



BOARD OF MANAGEMENT
Learning, Teaching and Quality Committee

Meeting to be held

On 12 November 2019 at 1330 hours in the Board Room

Agenda Number	Item	Presented By	Action Required: Decision, Discussion, For Noting
LTQ.19.4.01	(i) Resignations	Clerk	Noting
	(ii) Appointments		
LTQ.19.4.02	Apologies for Absence	Clerk	Noting
LTQ.19.4.03	Any Additional Declarations of Interest including specific items on this Agenda.	Chair	Noting
LTQ.19.4.04	(i) Draft Minutes of LTQC meeting held on 11-6-2019 *	Chair	Decision
	(ii) Draft Minutes of LTQC meeting held on 19-8-2019 *		
LTQ.19.4.05	(i) Matters Arising from LTQC meeting held on 11-6-2019 *	Clerk	Noting
	(ii) Matters Arising from LTQC meeting held on 19-8-2019 *		
LTQ.19.4.06	18/19 EREP	Mrs N Yoxall	Noting
	(i) Report on EREP Endorsement Boards ~		
	(ii) Internal Update EREP Report		
LTQ.19.4.07	Quality Cycle Update - verbal	Mrs H Sharp	Noting
	(i) Quality Toolkit Development		
	(ii) Curriculum Committee Meeting 1 Report		
LTQ.19.4.08	Learning and Teaching Review update ~	Mrs N Yoxall	Noting
LTQ.19.4.09	Student Early Experience Survey ~	Mrs H Sharp	Noting
LTQ.19.4.10	Implementation of Curriculum Strategy *	Mrs C Newlands	Noting
	(i) Curriculum Strategy Update		

Draft Agenda LTQC Meeting on 12 November 2019

	(ii) Curriculum Gap Analysis		
LTQ.19.4.11	RIKE Strategy Action Plan – verbal update	Mrs N Yoxall Mrs J Andrews	Discussion
LTQ1.9.4.12	MORAGGA 1 Report *	Mrs N Yoxall	Noting
LTQ.19.4.13	Policies *	Mr D Duncan	Approval
	(i) Promoting a Positive Learning Environment Policy		
LTQ.19.4.14	CAMP Report ~	Mrs C Newlands	Noting
LTQ.19.4.15	FE Regional Strategy for Work Experience *	Mrs C Newlands	Discussion Noting
LTQ.19.4.16	Emerging Issues	Chair	
RESERVED ITEMS			
LTQ.19.4.17	Draft Reserved Minutes of LTQ meeting held on 11-6-2019 *	Chair	Approval
LTQ.19.4.18	Date of Next Meeting – 17 March 2020	Clerk	Noting

Agenda Item: LTQ.19.3.04

**BOARD OF MANAGEMENT
LEARNING, TEACHING & QUALITY COMMITTEE
Minutes of Meeting
held on
Tuesday 11 June 2019
at 13.30pm in the Boardroom**

Present: Mr D Patterson (Chair)
Mrs N Yoxall
Mr D Duncan
Mrs J Johnston
Mrs T Wilson
Mr G Rendall
Mrs C Newlands
Mrs S Mustard

Mrs R McCormack
Mr S Duff
Ms S Hall
Mrs M Smith
Mrs J Andrews
Mrs S Bright

In attendance: Mrs T McIlwraith
Mrs C Fair (Clerk)

		ACTION	DATE
LTQ.19.2.01	Resignations and Appointments		
1.1	Mr Patterson welcomed everyone to today's meeting, A resignation was received from Ms Manon Wells-Jesus HISA as her tenure ends on 30 June 2019 Kyle Gee will commence as HISA Rep as of 1 August 2019		
LTQ.19.2.02	Apologies for Absence		
2.1	Apologies were received from: Mr Joe Bodman Ms Heather Sharp Mr Jim Mackinnon Ms Suki Haider		
LTQ.19.2.03	Any Additional Declarations of Interest including specific items on this Agenda		
3.1	There were no additional declarations of interest received.		
LTQ.19.2.04	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 12 March 2019: Proposed: Mr Stephen Duff		

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	Seconded: Mrs R McCormack		
LTQ.19.2.05	Matters Arising from LTQC meeting held on 12 March 2019		
5.1	All actions had been completed.		
LTQ.19.2.06	Quality Cycle Update		
6.1	Mrs Yoxall highlighted the main points contained within her report. The Quality Officer is currently working on moving the Quality Cycle onto Sharepoint to make this a more accessible and interactive experience. The MORAGGA meetings had proved a very useful way of monitoring progress. Course review has been effective in focusing attention on the 10 Lowest performing courses, which had led to improved outcomes. The Board members were very interested to hear of the changes implemented that had led to improvement and academic staff highlighted some of the positive steps that had been taken. A change in approach to CCMs has led to these being far more effective and inclusive. Collaboration with SPARQS currently underway to develop a plain English version of the HGIOC questions.		
LTQ.19.2.07	Student Satisfaction and Engagement Survey		
7.1	This was the first year the survey has been managed regionally. There were 5 equalities questions, 10 questions set by SFC, 22 questions set at regional level and 5 Moray specific questions. There had been challenges around the response rate and it was felt this was related to the timing of the survey. Overall satisfaction rate was 91% and this represented a fall of 1 percentage point since last year. The accompanying spreadsheets allow filtering into specific areas to draw comparisons. The Committee felt that the timing of the survey needs addressing in future and suggested extending the survey to 8 weeks.		
LTQ.19.2.08	External Verification Visit Outcomes		
8.1	The paper circulated by the Quality Officer provided an overview of the status of ongoing external verification visits by SQA. These visits had been very positive overall particularly Hospitality with 3 areas of strength identified. There are 5 agreed actions related to 3 visits, all of which		

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	were HE networked programmes. No action was required of Moray College and the other partners immediately rectified the highlighted problems. Good practice identified included the pre-start programme, MORAGGA meetings and standardised assessment materials. Recommendations included adopting a specific current assessment front cover for all units, the use of photographic evidence such as before and after photos for HBCT students but staff would need to be mindful of GDPR requirements with this approach.		
LTQ.19.2.09	Implementation of Curriculum Strategy		
	(i) Update Report on status of curriculum map		
9.1	Mrs Newlands provided an update on the status of the curriculum map, currently being undertaken by Sam Scot. This continues to be a work in progress but it should be possible to come back to this Committee's next meeting with a report.		
Action	To produce update report on curriculum mapping for next meeting.	Mrs Newlands	Nov LTQ
	(ii) CAMP Summary Report		
9.2	Mrs Newlands provided a summary overview of course approvals and modifications presented, reviewed and approved since the previous LTQ meeting. The Committee discussed some of the new short courses being offered and in particular those in Hospitality. Mrs Andrews provided an update on foundation apprenticeships in College, which is going very well. She highlighted some of the positive work going on in College including Hospitality staff who are now teaching in local schools.		
LTQ.19.2.10	RIKE Strategy Action Plan		
	Mrs Andrews updated the committee on the work of her team in relation to research. They are very involved with the Innovate Team and Innovation Vouchers. Innovate Conference will take place on 28 August 2019 when they plan to showcase an employer who has benefited from research. There is a hope that lots of innovation activity will lead to Knowledge Transfer. There are huge opportunities available to tap into.		
Action	Produce an update report for November meeting.	Mrs Yoxall Mrs Andrews	Nov LTQ
LTQ.19.2.11	Policies		

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	(i) Events and External Speaker Policy		
	(ii) Essential Skills Policy		
11.1	Mr Duncan highlighted the main issues and changes from the above policies and after some discussion, the Committee agreed to approve and adopt.		
Action	Mrs Fair to inform Steven Gregg – Single Policy Environment Officer that the College has approved the Essential Skills Policy.	Mrs Fair	Immediate
LTQ.19.2.12	Learning and Teaching Review		
12.1	The Learning and Teaching review was implemented as a Pilot in Moray and the paper gave an overview on how this has gone. To date 10 reviews have been carried out and whilst these have gone very well, engagement has been somewhat curtailed due to the national bargaining dispute/strike and action short of strike. There has been very positive feedback although some further work to do on standardisation of documentation. Recommendation that the pilot is extended to September/October.		
Action	Update Report to November meeting	Mrs Yoxall	Nov LTQ
LTQ.19.2.13	Learning and Teaching Enhancement		
13.1	The paper circulated provided a commitment to the vision and values for learning and teaching. Work will be undertaken during August Development days to promote the LTES across the College. Work required to align vision with the professional standards and raising the profile of the vision and values.		
LTQ.19.2.14	Emerging Issues		
14.1	Mr Patterson drew the Committee’s attention to the Audit Scotland Annual Report, which showed Moray in a favourable light in that it was the only College, which had improved in all 5 areas.		
14.2	Committee were advised that there is a likely a resolution to the EIS dispute over National Bargaining in that members have voted to accept the latest offer.		
LTQ.19.2.15	Date of next meeting		
	19 August 2019 – (special meeting to approve Policies) and 12 November 2019		
RESERVED ITEMS			
LTQ.19.2.16	MORAGAA and Predicted Achievement		
16.1	This item is reserved and the Minute held in confidence.		
LTQ.19.2.17	Draft Reserved Minutes of LTQC meeting held on 28 November 2018		

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17.1	This item is reserved and the Minute held in confidence.		
	<i>Meeting closed 15.35pm</i>		

BOARD OF MANAGEMENT

LEARNING, TEACHING & QUALITY COMMITTEE

**Minutes of Meeting
held on
Monday 19 August 2019
at 13.30pm in the Boardroom**

Present: Mr D Patterson (Chair) Mrs S Mustard
Mrs N Yoxall Mrs R McCormack
Mr S Duff Ms H Sharp
Mrs J Andrews Mrs L Huby
Mrs C Newlands Mr N Sanderson (HISA)
Mr G Rendall Mr K Gee (HISA)

In attendance: Mrs E Melton (Minutes Secretary)

		ACTION	DATE
	Mr Patterson welcomed everyone to today's meeting. Unfortunately, due to apologies received the committee was not quorum, however, it was agreed that the members who attended would work through the policies for review with any significant changes or changes to context being communicated via email for approval offline.		
LTQ.19.3.01	Resignations and Appointments		
1.1	No resignations have been received. Kyle Gee has been appointed as a HISA representative.		
LTQ.19.3.02	Apologies for Absence		
2.1	Apologies were received from Mrs T McIlwraith, Mrs R Dewis, Mr J McKinnon, Mrs S Hall, Mrs S Bright, Mrs M Smith, Mrs T Wilson, Mr M Clark, Mrs J Bibby, Mr D Duncan and Mr J Bodman.		
LTQ.19.3.03	Any Additional Declarations of Interest including specific items on this Agenda		
3.1	There were no additional declarations of interest received.		

LTQ.19.3.04	Policies		
4.1	i. Academic Quality Policy		
	<p>Mrs Yoxall expressed her thanks to both Ms Sharp and Mrs Newlands for the work they had put in to ensure the policy is of the standard it is now. Also noting that this policy is a requirement by a number of awarding bodies. It was agreed that any minor changes (spelling/grammar) would be communicated to Ms Sharp via email for change.</p> <p>Mrs Yoxall explained the policy is now considerably shorter than previous versions with the addition of hyperlinks if readers are requiring further or more in depth information.</p> <p>Ms Sharp added the changes reflect its status as a policy document rather than procedural guidance.</p>		
ACTION	Minor amendments to be made	HS	
4.2	ii. Student Confidentiality Policy		
	The committee approved the policy for use.		
4.3	iii. Student Code of Conduct (regional)		
	<p>Ms Sharp explained to members that following discussion with Mr Duncan on how comprehensive the document is, they had agreed that an 'easy read' version be put together. This would include reference to the full version if required.</p> <p>Mr Duncan has raised the concern at the Single Policy Group but was advised that the Scottish Government advise the wording found in the document for use. Following discussion members agreed their disappointment with the document expressing that it is not student friendly.</p> <p>Members were in agreement that the document should not be approved for the following reasons;</p> <ul style="list-style-type: none"> • It is not student friendly. • There is a focus on misconduct rather than acceptable behaviour. • The list of actions leaves the college open for argument. • There is not enough emphasis on what actions are to be taken if someone was to report a breach of the code of conduct. 		

	This being said, members agreed that the 'easy read' document be looked at and adopted for use in the meantime.		
ACTION	Ms Sharp, Mrs Yoxall, Mr Sanderson and Mr Gee to review 'easy read' document for use.	HS/NY/NS/KG	
4.4	iv. Promoting a Positive Learning Environment (regional)		
	Members agreed that they are unable to approve this policy due to the link to the Student Code of Conduct Policy and it not being approved. In addition, to the lack of procedures included such as a disciplinary procedure and non-academic conduct procedure – there is no clarity around which procedure to follow and no accompanying procedure available. Members also expressed concern at what appear to be the same things being called different names throughout the document.		
ACTION	Mrs Yoxall to feedback non-approval and reasons to Steven Gregg.	NY	
4.5	v. Academic Appeals Policy (regional)		
	Mrs Yoxall explained the policy is already approved but has been brought back to the committee following review for contextualisation. Members approved the document on completion of minor amendments.		
ACTION	Ms Sharp to action minor amendments.	HS	
4.6	vi. Student Induction Policy		
ACTION	Mrs Yoxall supported the document explaining the updates relating to the new structure and the addition of the Learning Development Worker role. Mrs Yoxall queried the title of 'Class Representative' with HISA. Mr Sanderson was unsure but will gain clarification on the title and feedback asap. Members approved the policy subject to the title clarification as mentioned above.	NS	
ACTION	Ms Sharp to action title change once informed.	HS	
4.7	vii. Student Disclosure Policy		
	The committee approved the policy for use.		
4.8	viii. Educational Visits and Out of College Activities		
	Mrs Yoxall supported the document provided explaining any amendments that had been made following the previous policy.		

ACTION	<p>Members agreed that a line be added within 5.2 to mention the limited disruption to the college and remaining students and/or staff.</p> <p>Members approved document following minor addition as mentioned above.</p> <p><u>Procedures and Supporting Documents</u></p> <p>Members discussed the procedures, specifically 9.2 and their reasons for and against. It was agreed that the procedural statement would remain, that staff are not permitted to take students as passengers in their own cars.</p> <p>Mandatory training is to be provided along with Policy and procedures for any members of staff that may be planning a visit or trip outside of the college.</p> <p>Members agreed wording for consent form.</p> <p>Mrs Yoxall pointed out the addition of the retaining of passport information in accordance with GDPR and records retention policies for overseas visits.</p> <p>Members approved the document pending minor amendments.</p>	HS/NY	
ACTION	Ms Sharp to action minor amendments.	HS	
4.9	ix. Events and External Speaker Policy		
	The committee approved the policy for use.		
4.10	x. Withdrawals and Transfers Policy		
	Members requested clarification on the transfer date. Members approved the document pending minor amendment of transfer date if required.		
ACTION	Ms Sharp to action minor amendments.	HS	
	<i>Meeting closed 15.30pm</i>		

Matters Arising/Actions from Learning Teaching and Quality Committee Meeting on 11 June 2019
Agenda Item: BM.19.3.05

ITEM		ACTION BY	DATE	Update
LTQ.19.2.09	Implementation of Curriculum Strategy			
	(i) Update report on status of Curriculum Map			
9.1	To produce update report on curriculum mapping for next meeting	Mrs Newlands	12-11-2019	
LTQ.19.2.10	RIKE Strategy Action Plan			
10.1	Produce an update report for November meeting.	Mrs Yoxall Mrs Andrews	12-11-2019	
LTQ.19.2.11	Policies			
11.1	To inform Steven Gregg – Single Policy Environment Officer that the College has approved the Essential Skills Policy	Mrs Fair	Immediate	Completed
LTQ.19.2.12	Learning and Teaching Review			
12.1	Update report to November meeting	Mrs Yoxall	12-11.2019	

Matters Arising/Actions from Special Learning Teaching and Quality Committee Meeting on 19 August 2019
Agenda Item: BM.19.3.05

ITEM		ACTION BY	DATE	Update
LTQ.19.3.04	Policies			
	(i) Academic Quality Policy			
4.1	Minor amendments to be made to Academic Quality Policy	Ms Sharp	ASAP	
	(iii) Student Code of Conduct (regional)			
4.3	Ms Sharp, Mrs Yoxall, Mr Sanderson and Mr Gee to review 'easy read' document for use.	Mrs Yoxall Ms Sharp Mr Sanderson Mr Gee	ASAP	
	(iv) Promoting a Positive Learning Environment (regional)			
4.4	Mrs Yoxall to feedback non-approval and reasons to Steven Gregg	Mrs Yoxall	ASAP	
	(v) Academic appeals Policy (Regional)			
4.5	Ms Sharp to action minor amendments	Ms Sharp	ASAP	
	(vi) Student Induction Policy			
4.6.1	Mrs Sanderson to gain clarification on title of Class Representative and feedback asap	Mr Sanderson	ASAP	
4.6.2	Ms Sharp to action title change once informed	Ms Sharp	ASAP	
	(vii) Educational Visits and Out of College Activities			
4.8.1	Members agreed that a line be added within 5.2 to mention the limited disruption to the College and remaining students and/or staff	Mrs Yoxall Ms Sharp	ASAP	
	Procedures and Supporting Documents			
4.8.2	Ms Sharp to action minor amendments.	Ms Sharp	ASAP	
	(x) Withdrawals and Transfers Policy			
4.10	Ms Sharp to action minor amendments.	Ms Sharp	ASAP	



MORAY COLLEGE UHI

Evaluative Report & Enhancement Plan 2018-19
(Internal Update)

1. Context Statement

As an interim year between Evaluative Report and Enhancement Plan submissions to Education Scotland, there is no formal requirement for the college to complete a comprehensive EREP.

However, given the context of a significant increase in FTFE outcomes in 2017-18, taking Moray College above the Scottish national average for the first time, a decision as taken by SLT to undertake evaluation and provide an update against the Enhancement Plan. This EREP allows us to reflect on current provision and ensure that capacity remains for ongoing improvement, and that the improvement in outcomes for students is the result of systematic change that denotes the start of a trend rather than an anomaly.

Rather than identifying areas for improvement, updates have been given on activity undertaken to address those identified in 2017-18. As such, there is no new Enhancement Plan but a comprehensive review of progress.

No grades have been included in this internal update EREP.

Moray College UHI is the third largest academic partner in the University of the Highlands and Islands (UHI) and delivers 17% of the Highlands and Islands region's further education (FE) provision.

The college delivers a range of further education (FE) and higher education (HE) programmes between levels 1-12 on the Scottish Credit and Qualifications Framework (SCQF). In addition to FE programmes, the college offers a range of HE programmes, from Higher National Certificates (HNC) through to postgraduate programmes. During 2018-2019 the college delivered 19,162 credits (slight increase from previous year) and enrolled around 780 (decrease of 20) full-time and 3200 part-time (increase of 500) FE learners.

The college is a significant member of the Moray Community Planning Partnership, including key roles within the Moray Skills Investment Plan and the project board for the proposed Moray Growth Deal. The College is also a member of the Moray DYW Board and has been instrumental in agreeing all-age curriculum routes, and enabling employer engagement, through the 'Moray Skills Framework'.

For the past eight years, the UHI region has routinely exceeded student activity targets and surpasses many sector benchmarks of performance. The region's student success rate for learners on full-time FE programmes in 2018-19 is 68.69% (a decrease of 2 percentage points from 2017-18), against the latest published national benchmark of 66.1%. Full-time success rates are higher than the latest sector levels in 14 out of 17 Education Scotland subject areas. The success rates for learners on part-time FE programmes is also above latest published sector levels, at 82.52%.

As the Regional Strategic Body for further education, the university is accountable for the delivery of the Regional Outcome Agreement and supports the infrastructure through which a strategic approach to delivery of regional targets is achieved. During the past two years, regionalisation of further education has matured and the partnership has begun to develop a

strategic, collaborative approach to addressing the challenges the region faces. This work includes:

- Ongoing development of a single policy environment for further education;
- The harmonisation of approaches to quality enhancement;
- The development of regional strategies to raise levels of student attainment and to enhance work experience opportunities;
- Development of tertiary curriculum maps;
- The development of a Student Data Management Framework for Further Education.

The regional strategies reflect the intensification of the Regional Outcome Agreement process and the relevant priorities for the Highlands and Islands region. The EREP for Moray College UHI 2018-19 is set within this regional context, and reference is made throughout to the College's contribution to the regional strategies.

2. Methodology

This Evaluative Report and Enhancement Plan (EREP) follows the reporting requirements laid out in the Scottish Funding Council (SFC) publication Supplementary Guidance for College Evaluative Reports and Enhancement Plans for AY 2017-18 and is developed as an interim internal report for the purposes of checking progress and further enhancement planning. The report provides the college's evaluative response to four high level principles:

- Outcomes and Impact
- Delivery of learning and services to support learning
- Leadership and quality culture
- Capacity for improvement

As identified in the Enhancement Plan 2017-18, the college now has fully embedded a range of quality arrangements, set out in a Quality Cycle, to ensure that evidence from various sources is collected and analysed throughout the year.

The college gathers and maintains data throughout the learner journey, from application and enrolment through to in year progress, success and destination. This is made available to staff through reports and is used to inform Curriculum Committee Meetings (CCMs), Support Committee Meetings (SCMs) Course Reviews of underperforming courses, student progress (MORAGAA) meetings and reflective self-evaluation.

Feedback is gathered from learners and key partners in a variety of ways, including through surveys, focus groups, Class Representative Meetings, Curriculum Advisory Groups, industry liaison/representative bodies, sector groups and customer and partner engagement.

For the evaluation of learning and teaching, a pilot was undertaken of a newly developed Learning and Teaching Review, as part of the regional work to harmonise quality enhancement.

All curriculum and support areas carried out extensive self-evaluation and submitted reports to the Quality Office. These were then endorsed at Endorsement Board meetings, with the board being comprised of: College Principal, members of SLT, one other college manager, HISA depute and a member of the Board of Management. This enabled further discussion and scrutiny around the evaluations and created opportunity for better enhancement action planning.

3. Data Overview

See Appendix 1 for detailed data table.

Year	2015-16	2016-17	2017-18	2018-29
Proportion of successful learners (FTE)				
Under 16	77.8%	75.0%	50.00%	55.4%
16-19	61.7%	56.4%	69.42%	68.2%
20-24	68.8%	58.2%	69.91%	62.9%
25 and over	69.0%	69.6%	67.74%	69.3%
Male	67.5%	57.7%	70.79%	67.5%
Female	63.3%	61.9%	67.25%	66.1%
SIMD10	100.0%	50.0%	No Enrols	No Enrols
Disabled	64.3%	54.6%	69.23%	64.2%
BME	76.9%	41.2%	71.43%	66.9%
Care experienced	36.4%	37.1%	50.00%	61.82%

4. Outcomes and Impact

How good are we at ensuring the best outcomes for all our learners?

Quality Indicator 3.1 - Wellbeing, equality and inclusion

Areas of positive practice

- Whilst overall success for full-time Further Education (FE) learners fell by 1.12 percentage points from 2017-18, the rate has been maintained above the sector average for the second year in a row at 67.9%.
- The college retention rate for full-time FE learners reached the highest it has ever been at 78.6% which was the result of a comprehensive approach to progress monitoring through the use of Moray Red Amber Green Attendance Attainment (MORAGAA) meetings and subsequent action planning for staff.
- The comprehensive wraparound support offered by Learning Development Workers (LDWs) to all full-time FE cohorts has ensured that all of these learners have access to pastoral support, which contributes towards the increased retention rate and learner success on programmes.
- The college continues to implement effective and appropriate policies and procedures that take account of equalities legislation and submitted an updated Equality and Diversity Mainstreaming Report, undertaken by the Head of Curriculum with cross college responsibility for Equalities.
- Outcomes for full-time FE students declaring a disability are below the overall college success rate, (64.2%) but in line with the Scottish national figure.
- Outcomes for full time care-experienced learners continue to be lower than the full time overall rate, however they are over 10 percentage points higher than the previous year and 13 percentage points higher than the Scottish national figure of 51%. This demonstrates the impact of the ongoing support being targeted at these particular learner cohorts and the positive work being undertaken collaboratively by both support and academic staff. It is particularly commendable given that the proportion of credits delivered to Care Experienced students in 2018-19 was 5.79%, almost three times the Scottish national figure of 1.99%.
- Student Services and Additional Learning Support teams provide an extensive range of support activities that respond well to learner needs, such as advice and guidance, counselling, support for mental health and ongoing pastoral interventions such as external referrals. The number of learners declaring a disability has risen by over 6 percentage points to over 30%, this is a stark contrast to the overall figure for Scotland which was 18% in 2017-18.
- There is a robust internal referral system for those students with additional learning support needs, with both effective transition arrangements from schools as well as effective referral on entry to college.
- The Study Bar & Wellbeing Bar continue to be a central point of support and engagement for learners requiring additional support for a range of issues, including a significant number of appointments throughout the year from the FE cohort specifically focused on mental wellbeing and mindfulness. The service has been responsive to need as identified throughout evaluative activity.

- The college supports the Student Association (HISA) to run events and programmes including Fresher's Week, a range of sporting events and a well-attended LGBTQ+ group to contribute to the culture of celebrating diversity and challenging prejudice.
- Over 83% of students positively agree that staff treat all students equally and fairly.

Areas for development 17/18	Update 18/19
<p>The analysis of equalities data at programme and curriculum level is limited and the development of up-to-date reporting systems to supplement evaluation processes needs to be a key focus for the coming year. Engagement with the regional Student Data Reporting Group and the Regional Attainment Strategy will better enable all staff to participate with this in a meaningful way.</p> <p>Increase retention and success for Care Experienced Learners through implementation of the Regional Attainment Strategy.</p>	<p>Data sharing at Senior Curriculum Team (SCT) meetings has increased, with opportunities for discussion and evaluation taking place. However, further support for this at programme and curriculum level is too inconsistent. Work has been carried out to centralise all Quality documentation, the second phase of which in 2019-20 is to attach in year equalities and outcomes data to curriculum and programme areas.</p> <p>Care Experienced Learner retention has increased to 70.9% and success has increase by 11.82 percentage points in 2018-19.</p>

Quality Indicator 3.2 - Equity, attainment and achievement for all learners

Areas of positive practice

- Learner success on Full Time Further Education level programmes has remained high and above the Scottish national figure for the second year in a row. In 2017-18 Moray College UHI achieved its highest overall full-time FE success rate and this second year in 2018-19 of very good outcomes demonstrates that the improvement is sustainable, has come about by significant process and culture change and that capacity for further improvement is high. This organisational shift to a quality culture has been a product of focused attention on outcomes and student progress both locally and regionally, with all staff being encouraged to take responsibility for success and progression.
- A second year of full time FE success over the Scottish national figure has been attributed to the interventions made by the LDWs, which in turn has allowed academic staff to better support learners with preparation for assessment and to focus on learning and teaching interventions. The use of MORAGAA meetings has also ensured staff have a clear plan for individual learners to better enable them to achieve their learning goals.
- Course Review meetings were held for ten courses throughout the year where success was 50% or lower in 2017-18. Student success improved on seven of the ten courses by an average of 23 percentage points.
- There are excellent outcomes of over 80% success on courses across three of the four curriculum areas, notably in Construction, Skills for Life, Art, Horticulture and Beauty Therapy.

- Whilst full time partial success has not been as low in 2017-18, (10% vs 6%), it is lower than it has been previously in the college. This slight increase in partial success is likely to be linked to ongoing industrial action in the second semester of 2018-19.
- Retention (88%) and success (70%) on part time FE programmes have both fallen since 2017-18. This is primarily due to poor outcomes for Highers and National 5 Qualifications.
- For non-National Qualification (NQ) qualifications, students are well supported to complete programmes that are individualised and often meet employer-based requirements.
- Provision for senior phase pupils is broad and delivery is well considered and managed. The work carried out by the Academic Partnerships team continues to build on relationships with local schools, allowing for effective planning of provision. The proportion of credits delivered by the college to senior phase pupils is over two and a half times the national figure.
- Student positive agreement through the learner survey is high in relation to the development of core skills and wider essential skills for life, learning and work.

Areas for development 17/18	Update 18/19												
<p>Retention on full time FE programmes has remained static between 2016-17 and 2017-18 at 75%, with late withdrawal being a recurring issues across the college and whilst there has been a clear impact of the LDW in terms of timing of withdrawals, this is an area for development for the college going forwards.</p> <p>Care Experienced learners' success is lower than the college total, however it is in line with the regional picture. The college will engage with the Regional Attainment Strategy to address this attainment gap.</p> <p>There are a small number of courses with weak outcomes across Engineering, Science and Health, Social and Childcare. Teams will engage with supported interventions to make use of evaluation and action planning for improvement to ensure students on all courses have parity of opportunity for success.</p>	<p>Retention has increased by 3.8 percentage points in 2018-19 to 78.6%.</p> <p>Care Experienced Learner's success has increased by over 10 percentage points in 2018-19. This has been the case across the region.</p> <p>Courses in the same curriculum areas continue to have weak outcomes, although there have been some notable improvements in a number of courses in review.</p> <p>Course review has been expanded to include Highers and those programmes newly approved for delivery.</p> <table border="1" data-bbox="842 1630 1465 2027"> <thead> <tr> <th data-bbox="850 1641 1177 1715">Course in review</th> <th data-bbox="1185 1641 1313 1715">17/18 Success</th> <th data-bbox="1321 1641 1457 1715">18/19 Success</th> </tr> </thead> <tbody> <tr> <td data-bbox="850 1727 1177 1800">C&G Culinary Skills and beverage L1</td> <td data-bbox="1185 1727 1313 1800">40.7%</td> <td data-bbox="1321 1727 1457 1800">70%</td> </tr> <tr> <td data-bbox="850 1812 1177 1886">NQ Admin and Information Skills</td> <td data-bbox="1185 1812 1313 1886">43.5%</td> <td data-bbox="1321 1812 1457 1886">78%</td> </tr> <tr> <td data-bbox="850 1897 1177 2016">NC Health and Social Care L5 (NQ Pathway to Health and Social Care)</td> <td data-bbox="1185 1897 1313 2016">45.8%</td> <td data-bbox="1321 1897 1457 2016">59%</td> </tr> </tbody> </table>	Course in review	17/18 Success	18/19 Success	C&G Culinary Skills and beverage L1	40.7%	70%	NQ Admin and Information Skills	43.5%	78%	NC Health and Social Care L5 (NQ Pathway to Health and Social Care)	45.8%	59%
Course in review	17/18 Success	18/19 Success											
C&G Culinary Skills and beverage L1	40.7%	70%											
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NC Health and Social Care L5 (NQ Pathway to Health and Social Care)	45.8%	59%											

	NC Social Science L5	44.8%	71%
	L3 Hairdressing	33%	71%
	NC Applied Science L5	37.5%	46%
	NC Electronic Engineering L5	55.6%	71%

Delivery of learning and services to support learning

How good is the quality of the provision and services we deliver?

Quality Indicator 2.2 – Curriculum

Areas of positive practice

- AY 2018-19 has seen consolidation of the improvements in outcomes for learners, across both full and part time learner groups since 2016-17. A significant change to curriculum design is one of the key factors, whereby the number of assessed credits undertaken by full time students has been reduced to allow for more time to be spent in essential skill and knowledge development.
- During AY 2018-19 the initial phase of implementation of a Curriculum Strategy was undertaken, taking account of national priorities and DYW to review and subsequently adjust the curriculum to ensure alignment to these priorities and stakeholder requirements.
- Almost all CCMs included external stakeholder engagement, with those present representing employers such as businesses, charities and public sector bodies who were able to contribute to the process of curriculum review, planning and design. This is supplemented by wider ongoing engagement with employers and other external groups, through consultation, student engagement in live projects and employer set tasks, as well as recognition of student achievement through the support of awards and award ceremonies.
- 2018-19 has seen a change to the way CCMs have been carried out which has been received positively by curriculum teams. There is a greater focus on collaboration and working in partnership with students to plan enhancement, using the meetings to identify potential changes to practice and action plan for that change.
- Almost all curriculum teams engage with employer groups developed by the college or through the Moray Skills Pathway to ensure industry needs are met by the curriculum.
- All curriculum teams include activity related to the experience of work through visits and guest speakers to develop employability and make use of the Employability Officer and Learning Development Workers to support and enhance the development of employability skills both in a broad and contextualised sense.
- Curriculum design takes into account the needs of employers and unit selection is based on alignment with external requirements, industry practice and stakeholder feedback.
- Director of Learning and Teaching has led the development of a regional Essential Skills Policy during AY 2018-19. Implementation of this is planned for 2019-20, to ensure the

provision of Core Skills is adapted across curriculum areas to best meet the needs of learners, using outcomes data and learner feedback to plan delivery.

- Course Review meetings in 2018-19 were carried out in all curriculum areas to analyse outcomes, performance data and survey feedback to ensure actions were undertaken to enhance learner performance. This was supported by a series of CCMs and MORAGAA meetings to ensure timely in-year interventions were made, raising outcomes across the college. Of the ten programmes in Course Review, seven improved student success by an average of 23 percentage points.
- Foundation Apprenticeship provision is effective in supporting senior phase pupils into work-based learning opportunities, with external stakeholders recognising this as a strength of the college and the positive contribution being made to regional Developing the Young Workforce (DYW) aims. The number of Foundation Apprentices has doubled year on year over the last two years from 20 in 2017-18 to 41 in 2018-19 to 85 in 2019-20.

Areas for development 17/18	Update 18/19
<p>Not all curriculum teams use LMI to plan the curriculum, however this is included in the curriculum review process as per the curriculum strategy and will be implemented AY 2018-19.</p> <p>Too many learners do not have access to relevant work experience, therefore planned placement activity will be included in the majority of curriculum areas where appropriate following the implementation of the curriculum strategy.</p>	<p>All curriculum teams have completed a Gap Analysis exercise for FE courses and have identified where LMI is being used for planning or where there is opportunity to develop that further. All curriculum teams have contributed to a new CRM system to better map interaction between courses and stakeholders.</p> <p>A number of courses have undertaken modifications to better provide opportunities for relevant work experience and work placement. Staff have reported that increasing out of college visits to a local employers has provided useful opportunities for students to engage with real working environments. The Hospitality team have developed a charter with local employers to raise standards of work experience for learners and to work with stakeholders in curriculum design and placement organisation.</p> <p>A placement administrator is being recruited in Health and Social Care.</p>

Quality Indicator 2.3 - Learning, teaching and assessment

Areas of positive practice

- The regional development of Learning and Teaching Review (LTR), led by the Director Learning and Teaching and it's pilot activity at Moray College UHI has been a significant change in Learning and Teaching enhancement in the college.
- Despite the disruption to the pilot by industrial action, 17 reviews, equating to 15% of lecturers, took place between the 11th March and 21st June 2019.
- Evaluation of the pilot by staff engaging in LTR acknowledged 100% positive satisfaction with the process.

- Staff engaging in LTR felt that the process supported critically reflection and evaluation of professional values and practice, that it promotes and supports a culture of quality improvement and that it is supportive and developmental for practitioners.
- Staff and learners are mutually respectful and create a positive atmosphere for learning.
- Almost all learners agree that they are encouraged to take responsibility for their learning.
- Learners within almost all curriculum areas experience very positive episodes of learning with a range of activities and assessment methods, where questioning strategies are employed frequently and meaningfully, alongside group work activities to assess learner understanding.
- In high performing areas across the college, teaching approaches meet the needs of learners well and teaching staff use an appropriate range of learning and teaching approaches to engage learners.
- Learners make good use of digital technology to support and inform their learning and most learners indicate routine and helpful use of the college's VLE, Blackboard during 2018-19.
- The implementation of a new VLE Brightspace has been a priority for all teaching staff throughout 2018-19, with the allocation of a Brightspace Champion to offer support, training and guidance. Staff engagement has been positive, with almost all staff completing online training and setting up Brightspace learning and teaching activities. This has been a major undertaking for all teaching staff, and as such the majority of other Learning and Teaching related CPD was postponed to ensure staff had time to complete the necessary training and preparatory work.
- Student satisfaction has fell slightly from 2017-18 to 92.6% (from 93.9%) however this was not unexpected given the period of industrial action that took place in Semester 2 of 2018-19 and it remains above the targeted KPI figure.
- Almost all staff engage in industry visits to maintain up-to-date knowledge of industry practice, and adjustments have been made to programmes to ensure alignment with workplace practice.
- Continued recognition of staff excellence in teaching took place, with 'Inspirational Lecturer' awards being presented in each Semester, with a number of staff being nominated for regional awards through the HISA Awards.
- Learner performance data is made available at all MORAGAA meetings and also formed an evidence base for the evaluation of programmes, curriculum and support areas. Staff at all levels use this to analyse provision and plan for change to improve.

Areas for development 17/18	Update 18/19
The quality of learning and teaching is too variable, with many classes being overly lecturer-led and reliant on lengthy periods of exposition leading to passive learners and limited engagement.	The fortnightly use of Learning and Teaching Updates has supported staff to access training and implement a range of teaching approaches. A number of staff have utilised Kahoot and Mentimeter to offer interactive assessment opportunities.

<p>There has been limited engagement by teaching staff in peer review or professional dialogue throughout the academic year, although a high proportion of staff completed and returned a reflective self-evaluation of their teaching practice. There is a requirement for a systematic and supportive approach to evaluation of learning and teaching to support professional development and opportunities for improvement in practice</p>	<p>Staff on the LTR team have delivered training during Staff Development Days in order to share good practice.</p> <p>The implementation of the LTR Pilot has enabled staff to engage in meaningful reflection and evaluation of their professional practice.</p> <p>The creation of the Moray Enhancement and Excellence in Teaching Team has given a number of staff the opportunity to share their good practice and develop a reputation for excellence. This peer support team is in its infancy but is having an impact delivering CLPL and supporting staff through Learning and Teaching Review.</p>
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Quality Indicator 2.4 - Services to support learning

Areas of positive practice

- Learners receive high levels of support for their learning and college support services ensure learner needs are met well. The high quality of the college's support services makes an invaluable contribution to learner success and progression, with support teams working closely with curriculum staff to ensure a coherent and positive learner experience.
- Collaboration between support and teaching teams is extensive, with attendance at curriculum team meetings and CCMs by support staff a regular occurrence.
- Information, advice and guidance is made available in a range of formats through a series of arrangements appropriate to individual learners and learner groups throughout the learner journey.
- The continued development of the LDW role has been a key factor in the increase in success rates and demonstrates the effectiveness of targeted pastoral support working in collaboration with curriculum teams to support engagement, achievement and progression. This has included timetable and programme adjustments, as well as staff supporting students to seek out further support as required. This individualised and supportive approach is highly effective and well regarded by both staff and students.
- Support needs are identified quickly by both LDWs and curriculum staff and interventions made to meet learner requirements, use of MORAGAA has enhanced identification and referral for any support needs not already disclosed or identified.
- All support teams engaged in the evaluation and enhancement planning processes during 2018-19 through Support Committee Meetings (SCMs) and were able to work collaboratively within their teams to evaluate their role within the college community, particularly in relation to the learner journey.
- Alternative Assessment Arrangements are effective and the process is well managed, with input from a range of teams.
- Collaborative working between support and curriculum teams is ongoing and learner focused, use is made of formal meetings such as College Management Team, Senior Leadership Team as well as informal positive working relations leading to effective communication and approaches to improvement in year.

Areas for development 17/18	Update 18/19
Teaching staff would benefit from CLPL to broaden the range of teaching approaches used and assist with differentiation of learning to meet the needs of all learners.	<p>Development sessions took place throughout 18/19 to further enhance lecturer confidence and skills in differentiating learning and teaching activities to meet the needs of all learners. Positive feedback was received for all sessions:</p> <p><i>“Very relevant to student life Just now”</i></p> <p><i>“It was very useful in that it provided me with a framework of what to do”</i></p> <p><i>“Takeaways of podcasts, Media-Lecture, mini whiteboards”</i></p> <p><i>“I will try recording my delivery and adjust the colour of handouts”</i></p> <p><i>“I will be adopting some new ways to help the students learn”.</i></p>

5. Leadership and quality culture

How good is our leadership and approach to improvement?

Quality Indicator 1.1 - Governance and leadership of change

Areas of positive practice

- The Board of Management provides support and challenge to ensure the college operates sustainably, with effective partnership working with a focus of improvement. The Chair of the board continues to retain membership of the FE Regional Board.
- Board of Management representation at college events is high and members engage with a range of activities such as class representative meetings, celebrations and promotional events. Link Board members have been set up to further enhance board engagement in quality activity. Engagement in college wide evaluation by the board has had a significant impact on how staff interact with the process and has broadened the scope and quality of the activity.
- Managers and leaders within the college take account of local, regional and national priorities which can be seen through the completion of the refreshed Strategic Plan 2016 – 2021, development of a Curriculum Strategy and policy development leadership on a regional level. This contribution to regional single policies, harmonisation of quality processes and regional attainment has been key in positioning Moray College as a significant participant in the regional context, with the expertise of senior staff being utilised across the partnership through the Regional Attainment Strategy.

- Leaders display high levels of commitment to the college, staff teams and learners through supporting and modelling distributed leadership, a coaching approach to management and demonstrating visionary focused leadership.
- The management re-structure to ensure the college is better able to meet the needs of learners, stakeholders and the community has been bedding in. This has contributed to a more distributed approach to leadership, allowing staff at all levels to act with autonomy, taking responsibility for outcomes and engagement.
- The college plays a key role on the DYW Moray Board and has been instrumental in developing and supporting the Moray Skills Pathway, which seeks to provide a structured pathway for young people, aged 3 – 18, in to employment or further education. The college plays a prominent role in the work of the Associated Schools Working Groups and the eight Sector Skills Working Groups.
- The college not only informs the ongoing work on Skills Investment Planning, but also aligns internal strategy and action planning such as curriculum review and arrangements for apprenticeships, to the Moray SIP.
- Recognition by Moray BID of the impact of the college on the local community has been welcomed through a number of awards.

Areas for development 17/18	Update 18/19
<p>Although challenging and robust targets have been set through the Strategic Plan at a strategic level, there is opportunity for improvement on the setting of targets across all levels of the college, to support the focus of teams in relation to measurable outcomes.</p> <p>Communication of college priorities, decisions, and the reasoning behind them is often too slow and fragmented; often communications pass through too many layers within the management structure before reaching operational staff. A comprehensive review of the management structure and a consequent re-structure aims to directly address this in 2018-19 onwards.</p>	<p>The use of Course Review, MORAGGAA and data sharing at SCT has enabled staff to have a better understanding of college wide and Regional targets. Teaching and Support staff articulate their commitment to achieving 70% FTFE success and are able to discuss attendance and retention target figures with confidence.</p> <p>SCT meet fortnightly to ensure opportunity for discussion and decision-making is timely and inclusive. College Management Team (CMT) occurs monthly and gives a platform for all line managers in the college to share updates and contribute to decisions.</p> <p>Curriculum Leadership teams meet weekly to discuss activity, manage quality enhancement activity and discuss student and curriculum issues. There is further work to do in this area, as many staff reflect that communication is still poor.</p>

Quality Indicator 1.4 - Leadership of evaluation leading to improvement

Areas of positive practice

- The college has been developing a culture of quality improvement, and the impact of that can be seen in the improvements to outcomes over the past two years. This focus on

quality can be seen in the wider context of the college culture, with staff taking ownership of outcomes and using evaluation to plan for improvement.

- A clear and widely shared Quality Cycle is in its second year of implementation, with all relevant documents being centralised in one place to support ease of access and engagement. An internal audit identified the effectiveness of the existing approach to Quality Management and Quality Assurance.
- Curriculum Committee Meetings took place throughout the year across all academic teams, with student representation at all meetings (except Skills for Life) and with external stakeholder representation at almost all meetings.
- All academic and support managers engaged fully in the self-evaluation process and activities for 2018-19 and were able to articulate their evaluations, in response to robust challenge, at EREP Endorsement Boards with a range of staff present as well as Student Association and Board of Management representatives. A decision was made to replicate the activity for an ES EREP submission year to satisfy senior staff and the BOM that the 2017-18 outcomes were the beginning of a successful trend, and that capacity for continued improvement was present.
- The Student Association has successfully engaged learners in evaluative exercises, using the HGIOC? framework to facilitate appropriate and relevant discussion.
- Developments identified through evaluative activity have led to improved outcomes for learners, with the use of MORAGAA meetings to effect in year interventions and change.
- Schools and Local Authorities are fully engaged in evaluation of our provision through a range of structures, with collaborative approaches to improvement being applied.

Areas for development 17/18	Update 18/19
<p>It is difficult for operational teams to access data easily which can hamper efforts of evaluation and enhancement planning throughout the year. College Senior Leaders are committed to developing options for accessible data in year and will use this to further supplement the now established evaluative processes.</p>	<p>A UHI project has begun to enhance access to data for all staff at all partners. Meantime MIS staff make reports available on a weekly basis and respond to requests for further information as required.</p>

Capacity for Improvement

The college has continued to demonstrate throughout 2018-19 that it has the structures, processes and systems in place to increase learner success, engage highly effectively with stakeholders and undertake a comprehensive curriculum review. This work will be further continued to fully embed a culture of quality and enhancement. Processes, systems, approaches and practices will continue to be reviewed both on a local and regional level.

Partnership working and the college's contribution to local and regional development continue to be key strengths and will the introduction of the Academic Partnerships team has further consolidated this activity . Ongoing engagement with regional activity further enhances the college's capacity for improvement.

The college has demonstrated it has the capacity and ability to ensure that the quality of provision and outcomes for learners can be improved, and will be able to sustain high outcomes for all going forwards.

Enhancement Plan

Update on 2017-2018

Action	Status at October 2019	Impact to Date
<p>Implement attainment and progress monitoring activity through the Quality Cycle and Regional Attainment Strategy to include all programmes, with a particular focus on at risk courses and those with significant attainment gaps.</p> <p>Implement attainment and progress monitoring activity, with specific reference to targeted outcomes through the Quality Cycle and Regional Attainment Strategy.</p> <p>Implement course review with explicit reference to expected outcomes above average.</p>	Complete	<p>MORAGAA and Course Review has enabled extended analysis of data at course and curriculum level.</p> <p>Significant improvement in outcomes for Care Experienced learners, particularly given the relatively high proportion of credits delivered to this cohort.</p> <p>Two of three regional attainment strategy workshops chaired by MCUHI staff, supported sharing of practice and opportunities for reflective practice.</p> <p>Improved learner outcomes for the majority of courses in review.</p> <p>Improved retention of FTFE learners, above Scottish national figure for the first time.</p> <p>The demonstrable impact of this activity means that these processes are now embedded into standard practice and will continue through the Quality Cycle.</p>
<p>Develop a curriculum map and undertake a gap analysis to ensure Moray College has a flexible curriculum portfolio that meets and is responsive to local needs in accordance with the Moray Skills Investment Plan (SIP).</p> <p>Develop an audit tool and Heads of Curriculum carry out a gap analysis to begin the implementation of the FE Course Design Principles identified in the Curriculum Strategy. Initial task will be to implement the curriculum design principles for 'Skills for Learning, Life and Work'.</p>	In progress	<p>A responsive curriculum that aligns to local, regional and national priorities and needs.</p> <p>The curriculum strategy provides a framework against which the curriculum portfolio is evaluated and developed further, to meet the needs of learners and stakeholders. The strategy also offers a set of curriculum design principles to provide guidance to staff involved in the development or modification of FE courses. These principles take account of key national policy drivers, whilst promoting the development of a skills-based curriculum with a clear focus on employment and progression pathways, which is in keeping with the Moray Skills Framework. All FE courses are required to adopt the</p>

		<p>curriculum design principles to ensure the learner experience is work relevant, contextualised, appropriate and engaging.</p> <p>At the start of academic session 18/19, the strategy implementation brought the first changes to the curriculum portfolio and modifications were also introduced to a number of FE courses. More changes have been implemented for the start of academic session 19/20 and more again are planned for session 20/21.</p> <p>92.42% students in 18/19 agreed that their time at college has helped them develop knowledge and skills for the workplace.</p>
Oversee the delivery of Learning and Teaching CPD opportunities for staff, to include monthly workshops, Development Day activity and a Learning and Teaching Conference.	Partially Complete	<p>A broad range of CPD was offered throughout the year including:</p> <ul style="list-style-type: none"> ADHD Awareness Differentiation to raise standards for all Assessment for Learning Active Learning Opportunities Classroom Management <p>The Learning and Teaching Conference was not held due to the move to a new VLE, so the time was allocated for Brightspace development. Staff are being encouraged to attend the UHI L&T conference in January.</p>
Development of Learning & Teaching 'scholarship' culture in line with the RIKE Strategy Action Plan.	Partially Complete	<p>Rike Strategy Action Plan is being followed.</p> <ul style="list-style-type: none"> - Three staff being supported to undertake research and/or scholarship. - Broader attendance at REF Managers Group – DHAPs attending – not just SLT engagement. - Academic Partnership department development – key area of work is around Knowledge Exchange. - Research space identified in the library – other capital requirements meant no budget to update, but this is a focus going forwards.

		<ul style="list-style-type: none"> - Mentoring scheme – small number of staff engaging as mentees. Excellent attendance from MCUHI Staff at the mentoring residential, NY a mentoring champion. - Developing relationship with Cabrach Trust who are already working with Centre for History in post graduate development – opportunity for further growth here and KE / research in the future. - Research Forum Autumn 2018 gave opportunity for staff to understand the scope of research and scholarship. - Research and Innovation for Growth Conference - 21 August 2019 – positive engagement from external partners. - Interface projects also developing – two expressions of interest submitted. Innovation voucher will be used to pay for development opportunities with Moray Food Plus. - Moray Growth Deal: <ul style="list-style-type: none"> o Enterprise Academy: Enterprise and Entrepreneurship in the Highlands and Islands – testing the idea of ‘scaling up’. o Technology Centre near Lossiemouth. o Cultural Quarter – work planned at Grant Lodge.
Undertake work within a regional context as part of Quality Forum Quality Harmonization core group to employ a systematic supportive process of evaluation of provision, in particular Learning and Teaching.	Complete	LTR pilot complete with 100% positive feedback and 15% teaching staff engaging in LTR process during a period of industrial action. Staff feedback reflects that the process enhances capacity for professional discussion and personal reflection. Thematic outcomes from LTR records informing CPD requirements planned for 2019-20. Full implementation currently underway.
Develop a set of behaviours which underpin the College CORE Values and roll these out to all staff, particularly in relation to communication.	Incomplete	There has been ongoing discussion at Board Committee and SLT level in relation to this activity and a proposal has not been finalised.
Implement and review management restructure, to ascertain impact.	Partially complete	Implementation complete.

		Review has been undertaken by SLT and has identified some aspects for consideration. Feedback from managers has not yet been received.
Identify requirements for data sharing and ensure relevant data is accessible by course teams to supplement attainment and progress monitoring activity through the Quality Cycle and Regional Attainment Strategy.	Incomplete	UHI wide regional work being undertaken but with little progress due to Brightspace implementation technical requirements. College based reports being routinely used and developed on request but not always user friendly. There is a need for a comprehensive review of reporting requirements prior to AY2020-21.

Appendix 1

Outcome Agreement National Measures

Data sources:

- 2016-17 to 2017-18: Scottish Funding Council
- 2018-19: Internal data from the Highlands and Islands region

In line with SFC reporting guidelines, proportions have not been calculated for cohorts of fewer than 25 students.

Relevant SFC Outcome Measure	Moray College UHI: Year			Scotland
	2016-17	2017-18	2018-19	2017-18
1(a) The volume of Credits delivered				
The volume of Credits delivered (core)	19,105	18,978	19,161	1,717,094
Core Credits target (college)	19,052	18,907	18,808	1,702,841
% towards core Credits target (college)	100.3%	100.38%	101.9%	100.8%
The volume of Credits delivered (ESF)	666	0	0	61,373
The volume of Credits delivered (core + ESF)	19,771	18,996	19,161	1,778,466
The proportion of Credits delivered to full-time learners				
Proportion of Credits delivered to full-time learners	76.73%	74.20%	Unable to access	73.3%
1(b) Proportion of Credits delivered to learners aged 16-19 and 20-24				
Proportion of Credits delivered to learners aged 16-19	54.6%	57.8%	61%	45.2%
Proportion of Credits delivered to learners aged 20-24	13.8%	12.7%	13.9%	21.1%
1(c) Proportion of Credits delivered to learners in the most deprived 10% postcode areas				
Proportion of Credits delivered to learners in the most deprived 10% postcode areas	0.1%	0.1%	0.0%	16.5%
1(d) Proportion of Credits relating to learners from different protected characteristic groups and care leavers				
Gender -				
Proportion of Credits delivered to Male learners	47.37%	50.91%	49.8%	48.4%
Proportion of Credits delivered to Female learners	52.54%	48.76%	50.02%	51.3%

Proportion of Credits delivered to Other learners	0.09%	0.33%	0.04%	0.25%
Ethnicity -				
Proportion of Credits delivered to BME learners	1.8%	1.5%	1.6%	6.4%
Disability -				
Proportion of Credits delivered to students with a known disability	23.61%	24.34%	30.1%	18.8%
Care Experience -				
Proportion of Credits delivered to students with Care Experience	3.07%	2.68%	5.79%	1.99%
2(b) Proportion of Credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges	2016-17	2017-18	2018-19	2017-18
Proportion of Credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges	4.0%	3.8%	1.5%	1.3%
2(c) Proportion of Credits delivered to learners at S3 and above as part of 'school-college' provision	2016-17	2017-18	2018-19	2017-18
The proportion of Credits delivered to learners at S3 and above as part of 'school-college' provision	12.76%	13.62%	14%	5.3%
3. Proportion of Credits delivered to learners enrolled on STEM courses	2016-17	2017-18	2018-19	2017-18
Proportion of Credits delivered to learners enrolled on STEM courses	27.4%	29.1%	31.6%	26.7%
4(a) Proportion of enrolled students successfully achieving a recognised qualification	2016-17	2017-18	2018-19	2017-18
The percentage of FT FE enrolled students achieving a recognised qualification	60.1%	69.02%	67.9%	66.1%
The percentage of PT FE enrolled students achieving a recognised qualification	77.5%	78.90%	69.2%	78.2%
The percentage of MD10 FT FE enrolled students achieving a recognised qualification	50.0%	No enrolls	No enrolls	62.0%
The percentage of MD10 PT FE enrolled students achieving a recognised qualification	No enrolls	25.00%	100%	73.8%
The percentage of Disabled FT FE enrolled students achieving a recognised qualification	54.6%	69.23%	64%	64.3%

The percentage of Disabled PT FE enrolled students achieving a recognised qualification	74.3%	72.58%	Unable to access	71.5%
The percentage of BME FT FE enrolled students achieving a recognised qualification	41.2%	71.43%	Unable to access	66.4%
The percentage of BME PT FE enrolled students achieving a recognised qualification	69.6%	70.37%	Unable to access	78.8%
The percentage of Price Group 5 FT FE enrolled students achieving a recognised qualification	85.7%	86.96%	Unable to access	76.7%
The percentage of Price Group 5 PT FE enrolled students achieving a recognised qualification	93.3%	76.19%	Unable to access	78.0%
4(c) Proportion of senior phase age pupils successfully completing a vocational qualification delivered by colleges	2016-17	2017-18	2018-19	2017-18
The percentage of Senior Phase FT FE enrolled students achieving a recognised qualification	60%	72.22%	20% (1/5 students)	60.9%
The percentage of Senior Phase PT FE enrolled students achieving a recognised qualification	74.1%	88.62%	69.6%	63.1%
4(d) Proportion of enrolled Care Experienced students successfully achieving a recognised qualification	2016-17	2017-18	2018-19	2017-18
The percentage of CE FT FE enrolled students achieving a recognised qualification	37.14%	50.00%	61.8%	51%
6. The number and proportion of full-time learners with substantial 'work placement experience' as part of their programme of study	2016-17	2017-18	2018-19	2017-18
Total number of full-time learners	852	807	749	85, 871
Number of full-time learners with substantial 'work placement experience' as part of their programme of study	43	29	43	15,932
Proportion of full-time learners with substantial 'work placement experience' as part of their programme of study	4.8%	3.5%	4.8%	21.3%
8. The number and proportion of full-time college qualifiers in work, training and/or further study 3-6 months after qualifying	2016-17	2017-18	2018-19	2017-18
The number of full-time FE college qualifiers in work, training and/or	420	Unable to access	Unable to access	42,489

further study 3-6 months after qualifying				
The proportion of full-time FE college qualifiers in work, training and/or further study 3-6 months after qualifying	84.2%	87.5%	-	84.5%
9. The percentage of students overall, satisfied with their college experience (SSES survey)	2016-17	2017-18	2018-19	2017-18
Full-time FE	86.9%	93.9%	92.6%	92.1%

Note 1: Credits targets introduced in 2015-16

Agenda Item Reference:

Title of Paper:	Curriculum Committee Meetings (CCM) Report November 2019		
To Committee:	Learning, Teaching and Quality Committee		
Subject:	Update on arrangements for Curriculum Committee Meetings at November 2019		
Version number and date:	1 7/11/19		
Brief summary of the paper:	Update on the amended arrangements for Curriculum Committee Meetings for academic session 2019/20		
Recommendations:	To continue to use this approach to evaluating Further Education Curriculum provision at Moray College UHI.		
Action requested/decision required:	For information		
Status: (please tick ✓)	Reserved:		Non-reserved: ✓
Date paper prepared:	07/11/19		
Date of committee meeting:	12/11/19		
Author:	Toni J McIlwraith – Head of Curriculum CHES		
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 	CCMs are a key aspect of evaluative activity and enhancement planning. Linking directly into the college EREP and allowing a distributed approach to evaluation and planning activity.		
Equality and diversity implications:	None		
Resource implications: <i>(If yes, please provide detail)</i>	None		
Risk implications: <i>(If yes, please provide detail)</i>	Non Engagement with this process would pose a risk to academic quality.		
Appendices:	N/A		
References:	N/A		

Agenda Item Reference:

Learning & Teaching Quality Committee

Curriculum Committee Meetings (CCM) Report November 2019

Context Statement

For the 18/19 session it was decided to change the approach to Course Committee meetings in an effort to ensure that quality improvement was ongoing and required improvements remained live throughout the academic session. Three CCMs took place during the academic session with students, Learner Development Workers and curriculum staff being present at each CCM, but employers attending CCM 2 and 3 only. The College's Education Scotland Associate Assessors continued to chair these meetings.

This approach was adopted following Inverness College's participation in the 'College Improvement Project' which was launched in 2017 in an attempt to drive success in FE Colleges using Quality Improvement (QI) methodology. It was anticipated that staff would be able to fully utilise QI tools to drive improvement within their Curriculum area. The final CCMs took place in June 2019 and staff chose three aims to concentrate on during 19/20 and these aims were also to be included as part of their Enhancement Plan for the area.

Feedback from teams relating to the changes have been largely positive however, many staff were not confident with the use of the driver diagrams in Meeting 3 and struggled to fully understand how to fill the diagram in.

Current Arrangements

The Agenda for the CCMs has also been changed to encourage curriculum teams to give an update on the Enhancement Plan which is contained in the curriculum EREP and to review the Tests for Change which were identified at the final CCM at the end of last session. Further work is required on highlighting the new agenda as many teams were unprepared for this had not reviewed their Enhancement Plan or the Tests of Change since returning to work after the summer. The Chairs have therefore requested that Heads/Deputy Heads ensure that the staff have considered both items prior to the meeting. It is anticipated that CCM 2 will provide teams the opportunity to record their evaluation of progress made so far in relation to these documents.

The approach we are taking in 19/20 seems to have more focus and aligns directly with Moray College's Enhancement Themes for 19/20:

- Participation in Evaluation and Enhancement;
- Provision and Support for Learning and Teaching, and Assessment and;
- Curriculum Development and Student Pathways

Curriculum teams were asked to select 4 questions from the Enhancement Framework and also to answer two mandatory questions over the first two CCMs:

- How effectively do staff use questioning strategies to check understanding and promote further learning?
- How well do staff support students to make their next step?

Agenda Item Reference:

In addition to this the recording documents have been amended and curriculum teams are now required to answer the following in relation to the questions selected:

- What do we do and why do we do it?
- Who do we do it with and why?
- Is it working?
- How do we know it's working?
- How can our team make it better?

Teams are then asked to create actions under the following headings:

- What are we going to do?
- Who is going to do it?
- When is it going to be done by?

At CCM 1 and 2 attendees split into groups and three questions were circulated. Each group also had a least one learner in it so that their feedback could also be noted.

Feedback on the Process

Feedback from course teams has been mainly positive. Participation has been high in all the meetings with staff and students having some very constructive and useful discussions. Most staff prefer this approach to a formal meeting. Circulating the questions allows more information to be added by each group and the students participate fully.

The meetings were arranged early on in the session with the understanding that dates once agreed could not change. This has made organisation more effective and has given staff plenty of time to rearrange commitments to ensure attendance.

The majority of teams have found it difficult to answer some of the questions as the meetings have taken place relatively early on in the academic session and some of the questions chosen were difficult for students to comment on as they had limited or no experience of what they were being asked resulting in feedback coming from the staff rather than the students. Perhaps a further refinement of the questions could be undertaken to ascertain which stage of the academic session they would better relate to.

Agenda Item Reference:

Moving Forward

Staff need to be better prepared for the meeting and be able to respond to the agenda. It is hoped that this can be picked up with CTLs and Managers during a Quality Spotlight meeting before the 2nd CCM.

Committee:	LTQ			
Subject/Issue:	Curriculum Strategy			
Brief summary of the paper:	The Curriculum Strategy required an update to realign with changes made to priority sectors in the Moray Skills Investment Plan and the Moray Economic Strategy. This also provided an opportunity to update information concerning the impact of HE price group redistribution and the Moray Growth Deal.			
Action requested/decision required:	For noting			
Status: <i>(please tick ✓)</i>	Reserved:		Non-reserved:	✓
Date paper prepared:	22 July 2019			
Date of committee meeting:	12 November 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.	Links to College Strategic Plan Relevant Risks are: Moray/1 Ineffective Curriculum Planning Moray/6 Ineffective and lack of employer and external stakeholder engagement Moray/9 Growth in Modern and Foundation Apprenticeships not achieving target Moray/10 Senior Phase Programming offered/delivered does not meet needs of Moray (schools Programme). Moray/15 College does not achieve allocated FE credit targets			
Equality and diversity implications:	Yes. All quality assurance measures, including equality and diversity, are sufficiently considered.			
Resource implications: <i>(If yes, please provide detail)</i>	Not at present			
Risk implications: <i>(If yes, please provide detail)</i>	Yes, Need to work collaboratively with our stakeholders and ensure curriculum is monitored and assessed as being 'fit for purpose'.			

Curriculum Strategy

<i>Status</i>	Draft Update
<i>Version Date and Number</i>	07/19 v01
<i>Approved by</i>	LTQC (Due date: MONTH/YEAR)
<i>Responsibility for Policy</i>	Director of Curriculum and Academic Operations
<i>Responsibility for Implementation</i>	Heads of Curriculum
<i>Responsibility for Review</i>	Director of Curriculum and Academic Operations
<i>Date for Review</i>	07/21

Revision Date & Change Log

Date of Revision	Brief Description of Change	Date Approved
07/2019	<ol style="list-style-type: none"> 1) Update 3.2 to reflect impact of changes in HE funding according to price group redistribution. 2) Update 3.3 to include reference to the Moray Regional Skills Assessment and the Moray Economic Strategy 3) Update 4.1 to align priorities as a result of changes in the Moray Skills Investment Plan (SIP) and the Moray Economic Strategy 4) Update 6.0 5) Update Appendix 2 	

1.0 Introduction

The purpose of this strategy is to provide clear direction to deliver the college strategic aim:

“To offer a forward-looking curriculum shaped by local, regional and national priorities which meets the needs and aspirations of our students, employers and wider communities”.

The strategy provides a framework against which the existing curriculum portfolio can be evaluated and developed further to meet the needs of learners and relevant stakeholders. The strategy will also provide guidance for staff involved in the development of new programmes.

2.0 Curriculum Aim and Objectives

The aim of the curriculum is to prepare learners for work and other positive destinations by developing skills, knowledge and attributes which will improve learners' life chances and generate the skilled workforce needed for economic growth by focusing on job-related skills. Therefore, this strategy provides guidance to achieve the following curriculum strategic objectives:

- 2.1 Review and approve a flexible curriculum portfolio, which includes all full time, part time and commercial programmes and ensures curriculum planning is responsive to workforce and skills planning needs and emerging opportunities.
- 2.2 Improve the design, alignment and coherence of the learner journey to ensure the learner experience is work relevant, contextualised, appropriate and engaging. A range of cross cutting themes including qualification alignment, types of learning experiences and the extent of progression planning within subject areas will be considered with a focus on delivering equity, raising attainment, promoting equality, tackling inequalities and supporting those with additional needs.
- 2.3 Strengthen the reputation of the college and raise the college profile in specialist curriculum areas.

3.0 National, Regional and Local Strategic Drivers

3.1 The strategy takes account of a range of relevant educational and economic policy initiatives and drivers including the Highlands and Islands Regional Outcome Agreement, the Single Outcome Agreement, Ministerial Letters of Guidance and Scottish Government policy statements such as:

- Getting It Right for Every Child;
- Curriculum for Excellence;
- Putting the Learner at the Centre
- 15-24 Learner Journey
- Developing the Young Workforce: Scotland's Youth Employment Strategy.
- Skills for Scotland: Accelerating the Recovery and Increasing Sustainable Economic Growth;
- Scotland's Economic Strategy
- Sector Specific Skills Investment Plans

- Equipping Scotland for the Future
- A Blueprint for Fairness: Commission on Widening Access
- The Science, Technology, Engineering and Mathematics Strategy for Education and Training;
- Education Scotland: Career Management Standards and Work Placement Standards

The College will continue to take full account of any modifications to national priorities and will respond to these wherever possible.

3.2 From 2019 – 20, UHI expects to reach ‘steady state’ in terms of SFC funded places. Unfortunately, a review of the SFC HE funding model resulted in significant consequences for calculating UHI HE funding. Previously, funding was calculated by assigning a course to a subject price group (1-6). Going forward, the funding is based on assigning each module to a subject price group. To retain the level of UHI HE funding using the new funding model, a redistribution of UHI’s FTEs across the subject price groups is required. This can only be achieved by changes to curriculum and a five-year plan has been agreed with the SFC to achieve this by 2023 – 24.

This targeted growth approach requires Moray College UHI to:

- Prioritise curriculum in price groups 2, 3 and 4, which includes subjects such as Engineering, Sciences, Computing, Creative Industries and Health and Social Care (including Optometry).
- Review and reform all undergraduate programmes to ensure each programme maximises the number of modules coded as price group 2, 3 and 4.
- Ensure the controlled increase in student numbers permitted by SFC is reached in Nursing, Midwifery, Teacher Education and Early Learning and Childcare. Increases in these programmes will relate to regional workforce planning.
- Increase recruitment and retention for SIMD20 and SMID40 entrants
- Increase recruitment and retention for Care-experiences entrants and carers.
- Increase recruitment and retention for Entrants to STEM subjects.
- Develop robust and costed plans to recruit RUK and International students
- Continue to develop full cost recovery programmes.

3.3 In developing this curriculum strategy, the college has worked closely with its extensive base of employer and industry body contacts and Community Planning Partners. The strategy draws on labour market information provided through the Moray Regional Skills Assessment, the Moray Skills Investment Plan (SIP) and the Moray Economic Strategy. This curriculum strategy also supports the work of the Moray Skills Pathway, DYW Moray, the Moray Local Outcomes Improvement Plan (LOIP), which aims to “Raise Aspirations”, and the Moray Growth Deal programme which:

“Focusses on retaining and attracting young people/families (16 – 29) to live and work in the area, and addressing occupational segregation and gender imbalance”.

4.0 Moray College UHI Curriculum Portfolio

Whilst it is important the college curriculum portfolio remains flexible and responsive to current and emerging opportunities, the curriculum also needs to ensure it develops knowledge and skills to stimulate sustainable economic growth. To achieve this, education and skills development must align with economic opportunity and future skills needs of employers to ensure every college learner is provided with the entitlement of a positive pathway to a positive destination.

4.1 Priority Subject Areas

Taking account of the key national and regional priorities outlined in Appendix 1 and mapping directly with the local priorities outlined in Appendix 2, the Moray College UHI curriculum portfolio will seek to prioritise provision in the following sector areas:

4.1.1 Volume sectors

These are sectors of the local economy with major employers and play a key role in the regional infrastructure. Analysis of the Moray demographics shows that the working age population is projected to decline significantly over the next ten years and it is anticipated this will result in an extensive job replacement demand in the following volume sectors:

- Agriculture, Forestry and Fishing
- Manufacturing
- Wholesale and Retail Trade
- Professional, Scientific and Technical
- Healthcare, Early years and Childcare (also a key Scottish Government Priority) and Care Workers

4.1.2 Growth Opportunity Sectors

These are existing key sectors of the local economy, which either feature in the Moray Growth Deal and related projects, are the result of new investments (Boeing development at RAF Lossiemouth) or are identified as developing sectors. Curriculum in these key sectors will be prioritised to support the development of future skills requirements:

- Aerospace and Defence
- Construction and Engineering
- Food and Drink Production
- Tourism & Heritage (including Whisky)
- Creative Industries and Digital
- Life Sciences & Technology

4.1.3 Specialist Skill Sectors

Moray College UHI has a leadership role for a number of degree programmes across the UHI partnership. Therefore, these specialist curriculum areas must also have a priority in the college curriculum portfolio:

- PGDE Teacher Education,
- Computing
- Interactive Media
- Integrative Health,
- Fine Art

4.1.4 Application Driven

Not all courses have an obvious 'fit' with a sector. There are some courses where student demand generates funding income, which makes a substantial contribution to college sustainability and so has an important place in the curriculum portfolio:

- Social Sciences
- Hairdressing and Beauty
- Future Focus
- ESOL

4.2 Learner Pathways

The Scottish Government's vision is for a learning system, which enables efficient and effective learning journeys *"to ensure all learners are on the right route to the right job, through the correct course via the right information"*.

(15-24 Learner Journey).

Project 4 of the 15 – 24 Learner Journey: 'Provisions and Transitions' aims to ensure learners have equal access to the full range of qualifications, awards and pathways required to meet different needs and career aspirations. Taking account of the Moray demographics, this aim will be extended to apply to all learners. There is a real need to focus efforts to provide learning opportunities relevant to all working age people e.g. those who have had an extended break from the workforce and are interested in returning to work, those interested in changing careers, upskilling and reskilling the workforce, those who face additional barriers to finding employment etc.

Given the breadth of the potential learning system, the college will prioritise providing programmes of study that fit into the various linear and non-linear pathways for the following learner journeys:

- Senior Phase programmes as pathways to college courses, apprenticeships, university and work.
- College FE programmes as pathways to HN college courses, apprenticeships, university and work.
- College HN programmes as pathways to degree programmes apprenticeships and work.
- Retraining or Up-Skilling provision as pathways to re-enter the workplace in a different career or level.

This approach will:

- Strengthen the senior phase offering,
- Establish a suite of foundation apprenticeships, modern apprenticeships and graduate apprenticeships that align with employer demand.
- Repurpose National Certificates, VQ and HN qualifications including consideration to co-deliver where appropriate and identification of opportunities for better articulation of prior attainment and prior learning.

Prioritising the curriculum in this way determines the contribution Moray College UHI will make to the achievement of developing a 'Growing, Diverse and Sustainable Economy' identified as a priority area of work in the Moray Local Outcomes Improvement Plan (LOIP). Developed by the Moray Community Planning Partnership (CPP), the LOIP has a vision of:

“Raising Aspirations through Expanded Choices, Improved Livelihoods and Wellbeing”.

Moray College makes a commitment to adopt the CPP priorities:

- Targeted approaches for those furthest from the job market
- Pathways to higher skilled employment
- Choices for the young workforce
- Apprenticeships at all levels

5.0 FE Curriculum Design Principles

FE curriculum design principles have been developed to take account of the following key policy drivers:

- Senior phase entitlements of Curriculum for Excellence (Appendix 3)
- [15 - 24 Learner Journey](#)
- [Developing the Young Workforce](#)
- [Career Education Standards](#)
- [Work Placement Standards](#)

Together, these drivers promote the development of a skills-based curriculum with a clear focus on employment and progression pathways. This reflects the development of the Moray Skills Framework and will ensure programme teams put learners at the centre to ensure courses are planned primarily for the potential benefit of students.

Moray College UHI expects FE programmes to be designed and developed in line with the following curriculum principles:

Curriculum Aspect	FE Curriculum Design Principles
Programme Rationale	Meets an identified need based on robust labour market intelligence
	Is informed by local and national policy, key strategic drivers and Moray College UHI curriculum priorities
	Uses nationally recognised qualifications wherever available and appropriate
Learning Progression Pathways	Programme entry takes account of prior learning and knowledge obtained through experience and learners are not required to repeat unnecessarily, programmes or portions of programmes of study.
	A wide range of progression routes are identified from the programme of study to further study within the college or beyond and into employment.
Programme Structure	Uses a partnership approach to design and deliver the programme by consulting and gathering the views of learners and external stakeholders.
	Provides learners with opportunities to plan and personalise their own learning, monitor their own progress and record both attainment and wider achievement at a time, place and pace relevant to their particular needs.
	Ensures the SCQF level of the programme is determined by the ‘best fit’ against the five characteristics of SCQF Level Descriptors.

Skills for Learning, Life and Work	Contextualises learning to have a direct relevance to the learners' lives. Creative, active and experiential learning opportunities with vocational relevance will make the curriculum and its subjects come alive to motivate and engage learners.
	Provides a clear focus on developing the five core skills of Communication, Numeracy, Information and Communication Technology, Problem Solving and Working With Others through integrated learning and teaching approaches, developed in a progressive way.
	Provides learning experiences to enhance enterprise and employability skills and improve digital skills required by the programme sector.
	Provides a strong focus on developing the skills, knowledge and attitudes needed to progress to gainful employment in Moray.
	Provides learning activities to promote equality, diversity and positive learning attitudes, taking account of CfE and senior phase entitlements for all 15-18 year old learners. Work with partners will redress the gender balance in some subject areas by positively promoting the full range of curriculum to all 15-18 learners.
	Provides all learners with relevant and engaging STEM learning experiences and in a progressive way across the curriculum, equips them with sector relevant STEM knowledge and skills. Learning opportunities are provided to develop the capability to be scientifically, technologically and mathematically literate citizens
	A wide range of assessment methods and approaches will be used
	Work related learning plays a central role in all FT programmes. All learners will have the opportunity to undertake a work experience/placement.
	Career Education Standards (CES) will be implemented to improve the learner's ability to make informed decisions about future career pathways. Relevant and meaningful activities will develop the learner's Career Management Skills (CMS), which link to the entitlements and expectations within the standards.

6.0 Implementation

Implementation of this strategy ensures Moray College UHI has a curriculum portfolio and follows curriculum design principles that are fit for purpose, address current national priorities and are designed around the needs of the region and its learners.

These guidelines should be read in conjunction with the College's Learning, Teaching and Assessment Strategy and the Research Impact and Knowledge Exchange (RIKE) Strategy and Action Plan 2018 – 2022.

The strategy provides a framework to review the current curriculum portfolio and FE Course Design, as well as consider new curriculum proposals. Teaching sections will use the strategy as an audit tool (Appendix 4) to determine their current position to assist in the identification of development priorities.

Successful implementation of this strategy will be supported by both formal and informal opportunities for staff development in relation to learning and teaching.

Appendix 1 Key National and Regional Priorities for Curriculum Planning

To ensure curriculum and skills investment planning is based on economic, industry, labour market and demographic evidence, the college curriculum needs to take account of Scottish Government priorities as agreed in the Highlands and Islands Regional Tertiary Outcome Agreement <http://www.sfc.ac.uk/web/FILES/outcome-agreements-1718/uhi-outcome-agreement-2017-18.pdf> and updates communicated in the annual Scottish Funding Council (SFC) Letter of Guidance.

http://www.sfc.ac.uk/web/FILES/AboutUs/SFC_letter_of_guidance_2018-19.pdf.

For session 2018 – 19, the following are Scottish Government priorities:

Curriculum Portfolio

- a) 'Skills Alignment' continues the work of Skills Development Scotland (SDS) to use the information on labour market demand in order to plan and align curriculum and training to meet the needs of sectors, employers and the economy. Where gaps exist in priority occupations, qualification levels and skills pathways, plans for skills investment should be developed.
- b) Expand, enhance and diversify apprenticeships at every level.
- c) Build a high-quality, responsive STEM (Science, Technology, Engineering, Mathematics) offering to develop specialist STEM skills to gain employment in the growing STEM sectors.
- d) Meet the emerging needs of the Creative Industries, in particular working collaboratively to drive growth in the television and film sectors.
- e) Continue to put in place arrangements for the up-skilling and reskilling of the existing workforce via the Flexible Workforce Development Fund (FWDF)
- f) Through the work of Developing the Young Workforce (DYW) and Employer Engagement, colleges should play a central role in growing the provision of vocational pathways in the senior phase of the Curriculum for Excellence. Through active and effective partnership working between school, colleges and employers, all young people should have access to good quality work-related learning and a range of vocational pathways at a range of SCQF levels (including introductory/taster courses) in addition to provision at level 5 and above.
- g) Expand the provision offered in Early Learning and Childcare, specifically at HNC and PDA levels and BA Childhood Practice. In particular, provide more flexibility in how and when courses are delivered for the sector to ensure those wishing to change career have the ability to train in a way that fits around their lives.

Curriculum Design

- a) Improve digital skills development across all subject areas for both students and staff so that the curriculum can respond effectively and quickly to the evolving digital skills requirements across all sectors.
- b) Widening access to provide every child, no matter their background or circumstances, with an equal chance of going to university by 2030. Continued progress, at pace, on implementation is very important. Work on access must go beyond entry to higher education to include improved retention and outcomes for students from disadvantaged backgrounds.

- c) Continue to involve Community Planning Partnerships in the planning and delivery of ESOL to ensure provision meets the needs and type of demand identified from ESOL learners within the region.
- d) Continue to identify opportunities to communicate with students and academics from across the world and commit to teaching, research and mobility collaborations with our European and international partners.
- e) Engage more fully in the innovation support ecosystem for Scotland's businesses by an enhanced involvement in FUTUREquipped and the College Innovation Accelerator Fund.
- f) Accelerate the work within the framework of the CAN DO Innovation Action Plan.

Appendix 2 Key Local Priorities for Curriculum Planning

In December 2017, the publication of the Moray Regional Skills Assessment (RSA), <https://www.skillsdevelopmentscotland.co.uk/media/44079/moray-la.pdf> summarised the issues and challenges for Moray, identified gaps in evidence and highlighted key areas of importance for skills planning over the next ten years. The following key issues need to be considered for curriculum planning:

- 5.1 Moray has an ageing population with fewer young people in the economy and more out-migration than in-migration. Working age population is projected to decline significantly (-16%). Moray is forecast to experience a decline in total employment, compared to employment growth in Scotland.
- 5.2 Moray is forecast to see limited expansion demand (jobs generated through employment growth) meaning job opportunities will be driven by replacement demand (existing workforce leaving their current job). Where additional or new job opportunities occur, they are likely to be for higher skilled/qualified workers.
- 5.3 The economy has a high incidence of low skilled/low qualified/low paid jobs (notably in food and drink).
- 5.4 Notable increases in jobs are forecast in skilled construction and building trades whereas job decreases are forecast in Manufacturing and Public Administration.
- 5.5 A focus on raising skills in the Tourism and Food and Drink sectors, so employees do not remain low skilled and progression opportunities are created.
- 5.6 The need to replace workers in the Wholesale and Retail Trade sector
- 5.7 A forecast decline in Public Sector employment.
- 5.8 Rising employment in Professional, scientific and technical services will support more roles for Business and Public Service professionals.
- 5.9 The fastest growing key sectors in Moray are forecast to be in ICT/Digital, Financial and Business services, Life Sciences and Creative industries (although some of these are growing from a very low base).

Since the publication of the Moray RSA, the RAF announced the UK's new fleet of Poseidon Maritime Patrol Aircraft will be based in a strategic training facility at RAF Lossiemouth. This continues the expansion of the base following the recent relocation of three Typhoon squadrons. The MOD reports that over the next ten years, an additional 3,000 to 4,000 people (military and support personnel and their families) will come to Moray, which will create opportunities for economic growth, so the college curriculum needs to be flexible and responsive as needs emerge.

The Moray Economic Partnership has developed the Moray Growth Deal bid which focusses on retraining and attracting young people/families (16 – 29 Years) to live and work in the area, as well as addressing occupational segregation and gender imbalance. Thirteen projects are being developed as part of the programme. One of the projects is to develop two new Moray College UHI growth hubs. The first will focus on business enterprise and innovation and will be run in partnership with local business leaders. This hub will include a centre for skills and training with a focus on CPD to help up-skill employees and provide access to a wider range of higher education programmes. The second hub will focus on creative industries to deliver a growth in student activity across creative subjects as well as drive new curriculum opportunities for apprenticeships and higher education programmes.

Appendix 3 Curriculum for Excellence - Senior Phase Entitlements

All learners are entitled to experience a senior phase (ages 15 – 18) where they can achieve qualifications and continue to develop the four capacities to become successful learners, confident individuals, responsible citizens and effective contributors to society and at work.

All young people in Scotland have an entitlement to a senior phase of education which:

- provides specialisation, depth and rigour
- prepares them well for achieving qualifications to the highest level of which they are capable
- continues to develop skills for learning, skills for life and skills for work
- continues to provide a range of activities which develop the four capacities
- supports them to achieve a positive and sustained destination.

The senior phase, which takes place from S4 to S6 in schools and includes ages 15 to 18 out of school, is the phase when the young person will build up a portfolio of qualifications. It is the stage of education at which the relationship between the curriculum and National Qualifications becomes of key significance.

The curriculum framework and the qualifications system will provide a range of opportunities to meet the needs of all learners, whether aspiring to achievements at SCQF level 1 or at SCQF level 7.

The curriculum in the senior phase comprises more than programmes which lead to qualifications. There is a continuing emphasis, for example, on health and wellbeing appropriate to this phase, including physical activity and opportunities for personal achievement, service to others and practical experience of the world of work.

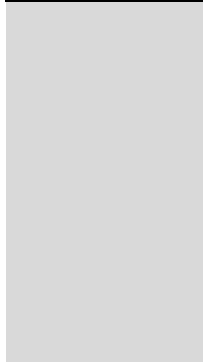
Education Scotland

Appendix 4

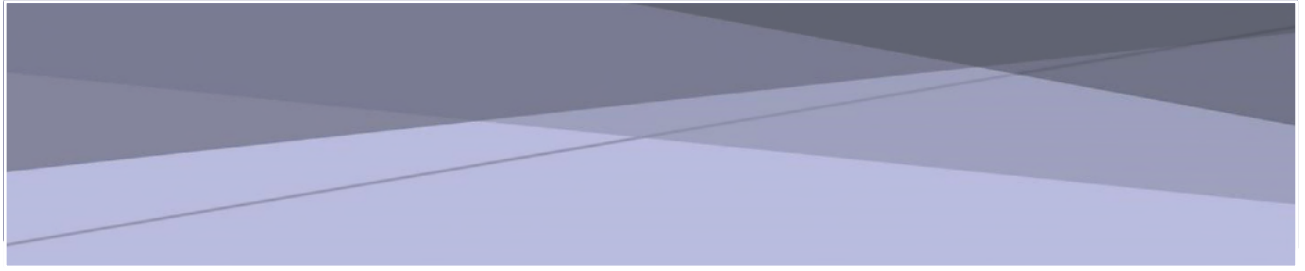
Course Design Checklist

Curriculum Aspect	FE Curriculum Design Principles	Criteria Check
Programme Rationale	Meets an identified need based on robust labour market intelligence	
	Is informed by local and national policy, key strategic drivers and Moray College UHI curriculum priorities	
	Uses nationally recognised qualifications wherever available and appropriate	
Learning Progression Pathways	Programme entry takes account of prior learning and knowledge obtained through experience and learners are not required to repeat unnecessarily, programmes or portions of programmes of study.	
	A wide range of progression routes are identified from the programme of study to further study within the college or beyond and into employment.	
Programme Structure	Uses a partnership approach to design and deliver the programme by consulting and gathering the views of learners and external stakeholders.	
	Provides learners with opportunities to plan and personalise their own learning, monitor their own progress and record both attainment and wider achievement at a time, place and pace relevant to their particular needs.	
	Ensures the SCQF level of the programme is determined by the 'best fit' against the five characteristics of SCQF Level Descriptors.	
Skills for Learning, Life and Work	Contextualises learning to have a direct relevance to the learners' lives. Creative, active and experiential learning opportunities with vocational relevance will make the curriculum and its subjects come alive to motivate and engage learners.	
	Provides a clear focus on developing the five core skills of Communication, Numeracy, Information and Communication Technology, Problem Solving and Working With Others through integrated learning and teaching approaches, developed in a progressive way.	
	Provides learning experiences to enhance enterprise and employability skills and improve digital skills required by the programme sector.	
	Provides a strong focus on developing the skills, knowledge and attitudes needed to progress to gainful employment in Moray.	
	Provides learning activities to promote equality, diversity and positive learning attitudes, taking account of CfE and senior phase entitlements for all 15-18 year old learners. Work with partners will redress the gender balance in some subject areas by positively promoting the full range of curriculum to all 15-18 learners.	
	Provides all learners with relevant and engaging STEM learning experiences and in a progressive way across the	

	<p>curriculum, equips them with sector relevant STEM knowledge and skills. Learning opportunities are provided to develop the capability to be scientifically, technologically and mathematically literate citizens</p>	
	<p>A wide range of assessment methods and approaches will be used</p>	
	<p>Work related learning plays a central role in all FT programmes. All learners will have the opportunity to undertake a work experience/placement.</p>	
	<p>Career Education Standards (CES) will be implemented to improve the learner's ability to make informed decisions about future career pathways. Relevant and meaningful activities will develop the learner's Career Management Skills (CMS), which link to the entitlements and expectations within the standards.</p>	



Committee:	LTQ			
Subject/Issue:	Curriculum Gap Analysis Report			
Brief summary of the paper:	The Curriculum Gap Analysis Report is an initial task assigned to Moray College to ensure the curriculum portfolio is aligned to the key sectors identified in the Moray Skills Investment Plan and the Moray Economic Strategy. The report summarises issues and challenges arising within each of the sectors and identifies areas of strength, areas of change and areas where information is not sufficiently detailed to enable mapping at this point in time.			
Action requested/decision required:	For noting			
Status: (please tick ✓)	Reserved:		Non-reserved:	✓
Date paper prepared:	18 October 2019			
Date of committee meeting:	12 November 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</p> <p>Relevant Risks are:</p> <p>Moray/1 Ineffective Curriculum Planning</p> <p>Moray/6 Ineffective and lack of employer and external stakeholder engagement</p> <p>Moray/9 Growth in Modern and Foundation Apprenticeships not achieving target</p> <p>Moray/10 Senior Phase Programming offered/delivered does not meet needs of Moray (schools Programme).</p> <p>Moray/15 College does not achieve allocated FE credit targets</p>			
Equality and diversity implications:	<p>Yes.</p> <p>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>	<p>Yes,</p> <p>Need to work collaboratively with our stakeholders and ensure curriculum is monitored and assessed as being 'fit for purpose'.</p>			



MORAY COLLEGE UHI

**Curriculum Gap Analysis Report
Moray Skills Investment Plan**

October 2019

Background

Within the Moray Skills Investment Plan (SIP) Delivery Plan, Moray College UHI are the designated lead partner to develop the theme to provide 'A Responsive Skills Infrastructure'.

A key objective within this theme requires:

'Moray College UHI to offer a curriculum aligned to local and regional need'.

- The key task is to ensure the curriculum portfolio aligns to 'volume', 'growth' and 'niche' sectors as determined by both Skills Development Scotland (SDS) and the Moray Economic Partnership (MEP) and that courses which meet the current and future skills needs of local and regional employers are available at or via Moray College UHI.
- The initial key action is to produce a gap analysis report on the curriculum portfolio summarising issues, proposals and rationale for change.
- The target outcome for this task is that by Year 10 there will be a 25% increase in students graduating in the 'volume', 'growth' and 'niche' sectors.

Moray College UHI Curriculum Strategy

Approved in May 2018, this is a three-year strategy to deliver the college strategic aim, to:

"Offer a forward looking curriculum shaped by local, regional and national priorities which meets the needs and aspirations of our students, employers and wider communities"

The strategy is shaped by educational and economic priorities set out in the "*Highlands and Islands Regional Outcome Agreement*", however, it has a particular aim to provide a balanced curriculum in accordance with the "*15 – 24 Learner Journey*". Following publication of the final Moray SIP Delivery Plan and the Moray Economic Strategy (MES) in December 2018, the college curriculum strategy was updated to capture key changes in priority sectors, demonstrating a responsive approach to ensure college curriculum is prioritised and aligned in accordance with local and regional requirements.

The curriculum strategy provides a framework against which the curriculum portfolio is evaluated and developed further, to meet the needs of learners and stakeholders. The strategy also offers a set of curriculum design principles to provide guidance to staff involved in the development or modification of FE courses. These principles take account of key national policy drivers whilst promoting the development of a skills-based curriculum with a clear focus on employment and progression pathways, which is in keeping with the Moray Skills Framework. All FE courses are required to adopt the curriculum design principles to ensure the learner experience is work relevant, contextualised, appropriate and engaging.

At the start of academic session 18/19, the strategy implementation brought the first changes to the curriculum portfolio and modifications were also introduced to a number of FE courses. More changes have been implemented for the start of academic session 19/20 and more again are planned for session 20/21 (changes are referenced in analysis table that follows).

Process for Curriculum Analysis - Moray SIP

All course provision within the college curriculum portfolio has been mapped against the key 'volume', 'growth' and 'niche' sectors as identified in the Moray SIP Delivery Plan. However:

- Not all courses have an obvious 'fit' with a sector and in accordance with the Moray College Curriculum Strategy, an additional section 'Application Driven' was added to the curriculum map. This recognises where student demand for courses generates a funding

income, that makes a substantial contribution to college sustainability, hence its importance.

- Skills for Life courses designed to support students who have a greater difficulty in learning than the majority of other students, were not included in the mapping task.

The curriculum analysis table that follows, provides a summary of the curriculum issues arising within each of the sectors and identifies:

- Areas of strength
- Areas of change introduced in session 18/19 and 19/20 or is in development for introduction in session 20/21.
- Areas where the detail of the specific skill need has still to be identified, so courses cannot be mapped purposefully.

Summary of Key Issues and Challenges

1. Course development in the key sectors of Aerospace and Defence, Engineering and Life Sciences and Technology are reliant on support from the Moray Growth Deal bid.
2. Key documents do not always align. There are some differences in the details provided in the SDS Moray Regional Skills Assessment (RSA) and the MEP Moray Economic Strategy, as well as the job classifications produced by the Office of National Statistics (ONS). This creates confusion and subsequently mapping carried out in these areas has sometimes been based on assumptions.
3. Employer skill need is not always available or made clear. Neither the Moray RSA nor the MES provide sufficient detail to establish the specific skills employers require to be developed to promote economic growth. The Moray RSA already highlights this as a gap in data/evidence (page 11).
4. 81.5% of Moray business are small with less than nine employees (MES page 6). Dialogue with a large number of businesses is time consuming and skill requirements can be wide ranging, meaning it is not always possible to accommodate all skill needs.
5. In some subjects, suitable courses are available but there is insufficient or limited student demand, therefore courses are not offered because they are not viable. Some factors contributing to this situation include:
 - Shortage of Moray teachers in key subjects in some schools restricts opportunities provided to pupils and limits the development of interest, knowledge and skills to support pupils to progress on to a college course.
 - Misunderstanding of the jobs available in a particular sector.
6. Awarding bodies determine course titles and course content and can remain unchanged for a number of years. However, college staff constantly review and modify the delivery of skills and knowledge to ensure alignment to the 'known' requirements of current and future job demand. This SIP analysis exercise does not fully consider this.
7. Decline in demand in some key UHI HE provision needs investigation to be understood and acted on in Art, Construction, Engineering, Science, Events and Business.
8. There are a number of sectors that may have common skill requirements, so these cross sector opportunities need to be identified and taken into account. For example:
 - Food and Drink Production, Manufacturing and Engineering
 - Tourism and Digital Skills (using data analysis and digital marketing).
9. Underpinning all sectors should be a need to develop 'Responsible Leadership and Management in Contemporary Business', but this does not appear to be recognised anywhere as an employer skill requirement.

KEY GROWTH SECTORS

Sector	Current Curriculum and Planned Curriculum Development	Curriculum Gap Analysis Comments
Aerospace & Defence	<ul style="list-style-type: none"> ➤ FE and HN Engineering courses at SCQF levels 4, 5, 6 & 7 develop generic knowledge and skills in Electronic and Mechanical Engineering and frequently refer to aircraft and aerospace applications to provide learning context. ➤ HE Aircraft Engineering courses available at UHI via Perth College. 	<ul style="list-style-type: none"> ➤ Moray Growth Deal plans include development of facilities and resources to enable the provision of a specific aerospace engineering skills pipeline in Moray. ➤ Staff expertise in Aerospace course design and delivery available from Perth College UHI. They are currently acting in an advisory role for developments in Moray.
Construction & Engineering	<ul style="list-style-type: none"> ➤ Short courses in construction through the SDS Employability Fund, support unemployed people to move towards and into work. ➤ Senior Phase Construction programmes are oversubscribed. ➤ SCQF 5 FT Construction very popular with school leavers. Provides a solid foundation for progression on to apprenticeship programmes. ➤ MAs in Carpentry and Joinery, Brickwork, Electrical Installation and Plumbing are well established and very successful. ➤ PT HNC Construction Management offered as an evening class on a networked basis, but low uptake in Moray. ➤ PDAs in Carpentry & Joinery and Brickwork offered on Block release basis, but low uptake in Moray. ➤ 18/19 introduced new Senior phase programme in Engineering ➤ 18/19 introduced MA in Engineering ➤ 19/20 introduced FA in Engineering ➤ FE Engineering courses at SCQF levels 4, 5 & 6 develop generic knowledge and skills in Electronic and Mechanical Engineering including fabrication. ➤ 18/19 introduced C&G Diploma 3: Light Vehicle Maintenance & Repair. ➤ Demand for HNC Engineering Systems has declined in recent years. ➤ Demand for HND Yr 2 Engineering Systems declined to the point this programme is no longer viable. 19/20 - replaced with entry into year 2 of networked UHI engineering degree programmes. ➤ Engineering degree provision is available through the UHI networked programmes, but demand in Moray is low. ➤ Demand for HNC CADD declined. 19/20 - only available by PT study ➤ Short course upskilling training available in both Instrumentation and Control and Programmable Logic Controllers – but demand is low. ➤ Oil and Gas Assessment Centre - successful commercial operation providing upskilling training and assessment in domestic oil, gas and renewable energy. Staff in the centre constantly horizon scan to provide new opportunities as they emerge e.g. redevelopment of domestic appliances fuelled by hydrogen. 	<ul style="list-style-type: none"> ➤ Concern – shortage of technical teachers in Moray schools means pupils not always provided with sufficient opportunities to develop interest or skills in Construction and Engineering, particularly to enter study at HE level. MC has responded by increasing number of places on senior phase Construction programmes and introduced new senior phase programmes in Engineering to include FA Engineering. This will support school leavers to bridge the gap and progress to study FT or take up a MA engineering programme. ➤ 18/19 scoping senior phase offering in CADD/architecture. ➤ Concern - declining demand for HE courses in Construction and Engineering is a trend replicated across the UHI region. Current provision on a networked basis ensures viable courses, but this compromises the range of knowledge and skills that are developed. ➤ HE Engineering student profile shows a trend for a greater number of mature students compared to school leavers. There is a need to determine job opportunities in Moray that are accessible from HE Engineering courses and then actively promote these types of jobs in Moray schools. This could be a role for DYW Moray. ➤ Moray College engineering machine workshops are dated but equipment is very expensive to replace. MC is exploring the possibility of rehousing elements of practical engineering provision in MGD Aviation facility. ➤ Very little demand for specific Construction or Engineering workforce development activity (for those businesses that pay the apprenticeship levy). This needs to be actively pursued with local employers. Large businesses in this sector predominantly seek training relating to skill development in business, IT and leadership and management. ➤ Clarification needed on MES reference to timber industries in this growth sector. It is not clear what skills require to be developed. ➤ No provision available in Quantity Surveying.

Food & Drink Production	<ul style="list-style-type: none"> ➤ FE and HE courses in the following subject areas have a relevance to this sector, frequently referring to food and drink manufacturing to provide learning context, enhanced by work related visits and guest speakers. Job opportunities in this sector are signposted. <ul style="list-style-type: none"> • Engineering SCQF levels 4 – 10 • Applied Science SCQF Levels 5 - 10 • Computing SCQF Levels 5 - 10 • Business SCQF Levels 5 – 10 ➤ 20/21 FA Food & Drink Production being discussed to pilot with Buckie HS in collaboration with Associated Seafoods. ➤ In partnership with 'Nourish Scotland', new FE provision planned for 2020 - 'Making a Living from Local Food'. Focus will be to develop underpinning knowledge and skills to support growth of enterprise and business models relevant to Moray's 'Natural Larder'. 	<ul style="list-style-type: none"> ➤ School pupils (and parents) misunderstand components of this sector (title misleading so many think this is Hospitality). DYW Moray addressing via Food & Drink/Tourism Skills Pathway group. <ul style="list-style-type: none"> - MC to assign one day in the STEM Celebration week to raise awareness of skills and activities associated with this sector. - Career opportunities need to be visible and employers must contribute to support this to happen. ➤ NPA Food Manufacture and FA Food & Drink Production previously offered at MC, but insufficient interest to recruit viable numbers. ➤ Skills required to support growth in this sector are not made clear in MES. Dialogue needed with relevant employers to understand the future job opportunities, so provision aligns with future job demand. ➤ Large businesses predominantly seek workforce development training to improve skills in business, IT, leadership and management
Tourism	<ul style="list-style-type: none"> ➤ 19/20 MC Hospitality staff are delivering a range of courses in Buckie & Lossiemouth HS to help address the shortage of Home Economic teachers in these schools. This will bridge the gap and ensure school pupils are supported to consider progression to college courses or take up MA in Professional Cookery, Culinary Skills or Hospitality. ➤ 19/20 Introduction of radical revision of FE Hospitality provision to update and broaden the range of awards offered. This will meet the needs of a wider spectrum of the sector and offer students flexible pathways e.g. integration of new short course awards in Vegetarian and Vegan Cookery Skills, Barista Skills, Bartending (Cocktails), Recipe Costing and Menu planning. ➤ 19/20 introduced new FE short courses in Travel and Tourism - suits needs of tour guiding, visitor attractions & tourist information services. ➤ MA programmes in Hospitality have very low uptake in Moray. ➤ Demand for HE provision in Hospitality is low. SQA have recently updated all HN Hospitality and Professional Cookery Frameworks and UHI Network have agreed to adopt the changes from 2020-21. ➤ 20/20 New PGt course in development – 'Whisky History & Culture'. Supported by The Cabrach Trust who are committed to regenerating tourism in Moray in relation to the History of Whisky. ➤ FE provision at SCQF level 6 in Acting and Theatre Performance ➤ 19/20 introduced HNC Acting and Performance. ➤ Developed and delivered short courses in Marketing via FWDF. ➤ Bid made for Upskilling funds to deliver HN units in Video Production to develop skills using low tech equipment, to develop marketing and promotional material for small and micro tourism businesses. ➤ Sports Management is provided as UHI networked provision but very little uptake in Moray. 	<ul style="list-style-type: none"> ➤ Concern - shortage of Home Economics teachers in Moray means pupils not always provided with sufficient opportunities to develop interest or skills in Hospitality. ➤ Low uptake in Moray of MA Professional Cookery or MA Hospitality. Further dialogue needed with relevant employers to understand and address this position. Inconsistent application of funding rules by local training providers sometimes leads to variable practice, which needs to be resolved. ➤ Moray College UHI recently approved to deliver City & Guilds Level 2 Extended Certificate and Diploma: Travel & Tourism in session 20/21. ➤ Currently no FE curriculum provision for accommodation services, although there are option units in HN Hospitality. Predominantly, this is due to the differences of industry practice being used. Provision in this area may need to adopt a mentoring approach on an individual basis. Dialogue is required with specific employers to ensure any provision meets the future job demand. ➤ FE and HNC provision in Events Management has been retired due to lack of demand. As this is identified as a priority in MES then MC needs dialogue with relevant employers to understand and address this position. ➤ Marketing and Digital Marketing are already elements studied on FE and HE Business courses. However, it is anticipated the demand for these skills will grow. Therefore, dialogue with employers is needed to ensure any new course development aligns to future job demand.

Creative Industries & Digital	<ul style="list-style-type: none"> ➤ 18/19 introduced new Art and Design provision at SCQF level 5 ➤ 18/19 all FE Art provision adopted UAL as new awarding body. Courses are better aligned to industry standards and practice and are proving popular. Retention and success results were excellent. ➤ Demand for HE provision in Art (including Fine Art, Textiles and HNC Visual Communication) has declined in recent years. HND Yr. 2 Visual Communication is under curriculum review to be retired. ➤ MC is a hosting partner for UHI BA Contemporary Filmmaking in the Highlands, even though Moray staff deliver on this programme. Investigation underway to become an enrolling partner. ➤ 19/20 re-approval of MA Fine Art via support of ESIF funded roles. 19/20 Graduate Art Residency programme to be piloted. ➤ Acting and Theatre Performance available at SCQF Level 6 ➤ 19/20 introduction of HNC Acting and Performance ➤ 18/19 introduced FA Creative and Digital Media and is popular. ➤ 19/20 introduced FA IT Hardware Systems ➤ Senior phase provision in NPA Web Design is popular. ➤ 19/20 introduced new senior phase programme NPA Cyber Security. ➤ FE Computing and Digital Media courses at SCQF 5 & 6 are popular. ➤ Strong recruitment on HN Computing and Digital Design provision. Both courses provide student progression to networked degrees in Interactive Media and Computing. Student numbers are growing. ➤ 20/21 introduction of new degree in Applied Software Development. ➤ ESIF funding secured for MC staff to develop learning materials for 20/21 introduction of HNC Cyber Security. ➤ 20/21 contract bid to deliver GA Software Development ➤ 19/20 Bid made for Upskilling funds to develop flexible delivery models and provide tuition fee support to: <ul style="list-style-type: none"> • develop skills in software development for the underemployed. • improve collaboration amongst Creative Practice Practitioners. ➤ MC are UHI academic partner lead for degree provision in Computing, Interactive Media and Fine Art. 	<ul style="list-style-type: none"> ➤ Other UAL courses to be explored e.g. Textiles, Photography, Fashion, Graphic Communication as well as alternative awarding bodies for HN provision. ➤ Low uptake of HE Art programmes needs to be understood and addressed. Three-year strategy in development to increase recruitment. ➤ Labour market research underway, supported by UHI CDEEO, around the suitability of Visual Communication provision here in Moray and across the network. Immediate opportunity to combine specific sector requirements into a revised HE Graphic Communication provision ➤ Digital is a fast developing sector. Computing staff constantly review and modify provision to ensure skills and knowledge align to requirements of local current and future job demand. ➤ Exploration needed to identify cross sector opportunities with Tourism for developing skills in data technology and digital marketing ➤ Exploration needed to identify cross sector opportunities to develop and apply skills in GIS.
Life Sciences & Technology	<ul style="list-style-type: none"> ➤ No current provision aligns to the particular focus as identified in the MES or the Moray RSA Appendix 2 Skills Definition. MES outlines growth in this sector will focus on research and development activity led by Digital Health Institute. 	<ul style="list-style-type: none"> ➤ Staff at MC have research expertise in Digital Health as well as digital expertise in Engineering and in Computing, all of which is relevant to advance developments in this sector. ➤ MGD will provide opportunity to research and develop digital health initiatives and technologies applicable to the rural landscape. ➤ Appropriate staff need to initiate discussions to link with expertise at DHI to identify opportunities for collaborative working to develop new digital technologies for digital health and medical diagnostics, with a particular relevance to the rural setting.

KEY VOLUME SECTORS

Sector	Current Curriculum and Planned Curriculum Development	Curriculum Gap Analysis Comments
Agriculture, forestry and fishing	<ul style="list-style-type: none"> ➤ No specific curriculum relevant to this volume sector ➤ 18/19 introduced Rural Skills (Horticulture) to senior phase programme ➤ 19/20 modified Rural Skills course to develop skills aligned to small estate maintenance and animal handling. ➤ FT Horticulture courses at SCQF levels 5 – 7 which develop skills relevant to agriculture such as plant identification, plant propagation, growing plants from seeds and growing fruit and vegetable crops on a small scale. ➤ Horticulture units delivered to develop fundamental Horticulture skills in Skills for Life and Future Focus courses at SCQF levels 2 – 4. 	<ul style="list-style-type: none"> ➤ Moray RSA Appendix 2 Key Sector Definitions shows Crop and Animal Production together with Fishing and Aquaculture listed under Food and Drink, rather than ONS classification Agriculture, Forestry and Fishing. This creates confusion and needs clarification so Moray SIP and Moray RSA are aligned. ➤ Currently MC has no access to facilities and resources to provide courses specifically relating to Agriculture, Forestry and Fishing. Significant investment would be required and appropriate staff expertise recruited, for MC to offer provision aligned to this sector. This cannot be justified when there is reputable national provision at the Scottish School of Forestry (located 35 miles away in Inverness) and the Scottish Rural College (located 65 miles away in Aberdeen). ➤ Dialogue needed with relevant employers to identify specific skills required and to establish opportunities for collaborative working to support development of provision in this sector. ➤ Dialogue needed with SSF and SRUC to establish aspects of their provision that in partnership could be offered in Moray.
Manufacturing	<p>See comments across.</p> <p>The assumption is current digital, applied science, technology and businesses programmes relating to operations and manufacturing processes, underpin the requirements for this sector.</p>	<ul style="list-style-type: none"> ➤ Moray RSA highlights ‘Manufacturing, notably Food and Drink Production’ as the highest employing sector in Moray, but it is also forecasted as having the greatest decline of any sector in Moray. In contrast, MES identifies ‘Food and Drink Production’ as a Growth sector. The assumption is that innovation is required to ensure products remain competitive, but as the key skills required to do this are not made clear, there is no mapping against college curriculum. MC can offer expertise in digital technologies relating to operations and manufacturing along with expertise in business and leadership management, but more detail is required to map against curriculum. ➤ ONS classification for Manufacturing includes: <ul style="list-style-type: none"> • manufacture of fabricated metal products • repair and maintenance of ships, boats, aircraft and other transport equipment in this sector, <p>Both categories have a significance in Moray, however, the Moray RSA Appendix 2 Key Sector Definitions captures both as Engineering which has already been dealt with as a Growth Sector.</p> ➤ There appears to be some confusion around what ‘Manufacture’ refers to here in the Volume sector so Moray SIP, Moray RSA and MES need to align to make this position clear.

<p>Wholesale and retail trade</p>	<ul style="list-style-type: none"> ➤ Moray RSA Appendix 2, does not include a definition of this key sector so curriculum mapping is difficult as specific sector skill requirements are not made clear. ➤ MC Curriculum Strategy requires all FE courses to be designed to include the development of generic skills for Learning, Life and Work meaning any successful FE student would have the necessary skills required to work at 'low skilled' level in this sector. Every FE course is designed to include opportunities to: <ul style="list-style-type: none"> • Develop five core skills • Enhance enterprise skills including digital skills • Embed work employability related learning. 	<ul style="list-style-type: none"> ➤ Moray RSA (page 13) indicates this sector is second largest sector in Moray and although it is reported to decline over the next ten years, there will still be a significant need to replace workers. ➤ However, much of this sector is low skilled and so work based learning supported by in-house training is more likely to meet the skill demands of this sector. Therefore, any MC focus has to be worthwhile and if required should relate to new retail technology and innovation in order to support a sector that is in decline globally (and so out with our control). ➤ ONS classification includes maintenance and repair of motor vehicles, so without a definition for this sector, it is difficult to know whether this should be included here for Moray SIP. MC classifies motor vehicle repair as Engineering and so have mapped it under the Engineering sector under Growth heading. ➤ SQA provision in retail is very theoretical and does not provide sufficient opportunity for skill development, so it is not regarded as an appropriate course to provide at MC. If the Moray SIP identifies this as an area where there is a need for a specific qualification, then this needs to be sourced from a different awarding body.
<p>Professional, scientific and technical</p>	<ul style="list-style-type: none"> ➤ FT FE provision is offered in Administration at SCQF level 5 ➤ FA Business is offered to senior phase pupils ➤ MA Business is also available in Moray but uptake is low. ➤ HE provision in Administration is available at SCQF level 7 ➤ HE provision in Accounting is available at SCQF levels 7 – 10 and is very popular. ➤ HE provision in Events is available at SCQF levels 8 – 10, but uptake in Moray is low. ➤ HE provision in Business is available at SCQF levels 7 – 11. Levels 9 – 11 are part of UHI network provision but up take in Moray is low. ➤ 20/21 GA Business bid being submitted ➤ MBA – SCQF level 11 is the only postgraduate programme offered at MC other than UHI PGDE Teaching. ➤ Much of the FWDF requests have been concerned with development of IT Administration Skills and Leadership and Management capabilities ➤ Application for Upskilling Funds has been made to: <ul style="list-style-type: none"> • Develop HE short courses to develop leadership skills • Deliver HE programme to develop Responsible Management skills. ➤ Provision in Science available from SCQF level 5 – 10 in Practical Science, Applied Science, Bioscience and Environmental Science. ➤ 19/20 FE Science SCQF level 5 has been modified to focus more on the development of practical skills. Meantime provision at SCQF Level 6 is being redesigned as student demand has declined. ➤ Although sufficient interest in HNC Applied Sciences, recruitment numbers are low on networked Science degree programmes. 	<ul style="list-style-type: none"> ➤ Comparing the ONS classification to the Moray RSA Appendix 2 Key Sector Definitions, MC makes the assumption this sector also includes 'Financial and Business Services and Admin and Support Service Activities'. This needs to be confirmed to be sure the MC Curriculum Mapping is in accordance with the requirements for the Moray SIP. ➤ MGD includes plans to develop provision to advance Innovation and to provide support for businesses to upscale. 81.5% of all business in Moray is small or micro businesses (less than 9 people). The MGD has a specific focus on innovation and entrepreneurship for scale up and growth – specifically including digital sectors (as this touches on all growth sectors). ➤ MC Business staff constantly review and modify provision to ensure skills and knowledge align to requirements of local current and future job demand, in line with national trends.

KEY NICHE SECTORS

Sector	Current Curriculum and Planned Curriculum Development	Curriculum Gap Analysis Comments
Teaching	<ul style="list-style-type: none"> ➤ There is always a very high demand for places on the PGDE Primary and Secondary Teaching programmes. Unfortunately the numbers are controlled by SFC and so it is not in college control to increase numbers just because there is a demand. 	<ul style="list-style-type: none"> ➤ Moray Schools are experiencing great difficulty in recruiting to some key teaching posts. ➤ Teaching is not mentioned in the Moray RSA even though it is included in the Moray SIP. This needs to be aligned.
Healthcare, Early Years and Childcare and Care Workers	<ul style="list-style-type: none"> ➤ Short courses in care through the SDS Employability Fund, support unemployed people to move towards and into work. ➤ All programmes in this sector from SCQF level 5 to level 11 generate much interest and enrolment generally exceeds targets set. ➤ 18/19 FA in both Children and Young People and in Healthcare introduced to senior phase pupils. 19/20 have proved very popular. ➤ MA Children and Young People very popular and successful. ➤ 19/20 New SCQF level 6 programme introduced - SWAP Access to Nursing - aimed at adult returners to education. Has proved popular. ➤ HNC awards in Childhood Practice and Social Services both lead to SSSC registration. Together with HNC in Care and Administrative Practice, successful students on all three awards can progress to year 2 in relevant and appropriate degrees. ➤ 19/20 first GA piloted in Early Learning and Childcare. ➤ 20/21 New Degree programme to start in Optometry. ➤ SVQ Care Centre offers courses at SCQF Levels 2, 3 and 4, to provide CPD opportunities for staff working in child, health and social care sectors. They are very popular and specifically meet the requirements of Moray Council's aim to have a qualified workforce. ➤ HE Diploma Person-Centred Counselling courses are very popular. ➤ HNC/D Complementary Therapies provides a route on to the BSc Integrative Health, which is the only degree of its kind in Scotland. A number of HNC/D Complementary Therapy courses around Scotland have articulation arrangements into the degree at Moray. ➤ MC are academic lead for Integrative Health provision across UHI. ➤ Senior phase courses in Sports Leadership and Uniform Services. ➤ Sport and Fitness provision offered from SCQF level 5 to 10. In Moray, there is a declining interest in HE Sports Coaching but interest in HE Fitness, Health and Exercise is increasing. ➤ 20/21 revised SQA HNC/D Sports Coaching to replace current award ➤ 20/21 HNC/D Sports Therapy and Rehabilitation to be introduced, which will provide an alternative progression route to degree programmes in either Sport and Fitness or Integrative Healthcare. 	<ul style="list-style-type: none"> ➤ It is not clear why this sector is considered 'Niche' in the Moray SIP. The Moray RSA reports Human Health and Social Work as being the third largest employment sector in Moray, and although the sector is forecasting job losses over the next ten years, there is still a need to ensure there are sufficient skilled individuals to fill openings created by replacement demand. In this context it would seem more appropriate for this sector to be considered as a Volume sector, which is where it is placed in the MC Curriculum Strategy. ➤ There is no particular mention of Childcare in the Moray RSA which is bizarre considering the Government drive to increase numbers of qualified childcare practitioners. SFC have provided UHI with additional funded numbers in Childcare. ➤ ONS classification includes 86.9 Other Human Health Activities and therefore MC considers provision in Complementary Therapies, Integrated Health, Sport and Fitness, Health and Exercise are all relevant to this sector.

KEY COLLEGE APPLICATION DRIVEN COURSES

Sector	Current Curriculum and Planned Curriculum Development	Curriculum Gap Analysis Comments
Hairdressing and Beauty Therapy	<ul style="list-style-type: none"> ➤ Hair and Beauty courses offered from SCQF level 4 to 7 although 19/20 has shown a decline in demand. ➤ 19/20 senior phase and FT SCQF Level 4 provision being reviewed with the aim to broaden student experiences before making a commitment to follow a dedicated pathway. Opportunities to work collaboratively being explored, e.g. working with 'Out of Darkness Theatre Company to provide experiences in Stage Hair and Make-up ➤ Wide Range of CPD opportunities are provided as short courses. ➤ 19/20 courses in HNC Beauty Therapy and PDA Innovations in Hair Design will be redesigned to reflect current industry trends. A particular focus will be to attract mature applicants (in recognition of the aging population of Moray) and provide CPD opportunities for local employees. 	<ul style="list-style-type: none"> ➤ Beauty Therapy and Hairdressing sectors are important contributors to local and national economy. In Moray, 2% of business is in beauty salons employing 507 people and the industry is credited with reducing youth unemployment, developing skills, promoting economic opportunities for women and promoting entrepreneurship. ➤ Concern- Demand is declining for MAs in Hairdressing together with FT Hairdressing at SCQF Level 5 and 6, due to the high increase of 'Rent a Chair' within the hairdressing industry. Dialogue with relevant employers is required to understand and address this position.
Social Sciences	<ul style="list-style-type: none"> ➤ Senior phase programmes for National 5 and Higher Psychology are very popular ➤ Social Science courses offered from SCQF level 5 to 10. There is substantial student demand. Enrolment generally exceeds targets at all SCQF levels. ➤ An exception is for Psychology degree where demand has declined. ➤ A broad range of degrees are offered through the Humanities scheme including History, Politics, Sociology, Criminology, Archaeology, Literature and various combinations as joint degrees. 	<ul style="list-style-type: none"> ➤ Changes to SFC HE funding by 2024, will see a reduction in funding for student enrolments on Social Science programmes and student numbers may need to be restricted. This creates a need to diversify in this area of the curriculum and provides an opportunity to signpost other courses linked more directly to economic growth.
Future Focus	<ul style="list-style-type: none"> ➤ This is bespoke provision at SCQF level 4 for which there is considerable student demand. It is aimed at school leavers who are unsure of their career aspirations. The course is designed to develop employability skills through a range of subject experiences, which supports the student to choose a career pathway of interest. 	
ESOL	<ul style="list-style-type: none"> ➤ A range of ESOL provision is available from community chat groups to national awards at National 5 and Higher. The demand is sizeable and the programmes are very successful. 	
Leisure Course	<ul style="list-style-type: none"> ➤ Range of courses offer training and assessment in First Aid and Basic IT Skills which generate significant demand. ➤ Photography courses are proving very popular. ➤ Other courses provided in response to demand e.g. Drawing, Sewing and Mindfulness. 	

Abbreviations (in order of occurrence)

FE	Further Education	DHI	Digital Health Institute
HE	Higher Education	ONS	Office for National Statistics
HN	Higher National	SSF	Scottish School of Forestry
HNC	Higher National Certificate	SRUC	Scotland's Rural College
HND	Higher National Diploma	MBA	Master of Business Administration
SCQF	Scottish Credit and Qualifications Framework	PGDE	Post Graduate Diploma in Education
SDS	Skills Development Scotland	SFC	Scottish Funding Council
FT	Full Time	SWAP	Scottish Wider Access Programme
PT	Part Time	SSSC	Scottish Social Services Council
FA	Foundation Apprentice	SVQ	Scottish Vocational Qualification
MA	Modern Apprentice	CPD	Continuing Professional Development
GA	Graduate Apprentice	ESOL	English for Speakers of Other Languages
PDA	Professional Development Award (HE)		
C&G	City and Guilds		
CADD	Computer Aided Draughting and Design		
MC	Moray College		
DYW	Developing the Young Workforce		
MGD	Moray Growth Deal		
MES	Moray Economic Strategy		
HS	High School		
STEM	Science, Technology, Engineering and Maths		
NPA	National Progression Award (FE)		
SQA	Scottish Qualifications Authority		
PGt	Post Graduate (Taught)		
FWDF	Flexible Workforce Development Fund		
UAL	University of the Arts London		
BA	Bachelor of Arts		
ESIF	European Structural and Investment Funds		
CDEEO	Curriculum Development Employer Engagement Officer		
GIS	Geographic Information Systems		
RSA	Regional Skills Assessment		

Title of Paper:	MORAGAA 1 Update			
To Committee:	LTQC			
Version number and date:	1 05/11/19			
Brief summary of the paper:	Update on outcomes from MORAGAA 1 19/20.			
Recommendations:	To continue to monitor students and groups using this approach, with additional reporting opportunities relating to protected characteristic within groups.			
Action requested/decision required:	Noting.			
Status: (please tick ✓)	Reserved:		Non-reserved:	✓
Date paper prepared:	05/11/19			
Date of committee meeting:	12/11/19			
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 	<p>Ensuring effective monitoring is a key element of quality assurance and enhancement activity, incorporated in the strategic plan objectives for Learning and Teaching.</p> <p>Directly impacts on ROA targets for student outcomes (70%+).</p>			
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>				
Risk implications: <i>(If yes, please provide detail)</i>	Ensuring that academic quality and the student experience are high.			
Appendices:				
References:	n/a			

MORAGAA reporting and meetings have contributed to the improvement in retention seen in AY 2018-19. As such, these meetings will continue to be planned throughout the academic session, and will utilise attendance and progress data to monitor students and support staff to make appropriate interventions.

At this time of year, attendance is a key indicator, with any student attendance of under 80% triggering a discussion in relation to actions taken to date and potential actions going forwards to support the student.

Curriculum Area	Retention Figure (FTE)	November Overall Attendance (FTE)	Programmes over 90% Attendance (FTE)	Programmes under 80% attendance. (FTE)
CAPRI	98.8%	87.5%	Future Focus (L4) NC Acting and Theatre Performance (L6) Life Skills (L1) Preparing to Work (L3)	Towards Independence (L2)
STEM	96.9%	87.6%	NC Digital Media (L6) NQ Horticultural Landscaping (L6) C&G Diploma in Light Vehicle Maintenance (L6) NC Engineering Systems (L6)	Digital Media (L5) NQ Introduction to Engineering (L4)
CHESS	95.8%	86.4%	NC Early Education and Childcare (L6)	NC Social Sciences (L6)
UNITED	97.7%	86%	NQ Sport and Fitness (L5)	NQ Access to Beauty Therapy (L4)
OVERALL	97.2%	86.9%	Retention: 98.9% Attendance: 87.2%	same time 2018-19

Programmes currently in Course Review.

During this round of meetings, we have looked only at FT FE students.
During MORAGAA 2 we will look at HN and PT students in more detail.

Staff attending MORAGAA meetings have a good understanding of their student cohorts, and there is clear evidence of ongoing communication between Learning Development Workers (LDWs) and curriculum staff. A number of interventions have been made prior to MORAGAA meetings in order to address student attendance and/or engagement concerns.

There are some instances where staff have identified application and enrolment processes as lacking opportunity for detailed discussion with prospective students, and it has been identified that some offer decisions are not being made by the most appropriate person. This has been discussed by Senior Curriculum Team (SCT) with an action to explore this further and consider adjustments to arrangements for AY 2020-21.

MORAGAA meetings are planned for February and May to continue the effective monitoring of cohorts and to support staff to make relevant interventions.



University of the
Highlands and Islands
Oilthigh na Gàidhealtachd
agus nan Eilean

Student

Code of Conduct





Purpose

The Student Code of Conduct sets out expectations for all students enrolled at the University of the Highlands and Islands and all Academic Partners. All students are expected to conduct themselves in an appropriate manner to other students, staff and external organisations.

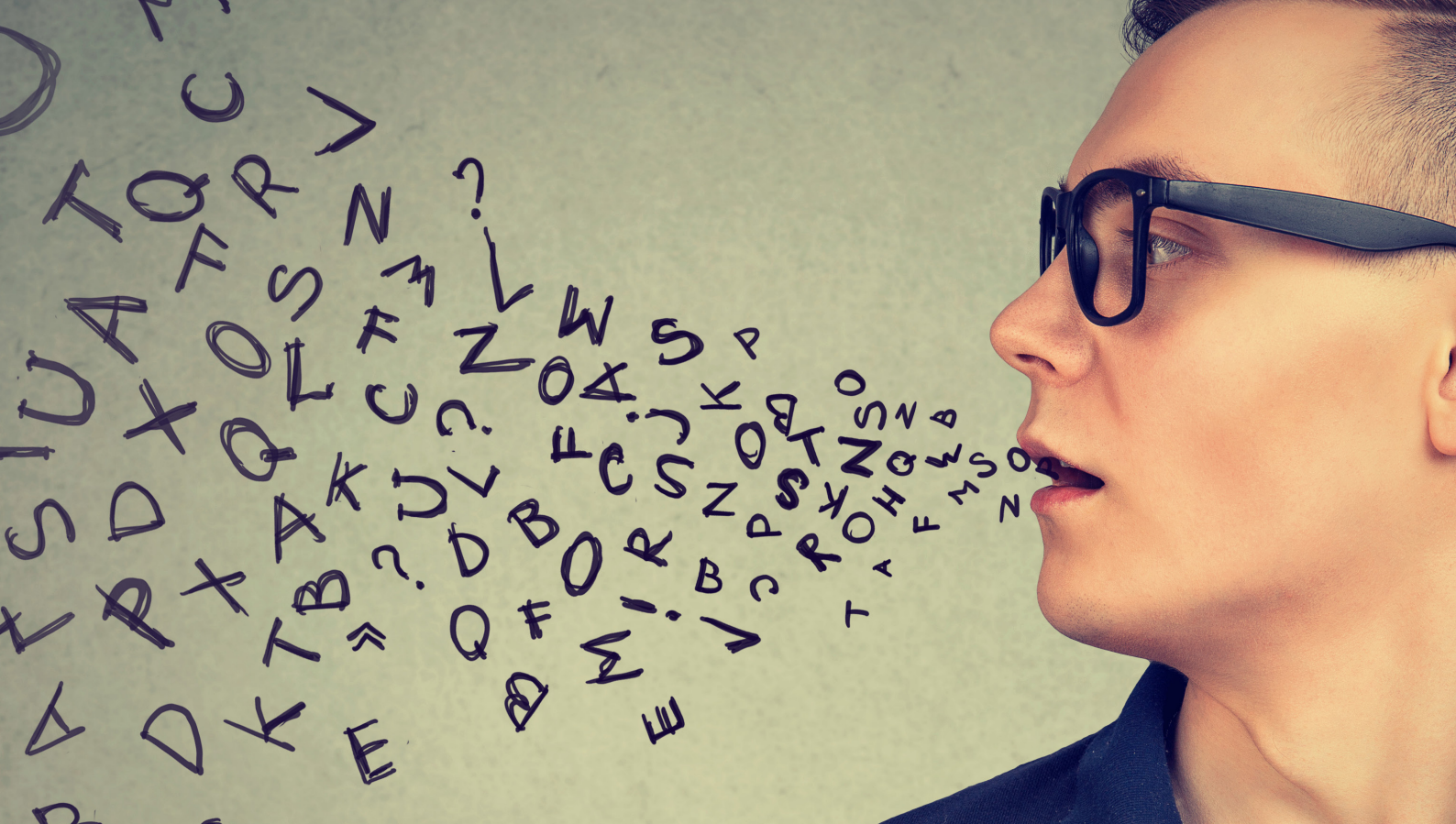
A breach of the Student Code of Conduct will be treated as misconduct and dealt with using the appropriate procedures identified using the decision tree in in Appendix 2 of the Promoting a Positive Learning Environment Policy.

The University and Academic Partners aim to act reasonably in dealing with alleged or actual student misconduct. We seek to balance the interests of all students, staff, local communities, businesses and other organisations with whom we seek to maintain good relationships.

Behaviour that is expected of students

Students are expected to observe the Code of Conduct throughout their studies. The Code of Conduct applies to behaviour in both physical and online environments. Students are expected:

- To take responsibility for their own actions and conduct;
- To behave in a manner that fosters respect and understanding between all members of our community;
- To act within the law and not to engage in any activity or behaviour that is likely to bring the University or Academic Partners into disrepute;
- To value the good relationships, the University and Academic Partners have with local communities, businesses and other organisations;
- To avoid behaving or communicating in ways that are likely to cause offence, e.g. using abusive or obscene language or engaging in discriminatory or anti-social behaviour;
- To treat all University property with care;
- To comply with requests of members of staff;
- To adhere to Health and Safety policies and protocols (including fire alarms) and to comply with any temporary changes during maintenance or repairs.



Reporting suspected breaches of the Student Code of Conduct

Students can report suspected breaches of the Student Code of Conduct to any member of staff. Should the report be of a personal or sensitive nature, students can discuss the issue with a member of staff they trust or speak to a representative from the Highlands and Islands Students Association.

Students should remember that making vexatious or malicious allegations is a breach of the Student Code of Conduct.

Behaviour that will be regarded as misconduct

The table below sets out examples of behaviour that will be regarded as misconduct. These behaviours could be verbal, physical or written, in person or online. The list is not exhaustive and action may be brought against other unacceptable behaviours. Where there are reasonable grounds for suspicion that a student has breached the Code of Conduct, staff can take appropriate action to investigate.

People

Disciplinary Offence	Examples of Unacceptable Behaviour
Physical Misconduct	<ul style="list-style-type: none"> · Use of weapons · Punching · Kicking · Slapping · Pulling hair · Biting · Spitting · Pushing · Shoving
Sexual Misconduct, Gender Based Violence and Indecency	<ul style="list-style-type: none"> · Sexual intercourse or engaging in a sexual act without consent · Attempting to engage in sexual intercourse or engaging in a sexual act without consent · Sharing private sexual materials of another person without consent · Kissing without consent · Touching inappropriately through clothes without consent · Inappropriately showing sexual organs to another person · Repeatedly following another person without good reason · Making unwanted remarks of a sexual nature · Stalking · Harassment or any unwanted conduct which has the purpose or effect of violating the dignity of an individual, or creating an intimidating, hostile, degrading, humiliating or offensive environment for them, relating to their gender, sexual orientation or gender identity (also refer to section below on gender based violence) · Engaging in any sexual acts on University or Academic Partner premises (excluding halls of residence)

People

Disciplinary Offence	Examples of Unacceptable Behaviour
Abusive, Threatening and Intrusive Behaviour	<ul style="list-style-type: none"> · Carrying of weapons · Threats to hurt another person · Radicalisation of others or sharing information related to extremism · Abusive comments relating to sex, sexual orientation, religion or belief, race, pregnancy/maternity, marriage/civil partnership, gender reassignment, disability or age · Bullying or victimisation (including cyber bullying) · Acting in an intimidating or hostile manner · Use of inappropriate language · Repeatedly contacting another person (by phone, email, text or on social media) against the wishes of the other person · Vexatious or malicious allegations · Unauthorised audio or video recording of staff or students without their knowledge and/or consent
Alcohol, Controlled Substances and Prescription Medication	<ul style="list-style-type: none"> · Supplying or being involved in the supply of controlled substances or non-prescribed medication · Supplying or being involved in the supply of alcohol to minors or areas where there is an alcohol ban · Use of controlled substances on any campus · Consume alcohol at any time prior to taking part in practical activities · Failure to advise staff of using prescription medication where side effects could pose a risk to the student, other students or staff
Academic Misconduct	<ul style="list-style-type: none"> - Collusion: working with others to complete an assessment when an assessment must be completed by individual students. - Copying from another student (including using ICT to do so) - Frivolous content – producing content that is unrelated to the assessment in question. - Offensive content such as the inclusion of inappropriate, offensive, discriminatory or obscene material in assessment evidence. - Inappropriate behaviour during an assessment that causes disruption to others. This includes shouting and/or aggressive behaviour or language. - Plagiarism: failure to acknowledge sources properly (including self-plagiarism), and/or the submission of another person's work as if it were the student's own. - Cheating: normally through the use of unauthorised aids. - Being in possession during an assessment of unauthorised materials including (but not limited to) mobile phones, MP3 players, notes. - Falsification or fabrication of data - Impersonation i.e. pretending to be someone else. <p>· Academic misconduct will normally be investigated through the relevant Academic Misconduct procedure. Incidents may also be investigated under the Disciplinary Procedure, e.g. if they involve unauthorised use of property, threatening behaviour etc.</p> <p>· Academic Misconduct may result in the University or Academic Partner making a report to an external awarding body or Professional, Statutory and Regulatory Bodies (PSRB)</p>

Property

Disciplinary Offence	Examples of Unacceptable Behaviour
Damage to Property	<ul style="list-style-type: none"> · Causing any damage to property belonging to and/or the University, including staff and student property
Unauthorised Taking or Use of Property	<ul style="list-style-type: none"> · Unauthorised entry onto or unauthorised use of and/or University premises · Taking property belonging to another without permission · Misuse of and/or University property (for example computers, workshop and laboratory equipment)
Causing A Health or Safety Concern	<ul style="list-style-type: none"> · Behaviour or act causing a health or safety concern to people, animals or the environment · Act/omission/negligence that caused or could have caused harm on (AP Name) and/or University premises or during activities (for example, interfering with fire safety equipment, smoking cigarettes or vaping in non-designated areas, misuse of equipment, not following safety protocols)

Organisation

Disciplinary Offence	Examples of Unacceptable Behaviour
Operational Obstruction	<ul style="list-style-type: none"> · Acts/omissions/statements intended to deceive and/or the University or to conceal the misconduct of others · Disruption of the activities of and/or the University (including academic, administrative, sporting and social) · Disruption of or interference with the functions, duties or activities of any student or employee or any authorised visitor to and/or the University · Fraud, forgery, unauthorised use of funds, financial impropriety, including activity related to student support funds, fee waivers, research funds, scholarships etc. · Bribery / attempted bribery · Breach of the Persistent and Vexatious Complaints Policy
Reputational Damage	<ul style="list-style-type: none"> · Behaviour which has caused damage, could have caused damage or may cause damage to the reputation of and/or the University · Behaviour which has caused damage, could have caused damage or may cause damage to the reputation of and/or the University

Gender Based Violence

Gender based violence (GBV) is a function of gender inequality, and is normally an abuse of male power and privilege. It takes the form of actions that result in physical, sexual and psychological harm or suffering or affront to human dignity, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or private life.

While it is acknowledged that gender based violence mostly affects women and that predominantly men are the perpetrators, it may impact individuals of any age, gender, sexual orientation, faith or ethnicity.

- Domestic abuse (including coercive control)
- Stalking
- Harassment or any unwanted conduct which has the purpose or effect of violating the dignity of an individual, or creating an intimidating, hostile, degrading, humiliating or offensive environment for them, relating to their gender, sexual orientation or gender identity.
- Rape and sexual assault
- Child and childhood sexual abuse
- Commercial sexual exploitation, including prostitution, pornography and trafficking
- Female genital mutilation
- Forced and child marriages
- Abuse by other family members, so called 'honour-based' and dowry-related violence crimes
- Threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or private life

Gender based violence is not condoned by the University or Academic Partners. We are committed to working in partnership with relevant local organisations to support victims of gender based violence, including assisting victims to report suspected crimes to the police. Allegations or incidents of gender based violence may also be treated as a breach of the Student Code of Conduct and relevant procedures followed.

Precautionary Action

In the event of an allegation of misconduct, a student may be excluded from until the investigation is completed if there is risk of harm to themselves, other students or staff. During this time they will be able to continue to study remotely and will receive any student support funds they are entitled to. This precautionary action is not a punishment, but is intended to protect the interests of all parties.

Disciplinary Action

Following an investigation disciplinary action that may be applied include, but are not limited to: written apology to the aggrieved party; compulsory attendance at a workshop/coaching session; restrictions/conditions on attendance; verbal warning; written warning; fines for wilful damage, theft or non-return of equipment; exclusion from the course; de-registration (postgraduate research students); removal of university award; permanent exclusion from the University and all Academic Partners.

The disciplinary action applied will be proportionate and take full account of the individual circumstances of the misconduct.

Multiple or repeated incidents of misconduct may be more serious than a single act of misconduct, and previous incidents may be taken into account when determining what disciplinary action should be applied.

Depending on the disciplinary action applied, students risk losing entitlement to student support funds and may be liable to pay their tuition fees in full.

Alleged misconduct which may constitute a criminal offence

Where alleged misconduct may constitute a criminal offence, University and Academic Partners will use the following principles:

- 1) The criminal process will take priority and any internal disciplinary procedure will be suspended until further guidance is received from the police.
- 2) Precautionary action will be considered using the Safeguarding Lead Procedures. This involves a risk assessment which may result in reasonable and appropriate action being taken e.g. imposition of conditions, exclusion from some or all, University or Academic Partner premises, and/or removal of access to services.
- 3) Where necessary, appropriate support will be provided to all parties involved in the incident.
- 4) Irrespective of the outcome of the criminal process, University and Academic Partners may consider the alleged misconduct as an internal disciplinary matter.

With respect to 4), where a student is convicted of or cautioned or warned for a criminal offence, this may be relied upon as evidence in any disciplinary proceedings provided that the circumstances leading to that conviction are directly relevant to the allegation. Any sentence or order pronounced by a court may be taken into account in the imposition of any sanction.

Professional Standards and Fitness to Practise

Students on courses accredited by a Professional, Statutory and Regulatory Bodies (PSRB) are also subject to the professional standards and/or Codes of Conduct issued by the PSRB. The student will be advised if this is applicable at the start of their course.

Any breach of the Student Code of Conduct or professional standards may be reported directly to the PSRB and/or trigger a Fitness to Practise procedure.

This may lead to a student being withdrawn from their course, dismissed from their job, barred from employment in that profession, and/or a criminal investigation.



AP Name, University of the Highlands and Islands

Student Disciplinary Procedures

1. Introduction

- 1.1. This procedure supports the Promoting a Positive Learning Environment Policy and the Student Code of Conduct.
- 1.2. This procedure is designed to give students and staff a clear framework to fairly and promptly address any situations which may arise around student behaviour and suspected breaches of the Student Code of Conduct.

2. Scope

- 2.1. This procedure applies to all students (Further Education, Higher Education, Postgraduate and Postgraduate Research) enrolled on a programme of study at **AP Name** or who are enrolled at another academic partner but are studying at **AP Name**.
- 2.2. This procedure applies to suspected breaches of the Student Code of Conduct in physical and online environments, including social media and messaging services.
- 2.3. The procedure applies to suspected breaches of the Student Code of Conduct on campus and off campus.
- 2.4. For students who are also school pupils, refer to Section 7.

3. Exceptions

- 3.1. As per Appendix 1 of the Promoting a Positive Learning Environment Policy, there are separate procedures for academic misconduct.
- 3.2. In situations where a student's behaviour may be related to a health condition e.g. mental health condition or a condition identified in a Personal Learning Support Plan (PLSP), additional support and use of Fitness to Study and/or Fitness to Practise Guidelines may be considered alongside or instead of this procedure.

4. Definitions

- 4.1. **Precautionary Action:** In the event of an allegation of misconduct, a student may be excluded from AP Name until the investigation is completed if there is risk of harm to themselves, other students or staff. During this time they will be able to continue to study remotely and will continue to receive student support funds. Precautionary action is not a punishment, but is intended to protect the interests of all parties.

Where precautionary action is to be used the Head of Student Services should inform the student by letter explaining that they are being excluded to allow an investigation to occur.

Precautionary action may also include measures up to complete exclusion from AP Name, e.g. removal of access to a course of study or specific building.

- 4.2. **Exclusion from Campus:** The removal of the student's access to all sites constituting AP Name campus for a specified period of time in response to a disciplinary incident. In some circumstances this exclusion may extend to all University and Academic Partner campuses. The student may continue to study remotely throughout this period.
- 4.3. **Exclusion from Studies:** The removal from the student's course of study in response to a disciplinary incident, resulting in the loss of registered student status and loss of access to all facilities.

In some circumstances this exclusion may apply to the University and all Academic Partners for a period of time deemed appropriate by the disciplinary process. In some cases this may result in any future applications from the student being rejected.

- 4.4. **Suspension of Studies:** A Suspension of Studies is not a disciplinary measure. When a student chooses to take a period of time out from their studies because of a change in their personal circumstances, with the intention to return at a later date.

5. Procedure

- 5.1 It is widely acknowledged that disruptive behaviour is a barrier to learning and can negatively impact on the learning and wellbeing of the student themselves and/or other students and staff. This procedure should be implemented promptly as early intervention and support can result in better outcomes for the student and may avoid the situation becoming more complex.

All staff have a responsibility to promote a positive learning environment and challenge behaviour contrary to the Student Code of Conduct. Staff should ensure that, when intervening in any situation, they consider their own safety as well as the safety of other staff and students.

At any stage during the disciplinary process, if a student is found not to be responsible for any suspected misconduct then the investigation will be closed and no further action taken. A record of the investigation will be retained according to the retention schedule.

5.2 Informal Stage

- 5.2.1 AP Name will usually try to deal with suspected breaches of the Student Code of Conduct informally first, and only use the formal disciplinary process when this proves unsuccessful, or it is inappropriate in the circumstances (e.g. recurring breaches of the Student Code of Conduct, an instance of a more serious nature or gross misconduct).
- 5.2.2 Informal action would normally involve staff discussing with the student any behaviour causing concern, and setting out the expectations around behaviour. Brief notes should be taken of the discussions and recorded on **student's record or relevant system**.
- 5.2.3 All students interviewed, including the student who is alleged to have breached the code of conduct, should be offered the opportunity to be accompanied by a supporter of their choosing (other than a legal representative or another student involved in the incident or investigation). Should the student wish, this could be a representative from HISA or an appropriate member of staff.
- 5.2.4 Students should be notified that a note has been made of the discussions and that no further action will be taken unless misconduct continues or escalates.
- 5.2.5 Repeated low level misconduct should be raised with the **PAT or equivalent**. Should the misconduct continue or escalate, the formal disciplinary process will be considered.

5.3 Stage 1 Formal Disciplinary Process

- 5.3.1 Where a suspected breach of the Student Code of Conduct has occurred, or where previous informal discussions and or informal verbal warnings or other sanctions have been ignored, the reporting member of staff should discuss the situation with the **PAT or equivalent**.
- 5.3.2 The **PAT or equivalent** will then consider the incident alongside the student's behaviour to date generally. Discussions should be held with the student to establish their version of events.
- 5.3.3 All students interviewed, including the student who is alleged to have breached the code of conduct, should be offered the opportunity to be accompanied by a supporter of their choosing (other than a legal representative or another student involved in the incident or investigation). Should the student wish, this could be a representative from HISA or an appropriate member of staff.
- 5.3.4 Discussions may be held with other staff and/or students to ascertain the situation and verify events.
- 5.3.5 The **PAT or equivalent** should take brief notes of all the discussions along with gathering any evidence which may indicate whether the suspected misconduct has taken place. A copy of the notes should be given to the parties interviewed to be signed for verification of accuracy.

- 5.3.6 Provided the staff members investigating are satisfied that a breach of the Student Code of Conduct has taken place, **PAT or equivalent** can issue a verbal warning to the student.
- 5.3.7 Should the evidence suggest that the misconduct is not serious enough to merit a verbal warning, **PAT or equivalent** can use informal warning instead, following the guidance in Section 5.2.2 onwards.
- 5.3.8 At the point of issuing the verbal warning, the student's behaviour should be discussed, outlining the impact on others and emphasising the need to change. Strategies should be discussed that will lead to improvements and agreed with the student. The student should be informed that repeated misconduct may lead to a Stage 2 formal disciplinary procedure.
- 5.3.9 After issuing the verbal warning to the student, the **(PAT or equivalent)** will arrange for an official notification of the verbal warning, and any possible supplementary action plan, to be sent to the student. The warning should be documented on **student's record or relevant system**. The verbal warning will remain in place for the remainder of the academic year.
- 5.3.10 When issuing the verbal warning, the **PAT or equivalent** should complete all appropriate paperwork. A copy of this should be sent to the **senior member of staff, Head of Student Services or equivalent and Quality Team**. Appropriate information and any relevant documentation should be logged in the student's file. The written warning will remain in place for the remainder of the academic year.
- 5.3.11 The **PAT or equivalent** should provide feedback to the member of staff that initially reported the misconduct where relevant.
- 5.3.12 The student has the right to make an appeal against the outcome under specific circumstances. Further information is included in Section 6.

5.4 Stage 2 Formal Disciplinary Process

- 5.4.1 Where behaviour which has previously received a formal verbal warning recurs, or where there is serious breach of the Student Code of Conduct, the Stage 2 Formal Disciplinary Process will be initiated.
- 5.4.2 The **PAT, equivalent or relevant local manager** will consider the suspected breach of the Student Code of Conduct alongside the student's behaviour to date. Discussions should be held with the student to establish their version of events.
- 5.4.3 All students interviewed, including the student who is alleged to have breached the code of conduct, should be offered the opportunity to be accompanied by a supporter of their choosing (other than a legal representative or another student involved in the incident or investigation). Should the student wish, this could be a representative from HISA or an appropriate member of staff.
- 5.4.4 Discussions may be held with other staff and/or students to ascertain the situation and verify events. The **PAT, equivalent or relevant local manager** should take brief notes of the discussions along with gathering any evidence which may indicate

whether the suspected misconduct has taken place. A copy of the notes should be given to the parties interviewed to be signed for verification of accuracy.

- 5.4.5 Provided the staff members investigating are satisfied a breach of the Student Code of Conduct has taken place, **PAT, equivalent or relevant local manager** can issue a written warning to the student, which should be agreed in advance with **senior member of staff**, where relevant.
- 5.4.6 Should the evidence suggest that the misconduct is not serious enough to merit a written warning, **PAT or equivalent** can issue a verbal warning instead, following the guidance in Section 5.3.4 onwards.
- 5.4.7 At the point of issuing a formal warning the **PAT or equivalent** should arrange to meet with the student to discuss their behaviour, outlining the impact on others and emphasising the need to change. Strategies should be discussed that will lead to improvements and agreed with the student. The student should be informed that repeated misconduct may lead to the Stage 3 Disciplinary Process being initiated.
- 5.4.8 When issuing the written warning, the **PAT or equivalent** should complete **the appropriate paperwork**. A copy of this, and any possible supplementary action plan, should be sent to the student, **senior member of staff, Head of Student Services or equivalent and the Quality Team**. Appropriate information and any relevant documentation should be logged on **student's record or relevant system e.g. SITS**. The written warning will remain in place for the remainder of the academic year.
- 5.4.9 The student has the right to make an appeal against the outcome under specific circumstances. Further information is included in Section 6.

5.5 Stage 3 Formal Disciplinary Process (including Gross Misconduct)

Context

- 5.5.1 The Stage 3 Formal Disciplinary Process will be initiated where:
- Repeated breach of the Student Code of Conduct for which the student has previously received warnings
 - A single instance of suspected gross misconduct e.g. behaviour serious enough that if proven it may lead to exclusion or withdrawal from **AP Name**
- 5.5.2 Should the **appropriate member of staff** believe Stage 3 Formal Disciplinary Process may be appropriate, the issue should be discussed with the **senior member of staff**. The issue should then be taken to **appropriate member of staff** and a decision made about whether to proceed to Stage 3 Formal Disciplinary Process.

Investigation

- 5.5.3 Following initial investigations into the suspected breach of the Student Code of Conduct, consideration should be given by **senior member of staff** and **Head of Student Services or equivalent** as to whether precautionary action should be taken (see Section 4.1).

- 5.5.4 An appropriate member of staff will be appointed as Investigating Officer by **Head of Student Services or equivalent**. Any potential conflicts of interests should be avoided when appointing an Investigating Officer.
- 5.5.5 All investigations should be conducted within a timeous period. For example it is recommended that an investigation should not normally take more than 10 working days.
- 5.5.6 Before meeting with a student as part of a formal investigation, it should be ascertained whether the student has a Personal Learning Support Plan that means they may need extra support during the investigation. This support should be arranged before any formal disciplinary meeting. The Investigating Officer should be aware of the impact the student's PLSP may have on their experience of the disciplinary process. This also applies to any witnesses that may be interviewed.
- 5.5.7 The student who is the subject of the disciplinary investigation should be provided with a copy of the Disciplinary Procedures prior to interviews taking place.
- 5.5.8 The Investigating Officer will identify all witnesses and individuals involved in the suspected misconduct and collect any relevant evidence. Where it is considered necessary to interview a witness or those involved, the Investigating Officer should meet with each of these people individually. A record of these interviews will be taken by **appropriate person**. A copy of the notes should be given to the parties interviewed to be signed for verification of accuracy.
- 5.5.9 All students interviewed, including the student who suspected of breaching the code of conduct, should be offered the opportunity to be accompanied by a supporter of their choosing (other than a legal representative or another student involved in the incident or investigation). Should the student wish, this could be a representative from HISA or an appropriate member of staff.
- 5.5.10 At the end of the investigation the Investigating Officer will complete the Stage 3 Disciplinary Checklist and provide a recommendation on whether there is a disciplinary case to answer to the **Head of Student Services or equivalent**. The recommendation will be accompanied by any evidence relating to the suspected breach of the Student Code of Conduct collected during the investigation, including statements from staff and/or students.
- 5.5.11 The recommendation will include details of any previous disciplinary action and an overview of the student's engagement with studies to date.
- 5.5.12 The **Head of Student Services or equivalent** will make a decision whether to proceed to a Disciplinary Hearing, based on the recommendation from the Investigating Officer and the evidence collected during the investigation.
- 5.5.13 Should the **Head of Student Services or equivalent** choose not to proceed to a Disciplinary Hearing, their rationale should be recorded and all records retained for **as per the retention schedule**.

Disciplinary Hearing

- 5.5.14 Should the **Head of Student Services or equivalent** decide to proceed to a Disciplinary Hearing, it will take place within ten working days of the Investigating Officer making their recommendation.
- 5.5.15 The Disciplinary Hearing panel should consist of 3 members, plus a scribe. At least one of the panel members should be of a senior enough level to be able to make a decision on withdrawing or excluding a student. Where the latter is not possible the panel outcome should be passed to a relevant senior member of staff after the meeting who can take this decision within a timeous manner. It is recommended that at least one of the managers on the panel is from another curriculum area.
- 5.5.16 The purpose of the meeting is to:
- Establish whether the alleged incident took place
 - Explore the reasons for alleged incident
 - Establish whether the student is committed to correcting their behaviour
 - Explore how the student can be supported if they continue with their studies
 - Determine any disciplinary action that should be taken against the student
 - Determine whether the circumstances are such that the student should be excluded from their studies or from the campus (and/or all UHI campuses)
- 5.5.17 The panel must consider all the evidence presented before arriving at a conclusion. The conclusion may be reached at the end of the meeting or through further discussion with **relevant members of staff** after the meeting.
- 5.5.18 Where a student declines to attend an interview or does not attend the hearing, the hearing will take place in order to consider the investigation findings before coming to a conclusion as to the appropriate course of action.

Outcome of Disciplinary Hearing

- 5.5.19 The student must be informed of the outcome of the Disciplinary Hearing in writing within three working days of the meeting.
- 5.5.20 The Disciplinary Hearing Panel has scope to take disciplinary action that may include one or more of the following:
- Final written warning
 - Written warning
 - Verbal warning
 - Written apology to the aggrieved party
 - Compulsory attendance at a workshop/coaching session
 - Restrictions/conditions on attendance
 - Fines for wilful damage, theft or non-return of equipment
 - Exclusion from their studies
 - Exclusion from campus
 - Permanent exclusion from the University and all Academic Partners
 - De-registration (postgraduate research students)

- Removal of university award
- Referred for consideration to the Fitness to Study Procedure/Fitness to Practise Procedure
- No further action

5.5.21 The student has the right to make an appeal against the outcome under specific circumstances. Further information is included in Section 6.

5.5.22 A copy of all documentation presented as evidence, the panel outcome letter, and the Hearing Report should be sent to the **Head of Student Services or equivalent**. If a sanction is given this should be logged on **student's record or relevant system e.g. SITS**. The Disciplinary Hearing Panel will determine the length of time for which the warning or sanction will remain in place.

6. Appeals

6.1 A student may appeal against any disciplinary action taken against them. Appeals will only be considered on the following grounds:

- a. That the Disciplinary Process was not followed correctly;
- b. That there was prejudice and/or bias on the part of the Investigating Officer or any Disciplinary Hearing Panel members which affected the outcome;
- c. That the disciplinary action imposed is thought to be disproportionate to the offence;
- d. That there is new evidence which could not have been made reasonably available during the original determination.

6.2 Appeals must be made in writing to the **stage appropriate Senior Member of Staff**. The appeal must be made within five working days of receiving the outcome of disciplinary action and must state the grounds on which the appeal is being made.

6.3 Appeals will not be considered for any other reason or through any other means than those outlined above.

6.4 The appeal will be considered by **stage appropriate Senior Member of Staff or an appointed deputy** who will respond to the student within five working days of receiving the appeal. Once the outcome has been decided there is no recourse to further appeal.

7. Students who are school pupils

7.1 **Outline local procedures agreed with relevant local authority/ies to deal with this cohort.**

7.2

7.3

7.4

8. Appendices

Please refer to the Promoting a Positive Learning Environment Policy appendices for an overview of policies and procedures, and a flowchart to help staff ascertain which policy and procedure should be used.

Appendix 1: Disciplinary Procedure Overview

Appendix 2: Informal Stage Flowchart

Appendix 3: Stage 1 Flowchart

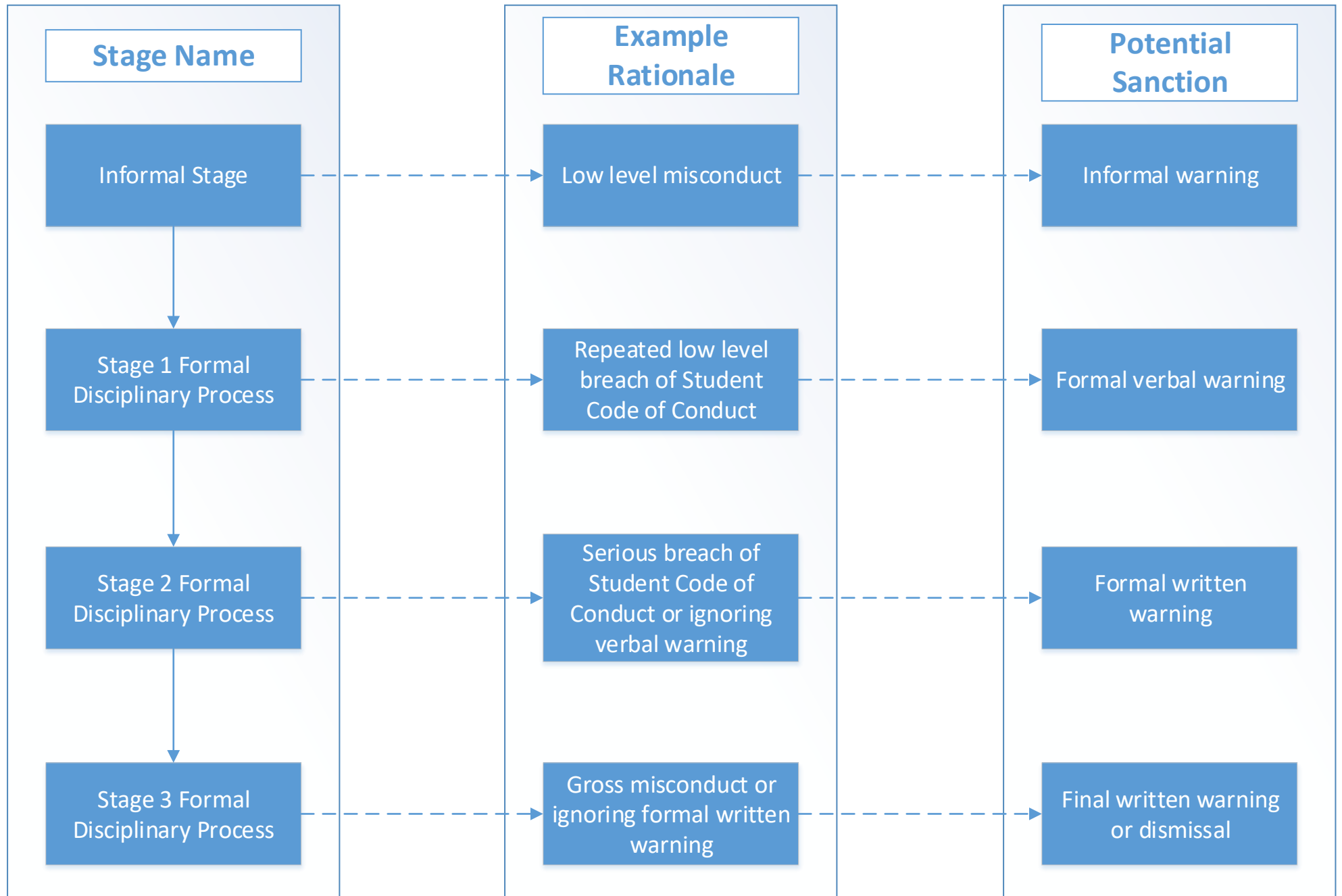
Appendix 4: Stage 2 Flowchart

Appendix 5: Stage 3 Flowchart

Appendix 6: Stage 3 Disciplinary Checklist

Appendix 7: Appeals Flowchart

Appendix 1 – Disciplinary Procedure Overview



Appendix 2 - Informal Stage

Suspected breach of Student Code of Conduct



Informal action including discussion with student and setting out expectations



Brief notes recorded using local processes outlining discussions



Student given informal warning and advised no further action will be taken, unless misconduct continues or escalates



Repeated low level misconduct may result in initiation of subsequent disciplinary procedures

Appendix 2: Stage 1 Formal Disciplinary Process

Member of staff reports suspected breach of Student Code of Conduct or student has ignored previous informal warnings

PAT or equivalent discusses with student and considers the allegation alongside student's behaviour to date

PAT or equivalent discusses with other staff/students, taking notes and gathering any relevant evidence

PAT or equivalent can issue a verbal warning to the student if they are satisfied that a breach of the Student Code of Conduct has taken place

Student is notified of effect of behaviour on their own study and others, and warned that further misconduct may lead to Stage 2

Student will receive official notification of the formal verbal warning, which will remain in place for the academic year

Where appropriate the reporting member of staff will receive feedback from the PAT or equivalent

Student have the right to appeal under specific circumstances

Appendix 4 - Stage 2 Formal Disciplinary Process

Member of staff reports suspected serious breach of Student Code of Conduct or student has ignored formal verbal warning

PAT or equivalent discusses with student and considers the allegation alongside student's behaviour to date

PAT or equivalent discusses with other staff/students, taking notes and gathering any relevant evidence

PAT or equivalent can issue a written warning to the student (agreed in advance with senior member of staff) if they are satisfied that a breach of the Student Code of Conduct has taken place

Student is notified of effect of behaviour on their own study and others, and warned that further misconduct may lead to Stage 3

Student will receive official notification of the formal verbal warning, which will remain in place for the academic year

Where appropriate the reporting member of staff will receive feedback from the PAT or equivalent

Student have the right to appeal under specific circumstances

Appendix 5 - Stage 3 Formal Disciplinary Process (Page 1 of 2)

Context

Report of suspected gross misconduct or student has ignored formal written warning

PAT or equivalent discusses with senior members of staff and initiates Stage 3 Process if appropriate

Investigation

Consideration should be given by senior staff as to whether precautionary action should be taken

Appropriate member of staff appointed as Investigating Officer by a senior member of staff

Investigating Officer establishes if student or any witnesses have PLSP and make assessment on PLSP's impact on their experience of investigation

Student suspected of breach is provided with copy of Disciplinary Procedures

Investigating Officer collects evidence and interviews all relevant parties. Copy of interview notes to be signed by interviewee for verification

Investigating Officer completes Stage 3 Disciplinary Checklist, evidence and a recommendation on whether there is a case to answer to senior member of staff

Senior member of staff makes a decision on whether to proceed to a disciplinary hearing or not

To be completed within 10 working days

Appendix 5: Stage 3 Formal Disciplinary Process (Page 2 of 2)

Disciplinary Hearing

Hearing should take place within **ten working days** of Disciplinary Officer making their recommendation

Hearing Panel should consist of three members plus a scribe, including a senior member of staff capable of deciding if a student should be withdrawn or excluded

The panel should consider all evidence and arrive at a decision. Should they not be able to reach a decision they may consult with other staff

If a student declines to attend an interview or hearing the hearing will take place regardless to consider the findings and reach a conclusion

Investigating Officer establishes if student or any witnesses have PLSP and make assessment on PLSP's impact on their experience of investigation

Outcome

The student being investigated must be informed within **three working days** of the meeting

The student has the right to appeal against the outcome in specific circumstances

A copy of all evidence, the outcome letter and hearing report should be sent to a senior member of staff. Any sanction should be recorded on the student's record and any warning will remain in place for a period deemed appropriate.

Stage 3 Formal Disciplinary Process – Investigating Officer’s Checklist

This checklist should be used when conducting the Stage 3 Disciplinary Process.

Investigating Officer Name:	
Investigating Officer Job Role:	
Student Name:	
Student ID:	
Programme:	
Details and dates of any precautionary action, including temporary exclusion (if applicable):	

Details of previous Formal Disciplinary Process Events	
Absence Record	
Academic Performance / Progress / Engagement	
Chronology of events leading to suspension	
Summary of witness statements (attach statements as additional sheets)	
Is there evidence of a case to answer?	

Next Steps Recommendation	
Investigating Officer Signature	
Date	

Disciplinary Meeting is to be scheduled within ten working days of the Investigating Officer submitting this form.

Appendix 7 - Appeal Process

Student may appeal against any disciplinary action taken against them. Appeals will only be considered on the following grounds:

Disciplinary Process was not followed

That there was prejudice and/or bias on the part of the Investigating Officer or any Disciplinary Hearing Panel members which affected the outcome

That the disciplinary action imposed is thought to be disproportionate to the offence

That there is new evidence which could not have been made reasonably available during the original determination

Appeals must be made in writing to appropriate member of staff within **five working days** of receiving the outcome of disciplinary action

Appeal must state the grounds on which the appeal is being made from the four options above. No other grounds for or means of appeal will be considered

Appeal will be considered by an appropriate member of staff, who will respond to the student within five working days of receiving the appeal.

Once the outcome has been decided there is no further recourse to appeal.

Committee:	LTQ			
Subject/Issue:	FE Regional Strategy for Work Experience			
Brief summary of the paper:	The strategy articulates a commitment to ensure all students have access to high quality, meaningful workplace experience in line with the SFC Work Placement Standard and Regional Outcome measure for Work Placement.			
Action requested/decision required:	For noting			
Status: (please tick ✓)	Reserved:		Non-reserved:	✓
Date paper prepared:	May 2019			
Date of committee meeting:	12 November 2019			
Author:	Regional Single Policy group			
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.	Enhance connections between our curriculum, employers and the workplace.			
Equality and diversity implications:	Yes. All quality assurance measures, including equality and diversity, are sufficiently considered.			
Resource implications: <i>(If yes, please provide detail)</i>	Not at present			
Risk implications: <i>(If yes, please provide detail)</i>	Yes, Need to work collaboratively with relevant stakeholders			