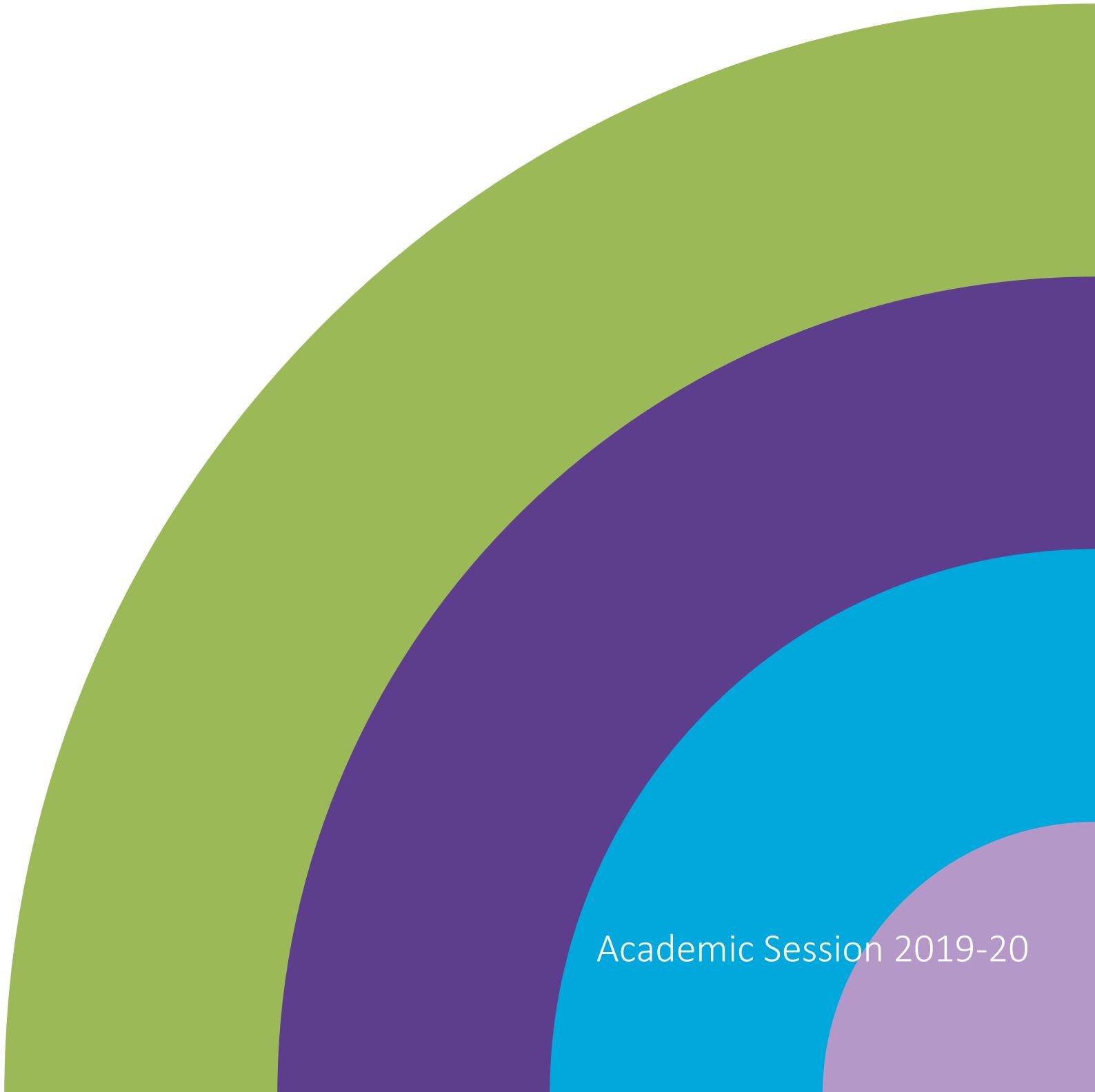


# Graduate Apprenticeship Handbook

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Academic Session 2019-20

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## Handbook Supplements

In order to reduce unnecessary duplication or contradiction all programme-specific information has been included in the following Supplements to this Handbook:

**Business Management (including Financial Services)**

**Construction and the Built Environment**

**Civil Engineering**

**Data Science**

**Engineering: Design and Manufacture (Mechanical and Electronic)**

**Engineering: Instrumentation, Measurement and Control**

**IT: Management for Business**

**IT: Software Development**

## PART A: GENERAL INFORMATION

It is important to read through Part A of the handbook which provides general information on the requirements of Graduate Apprenticeship programmes of study.

Please note that the following sections are standard sources of information provided to all Graduate Apprentices and Work-based Mentors. However, certain aspects are programme-specific and you should refer to the handbook Supplement relevant to the specific programme where directed. Be advised that the University will make changes to study programmes and progression requirements from time to time in accordance with strategic developments and it is therefore important to ensure that you check the most recent version of the handbook for up-to-date information.

### 1. Important Information

#### 1.1 Key Contacts for the GA Programmes

##### Director of Apprenticeships (Academic)

 Dr Robin Westacott SR1.06 [R.E.Westacott@hw.ac.uk](mailto:R.E.Westacott@hw.ac.uk) 0131 451 3140

##### GA Programme Director – Engineering: Design and Manufacture (Electronic & Mechanical)

 Dr Alan Faulkner-Jones JN2.02 [Alan.Faulkner-Jones@hw.ac.uk](mailto:Alan.Faulkner-Jones@hw.ac.uk) 0131 451 4381

##### GA Programme Director – Engineering: Instrumentation, Measurement and Control

 Prof Gerard Markx JCNM9 [G.H.Markx@hw.ac.uk](mailto:G.H.Markx@hw.ac.uk) 0131 451 8349  
 Mr Richard Reid [Richard.Reid@forthvalley.ac.uk](mailto:Richard.Reid@forthvalley.ac.uk) 0132 440 3155

##### GA Programme Director – Data Science

 Dr Valentin Robu EM3.15 [V.Robu@hw.ac.uk](mailto:V.Robu@hw.ac.uk) 0131 451 3438  
 Dr Joao Mota EM3.22 [J.Mota@hw.ac.uk](mailto:J.Mota@hw.ac.uk) 0131 451 3323

##### GA Programme Director – Civil Engineering

 Dr Laurent Galbrun ECG.22 [L.G.U.Galbrun@hw.ac.uk](mailto:L.G.U.Galbrun@hw.ac.uk) 0131 451 3145

##### GA Programme Director – Construction and the Built Environment

 Dr Graeme Bowles EC1.19 [G.Bowles@hw.ac.uk](mailto:G.Bowles@hw.ac.uk) 0131 451 4626

##### GA Programme Director – Business Management, Business Management: Financial Services & IT: Management for Business

 Dr David Steinberg MB1.2A [D.Steinberg@hw.ac.uk](mailto:D.Steinberg@hw.ac.uk) 0131 451 3497

##### GA Programme Director – IT: Software Development

 Dr Santiago Chumbe EM1.46 [S.Chumbe@hw.ac.uk](mailto:S.Chumbe@hw.ac.uk) 0131 451 3762  
 Dr Idris Ibrahim EMG.32 [I.S.Ibrahim@hw.ac.uk](mailto:I.S.Ibrahim@hw.ac.uk) 0131 451 3772

**Project Manager**

■ Gary Brown      SR1.13      [Gary.Brown@hw.ac.uk](mailto:Gary.Brown@hw.ac.uk)      0131 451 4351

**Director of Apprenticeships (Relationships)**

■ Sandy Murray      SR1.09      [Sandy.Murray@hw.ac.uk](mailto:Sandy.Murray@hw.ac.uk)      0131 451 3702

**Business Relationship Managers**

■ Jan Rhatigan		<a href="mailto:J.Rhatigan@hw.ac.uk">J.Rhatigan@hw.ac.uk</a>	
■ Peter Wilson	SR1.13	<a href="mailto:Peter.Wilson@hw.ac.uk">Peter.Wilson@hw.ac.uk</a>	0131 451 3889
■ Derek Thomson		<a href="mailto:D.Thomson@hw.ac.uk">D.Thomson@hw.ac.uk</a>	

**General Enquiries**

■ GA Office      SR1.13      [GA@hw.ac.uk](mailto:GA@hw.ac.uk)      0131 451 8369

## 1.2 Significant Dates in the Academic Year

13 September 2019	Induction
16 September – 6 December 2019	Semester 1 teaching
9 – 20 December 2019	Semester 1 exams
23 December 2019 – 10 January 2020	Semester 1 break
13 January – 3 April 2020	Semester 2 teaching
6 – 24 April 2020 (Easter: 12 April)	Semester 2 break
27 April – 22 May 2020	Semester 2 exams
23 May – 3 August 2020	Semester 3
6 – 14 August 2020	Semester 3 exams / Resits
17 – 18 November 2020	Graduation (TBC)

If there are no exams scheduled for a specific semester then teaching may continue through the unused exam period.

### 1.2.1 UK campus holidays 2019-20

The University buildings - except for student halls of residences - will be closed on:

- 24-26 December 2019
- 31 December 2019 – 2 January 2020
- Friday 10 April 2020\*
- Monday 13 April 2020\*

\*Edinburgh Campus Library will be open on these days.

Other buildings closed days to be confirmed.

## 1.3 Links to Further Information/Services

University Website	<a href="http://www.hw.ac.uk">http://www.hw.ac.uk</a>
University Academic Registry	<a href="http://www.hw.ac.uk/services/academic-registry.htm">http://www.hw.ac.uk/services/academic-registry.htm</a>
Student Support	<a href="https://www.hw.ac.uk/uk/student-support.htm">https://www.hw.ac.uk/uk/student-support.htm</a>
Student Administration	<a href="https://www.hw.ac.uk/services/heritage-information-governance/access/foi/student-administration.htm">https://www.hw.ac.uk/services/heritage-information-governance/access/foi/student-administration.htm</a>
Online Course Material / Virtual Learning Environment (VLE) - Vision	<a href="https://vision.hw.ac.uk">https://vision.hw.ac.uk</a>
Student Portal	<a href="http://portal.hw.ac.uk/">http://portal.hw.ac.uk/</a>
Student Self Service	<a href="https://www.hw.ac.uk/selfservice">https://www.hw.ac.uk/selfservice</a>

## 2. Welcome and Introduction

### 2.1 Welcome to Heriot-Watt University from the Principal and Vice Chancellor

I am very pleased to welcome you to Heriot-Watt University!

I am delighted you have chosen to study at our innovative and distinctive University. You are now part of an unparalleled global community that connects students, staff and alumni.

As one of the most progressive and international institutions based in Scotland, here you will have the opportunity to thrive, both personally and academically, during your time with us. As a student I invite you to contribute to our future together as we continue to develop the learning and teaching experience we deliver across the world – transforming people, society and the world we live in.

Our learning environment seeks to offer the very best in terms of study programmes which apply knowledge to real world challenges, together with the latest learning technologies, and outstanding support and facilities.

As students, the University wants to encourage you to see the world, then change it. We have developed opportunities for student mobility through our Go Global inter campus exchange, encouraging all our students to benefit from working and socialising in an international institution, whether at a single campus location or abroad.

Our graduates are sought by global professions and industries. The very nature of a Heriot-Watt research-informed education, underpinned by our values, ensures you will have the opportunity to develop the leadership skills and confidence, to be global citizens of the world who are specialists in their chosen field and experts in their professions.

I hope you thoroughly enjoy the experience of being a Heriot-Watt student and on behalf of all of the staff, we look forward to you commencing your studies with us.

*Professor Richard Williams OBE  
Principal and Vice-Chancellor*

## 2.2 Welcome to Heriot-Watt University from the Director of Apprenticeships

Welcome to Heriot-Watt University and your Graduate Apprenticeship. You are amongst the first degree level apprentices in Scotland, with only 2000 places available across Scotland over the last 3 years for the new Graduate Apprenticeships.

Graduate Apprenticeships are a new way of working towards a degree and the range of backgrounds of apprentices on these degree programmes is wide, from school leavers in their first job to highly experienced employees who chose to work rather than continue in education when they left school. You will be able to share and learn from this breadth of experience from employees of over 70 companies while you are a Graduate Apprentice at Heriot-Watt University.

You have not chosen an easy route to a degree. The challenge you face is different, but no less than for students pursuing a traditional degree. Your Personal Tutor will provide the guidance you need to progress through your apprenticeship and, together with the Programme Leader, ensure that you receive the best experience during your apprenticeship.

Welcome once again, and good luck!

*Dr Robin Westacott  
Director of Apprenticeships*

## 3. Graduate Apprenticeships

### 3.1 Purpose of the Handbook

This handbook is written as an introductory guide to allow employers and apprentices to gain further understanding of the Graduate Apprenticeship (GA) Scheme. The support that apprentices will get from their employer and the University is detailed and the processes for gaining additional support is described.

Employers will find information to help them work effectively in partnership with the University to maximise the impact of the GA programme on the growth and development of the workforce. Apprentices will be provided with what they need to know to navigate their way around the University.

### 3.2 About Graduate Apprenticeships

Graduate Apprenticeships (GAs) are a ground-breaking initiative, creating degree-qualified employees with the skills companies are looking for. Employers and universities collaborate to shape GA programmes around the needs of the industry. This approach guarantees that the content and study practices are easily implemented in, and relevant to, the workplace of the apprentice. GA programmes are open to existing employees and new recruits.

GA programmes involve both traditional University education and work-based learning. Graduate Apprentices will be employees, working for their employer and being “released” to attend University. Work-based learning is learning delivered and assessed in the workplace; apprentices learn and reflect through their activities at work, working with others on real-life

challenges. This concept is described in more detail in section 5.1. Workplace activities will be assessed against a framework of outcomes, and this assessment will contribute to the degree alongside the traditional academic learning at the University. This framework has been designed by a group of experts from the industries relevant to each programme.

The University will work with employers to devise the process through which the apprenticeship will be delivered. The split between University attendance and work-based activities will be common for all apprentices in each programme regardless of the company they work for. The release day for attending University may be different depending on the stage of the programme an individual apprentice is at.

Activities undertaken by apprentices in the workplace will provide them with opportunities to:

- Apply their knowledge of the subject in the workplace;
- Relate their academic learning to how this is used in the workplace;
- Gain new knowledge and learn new skills in the workplace;
- Identify and analyse why theoretical concepts need to be modified to suit real-world applications, and discuss these with experienced professionals;
- Experience the workplace environment including workload allocation, resourcing and identification and achievement of company objectives;
- Develop the workplace and interpersonal skills that enable employees to work efficiently as individuals and in teams to achieve a set of goals; and
- Acquire new knowledge through independent and collaborative learning both at University and in the workplace.

### 3.2.1 Graduate Apprenticeship Requirements

#### *Eligibility*

The apprentice must be an employee of the employer, have signed a contract of employment or other such legally binding agreement with the employer requiring them to work at least 21 hours per week. The apprentice will, under normal circumstances, remain employed by the employer for the duration of the programme; be resident in Scotland and employed at the employer's working premises located in Scotland.

#### *Entry*

The entry requirements vary from programme to programme (see the supplement specific to the relevant programme); they are based on the requirements of similar undergraduate programmes but are more flexible to allow for recognition of prior experiential (as well as certificated) learning.

Advanced entry to second (or third year in extraordinary cases) may be possible if the candidate possesses more advanced prior learning or experience. Interest in advanced entry should be communicated to the Programme Director prior to the commencement of the Programme.

### *Progression and Graduation*

In general, the minimum requirements to progress and eventually graduate are no different from any other University programme:

- Achieve 120 credits each year to progress to the next year
- Achieve 480 credits in total to graduate

Specific progression and graduation requirements are described in the supplements specific to each programme.

### *Portfolio*

Each apprentice is required to keep a portfolio of evidence that demonstrates their learning and skills development in the workplace. This, in conjunction with the Individual Learning Agreement, will form the basis of discussion at the quarterly meetings with the apprentice(s), Work-based Mentor and Personal Tutor (see section 5.4 for more details).

There may be additional requirements for your particular programme (see the supplement specific to the relevant programme). This may be because there are particular requirements of the relevant Professional and/or Regulatory Body.

### **3.2.2 Learning Outcomes**

The Graduate Apprenticeships are based on a Framework containing essential Learning Outcomes. Each GA has its own Framework that has been developed by Skills Development Scotland in collaboration with relevant employers and universities. For each Framework there are a set of high-level outcomes that must be evidenced as part of the assessment process.

Each of these high-level outcomes have been broken down into a number of lower-level outcomes in each course within the programme listed in the Course Specification documents. These lower-level outcomes can be flexibly weighted based on the requirements of the programme and opportunities available to each individual apprentice in the workplace. The assessment of these outcomes could be by coursework, examination (more likely only for the taught elements), observation or demonstration.

## **4. Roles and Responsibilities**

### **4.1 Apprentice Responsibilities**

Apprentices are expected to:

- follow all safety regulations and procedures at all times, and follow the instructions of University and company staff with regard to safety;
- adopt a professional approach to their work and study at all times, and to put in the necessary level of effort to achieve a successful outcome;
- attend all timetabled classes for their programme of study, and to participate fully in the work of the class and to supplement the material given in those classes by reading appropriate texts. If they miss any classes they should contact the lecturer to request copies of handouts or speak to their Personal Tutor;

- attempt tutorial questions in advance of the tutorials and use the timetabled sessions to get help with any problems they might have;
- submit all fully completed assignments and technical reports on schedule and by the appropriate route. Late coursework is subject to penalty and coursework handed in by an inappropriate route that is discovered after the deadline is still late. It is a programme requirement that all coursework is submitted and failure to do so may require remedial coursework to be completed;
- in any cases where they experience difficulty, apprentices are expected to discuss (in confidence) the matter with their Personal Tutor or their Work-based Mentor as soon as possible; and
- if they miss any classes or work, apprentices are expected to inform their Personal Tutor as soon as possible. For prolonged periods (i.e., more than 3 days), this must be accompanied by a medical certificate or equivalent.

There are a number of things that apprentices must do as a bare minimum to ensure that they stand the best chance of progressing through the programme. Apprentices **MUST**:

- attend quarterly meetings with their Personal Tutor and Work-based Mentor;
- attend other scheduled meetings with their Personal Tutor or Work-based Mentor or advise him/her in advance if they cannot attend;
- submit ALL coursework by the deadline and by the agreed route;
- attend lecture, tutorial and laboratory classes as timetabled, and advise the appropriate lecturer or laboratory supervisor of any absence (in advance if possible);
- take good notes in lectures;
- check their University e-mail and log into VISION regularly;
- attend ALL examinations for the courses they are taking – it is their responsibility to ensure that they know the dates and locations of the relevant exams; and
- NOT schedule holidays during any teaching or exam period, including the resit period in August. The dates of teaching and assessment periods are shown in the dates of the academic year in section 1.2.

#### 4.1.1 Enrolment

It is apprentice's responsibility to make sure they are enrolled properly and that they are enrolled on the correct programme. If an apprentice is not enrolled, or believes their enrolment is incomplete or incorrect, they **MUST** contact their Personal Tutor.

Apprentices must also make sure that the University knows how to contact them and their Work-based Mentor by both telephone and e-mail. The University will use the apprentice's University e-mail address and it is up to the apprentice to check this e-mail regularly. The University accepts no responsibility if an apprentice does not check their University e-mail. It is also the apprentice's responsibility to ensure that they inform their Personal Tutor if their contact details, or those of their Work-based Mentor, change during the apprenticeship.

#### 4.1.2 Good Working Practice

Experience obtained from monitoring learners in workplace environments over many years tells us that apprentices will get the most out of their apprenticeship if they understand what they are being asked to do, why they are being asked to do it and are proactive about how they approach the work. Proactive apprentices are more likely to gain experience and be a more highly valued member of the team, and therefore be given more interesting, challenging and responsible tasks. Apprentices will be required to keep a portfolio that should contain their reflections on what they have done, why they have done it, how they have done it, what they have learned and what they could do better; this portfolio will form the basis of quarterly formal meetings between the apprentice, their Personal Tutor and their Work-based Mentor.

Throughout the apprenticeship the apprentice will represent Heriot-Watt University and their employer. They are expected to behave in a professional way at all times. Bringing the University into disrepute during the apprenticeship could lead to formal disciplinary procedures which could impact on the outcome of the apprenticeship and their degree. The following are some examples of behaviour which is considered unprofessional:

- Work performance fails to meet a given standard, especially over a period of time, due to incompetence, laziness, neglect or inability to perform duties;
- Chronic absence, lateness or other attendance issues;
- Unprofessional manner or inappropriate conduct;
- Damage caused to the employer or contractors through negligence;
- Minor violations of workplace rules, despite advice from Work-based Mentor or Personal Tutor.

There is also a requirement that apprentices adhere to their employer's policy on confidentiality of information, both business and personal. Apprentices are very strongly advised to consider all information they receive as confidential and get advice from their Work-based Mentor if they have any doubt. There can be serious implications for anyone who willingly or unwillingly divulges confidential information.

#### 4.1.3 Email communication

Each apprentice is allocated a Heriot-Watt email account for the duration of their studies. This is the email address we will use when contacting you.

You can access your Heriot-Watt email account via any internet connection by using:  
<http://outlook.com/owa/hw.ac.uk>

This can be accessed on your mobile device – instructions are available at:  
<https://www.hw.ac.uk/is/it-essentials/email.htm>

**Apprentices must ensure they check their Heriot-Watt e-mail regularly as this will be the main method of communication between staff and apprentices.**

## 4.2 Work-Based Mentors

All apprentices should be appointed a Work-based Mentor who, where possible, is independent of their line manager. The Work-based Mentor is part of the support structure for apprentices that includes the Personal Tutor from the University. The role of Work-based Mentor is essential to the success of the apprentice as this person will support them in the workplace and help them to ensure that they can deliver the requirements of the apprenticeship from their activities in the workplace. Some of this will require the Work-based Mentor to discuss with the apprentice's line manager and their Personal Tutor opportunities for the apprentice to undertake work relevant to the learning outcomes required by the programme framework as listed in each Course Specification document.

The opportunities that are identified must include sufficient tasks (number and difficulty) to allow the apprentice to learn or demonstrate skills, knowledge, behaviours and competencies that are work-relevant in terms of their own development, employer needs and their job role. Such opportunities can also be used to demonstrate learning in its broadest sense against the Outcome Framework. The opportunities should be used to identify milestones towards a goal, and these milestones used to identify assessment opportunities and deadlines. In certain cases a single opportunity can be used to meet multiple learning outcomes, equally multiple opportunities may be required to meet a single learning outcome.

Some of these opportunities will arise naturally as part of the apprentice's job role. Other opportunities may have to be created in order that some of the learning outcomes can be met. This may involve a secondment to a different department in the workplace or a piece of coursework designed through discussion with the Personal Tutor.

The initial tasks of a Work-based Mentor should involve making sure that an apprentice who is new to the company goes through an appropriate induction into the company and completes any required health and safety training including that for on-going vigilance. New apprentices should also be introduced to the people they will work with. Apprentices should also be introduced to any company policies and procedures that they need. Additionally, the Work-based Mentor has the responsibility to:

- Discuss with the Personal Tutor and the apprentice how the work programme fits the GA Framework Outcomes and contribute to the writing of an Individual Learning Plan for the apprentice as part of the Individual Learning Agreement. The Plan may be reviewed throughout the apprenticeship should the apprentice's role change;
- Contribute to the assessment of coursework and the apprentice throughout the programme (NOTE: the academic types of assessment will be the responsibility of academic staff; however a contribution to these types of assessment where use of a company-specific process or piece of equipment is required, for example, may be required and this can be discussed with the Personal Tutor during design of the contextualised coursework);
- Arrange meetings with the apprentice to discuss progress – these may be regular or ad hoc;

- Monitor the progress of the apprentice and provide feedback directly to the apprentice throughout the programme;
- Notify the apprentice's Personal Tutor of any problems that arise;
- Meet with the Personal Tutor during the visits to discuss the progress and performance of the apprentice, and reflect on the Individual Learning Agreement; and
- Submit any feedback to a Business Relationship Manager at the end of each year.

It is also the role of the Work-based Mentor to support the apprentice to make the link between work-based activities, work-based learning and academic content. This will include ensuring they have sufficient time to do this (0.5 days per week, approximately).

In many cases, the Work-based Mentor will need to ensure that appropriate certification is made for outcomes that require a work-place deliverable; such as use a company procedure to perform a task etc. This may mean getting evidence from a colleague so that the apprentice's Individual Learning Agreement can be signed.

#### 4.2.1 Industrial/Project-based Mentor

For some GA programmes, a temporary Mentor may be assigned to apprentices (i.e., for specific industrial projects). In these instances, they may take on some of the technical responsibilities of the Work-based Mentor and may attend any review meetings while they occupy the role.

### 4.3 University Staff Responsibilities

The University's goal is to provide apprentices with the best possible academic and vocational education. To do this we will work in partnership with their employers, and possibly other organisations:

- we will give apprentices the support, encouragement and the technical back-up to develop skills as a practising professional;
- we will work with the employing organisations to set coursework designed to challenge the knowledge, skills and understanding of apprentices;
- we will provide each apprentice with a Personal Tutor who will guide them through the entire apprenticeship and be the primary contact for their training and education at the University;
- we will make available any advice to make the GA programme successful for the employing organisations; and
- we will monitor the progress of the apprentices and discuss this with the apprentice and Work-based Mentor at regular intervals.

Apprentices should not expect University staff to provide all the information required to successfully complete a programme. Higher education does not seek to produce graduates who can simply memorise and reproduce facts but seeks to develop each learner's analytical skills by requiring him/her to seek out information and apply independent thought to it; that is, to produce graduates who can think for themselves. Learners who acquire new skills, are prepared to think about problems and start to become professionals in their chosen area are the learners who find it easiest to progress.

#### 4.3.1 Lecturers

There will always be a member of academic staff responsible for the academic content of a course. The lecturers will be the academic staff at the University who are delivering the taught material and interacting with the apprentices on campus or electronically throughout the GA programme. There will be a large number of lecturers involved over the four years of the programme. These lecturers will also be involved in assessment either through examinations and/or coursework for the taught courses, or contextualised coursework for the blended work-based learning courses.

If there is a technical issue with the content of a course, for example a problem with a tutorial question or assignment, then the lecturer or teaching assistant should be the first contact. Apprentices should attend the tutorial sessions and make use of these to address questions that might arise first before making any additional arrangement with a member of staff. It is often easier to arrange to see the lecturer concerned by making an appointment, as lecturers other duties may mean that they can't see you immediately if you just turn up at their office.

#### 4.4 The Personal Tutor

Each apprentice will be assigned a Personal Tutor from the School who administers their GA programme. This person will be a member of academic staff of the University. The Personal Tutor will work with the apprentice and their Work-based Mentor for the duration of the programme. This will provide a single point of contact at the University for academic, administrative and personal matters directly related to the apprentices. If your Personal Tutor cannot help you directly, he or she is very likely to know someone who can. In an emergency you should visit your Personal Tutor's office without an appointment if you are on campus; if you're off-campus you should call your Personal Tutor (and leave a message with a number where you can be contacted) and go to your Work-based Mentor.

**ALL discussions between apprentice(s), their Work-based Mentor and their Personal Tutor are strictly confidential.**

A summary of the role of the Personal Tutor is:

- someone for the apprentice to contact for advice on academic and non-academic issues, which might include programme options as well as health, financial and welfare problems;
- providing examination marks from previous semesters;
- monitoring progress;
- discussing Individual Learning Plans as part of the Individual Learning Agreement;
- advising on University processes and procedures;
- providing support in difficult circumstances; and
- representing the interests of the apprentice at meetings of the Board of Examiners.

The Personal Tutor will meet with each apprentice at least 4 times per year, but additional workplace visits or skype/video conference calls can be arranged as required. These visits fulfil several requirements:

- To agree and update Individual Learning Agreement and supplementary progress reports;
- To check that the work and projects set are appropriate;
- To check that the requirements of the apprenticeship are fully understood;
- To check that the apprentice is progressing well through the programme and for the company;
- To encourage the Work-based Mentor and the apprentice to reflect on experiences and review the apprentice's portfolio of evidence;
- To address any difficulties and conflicts that occur;
- To help identify other opportunities to support apprentice development;
- To evaluate and record apprentice progress; and
- To discuss the content of reports.

At the very least, **APPRENTICES MUST SEE THEIR PERSONAL TUTOR FORMALLY ONCE PER QUARTER**. This will allow for regular discussions between the apprentice, Work-based Mentor and Personal Tutor covering how things are going, evidence of learning and competence against the Learning Outcomes in the Course Specifications and, where necessary, updating the Learning Plan of the Individual Learning Agreement. For this reason, it is important that the Personal Tutor and Work-based Mentor helps their apprentice(s) keep their portfolio of evidence up-to-date.

#### 4.5 Programme Director

The Programme Director is responsible for running the Graduate Apprenticeship for a particular programme framework. Ultimately any decision regarding problems encountered by apprentices and their employers will reach the Programme Director. You can contact the Programme Director directly to discuss any issue, although you will see the Personal Tutor on a regular basis. Amongst other things, the Programme Director is responsible for:

- making sure that the programme runs smoothly;
- ensuring that appropriate examination questions and papers are produced for assessment;
- ensuring that other forms of assessment are appropriate;
- collating the marks and grades after each examination diet; and
- advising apprentices on any issues arising from assessment results that might hinder the apprentice's progression to the next year of the programme.

#### 4.6 Director of Apprentices

All of the GAs at Heriot-Watt are overseen by the Director of Apprenticeships. This person will also be Heriot-Watt's contact with SDS for all GA activities at the University.

#### 4.7 Business Relationship Managers

The Business Relationship Managers provide a conduit between apprentices, their employers, Heriot-Watt University, Personal Tutors and Work-based Mentors. Primarily the Business Relationship Managers will be involved with the non- academic relationship, however support will be available where required.

## 5. Programme Delivery

GANs are work-based learning degrees, currently to SCQF level 10 (Bachelor with Honours), and this is the same level of qualification that would be obtained by a learner following the traditional route to a degree.

GA programmes are full-time and each shall be completed within four (4) years. Each academic year is 12 months durations split into 3 Semesters over 42 weeks. The programmes are delivered following an approximate 80:20 split of work-based learning to on campus learning. To this end, the apprentice must learn through work-based activities, supported by academic provision online, through print and on campus. Typically, the apprentice will attend Heriot-Watt University on day release once a week where they will attend timetabled sessions and undertake self-directed and supported learning. The remainder of the working week the apprentice is based at their employing company. For approximately 0.5 days per week the apprentices will be engaging in work-based learning activities and undertaking courses taught by directed learning. The summer semester and year 4 have more flexible attendance as students undertake project work. Further details of this can be found in the relevant programme supplement

Teaching methods range from lectures, tutorial classes and mentor sessions, to workshop and laboratory activities supported by group and individual work-based activities. Most of the credit for the GA programme will come from learning that happens in the workplace because this is where the formal learning needs to happen, the University will support this by providing directed learning materials. This will be backed up by reflective practice and project courses that are linked directly to the apprentice's role in the workplace. As far as possible, the apprentice's activities in the programme courses (the project courses especially) should be aligned with their normal work activities. Assessment is by examination, contextualised coursework and presentations, the balance being appropriate to the different teaching methods used in each course

### 5.1 Work-Based Learning

There are many models that describe how people learn, but work-based learning is based on the premise that learning and doing are integrated, and that further learning and improvement is based on critical reflection on knowledge, skills and application to discover the next stages of learning. In the workplace, this happens for things directly relevant to a job role.

Work-based learning is driven by the need to learn to do a job. For GAs, which lead to a degree and therefore degree-level roles, the structure of GA programmes needs to be more flexible and the assessment more contextualised in order that apprentices at this level can meet the wide range of needs of graduate employers and vice versa. The expectation is that success in the workplace through learning to do a job, perform a role, undertake a project etc. is driven by deep learning – the need to understand the how and why – rather than the surface learning that is part of the learn, pass, forget cycle that many learners may fall into in modular programmes. Apprentices can learn in the traditional way, but also from other apprentices and other colleagues, and this form of learning promotes thinking and reflection.

Traditional academic programmes deliver the same teaching and learning to every learner at the same stage of the programme and assess each learner in the same way, commonly using formal examinations as well as coursework. With work-based learning, because every job role is different, there is the opportunity to provide unique learning and assessment opportunities for each apprentice within the same degree framework.

To make work-based learning degrees work, the relationship between the apprentice, their Work-based Mentor and their Personal Tutor is essential to allow the apprentice to make the necessary progress and demonstrate the required outcomes. This will require detailed and regular discussion to identify the opportunities and maximise flexibility. The roles of the apprentice, Work-based Mentor and Personal Tutor are discussed in section 4.

Learning in the workplace can be social or solitary. In many job roles an employee may be required to work on their own, as part of a team or both. Where an apprentice must work as part of a team and this work is to be used as assessment material, the assessment must clearly contain a critical summary of the individual apprentice's contribution to the work that can be ratified in some way (e.g. corroboration by other team members).

Ideally, the work-based component of the GA should be developed as a consequence of the apprentice's job role and this should be easier as the apprentice progresses through the programme. The University will work with the employing organisations to develop the specific components of the programme that will allow the apprentice(s) to deliver the outcomes in the relevant GA Framework. This Framework, which has been split into Programme and Course Specification documents for ease of use, will be provided to you by the University. In the early stages, it might be necessary to create opportunities for the apprentice to demonstrate some of the outcomes, rather than let them occur naturally as part of their job. In the later years, we would expect these opportunities to arise naturally as part of the apprentice's job. The apprentice, the Work-based Mentor and the Personal Tutor will work together to identify these opportunities, devise the Individual Learning Plan and ensure that evidence to support meeting the outcomes is provided in an appropriate way, for example coursework, work-based projects, observations, and that these activities are reflected on by the apprentice(s).

### 5.1.1 Work-Based Assessment

For a work-based degree a large part of the assessment will be done in the workplace. Unlike the traditional Vocational Qualifications (VQ) assessments, these GA assessments won't be mapped against a rigid set of outcomes – there will be some defined learning outcomes, but it is up to the apprentice, Work-based Mentor and Personal Tutor to devise ways that the apprentice can demonstrate the required outcomes in terms of knowledge, skills and competencies to the appropriate level. Some of this assessment may be similar to VQ assessments in the sense that it amounts to "has the apprentice demonstrated competency in using a procedure or piece of equipment to the required standard", but many will look like traditional academic assessments contextualised to the workplace of the apprentice.

In the early years of the programme, assessment is likely to be clearly defined with some flexibility to contextualise according to the apprentice's job role. In later years, the apprentice

should be identifying opportunities to demonstrate the required outcomes and discussing them with their Work-based Mentor and Personal Tutor. It is often easier to think of work-based assessment in terms of projects rather than rigid pieces of coursework. These projects will allow the company and the apprentice to devise activities that are work-relevant, and in discussion with the Personal Tutor ensure that the deliverables of the project map to the relevant Learning Outcomes, and how those deliverables will be presented for assessment. It is not necessary for the only deliverable for the project to be a final project report, milestones should be linked to deliverables that can be used to contribute to the overall assessment of the project.

To make work-based assessment work, it is essential that the relationship between the apprentice, their Work-based Mentor and their Personal Tutor is strong. The dialogue within this group must be regular in order that the Personal Tutor can ensure that as much of the workplace activity as possible counts towards the assessment.

All assessments will count towards the degree, in the early years this is more likely to be in the sense of credit award, but in later years the assessments will also count towards to classification of the degree award.

### 5.1.2 Individual Learning Agreement

At the start of each academic year, the Personal Tutor will contact the Work-place Mentor to discuss the role and responsibilities for the apprentice in the coming year. This discussion will include what parts of these will be assessed and how this assessment will be done. The Personal Tutor will do this by comparing the roles and responsibilities to the relevant Learning Outcomes of the GA Framework to construct an Individual Learning Plan which will be unique for each apprentice.

The Personal Tutor will work with the apprentice and the Work-based Mentor to:

- Identify the learning needs of each apprentice and any immediate development needs;
- Identify any circumstances (personal or otherwise) that may affect the apprentice's progress on the programme;
- Identify additional learning or support that may be required by the apprentice;
- Establish an Individual Learning Agreement to ensure that work undertaken by the apprentice can be used to deliver the required framework outcomes;
- Regularly (at least once per quarter) review and update the Individual Learning Agreement with the apprentice and the Work-based Mentor;
- Meet regularly with the apprentice to provide support and guidance.

The Individual Learning Agreement will be used as a guide for both formal and informal progress monitoring. For informal monitoring and during contact with the Personal Tutor, this should be used in conjunction with the relevant Course Specifications. The Individual Learning Agreement will specify which Course Specifications are relevant for the current period of study.

Apprentices will need to state how the evidence they have provided demonstrates how they have met the relevant outcome (see section 5.4.1 for more information on evidence). They will also be required to evaluate their learning and that any further learning or development opportunities have been identified.

## 5.2 University-Based Learning

We have attempted to minimise the time that apprentices spend away from the workplace and only require attendance on campus where this is required to teach material best taught in this format, and to provide support. Any compulsory attendance on campus is based on a period each week where the apprentice is released to attend the University and is largely confined to the traditional academic parts of the year (September to December and January to April). There may be some requirements to attend the University during the summer months (May to August) that will be announced by the end of semester 2, but this will be more flexible and less frequent. We will act on feedback in an attempt to reduce this, but there are some elements of the programmes that are more suited to face-to-face teaching than independent distance learning.

The release days will include timetabled activities that generally happen at the same time every week. Some of this will be formal lectures, some will be tutorial support, seminars or workshop exercises.

Each apprentice will need additional time to study, but some of this should overlap with their need to learn in the workplace. Approximately 0.5 days per week should be allocated in the workplace for this purpose. Additional study by the apprentice will be required.

### 5.2.1 Timetables

Timetables for each semester are published on the General Information VISION course as well as on the University website during the vacation period preceding each semester: <https://www.hw.ac.uk/students/studies/timetables.htm>

### 5.2.2 Coursework Submission

Each piece of coursework or project work will have a formal submission date. Those pieces of coursework related directly to courses taught during the release period will have fixed submission dates and the mode of submission will usually be electronic, either through VISION, the University's Virtual Learning Environment, or by e-mail. Apprentices will receive clear instructions on this. Late submission of this coursework is likely to attract a late submission penalty unless there is some approved mitigating circumstance.

Apprentices will be provided with support for using VISION.

Submission of coursework related to work-based learning is more flexible, although to gain the required credit to proceed to the next year of the programme the required credits must be accumulated by the end of the year. The Personal Tutor will advise suitable submission dates and agree them with the Work-based Mentor and the apprentice.

### 5.2.3 Examinations

Some of the courses in the GA programmes are assessed via examination (more details on specific courses are available in the supplement specific to the relevant programme).

It is the apprentice's responsibility to check all relevant examination timetables (including resits) on the Registry web page <https://www.hw.ac.uk/students/studies/examinations.htm>

Should an apprentice be required to be re-assessed in any examinations, they must make themselves available to take them. All exams must be taken at the Edinburgh campus.

### 5.2.4 Progress Monitoring – formal and informal

Personal tutors will speak to apprentices at least every two weeks to discuss progress and for apprentices to identify any issues that may affect their progress. The Personal Tutor will inform the Work-based Mentor and Programme Director so that necessary support can be put in place.

Lecturers will have contact each week through the on-campus activities. Lecturers will record attendance and monitor progress (e.g. lack of preparation, failure to submit coursework) and advise the Personal Tutor. The Personal Tutor will raise any issues with the apprentice and escalate to the Programme Director and Work-based Mentor as appropriate.

The Individual Learning Agreement may also be used as a guide for both formal and informal progress monitoring of elements of University-Based Learning. This should be used in conjunction with the relevant Programme and Course Specifications.

Provisional assessment results for taught courses are released online following the relevant Course Assessment/Review Boards which take place in January, May and August (resit diet). For Work-based Blended Learning courses (which run throughout the entire academic year) and Industrial Project Courses (which finish during semester 3), results will be released following the Progression Board in August.

The Progression Board meets at the end of the academic year to formally decide the next stage of the apprenticeship. Apprentices will receive an email from the University containing a link to a summary of your results for the year, the Board's progression decision, and information regarding any required reassessment.

All academic decisions will be made by the University. Grades will be provided to the company for each of their apprentices.

### 5.2.5 Staff-Student Liaison

Apprentices are asked to elect a class representative at the start of every academic year. These representatives will keep the staff up to date with any problems which apprentices in the year have identified, and they also keep apprentices informed of actions taken by staff to address these problems. The School Officer is a student appointed by the Heriot-Watt Students Union to work closely with the class representatives and staff to make sure that the students' and apprentices' needs are met.

Any requests or suggestions about a course should be directed to the lecturer in question, or class representative can be approached. Alternatively, apprentices can talk to their personal tutor, the year supervisor or the Programme Director.

#### 5.2.6 Feedback

Feedback is a two-way process. Feedback is provided to apprentices in a variety of ways in order to help them to reflect on and to evaluate their progress and to assist them to take steps to improve before the next relevant assessment. For most courses, apprentices can expect feedback on assessed coursework within three teaching weeks of the coursework due date.

Feedback is sought from students via Student-Staff Liaison Committees and various surveys so that the University can continue to enhance the Student Learning Experience (SLE). Your feedback is valued by the University, so please be sure to provide feedback whenever it is sought.

#### 5.2.7 Masterclasses and Additional Support

We plan to provide additional formal academic support during the summer (i.e., when there is no weekly release to campus). These will not be compulsory, but as part of the on-going discussion on progress between the apprentice, Work-based Mentor and the Personal Tutor where additional support or refreshers are required we will provide this support over the summer months based on need. We will produce a timetable where apprentices can elect to attend these events by April of each year.

### 5.3 Workplace Visits

The Personal Tutor will need to make periodic visits to the workplace to liaise with the Work-based Mentor and the apprentice. These visits are to review progress and provide feedback on all aspects of the apprenticeship, to support the reflective practice of the apprentice and to discuss progress against the agreed Individual Learning Agreement. They also give the Personal Tutor the opportunity to see the apprentice in the workplace.

Workplace visits would normally happen once per quarter, and will be arranged between the employer, apprentice, Personal Tutor and Programme Director. The majority of these visits will be in person, especially in the early years. Additional “visits” can be arranged, and these can be conducted using Skype or tele-conference if more convenient.

Regular contact outside these visits will be maintained by the Personal Tutor and the Programme Director.

### 5.4 Apprentice Portfolio

To act as a focus for your regular discussions with their Personal Tutor, and to provide an overview of apprentice performance, apprentices are required to keep an up-to-date portfolio of evidence. This document will help apprentices, their employers and the University keep track of what is being learned and what experience is being gained. The portfolio will form the basis of discussion at the formal quarterly meetings with the Personal Tutor and must demonstrate how the Learning Outcomes in each Course Specification document are

being met. It must also include a reflective summary of the apprentice's activities that demonstrates how the apprentice has thought about their experience, it should also act as a chart of the apprentice's academic development and highlight their individual learning needs.

Apprentices should also be encouraged to look back at their self-development profile, and hence identify any changes that could be made, or any additional help needed, to achieve a successful outcome. The value of these documents is directly proportional to the effort invested in them.

The portfolio of an apprentice on a GA programme is not the same as the log books that other types of apprentices are required to keep, it is at a higher level and as such has different requirements. We would encourage our apprentices to keep a log of their activities to aid in the creation of evidence for their portfolio.

#### 5.4.1 Evidence

The evidence you must supply to support your claim can take many forms and each piece of evidence can count towards your claim for more than one learning outcome. The following are examples of evidence that you can provide:

- Letters of Certification;
- Authenticated copies of certificates and academic transcripts;
- Diaries;
- Documents;
- Completed project work (either the report or the product of that project);
- Published material;
- Critical Incident Analyses;
- Records of on-the-job training;
- References;
- Log books;
- Work samples;
- Video recordings

Where the assessor requires further information you may be required to meet with the assessor to discuss. If this discussion supplies additional evidence the meeting will be recorded and attached to your claim.

When preparing your portfolio you should use the following list to help you ensure that the evidence to support your claim meets the standards required. Your evidence must be:

- **Valid**
  - Is your evidence sufficiently related to the subject or specific learning outcome?
- **Authentic**
  - It is clear that the evidence you are presenting is your own work and not the work of others? You can ask your Work-based Mentor or Supervisor to authenticate the work.

- **Current**
  - Is your evidence up to date with current practice? If not, it may be simple to update this. The oldest evidence you can use is five years previous to the date of your submission.
- **Sufficient**
  - Is the evidence that you will supply enough to demonstrate that you have achieved the learning outcome?
- **Reliable**
  - Can the evidence that you are providing be reproduced by you?
- **Relevant**
  - Is the evidence of your learning relevant? This means it must be the required (SCQF) level and cover the specified knowledge and skills.

## 6. Programme Governance

### 6.1 Board of Studies

The Board of Studies will consider the governance, delivery and management of each GA programme, and report to the Director of Apprentices. Representatives of employers and apprentices will be elected to serve on this board.

Minimum membership requirements will include:

- An employer representative (from an employer with apprentices currently on the programme) will attend the meetings to represent the employers (to be elected by the employers);
- An apprentice representative will attend the meetings to represent the apprentices and will be elected from the current apprentices on the GA by the current apprentices;
- The Programme Director;
- At least one lecturer on the programme; and
- An administrator, who will act as Clerk for the meetings.

In advance of each meeting the Director of Apprenticeships will ask the apprentice and employer representatives to gather feedback from the groups they represent.

### 6.2 Withdrawal of the Apprentice

We hope this doesn't happen, but for any reason that the apprentice needs to be withdrawn from the programme please contact the relevant Programme Director as soon as possible as there is a defined process to follow which has been set by SDS. We are required to provide SDS with a fully completed Early Leaver Form within 10 days of identifying a participant who has left the GA programme before completion.

## 7. Information about the University and its Processes

### 7.1 Schools within the University

The University is structured into a number of schools that administer the degree programmes and manage the teaching resources allocated to specific subject areas. All undergraduate programmes in the University have a number of members of staff who specifically teach in one discipline area. Some of the Graduate Apprenticeships may take material from other schools, you will be associated with the school that delivers the majority of the programme and the Personal Tutor for the apprentice(s) will come from this school.

### 7.2 Navigating the University campus

Timetabled sessions can be spread across the campus and your timetable will indicate which room and which building you are meant to be in. Buildings across the campus are designated by a two-letter code, some examples are:

DB	David Brewster	JW	James Watt Study Hub
EC	Edwin Chadwick	LT	Lecture Theatres
EM	Earl Mountbatten	MB	Mary Burton
G	GRID	PG	Postgraduate Centre
JC	John Coulson	SR	Scott Russell
JM	John Muir	WA	William Arrol
JN	James Nasmyth	WP	William Perkin

If in doubt, don't be afraid to ask, but keep a copy of the campus map handy (<https://www.hw.ac.uk/documents/edinburgh-campus-map.pdf>).

### 7.3 Wi-Fi

University Information Services provides the eduroam wireless service for staff and students on campus: <https://www.hw.ac.uk/services/is/it-essentials/wifi.htm>

### 7.4 Virtual Learning Environment – VISION

Virtual Learning Environments (VLEs) are systems that support a range of learning contexts, ranging from conventional, classroom implementation to off-line, distance learning and online learning. The University's VLE is called VISION and is based on a commercial software package called Blackboard. Many of the courses that you are taking have a presence on the VLE and therefore you may be required to access information or complete and submit on-line assignments within courses on the VLE.

You will automatically be registered for a VLE course based on the courses that you register for either at the start of the year or any changes made after registration. The VLE can be accessed from any computer with internet access although not all browsers will support the functionality of VISION. The VLE can be accessed from the webpage <http://vision.hw.ac.uk>.

### 7.5 Student Support

The University has a very efficient and helpful Student Support service designed to aid students with any academic, personal or financial problems that may arise.

The Wellbeing Services aim to provide a range of support, guidance, activities and advice to help students to be their best and get the most from their University experience. The Wellbeing Centre is located in the Hugh Nisbet Building and their services include:

- Disability support
- Counselling (free and confidential)
- Mental health support and mentoring
- Wellbeing support

The Student Service Centre is located in the Hugh Nisbet Building, just along from the Students Association Shop and their services include:

- Issue of ID cards
- Update of contact details
- Transcripts and confirmation of status letters
- Providing advice and sign-posting for students to other University departments

Additional advice can be sought from the Students Association Advice and Support Centre. Your Personal Tutor may suggest that you make an appointment or may offer to make an appointment on your behalf. Either way, your conversation with an advisor or counsellor from Student Support is confidential.

## 7.6 How is University Different from School or College?

Although on the face of it, both types of institution may seem to have the same purpose, there is a wealth of difference in the learning process between the two levels of education. At Heriot-Watt, as with any good university, the Lecturers and Personal Tutors will do their utmost to help apprentices learn. The ethos of Graduate Apprenticeships is based on the development of independent learners, and the emphasis moves away from formal teaching but the responsibility for ensuring that the learning is actually done is **very much down to the apprentice**.

It is up to the apprentice to take responsibility for learning under the guidance of their Personal Tutor and Work-based Mentor. The University reserves the right to remove students from programme if they do not perform or attend at the required level. It is very important that apprentices adopt a **professional attitude** to their studies. Those who have just completed another academic qualification may find this easy to do. Others may find it easy as their learning runs parallel to their work. However, those who have been out of the education system for a while may find the studying more difficult and will need to be identified and offered additional support. The same approach may not work for everyone, so apprentices will need some support to work out what works best for them. Guidance on how to study and learn is freely available from the Personal Tutor.

Progress through the programme will not only rely on apprentices remembering what they've learned, but also understanding the subject matter and why they've learned it. As independent learners this should help apprentices to reflect on their learning and help them to decide the next stage in their learning.

## 7.7 Mitigating Circumstances, Appeals and Grievances

The University has policies, processes and procedures to address most issues that are faced by students during their studies. Most of these will be relevant to apprentices.

### 7.7.1 Mitigating Circumstances

Events that distract learners from their studies are commonplace. Apprentices must make their Work-based Mentor and their Personal Tutor aware if there are any circumstances at work, in the University or in their personal life that may affect their performance on any element of the apprenticeship. Information of this type is **CONFIDENTIAL** and should not be shared, even between the Work-based Mentor and the Personal Tutor, without the permission of the apprentice – the apprentice should be advised that allowing you to share this information would allow appropriate support to be provided. Circumstances that would normally be recognised as grounds for consideration of mitigating circumstances might include:

- Significant illness or accident affecting the learner;
- Bereavement – death of a close relative or significant other;
- Significant adverse personal or family circumstances;
- Other significant exceptional factors that are outside the student's control (e.g. Jury Service, although assessments would normally be a reason for a student to be permitted to stand down), or for which there is evidence of stress caused;
- Circumstances affecting the University's ability to schedule, set or deliver courses and/or assessments, including marking of assessments, e.g. staff participation in industrial action, or problems affecting infrastructure or IT systems; or
- Severe adverse weather, political unrest or natural disaster.

Events or circumstances that would not normally be considered grounds for consideration of mitigating circumstances include:

- Holidays or other events that were planned or could reasonably have been expected;
- Assessments that are scheduled close together or on the same day, or that clash due to incorrect registration by the learner;
- Misreading the timetable for examinations or otherwise misunderstanding the requirements for assessment;
- Inadequate planning or time management;
- Last-minute or careless travel arrangements; or
- Exam stress or panic attacks not supported by medical evidence.

Further information on the Mitigating Circumstances Policy and the Application Form can be found at:

<https://www.hw.ac.uk/students/studies/examinations/mitigating-circumstances.htm>

### 7.7.2 Appeals

An academic appeal is a formal request by a learner for the review of a decision made by the University on the learner's progression, assessment or academic award. There are valid and

invalid grounds for an appeal. Appeals made on the basis of academic judgement (if a learner thinks they deserve a higher mark than the one awarded) or not being aware of published procedures are not grounds for an appeal.

It is worth noting that prior to the formal appeal process there is a capacity for informal resolution and apprentices should be advised to discuss issues with their Personal Tutor at the earliest opportunity in order that it can be resolved effectively and on an appropriate timescale. Also, the University will not address appeals, complaints or grievances that are brought to its attention after a significant delay unless there is a good reason.

Details of the University's Student Appeal Policy and Procedures can be found at <https://www.hw.ac.uk/students/doc/appealprocedures.pdf>

A formal decision on the appeal will be provided at the conclusion of the investigation of the appeal. In exceptional circumstances it may be difficult or impossible to maintain complete confidentiality, for instance if a criminal offence has been committed. In some instances it may be difficult to investigate the appeal completely if confidentiality has to be maintained. This should be discussed with the Personal Tutor.

## 8. Legal Considerations

### 8.1 Health and Safety

The University recognises that health and safety is of paramount importance in the workplace. The University has a duty of care to ensure that the apprentices' safety is protected while they are at work as described in the University's Work Policy (which also covers GAs): <https://www.hw.ac.uk/services/docs/studentplacements.pdf>.

It is the apprentice's responsibility to ensure that they follow the health and safety rules of their employer and the University. Apprentices not following the health and safety rules of their employer or the University will face disciplinary action. Employer induction process for new apprentices should include details of the company's health and safety policies and procedures.

Apprentices should include details of any element of health and safety in which they are involved in their portfolio of evidence. This should include any type of risk assessment, LOPA and HAZOP. Apprentices are required to report any safety incidents they are involved in to their Work-based Mentor and Personal Tutor immediately. Even the most minor incident should be reported.

### 8.2 Anti-discrimination legislation and regulations

University policy and practice is directed at the prevention of any action deemed to be discriminatory and on the promotion of equality and justice. Discrimination can be direct or indirect, or covert or overt. It is illegal to discriminate on the basis of gender, race, religion, culture, nationality, colour or race. It is also illegal to discriminate on the grounds of disability except where it is lawful to do so.

### 8.3 Apprentice Information

Information on each apprentice is held on the University's Student Record Database which includes contact addresses, academic records and notes regarding financial information. Staff across the University have partial access to key items of information on this database. Additional information, such as medical certificates, letters to apprentices, appeals etc. are also held electronically. All information is regulated under Data Protection and Freedom of Information.

## PART B: UNIVERSITY INFORMATION

Please note that the following sections are standard sources of information provided to all students. However, certain aspects are programme-specific and you should refer to Part A where directed. Students are advised that the University will make changes to study programmes and progression requirements from time to time in accordance with strategic developments and it is therefore important to ensure that you check the most recent version of the handbook for up-to-date information.

### B1. Our Values

At Heriot-Watt, we have an established set of values that help us to nurture innovation and leadership and show our commitment to continuous development in all our activities. They are:

- **Belong** to a diverse, inclusive and international community working together across boundaries and cultures
- **Inspire** curiosity to learn and find solutions that transform lives
- **Collaborate** by working in partnership to shape the future whilst taking responsibility for our own actions
- **Celebrate** excellence and take pride in the achievements of our students, staff and alumni

Find out more about the [Heriot-Watt values](https://strategy2025.hw.ac.uk/our-new-values/) <https://strategy2025.hw.ac.uk/our-new-values/> and what they mean to us.

### B2. Student Partnership Agreement

Heriot Watt University and the Heriot Watt University Student Representative Bodies work in partnership to develop a Student Partnership Agreement (SPA) each year. The Agreement identifies the main, agreed priorities for working in partnership each academic year and outlines an associated action plan.

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 in partnership across all of our campus locations, with the aim of increasing engagement with the institution, enhancing the student experience and engendering a sense of belonging to the University community.

The Student Partnership Agreement is available

<https://www.hw.ac.uk/services/docs/learning-teaching/policies/spa-agreement.pdf>

### B3. University Policies and Support Services

Heriot-Watt University has a detailed set of rules that governs the operation and management of University business. These are referred to as Ordinances and these Ordinances are set by the Court, which is the governing body of the University. The Ordinances provide a regulatory framework for corporate governance. The University Ordinances are supported by University Regulations which provide a regulatory framework

for the governance of academic-related matters which staff and student must adhere to for all academic matters. Wherever practicable, University policy is designed to include all members of the University's community, both within and outwith the main campus environments.

Read more about the University [Policies, Ordinances and Regulations](#).

As part of your University enrolment, you signed the Student Declaration and agreed to abide by the regulations of the University and conform to its policies, procedures, ordinances and regulations that underpin the Ordinances and Regulations. During your time at Heriot-Watt, the following policies, procedures, reference information and support services may be relevant and useful guidance for you.

#### **B4. Your Student Portal**

The Student Portal brings together your services and relevant information in one place. Below is a summary of the services available to you via the portal:

- Office 365 suite: through single sign-on, all of your Office 365 services will be accessible through the Portal.
- Library: whether you want to search for books or view your loans & reservations, the Portal allows you to do this on your phone or desktop.
- Vision: your Portal will present you with announcements and tasks related to this course.
- Student Information: all University-level regulations and policies relating to your studies can be found on the Portal.
- Campus and School News: the Portal enables the University to promote events and experiences which will help you develop your skills.
- Personalised: You can hide, add and move tiles on your dashboard.
- AskHWU: You can find everything you need to help you navigate your time at HWU through the new AskHWU search tile. Ask questions of the University and enquire directly with members of staff to get information about exams, enrolment, careers, wellbeing services and much more.
- Appointments: Book Careers & Wellbeing appointments through your student portal
- Need to speak to someone at the Student Service Centre? Use our app to join a queue to talk to our counter staff.

You can access your student portal [here](#).

#### **B5. Quick Finder Guide to Academic and Support Services**

The following provides a guide to the academic and support services available to you during your studies which are arranged alphabetically under four heading:

- **Learning and Teaching**
- **Our Community**
- **Supporting Success**
- **Developing Your Skills**

Clicking on the subject heading allows you to find relevant information on the student web pages. Please make sure that you check myHWU the Student Portal, and the University web pages throughout the year for the most up-to-date information.

## Learning & Teaching

### Academic Appeals

An academic appeal is a formal request by a student for the review of a decision made by the University on the student's progression, assessment or academic award. There are [valid and invalid grounds](#) for an appeal. Appeals cannot be made on the basis of academic judgment (for example, thinking that your work deserves a higher grade). You are strongly advised to seek advice before starting an appeal, and to try and seek an informal resolution before making a formal appeal

### Assessment

Assessment is an essential part of learning at university. Make sure you are aware of the guidelines and regulations around University assessment.

### Assessment Feedback

Heriot-Watt University aims to support students in becoming confident, independent learners; feedback is a key part of the student learning experience, as it is designed to help students to learn and improve. It's also important to know [what to do with the feedback](#) when you receive it.

### Assessment Results:

Once your course results have been released, you will automatically be sent an email (to your Heriot-Watt email address) to inform you that new assessment results are available online to view/download via the [Student Self-Service \(SSS\)](#).

### Examinations & Examination Diets

There are three examination diets (assessment periods): December, Spring and the Resit Diet in the Summer.

### Exam Conduct and Identity Checks

Make sure you know what is required and permitted within each of your exams and understand the University exam conduct.

### Exam Timetables

Information on the exam timetable and when it will be available. Please note that exam timetables are subject to change so check regularly – we recommend checking the morning of each exam for any adjustments.

### Exit Awards

You will receive an award if you successfully complete your programme of study, however, if you leave the University part way through your programme, you may still have met the required criteria for receiving a Certificate of Higher Education, a Diploma of Higher

Education or an Ordinary/Bachelors Degree as an exit award (see also intermediate awards).

#### External Examiners Information

External Examiners ensure that students are judged fairly according to academic standards. In addition, they ensure that the processes for assessment, examination and determination of awards are sound and fairly operated.

#### Heriot-Watt Assessment & Progression System (HAPS)

The Heriot-Watt Assessment and Progression System (HAPS) specifies the key assessment rules to be followed in taught programmes of study.

#### Intermediate Awards

Certificates given before your final award are known as intermediate awards. Certificates for intermediate awards are not issued automatically when you have obtained sufficient credits.

#### Learning and Teaching Matters

Across our campuses and global community of students, we are promoting learning and teaching with a series of key messages to provide you with advice and information at crucial points during your Heriot-Watt experience.

#### Periods of Study

Refer to the regulation(s) that are appropriate for your level of study. These regulations will explain the maximum time allowed to complete a degree and the circumstances where this may be extended.

#### Plagiarism

Plagiarism is the act of taking the ideas, writings or inventions of another person and using these as if they were your own, whether intentionally or not. Here you can find out more about plagiarism, how the University responds to it and guidance on how to avoid plagiarism in your academic work.

#### Reassessment

If you fail an assessment during the first or second semester of an academic year, then you will have to sit a reassessment for that course before being able to progress. This page contains information on reassessment procedures, how to register and pay for reassessments on your campus, reassessment diet dates, and information about additional reassessment opportunities.

#### Requirements for Awards

Refer to the regulation(s) that are appropriate for your level of study. These regulations explain the number of credits required to receive an award from the University.

#### Recognition of Prior Learning & Credit Transfer

If you have previously been in higher education, have passed courses or have academically relevant professional experience, then this could count as credit towards your Heriot-Watt

degree. In the linked page, scroll down to 'Recognition of Prior Learning & Credit Transfer to view the policy and procedures relating to this, as well as other information.

#### [Submission of Coursework Policy](#)

You will have a set submission deadline for each piece of coursework. This policy explains how the deadline works.

#### [Teaching Timetables](#)

Use the link above to find out when and where your lectures, tutorials, or labs will be taking place on your campus.

#### [Use of Calculators in Examinations](#)

Refer to the link above to find out when you can use a calculator in an examination, and what kind of calculators are permitted.

#### [Use of Dictionaries in Examinations](#)

Dictionaries are generally not permitted in exams. However, the following link details the exceptions and circumstances when a dictionary may be permitted.

## **Our Community**

#### [Alumni](#)

Information on the opportunities available to students after they graduate from Heriot-Watt. These include membership of The Watt Club (Heriot-Watt's alumni association), how to network and connect with other alumni, and how alumni can give back to the University after they have left.

#### **Accommodation**

Information about student accommodation at each of our campuses

#### [Accommodation \(Dubai Campus\)](#)

#### [Accommodation \(Edinburgh Campus\)](#)

#### [Accommodation \(Malaysia Campus\)](#)

#### [Accommodation \(Scottish Borders Campus\)](#)

#### [Accommodation \(Orkney Campus\)](#)

#### **Faith and Belief**

Heriot-Watt University respects religious and cultural diversity and aims to support individuals in their religious and cultural observance.

#### [Faith and Belief: Edinburgh Campus](#)

#### [Faith and Belief: Scottish Borders Campus](#)

#### [Faith and Belief: Orkney Campus](#)

#### [Faith and Belief: Dubai Campus](#)

#### [Faith and Belief: Malaysia Campus](#)

#### **Sport and Exercise**

Opportunities for a range of sport and exercise activities are available at all our campuses

#### [Sport and Exercise: Edinburgh Campus](#)

[Sport and Exercise: Scottish Borders Campus](#)

[Sport and Exercise: Orkney Campus](#)

[Sport and Exercise: Dubai Campus](#)

[Sport and Exercise: Malaysia Campus](#)

### **Student Representation**

All students have representative bodies for their campus who will also oversee clubs and societies and organise events for students.

[Heriot-Watt University Student Union \(Edinburgh, Orkney and Scottish Borders Campuses\)](#)

All Heriot-Watt students at Scottish campuses are a member of the Student Union. In addition to the wide range of societies, the Student Union offers volunteering opportunities for students to get involved in and make friends and connections during their time at university. The Union regularly hold events and host campaigns for good causes. The Student Union can also provide advice and support for all Heriot-Watt students via the [Advice Hub](#).

[Heriot-Watt University Dubai Student Council](#) is the primary representative body for all students at Dubai campus. Further details can be found on the Student Council's [Facebook](#) page

[Heriot-Watt University Malaysia Student Association](#) represents students at Malaysia campus, manages clubs, implements welfare projects and organises events for students.

## **Supporting Success**

### [Academic Registry](#)

Academic registry is part of the professional services and covers information on Registry Operations and Academic Quality. Registry operations can help with student enrolment, examinations and assessment, graduation and timetabling. The academic quality service provide support on a number of policies across the University.

### [Amendment to Enrolment](#)

Amendments can be made to a student's enrolment at any point during their studies. This can include Temporary Suspension of Studies, extension of study period or amendment to study level or method.

### [Assistive Technology](#)

We have a variety of assistive technology available at Heriot-Watt University. Our Technology Assistant is here to help you with the enabling technology that we have and can assist you with any queries or support needs.

[Assistive Technology at Edinburgh Campus](#)

[Assistive Technology at Scottish Borders Campus](#)

[Assistive Technology at Orkney Campus](#)

[Assistive Technology at Dubai Campus](#)

### Attendance and Absence

It is extremely important that you keep the University informed if you are unable to attend classes. Absence may affect your academic progress, so you should discuss with your personal tutor whether you may need to temporarily suspend your studies or apply for Mitigating Circumstances. If you are unable to attend an exam or complete an assessment due to an unforeseen absence beyond your control, such as significant illness, you will need to make an application for consideration of Mitigating Circumstances in writing with supporting evidence.

### Big White Wall

Big White Wall is an online support resource 24 hours a day every day which you can sign up to with your university email address then choose an anonymous username for your time on Big White Wall. You can use Big White Wall for help with a wide range of mental health and wellbeing issues.

### Care Experienced Students

We recognise that individuals with care experience are under-represented in higher education and are committed to offering support for these applicants to study at Heriot-Watt. We can provide access to the advice, guidance, financial support and accommodation required to allow those with care experience the opportunity to succeed at university. We offer a named point of contact and support within the University, from pre-entry advice through to support during your time at the University.

### Caring Responsibilities

Heriot-Watt University is committed to supporting students who are carers. A carer is anyone who cares, unpaid, for a friend or family member who due to illness, disability, a mental health problem or an addiction cannot cope without their support.

### **Change of Address**

For legal, academic and administrative purposes it is very important that the information the University holds about you is correct and up to date, including your address details. You can check and amend your personal information by logging in to [Student Self Service](#).

### **Childcare**

There is a nursery based at Edinburgh campus run by an independent company called [Pinocchio's](#). At Scottish Borders campus the [Osito](#) Nursery is near the campus and provides childcare for children aged between four weeks to eight years old. You are advised to ensure that any nursery or childminder you use is registered with the Care Commission. Information about childcare provision in your area is available from the [Scottish Family Information Service](#). You may be eligible for help with childcare fees through the Childcare Fund. Students wishing to apply must be home students who are fulltime, undergraduate and eligible for student loan support. Students must have applied for the maximum student loan available.

### Complaints

If for any reason you are unhappy with action taken (or not taken) by the University, or by the standard of service you have received, you may be able to make a formal complaint using the University's Complaints Procedure.

### Counselling

Being a student can be a very positive experience but there are also many challenges to deal with such as being away from home, being in a new country, exam pressures and

building new relationships with friends. If you are worried about any issue or are thinking about dropping out of University we can offer you counselling, support, and information to help you deal with the difficulties you may face. It may be that you only need one appointment but can attend more if you wish

#### [Data Protection](#)

Information about how the University uses and protects data.

#### [Disability Support](#)

The Disability Service can provide support and advice for students with a range of disabilities. It is important that you inform us if you have a disability so the appropriate support can be arranged and you may be eligible for additional funding from the Disabled Students Allowance.

#### [Discipline](#)

The University can take action against any student if they have committed an academic offence (such as plagiarism, collusion or cheating in an exam) or a non-academic offense such as improper use of, or damage to, university property, or unacceptable behaviour.

#### [Discretionary Credit](#) (Please refer to the appropriate Regulation[s] for your level of study.)

A student who has not achieved the minimum number of credit points necessary to qualify for consideration of an award or the minimum number of credit points to progress from one stage to another may be awarded the requisite credit points at the discretion of the Award Board or Progression Board, as appropriate.

#### [Email](#)

Make sure you keep checking your Heriot-Watt email at least every day and use it if you need to contact the University. Sometimes mail from personal e-mail addresses is blocked by the University's IT systems, so use your Heriot-Watt e-mail to be sure your message gets through to us.

#### [Enrolment](#)

Enrolment is the formal process of becoming a student of the University, agreeing to abide by its rules and accepting any liability for fees or other costs associated with your studies. All new and continuing students must be enrolled while studying at Heriot Watt University. The enrolment process must be completed online at the start of each new academic year.

#### [Equality and Diversity](#)

As well as meeting our [legal requirements](#) we make sure that people across the University Community understand how they contribute to a Culture of Inclusion for All. This holistic approach helps us maintain an open and accessible working, living and learning environment where all are supported to reach their full potential.

#### [Erasmus+](#)

Erasmus+ enables you to study or work in Europe as part of your degree programme, usually for a full academic year. At Heriot Watt students have the opportunity to study at a wide range of institutions in Europe.

### Exchanges

An exchange can be arranged with an institution abroad. This can be arranged with your school Exchange Coordinator but it is the responsibility of the student to complete the application for that institution.

### Failing a course

Failing a course may be a setback, but it is not necessarily a disastrous one. Students who have failed can go on to pass resits and still graduate with a good degree. If you fail a course it is important you discuss this with your personal tutor in the first instance. Your personal tutor will be able to offer advice on how to obtain detailed feedback and suggest sources of support.

### Go Global

Go Global is the University's inter-campus transfer opportunity and offers students the opportunity to study at a different Heriot-Watt campus.

### Graduate Attributes

Through your experience at Heriot-Watt University you will develop the skills and qualities of the four graduate attributes: specialist, creative, professional and global.

### Graduation

All the information you need to apply for and attend your graduation ceremony.

### Guide to Student Life

This A to Z guide aims to provide you with essential information on a range of issues you may encounter.

### Harassment and Bullying

Heriot-Watt University is committed to a working, learning and living environment that is free of discrimination and intimidation. If you feel that the

### Health and Wellbeing

During your time at University it is important to look after yourself and use the resources available to help you with this, including Wellbeing Services, and medical and dental services.

### III Health & Mitigating Circumstances

There are circumstances which, through no fault of your own, may have affected your performance in an assessment (exams or other assessment), meaning that the assessment has not accurately measured your ability. These circumstances are described as 'mitigating circumstances' (previously 'special circumstances'). You can submit an application to have mitigating circumstances taken into account.

### Library Essentials

Library essentials covers how to navigate the library service across campuses at the University. If you need to borrow a book or book out a study space this can be accessed from the library essentials webpage.

### Library Resources for your Subject

There is a dedicated Academic Support and Liaison Librarian for each School. See also the subject guides for useful information about books, journals, and online resources for each subject area.

### Managing Your Money

As a student you will find there is a lot to think about financially. For some of you, studying at university will be the first time you have had to manage your money and keep your expenditure within a fixed budget. Advice and support on money matters is available at all Heriot-Watt campuses.

### Maternity and Paternity

The University has a set of published guidelines to ensure that students who become pregnant during their studies know where to seek advice and support, including on matters such as returning to study following a period of maternity leave and on requests for shared leave or paternity leave.

### Mental Health

If you experience a mental health difficulty while at the University, or have a pre-existing mental health condition, you can discuss any issues and concerns with a professional counsellor or Student Advisor

### Next Steps: Post result help

Next Steps is a simple guide that can help you after you have received your course assessment results. The guide has information about importance of obtaining feedback from your assessments, and how to reflect and act on feedback to ensure you are more successful in your studies.

### People Finder

Find a key person on campus by using People Finder

### Personal Tutors

Every student has a member of academic staff allocated to them as a personal tutor who is your first point of contact if you need advice on any issue, both academic and non-academic. Personal tutors can also advise you of other support sources as appropriate. The name of your personal tutor is available on Student Self Service.

### Sexual Misconduct

The University is committed to providing a safe environment that allows you to work, study, and fulfil your potential without fear of sexual misconduct and has a policy to combat sexual misconduct.

### Student Success Advisors

Nobody knows the challenges of being a Heriot-Watt student better than those who have been through it all themselves. With the benefit of recent experience and successful study

at Heriot-Watt, the Student Success Advisors will be able to offer advice to students based on their own experiences. They will also have an overview of the other support resources available at Heriot-Watt and point you in the right direction if you need it.

### **Student Service Centre**

The Student Service Centre offers help and support relating to matters on enrolment, examinations, paying tuition fees, graduation, as well as advice for students holding a visa.

Dubai Campus: please contact [dubaistudentservices@hw.ac.uk](mailto:dubaistudentservices@hw.ac.uk)

[Edinburgh Campus](#)

[Malaysia Campus](#)

### Student Fees, Funding and Additional Charges

The University can give you advice about paying your tuition fees as well as information on scholarships and bursaries, and other means of financial support.

### Student Policies and Guidance

Our list of student policies can give you information on University regulations and guidance relating to issues including attendance, mitigating circumstances, mental health, and programme transfer.

### Student Support Services

Information on our Disability and Careers services, as well as information for students who are care experienced or have caring responsibilities.

### Student Surveys

Feedback from students is extremely important as it allows the University to further improve and enhance what it offers to students. Surveys give students the opportunity to feedback their thoughts and opinions to the University.

### Students With Caring Responsibilities

The University seeks to support students who care “unpaid, for a friend or family member who due to illness, disability, a mental health problem or an addiction cannot cope without their support”.

### Temporary Suspension of Studies

In certain situations it may be in a student’s best interests for them to suspend their studies temporarily to enable them to deal with particular issues and return at an agreed date. A Temporary Suspension of Studies (TSS) can be applied for and approved on the basis of genuine medical, personal, financial reasons or military service.

### Thinking of Leaving

If you are thinking about leaving university for whatever reason please talk through your decision with a member of staff at the university. Many students think about leaving university at some stage during their studies. If anything is bothering you or you are thinking about leaving, you can come along to a drop in to speak to a member of support staff to explore and understand all of your options.

## **Visa Advice**

Advice on visa requirements for studying at Heriot-Watt is available at all our campuses.

[Visa Advice: UK Campuses](#)

[Visa Advice: Dubai Campus](#)

[Visa Advice: Malaysia Campus](#)

## **Virtual Learning Environment (Vision)**

Vision is Heriot-Watt's Virtual Learning Environment (VLE) and is a vital learning and communication tool for you and your lecturers, so make sure you log in and check Vision every day. A Student Guide to VISION can be found [here](#).

# **Developing Your Skills**

## Careers

Careers advice and guidance is available to all students and recent graduates to help:

- Develop your employability skills
- Identify your potential career options
- Help you to find work experience/part time work
- Market yourself to employers

[Careers: UK Campuses](#)

Careers: Dubai Campus, contact Benita Maben, Careers Advisor, [B.Maben@hw.ac.uk](mailto:B.Maben@hw.ac.uk)

[Careers: Malaysia Campus](#), contact [MYCareers@hw.ac.uk](mailto:MYCareers@hw.ac.uk)

## Career Mentoring

Career Mentoring can connect a student with a professional working in a student's area of interest. The programme gives students an opportunity to gain an insight into what it is like working in a certain field. A mentor will also be able to support a student with their long-term career planning. This programme is mostly aimed at students in their penultimate year, however all students are welcome to apply.

## Enhanced Transcript

An Enhanced Transcript is a formal University document which will include not only details of your award and grades, but also a range of academic and extra-curricular activities undertaken whilst at University. The Transcript is designed to help you to maximise your employability as it records your University achievements in one document which you can share with prospective employers and postgraduate recruiters.

## Skills Development

Studying at university gives you the opportunity to learn new skills or build on existing skills you already have. Information Services provide many workshops and resources to help you gain or develop the skills you will need to have a successful time at university.

### Study Spaces

Heriot-Watt provide a large number of modern and contemporary study spaces for both individuals and groups in convenient locations. Some of these spaces are open late, and offer IT access as well as food and drink.

### **Volunteering**

Volunteering offers you the opportunity to develop your skills and experience while helping your fellow students, your community or a charitable organisation. There are numerous opportunities for [volunteering](#) within and outside the University. The Careers service also provide [advice](#) on volunteering. Your experience as a volunteer can be logged and evidenced, and help enhance your employability.