



BOARD OF MANAGEMENT
Learning, Teaching and Quality Committee

Meeting to be held

On 11 June 2019 at 1330 hours in the Board Room

Agenda Number	Item	Presented By	Action Required: Decision, Discussion, For Noting
LTQ.19.2.01	(i) Resignations	Clerk	Noting
	(ii) Appointments		
LTQ.19.2.02	Apologies for Absence	Clerk	Noting
LTQ.19.2.03	Any Additional Declarations of Interest including specific items on this Agenda.	Chair	Noting
LTQ.19.2.04	Draft Minutes of LTQC meeting held on 12 March 2019 *	Chair	Decision
LTQ.19.2.05	Matters Arising from LTQC Meeting held on 12 March 2019 *	Clerk	Noting
LTQ.19.2.06	Quality Cycle Update *	Mrs N Yoxall	Noting
LTQ.19.2.07	Student Satisfaction and Engagement Survey *	Mrs H Sharp	Noting
LTQ.19.2.08	External Verification Visit Outcomes *	Mrs H Sharp	Noting
LTQ.19.2.09	Implementation of Curriculum Strategy ~	Mrs C Newlands	Noting
	(i) Update Report on status of Curriculum map		
	(ii) CAMP update		
LTQ.19.2.10	RIKE Strategy Action Plan – verbal update	Mrs N Yoxall	Discussion
LTQ.19.2.11	Policies *	Mr D Duncan	Approval
	(i) Events and External Speaker Policy		
	(ii) Essential Skills Policy		
LTQ.19.2.12	Learning and Teaching Review *	Mrs N Yoxall	Noting

Draft Agenda LTQC Meeting on 12 March 2019

LTQ.19.2.13	Learning and Teaching Enhancement *	Mrs N Yoxall	Discussion Noting
LTQ.19.2.14	MORAGAA and Predicted Achievement ~	Mrs N Yoxall	Discussion Noting
LTQ.19.2.15	Emerging Issues	Chair	Discussion Noting
RESERVED ITEMS			
LTQ.19.2.16	Draft Reserved Minutes of LTQ meeting held on 12 March 2019 *	Chair	Approval
LTQ.19.2.17	Date of Next Meeting – 19 August 2019 (Special meeting) and 12 November 2019	Clerk	Noting

Agenda Item; LTQ.19.2.04

BOARD OF MANAGEMENT

LEARNING, TEACHING & QUALITY COMMITTEE

**Minutes of Meeting
held on
Tuesday 12 March 2019
at 13.30pm in the Boardroom**

Present: Mr D Patterson (Chair) Mr M Clark
Mrs N Yoxall Mrs R McCormack
Mr D Duncan Mr S Duff
Mr J Bodman Mrs T Wilson
Mr G Rendall Ms H Sharp
Mrs C Newlands Mrs M Smith
Mrs S Mustard Mrs J Andrews
Mrs S Haider

In attendance: Mrs T Mcllwraith
Mrs C Fair (Clerk)
Mrs E Melton (Minute Secretary)

		ACTION	DATE
LTQ.19.1.01	Resignations and Appointments		
1.1	Mr Patterson welcomed everyone to today's meeting, A resignation was received from Mr John Yorston.		
LTQ.19.1.02	Apologies for Absence		
2.1	Apologies received from: Mrs J Johnston Mrs J Bibby Mrs R Dewis		
LTQ.19.1.03	Any Additional Declarations of Interest including specific items on this Agenda		
3.1	There were no additional declarations of interest received.		
LTQ.19.1.04	Draft Minutes of LTQC meeting held on 20 November 2018		
4.1	The minutes were approved as a true and accurate record of the meeting held on 20 November 2018:		

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	Proposed: Mr J Bodman Seconded: Mrs S Mustard		
LTQ.19.1.05	Matters Arising from LTQC meeting held on 20 November 2018		
5.1	<u>6.1</u> Complete <u>14.2</u> Complete <u>14.3</u> Complete		
LTQ.19.1.06	Implementation of Curriculum Strategy		
	i Update		
6.1	Mrs Newlands provided a brief update on the curriculum strategy explaining this continued to be a work in progress. The curriculum map is currently under development; however, there has been some difficulty in obtaining labour market intelligence information specific to the Moray area. Data is currently being input into CRM (Customer Relation Management) system. This is also creating a delay in the updating of the curriculum map.		
Action	Update report on status of curriculum map with Report on gap analyses of Audit on FE Courses	Mrs Newlands	Next meeting
	ii CAMP		
6.2	A separate paper was circulated, outlining course approvals and modifications since the last meeting in November. There is a substantial amount of FE developments in accordance with the curriculum growth strategy.		
LTQ.19.1.07	RIKE Strategy Action Plan - Update		
7.1	Mrs Yoxall supported the paper provided, highlighting key points throughout. Now looking at ways moving forward in supporting staff to carry out research projects/activities.		
LTQ.19.1.08	Policies		
	i Academic Appeals ii Safeguarding iii Prevent Duty Policy iv Events and External Speaker Policy		

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8.1	Mr Duncan explained that these policies were presented for the committee to consider for approval. Mr Duncan explained to members the Single Policy Environment Project being led by Stephen Gregg and overseen by Diane Rawlinson.		
8.2	With regard to Academic Appeals and Safeguarding and Prevent Policies, Mr Duncan explained that best practice across partnership have been brought together to create one policy. The committee approved these policies for use.		
ACTION	Check local membership on Safeguarding group.	DD	Next Meeting
8.3	The committee highlighted some concerns over the Events and External speaker Policy related to bringing in guest speakers. The Committee agreed that some minor amendments to highlight safeguarding issues were required to this Policy and these would be made and the Policy brought back to the next meeting.		
ACTION	Review any Safeguarding issues raised within document.	DD	Next Meeting
LTQ.19.1.09	Draft Regional Outcome Agreement		
9.1	Mr Patterson explained that this document is the basis on which the Scottish Funding Council allocates funds to colleges within the region. Therefore, this is a general document and not locally specific. Mrs Yoxall stressed that we still need to be positive that the document reflects what we are planning to achieve within the coming 3 years and there needs to be consultation with staff and students. This is a draft document requiring feedback from committee members, particularly in relation to Section 3 – High Quality Learning and Teaching.		
ACTION	Comments and feedback to be sent to Mrs Fair by 22 March 2019	ALL	22/03/2019
LTQ.19.1.10	Learning and Teaching Review		
10.1	Mrs Yoxall provided the committee with a verbal update. The Learning and Teaching review team has been established led by Toni McIlwraith, with Moray and Argyll running with the pilot this year. Team membership consists largely of practitioner teachers taking very much a Coaching approach. Mr Clark posed a question about confidentiality of the process and Mrs Yoxall confirmed that the outcomes of the review are to be confidential		

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	between the reviewee and reviewer and then passed to the LTR Co-ordinator (Quality Officer), where they would be anonymised. There was discussion surrounding CPD opportunities and how to go about requesting training. This led on to a discussion about staff reviews and how this process can be used to highlight interest in undertaking training.		
LTQ.19.1.11	Quality Toolkit Development		
11.1	The paper provided by Ms Sharp outlines that staff have been requesting further guidance on Academic Quality systems and outlined that the approach would be to have a focus group followed by developing a single set of documents and templates that would be available in Sharepoint. The Committee welcomed this approach and acknowledged this was an excellent piece of work, which will make a significant improvement to quality processes.		
LTQ.19.1.12	MORAGAA and Predicted Achievement		
12.1	This item is reserved and the Minute held in confidence.		
LTQ.19.1.13	Emerging Issues		
13.1	Mr Patterson noted that the EREP is now finalised and agreed. In addition, student performance data has been validated and published on the website.		
RESERVED ITEMS			
LTQ.19.1.14	Draft Reserved Minutes of LTQC meeting held on 28 November 2018		
14.1	This item is reserved and the Minute held in confidence.		
LTQ.19.1.15	Date of Next Meeting – 11 June 2019		
	<i>Meeting closed 15.05pm</i>		

Matters Arising/Actions from Learning Teaching and Quality Committee Meeting on 12 March 2019
Agenda Item: BM.19.2.05

ITEM		ACTION BY	DATE	Update
LTQ.19.1.06	Implementation of Curriculum Strategy			
6.1	Update report on status of curriculum map with report on gap analyses of Audit on FE Courses	Chris Newlands	11-6-2019	On Agenda
LTQ.19.1.08	Policies			
8.2	Check local membership on safeguarding group	Derek Duncan	11-6-2019	Completed
8.3	Review any safeguarding issues raised within document and bring Policy back to next meeting	Derek Duncan	11-6-2019	On Agenda
LTQ.19.1.09	Draft Regional Outcome Agreement			
9.1	Comments and feedback on draft document to be sent to Mrs Fair by 22-3-2019	Committee members	22-3-2019	Completed

Agenda Item: LTQ.19.2.06

Title of Paper:	Quality Cycle Update			
To Committee:	LTQC			
Version number and date:	1 12/06/19			
Brief summary of the paper:	Overview of a full year's implementation of an updated Quality Cycle, and plans for adjustments for AY 19/20.			
Recommendations:	<ul style="list-style-type: none"> - Continue to implement a Quality Cycle, moving documents and guidance onto Sharepoint; - Implement a revised programme of Course Review; - Review CCMs/SCMs to ensure timely engagement. 			
Action requested/decision required:	Noting.			
Status: (please tick ✓)	Reserved:		Non-reserved:	✓
Date paper prepared:	03/16/19			
Date of committee meeting:	11/06/19			
Author:	Nikki Yoxall – Director of Learning & Teaching			
Link with strategy: Please highlight how the paper links to, or assists with: Strategic Plan including <ul style="list-style-type: none"> • Curriculum • Learning and Teaching • Organisational culture • Partnership • Sustainability 	The Quality Cycle is an integral aspect of college business and ensures that all quality related activity is planned for and carried out throughout the year. By promoting the habit of quality, this contributes to the organisational culture, embedding quality both within curriculum operations and learning and teaching activity.			
Equality and diversity implications:	Online access to documents, and ensuring accessibility is a key feature in process and policy development contributes to the promotion of equality and diversity in relation to quality related activity.			
Resource implications: <i>(If yes, please provide detail)</i>	None.			
Risk implications: <i>(If yes, please provide detail)</i>	Quality Cycle mitigates against the risk of sub-standard academic quality and a poor student experience.			
Appendices:	n/a			
References:	n/a			

Agenda Item: LTQ.19.2.06

Academic Year 2018/2019 saw the first full year of the updated Quality Cycle, including three MORAGAA (Moray Red Amber Green Attendance Achievement) meetings for each Curriculum Area, an updated approach to CCMs and SCMs, Course Review for the ten lowest performing courses, and monthly Quality Spotlights, as well as regionally based student surveys.

MORAGAA meetings have continued to promote close and effective monitoring of student progress, and there is evidence that teams are using attendance and achievement data more fully to consider interventions and course level enhancement opportunities. The number of student disciplinaries increased, however we have also seen retention improve at each reporting point throughout the year. There does however seem to continue to be an issue around partial achievement, which would indicate learning and teaching based solutions need to be sought and implemented in 19/20. Industrial action has impacted on the student experience, and this has been reflected not only in student feedback, but also in outcomes in some areas, and may account for some of the partial achievements.

The arrival of a new Quality Officer with experience of online document management is allowing us to take a more streamlined and open approach to the operation of the Quality Cycle, creating an online space for the access of guidance documents, templates, policies and procedures as well as a more efficient workflow for Course Approvals and Modifications. Opportunities for input into document and process design have been shared with staff across the college, and user group feedback obtained. Reporting has been a key focus for the Quality Officer, with a database and reporting features available for External Verification and Learning and Teaching Review.

Course Review has been effective in focusing attention on the ten lowest performing courses of 17/18 and through a number of structured conversations throughout the year, staff have been able to reflect on and evaluate their courses as the year progressed, making changes where appropriate to enhance the student experience and improve outcomes. Of the ten courses in Course Review, the majority (seven) have predicted improved success rates of over 15 percentage points, with one remaining the same and two not yet submitting May predictions at the time of writing.

The intention for AY 19/20 is to expand Course Review to include a number of courses that may be reviewed for one of the following reasons:

- Low retention/success rates or high partial success
- New programmes to monitor action plans set as a result of approval meetings
- A pattern of high retention/success rates to capture and share good practice.

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CCMs (Curriculum Committee Meetings) and SCMs (Support Committee Meetings) will continue to run in a similar format to AY 19/20, with more SCMs being run as groups to promote cross department interaction and engagement. A number of outcomes of this year's SCMs have related to departments outwith the discussion, so by bringing more departments together, there will be an enhanced opportunity to collaborate. Engagement with HGIOC and the challenge questions continues to be embedded within quality activity, but it is recognised that at times staff, students and stakeholders can struggle to understand exactly what is being asked of them in the working of the questions. In response to this, a collaborative project is being undertaken with SPARQS (Student Participation in Quality Scotland), to develop a 'Plain English' version of the HGIOC questions. This will give further equality of engagement with the questions, and will allow for more meaningful discussion with a wider group of stakeholder parties.

The Quality Cycle will continue to act as a point of focus for evaluative and enhancement activity, as well as for quality assurance. By siting it within the Quality Sharepoint area, it will serve to act as central reference point for all staff, using an interactive model for engagement with quality assurance and enhancement activity.

Agenda Item Reference: LTQ.19.2.07 (i)

Title of Paper:	Student Satisfaction and Engagement Survey (SSES) Results			
To Committee:	LTQC			
Subject:	Survey Results			
Version number and date:	V1 04/06/2019			
Brief summary of the paper:	This paper provides an overview of the results from the SSES across FE and HE areas			
Recommendations:	To note			
Action requested/decision required:	N/a			
Status: (please tick ✓)	Reserved:		Non-reserved:	✓
Date paper prepared:	06/06/2019			
Date of committee meeting:	11/06/2019			
Author:	Ms Heather Sharp			
Link with strategy: Please highlight how the paper links to, or assists with: Strategic Plan including <ul style="list-style-type: none"> • Curriculum • Learning and Teaching • Organisational culture • Partnership • Sustainability 	The learner survey is a key element in self-evaluation and reflection for students and staff. The survey contributes to the responsive process of curriculum and delivery development. Reporting of survey outcomes enables staff to engage with data to monitor performance and measure impact.			
Equality and diversity implications:	None			
Resource implications: <i>(If yes, please provide detail)</i>	None			
Risk implications: <i>(If yes, please provide detail)</i>				
Appendices:	Any additional or supplementary related documents			
References:	References to anyone else's work, publications or journals			

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Introduction

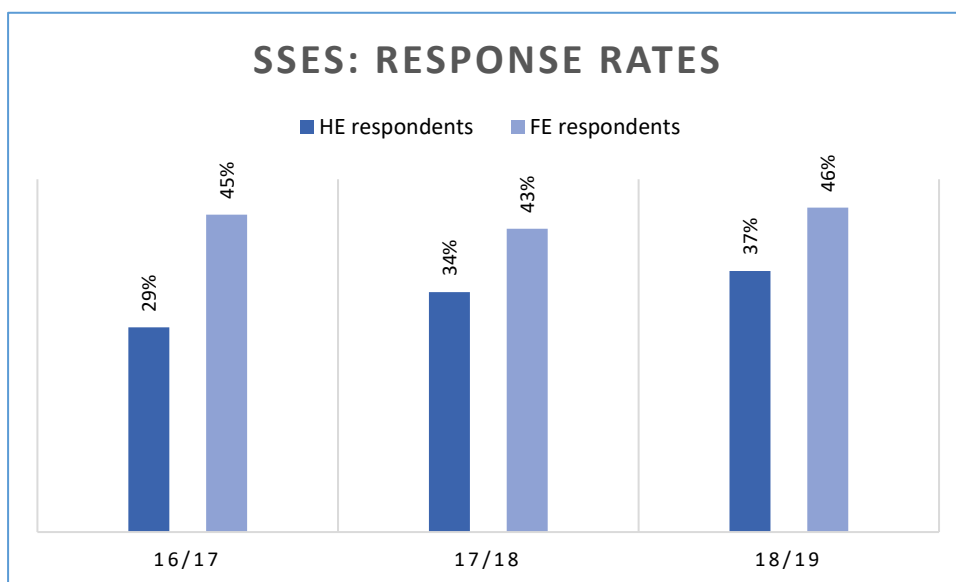
The Student Satisfaction and Engagement Survey (SSES) provides a means to evaluate and enhance college provision. The survey opened to Moray College students on 18 March 2019 and ran until 03 May 2019.

This year was the first year the SSES was managed regionally and included:

- 5 equalities questions;
- 10 questions set by SFC;
- 22 questions set at regional level; and
- 5 Moray specific questions, including 1 question asking students to provide a rating on multiple services delivered by the College.

The majority of full and part time FE and HE students with the exception of schools and final year HE completed the survey. Discussions with subject areas resulted in agreement on which courses had the relevant students for this survey. Examples of courses not included are ECDL, ESOL and SVQ Social Services.

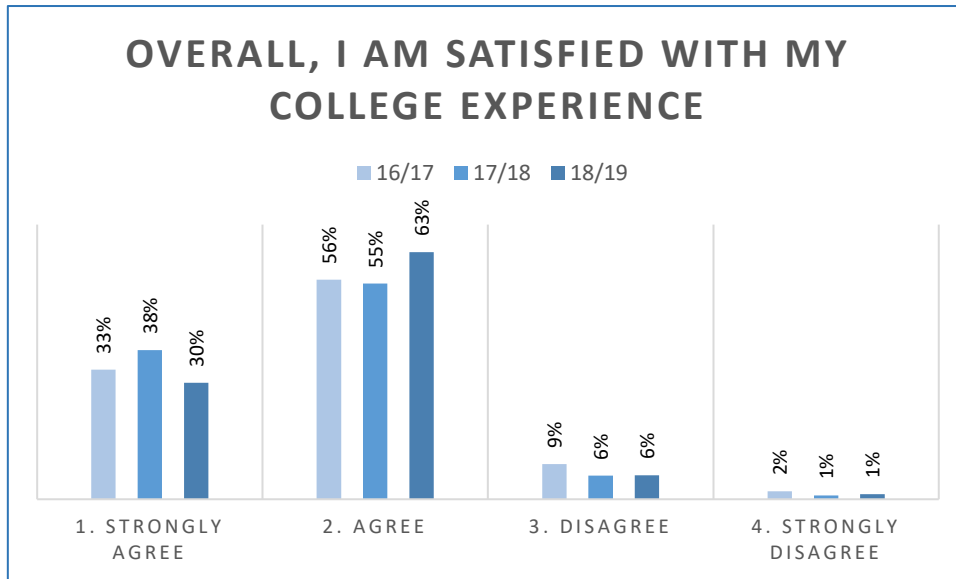
2303 students were sent the survey and responses received from 986 (42.81%), the table below shows the response rates with comparison to previous years:



Overall satisfaction

91% of students reported that overall they were satisfied with their college experience. This sees a fall of 1 percentage point since last year (92%) but remains higher than reported in 16/17 (89%).

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Response Analysis

Appendix A provides a tool for filtering data to show comparisons of positive responses to questions by:

- Level of study (FE/HE);
- Curriculum area;
- Department; and/or
- Course (either code or name).

The main table shows the percentage positive response (Strongly agree or agree) to questions with a comparison to FE, HE, and overall data. Columns J, K and L remain static to allow for this comparison.

Unfiltered, the data shows that 96% of students felt staff encourage students to take responsibility for their learning. Further analysis showed this positive trend fell across both FE (96.29%) and HE (96.62%).

Other areas where overall positive responses were greater than 90% were in the following questions:

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	FE	HE	Overall
My time at college has helped me develop knowledge and skills for the workplace.	92.42%	85.54%	90.05
I have had the right opportunities to work with other students as part of my course.	95.48%	89.23%	93.33%
I feel this has been the right course for me.	92.42%	88.00%	90.90%
Assessment requirements were made clear to me in advance.	91.29%	88.31%	90.26%
I have been able to contact teaching staff about my learning when I need to.	93.55%	92.00%	93.02%
I have been able to access IT resources when I need to.	97.26%	91.69%	95.34%
The IT resources and facilities provided have supported my learning.	96.29%	92.62%	95.03%
I know where to access help and support to use IT resources.	94.03%	90.15%	92.70%
I had suitable access to study space.	95.81%	90.77%	94.07%

Appendix B provides further analysis of the data and uses a traffic light system to identify trends. The data is highlighted either green, amber, or red depending on how the positive response percentage compares to the overall positive percent response rate.

- Green indicates positive responses are greater than the corresponding overall percentage response;
- Amber indicates that the positive response rate falls below the overall percentage response by 5 percentage points or less; and
- Red indicates the positive response rate falls more than 5 percentage points below the overall positive percentage response.

The final tab “Overall traffic lights” breaks down FE, HE and combined positive response rates by curriculum area. Visually the data shows that positive response rates in CHESS (Care, Health, Education and Social Science, Early education and Childcare) curriculum area are generally higher than the overall positive response rates.

The data highlights areas where disparity exists between HE and FE students. This is particularly evident but not limited to, students studying CAPRI (Creative and Professional Industries) courses.

Conclusion

Further work is needed to increase the response rates for the survey. Actions under consideration include:

- Working in collaboration with Quality Forum partners to identify best practice for hard to reach student groups for example, online and part time students;
- Establishing a survey marketing strategy to ensure students and staff understand the importance of surveys and how they influence college improvement plans; and

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- Designing, implementing and monitoring an overall survey plan to structure work required in the run up to surveys opening and activities to take place while the survey is open.

Curriculum teams should review areas where FE/HE disparity exists and share good practice between delivery teams and cohorts to ensure consistency across provision.

Agenda Item Reference: LTQ.19.2.08 (i)

Title of Paper:	External Verification Visit Outcomes			
To Committee:	LTQC			
Subject:	External verification visits			
Version number and date:	V1 04/06/2019			
Brief summary of the paper:	This paper provides an overview of the status of ongoing external verification visits by SQA.			
Recommendations:	To note			
Action requested/decision required:	N/a			
Status: (please tick ✓)	Reserved:		Non-reserved:	✓
Date paper prepared:	06/06/2019			
Date of committee meeting:	11/06/2019			
Author:	Ms Heather Sharp			
Link with strategy: Please highlight how the paper links to, or assists with: Strategic Plan including <ul style="list-style-type: none"> • Curriculum • Learning and Teaching • Organisational culture • Partnership • Sustainability 				
Equality and diversity implications:	None			
Resource implications: <i>(If yes, please provide detail)</i>	None			
Risk implications: <i>(If yes, please provide detail)</i>				
Appendices:	Any additional or supplementary related documents			
References:	References to anyone else's work, publications or journals			

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Introduction

External verification visits are part of SQA’s quality assurance process designed to ensure that a centre’s assessment approach and assessment judgements are valid reliable and meet national standards.

Verification focuses on:

- Ensuring the validity of assessment instruments;
- Verifying the reliability of assessment decisions;
- Verifying assessment instruments are used correctly and in line with assessment specifications; and
- Ensuring the appropriate resources are in place to support the delivery of the qualification.

In general terms there are two types of visits:

- FE visits – these take place at the college and sample evidence comes only from Moray College students;
- HE visits – these can take place at any UHI Academic Partner College. All Academic Partners provide sample evidence delivering the qualification.

Over the past 4 months, Moray College curriculum teams have submitted evidence for 37 external verification visits. This report gives an overview of the outcomes of the visits for which reports have been received (32 reports)

External Verification Visits

During the visit, the External Verifier (EV) will review the evidence provided by course teams. The EV is required to make a judgement on whether there is sufficient evidence to demonstrate they have met the following Qualifications Verification Criteria:

SQA Qualifications Verification Criteria		
Number	Criteria	Impact rating
2.1	Assessors and internal verifiers must be competent to assess and internally verify, in line with the requirements of the qualification. High	High
2.4	There must be evidence of initial and ongoing reviews of assessment environments; equipment; and reference, learning and assessment materials.	High
3.2	Candidates’ development needs and prior achievements (where appropriate) must be matched against the requirements of the award.	Medium
3.3	Candidates must have scheduled contact with their assessor to review their progress and to revise their assessment plans accordingly.	Medium
4.2	Internal assessment and verification procedures must be implemented to ensure standardisation of assessment.	Medium

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SQA Qualifications Verification Criteria		
Number	Criteria	Impact rating
4.3	Assessment instruments and methods and their selection and use must be valid, reliable, practicable, equitable and fair.	High
4.4	Assessment evidence must be the candidate's own work, generated under SQA's required conditions.	High
4.6	Evidence of candidates' work must be accurately and consistently judged by assessors against SQA's requirements	High
4.7	Candidate evidence must be retained in line with SQA requirements	High
4.9	Feedback from qualification verifiers must be disseminated to staff and used to inform assessment practice.	Medium

On completion of the visit the EV provides feedback on:

- The sufficiency of evidence;
- Required action points;
- Good practice; and
- Recommendations.

Sufficiency of evidence

The SQA use confidence ratings to demonstrate how centres are performing relation to SQA standards in the following aspects:

- Resources
- Candidate support
- Internal Assessment and verification processes

The table below provides a summary of the ratings given during external verification visits where reports have been received from SQA:

	Resources		Candidate support		Internal assessment & verification process	
	FE	HE	FE	HE	FE	HE
High Confidence	17	15	17	15	17	13
Reasonable Confidence	0	0	0	0	0	2
Minimal Confidence	0	0	0	0	0	0

Required Action points, Good Practice and Recommendations

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Appendix A of this report gives a breakdown of the required actions, good practice and recommendations received as part of the feedback given in the 31 reports received from SQA so far.

Networked external verification visits are identifiable where reference to another UHI Academic Partner is made within the commentary.

Agreed actions

There are 5 agreed actions noted on Appendix A. The 5 actions related to 3 visits, all of which were HE networked programmes. No action was required for Moray College and the other partners immediately rectified the highlighted problems.

Good practice

- Current pre-start programme helps identify additional support needs ensuring specific support mechanisms are in place before learners start their course programme:
- MORAGAA meetings being used as a support mechanism to ensure learners stay on track; and
- Standardised assessment materials across 3 partners.

Recommendations

Recommendations include:

- Adopting a specific current assessment front cover for all units within the course programme – this has been taken forwards and the front cover is being modified for use across the college;
- The use of photographic evidence to be standardised across a programme; and
- Including a malpractice statement to the induction checklist to reinforce the importance of original work.

The comments in these sections will be used to develop action plans to ensure;

- any required actions are completed;
- Recommendations are implemented where appropriate; and
- Good practice examples are reviewed and consideration given to cross college implementation where relevant.

EXTERNAL VERIFICATION 2018/19: Outcomes

VG Name	V POD	Agreed Action	Good Practise	Recommendations
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2.1 Assessors and internal verifiers must be competent to assess and internally verify, in line with the requirements of the qualification.

Childcare	CHESS		**not recorded in the good practise section but recorded here by QO for future reference**Once piece of good practise was that staff linked their CPD activities to the National Standards as well as the L&D9Di unit. I discussed the reasons behind this with them. They commented that they felt this method of CPD recording ensured they were constantly updating their practice and making links to the assessor L&D requirements.	
Hairdressing	HBCT, Sport Core Skills			In the 'what I learned section" of the CPD record; staff should be specific, making the activity more meaningful and enabling the recorded hours to be clearly mapped to current assessment strategy requirements.
Horticulture	STEM			Staff need to ensure that they log CPD on the centre's system.
SVQ Hospitality & Professional Cookery	CAPRI		Assessors are both working in industry. One with their own catering business.	
Beauty Care	HBCT, Sport Core Skills			Consider cross UHI partner pre-delivery internal verification to support standardised delivery and assessment

2.4 There must be evidence of initial and ongoing reviews of assessment environments; equipment; and reference, learning and assessment materials.

Chemistry	STEM		The face to face meetings between representatives from all three sites is an ideal approach to ensuring there are no miscommunications between centres.	
SVQ Hospitality & Professional Cookery	CAPRI		The chefs have a good relationship with the local hospitality industry, this allows them to be up to date with what the industry is looking for from the college.	
Politics	CHESS			I wonder whether it wouldn't be a good idea to try and take all the decisions before the end of the previous session so preparations could begin and wouldn't have to be rushed after the summer break.

VG Name	V POD	Agreed Action	Good Practise	Recommendations
History	CHESS			I wonder whether it wouldn't be a good idea to try and take all the decisions before the end of the previous session so preparations could begin and wouldn't have to be rushed after the summer break.
Beauty Care	HBCT, Sport Core Skills		<p>1)Erasmus+ educational trip to France is a fantastic opportunity to reflect, review and implement innovative approaches and practices within their courses allowing the centre to develop not only their staff's skills but the candidates skills and experience too.</p> <p>2)The Students open session carried out within a realistic working environment during twilight hours and is used for assessment opportunity. This facility for learning and assessing in a realistic setting has helped develop the candidate's skills, confidence and progress.</p>	
Sport and Fitness	HBCT, Sport Core Skills		The Centre requested an SQA Development visit to ensure that they received clarity and support on the changes to the Graded Units of both Fitness, Health and Exercise and Sports Coaching.	
Applied Science	STEM			Dating of initial IV records to reflect start of delivery
Care	CHESS		I was also able to observe a pre-induction checklist which stated when materials were to be updated and an updated track of completion of updates. This included both paper and electronic versions of resources	The centre asked me to clarify what was required of an assessment site checklist. I advised that the SQA approved checklist was very general and allows the centre to ensure policies are in place for the candidate to access through their studies and had been discussion around access to assessment included on the checklist itself. The current version of the checklist is a little difficult to interpret and can be misleading. The centre suggested having the current health and safety policy and las inspection of each site and would be that be sufficient. I agreed that this information gives the centre a good chunk of what they need but also to include access to assessment to cover this aspect of the check
Building Services Engineering - Electrical	STEM		The regional meetings allow the staff from all centres delivering this course to meet, review the course on an ongoing basis and create standardisation in it's delivery.	

3.2 Candidates' development needs and prior achievements (where appropriate) must be matched against the requirements of the award.

VG Name	V POD	Agreed Action	Good Practise	Recommendations
Art and Design	CAPRI		Perth college uses a traffic light system to help candidates judge attainment and progression	
Chemistry	STEM		The use of the Student Achievement Sheets by the Perth Lecturers were very efficient at recording the students' progress and any additional assessment arrangements required.	
Building Services Engineering - Plumbing	STEM		Candidates are actively encouraged to undertake additional practical activities with copper pipe bending and lead bossing and forming to further upskill once these elements within the SVQ have been completed. These are seen as opportunities to enhance learning over and above the award requirements and are appreciated by candidates, especially those that worked with companies carrying out limited scope of work - candidate interviewed was appreciative of this.	
Sport and Fitness	HBCT, Sport Core Skills		It has been highlighted as good practice the current Pre-Start programme that exists within the centre for potential new start learners. This programme helps to identify Additional Learning Support Needs and that, resulting specific support mechanisms are in place prior to the candidate starting their course programme. Additionally, it also gives them an opportunity to meet delivering staff, view their timetable and ask any question associated with their potential learning journey.	

3.3 Candidates must have scheduled contact with their assessor to review their progress and to revise their assessment plans accordingly.

Beauty Care	HBCT, Sport Core Skills		<ol style="list-style-type: none"> 1. Prior to the commencement of practical summative assessment learners undertake an assessment activity reflecting assessment conditions to confirm they are assessment ready. 2. Provision of a support class enabling learners to access additional practice of practical application. 	
Sport and Fitness	HBCT, Sport Core Skills		The MORAGAA meetings within the centre have been highlighted as good working practice in terms of a support mechanism to ensure that learners stay on track and are specifically monitored and tracked on an individual basis.	

VG Name	V POD	Agreed Action	Good Practise	Recommendations
4.2 Internal assessment and verification procedures must be implemented to ensure standardisation of assessment.				
SVQ Hospitality & Professional Cookery	CAPRI		Open discussions regards verification decisions are held during these days.	
Care	CHESS			The centre also mentioned that, when an IV may disagree with a reference claimed, the system doesn't allow them to just disagree with one point, it declines all evidence. Through discussion, I suggested that the centre talk to Proofpositive to see if this could be made slicker to make it work for them better.
Beauty Care	HBCT, Sport Core Skills	HW10 34 Beauty Therapy: Face and Body Electrotherapy - UHI Inverness Partner: - Carry out internal verification sampling to confirm that assessment judgements are accurate and consistent on client consultation records and assessor observation checklists. - Complete relevant centre internal verification documentation. - Submit completed internal verification documentation to SQA.		1. Carry out cross partner pre delivery IV, unit standardisation and internal verification sampling to support standardised assessment decisions being made across UHI partners.
Marketing, Sales and Advertising	CAPRI			All centres should use a candidate assessment sheet. Similar to the one used by Perth College to show results by each question/evidence requirement, and also to allow written feedback to candidates
Art and Design	CAPRI		The centre should be congratulated on pulling together a range of standardised assessment materials from 3 different partners. This is difficult enough in centres on a single site so this is even more impressive given both the geographical locations and the different delivery ethos of each partner. This is the result of a number of excellent standardisation meetings and events.	

VG Name	V POD	Agreed Action	Good Practise	Recommendations
Human Resource Management	CAPRI			Feedback to candidates for H1XK 34 - Recruitment, Selection and Induction requires confirmation of assessment decisions to be made clearer. Brenda explained (07/05/2019) what the identification of successive files meant but the file naming convention needs to reflect what attempt has been made by candidates and where necessary, with clear feed back to candidates on any actions required to achieve competence.
Electrical Engineering	STEM			Recommend that the Internal Verifier shows evidence throughout the student scripts that they are checking the marking of the assessor. I would also ask that they use different coloured pens from the assessor when marking these papers.
Chemistry	STEM			To ensure that verification records capture accurately when the initial verification actually takes place.
Beauty Care	HBCT, Sport Core Skills			1. Consider holding a predelivery network event to promote standardisation across academic partners.
Sport and Fitness	HBCT, Sport Core Skills			The high level standardisation in the approach developed and maintained at this Centre, across all 3 sites, which are spread across Scotland, is very impressive and could help other Centres.
History	CHESS		The identification of problems relating to a member of staff speaks highly of the effectiveness of the college procedures.	
Politics	CHESS		The identification of problems relating to a member of staff speaks highly of the effectiveness of the college procedures.	

4.3 Assessment instruments and methods and their selection and use must be valid, reliable, practicable, equitable and fair.

Electronics and Instrumentation	STEM		The assessor delivering FY9T 34 is reviewing all assessment and teaching material to ensure a valid experience for candidates giving a suitable balance between theory and practice. The diligence shown is to be commended.	It is recommended that all electronic evidence for unit F1BV 35 is submitted using a template which reminds candidates of submission pass requirements as well as giving them a format to follow and the need for authenticity of their own work.
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VG Name	V POD	Agreed Action	Good Practise	Recommendations
Beauty Care	HBCT, Sport Core Skills	HW10 34 Beauty Therapy: Face and Body Electrotherapy - UHI Inverness Partner: - Demonstrate the use of the instrument of assessment (consultation record - Outcomes 2 and 3) as intended to gather the evidence which meets SQA requirements (as defined in the Unit Specification) at SCQF 7.		1. Where paper versions of consultation records are used, expand fields to give sufficient space to accommodate required level of learner completion. 2. Standardise approach to IoA submission across academic partner. 3. Where SQA ASPs are house styled acknowledge SQA for copyright purposes
Art and Design	CAPRI		In most cases the materials where of high standard and well organised and with Vis Com, for example, the centre should be congratulated on pulling together 3 excellent sets of materials which are standardised across all 3 academic partners (see good practice for criteria 4.2) Moray college was using an excellent proforma for outcome 2 of the Digital imaging unit which solves the problem of demonstrating candidate evidence.	The materials at Perth College for Design project should make it clear from the assessment materials that there is a written requirement to identify the requirement of the brief (see outcome 1)
Electrical Engineering	STEM	The centre is required to develop a second paper which follows the units performance criteria or submit minutes of a standardisation meeting to show that they agree to use a suitable assessment from one of the other partners.		
Beauty Care	HBCT, Sport Core Skills			1. Discuss, agree and adopt a standardised approach to the application of additional marks across all academic partners to facilitate a consistent approach.
Core Skills: Communicatio	HBCT, Sport Core Skills			It is strongly recommended that there is greater adherence to the specific requirements of the summary element of the Reading task at all levels.
History	CHESS			All assessment instruments should be prior verified by SQA.
Politics	CHESS			All assessment instruments should be prior verified by SQA.

VG Name	V POD	Agreed Action	Good Practise	Recommendations
Beauty Care	HBCT, Sport Core Skills		The centre integrate the FW0D10 Creative Nail Finishes to Hand And Foot unit learning outcomes 2 and 3 with FW0810 Beauty Skills: An introduction learning outcomes 2 and 3 which reduces the number of practical assessments to be observed and avoids over assessment for the candidates.	The centre uses a candidate checklist for the combined assessments within the FW0810 unit assessment booklet, which allows the candidate to track their progress. However, the checklist does not include the different nail finishes/enhancements which are covered and the make-up application. Recommend these practical assessments are added to allow easier tracking for the candidate and the assessor.

4.4 Assessment evidence must be the candidate's own work, generated under SQA's required conditions.

Horticulture	STEM			The centre should consider adding a malpractice statement to their induction checklist that the candidates sign to reinforce the importance of original work.
History	CHESS		Great care is taken to coordinate the timing of similar assessments across the UHI network so candidates cannot get prior knowledge of the assessments.	
Marketing, Sales and Advertising	CAPRI		Good general use of Turnitin plagiarism software across the UHI centres.	
Care	CHESS			In order to make the system robust, the centre to discuss how they support candidates to upload their own evidence. This may be with the support of the assessor initially if needed. This will then validate the disclaimer the candidates signed at the beginning of the portfolio.
Art and Design	CAPRI		Perth college is using an authenticity statement	
Politics	CHESS		Great care is taken to coordinate the timing of similar assessments across the UHI network so candidates cannot get prior knowledge of the assessments.	

4.6 Evidence of candidates' work must be accurately and consistently judged by assessors against SQA's requirements

VG Name	V POD	Agreed Action	Good Practise	Recommendations
Art and Design	CAPRI		The evidence of the introduction to visual communication should be regarded as good practice at all 3 academic partners.	There are some minor issues and the different academic partners should be mindful of the following - Ensure that there is a continuing standardisation of candidate evidence to ensure that National Standards are met. Make sure that all the evidence requirements are met e.g visual evidence must be presented as part of context outcome 2
Beauty Care	HBCT, Sport Core Skills		The candidate for the unit FW0A10 Contemporary Make-up is asked to provide photographic evidence of their before and after summative make-up application. The photograph enforces their design plan for their final chosen make-up look. The model is asked to sign to give consent for their photograph to be taken.	
Beauty Care	HBCT, Sport Core Skills			The use of photographic evidence, to be standardised for the next delivery of HF8F04 Enhance the appearance of the eyelashes and HF8R 04 Provide Gel Polish Services, this can also be considered for the other units that show a cosmetic enhancement as a before and after.
Sport and Fitness	HBCT, Sport Core Skills			The level of detail contained in Form IV5 from the Inverness site is impressive as it not only recognises the judgements of the assessor but also gives feedback that would be helpful to the candidate. The quality of the standardisation at all 3 sites of this Centre should be available to help other Centres to develop such a robust system.
Beauty Care	HBCT, Sport Core Skills			<ol style="list-style-type: none"> 1. Use/adapt sections the SQA Training and Assessment Programme (TAP) for the lapsing Beauty Therapy: Graded Unit to support learners. 2. Provide workshops/class for learners to improve academic writing. 3. Review the application of additional marks where learners final grade borders two grade bands to ensure that an accurate grade is achieved. 4. Encourage learners to provide more complex treatments. 5. Encourage learners to select information for inclusion in submissions which is relevant and specific to the treatments performed in relation to client aims.

VG Name	V POD	Agreed Action	Good Practise	Recommendations
Chemistry	STEM	Any candidate who has passed either of the units with oral remediation must be given the opportunity to pass the assessment according to the SQA requirements, therefore reassessments are required. Candidates must be permitted a third attempt where applicable (if they have only passed using remediation in their second attempt). These reassessments should be posted to the SQA upon completion as evidence that this action has been satisfied.		
Sport and Fitness	HBCT, Sport Core Skills			It has been recommended to the centre that all candidates' evidence minimally contains a clear audit trail in terms of what was 1st attempt, 2nd attempt or Pass/Fail. Presently although different coloured pens are used within the centre to indicate this, headlining the attempt will give a clear audit trail, remove assumption and, will indicate judgement decision. It has also been recommended to the centre to ensure that feedback given to candidates should be constructive and progressive clearly outlining how full marks could have been gained. Presently, those candidates in the main who have successfully passed do not benefit from feedback. Finally, it has been recommend to he centre that all units should adopt and use the current Assessment front cover for the unit Teamwork Through Sport and Recreation. This conforms to all aspects of Quality assurance and SQA requirements.
Applied Science	STEM		I felt that the "sources of error" sections in a large number of the lab reports were completed in particularly extensive detail and high degree of accuracy.	For any lab reports for practicals involving a chemical equation the equation should be given in the background section of the lab report. Quantities and concentrations of chemicals should be placed in brackets after name of chemical (refer to "understanding standards". The centre my wish to consider a move to single pro formas for risk and cosh, with a single system for calculating risk and also residual risk if actions are required. That said, I did see there was merit in requiring candidates ti use the same pro formas as staff use at each site. Candidates should be required to place quantities and concentrations of chemicals on COSHH assessment forms

VG Name	V POD	Agreed Action	Good Practise	Recommendations
Horticulture	STEM			Care should be taken to adhere exactly to the marking schemes e.g F21T 34 Outcome 1/2 assessment assessed at Moray where some answers have been incorrectly marked in relation to position of epicotyl hypocotyl (this has made no overall difference to the assessment result)
Marketing, Sales and Advertising	CAPRI			1. Assessors should always make sure that when the question requires it, candidates explain theory as well as reference to the organisation in the case study. 2. The centre may wish to consider modifying the questions in the assessment instrument in order to give candidates more guidance on what is expected in their answers. This may help to reduce the level of remediation.
Beauty Care	HBCT, Sport Core Skills	<p>HW10 34 Beauty Therapy: Face and Body Electrotherapy - UHI Inverness Partner:</p> <ul style="list-style-type: none"> - Review candidate evidence for Outcomes 2 and 3 to ensure compliance with evidence requirements as per unit specification. - Re-assess learners where compliance is not demonstrated. - Make accurate and consistent judgments against SQA requirements. - Confirm assessment decisions via internal verification sampling. - Submit assessment evidence for Outcomes 2 and 3 for all learners to SQA. 		<p>1. Encourage learners to use information gathered during consultation to develop a bespoke/prescription treatment for each client which is reflected in the treatment plan. 2. Encourage learners to include the benefits of the recommended products and treatments. 3. Encourage learners to be objective and evaluative, when evaluating the treatment in relation to treatment aims. 4. HW10 34 - Encourage learners to include diagrams which add value to assignment content. 5. Continue to use ongoing opportunities within learning and teaching/formative assessment to provide support and guidance to learners on the completion of consultations records which demonstrate knowledge and unit SCQF level.</p>
Electronics and Instrumentation	STEM			It is recommended that a pass requirement for each outcome (outcome1 and outcome 2) in the single assessment for these outcomes for unit DG31 34 is given to ensure that the minimum evidence for each outcome is achieved by candidates.
Human Resource Management	CAPRI			Please refer to recommendation made in section 4.2.
4.7 Candidate evidence must be retained in line with SQA requirements				
Care	CHESS			Centre to include e-portfolio retention into their systems when agreed.

Agenda item: LTQ19.2.09 (ii)

Committee:	LTQ			
Subject/Issue:	Course Approvals and Modification Panel (CAMP) Summary Report			
Brief summary of the paper:	Summary overview of course approvals and modifications presented, reviewed and approved since previous LTQ meeting.			
Action requested/decision required:	For noting			
Status: <i>(please tick ✓)</i>	Reserved:		Non-reserved:	✓
Date paper prepared:	10 June 2019			
Date of committee meeting:	11 June 2019			
Author:	Chris Newlands			
Link with strategy: Please highlight how the paper links to, or assists with: compliance partnership services risk management strategic plan/enabler other activity (eg new opportunity) – please provide further information.	<p>Links to College Strategic Plan and Curriculum Strategy in respect of Quality Assurance.</p> <p>Relevant Risks are: Moray/1 Ineffective Curriculum Planning Moray/10 Senior Phase Programming offered/delivered does not meet needs of Moray (schools Programme).</p>			
Equality and diversity implications:	<p>Yes.</p> <p>All course approval and modifications follow a UHI-wide process to ensure all quality assurance measures, including equality and diversity, are sufficiently considered.</p>			
Resource implications: <i>(If yes, please provide detail)</i>	Not at present			
Risk implications: <i>(If yes, please provide detail)</i>	Yes, all course modifications and approvals consider a supporting business case as to how the approval or change may impact the college courses on offer.			

Course Approvals and Modifications (12 March – 10 June 2019)

	FE Courses	HE Courses	Upskilling/Retraining	School Senior Phase
Volume Sectors				
New FT Courses	SWAP Access to Nursing		FWDF SVQ Healthcare Support (Clinical)	<ul style="list-style-type: none"> • FA in Engineering • Practical Engineering - modification
Revised/Modified Courses				
New Apprenticeship Programmes	MA Engineering			
Short Courses				
Growth sectors				
New FT Courses			FWDF <ul style="list-style-type: none"> • Marketing in Practice • Introduction to Marketing • Languages for Retail • Emergency First Aid at Work • First Aid Requalification • First Aid 	<ul style="list-style-type: none"> • Hospitality Services – modification • Nat 5 Hospitality (Buckie) • NPA in Bakery (Lossie) • Pathways to Hospitality – modification
Revised/Modified Courses	<ul style="list-style-type: none"> • NQ Business and Finance • C&G Diploma in Culinary Skills • C&G Diploma in Food & Beverage • C&G Level 1 Cert. in Hospitality 	<ul style="list-style-type: none"> • HNC Accounts • HNC Business 		
New Apprenticeship Programmes				
Short Courses	<ul style="list-style-type: none"> • Barista Skills • C&G Level 1 Cert. in introduction to Culinary Skills • C&G Level 2 Cert. in Culinary Skills • Food and Beverage Service Skills • Level 1 Professional Food and Beverage • Level 2 Professional Bartending (Cocktails) • Level 2 in Sustainability in Professional Kitchens • Level 2 Bakery and Patisserie • Level 2 Basic Recipe Costing and Menu Planning • Level 2 Travel and Tourism • Level 2 Vegetarian and Vegan Cookery Skills 	<ul style="list-style-type: none"> • PDA Patisserie (Level 7) • PDA Professional Cookery (Level 7) • PDA Hospitality (Level 7) 		

Specialist sectors				
New FT Courses			FWDF	<ul style="list-style-type: none"> • FA in Hardware Systems • NPA Cyber Security • NPA Web Design - modification
Revised/Modified Courses	<ul style="list-style-type: none"> • NC in Computing with Digital Media (Level 5) • NC in Computing with Digital Media (Level 6) 	<ul style="list-style-type: none"> • HND Digital Design and Development • HND Computer Science 		
New Apprenticeship Programmes				
Short Courses				
Application Driven				
New FT Courses			FWDF	<ul style="list-style-type: none"> • Beauty Therapy • Developing Leadership Through Physical Activities
Revised/Modified Courses	<ul style="list-style-type: none"> • Access to Beauty Therapy • SVQ2 Beauty Therapy • SVQ 3 Beauty Therapy • SVQ Hairdressing and Barbering at SCQF Level 4 • Level 2 NVQ Diploma in Barbering 	<ul style="list-style-type: none"> • HNC Social Science 		
New Apprenticeship Programmes				
Short Courses				
Others				
New FT Courses	<ul style="list-style-type: none"> • NQ Life Skills 1,2 & 3 • NQ Towards Independence 1, 2 & 3 • Preparing to Work 1,2 & 3 	HNC Acting and Theatre Performance	FWDF	<ul style="list-style-type: none"> • Meaningful May • Senior Phase Study Skills
Revised/Modified Courses				
New Apprenticeship Programmes				
Short Courses	<u>Leisure Courses</u> <ul style="list-style-type: none"> • Tango • What Happens in Heritage • Access to Photography • Photography – Next Steps 			

Not Approved				
New FT Courses	NQ Creative Digital Media in the Environment		FWDF	
Revised/Modified Courses				
New Apprenticeship Programmes	Pre-FA Engineering (4 weeks)			
Short Courses				
In Pipeline				
New FT Courses		<ul style="list-style-type: none"> • HNC Cyber Security • PG Certificate in Whisky • HN Computer Games Design and Development • Finance Degree 	FWDF	
Revised/Modified Courses	<ul style="list-style-type: none"> • Pathway to Health & Social Care • NC Social Science (Level 5) • NC Health & Social Care SCQF Level 6 • Skills for Work: Childcare National 4 • Skills for Work: Childcare National • Future Focus • Introduction to Hospitality • Applied Science Level 6 • Applied Science Level 5 	HNC Applied Science		
New Apprenticeship Programme	MA Food & Beverage Service			
Short Courses	<ul style="list-style-type: none"> • Maths for Engineers • Exercise to Music • National 5 Dance • NPA Musical Theatre • NPA Technical Theatre 	<ul style="list-style-type: none"> • Forest Kindergarten • CPD Computer Games Design 		

Agenda Item Reference: LTQ 19.2.11

Title of Paper:	Policies for Approval			
To Committee:	Learning, Teaching and Quality			
Subject:	Covers a new policy from the UHI Single Policy Environment and updates to a local policy following feedback from the last LTQC			
Version number and date:	V1 06/06/19			
Brief summary of the paper:	<p>These policies have been approved by the Strategic Leadership Team and LTQC is asked to approve.</p> <p><u>UHI Single Policy Environment:</u></p> <ul style="list-style-type: none"> • Essential Skills Policy – sets out the standards to be adopted for student attainment and certification of core and essential skills. This work was led by the College Director of Learning and Teaching. <p><u>Local College Policy</u></p> <ul style="list-style-type: none"> • Events and External Speakers Policy – This policy has been updated to reflect feedback from the previous LTQC. Events or guest speakers booked into pre-timetabled rooms need to be tested under this policy. Specific reference to the College Risk Assessment procedure has been included. 			
Recommendations:	The policies are recommended for approval.			
Action requested/decision required:	Approve			
Status: (please tick ✓)	Reserved:		Non-reserved:	✓
Date paper prepared:	06/06/19			
Date of committee meeting:	11/06/19			
Author:	Derek Duncan			
Link with strategy: Please highlight how the paper links to, or assists with: Strategic Plan including <ul style="list-style-type: none"> • Curriculum • Learning and Teaching • Organisational culture 	<p>Risk Register ID Moray/8: Ineffective delivery of essential skills – a clear policy for all academic sections to adopt and comply with will ensure students have a clear opportunity to attain certificated core skills.</p> <p>Risk Register ID Moray/18: Non-compliance with relevant statutory regulations – relates to PREVENT arrangements.</p>			

Agenda Item Reference: LTQ 19.2.11

<ul style="list-style-type: none"> • Partnership • Sustainability 	
Equality and diversity implications:	Yes – significant.
Resource implications: <i>(If yes, please provide detail)</i>	None.
Risk implications: <i>(If yes, please provide detail)</i>	Failure to comply with statutory duty around safeguarding and the Prevent Duty can have serious implications for staff, students and visitors. These arrangements are designed to ensure a safe and supportive environment for all.
Appendices:	
References:	



University of the
Highlands and Islands
Moray College

MORAY COLLEGE UHI

Events and External Speaker Policy

<i>Status</i>	Draft – for approval
<i>Version Date and Number</i>	6/6/19 v0.5
<i>Approved by</i>	LTQ Committee (Due date: June/2019)
<i>Responsibility for Policy</i>	Director of Information, Planning and Student Support
<i>Responsibility for Implementation</i>	<ul style="list-style-type: none">• Administration Services Centre (Accommodation Team)• Marketing and External Relations Team• Room bookers
<i>Responsibility for Review</i>	Director of Information, Planning and Student Support
<i>Date for Review</i>	June 2022

Please ask if you, or someone you know, would like this document in a different format or language.

Revision Date & Change Log

Date of Revision	Brief Description of Change	Date Approved
1/11/18	V0.1 First draft for comment	
7/11/18	V0.2 Updated Bookable Room form template and minor corrections.	
21/11/18	V0.3 Incorporated clear signposting of UHI Protocol and updated AGBC booking template.	
16/05/19	V0.4 Amendments following LTQC feedback regarding pre-timetabled rooms and included statement on risk assessment.	
06/06/19	V0.5 Minor Corrections.	

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1. Introduction

The College has a responsibility to ensure that any event or external room booking does not create a risk to the welfare of staff, students and visitors to the College. This applies to any booking hosted either in College or held anywhere under the auspices of the College.

Additionally, the College has a specific legal responsibility *'to have due regard to the need to prevent people from being drawn into terrorism'*, as outlined in the College Prevent Duty Policy.

This policy is aimed at anyone booking an event or guest speaker on behalf of the College and will ensure that any risks or concerns are identified and mitigated without delay.

The policy recognises and makes use the support and expertise available within existing UHI partnership groups.

2. Policy Statement

The policy adopts the UHI Protocol for Events and Guest Speakers, ensuring the College has in place a partnership approach to respond to any concern about a booking.

The UHI Protocol has 4 stages:

- STAGE 1 - Submission of a speaker/event request
- STAGE 2 – Review of speaker/event request
- STAGE 3 – Referral to of concerns to the UHI Prevent Working Group
- STAGE 4 – Communication of a speaker/event decision

This policy identifies responsibilities of specific College staff and the guidance to be followed at each stage of the UHI protocol.

The UHI Protocol is available via this link:

<https://myuhi.sharepoint.com/:w:/r/sites/eo-ss/prevent/layouts/15/Doc.aspx?sourcedoc=%7B34147A7B-5F26-497A-B9ED-597FFA480852%7D&file=prevent-protocol-speakers-events.docx&action=default&mobileredirect=true>

Staff in scope of this policy should take time to familiarise themselves with the document.

3. Scope

This policy applies to staff, students and all 3rd party participants at any event authorised under this policy.

The policy covers any event that is:

- Organised by students or staff of the College.
- Held under the auspices of the College (e.g. any authorised student society or club), regardless of location.
- Not directly related to the College's normal academic and administrative business.

The following events are automatically deemed low risk and **are not within scope**:

- Events booked by staff employed by the University of the Highlands and Islands which are fully covered by UHI policy.
- Events hosted by NHS Grampian and other commercial organisations based within the Alexander Graham Bell Centre (AGBC).
- College centrally organised events and promotions.
- Events booked by regular existing partners such as local authorities and third sector organisations.
- Festivals, dinners, celebrations, parties and other social events e.g. fundraising activities, health promotion and related community events.
- Events organised by staff where the subject is closely linked to the curriculum or a support function.

Staff involved in co-ordinating these activities do however need to be aware of the College's statutory duty and consider whether a booking needs to be reviewed.

4. Events in Pre-Timetabled Rooms

It's recognised that curriculum areas have pre-timetabled rooms available for use and as such, guest speakers or events may be arranged without the need to make a room booking request.

All staff are responsible for ensuring that events taking place in pre-timetabled rooms are assessed for risk under this policy and where required, referred to stage 2 for support and advice (see section 6.2 below).

5. Responsibilities

The Director of Information, Planning and Student Support (IPSS) is responsible for:

- Updating this policy in line with UHI Protocol.
- Participating in the UHI Prevent Group as Prevent Single Point of Contact (SPOC).
- Ensuring staff and students are aware of this policy.
- Responding to concerns raised by staff.

The Administration Services Centre Manager is responsible for:

- Implementation of this policy for all bookable rooms in College, except for AGBC events.
- Ensuring Accommodation staff record all relevant information about a booking and where required, request further information from the organiser.
- Referring concerns under this policy to the Director of IPSS.

The Head of Marketing and External Relations is responsible for:

- Implementation of this policy for AGBC bookable rooms for events.

- Ensuring the marketing team record all relevant information about a booking and where required, request further information from the organiser.
- Referring concerns to the Director of IPSS.

Event Organisers are responsible for:

- Adhering to this policy.
- Providing accurate booking information.

Room Bookers with CELCAT rights are responsible for:

- Booking rooms in compliance with this policy.

6. Booking Procedures

6.1 Booking Forms (UHI Protocol Stage 1)

Event and Guest Speaker booking enquiries in scope must use either the:

- Accommodation Booking Form (Bookable Rooms) – see Annex A
- Accommodation Booking Form (AGBC Events) – see Annex B

It's expected that most events will be low risk and will go ahead as planned, however there will be situations where more information and/or further review is required.

6.2 Raising Initial Concerns about a Booking (UHI Protocol Stage 2)

Any concerns about a request should be raised with:

- Administration Centre Services Manager
- Head of Marketing and External Relations (For AGBC events only)

The Stage 2 of the protocol must be reviewed to determine if there is any risk. Any issues from stage 2 must then be referred to the College SPOC.

Any risk assessment carried out at this stage must follow the College Risk Assessment Procedure.

6.3 College SPOC Referral to UHI Prevent Group (UHI Protocol Stage 3)

The College SPOC must refer the matter to the University Secretary who will co-ordinate the UHI Prevent Group to review the concern.

If the College SPOC is not available, then another member of the College Strategic Leadership team will take responsibility.

The UHI Prevent group has responsibility to fully consider the information and decide on any mitigation and ultimately, whether the event should go ahead.

6.4 Communication of a speaker/event decision (UHI Protocol Stage 4)

Authorisation for routine events in scope of this policy rests with:

- Head of Marketing and External Relations (for AGBC event accommodation bookings)
- Administrative Services Centre Manager (for all other bookings)

No booking will be confirmed until all required information has been supplied.

If either authorising staff member is unavailable, then a member of the Strategic Leadership Team shall make the decision.

Once confirmed, all bookings on College operated property must be recorded in the CELCAT room timetabling system.

Decisions on bookings referred to the UHI Prevent Group will be communicated by the College SPOC. For all approved events, the SPOC must ensure that:

- Any conditions agreed by the UHI Prevent Group for the event are clearly communicated in writing.
- The event organiser confirms acceptance of the conditions prior to the event going ahead.

The decision of the UHI Prevent Group is final.

7. Relevant Statutory Requirements and Obligations in Law

The application of this policy relates to a range of statutory laws:

- Human Rights Act (1998): The duty to have particular regard to the need to ensure freedom of speech, including its obligations under the
- Further and Higher Education (Scotland) Act 2005: The duty to protect academic freedom.
- Counter Terrorism and Security Act (2015): The duty to prevent people being drawn into terrorism.
- The Terrorism Act (2000): Not to arrange or assist in arranging a meeting in the knowledge that the meeting is to support the activities of a proscribed organisation, or is to be addressed by a person who belongs or professes to belong to a proscribed organisation
- Equality Act 2010: The duty to eliminate unlawful discrimination against certain groups, and advance equality of opportunity between groups

Other general laws and obligations also apply:

- Criminal law i.e. with regard to use of threats, incitement of violence, inflaming religious or racial hatred.
- Charities law, i.e. whether the proposed activity is consistent with the College's charitable status regulated under OSCR.
- A general duty of care to students, staff and visitors, including avoiding placing students, staff or visitors in situations that may expose them to risks to their health and safety.

8. Definitions

Bookable Room – Any room available for booking in any College operated building.

Room Booker – any member of staff employed by Moray College UHI with rights to book rooms in the CELCAT room timetabling system.

Event - a planned public or social occasion. As identified above, only events which do NOT form part of the College's normal academic or administrative business or do not fall within one of the exemptions listed above, are within scope of the policy.

Event Organiser – a current student or member of staff who is responsible for oversight and management of the planned event. An event organiser must be a named individual.

External Speaker – an individual who is not a current:

- Student
- Member of staff
- Member of the College Board of Management
- Employee of the University of the Highlands and Islands
- Employee of a hosted organisation e.g. NHS Grampian, HISA and organisations leasing research space in AGBC.

9. Annex A: Accommodation Booking Form (Bookable Rooms)

Name/Title of the event:			
Briefly describe the nature of the event:			
Is event entry by ticket only (Y/N)?			
Times:			
Date(s):			
Course/Group Code (if applicable):			
Numbers Attending:			
Staff name for booking:			
Preferred room(s):			
Layout - Choose from list below:			
A - Class style with desks	<input type="checkbox"/>	E - Circle	<input type="checkbox"/>
B - Class style without desks	<input type="checkbox"/>	F - Interview	<input type="checkbox"/>
C - Rows/Theatre Style	<input type="checkbox"/>	G - Boardroom Style	<input type="checkbox"/>
D - Horseshoe	<input type="checkbox"/>		
Other –please detail:			
Equipment - Choose from list below:			
Smartboard	<input type="checkbox"/>	TV/DVD	<input type="checkbox"/>
Data Projector & Screen	<input type="checkbox"/>	Plasma Screen	<input type="checkbox"/>
PCs	<input type="checkbox"/>	Flipchart	<input type="checkbox"/>
Laptop	<input type="checkbox"/>		
Other – please detail:			
Any other details not mentioned above:			
Please note: VC facilities need to be booked by staff member booking the event – link as follows: https://helpdesk.uhi.ac.uk			
Catering Required:	Yes <input type="checkbox"/> No <input type="checkbox"/>	Catering Form Received:	Yes <input type="checkbox"/>
Booking made by:		Date of Request:	
For official use only:			
Room(s) allocated:		Actioned by:	
Notes:			

10. Annex B: Accommodation Booking Form (AGBC Events)



Application for Hire of Accommodation

AGBC USE ONLY				
REF. No.				

Booking is confirmed upon receipt of the signed form (subject to availability of accommodation). All relevant sections **MUST** be completed. Charges subject to current VAT rate.

CONTACT DETAILS	BILLING INSTRUCTIONS
Hirer Contact Name	PO Number
Name of Organisation	Name
Address	Address
Postcode	
Telephone (day)	
Email Address	Postcode

ACCOMMODATION REQUIRED & DATES REQUIRED	
<p>I/We hereby apply for the let of (please tick [✓] as appropriate)</p> <p><input type="checkbox"/> Conference Room (max 150) <input type="checkbox"/> Café Area</p> <p><input type="checkbox"/> Breakout Area (max 40) <input type="checkbox"/> Boardroom (max. 20)</p> <p><input type="checkbox"/> Sports Hall <input type="checkbox"/> Classroom</p>	<p>Day and date</p> <p>Event name</p> <p>Access between the hours of and</p> <p>Start time End time</p> <p>Number attending</p> <p>Is the event "entry by ticket only" <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Room Layout Style (if applicable) (eg. horseshoe, theatre, cabaret etc.)</p>
CATERING REQUIREMENTS (please tick [✓] as appropriate)	
<p><input type="checkbox"/> I/We do not require catering</p> <p><input type="checkbox"/> Catering is required and I/We have completed a Catering Order Form (overleaf)</p>	

EQUIPMENT REQUIREMENTS	
<p>I/We require (please tick [✓] as appropriate)</p> <p><input type="checkbox"/> Computer access <input type="checkbox"/> Wifi access</p> <p><input type="checkbox"/> Video Conferencing <input type="checkbox"/> Flipcharts</p> <p><input type="checkbox"/> Display Boards <input type="checkbox"/> Welcome message on Reception screens</p> <p><input type="checkbox"/> I/we will supply our own laptop(s)/tablets</p>	<p>Briefly describe the nature of the event:</p> <p></p> <p></p> <p></p>

DECLARATION
<p>Please tick [✓] as appropriate</p> <p><input type="checkbox"/> Catering is required and I/We have completed the Catering Order Form overleaf</p> <p><input type="checkbox"/> Copy of Public Liability Insurance Certificate enclosed</p> <p><input type="checkbox"/> No Public Liability Insurance</p> <p><input type="checkbox"/> I/We have read the <i>Conditions of Let and Emergency Evacuation</i></p> <p>Signature of Hirer Name (please print) Date</p>

The services of a Site Assistant are available Monday to Thursday from 8.30am until 9.30pm, Friday 8.30am until 5pm during term times. All other hours outside the above will incur an extra charge. VAT at the current rate will apply to all charges.

CANCELLATION: Please notify the AGBC events team on agbcevents.moray@uhi.ac.uk NO LATER than 10 working days prior to the let. Cancellations received later than this will incur charges for full room hire plus any food wastage.



Please return this form via email to agbcevents.moray@uhi.ac.uk
 Twitter @AGBCentre | Instagram @AGBCentre | www.moray.uhi.ac.uk/agbc

Board of Management of Moray College is a registered Scottish charity, No. SC021205

[Partner Logo]



[Partner Name], University of the Highlands and Islands

Further Education Essential Skills Policy

POL

Lead Officer (Post):	Click or tap here to enter text.
Responsible Office/ Department:	Click or tap here to enter text.
Responsible Committee:	Click or tap here to enter text.
Review Officer (Post):	Click or tap here to enter text.
Date policy approved:	Click or tap to enter a date.
Date policy last reviewed and updated:	Click or tap to enter a date.
Date policy due for review:	Click or tap to enter a date.
Date of Equality Impact Assessment:	Click or tap to enter a date.
Date of Privacy Impact Assessment:	n/a

For all our up-to-date policies, please visit our [website](#).

Accessible versions of this policy are available upon request.

Policy Summary

Overview	This policy is required to set out a regional approach to Further Education Essential Skills for (College Name) and all academic partners in the University of the Highlands and Islands partnership.
Purpose	This policy sets out a robust and transparent framework for the delivery of Essential Skills in Further Education programmes of study, creating parity of experience for students across the University of the Highlands and Islands partnership.
Scope	This policy applies to all further education programmes of study. Certain courses are exempt, as set out in Section 4.2.
Consultation	The policy has been developed by practitioners from across all partners. The policy received feedback from Senior Management Curriculum Team, before being endorsed by Partnership Council. The policy was then sent to Boards of Management for approval.
Implementation and Monitoring	Staff in Academic Partners will be responsible for local implantation. The Policy Ownership Group will reconvene to review and monitor the policy.
Risk Implications	Risk will be mitigated by streamlining the student experience of Essential Skills across the region.
Link with Strategy	<p>The policy is aligned to the UHI Strategic Vision and Plan 2015-20 whereby the university is committed to continue to meet the needs of students within the region.</p> <p>The policy supports the Learning and Teaching Enhancement Strategy by contributing to the development of values of Learning for Employment, Assessment and Feedback for Learning and Supporting the Learner as an Individual.</p>
Impact Assessment	Equality Impact Assessment: Completed – No action necessary.
	Privacy Impact Assessment: n/a

1. Policy Statement

- 1.1 The policy sets out to create a coherent and comprehensive approach to support and optimise the regional and local delivery of Essential Skills in the Academic Partners of the University of the Highlands and Islands providing further education.
- 1.2 Created to meet government policy and facilitate the improvement of outcomes for all students, the policy will raise the profile of Essential Skills amongst both the staff and students. Reinforcement of Essential Skills in the curriculum and colleges will highlight the value of these skills and their lifelong role in development and achieving positive destinations.
- 1.3 The Organisation for Economic Co-operation and Development (OECD) state in their 2013 report, [Skilled for Life](#), that: 'Skills transform lives, generate prosperity and promote social inclusion. Without the right skills, people are kept at the margins of society, technological progress does not translate into economic growth, and enterprises and countries can't compete in today's globally connected and increasingly complex world'. The University of the Highlands and Islands and its partner colleges aim to be at the forefront of promoting the benefits of skills for students and staff.
- 1.4 All colleges are encouraged to be innovative in their approach to essential skill delivery, and to share successful practice with other Academic Partners. The policy recognises that no single approach or methodology is superior to another, and the optimum delivery will depend on the individual students, subject and local context.

2. Definitions

- 2.1 **Scottish Credit and Qualifications Framework ("SCQF")** – SCQF is the national qualifications framework for Scotland. The SCQF helps education and training providers of all kinds to identify the level that has been studied in a particular subject and make it easier to transfer credit point between different learning programmes.
- 2.2 **Essential Skills** – as set out in [Skills for Scotland](#), Essential Skills consists of the following:
 - **Personal and learning Skills** that enable individuals to become effective lifelong learners;
 - **Literacy, digital literacy and numeracy;**
 - **The five Core Skills** (see 2.4);
 - **Employability skills** that prepare individuals for employment rather than for a specific occupation;
- 2.3 **Vocational skills** are specific to a particular occupation or sector.
- 2.4 **Core Skills** – As developed by Scottish Qualifications Authority (SQA), the five Core Skills are the skills most needed in many work environments. In addition to SQA, other awarding bodies may be used for Core Skill accreditation.

Jobs require some level of ability in some or all of these skills. The Core Skills are: Communication, Numeracy, Information & Communication Technology, Working with Others and Problem Solving. Core Skills can be awarded via qualifications between SCQF Levels 3 and 6. Please refer to [Appendix 1](#) for a diagram setting out the Core Skills in relation to the other Skills frameworks.

- 2.5 **Delivery Models** – The delivery model(s) chosen to deliver Core Skills are dependent on available resources and the vocational content of the course. Optimum delivery may involve elements of different approaches. Further details are given in [Appendix 2](#) of five example delivery models (Discrete, Contextualised, Integrated, Embedded and Cross-Assessed).

3. Purpose

- 3.1 This policy sets out a robust and transparent framework for the delivery of Essential Skills in Further Education programmes of study.
- 3.2 The policy will create a parity of experience for students across the partnership, ensuring that all students have the opportunity to develop the skills required for employment and academic progression. Essential Skills play a crucial role in the academic and holistic development of students, and complement the vocational content and technical skills developed on courses. Development of Essential Skills is priority for each college, across all curriculum areas and involving all staff and students.
- 3.3 Development of Essential Skills will be explicit in delivery across all programmes in the Further Education setting.

Academic Partners will ensure staff promote and signpost through planning and delivery ensuring students develop contextually relevant skills, knowledge and understanding to meet their specific vocational and wider skillsets.

3.4 Research and Evidence

- Skills Development Scotland, in their 2017 publication [Jobs and skills in Scotland](#), emphasise the importance of skills: ‘Where skills shortages and skills gaps occurred, these were most often caused by a lack of soft skills, for example the ability to manage tasks and people. This suggests that there is a need to place more emphasis on soft skills throughout the education and training system to ensure that it delivers workers who have sufficient hard and soft skills.’ This emphasises the importance of increasing the profile and delivery of Essential Skills alongside the vocational content of courses.
- Development of Essential Skills plays a vital role in the lives of individuals during and after their college course. [National Numeracy estimate](#) that the cost of poor numeracy to the United Kingdom economy is at least £20.2billion, equivalent to 1.3% of GDP.
- A House of Commons Science and Technology Committee report, [Digital Skills Crisis](#), stated: ‘Digital skills are becoming increasingly essential for getting access to a range of products and services. However, there is a digital divide where up to 12.6 million of the adult UK population lack basic digital skills. An estimated 5.8 million people have never used the internet at all. This digital skills gap is costing the UK economy an estimated £63 billion a year in lost additional GDP.’
- [The Open University Business Barometer 2018](#) reported that it had cost organisations across the UK £6.3 billion to plug the skills gap, with talented workers benefitting from an additional £2.16 billion due to their in-demand skills. 28% of business reported applicants lacking IT skills, and 20% reported candidates lacking soft skills (e.g. communication and problem solving); these areas are three of the five Core Skills.
- Highlands and Islands Enterprise [research](#) showed that 73% of businesses in the region anticipated difficulty in recruiting young talent with highly sought after skills such as

communication, being a good team player, a desire to continue their learning/skills development and the ability to work independently.

- 3.5 The Skills for Learning, Skills for Life and Skills for Work agenda set out in [Curriculum for Excellence](#) establishes the development of essential skills in our students as a priority. The Scottish Funding Council (SFC) has also emphasised that colleges have a significant role to play in implementing the Government's skills strategy and college performance will be assessed in this regard through the Education Scotland Quality Framework, How Good is Our College.
- 3.6 A key element of this policy is that Communication, Numeracy, Information and Communication Technology will be included in and certificated in all full time Further Education programmes of study (or reflected in a student's Skills Profile). Certification can be through any awarding body or college certificate. It is expected that Problem Solving and Working with Others will be included but not necessarily certificated.
- 3.7 For part time courses, teaching staff will emphasise to students the importance of skills, identifying when skills are being taught and highlight transferability of skills. Opportunities will also be created through curriculum design to promote skills development.
- 3.8 Skills development allows students to meet entry requirements for higher level courses, facilitates pathways into employment and promotes progression in learning.
- 3.9 Diagnostic assessment activity will be carried out during the recruitment process or at the beginning of the course. It provides valuable information to ensure that students are supported appropriately in their learning by adapting materials and setting the initial pace of learning.

This diagnostic assessment information can be shared across delivery teams to provide a rounded picture of the strengths of a student and their areas for development, to ensure that the existing Communication, Numeracy and ICT skills of the student are used to inform the pedagogy of the course.

- 3.10 **Recognition of Prior Learning** – Regardless of the Core Skills requirement of the main course, students will always be encouraged to improve their Core Skills profile for Communication, Numeracy, Information and Communication Technology. For example, students who require Level 5 and already have Level 5 will be supported to work towards achieving Level 6 through extension or bridging activity. Students who have already achieved Level 6 will be supported to fulfil their credit requirements with alternative modules.

4. Scope

- 4.1 This policy applies to all further education programmes of study, normally up to and including SCQF Level 6. There are a small number of Scottish Vocational Qualification (SVQ) courses at SCQF Level 7 that are considered as Further Education courses for the purposes of the UHI Partnership.
- 4.2 The following courses are exempt from the requirement for certificated Core Skills set out in 3.6:
 - Short full-time courses (on a discretionary basis in Academic Partners)
 - Part-time courses
 - Commercial courses
 - Leisure courses

5. Notification

- 5.1 All staff will be notified of changes to the Essential Skills policy through a range of methods, including but not limited to staff meetings, intranet, Academic Partner websites as per normal policy update processes.
- 5.2 Academic Partners will be notified of any changes, allowing sufficient time to for updates to be made.
- 5.3 Students will be notified of changes by academic partners working with HISA.

6. Roles and Responsibilities

- 6.1 It is the responsibility of everyone in the college to create a positive environment for both students and staff to develop Essential Skills (including Core Skills).
- 6.2 It is the responsibility of managers of all levels within the college to enable staff to deliver this policy, where necessary directing resource or facilitating changes to curriculum and teaching. This includes ensuring all staff are appropriately skilled and qualified for their role.
- 6.3 It is the responsibility of vocational teams to design courses that include Essential Skills and Core Skills as appropriate, following curriculum design principles.
- 6.4 It is the responsibility of Core Skills and vocational teams to collaborate to include the three certificated Core Skills in programme design, and to adopt an appropriate delivery model for Core Skills on their course and offer support to meet internal and external verification requirements.
- 6.5 It is the responsibility of students to proactively engage in Essential Skills learning, and work with all staff to ensure new skills are developed or existing skills reinforced.
- 6.6 It is the responsibility of the Academic Partner to ensure any students in scope of the policy undertake any relevant diagnostic assessments to ascertain Core Skill levels.

7. Legislative Framework

[Further and Higher Education \(Scotland\) Act 2005](#)

[Equality Act 2010](#)

[Education Scotland – Curriculum for Excellence](#)

[Skills for Learning, Skills for Life, and Skills for Work \(2009\)](#)

[Developing the Young Workforce: Scotland's Youth Employment Strategy \(2014\)](#)

[Skills for Scotland: A Lifelong Skills Strategy \(2007\)](#)

8. Related Policies, Procedures, Guidelines and Other Resources

[College Development Network – The role of essential skills in Scottish national education policy](#)

[Education Scotland – How Good is our College?](#)

[Highlands and Islands Enterprise – Business Panel Survey: Workforce, Skills and Young Talent 2018](#)

[Scottish Funding Council - Outcome Agreement Guidance \(2016\)](#)

[Scottish Government: Costs of Learning Student Funding Guide](#)

9. Version Control and Change History

Version	Date	Approved by	Amendment(s)	Author
0				
1				
2				

DRAFT

Department/Section:
Author/Owner:

Date of Assessment:
Signature:

Review Due:
Date:

Step 1

Aim of proposed activity/decision/new or revised policy or procedure:

- New
- Revised
- Existing

Who will be affected?

Who will be consulted?

Evidence available:

Step 2

Potential Positive/Negative/Neutral Impact Identified. P, N, N/I	Age	Disability	Gender Reassignment	Marriage/Civil Partnership*	Pregnancy and Maternity	Race	Religion or Belief	Sex	Sexual Orientation
Eliminating Discrimination									
Advancing Equality of Opportunity.									
Promoting Good Relations.									

Step 3

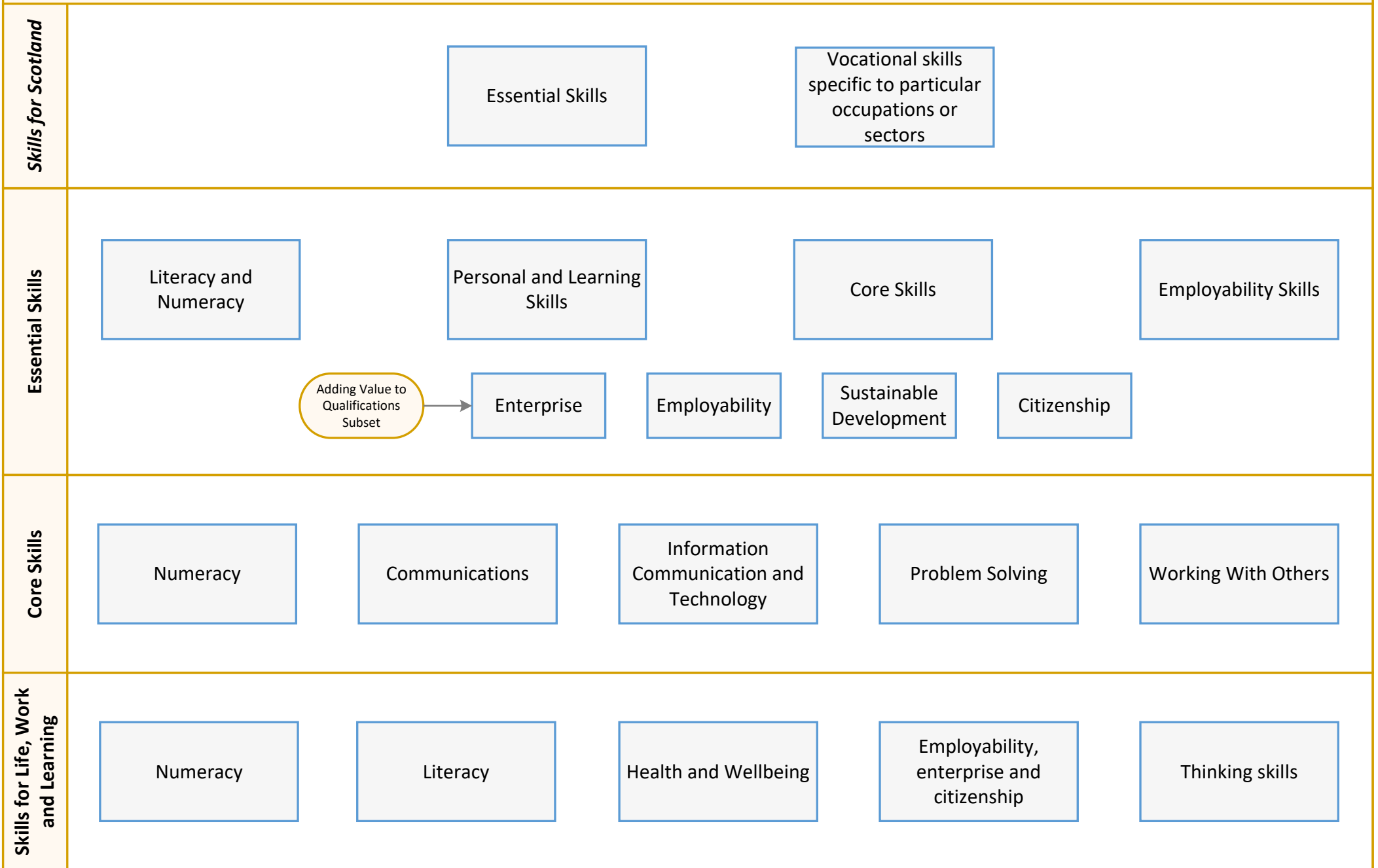
Action to be taken:

Summary of EIA Outcome – please tick

- No further action to be carried out
- Amendments or changes to be made
- Proceed with awareness of adverse impact
- Abandon process – Stop and Rethink

Please forward completed EIA forms to Nicholas Oakley, Governance and Policy Officer.

Appendix 1 - Skills Map



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These definitions are based on the SQA Combined Core Skills Framework.

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Core Skill: Numeracy

To cope with the demands of everyday life, including work and study, people need to be comfortable with numbers and with graphs, symbols, diagrams, and calculators. The skills needed for this involved interpreting, processing, and communicating, quantifiable and spatial information.

Component: Using Graphical Information

- This is the ability to interpret and communicate quantifiable information that is given in writing, diagrams, or pictures. Attainment levels range from:
 - Working in familiar contexts with simple, specified tables, graphs and shapes
to:
 - Working in more abstract contexts and with more complex graphical information which may require some analysis, and where decisions have to be made on effective ways to communicate the information

Component: Using Number

- This is the ability to apply numerical and other relevant mathematical and statistical skills. Attainment levels range from:
 - Working confidently with basic numbers in everyday contexts,
to:
 - Working confidently with more complex numerical concepts and techniques in more abstract contexts

Core Skill: Information and Communication Technology

Information and Communication Technology is concerned with the electronic collection, organisation, analysis, presentation, and communication of information. It encompasses all media types and formats as well as all relevant tools.

The Core Skill focuses on the ability to use information and communication technology to process information in a variety of ways which will be necessary for further learning in work and in the home. It is not about developing IT specialists who will act as first-line support for others or install specialist systems.

Component: Accessing Information

- This is the ability to use information and communication technology to support a range of information-accessing activities. Attainment levels range from:
 - Accessing basic information and communication technology to perform simple processing of familiar data and to select information from a local database or a simple internet search,
to:
 - Working confidently with more complex numerical concepts and techniques in more abstract contexts

Component: Providing/Creating Information

- This is the ability to use information and communication technology to provide, create and process information. Attainment levels range from:
 - Using familiar application software to carry out very simple processing tasks and providing/creating very simple information technology,
to:
 - Using a range of information and communication technology in unfamiliar contexts, observing security procedures and the needs of other users. Evaluating and sharing information.

Core Skill: Working with Others

The fact that Working with Others is a Core Skill emphasises the importance of co-operation and teamwork in social, learning, and working situations. Working with Others has two components: Working Co-operatively with Others, and Reviewing Co-operative Contribution.

While achieving a shared goal is the main focus, co-operation with others should be developed through all stages of any collaboration.

Reviewing your own contribution and learning through reflection also has a wider application to personal development.

Component: Working Co-operatively with Others

- This is about using interpersonal skills appropriately, to recognise and value the roles of other people, taking responsibility for your own contribution, and supporting co-operative working in appropriate ways. Attainment levels range from:
 - Identifying, with support, your own role and the roles of other people, and helping to achieve a shared goal, to:
 - Analysing the roles and behaviour of others and adapting your own behaviour to deal with the complexity of challenging and changing dynamics

Component: Reviewing Co-operative Contribution

- This is the ability to discuss the process of working co-operatively with other people, reflecting on and reviewing the collaboration. This might include commenting or resolving issues and handling other people's behaviour.
- Learners should evaluate the outcomes, identify the value of their own contribution, and reflect on any personal learning and development that may be needed to enhance their contribution to future collaborative work. Attainment levels range from:
 - Identifying a strength and weakness in the way you helped achieve things together, suggesting how your own contribution could be strengthened in the future, to:
 - Identifying and gathering evidence, critically evaluating your own contribution, and making appropriate recommendations about future learning and contributions

Core Skill: Problem Solving

The three components of this skill are the stages involved in tackling issues and problems in personal, social, and work contexts. They are often used in sequence, and repeatedly. Each component can also be a focus of activity in its own right.

Component: Critical Thinking

- Critical Thinking is about using analysis and reasoning to make decisions and to create or suggest ideas, courses of action, and strategies.

Attainment levels range from:

- Working in situations that involve a few, easily-identified factors set in familiar contexts,

to:

- Analysing the roles and behaviour of others and adapting your own behaviour to deal with the complexity of challenging and changing dynamics.

Component: Planning and Organising

- Planning and Organising is the ability to plan a task, taking account of available resources, and to manage the task to completion. Attainment levels range from:

- Creating plans involving a small number of steps and using familiar resources,

to:

- Efficient management of a more complex plan, which may include a review of strategy and a degree of research in identifying the resources to be used to deal with difficulties.

Component: Reviewing and Evaluating

- Reviewing and Evaluating is the ability to reflect on and review the process of tackling issues and problems, to evaluate the outcomes, and to identify where alternative strategies might have been used.

Attainment levels range from:

- Identifying a strength and weakness in a strategy,

to:

- Identifying and gathering evaluation evidence, evaluating strategies, and making appropriate recommendations.

Appendix 2 – Delivery Models

	Discrete	Contextualised	Integrated	Embedded	Cross-Assessed
Outline	Groups are timetabled to attend formal non-contextualised classes with generic teaching and discrete summative assessment activities.	Similar to discrete provision but with some delivery and/or assessment activities set in a vocational context.	Where appropriate, delivery and/or assessment may be undertaken by either a Core Skills specialist within a vocational class or by a vocational specialist within a Core Skills class (or a mix).	As per SQA guidance, Core Skills can be achieved where they are embedded in SQA qualifications.	Where appropriate, tools of assessment are created jointly by Core Skills specialist and the vocational specialist, and assessed jointly.
Pros	<ul style="list-style-type: none"> - Easy to timetable. - Easy to track/monitor. - Facilitates transferability. 	<p>As for discrete, plus:</p> <ul style="list-style-type: none"> - May provide greater motivation. - Can help to emphasise importance/relevance. 	<p>As for contextualised, plus:</p> <ul style="list-style-type: none"> - Can foster greater shared practice and better relationships between teaching staff. 	Automatic certification is awarded on completion of a vocational unit identified as carrying embedded Core Skills.	<p>As for integrated, plus:</p> <ul style="list-style-type: none"> - Learners can achieve multiple credits from one activity.
Cons	<ul style="list-style-type: none"> - Can appear to be non-vocationally relevant. - Difficult to motivate certain groups. 	<ul style="list-style-type: none"> - Resource intensive to establish. - Difficult to tailor levels appropriately. - Not possible for all components of all core skills. - Contingencies required. 	<ul style="list-style-type: none"> - Resource intensive (team teaching). - Timetable challenges. - Contingencies required. 	<ul style="list-style-type: none"> - Non-discrete provision can reduce the impact of undertaking Core Skills and may reduce opportunities for specific skill development in a more widely applied context. 	<ul style="list-style-type: none"> - Resource intensive at planning stage time. - Timetabling. - Marking.

Agenda Item: LTQ.19.2.12

Title of Paper:	Learning and Teaching Review			
To Committee:	LTQC			
Version number and date:	1 11/06/19			
Brief summary of the paper:	Report on the impact of Learning and Teaching Review to date.			
Recommendations:	Continue an extended pilot to October 2019 within the newly formed MEETT (Moray Enhancement and Excellence in Teaching Team).			
Action requested/decision required:	Decision to extend pilot.			
Status: (please tick ✓)	Reserved:		Non-reserved:	✓
Date paper prepared:	04/06/19			
Date of committee meeting:	11/06/19			
Author:	Nikki Yoxall – Director of Learning & Teaching			
Link with strategy: Please highlight how the paper links to, or assists with: Strategic Plan including <ul style="list-style-type: none"> • Curriculum • Learning and Teaching • Organisational culture • Partnership • Sustainability 	Learning and Teaching Review plays a key role in the development of Learning and Teaching within Moray College UHI and is a key contributor in empowering staff to harness their enthusiasm and passion for their subject in order to engage and inspire learners. It also embeds self-evaluation and reflection within operational activity.			
Equality and diversity implications:	LTR support the creation of constructive and safe learning environments where students develop confidence to succeed, and ensures equality, diversity and gender action planning for students and staff.			
Resource implications: <i>(If yes, please provide detail)</i>	Remitted time for staff carrying out role of LTR Reviewer (as per MEETT proposal).			
Risk implications: <i>(If yes, please provide detail)</i>	None engagement in the process by staff poses a risk to ensuring quality of learning and teaching.			
Appendices:	n/a			
References:	n/a			

Agenda Item: LTQ.19.2.12

The Learning and Teaching Review (LTR) team attended induction training on 7th March 2019 and since then have been inviting staff to engage in Learning and Teaching review, either through a shared episode of observation, or a case-study based professional dialogue.

The initial team of seven have been impacted by personal external factors, leaving a team of five.

10 reviews have been carried out during the pilot period to date. Engagement and time available for LTR have been impacted by Industrial Action, due to a number of strike days being held and Union members not engaging in LTR due to Action Short of Strike.

Feedback from staff who have engaged in the process has been positive, with 100% positive agreement noted in the Evaluation Survey across all questions:

- The LTR reviewer was professional and supportive.
- The LTR reviewer explained the process and clarified any questions you had.
- Engaging in Learning and Teaching Review has helped to identify areas of positive practice in learning and teaching.
- Engaging in Learning and Teaching Review has helped to identify areas for development in learning and teaching.
- You had clear actions to take forward from the professional dialogue to develop or share practice.
- Learning and Teaching Review has supported you to reflect critically on and evaluate your professional values and practice.
- Learning and Teaching Review promotes and supports a culture of quality improvement.
- Learning and Teaching Review is supportive and developmental for practitioners.

Qualitative statements included:

“Very supportive and quality focused.”

“I enjoyed the process of having someone observe my class without it being judgemental in any way - it has been very supportive”

It is recommended that the pilot is extended into September/October 2019 to ensure a greater number of staff have had the opportunity to engage with LTR before a full evaluation is carried out.

Discussions with members of the LTR team have identified some required actions in relation to paperwork and process, which will be reviewed and updated over the summer period, for implementation during the proposed extended pilot.

It is clear from feedback from both reviewers and reviewees that review is a valuable addition to Learning, Teaching and Quality practices within Moray College UHI and plays a central role in further developing a culture of continuous improvement and enhancement.

Agenda Item: LTQ.19.2.13

Title of Paper:	Learning and Teaching Enhancement Strategy			
To Committee:	LTQC			
Version number and date:	1 04/06/19			
Brief summary of the paper:	Commitment to the Vision and Values for Learning and Teaching with overview of plans for operational roll out.			
Recommendations:	That the college explicitly sets out expectations for Learning and Teaching aligned to the relevant set of values and standards.			
Action requested/decision required:	Noting.			
Status: (please tick ✓)	Reserved:		Non-reserved:	✓
Date paper prepared:	04/06/19			
Date of committee meeting:	11/06/19			
Author:	Nikki Yoxall – Director of Learning & Teaching			
Link with strategy: Please highlight how the paper links to, or assists with: Strategic Plan including <ul style="list-style-type: none"> • Curriculum • Learning and Teaching • Organisational culture • Partnership • Sustainability 	Strategic approach to development of Learning and Teaching, aligned to the UHI Strategy and Values as well as Professional Standards for Lecturers in Scotland's Colleges.			
Equality and diversity implications:	Promotes inclusive practice and is committed to supporting individuals, maintaining positive health, wellbeing and safety for all students.			
Resource implications: <i>(If yes, please provide detail)</i>	Internal funding for promotional activity (no L&T budget).			
Risk implications: <i>(If yes, please provide detail)</i>	Ensuring that academic quality and the student experience are high.			
Appendices:	Appendix 1: Page 3 – Moray College UHI Ethos Appendix 2: https://www.cdn.ac.uk/wp-content/uploads/2018/11/CDN-Professional-Standards-2018.pdf			

Agenda Item: LTQ.19.2.13

References:	n/a
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As per the paper that came to LTQC in August 2018, Moray College will continue to promote and embrace the Learning and Teaching Enhancement Strategy (LTES) and Values of UHI.

Work will be undertaken during August Development Days to promote the LTES across the college, supported by the following statements developed during preparatory work for the Core Strategy.

The vision for Learning and Teaching is clearly articulated:

1. Our lecturers are professional; they know their stuff and keep themselves up to date. They are enthusiastic, passionate about their subject, and still have a desire to learn.
2. Lecturers create a constructive and safe learning environment where students feel confident, and feel they can succeed.
3. Lessons are well planned and well prepared, adapted to the needs of students using a variety of teaching methods, with appropriate learning materials and use of technology.
4. Lecturers provide timely feedback that helps students to improve. They are approachable, welcome questions, and offer support to all. They respect the whole person and understand the messiness of our students' lives.
5. Learning at this college is engaging, enjoyable, fun and inspiring. Our students succeed, gain confidence, and progress.
- 6.

The UHI Learning and Teaching Enhancement Strategy (LTES), and the twelve LTES Values are paramount to effective delivery of sustainable and high quality programmes of study, both within FE and HE. As identified below, these will be characterised through the Moray College UHI Ethos approach, demonstrating a commitment to excellence (Appendix 1).

Work will be undertaken to embed the vision and values into the Quality Cycle and its components for 19/20 and staff development activity primarily in August and throughout the year will be used to engage staff with the vision and values as well as the Professional Standards for Lecturers in Scotland's Colleges (Appendix 2). This will also be implemented through the Learning and Teaching Review, which have the values embedded within.

A paper will be taken to SLT with an action plan for roll out of the vision, values and their integration with professional standards for 19/20 by the start of the new Academic Year.

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Appendix 1

LTES Value	Moray College UHI Ethos
Learning for Employment	We will support students to engage in activities and experiences within or that reflect and replicate the world of work. We will embed the development of employability skills within programmes and assessment.
Learner Choice and Personalisation	We will provide students with a choice of topics and/or what to produce within the context of specific individual and group activities, assessment options or project focus.
Providing a Connected Learning Experience	We will create opportunities for students to work collaboratively and engage with their wider communities.
Evidence-Based Educational Practice	We will support staff to access educational research and scholarship to enhance practice, supporting individuals to undertake focused evaluation and small scale active research. We will use student feedback and other learning engagement data to evaluate provision and plan for enhancement.
Engaging our Students as Researchers	We will provide opportunities for students to engage in investigative activities to develop skills in finding, generating and evaluating knowledge and evidence, developing skills for independent enquiry.
Assessment and Feedback for Learning	We will support assessment to go beyond testing knowledge, skills and understanding and present meaningful learning opportunities in the form of practical project work, creative outputs and realistic tasks and activities. Formative assessment will inform learning activities and feedback will exist as a dialogue to support each student as they progress.

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<p>Active and Creative Use of Technology</p>	<p>We will promote the use of technology to enhance the learning experience and to ensure students can access teaching and associated materials in a flexible way. Students will be encouraged to evidence their learning through digital content, as a basis for assessment and as a useful learning resource.</p>
<p>Integrated and Sustainable Teaching Practice</p>	<p>We will facilitate the design of assessments that bring together work from related units, streamlining assessment and feedback. Use of online learning and teaching opportunities and resources will maximise face to face contact.</p>
<p>Harnessing Open Education Approaches</p>	<p>We will create, use and share resources to widen access to education across the college and within our local community.</p>
<p>Supporting the Learner as an Individual</p>	<p>We will ensure our learning, teaching and assessment practices give all students the opportunities and support they require to succeed, and that diverse and individual student needs are met through inclusive approaches to curriculum design and delivery, and contextualised personal development.</p>
<p>Reflective Practice and Continuous Improvement</p>	<p>We will review the effectiveness of our teaching practices, reflect on the potential for improvement and actively plan for a better educational experience for current and future students.</p>
<p>Supporting Professional Development in Learning and Teaching</p>	<p>We will provide a range of opportunities for our educators to engage in relevant career long professional learning activities that are focused on enhancing and sharing effective learning and teaching practice, and which are open to all colleagues who directly support student learning.</p>