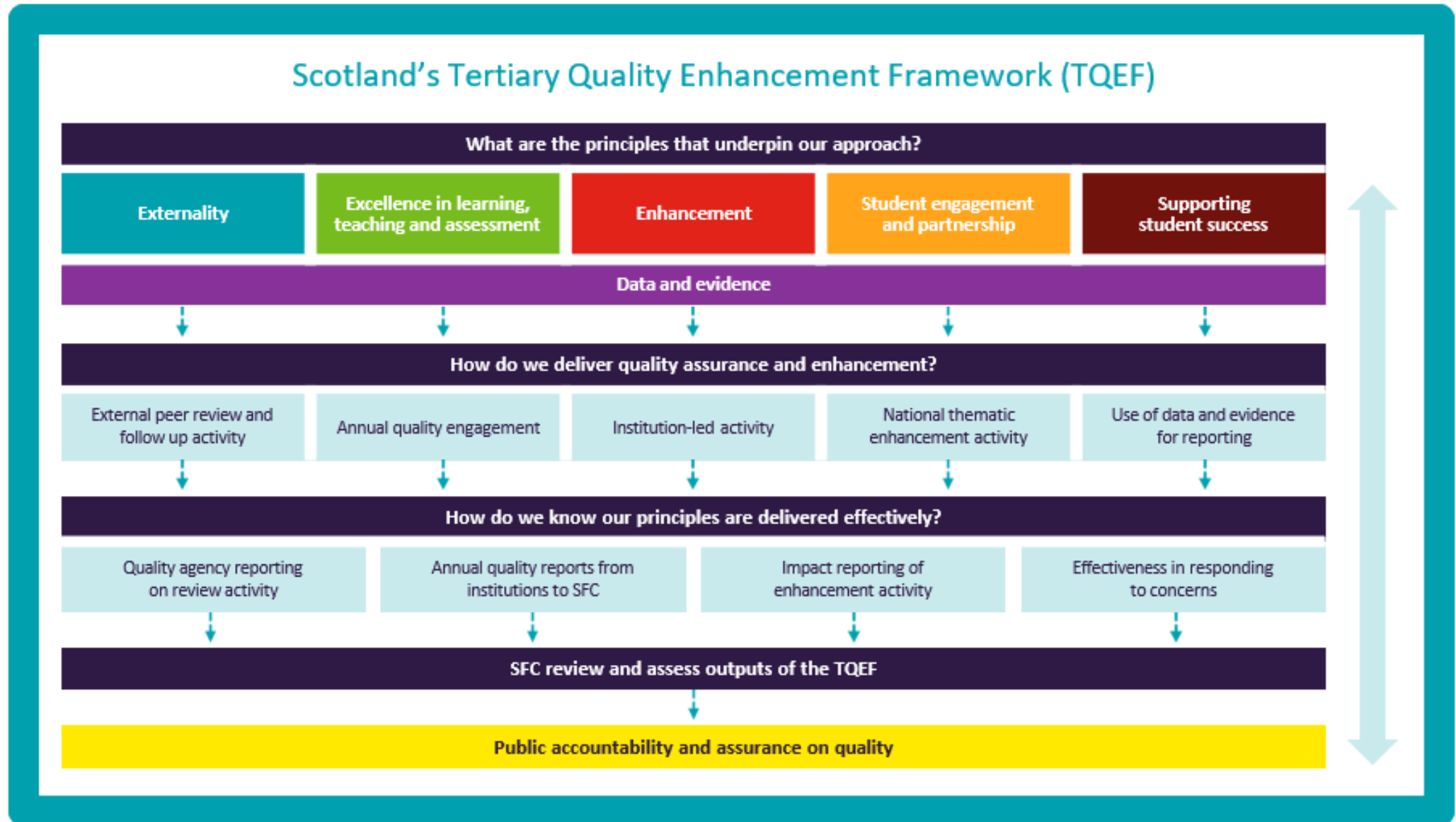
**Annual QAAS Institutional Visits**

A global leading approach to quality, adopted by a wide range of other countries

**QAA UK: Transnational Education Reviews (Enhancement-Led); UK Quality Code**

<https://www.qaa.ac.uk/scotland/quality-enhancement-framework>

# Scotland's Tertiary Quality Enhancement Framework, from 2024



# Global Academic Quality Team



- Global team (Scotland, Dubai and Malaysia)

- 3 key areas:

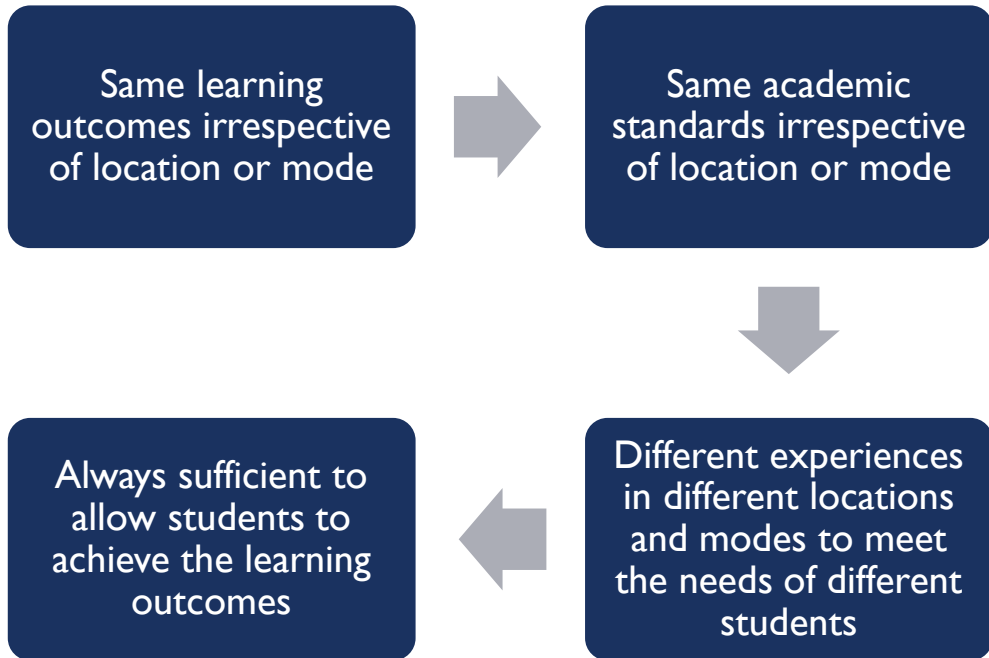
- *Quality Assurance;*
- *Academic Enhancement;*
- *Accreditation and Academic Partnerships*

[Academic Quality Summary of Functions](#)



# “Identical Academic Standards”

*Identical academic standards;  
Diversity of learning experiences*

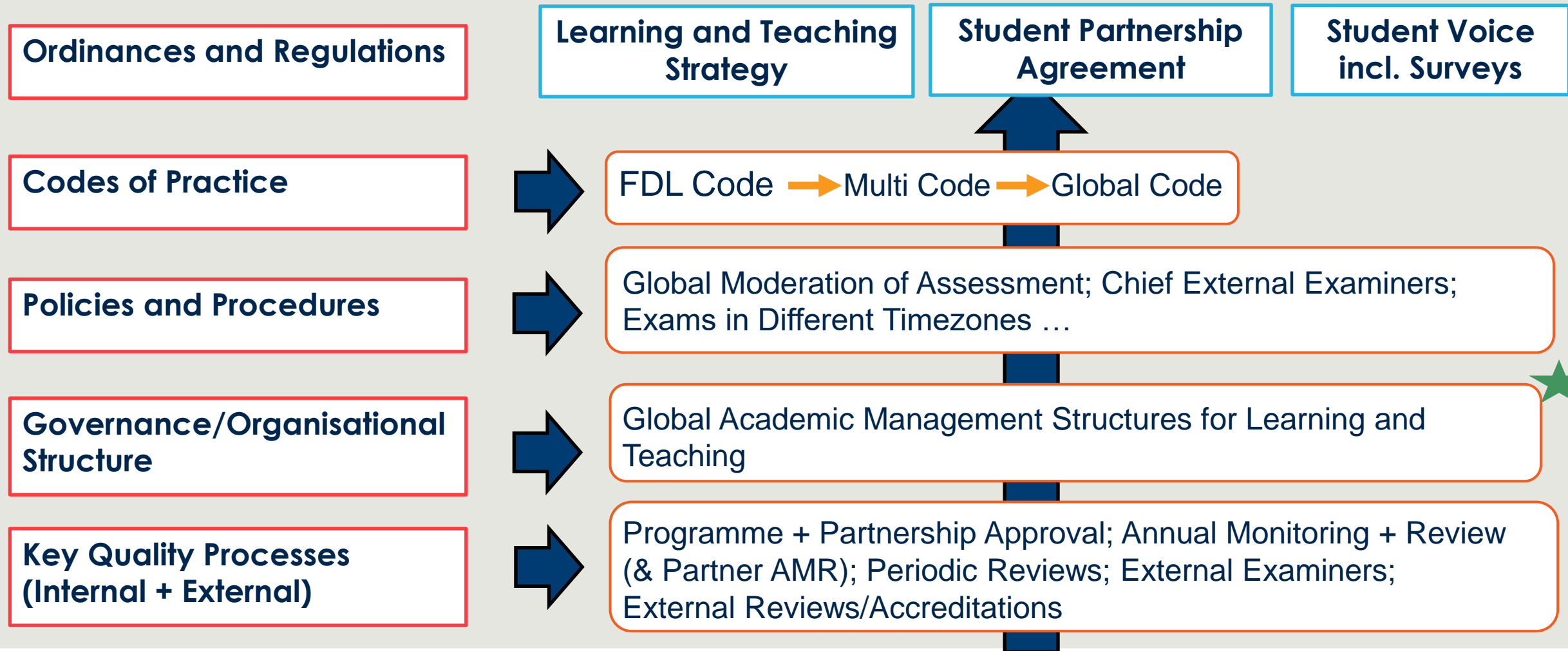


*One Heriot-  
Watt Degree  
Worldwide*



*... and the underpinning single, global quality framework*

# Heriot-Watt: A Single, Global Quality Framework: Assurance and Enhancement

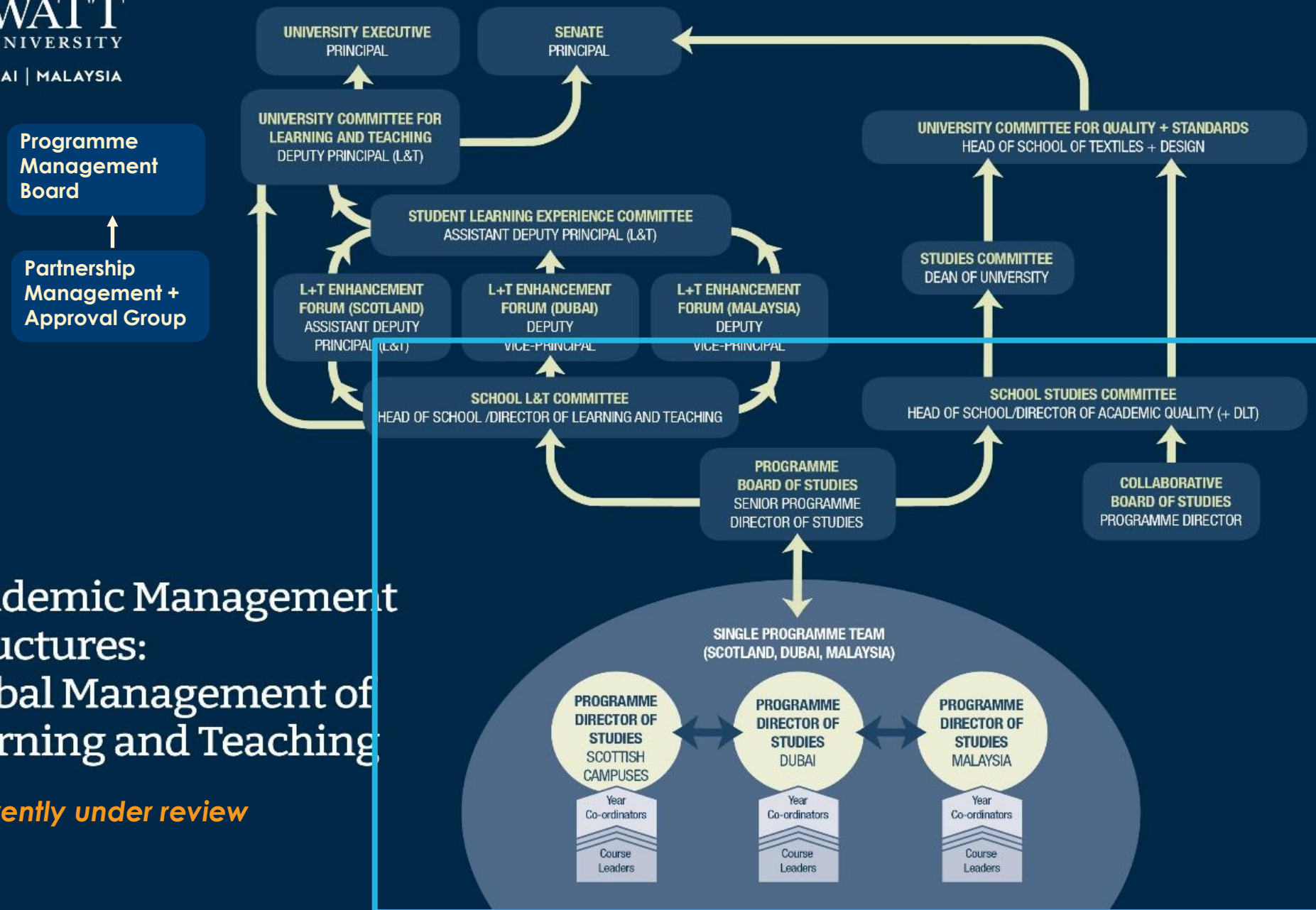


University committees and roles are mirrored in Schools and campuses

This creates truly global teams at institutional, School, discipline and programme levels

## Academic Management Structures: Global Management of Learning and Teaching

*Currently under review*



# External validation of HWU's robust, effective global quality framework



***The University has a mature and effective institutional quality framework which is well-understood by staff across all campuses and is supported by the use of clear and accessible documentation.***

***This has enabled an agile and effective response to the global coronavirus pandemic across all campuses, which was effectively led and coordinated at senior level, working across different national contexts.***

Commendation in HWU's ELIR4, Nov 2020

- Academic quality and standards, applied globally across five campuses, are to be commended***
- The governance and management of quality assurance, based on Scottish (and wider UK) standards, are to be commended***
- The structures in place for the engagement of students and staff are commendable, particularly with students as co-creators of their environment***
- Effective operation of Academic Quality team across all locations***

Commendations in CAA Report, Dubai, April 2022, March 2024



# External validation of HWU's "One Institution Approach"

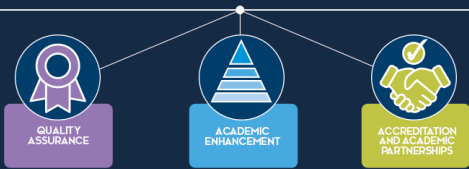


*The University has continued to strengthen its approach to further develop the sense of a shared identity and 'One Heriot-Watt' ethos, engendering a sense of a global community. This has been achieved through strong institutional vision, strategy and leadership...*

Commendation in HWU's ELIR4, Nov 2020

The University's global approach was commended for:

- Partnership and collaboration with its three Student Representative Bodies (Scotland, Dubai and Malaysia)
- Globally integrated student support services
- Cross-campus enhancement of learning and teaching, including opportunities for staff engagement



# Quality Assurance: Aligning Internal Processes with External Requirements

# Quality Assurance Processes

3 key internal, institution-wide processes:

- **Programme Approval**
- **Annual Monitoring and Review**
- **Periodic Review:**
  - Academic Review
  - Academic Audit

# Programme Approval Process

- Developed by cross-campus Programme Board of Studies
- Endorsed by School Studies Committee
- Business Approval: Programme Management Board
- Academic Approval: (University) Studies Committee
- External accreditation:
  - Accreditation of programmes in Dubai and Malaysia: CAA; MQA
  - UK professional bodies
  - Other overseas government authorities





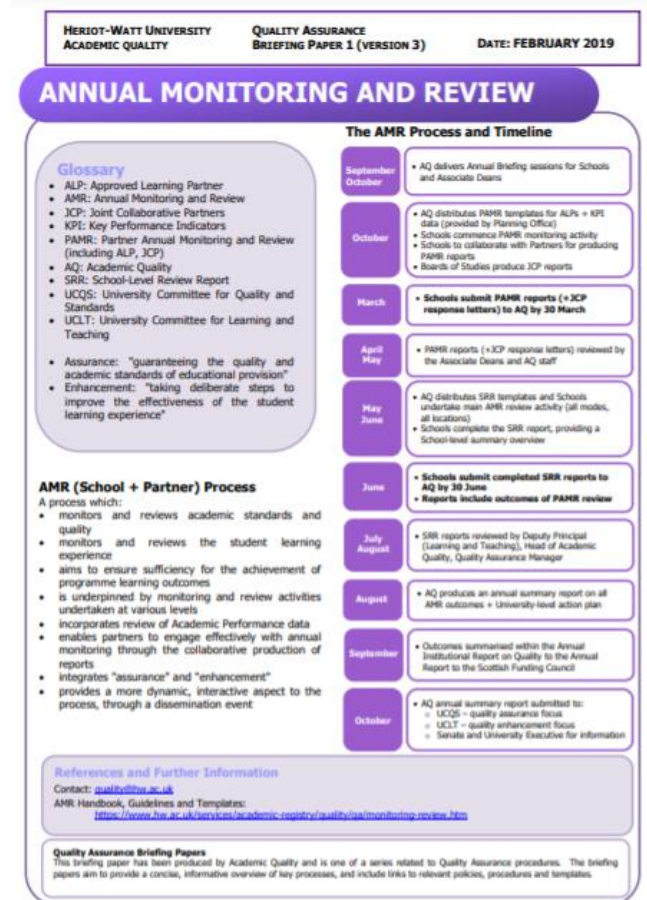
# Annual Monitoring and Review

## Schools prepare reports:

- Summarising a review of all programmes
- Academic standards and quality
- Student experience and student performance
- Annual key themes (*as selected by University-level committees*)
- Separate partner annual monitoring and review process

## Outcomes reported to:

- University Committee for Quality and Standards (*assurance*)
- University Committee for Learning and Teaching (*enhancement*)
- University Committee for Research and Innovation (*PG Research*)
- Scottish Funding Council + QAA Scotland



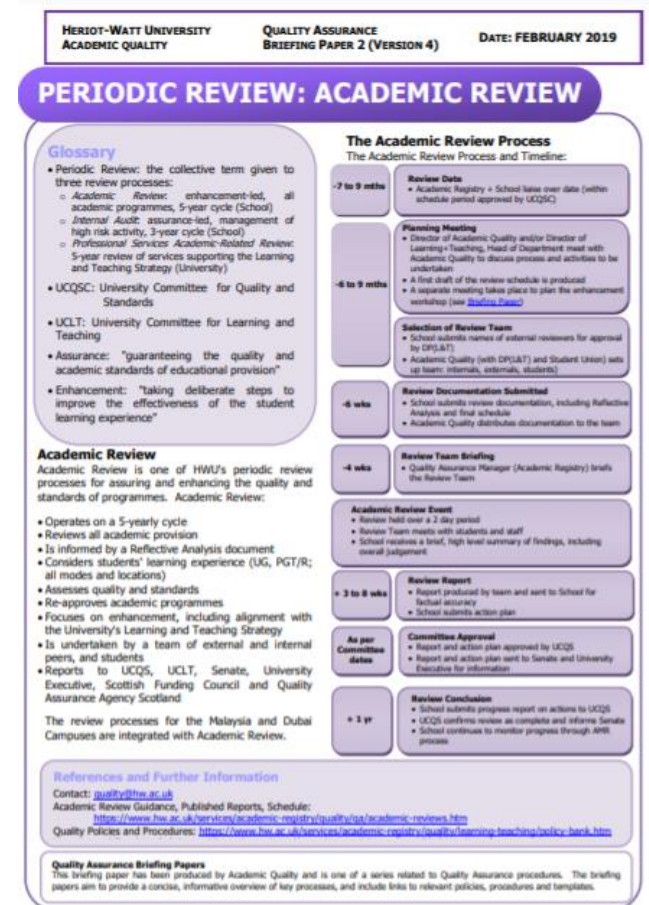
# Periodic Review: Academic Review

## Enhancement-led approach:

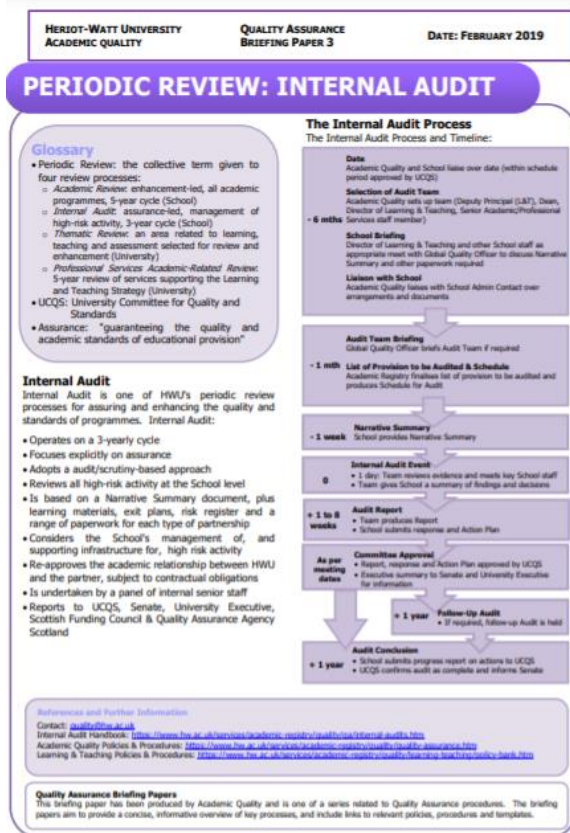
- Follows guidance of Scottish Funding Council + QAA UK Quality Code
- Aggregated by discipline
- Global and Virtual: Scotland, Dubai, Malaysia (in-person if one campus only)
- 6-year cycle
- Students as Review Team members
- Assurance: re-approval of programmes; judgement on management of academic standards, programme quality and student learning experience
- Enhancement Workshop (*sector-leading*)

## Outcomes reported to:

- University Committee for Quality and Standards (*assurance*)
- University Committee for Learning and Teaching (*enhancement*)
- University Committee for Research and Innovation (*PG Research*)
- Scottish Funding Council + QAA Scotland



# Periodic Review: Academic Audit



## Assurance-led Audit

- Conducted at School level
- Internal staff only
- Risk-based assessment
- 3-year cycle

## Considers:

- Management of partnerships
- Academic relationships
- School infrastructure
- Risk assessment processes
- Managing assessment across locations and modes

## Outcomes reported to:

- University Committee for Quality and Standards (assurance)
- Scottish Funding Council + QAA Scotland

An additional  
quality assurance  
process adopted  
by Heriot-Watt  
University

<https://www.hw.ac.uk/uk/services/academic-registry/quality/qa/internal-audits.htm>

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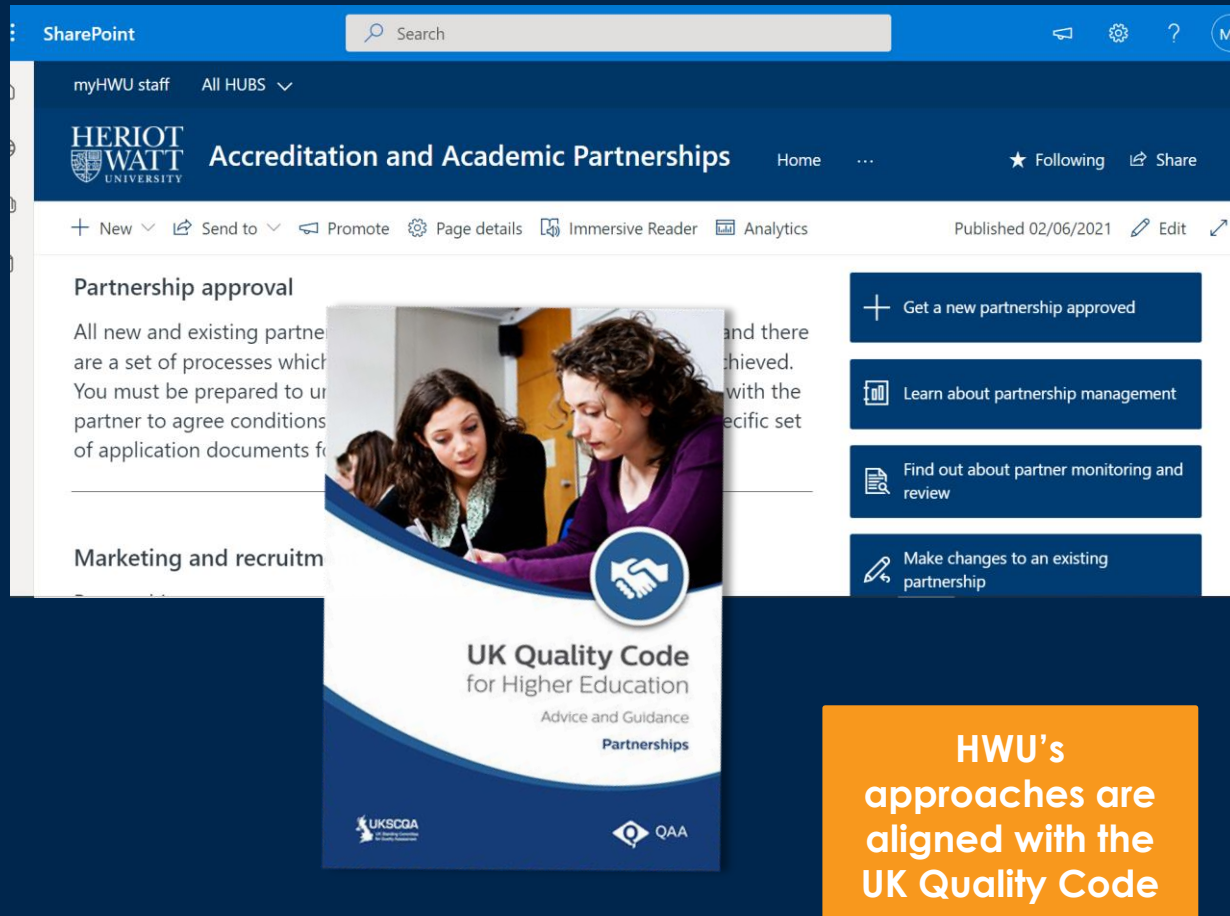
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# Academic Partnerships



# Assuring Quality in Partnerships: New and Established Approaches



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Partnership approval

All new and existing partners are a set of processes which you must be prepared to agree conditions of application documents for.

Marketing and recruitment

Get a new partnership approved

Learn about partnership management

Find out about partner monitoring and review

Make changes to an existing partnership

UK Quality Code for Higher Education  
Advice and Guidance  
Partnerships

UKSCQA QAA

HWU's  
approaches are  
aligned with the  
UK Quality Code

Partnership Management and Approval Group

Major review of processes for approval, renewal and termination (ongoing)

Restructuring in Registry + Academic Support

Partner Annual Monitoring and Review

Periodic review of Schools' management of partnerships through Internal Academic Audit

# Enhancement of Partnerships: Partner Annual Monitoring and Review (PAMR)



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## Partner Annual Monitoring and Review

### Overview

Partner Annual Monitoring and Review (or **PAMR**) is a University requirement and is an annual, retrospective activity which allows Schools the opportunity to

### Key facts

- PAMR reports are required for the following partnership types

Paper Ref: UCQS/19/XXX

HERIOT WATT UNIVERSITY

University Committee for Quality and Standards

Date of meeting: 17 November 2021

Presented By: er

Title/Subject: Annual Summary Report: Partner Annual Monitoring and Review (PAMR)

1. Purpose of the Paper	The purpose of this paper is to provide an annual summary of the Partner Annual Monitoring and Review process for the reporting period of AY 2019-20.
2. Summary	A total of 37 reports (see Appendix 2) have been submitted for all academic partners in which there were active students during the reporting period. The salient points which transpired from the reports included the rapidly at which staff and students had to adapt to significant changes in teaching delivery; the increased provision of mental health support; and the difficulty that students experienced in undertaking Take Home Examinations.
3. Recommendations	The Committee is invited to: i) <b>APPROVE</b> the PAMR Annual Summary Report ii) <b>CONSIDER</b> the proposed deadline dates for the submission of future PAMR Reports iii) <b>AGREE</b> permanent deadline date for submission of PAMR Reports
4. Approval/ Consultation Process and Any Further Information	
5. Equality and Privacy Impact Assessment Status	
6. Attachments	Report plus appendices
7. FOI status	The Committee's records (agenda, papers and minutes) are included in the University's Freedom of Information Publication Scheme. This paper is included in open business. All parts of the paper are disclosable under Freedom of Information.

HERIOT WATT UNIVERSITY  
UK | DUBAI | MALAYSIA

### PAMR FORM: APPROVED LEARNING PARTNERS

REPORTING PERIOD: AY 2020/21

This Partner Annual Monitoring and Review (PAMR) form is to be used for Approved Learning Partnerships (ALPs) only. There is a separate template for Joint Collaborative Partnerships (JCPs) which can be found, along with information and guidance about the process, on the [Quality Assurance Hub](#).

The PAMR process is an annual, retrospective activity which allows the partnership team to reflect on the previous academic year and create an action plan to address any issues identified as a result of the exercise. Each PAMR Report is reviewed by a member of Academic Quality, an Associate Dean and, in exceptional circumstances, the Deputy Principal (Education and Student Life). More details on the [roles and responsibilities of the PAMR process](#) can be found on the Quality Assurance Hub.

An Annual Summary Report of all PAMR Reports is produced by the Global Quality Officer for review and approval by the University Committee for Quality & Standards. The outcomes of PAMR Reports are also summarised for the Scottish Funding Council (SFC) and Quality Assurance Agency Scotland (QAAS) with prior consideration by the University Committee for Learning & Teaching (UCLT), Senate and Court during June to August of each year.

Please work collaboratively with the partner to complete all sections within this report. Once all sections have been completed, reviewed, and School plus Partner signatures obtained, please submit this form to Academic Quality ([quality@hw.ac.uk](mailto:quality@hw.ac.uk)) absolutely no later than 31 May 2022 to allow for external reporting requirements to the SFC and QAAS.

## Institutional approach to enhancement of partnership provision is via the PAMR process

- PAMR is discussion-based and enhancement-focused, but has a quality assurance purpose
- School and Partner complete the PAMR form collaboratively via MS Teams
- Annual Summary Report to University Committee for Quality and Standards and to University Committee for Learning and Teaching

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# Further Information

# Academic Quality Links and Contacts



- [Academic Quality Website](#)
- [Who's who in AQ and what do they do?](#)

- [Dr Maggie King, Head of Academic Quality, \*\*m.king@hw.ac.uk\*\*](#)
- [Helen Crosby-Knox, Deputy Head of Academic Quality + Quality Assurance Manager, \*\*h.a.crosby-knox@hw.ac.uk\*\*](#)
- [Fiona Menzies, Quality and Academic Partnerships Manager, \*\*f.menzies@hw.ac.uk\*\*](#)