

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

Work-based Learning

Contents

Regulatory contexts for the Quality Code
Terminology
Expectations and Practices
Guiding principles

Regulatory contexts for the Quality Code

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

Terminology

Apprenticeships: This Theme is intended to be relevant to all apprenticeships that include higher education irrespective of the nation in which they are delivered. This will include, for example, Degree Apprenticeships, Graduate Apprenticeships and Higher Apprenticeships. Providers will need to make reference to other relevant guidance from QAA and other involved bodies for specific requirements, advice and guidance, relevant to the apprenticeship being delivered.

Student: Where the term 'student' is used in this document, it should be used to refer equally to those students who are also 'apprentices'.

Work-based learning: This involves learning through work, learning for work and/or learning at work. It consists of authentic structured opportunities for learning which are achieved in a workplace setting or are designed to meet an identified workplace need. This type of learning typically has a dual function of being designed to meet the learning needs of the employees, developing their knowledge, skills and professional behaviours, and also meeting the workforce development needs of the organisation.

Work-based learning is, therefore, learning which is distinguished from work-related or simulated learning activity that has not been formulated or commissioned by, or in partnership with, employers to address a current workforce need.

Expectations and Practices

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

Work-based learning for higher education courses describes courses that bring together higher education providers and work organisations to create learning opportunities. This Theme needs to be considered in conjunction with other regulatory requirements including providers' academic regulations, funding body requirements and professional, statutory and regulatory bodies' (PSRB) rules and regulations.			
EXPECTATIONS FOR STANDARDS		EXPECTATIONS FOR QUALITY	
The academic standards of courses meet the requirements of the relevant national qualifications framework. <i>Courses which are solely work-based learning, or include work-based learning elements, align with the relevant national qualifications framework, Characteristics Statements and the application of Subject Benchmark Statements and any other relevant requirements such as those from PSRBs or funding bodies. This may require differentiated work-based learning across different levels of a course.</i>	The value of qualifications awarded to students at the point of qualification and over time is in line with sector-recognised standards. <i>Education organisations make assessment judgements which are based on objective criteria and are reliable, fair and transparent and in line with sector norms.</i>	Courses are well-designed, provide a high-quality academic experience for all students and enable a student's achievement to be reliably assessed. <i>Education organisations, employers and students are clear on the scope of the work-based learning tasks which will be undertaken and the methods of assessment. Where employers are involved in assessment, appropriate training is given, and the usual mechanisms of standardisation, moderation and external examination are used. Education organisations and employers have formal agreements in place which ensure that the academic experience is high-quality. Where research degrees are undertaken through work-based learning, education organisations ensure that students have an equitable opportunity to those researching in the education organisation.</i>	From admission through to completion, all students are provided with the support that they need to succeed in and benefit from higher education. <i>Students on courses that include, or are solely based on, work-based learning will have access to all support provided to those on other modes of study. Where relevant, additional support to meet specific needs of work-based learning students will be provided.</i>
<i>HWU is able to confirm that it meets the above Expectations for Standards. Reference should be made to the detailed mapping provided against each of the Guiding Principles as well as the mapping documents to the 'Course Design and Development' and 'Assessment' themes.</i>		<i>HWU is able to confirm that it meets the above Expectations for Quality. Reference should be made to the detailed mapping provided against each of the Guiding Principles below, as well as the mapping documents to the 'Course Design and Development'; 'Admissions, Recruitment and Widening Access'; 'Assessment'; 'Research Degrees' and 'Enabling Student Achievement' themes.</i>	
Core Practice (Standards)		Core Practice (Quality)	
- Where a provider works in partnership with other organisations, it has in place effective arrangements to ensure that the standards of its awards are credible and secure irrespective of where or how courses are delivered or who delivers them. <i>In practice, this means that although all work-based learning is delivered in partnership, the UK higher education provider always maintains responsibility for standards and ensures that all students have an equitable opportunity to succeed.</i> - The provider ensures that students who are awarded qualifications have the opportunity to achieve standards beyond the threshold level that are reasonably comparable with those achieved in other UK providers. <i>In practice, this means that students are given the opportunity to demonstrate achievement at both threshold and beyond threshold standards, including the achievement of occupational and/or professional competence in workplace or other settings.</i>		- The provider has a reliable, fair and inclusive admissions system. <i>In practice, this means that these will take account of special educational needs and disabilities and how they will impact access to work-based learning opportunities.</i> - Where a provider works in partnership with other organisations, it has in place effective arrangements to ensure that the academic experience is high-quality irrespective of where or how courses are delivered and who delivers them. - The provider has fair and transparent procedures for handling complaints and appeals which are accessible to all students. <i>In practice, this means that students are supported by both the education organisation and the employer and understand the different roles of the provider, employer and themselves. Students have an ultimate right of complaint to the education organisation, the employer and, where relevant, other external organisations; guidance is given on when and how the relevant process(es) can be accessed.</i>	
Common Practice (Standards)		Common Practice (Quality)	
The provider reviews its core practices for standards regularly and uses the outcomes to drive improvement and enhancement. <i>In practice, this means that courses and work-based learning settings are regularly reviewed.</i>		- The provider's approach to managing quality takes account of external expertise. <i>In practice, this means that a range of formal and informal methods for collecting evidence can be used to ensure that all stakeholders can contribute. Annual reports and other review points can show how this input has been achieved and what action has been taken as a consequence.</i> - The provider engages students individually and collectively in the development, assurance and enhancement of the quality of their educational experience. <i>In practice, this means that students, employers and others involved in the work-based learning can contribute to course design and development, and ongoing monitoring and evaluation.</i>	
<i>HWU is able to confirm that it meets the above Core and Common Practices (Standards). Reference should be made to the detailed mapping provided against each of the Guiding Principles below, as well as the mapping documents to</i>		<i>HWU is able to confirm that it meets the above Core and Common Practices (Quality). Reference should be made to the detailed mapping provided against each of the Guiding Principles below, as well as the mapping document to the</i>	

<i>the ‘Partnerships’, ‘Assessment’, ‘Enabling Student Engagement’ and ‘Monitoring and Evaluation’ themes.</i>	<i>‘Admissions, Recruitment and Widening Access’; ‘Partnerships’, ‘Concerns, Complaints & Appeals’; ‘External Expertise’, ‘Course Design and Development’, ‘Monitoring and Evaluation’, ‘Student Engagement’ themes.</i>
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Guiding Principles with Mapping from HWU Practices

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

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

Guiding Principles (Standards and Quality)	Heriot-Watt University Practice
1. Work-based learning courses and opportunities are designed and developed in partnership with employers, students and other stakeholders (where appropriate) and contain learning outcomes that are relevant to work objectives. Within the context of the Code and the advice and guidance, work-based learning is integral to the course of study and is designed in partnership between the education organisation, employers and students. Other stakeholders may be involved, for instance, care users, professional bodies and regulatory authorities. To ensure integration and an effective experience, course design should include learning outcomes that are directly relevant to work objectives.	- Work-based learning at Heriot Watt University is focussed in the areas of structured work placements and higher education apprenticeships (Graduate Apprenticeships). Students at Heriot Watt University undertake credit-bearing work -based learning for a period of 6 or 12 months (60 or 120 SCQF credits, respectively). The University also offers an increasing number of Graduate Apprenticeship programmes where students are employed by an employer and spend one day a week in the University attending lectures, workshops and tutorials. - Placements can be mandatory or optional in nature (depending on the degree programme, and location of study) and can be paid, or unpaid. They usually take place during the penultimate year of study. Work-based Learning at Heriot Watt University is governed by appropriate policies, procedures, guidelines and student and employer handbooks. The Policy on Students Placement was reviewed to take account of the introduction of Graduate Apprenticeship Degrees at Heriot Watt from September 2017. - For the management of students on placement (work and academic - including Graduate Apprenticeships) roles and responsibilities, assessment, quality assurance and risk, are outlined within policies, procedures and guidelines, ie: - Policy on Student Placements and briefing paper - Guidelines on the Management of Work Placements. - The Policy and Guidelines set out key principles and responsibilities, but also allows a flexible framework to take account of variations due to the academic discipline or location of study. Within the Policy, the University has responsibility for all stages of the design, approval, delivery, assessment, monitoring and evaluation of work-based learning. - Placements are developed in partnership with employers, students and relevant PSRB bodies and the learning outcomes are aligned with work objectives. These expectations are outlined within the Policy on Student Placements (Work and Academic) and managed via individual placement learning agreements. - Graduate Apprenticeship Students are employees of the partner organisation and spend one day per week at Heriot Watt University for lectures, tutorial, workshops, laboratory sessions, and so on. - All the University's courses/programmes must sit within the SCQF framework, be consistent with the Subject Benchmark Statements, and adhere to the QAA Quality Code. Where programmes are accredited by UK Professional, Statutory and Regulatory Bodies (PSRB), their requirements and guidelines will be taken into account. - Where Work-based learning placements form a mandatory, or optional, element of the programme the placement is integral to the programme and the approved Learning outcomes are approved through the University's Academic Approval process. The learning outcomes are assessed via suitable assessment instruments conducted by the University, normally with input from the employer. Graduate Apprenticeship - All WBL opportunities with Graduate Apprenticeships are aligned to the relevant Skills Development Scotland (SDS) Graduate Apprenticeship Framework of learning outcomes. SDS has developed these Outcome Frameworks in partnership with employers, professional bodies and universities to ensure that the outcomes are relevant to the employers. These frameworks contain high-level learning outcomes and example lower level outcomes. Heriot-Watt University, in partnership with employer partners, interpret the high level outcomes to generate lower level outcomes that align directly to work objectives of individual apprentices. This is managed through an Individual Learning Agreement (ILA). This works well for apprentices who are school leavers or are progressing from another form of apprenticeship. It works less well for apprentices who are long-term employees and have more established roles and often do not have the flexibility to vary from their day-to-day job. This can present challenges in structuring the programme and requires reasonable flexibility from the student, education provider and employer in order to make it work. - There are a few occasions where the University has to provide opportunities out of the workplace, for example, where an employer does not have the facilities to allow an apprentice to complete a learning outcome that is a requirement of a professional body or the funders framework.

2. Work-based learning consists of structured opportunities for learning and is achieved through authentic activity and is supervised in the workplace. Work-based learning in the context of the advice and guidance is a structured opportunity. It is an integral part of a course that is achieved through authentic activity which is intended to contribute to meeting a genuine workplace need. Arrangements between employer, education organisation and student should be agreed on how the student is supervised within the workplace, and regular contact should be maintained - appropriate to the student, the workplace context and specific work-based learning opportunity.	• All work-based Learning at Heriot Watt University is governed by appropriate Policies, Procedures, guidelines and handbooks. These documents outline supervision responsibilities (by employers and by Heriot Watt supervisors), contact arrangements and reporting requirements. This will also identify support and supervisor arrangements within the workplace. ○ Policy on Student Placements and briefing paper ○ Guidelines on the Management of Work Placements. • As per the Policy on Student Placements, Work-Based Learning placements undergo risk assessment as part of the approval process (including confirmation that appropriate Health and Safety arrangements are in place and there are suitable induction arrangements). • The Work Placement Guidelines outline expectations about contact with students whilst on placement to discuss progress, provide programme/course information, check log books/diaries and complete assessments. • Each programme with a mandatory, or optional, placement element has a more detailed programme-specific handbook outlining student, employer and provider responsibilities and the supervisory and reporting arrangements during the placement period. Wherever possible site visits by the academic supervisor are conducted in person. If this is not possible then virtual visits through Skype are conducted. • The Graduate Apprenticeship programmes require approximately 80% of the learning to occur in the workplace, which is a requirement of SDS. Each apprentice is assigned a Personal Tutor from the University and a work-based mentor from the employer. The ILA is constructed by discussion between apprentice, Personal Tutor and work-based mentor, and forms the basis of all discussions, but must be formally addressed quarterly. The ILA allows each apprentice and their employer to formulate how they will evidence learning outcomes through work-based learning and authentic opportunities in the workplace to demonstrate this learning. There is sufficient flexibility for the plans in the ILA to be changed to address changes in business need. The ILA allows the apprentice to identify learning outcomes and plan how they will be evidenced based on legitimate work objectives. In cases where the business need changes the ILA can be updated and delivery dates moved. • The University is clear that work-based mentors and other staff at GA employers can contribute to assessment of apprentices in a controlled way, so for example in terms of competency where they may provide a yes/no answer or contribute to a final mark for a piece of work. Development of training aligned to the University's Learning Enhancement and Development Skills programme is underway, that will allow employers to contribute to assessment in a more complete way. • Work-based learning placements can be mandatory or optional in nature (depending on the degree programme, and location of study) and can be paid, or unpaid. They usually take place during the penultimate year of study. Where the work-based learning activity is mandatory it is an integral part of the programme with a genuine workplace need and this is assured through the placement agreement process. • The University has in place a four-part Code of Practice (COP) for the Management of Multi-Location, Multi-Mode Programmes. Part 1: Student Experience, outlines expectations in relation to academic experience and sufficiency for students to achieve intended learning outcomes. This includes expectations around sufficiency of the academic experience to achieve intended learning outcomes and the design of assessments to promote effective learning and provide the opportunity to improve performance. (<i>See particularly Principles 1.2, 1.17, 1.19, 1.21, 1.23</i>).
3. Work-based learning opportunities are underpinned by formal agreements between education organisations, employers and students. Work-based learning opportunities will be agreed between education organisations, employers and students; they will need to be formally agreed to ensure all understand the respective roles, responsibilities and expectations. The format and detail of the agreement will vary depending on each opportunity and may follow a format specified by another organisation, for example, apprenticeship agreements and commitment statements in England (see also Partnerships Theme).	• Work-based learning opportunities are approved on a case-by-case basis and agreement on the roles, responsibilities and expectations of each party are set out in a written agreement as stipulated in the Policy on Student Placements. The written agreement is signed/agreed by an appropriate member of the University's academic staff, normally the Work-based learning co-ordinator or nominated supervisor. • Credit-bearing Work-based Learning Placements – and the associated learning outcomes - are approved through the University's Academic Approval process. Where programmes are accredited by UK Professional, Statutory and Regulatory Bodies (PSRB), their requirements and guidelines will be taken into account. • Placement opportunities are identified from a variety of sources. Some are sourced by the University through contacts in the Careers Service, or appropriate academic department, whilst the majority are found by students themselves. • Graduate Apprenticeship students are covered by an Employer Support Agreement (ESA), similar to that used by several other GA providers, and includes information on release to attend university, the responsibilities of all involved, requirements for funding and the need for support in the workplace for each apprentice. The responsibilities of the apprentice, work-based mentor and Personal Tutor are also described in the Heriot-Watt Graduate Apprenticeship Handbook, available to each apprentice and their work-based mentor. • The Individual Learning Agreement (ILA) provides the scaffold onto which the work-based learning is built and provides the record of achievement. • As per the Policy on Student Placements, Work-Based Learning placements undergo risk assessment as part of the placement approval process (including: confirmation of appropriate Health and Safety; suitable induction arrangements; procedures for termination of the placement partnership; provision of guidance and support for students currently on placement). • Credit-bearing Work-based learning opportunities are assessed by the University against the approved learning outcomes of the approved WBL course descriptor.

4. Education organisations and employers consider any specific issues in relation to the workplace environment and deal with them appropriately, including informal agreements where appropriate. Education organisations, employers and students have responsibilities to themselves and to others in relation to the workplace environment. These will include, for example, health and safety and safeguarding. Education organisations and employers need to be clear on their respective responsibilities and provide guidance to each other and to students on the specific issues with relevant training, if required. Formal agreements may also need to include details on how specific issues, such as sharing of data, are dealt with.	• In accordance with the Policy on Student Placements, each placement is accompanied by a written agreement covering responsibilities and obligations, including health and safety considerations and assessment arrangements. • Work-Based Learning placements undergo risk assessment as part of the approval process (including confirmation of appropriate Health and Safety and suitable induction arrangements). Channels for raising concerns and/or complaints within the workplace should be addressed in this induction. As registered students, the University's Complaints process, 'Report It' mechanism for raising concerns, and the SafeZone safety and security app are all available, as they are to all registered Heriot Watt students. • Graduate Apprenticeship students are first-and-foremost employees of partner companies, as well as being full-time students. The University is clear that responsibilities for health and safety lie with the employer whilst at work and with the University on release days. • Data sharing is currently through bi-partite agreements (university to apprentice and university to employer). This will be adapted into a single agreement for September 2020. The University has various Information Governance Policies including (but not exclusively) a Data Protection Policy and a Privacy Notice (current and prospective students) and ethical and commercial confidentiality issues will be covered via the Placement Agreement.
5. Work-based learning is delivered through a meaningful partnership between students, employers and the education organisation. Work-based learning covers a range of opportunities which, if well designed and managed, will provide a quality experience for all involved. In order to ensure that the needs of the student, employer and education organisation are fully met, the partnership arrangements should be considered and agreed prior to the work-based learning commencing. These arrangements will vary depending on the nature of the work-based learning, as will the format of the recording of the agreed arrangements.	• Work-based learning placements are delivered through a meaningful partnership between students' employers and students and this is recorded within the placement agreements signed by each party. The type of learning opportunities will depend on the duration and type of placements but they will be designed to meet the approved learning outcomes of the placement element. • For Graduate Apprenticeships the University is building meaningful relationships with its employer partners. The large variation of the needs of the University's employer partners is recognised, by allowing flexibility in the delivery of the GA programmes. In many cases the apprentices are existing staff (not seconded to training schemes) so the University's approach has been to look at an individual's role and support them to identify opportunities that exist as part of that role, as well as discussing opportunities outside of that role with their employer. • The partnership agreements are signed before GA students enrol, so all parties know where they stand with regard to commitment and expectations. These agreements can only be signed once funding is confirmed. Work-based learning is only discussed after this. At the moment agreements are bipartite, between HWU and the employer, but from 2019/20 next year they will be tripartite.
6. Work-based learning opportunities enable students to apply and integrate areas of subject and professional knowledge, skills and behaviours to enable them to meet course learning outcomes. The significant potential benefits for work-based learning are best achieved where the opportunity exists to integrate all aspects, that is, subject and professional knowledge, skills and behaviours. Learning outcomes for work-based learning should be written to enable these areas to be fully integrated (see also Course Design and Development,	• Work-based placements are explicitly designed to enable students to apply and integrate areas of subject and professional knowledge, skills and behaviours. Placements are developed in partnership with employers, students and relevant PSRB bodies and the learning outcomes are aligned with work objectives. These expectations are outlined within the Policy on Student Placements (Work and Academic) and managed via individual placement learning agreements. The learning outcomes are scrutinised and approved as part of the University's Academic Approval processes and the link of learning outcomes to work objectives is reinforced through placement handbooks and learning agreement documentation between Heriot Watt University, the placement provider and the student. Regular contact between placement organisations and through University departmental Industrial Advisory Groups (representing key employers) feed in to curriculum and placement design. • For Graduate Apprenticeship students the Individual Learning Agreement links all aspects of the Graduate Apprenticeship programme. The SDS Outcome Framework for each subject has been mapped against outcomes for the relevant professional body. Learners are expected to report on the 'what, why, how, when' that links theory and practise, including competencies. • The ILA allows each apprentice and their employer to formulate how they will evidence learning outcomes through work-based learning and authentic opportunities in the workplace to demonstrate this learning. There is sufficient flexibility for the plans in the ILA to be changed to address changes in business need. The ILA allows the apprentice to identify learning outcomes and plan how they will be evidenced based on legitimate work objectives. In cases where the business need changes the ILA can be updated and delivery dates moved.

Learning and Teaching and Assessment Themes).	• Work-based learning placements are delivered through a meaningful partnership between students employers and students and this is recorded within the placement agreements signed by each party. The type of learning opportunities will depend on the duration and type of placements but they will be designed to meet the approved learning outcomes of the placement element. • The University provides support for developing the academic skills needed to succeed at university and beyond. Information Services provide classes, online materials and one-to-one appointments to help staff and students to develop a range of skills. For example, the Skills Development Programme, delivered by IS and Schools includes an Academic Study Skills guide and a Power Hours programme, offering a range of workshops aimed at enhancing information, research, study and IT skills, and the beginnings of Information Security awareness. Other subject specialist support is also available. • Health and Wellbeing Services provides a range of disability support, collaborating with disability link staff in each School; the team features a Technology Advisor, who works closely with students, as well as advising the wider staff community. Wellbeing staff also deliver a range of supportive workshops to help build confidence, resilience and motivation. • The Disability Service (within Health and Wellbeing) provides support and advice with study skills if students have a specific learning difficulty, such as dyslexia, in addition to assistive technology to help students overcome any barriers to learning. Information for students affected by a disability are available online.
7. Parties understand and respect the respective roles, responsibilities and expectations of the education organisation, employer and student, and appropriate training and support is provided where required. It should be clear what the respective roles, responsibilities and expectations are for the education organisation, the employer and the student. These will vary depending on the type of work-based learning and the relationships between the employer, student and education organisation. They should be clear and transparent and communicated to all involved in the work-based learning provision. Where employers are involved in assessment, their role is clearly defined, appropriate training is given, and, for summative assessment, standard mechanisms of moderation, standardisation and external examination are fully used.	• Respective roles, responsibilities and expectations are clearly set out detailed in Policies and Guidelines which are in place to manage students on placement (work and academic - including Graduate Apprenticeships): ○ Policy on Student Placements and briefing paper ○ Guidelines on the Management of Work Placements. • Roles, responsibilities and expectations are further reinforced and communicated through placement handbooks, a comprehensive induction programme and placement agreements. • For Graduate Apprenticeship students Heriot-Watt is launching an on-line pre-sessional information hub for apprentices so that some of the longitudinal induction that a traditional student would receive in semester 1 of year 1 becomes available much earlier. This includes advice on returning to education, use of Virtual Learning Environments, timetables, assessment deadlines, study and core skills, and many of the face-to-face activities provided by learning support teams (including the library) are being translated into on-line resources. Health and Wellbeing Services will also provide on-line support for apprentices. • The University offers Mentoring Training for GA work-based mentors, where required. In engineering, for example, many of the work-based mentors are Chartered Engineers with experience of mentoring others to Chartership, but this is less common in business management and IT sectors. • Heriot Watt staff involved in placement learning have the requisite expertise and competency to undertaken their role. Staff at placement providers will provide input into the assessment process, but the assessment and grading is carried out by Heriot Watt University academic staff. • The University is clear that work-based mentors and other staff at GA employers can contribute to assessment of apprentices in a controlled way, for example in terms of competency where they may provide a yes/no answer or contribute to a final mark for a piece of work. Development of training aligned to the University's Learning Enhancement and Development Skills programme is underway, that will allow employers to contribute to assessment in a more complete way. • The University's programmes are approved through an Academic Approval Process. Once courses/programmes are formally approved within the Programme Approval Management System (PAMS) they are uploaded to the University's website and made available to students, staff and other stakeholders. Staff in the Directorate of Marketing, Recruitment, Admissions and Communications are responsible for ensuring up-to-date publicity materials are available to prospective and current students, such as prospectuses, programme information sheets, website and social media channels. • Learning outcomes for work-based learning courses are written to integrate work and academic experience. Assessment of the placement evaluates the application and integration of subject knowledge, professional knowledge and skills. • Assessment of work-based learning is carried out in accordance with the University's assessment and moderation policies/procedures, and External Examiner system. All Schools must have a formal moderation policy for the moderation of assessment which must adhere to the University's Policy on the Moderation of Assessment (<i>COP: Management and Assurance of Quality and Standards, Principle 2.12</i>). The policies incorporate all stages of the assessment process, from design of, and criteria for, assignments, to the final marking (including double marking) and confirmation of results. Information is also provided within a Guide for Schools on the Moderation of Assessment document. (<i>Refer to the Assessment Theme mapping document</i>)

8. Education organisations and employers acknowledge individuals have unique needs within the education organisation and in the workplace, and collaborate to ensure opportunities are inclusive, safe and supported. Providers, whether the education organisation or the employer, establish the unique learner needs for the learning environments and work in partnership to ensure an inclusive approach to the provision of work-based learning opportunities. This will include through reasonable adjustments to procedures, activities and physical environments (see also Enabling Student Achievement Theme).	• The University has a clear Equality and Diversity Policy which applies to all students throughout their studies regardless of mode. • Placements are developed in partnership with employers, students and relevant PSRB bodies and the learning outcomes are aligned with work objectives. These expectations are outlined within the Policy on Student Placements (Work and Academic) and managed via individual placement learning agreements. The Individual Learning Agreement (ILA) provides the scaffold onto which the work-based learning is built and provides the record of achievement. It allows each apprentice and their employer to formulate how they will evidence learning outcomes through work-based learning and authentic opportunities in the workplace to demonstrate this learning. There is sufficient flexibility for the plans in the ILA to be changed to address changes in business need. The ILA allows the apprentice to identify learning outcomes and plan how they will be evidenced based on legitimate work objectives. In cases where the business need changes the ILA can be updated and delivery dates moved. • All students follow the same process to declare any need for support, or reasonable adjustment, which will be assessed as with any other student. Where this has been declared, and with the permission of the student, this forms part of tri-partite discussion with employers to enable the student to be best supported by both parties. This could lead to a discussion on the best form of submitted work for an individual apprentice or other type of reasonable adjustment.
9. Work-based learning opportunities are designed, monitored, evaluated and reviewed in partnership with employers. Work-based learning consists of authentic structured opportunities for learning which are achieved in a workplace setting or are designed to meet an identified workplace need. In order to meet the respective objectives for employer, student and provider, the design, monitoring and evaluation of the workplace learning opportunities should be carried out in partnership between the employer and the provider, with input from student representatives where possible and relevant. This partnership should include obtaining feedback from employers and students and involving them in the evaluation process.	• Work-based Learning at Heriot Watt University is governed by appropriate policies, procedures, guidelines and handbooks. ◦ Students Placement Policy and briefing paper ◦ Guidelines on the Management of Work Placements. • The Policy was reviewed to take account of the introduction of Graduate Apprenticeship Degrees from September 2017. • Placements are developed in partnership with employers, students and relevant PSRB bodies and the learning outcomes are aligned with work objectives. These expectations are outlined within the Policy on Student Placements (Work and Academic) and managed via the placement learning agreements. • Students on work-based learning placements have access to their established student representative channels - class representatives and School Officers - and feedback is sought from students and employers both during and after the period of work-based learning. The placement policy requires formal evaluation of the placement, including feedback from the employer and the student. • Part one (Student Experience) of the four-part Code of Practice for the Management of Multi-Location, Multi-Mode Programmes outlines key principles in relation to the opportunities that students should be given to feed back on their experience (both learning and general experience). <i>See Principle 1.26.</i> • Students have opportunities to provide individual feedback through various mechanisms such as end of course and programme evaluation surveys. Informal mechanisms are also available, such as 'open door' policies, approachable staff, tutorials and laboratories, and email. • Monitoring and review processes operate at all levels (course, programme, discipline, School, University) across all locations and modes of study. Some are undertaken routinely, on a day-to-day basis, whilst others are cyclical and take place at a set/scheduled period. Information sourced from various stakeholders, internal (including students) and external, feed in to monitoring and review processes and outcomes impact upon course and programme development/design and are considered by University-level committees. Key University monitoring and review processes (such as Annual Monitoring and Review and Academic Review) involve the analysis of both quantitative and qualitative data, such as feedback from students, employers, staff, PSRBs, External Examiners, etc. Individual Directorates, and sections within them, monitor and evaluate the services they provide in support of student learning through specialist user groups and surveys (both national and internal), and use the resulting feedback to improve provision. <i>(Refer to the Monitoring and Evaluation, Student Engagement and Enabling Student Achievement mapping documents)</i> • Expectations for a formal evaluation at the end of the placement period are detailed within the Policy on Student Placements. There is a requirement for formal evaluation by the University supervisor and informed by feedback from the student and the student's work-based supervisor. Additionally, the Careers Service is required to report annually to the University Committee for Quality and Standards on work placements, including the number and location of the placements, the success (pass/fail rate) and student feedback. • Heriot Watt graduate apprenticeship programmes have student representation in the same way as traditional on-campus students and Student Union involvement is for student representation. All courses within GA programmes are subject to the same student feedback process as is used for on-campus students. Additionally, a questionnaire for employers and for Graduate Apprenticeship students has been developed this year to replace the face-to-face feedback sessions which operated in the pilot year of the programme. There is also on-going contact between Personal Tutor, employer and apprentice, presenting many opportunities for informal feedback. Simple issues are fixed as they arise, common issues are collected to ensure consistency of response.

