University of the Highlands and Islands
Moray College

BOARD OF MANAGEMENT
Learning, Teaching and Quality Committee
Meeting to be held
On 16 March 2021 at 1030 hours by Teams

Agenda Number	Item	Presented By	Action Required: Decision, Discussion, For Noting
LTQ.21.01.01	(i)　　Resignations	Clerk	Noting
	(ii)　　Appointments		
LTQ.21.01.02	Apologies for Absence	Clerk	Noting
LTQ.21.01.03	Any Additional Declarations of Interest including specific items on this Agenda.	Chair	Noting
LTQ.21.01.04	Draft Minutes of LTQC meeting held on 10-11-2021 *	Chair	Decision
LTQ.21.01.05	Matters Arising from LTQC meeting held on 10-11-2021 *	Clerk	Noting
LTQ.21.01.06	Learning and Teaching	N Yoxall	Noting
	(i)　　Brightspace Online Learning (ii)　　Impact of Support for Learning and Teaching		
LTQ.21.01.07	Quality Cycle	H Sharp	Noting
	supporting documents including timeline for Estimates and IQA activities		
LTQ.21.01.08	Update on Curriculum Strategy	C Newlands	
	(i)　　UHI Curriculum Review *		Discussion
	(ii)　　CAMP Report *		Noting
LTQ.21.01.09	MORAAGA Report *	N Yoxall	Noting
LTQ.21.01.10	Policies and Procedures	H Sharp	Approval
	(i)　　Course Review Procedure * (ii)　　Course Approvals and Modifications procedure*		

	(iii) Mitigating Circumstances Procedures * (iv) Credit rating policy*		
LTQ.21.01.11	RIKE Report *	J Andrews	Noting
LTQ.21.01.12	Emerging Issues	Chair	Noting
	(i) Cyber Incident – verbal update	D Duncan	Noting
	(ii) Campus Access – verbal update	C Newlands	Discussion / Noting
RESERVED ITEMS			
LTQ.21.01.13	Draft Reserved Minutes of LTQ meeting held on 10-11-2021 *	Chair	Approval
LTQ.21.01.14	Date of Next Meeting – 15-06-2021	Clerk	Noting

BOARD OF MANAGEMENT
LEARNING, TEACHING & QUALITY COMMITTEE
Minutes of Meeting
held on
Tuesday 10 November 2020
at 1330 by Teams

Present: Anne Campbell (Chair)
                        Rosemary McCormack

David Patterson	Alistair Fowlie
Tami Wilson	Kyle Gee
Jackie Andrews	Chris Newlands
Sam Bright	Lucy Huby
Heather Sharp	Seonaid Mustard
Malcolm Clark	Hermione Morris
Toni McIlwraith	Michele Smith
Hugh Hamilton	Stewart McCracken

In attendance: Nikki Yoxall
                        Chris Newlands
                        Derek Duncan
                        Cathie Fair (Clerk)
                        Eleanor Melton (Minutes)

		ACTION	DATE
LTQ.20.03.01	**Resignations and Appointments**		
1.1	Anne Campbell who had recently taken over as Convenor of LTQC, welcomed everyone to today's meeting, There have been no new resignations. Hugh Hamilton and Stewart McCracken have been appointed to the Committee.		
LTQ.20.03.02	**Apologies for Absence**		
2.1	Apologies were received from: Jodie Salmon Garry Rendall Susanne McLaren		
LTQ.20.03.03	**Any Additional Declarations of Interest including specific items on this Agenda**		
3.1	There were no additional declarations of interest received.		
LTQ.20.03.04	**Draft Minutes of LTQC meeting held on 16 June 2020**		
4.1	Subject to minor amendments the minutes were approved as a true and accurate record of the meeting held on 16 June 2020:		

	Proposed: Nikki Yoxall Seconded: Seonaid Mustard		
LTQ.20.03.05	**Matters Arising from LTQC Meeting held on 16 June 2020**		
	The majority of actions were confirmed to have been completed or were on the Agenda.		
LTQ.20.03.06	**EREP Final Document for 2019-20**		
6.1	Nikki outlined the document provided, highlighting key points and explaining outcomes and actions that have come from it. Whilst there was was no formal requirement to produce an external EREP due to Covid-19 Education Scotland do expect Colleges to undertake evaluative activity. The quality of the submission was excellent with areas of positive practice and areas for improvement highlighted throughout. Nikki added that the contribution from both Curriculum and Support teams had been phenomenal and although the process was a challenge for staff it was completed to a high standard. Any questions or concerns regarding the content of the document are to be directed to Nikki.		
Action	Feedback on EREP from Committee to Nikki	**Committee**	ASAP
LTQ.20.03.07	**Learning and Teaching**		
	I. **Learning and Teaching Review – Verbal update**		
7.1	The Learning and Teaching forum is now up and running and had been well received. This is a supportive learning environment with some excellent examples of teaching practice. There have been no formal CPD events although the framework for recording CPD activity is currently being developed regionally. The Committee noted this is a very useful forum.		
	II. **Learning and Teaching support for staff 2020/21**		
7.2	The external context of Covid-19 and the subsequent lockdown and impact on usual delivery approaches highlighted a need for enhanced support to ensure learning and teaching could move online. This had included increased Brightspace Support, support from the Learning Coach, IT Trainers, the Teacher Mentoring Team, Alpine and LTA, Specific Support by inviting speakers to team meeting. An internal audit on the impact of leadership of learning by promoted lecturers in		

	order to share best practice and offer support has been agreed by the Audit Committee. The Early experience survey had indicated very high levels of satisfaction with Brightspace. Positive feedback is being received from degree students about the quality of teaching. Sam Bright wanted to give credit to all staff for the hard work and effort to ensure the high standard of delivery and materials available via Brightspace. Derek thanked everyone for their feedback on virtual learning and ask for any suggestions on requirements/upgrades that may be essential moving forward.		
LTQ.20.03.08	**Quality Cycle**		
8.1	Heather provided an update on the Quality Cycle including the Early Experience Survey, MORAGAA, Support Committee meetings and Curriculum Committee meetings. Currently these are all being carried out online via Teams with a live document on Sharepoint being completed on a regular basis to ensure it is current and up to date. Heather explained that the goal is to have all information in one place but accessible from multiple places. This is to allow staff to spend less time searching for information/documents. Toni thanked Heather for the excellent support offered to staff and is always quick to respond if guidance is required.		
LTQ.20.03.09	**Student Early Experience Survey**		
9.1	Nikki explained the deadline for this has been extended to 6pm today (10 November) with Heather noting the final report should be available by the end of November. The extended deadline was to allow Levels 1-3 students to participate also. Currently the overall response rate is 38% which is 12 percentage points lower than the agreed target of 50%. However, 89% of respondents either strongly agree or agree that they are satisfied with College experience. Heather is keeping a close eye on any areas of dissatisfaction and follows up by sending straight to the curriculum teams. Areas such as induction are a recurring theme. Home Life, childcare and IT issues also play a part.		

LTQ.20.03.10	**Update on Curriculum Strategy**		
	I. UHI Curriculum Review		
10.1	Consultation is underway on the Draft UHI Curriculum Review paper. It considers the tertiary curriculum across the region and so all of FE and HE course offered by MC are in scope. Chris is on the Curriculum Planning Review Group which meets fortnightly. The Proposal is to categorise the Curriculum into segments. Chris opened up the document to the committee for discussion. The consultation and implementation timescales are very ambitious and occur at a time when staff are grappling with new ways of delivering the curriculum and supporting students in response to the pandemic. Concerns were expressed over losing control of the FE Curriculum which is currently very effective. The proposed pace of change was also an area of concern. The Committee questioned what is driving this and Chris explained it is related to efficiencies.		
Action	Any comments from the Committee were welcomed to take back to the Review Group	**Committee**	**ASAP**
Action	Chris to update Board meeting in December.	**Chris**	**Dec Board**
	II. Camp Report		
10.2	This is a routine report of approvals and modifications with a meeting being held on a weekly basis. Chris updated the committee and provided a brief summary of the paper provided. Chris highlighted the huge effort required between June and August to approve modifications submitted to enable the online delivery. It was also explained the Scottish Funding Council's reduction of credits from 18 to 16 credits to enable the staff availability for the delivery of short courses from January. Teams are currently working in conjunction with SDS, PACE and the Job Centre to research areas for short course provision. Jackie noted that market forces are hotting up with competition from other training companies also being offered the same funding for the delivery of short courses and this is something to be aware of. Malcolm offered information on upskilling options available for HE students.		
LTQ.20.03.11	**MORAGGA Report - verbal**		

11.1	Nikki briefly updated members on MORAGGA, noting it was good to hear the positive feedback on engagement. Some challenges have been noted such as attendance monitoring and LDWs having a tough time contacting students. Student retention is roughly where it would be for this time of year. Nikki explained that some withdrawals are recorded at DNS (Did Not Show) if no funding had been received therefore no negative impact is seen within the PIs. It is believed that most colleges are experiencing the same difficulties. Nikki added that despite the challenges faced we are still offering a service through all areas. Chris informed members of Moray's approach to delivery, deciding to blend practical and theory to mitigate against the likelihood of a 2nd lockdown being implemented. This has been positively reflected within the Early Experience Survey.		
LTQ.20.03.12	**Policies and Procedures**		
	I. Course Review Procedure		
12.1	This is the final document for review and approval, however, a previous version of the document had been circulated.		
Action	Heather to circulate correct document to members. Feedback to be sent to Anne and Heather.	**HS Committee AC**	ASAP
Action	Thereafter Policy to be presented at next LTQC	**HS**	March 2021
	II. Academic Quality Policy		
12.2	This is due to be reviewed following the approval of other documents. To be presented at next LTQC.		

LTQ.20.03.13	**RIKE Report**		
13.1	Jackie's paper highlighted the fact there has been huge progress made within Moray regarding Research. Budgets are now established and we are in a really good position for research opportunities within the college. Malcolm offered to provide the committee with an overview of the research bids of interest. Jackie advised that although something similar had been provided by Sam Scott, a more detailed version may be appreciated.		
LTQ.20.03.14	**Emerging Issues**		
	I. Support Requirements for staff		
14.1	As discussed in item 3.7 (ii), members were reassured that all is being done to support staff where necessary. Committee noted that this was also discussed at the Staff Governance Committee in the morning. There will also need to be adequate support in place for College reopening.		
	II. Internal Audit Report on Quality Assurance		
14.2	The Internal Audit Report on Quality Assurance had been circulated for information. This resulted in an overall level of assurance of Satisfactory. Both David and Nikki have had several discussions around being Satisfactory or Good. David explained that following final discussions with the auditors, they acknowledged actions that were outwith Moray's control but could not award higher than Satisfactory.		
LTQ.20.03.15	**Appeals**		
15.1	Jacqui Melrose had prepared a report outlining the appeals received in 2019-20. Committee agreed that this would be a good report to see on a yearly basis. Chris explained that there is to be a more robust process implemented regarding appeals with full training being provided for admin staff within the Principal's office.		
Action	Feedback from the Committee was requested.	**Committee**	ASAO
Action	It was agreed there will be an annual report presented at the November LTQC meeting.	**JM**	**Nov LTQC annually**
	RESERVED ITEMS		
LTQ.20.03.16	**DRAFT Reserved Minutes of LTQC meeting held on 16 June 2020**		
16.1	This item is reserved and the minute held in confidence.		
LTQ.20.03.17	**Date of Next Meeting**		
17.1	16 March 2021		

	Meeting closed at 15.35pm		

A report has been compiled to evidence the staff engagement with the Learning Coach this academic year. The report will also indicate the number of staff who have engaged each month from the different areas of the college (UNITED, CAPRI, STEM, CHESS). (Many of the staff members who engaged with the Learning Coach may have done this on multiple occasions in the same week but will only show on the report once.)

Its important to note that the statistics shown exclude data that could result in the identification of individual staff members, it also excludes any ad hoc requests for support.

The report is broken down into months starting from August 20 to March 21, showing how many staff members from each area engaged in the following Learning and Teaching support methods with the Learning coach:

1:1 Support Meeting

Team Support Sessions

CPD Workshops

Much of the support has been on engaging online learners, utilising learning resources online, developing Brightspace shells for online learning, utilising the different learning technologies in online learning, general Brightspace & Webex support.

Total number of staff engaging with support from the Learning Coach – August 2020 to March 2021.

	CPD Sessions	1:21 Support	Team Support	Total
AP	3	6		9
CAPRI	11	6		17
CHESS	27	2	1	30
STEM	27	12		39
UNITED	33	12	1	46
Support Teams	5	5		10
TOTAL	106	43	2	151

Staff have been making use of a range of technologies to support online learning, and have found the use of breakout rooms particularly helpful in supporting students on a one to one basis.

A mix of synchronous (taught real time) and asynchronous (accessible at any time) activities are supporting engagement, particularly for those students with caring responsibilities or employment commitments.

University of the Highlands and Islands
Moray College

Committee:	LTQ
Subject/Issue:	Draft UHI Curriculum Review Paper
Brief summary of the paper:	This paper outlines a framework to make the collective (partnership's) curriculum more sustainable effective, efficient, and effective. It considers the tertiary curriculum across the region and so all of the FE and HE courses offered by Moray College are in scope. It proposes the development of: • A Curriculum structure (regional core, Inward Attractor and Local) • A Curriculum strategy – things we will do to make our curriculum more efficient, effective and sustainable • Curriculum planning revision – clarity about who is responsible for what
Action requested/decision required:	For discussion

Status: *(please tick ✓)*	**Reserved:**		**Non-reserved:**	**√**

Date paper prepared:	February 2021
Date of committee meeting:	16 March 2021
Author:	Dr Gary Campbell, UHI VP Principal Strategic Developments (presented by 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 and Curriculum Strategy Relevant Risks are: Moray/1 Ineffective Curriculum Planning Moray/10 Senior Phase Programming offered/delivered does not meet needs of Moray (schools Programme).
Equality and diversity implications:	Yes. Curriculum Review follows a UHI-wide process to ensure all quality assurance measures, including equality and diversity, are sufficiently considered.
Resource implications: *(If yes, please provide detail)*	Not at present
Risk implications: *(If yes, please provide detail)*	Yes, curriculum review may result in changes to the curriculum portfolio and consequently impact on the college courses offered and the income generated from this activity.

Curriculum review: strategy & framework

Partnership Council is asked to discuss the paper and agree:

1. A shared view on the nature of the curriculum.
2. A collective outline curriculum strategy.
3. Effective and empowered planning bodies to deliver a curriculum strategy.

NB the curriculum review is tertiary and applies to all SCQF levels

Introduction

A curriculum review was agreed by Partnership Council in March 2020 and is being carried out by the Curriculum Planning Review Group in conjunction with several reference groups including a Data Professionals Group, HISA, the Faculties, a Principals Group, and various relevant individuals. Some of this work has been incorporated into the Learning and Teaching element of the UHI Strategic Plan which is currently in development. Once this framework and principles are agreed, specific proposals for implementation will be brought forward in short order.

The review group's discussions and previous analysis suggests that the reasons for the collective problems with the UHI curriculum are largely due to the developmental history of the university, an internal funding mechanism which does not promote collective efficiency, the lack of a collective curriculum strategy and crucially, the lack of effective and empowered planning bodies to deliver a collective curriculum strategy. These factors have combined over more than a decade to create an HE curriculum which in 2019/20 had an average of 3.29 FTE per module or unit (OU more than 200, UWS circa 65) and 80% of our HE students on 30% of our programmes.

Another striking fact is that while 70% of our HE, and 90% of our FE, students have home addresses inside the university's catchment area, we have no agreed strategy to ensure our regional offer is delivered effectively and efficiently. This latter situation is particularly perplexing as the main driver in creating the university was to be able to offer a curriculum beyond that which could be supported by any one college and to make this available across the whole region.

Perhaps most worryingly at a time when the university needs to be able to respond to changing operating environments, there is no effective process for making change to the curriculum even when it is agreed. An example is the fact that despite having five years' notice, and Partnership Council having agreed to make the requisite changes, our SFC funding cell profile has not changed to meet next year's deadline.

In a more 'standard' university or college, a portfolio review would be a relatively simple matter of listing the curriculum with associated performance data and then selecting the programmes which best deliver against agreed targets, relevant benchmarks, and the institution's mission. While some colleagues are pressing for the *'answer'*, that is, what curriculum will be delivered where, how, and by whom, the multi-employer structure of UHI requires additional stages before this.

To realise the university's vision, we need to agree that:

1. We will develop a **Regional Core** of subjects at further and higher education level that are important to our region. These will be agreed collectively and delivered across the region in a common format. Much, but not all of this, will be delivered by blended means with the

blend being appropriate to deliver successful student outcomes in an effective and efficient manner.

2. Alongside the regional core we will have the flexibility to recognise genuine local variations and solutions that meet local demands.

3. We will also develop and invest in attractor courses that bring in students from outwith our region and in courses that generate income.

4. That we focus our funding on what matters – the front-line delivery of learning (and research).

5. We will invest in a system to understand our costs of delivery.

6. We will agree through Partnership Council a broad target to reduce the number of modules we deliver, and the decision-making procedure to deliver this.

In summary, the analysis of the current curriculum and the proposal of a revised position will be relatively rapid, once the high-level proposals outlined in this paper are agreed.

Proposal 1: A shared view on the overall 'shape' of the curriculum.

This proposal challenges the approaches traditionally used in a single entity, college, or university by aligning key parts of curriculum planning processes to the relevant part of the curriculum rather than individual employers. This was previously agreed in principle by Partnership Council, and has been further refined through the curriculum review, to the point where it is ready to be implemented.

A collectively planned **Regional Core.**

This will consist of both networked programmes and programmes which are not necessarily networked, and which are collectively agreed as important in delivering the university's regional mission. The Regional Core will be available at most, if not all, non-specialist APs. These programmes will be planned collectively and reviewed annually against targets and benchmarks which are set at sufficiently challenging levels to ensure high levels of recruitment, efficiency, and student outcomes. Due to their importance as a core offer at each AP, they will be accessible and integrated with other SCQF levels.

Inward Attractors These are programmes which, while being available to students from within the region, also have the additional ability due to research reputation, facilities, or uniqueness, to attract students from outside our region. The attractiveness of these programmes might reach students from the rest of Scotland (ROS), rest of UK (RUK) or internationally. These would have comparable targets and benchmarks to the Networked Programmes but in addition they would require to be benchmarked against national and international competitors and would be marketed and invested in the context of their extra-regional markets. These programmes should be planned with reference to regional markets and university residences.

Local offer: Locally planned, collectively monitored.

This will consist of programmes which are not currently networked, generally attract students from the area around an AP's campus or centres and therefore can be planned, delivered, and managed without direct impact on the delivery elsewhere in the partnership. It is suggested that targets for the Local offer focus primarily on enhanced efficiency through networking when appropriate, overall income targets at the AP, and Quality Assurance benchmarks.

There was originally an additional category of Non-SFC programmes but during the review process it was agreed that (i) these were a subset of the above and (ii) were being considered elsewhere.

Clearly there are programmes which operate in more than one category as the markets the curriculum serves forms a Venn diagram, however, each programme will be assigned to one group for planning purposes. It is equally true that programmes may shift to another category over time either due to changing circumstance or in response to a decision made during the planning cycle.

An initial analysis would suggest that one example of an agreed core of HE programmes which are currently networked and with sustainable numbers of students would consist of 39 named awards (1 Dip HE, 18 undergraduate degrees, 13 HNCs, 5 HNDs and 2 PGTs), and would represent 50% of our HE FTEs. The 'Wordle' below was constructed from the titles of these programmes to illustrate the relative breadth of what could be available at all non-specialist APs in addition to their own Inward Attractors and Local Offer.

Wordle derived from titles of an indicative Regional Core

A Regional Core would deliver access to a range of educational opportunities across the region, irrespective of location and variable local recruitment patterns and dovetailed into an integrated tertiary offer at each.

Proposal 2: An outline collective curriculum strategy.

This is in the process of being developed by members of the Curriculum Planning Review Group and will be presented to Partnership Council later in the spring. An outline of the Curriculum Strategy under development is shown below. Based on the consultations to date, much of this is widely supported.

1. Agree an initial **Regional Core** with associated benchmarks, targets, planning and funding arrangements. Outlined in this paper.

2. Develop and implement a strategy to increase the number of students on **Inward Attractor** programmes with associated benchmarks, targets, planning and funding arrangements.

3. Agree targets and mechanisms to reduce the total number of modules and units to support the curriculum.

4. Set up a Curriculum Oversight Panel to review curriculum performance against targets and recommend actions and modified targets to Partnership Council. Outlined in this paper.

5. Set up a 'hardnosed' New Programmes Gateway to evaluate proposals with no programme allowed to be developed until a series of gateways are passed. N.B. This will require strategic curriculum development funds to be aligned to this process.

6. Continue to develop the FE curriculum to enable access and efficiency. [A proposal for an 'Accessible tertiary core' is being developed by Fiona Grant].

7. Clarify responsibilities and authority for PPF and Faculty and ensure that this is supported by Partnership Council in alignment with agreed targets and benchmarks.

8. Update and implement the tertiary curriculum map as a minimum to align FE provision against Regional Core [will require additional resources].

9. Planning function – further develop completeness of, and access to, curriculum-related intelligence to enable the curriculum strategy [will include alignment of existing resources and potentially enhanced capacity].

10. Optimise response to emerging employer requirements [Paper being developed by Alan Ogg].

11. Agree mechanisms to coordinate response to national skills development opportunities such as the Upskilling Fund, etc.

12. Use targets and benchmarks to adjust curriculum to match the SFC non-controlled fundable target price group distribution [outline developed by Margaret Antonson].

13. Systematically and proactively increase the levels of articulation from colleges outside of the UHI partnership against agreed targets.

14. Review curriculum architecture to enhance efficiency, interdisciplinarity, the development of sub-degree awards and facilitate articulation from school and other HEIs. [proposal being developed by Brian Boag].

15. Review the balance between SQA and degree provision to optimise effectiveness and efficiency [proposal being developed by Val Innes].

Some of the more forward-facing and future-proofing elements of what was discussed have also been incorporated into the proposals for the Learning and Teaching element of the University Strategic Plan which is currently under development. Examples of futureproofing:

• Significantly enhance our capacity and capability for working with industry.

• Review our use of technology, 'the metaverse is coming'.

• Review estates to ensure that it matches evolving curriculum and its manner of delivery.

• Agree a signature pedagogy.

• Redefine the student experience to include greater personalised learning and the teaching of job-ready skills.

• Review the opportunities afforded by new business models e.g., new provisions such as micro-credentials and partnering with industry to facilitate lifelong learning.

• Review of all curriculum for equality and diversity e.g. decolonising the curriculum.

• Optimise the use of OERs and implement the Framework for Developing Open Educational Practices.

The elements listed above will be incorporated into the Learning and Teaching section of the overall university Strategic Plan, be presented to Partnership Council as an integrated whole later in the spring or be developed as a stand-alone proposal, as appropriate.

Proposal 3: Effective and empowered planning bodies to deliver a curriculum strategy.

It became clear during the consultations that there was no appetite to significantly change the curriculum management structures in advance of any university-wide structural change. At the same time, it was universally acknowledged that the existing planning bodies were unable to function effectively without explicit objectives, unambiguous targets, and clearly delegated authority. To provide a more effective interface between Partnership Council and the existing planning bodies of PPF, SMCT, and the Faculties a data-driven Curriculum Oversight Panel (COP) will be established. An annual sequence for the planning of the Regional Core is given below.

Revised curriculum planning framework for the Regional Core

1. The use of agreed targets and benchmarks, clearer responsibilities for planning the Regional Core and the introduction of a COP and the New Programme Gateway will give the university the required COP proposes targets and benchmarks for the Regional Core and Inward Attractor programmes including such things as target mean and minimums of FTE per programme and unit / module, the SFC non-controlled fundable target price group distribution and financial sustainability when data is available.

2. PC reviews these proposals and sets the agreed targets and benchmarks for the next 5 year rolling period.

3. These targets and benchmarks are then used by the Faculties in association with the Subject Network Committees (with appropriate AP representation) to develop specific plans to deliver them.

4. PPF and SMCT review the proposed curriculum plans, suggest modifications, and then agree what will be delivered that year for approval by PC.

5. Partnership Council agrees the curriculum delivery plan for that academic year.

6. At the end of the academic year, the curriculum outcomes are reviewed by the COP using all relevant performance data against the targets and benchmarks agreed by PC (step 2) and makes proposals for next year's rolling plan. (back to step 1).

levers and measures to plan the collective curriculum.

Conclusion

Through its partnerships the university has succeeded in delivering a significant part of what it was created to do, namely make a broad-based tertiary curriculum available to large parts of an area the size of Belgium. The challenge now is to ensure that what we collectively deliver is sustained and enhanced at a time of increasing financial pressure and expectation of impact.

The proposals contained in this paper, when linked to appropriate reforms of the RAM, will provide the mechanisms to turn strategies into actions, something which is clearly missing. As modules, units and programmes are retired, the student numbers need to be maintained by ensuring the programmes which continue are attractive to them. There will be unintended consequences of rebalancing the curriculum both for the university and individual partners, which will need to be buffered and managed.

Assuming Partnership Council approve this framework, the Curriculum Planning Review Group and colleagues will bring forward detailed plans for its implementation during the remainder of the academic year and beyond.

University of the Highlands and Islands
Moray College

Committee:	LTQ
Subject/Issue:	Course Approvals and Modification Panel (CAMP) Summary Report
Brief summary of the paper:	This report provides a summary overview of routine course approvals and modifications presented, reviewed and approved since the previous LTQ meeting.
Action requested/decision required:	For noting

Status: *(please tick ✓)*	Reserved:		Non-reserved:	√

Date paper prepared:	15 March 2021
Date of committee meeting:	16 March 2021
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 and Curriculum Strategy in respect of Quality Assurance. Relevant Risks are: Moray/1 Ineffective Curriculum Planning Moray/10 Senior Phase Programming offered/delivered does not meet needs of Moray (schools Programme).
Equality and diversity implications:	Yes. All course approval and modifications follow a UHI-wide process to ensure all quality assurance measures, including equality and diversity, are sufficiently considered.
Resource implications: *(If yes, please provide detail)*	Not at present
Risk implications: *(If yes, please provide detail)*	Yes, all course modifications and approvals consider a supporting business case to indicate how the change may impact the college courses on offer.

Course Approvals and Modifications (3 November 2020 – 16 March 2021)

	FE Courses	HE Courses	Upskilling/Retraining	School Senior Phase
Volume Sectors				
New FT Courses	Future Pathways			
Revised/Modified Courses		HNC Care and Administrative Practice		
New Apprenticeship Programmes	MA Health and Social Care Level 2 & 3 MA Food and Drink			
Short Courses	• Access to Manufacturing (Employability course) • Working Safely • British Sign Language Level 3 • Variety of Core Skills (12 x 10-hour short courses)	Assess Workplace Competence Using Direct Methods		
Growth sectors				
New FT Courses	NQ Computing with Digital Media L5 (replacement)			
Revised/Modified Courses		• HN Hospitality (Reapproval) • HNC Computing (Modification & Reapproval)		
New Apprenticeship Programmes				
Short Courses	• NPA Photography • NPA Digital Media	Creating Video for Social Media		
Specialist sectors				
New FT Courses				
Revised/Modified Courses				
New Apprenticeship Programmes				
Short Courses	Taster into Integrative Health			
Application Driven				
New FT Courses	• College Certificate in Microblading Artistry			

	• Introduction to Foundation Hairdressing • College Certification in Foundation Barbering (Level 5) • College Certificate in Foundation Hairdressing (Level 5)			
Revised/Modified Courses				
New Apprenticeship Programmes				
Short Courses	Nail Art			
Not Approved				
New FT Courses	• Introduction to Humanities • Access to Humanities			
Revised/Modified Courses				
New Apprenticeship Programmes				
Short Courses				
Discontinued				
FT Courses		• Dip HE person Centred Counselling (to be replaced) • BSc Psychology		
Revised/Modified Courses				
Apprenticeship Programme				
Short Courses				

MORAY COLLEGE

Course Review Procedure

Status	Draft
Version Date and Number	October V1
Approved by	LTQC (TBC)
Responsibility for Policy	Director of Learning and Teaching
Responsibility for Implementation	Director of Learning and Teaching Heads of Curriculum
Responsibility for Review	Quality Officer
Date for Review	Aug 2021

Please ask if you, or someone you know, would like this document in a different format or language.
Revision Date & Change Log

Date of Revision	Brief Description of Change	Date Approved
mm/yy	Note page, section, aspect updated – easy reference point	dd/mm/yy

DRAFT

Contents (Click on Title to navigate straight to section/para)

1.   Introduction

1.1.   The [Academic Quality Policy](#) sets out the College's responsibility to review courses using a risk-based approach.

1.2.   The course review process supports the College to meet its responsibilities in terms of internal and external requirements. The inputs and drivers for the process are detailed [here](#).

2.   Purpose of Course Reviews

2.1.   The course review process provides staff with the time and tools to reflect on and evaluate course specific outcomes and/or activities. The process seeks to evaluate students' experiences and achievements while studying on the course and will be based on the professional judgement and personal reflections of the staff involved course delivery and supported by data.

2.2.   Courses will go into course review either:
- at the request of the course team;
- where performance indicators show the course is underperforming in attendance and/or success (courses not achieving a 60% success rate will go into stage 1 review); or
- student feedback is consistently below college averages and thorough analysis highlights recurring themes (thorough analysis is undertaken by both the course teams and the Quality Officer however the Quality Officer will always speak to the course team to contextualise feedback).

2.3.   During the course review process the course team, the Director of Learning and Teaching (DLT), the Learning Coach (LC) and Quality Officer (QO) and will meet to:
- reflect on:
  - Students' learning experiences including attendance, engagement, and progress as well as feedback;
  - Learning and Teaching strategies; and
  - Curriculum Design; and
- Discuss staff support needs including but not limited to, resources and CPD requirements.

3.   Roles and Responsibilities
Course Teams

3.1.   Course teams are the most valuable participants in the course review process. They provide meaningful insight and reflections on the factors and activities that work well and what barriers exist for students achieving. It is the course team's responsibility to evaluate the course in the context of their knowledge, understanding and experience of the subject(s), students, and stakeholders.

Learning Coach

3.2.   The Learning Coach is responsible for identifying effective and innovative practice in learning and teaching throughout the College. They will support the course team to evaluate the students' learning experiences on the course and will use their knowledge of good practice identified across the College to enhance professional dialogue.

Quality Officer

3.3.   The Quality Officer is responsible for providing support and guidance on Quality related processes as well as facilitating evaluation of student feedback.

The Director of Learning and Teaching

3.4.   The Director of Learning and Teaching (DLT) will:

- be responsible for identifying courses that meet the criteria for stage 1 and stage 2 course review; and
- chair both the stage 1 and stage 2 meetings. The DLTs main role is to provide a strategic context to the discussions to ensure course review outcomes support the College's strategic aims.

4.   Scope of Course Reviews

4.1.   The scope of courses review will include all further education provision including:

- Senior phase courses;
- National Qualifications;
- College certificates;

4.2.   Higher Education courses will be reviewed in line with the University's Academic Standards and Quality Regulations.

4.3.   There will be two prescribed stages of course review:

- Courses will enter **Stage 1** of the process if they meet any of the criteria listed in para 2.2.
- Courses will progress to **stage 2** when they have been subject to stage 1 activities for no more than 2 years and/or where serious concerns are identified. For example, serious cause for concern can occur where an awarding body suspends certification in response to External Verification activity where multiple failures to meet standards have been identified. Course teams can request courses progress directly to stage 2.

5.   Course Review: Stage 1

5.1.   The aim of stage 1 of the course review process is to give staff the opportunity to discuss underperforming courses and to reflect on performance information and student feedback. Discussions will focus on understanding why the course has met the criteria and what mitigating actions are being taken or planned by the team. The team will also be able to discuss any barriers the team feel may exist either for themselves or for students.

5.2.   Courses going into course review stage 1 will be identified by the Director of Learning and Teaching (DLT) no later than September of each academic year.

5.3.   The DLT will use historic and current course performance information to identify underperforming courses. These courses will be added to the course review portfolio for the current academic year.

5.4.   If a course has not met the criteria but the team would like to initiate the stage 1 course review process they should discuss the request with the Head of Curriculum (HoC). The HoC should email the DLT if they'd like to progress the request.

5.5.   Stage 1 course review meetings will usually take place in October, February, April, and June.

5.6.   Stage 1 meetings provide the course team with the opportunity to:
- contextualise the performance information and student feedback;
- discuss departmental approaches and industry relevance;
- discuss any areas they are concerned about or support needs they may have; and
- highlight any changes they have made or are planning to make to curriculum design and/or delivery.

5.7.   Notes of each of the meeting will be recorded on the Course Review Record template and stored in the Course Review library on the Quality SharePoint site.

6.   Course Review: Stage 2

6.1.   Stage 2 aims to facilitate a much more rigorous breadth and depth analysis of course performance and delivery by the course team. Stage 2 meetings are held more frequently to ensure course teams are fully supported in their discussions and activities and that any actions requiring immediate attention are dealt with quickly where possible.

6.2.   Discussions taking place during the stage 2 meetings will centre around the Course Review Stage 2 Form. The form is designed to guide the course teams through their reflections and discussions. Course teams are responsible for recording the information required on the form with guidance and support from both the Learning Coach (LC) and the Quality Officer (QO).

6.3.   The Stage 2 form is made up of 6 sections and an action plan template. Section 1 identifies the course details and prompts discussion around why the course has been progressed to stage 2.

Performance indicators

6.4.   Section 2 of the form is for the course team to record performance indicator information and provides a comments box so the team can record their reflections on the themes highlighted by the statistics. This allows teams to contextualise the information.

> **Example**
>
> *The course statistics show a large percentage of withdrawals from the course in the previous academic year and the team are aware of many of these students having complex additional support needs. They have taken comprehensive action to support the students to remain on the course.*
>
> *The discussion may then focus on identifying areas for improvement in College processes and good practice examples from across the college and the partnership*

6.5.   The information required for the form can be found in the MIS Shared Drive

Student Profiling

6.6.   Section 3 of the Stage 2 Form allows staff to record official student profiling information on Age, care experience and disability. This information is taken from official application and enrolment data. It's important to understand that students may not declare their care experience or disability during the early stages of their college experience so the course team's knowledge of their students should be given in the commentary.

6.7.   The profile trends will inform discussions around the type of students who enrol on the course and whether the team feel processes, support mechanisms and curriculum design are suitable for the students.

Example

> *The course being reviewed generally attracts a younger cohort and enrolment and retention trends support the team's understanding that students withdraw from the course during Sem 2 (generally in April). During discussion at the stage 2 meeting the team clarify that students leaving tend to go into employment in the field and some then return under the Modern Apprenticeship Scheme.*
>
> *The discussion then focusses on what support and/or resources the team would need to redesign course delivery to ensure students can achieve prior to April.*

Student Feedback

6.8.   Student feedback collected through the Early Student Experience Survey (ESES) and Student Satisfaction and Engagement Survey (SSES) is used measure how students feel about their college experiences at the beginning and end of their courses.

6.9.   Section 4 aims to support discussion around the context of the feedback and/or to look at the difference in more detail. This is especially useful if the statistics don't support the team's understanding of the student experiences.

Learning and Teaching

6.10.   To ensure a full breadth and depth analysis it's important the team reflect on what learning and teaching experiences students have whilst studying on the course. Section 5 prompts discussion by listing the values and ethos' of the Learning and Teaching Enhancement Strategy.

6.11.   Not all the values will be relevant in every learning and teaching situation or context. Course teams should use their professional judgments and reflections of the student's experiences to:
- record their thoughts on what learning and teaching looks like for students;
- what works well for the type of students on the course;
- what doesn't work well for students;
- any changes that the team have made that have had a positive impact on students; and

- any barriers that exist for the staff and for the students.

> **Example**
>
> *Value: - Engaging our students as researchers*
>
> *The course team feel the narrative for the ethos associated with this value isn't applicable to the level of course in review. Discussion between the team and the Learning Coach before the Stage 2 meeting identifies the team's use of specific learning and teaching strategies supports their students to explore ideas or concepts discussed in further detail out with class. The details are recorded on the stage 2 form and discussed at the meeting where the team are given the opportunity to reflect on any challenges they face and what support they or their students would benefit from.*

Professional Standards

6.12. The [Professional Standards for lecturers in Scotland](#) have been included in the Stage 2 review process and are listed on the Stage 2 Course Review Form as an analysis tool to lead discussion around how students benefit from the skills and experiences of the course team.

6.13. Section 6 prompts the course team to give a rating against each of the Standards. This rating should reflect how confident the course team feel they are that this standard is being achieved with this course. The team are then able to record narrative around why they have given this rating.

6.14. Ratings should be between 1 and 5, 1 being the least confident and 10 being the highest level of confidence. Discussions during the meetings will then focus on good practice identified in the commentary and if any support is required to increase the rating.

> **Example**
>
> *Professional Standard - Learning, teaching and assessment theory and approaches*
>
> *The course team review all the values associated with this standard and are very confident that for most of the values students' experiences are positive. They can demonstrate that students benefit from their professional knowledge and experience. However, the team are aware that students are struggling with the digital technologies the team have used to enhance learning and teaching so recognise that this would bring down the overall rating for this standard.*
>
> *The discussion at the meeting would focus on what support the course team need to help them to enhance their student's experiences with the digital technologies. The Learning Coach and Director of Learning and Teaching would use their knowledge of good practice across the college to provide guidance and support. The Quality Officer can use their connections across the partnership and with awarding bodies to seek guidance externally if appropriate.*

7.   Stage 2 Course Review Meetings

7.1.   Stage 2 course review meetings will be held monthly and will be chaired by the Director of Learning and Teaching (DLT). The meetings will also be attended by:

- The Quality Officer,
- The Learning Coach;
- The relevant Head of Curriculum, Deputy Head of Curriculum and Curriculum Team Leader; and
- At least one lecturer teaching on the course under review.

7.2.   The curriculum team will be given the opportunity to meet with the Quality Officer (QO) and the Learning Coach (LC) to discuss the Stage 2 Course Review Template prior to the first stage 2 meeting.

Initial Course Review Meeting

7.3.   The initial stage 2 course review meeting will provide the opportunity to discuss the information recorded on the stage 2 course review template. Any actions coming from the discussions will be recorded on the action plan which will be reviewed at the beginning of every meeting.

Monthly Course Review Meetings

7.4.   The monthly course review meetings provide:

- regular reflection on and analysis of the information recorded on the Course Review Stage 2 Form
- opportunities to share good practice examples in learning, teaching, and assessment;
- the opportunities to identify staff development and training needs; and
- practical support for data and evidence analysis.

Action Plan

7.5.   The course review group will analyse the information recorded on the Course Review Stage 2 Form and will collectively agree on areas requiring improvement actions.

7.6.   Once improvement actions are agreed they will be logged in the Action Plan section of the form.

7.7.   The group will consider ways in which the objectives and tasks identified can be integrated and carried forward though other quality processes, including:

- Curriculum Committee Meetings (CCMS);
- Internal Verification (IV) activities;
- Evaluative report and enhancement planning (EREP); and/or
- Curriculum Planning.

7.8.   Objectives, tasks, and outcomes will be referenced in the Curriculum EREP at the end of the Academic Year to facilitate continued monitoring of activities.

8.   Stage 2 Review Outcomes

8.1.   At the end of the stage 2 course review process the Director of Learning and Teaching (DLT) will discuss the outcome with the course team. Potential outcomes include but are not limited to:

- The course being removed from the curriculum portfolio. The course team will be supported to identify placement provision either with another awarding body or a College Certificate
- The course remaining on the curriculum portfolio with agreed changes to curriculum design and/or delivery.

Course Review Process Inputs & Drivers

1. Introduction

This document describes the main inputs and drivers for the Course Review process. It aims to help staff understand what internal and external influences impact on the process and makes clear the requirements Moray College UHI have in relation to reviewing the current curriculum portfolio.

Moray College UHI want to ensure our courses meet the needs of our students and our stakeholders. If a course is underperforming in either attendance or success, or student feedback highlights areas for concern it is important we respond in a way that improves outcomes and student experiences. The Course Review process utilises the course team's knowledge and experience in the subject and of the students to ensure corrective action is proactive, appropriate, and achievable.

2. Moray College UHI Strategic Plan

Core Values:

- Collaboration – course teams work together alongside members of the Strategic Leadership team to ensure current provision meets the needs of the College and its students and stakeholders;
- Openness – the process encourages active participation from course teams allowing barrier free evaluation of the student experience.
- Excellence – the output of the course review process benefits the students, the course team and the college by enabling course teams to identify areas of good practice in learning and teaching.

Strategic Aim: Curriculum

The Course Review process ensures course teams are able to develop a forward-looking curriculum shaped by local, regional, and national priorities, which meets the needs and aspirations of students, employers, and wider communities.

Strategic Aim: Learning and Teaching

The course review process ensures course teams are supported to evaluate students' learning and teaching experience on the course against the framework set out in the Learning and Teaching Enhancement Strategy.

Strategic Aim: Culture

The course review process promotes collaborative and transparent decision making. The use of the Professional Standards for Lecturers in Scotland's Colleges as a framework for critical reflection and evaluation ensures staff are supported to develop a deeper understanding of their role and how they contribute to student outcomes.

3. Scottish Funding Council

Section 13 of the Further and Higher Education (Scotland) Act 2005 gives the Scottish Funding Council powers to secure that provision is made for assessing and enhancing the quality of fundable further and higher education. SFC's methods of quality assurance include:

- being responsible for collating, analysing, and publishing performance information on a local and national level. Performance information includes:
    - Statistical returns; and
    - The Student Satisfaction and Engagement Survey
- contracting Education Scotland to review colleges.

Performance information

The SFC use statistical returns to evidence the college's progress against the Regional Outcome Agreement. The course review process ensures a robust approach is taken to ensure the FE outcomes against SFC priority for high quality learning and teaching is met. This outcome

"An outstanding system of learning where all students are progressing successfully and benefiting from a world-class learning experience in the hands of expert lecturers delivered in modern facilities."

Student Satisfaction and Engagement Survey (SSES)

The SSES provides the SFC with the means to evaluate college provision across Scotland. The survey is a national approach to monitoring student satisfaction and engagement that, over time provides a consistent basis for the college to evidence the impact and improvement within the Regional Outcome Agreement.

4. **Education Scotland**

Evaluative Report and Enhancement Plan (EREP)

Education Scotland and The Scottish Funding Council (SFC) work collaboratively to develop arrangements for assuring and improving the quality of provision delivered in Scotland's Colleges. Under the Quality arrangements for colleges introduced in AY 2016-17, the college must submit an Evaluative Report and Enhancement Plan (EREP) that demonstrates continuous improvement of the quality of provision and services.

The course review process establishes a framework for:

- identifying courses where improvement is required; and
- supporting staff to complete evaluation and enhancement activities with regards to the student experience on the course.

5. **College Development Network**

The use of the Professional Standards for Lecturers in Scotland's Colleges as a framework for critical reflection and evaluation ensures staff are supported to develop a deeper understanding of their role and how they contribute to student outcomes.

Course Review Process: Inputs and Drivers

University of the Highlands and Islands
Moray College

```
                    Core values &                Learning & Teaching
                  strategic aims and                 Enhancement
                     objectives                         Strategy

                              MC UHI Strategic
                                   Plan

                                                              Evaluation report
                                                              and enhancement
Student Satisfaction                                               planning
   Surveys (ESES        Students       Course Review    Education Scotland
     &SSES)
                                                                  How Good is Our
                                                                  College (HIGIOC)
                  College
                Development           Scottish Funding
                  Network               Council

    Professional                    Outcome       Performance
     Standards                      Agreement     information
                                                  including SSES
```
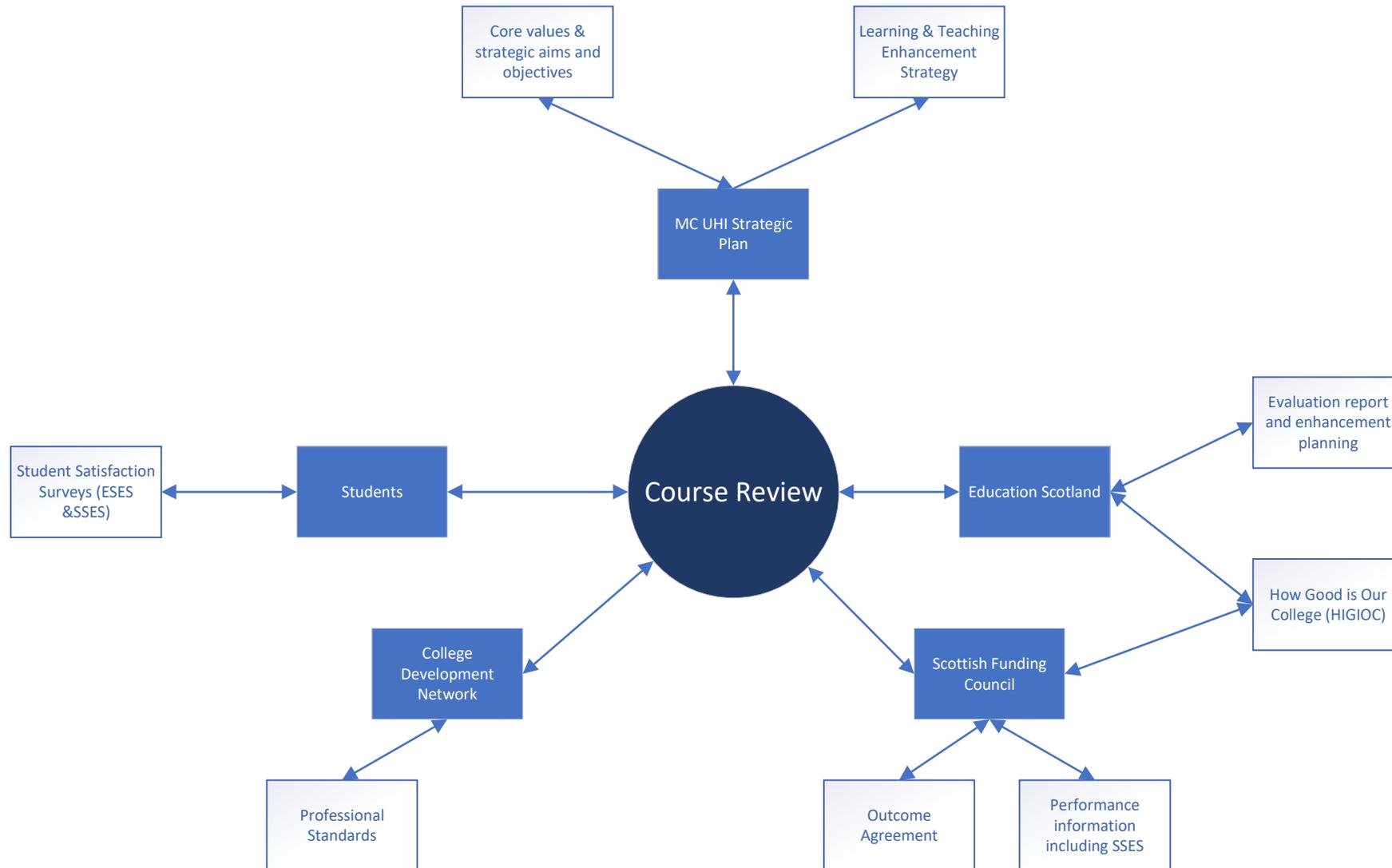
MORAY COLLEGE

Course Approvals and Modifications Procedure :

FE PT & FT, Short and Leisure Courses, and Non-Degree Provision (local approval only)

Status	*In Draft*
Version Date and Number	*02/2019 v01*
Approved by	*NAME Committee, e.g. LTQC (Due date: MONTH/YEAR)*
Responsibility for Policy	*JOB TITLE, e.g. Director of Learning and Teaching*
Responsibility for Implementation	*JOB TITLE, e.g. Quality Officer*
Responsibility for Review	*JOB TITLE, e.g. Quality Officer*
Date for Review	*MONTH/YEAR*

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

Contents (Click on Title to navigate straight to section/para)

1. Introduction

1.1. This procedure aims to:

- ensure a robust quality assurance system is applied to course design, approval, and modification;
- support staff who seek to propose changes to current course provision and/or to propose new provision; and
- provide a guide for each stage of the process that is flexible were required, ensuring the College can react quickly to changes in national and local needs.

2. Scope of procedure

2.1. This procedure provides guidance on the systems and documentation required for:

- All FE FT and PT course modifications and new course provision including apprenticeships; and
- All leisure and short course modifications and new course provision. Short courses include but are not limited to, proposals for courses in relation to the Flexible Workforce Development Fund (FWDF) and the Employability Fund.

2.2. The procedure sets out the process for local approval of:

- HE Non-degree provision (NDP). This part of the process is defined as stage 1 within UHI's Process flow for non-degree provision document; and
- Local approval of Undergraduate and Post graduate courses as defined in the documentation relating to the Planning approval process for new curriculum proposals (documentation relating to the process is available on the Partnership Planning Forum SharePoint site)

3. Related Strategies, policies, and college activities

3.1. The Course Approvals and Modifications process is intrinsically linked with a range of the College's responsibilities and activities relating to:

- The Strategic Plan;
- The Curriculum Strategy;
- UHI's Learning, Teaching and Enhancement Strategy and Values;
- Awarding Body requirements;
- Education Scotland;
- The Scottish Credit and Qualifications Framework (SCQF);
- The Scottish Funding Council;
- The College Development Network.

3.2. Full details are provided in the CAMP mapping document and diagram.

4. Responsibilities

Strategic Leadership Team (SLT) – The Director of Curriculum and Academic Operations (DCAO) and The Director of Learning and Teaching (DLT)

4.1. The DCAO and DLT are responsible for reviewing all proposals for new provision and modifications to current provision. They will ensure the proposals align with the curriculum design and strategic priorities outlined in the College's Curriculum Strategy, as well as good practice in relation to Learning, Teaching and Assessment.

4.2.   The DCAO and DLT are also responsible for reviewing the costing template to ensure the proposal is financially viable and is in the best interests of the College.

4.3.   The DCAO is responsible for chairing the course approvals and modifications panel meetings. If they are unavailable to chair the meetings the DLT will act as Chair and a Head of Curriculum/Academic Partnerships will be invited to deputise for the absent DCAO.

Quality Officer

4.4.   The Quality Officer will:
- publish the annual CAMP schedule at the start of each academic year as part of the Quality Cycle;
- Provide support to the Panel and Head of Curriculum (HoC)/Head of Academic Partnerships (HAP);
- Liaise with the relevant Management Information Systems (MIS) staff member to identify where awarding body approval of group awards and/or individual units is required;
- Where awarding body approval is required, the Quality Officer will send the appropriate forms to the curriculum teams for completion and then submit to the awarding body.

Head of Curriculum (HoC)/Head of Academic Partnerships (HAP)

4.5.   HoCs/HAP are responsible for:
- Reviewing the proposal paperwork to ensure all details are correct and submitting paperwork to the Quality Officer **no later than 10 working days prior** to their scheduled CAMP date.
- monitoring the schedule and notifying the Quality Officer if they are unable to attend and will liaise with other HoCs to identify other meetings they can attend where required.
- Inviting the relevant Curriculum Team Leader (CTL) or Deputy Head of Curriculum (DHoC)/Deputy Head of Academic Partnerships (DHAP) to the CAMP meeting ensuring all queries raised can be answered.

Course Teams including the course management team

4.6.   Course teams are responsible for developing the proposal being presented to CAMP and completing the paperwork accurately. This includes ensuring the framework is correct in respect of:
- The Group Award requirements – to ensure all required elements of the course are captured;
- The units – units should be valid and appropriate:
- The thresholds -ensuring pass and progression details are captured if different from overall pass criteria; and
- Entry requirements – these should be listed where applicable.

Management Information Systems (MIS) Team

4.7.   The MIS team are responsible for collating and checking course frameworks to ensure they contain accurate and appropriate information. Whilst it is the responsibility of the course

teams to ensure their frameworks are suitable for the level of study and the overall group award, MIS will review the following framework elements:

- course code and title;
- The group award status where relevant to ensure it is still valid and if we have approval;
- credit totals to ensure required number will be achieved; and
- qualification aim is correctly listed.

Head of Marketing and External Relations

4.8.   The Head of Marketing and External Relations is responsible for liaising with the relevant HoC/HAP to arrange for a curriculum proposal relating to the HoCs area, to come to a CAMP meeting.

5.   Curriculum Planning

5.1.   The Quality Cycle sets out the timeline for curriculum planning for the academic session. HoCs are responsible for ensuring new provision is presented to the CAM Panel no later than February and modifications no later than May prior to the beginning of the next academic session.

5.2.   The College understands the need to, at times, act quickly to the needs to stakeholders. Where responsive proposals for new provision or modifications are identified, the HoC/HAP will present the proposal to the CAM Panel at the next available meeting. Reactionary proposals include:

- Requirement identified by employers/organisations with limited timescales; and
- Issues with staffing/resources/student numbers.

New Provision

5.3.   New provision includes:

- A Course not previously part of the curriculum profile or that has not been delivered in the past 3 academic years; and
- A major change to a course already running. Changes include:
  - A change to the qualification aim/s;
  - A change to the group award for example adding or removing part of the overall group award or an award within the qualification;
  - Where there is a proposed change to the mode of attendance from full time to part time or vice versa; and/or
  - There is a proposed change to the awarding body.

5.4.   If the curriculum team wish to deliver new provision in the next academic year, the HoC/HAP will present the proposal to the Panel by no later than February. This allows time for the proposal to go through stage 1 and stage 2 of the process.

FE full time new provision

5.5.   Proposals for new FE full time provision will be subject to the 2 stages of approval as detailed in Section 7.

FE part time, short and leisure courses

5.6.   FE Part time, short and leisure courses are only required to go through the first stage of the approval process unless the DCAO or DLT determine it is necessary.

Modifications

5.7.   A requirement for course modification will be identified where a review of the curriculum being delivered identifies:

- Current provision does not align with current college and/or stakeholder requirements, and/or local or national priorities;
- Current provision does not meet the needs of learners;
- Units contained in the current framework are due to lapse within the next 12 months and **are not** being replaced by the awarding body on a like for like basis;
- Staffing, resource and/or location requirements have changed significantly;
- Other changes are required such as course title, attainment thresholds, core or optional unit changes or entry requirements.

5.8.   Modifications required to courses for delivery in the next academic year are required to be presented to the Panel no later than May.

6.   Document management and workflow

6.1.   All forms required for the approval or modification for all courses are available in the Curriculum Proposals Library in SharePoint. The course team member responsible for the proposal will create the appropriate document set in the Curriculum Proposals Library. The document sets relate to each of the different types of proposal:

FE Course Proposals
- FE New Provision Doc Set;
- FE Modification Doc Set;

Short Course Proposals
- Short Course Modification Doc Set;
- Short Course New Provision Doc Set;

HE Non-Degree Provision (NDP) Proposals
- NDP New Provision Doc Set;
- NDP Modification Doc Set;

6.2.   A new document set should be created for each proposal by clicking on the 'New button' in the library and selecting the appropriate document.

6.3.   On creation of the document set the staff member should enter the following information (metadata):

- Academic Year;
- Course name;
- Curriculum Area; and
- Team.

6.4.   The information recorded on the document set is shared down to the documents contained within the set, so it is important this information is accurate.
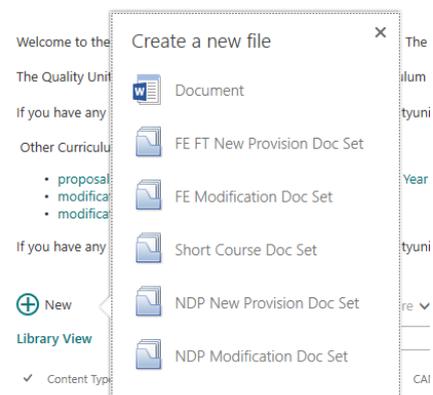
6.5. Once the information has been entered and the staff member has clicked OK, SharePoint will automatically create the documents required for the type of proposal selected. This avoids confusion regarding the correct forms/documents to use.

6.6. The member of staff will complete all the documents created in the set unless they have selected the FE FT New Provision doc set. In this instance the Stage 2 course approval form should not be completed until the proposal has been approved at stage 1.

6.7. Once the course framework has been completed it should be sent to MIS to review (see para 4.7 for more information).

Curriculum Proposals ▸ Test modification

Test modification

Curriculum Area	UNITED
MC Department	MO2HAI
Course Name	test
CAMP Date	
CAMP Outcome	

View All Properties
Edit Properties

6.8. Once they have completed the required paperwork the member of staff will update the properties of the document set and enter the name of the relevant HoC. This will automatically notify the HoC that the paperwork is ready for review.

6.9. The HoC will complete the following actions no later than 10 working days prior to the scheduled CAMP meeting:

- Review the completed paperwork including the framework and costing spreadsheet; and
- Update the properties of the document set to include the date of review. This will automatically send a notification email to the Quality Officer to alert them that the course can be scheduled on the CAMP agenda.

7. Proposal development

7.1. Any member of the curriculum team who has the appropriate subject expertise and experience of curriculum delivery can develop the proposal for new courses. This person will have an appropriate level of understanding in relation to:
- National and local priorities including those set out in SFC guidance;
- Sector/industry priorities;
- the barriers to learning in terms curriculum design;
- the relationship between the Professional Standards for Lecturers in Scotland and curriculum design; and
- the benefits of student input into curriculum design and development.

7.2. The staff member will:
- create the relevant document set in the curriculum proposals library in SharePoint (see section 6 for more information);
- Complete all the paperwork that has been automatically created within the document set except for the stage 2 form if they are proposing a new FE course.

- Notify the relevant HoC that the paperwork is ready for them to review (see para 6.8).

7.3.   The HoC has the ultimate responsibility to ensure the information contained in the documentation is correct. It is important they review all the paperwork before notifying the Quality Officer that the proposal is ready to be scheduled on the CAMP agenda.

8.   Course Approvals and Modifications Panel (CAMP) Meetings

8.1.   CAMP meetings will take place weekly with each curriculum area having one meeting per month.

8.2.   If the proposal relates to FE new provision, the CAMP meeting represents stage 1 of the approval process.

8.3.   If the proposal relates to HE provision, the CAMP meeting represents the stage 1 of the UHI process (Local approval).

CAMP agenda

8.4.   The agenda for each meeting is recorded using the Meeting View in the curriculum proposals library in SharePoint. This view relies on the CAMP meeting metadata being updated by the Quality Officer once they receive notification the HoC has reviewed the paperwork. If HoC does not notify the Quality Officer (see para 6.9 for details on how to notify the Quality Officer), the proposal will not be scheduled on the agenda.

Keeping a record of the meeting

8.5.   An informal record of the meeting will be recorded on the Record of Meeting template and stored in the relevant document set in SharePoint.

8.6.   It will usually be the Quality Officer's responsibility to take a record of the CAMP meeting. If the Quality Officer is unable to attend the record will be taken by another member of the panel.

8.7.   The quality officer will record the following details on the Record of meeting template and save the document to the relevant document set in SharePoint:
- Date of meeting – this will automatically be populated by the system;
- The names of the Chairperson and other panel members;
- The names of the attendees representing the course team;
- A summary of the discussion;
- The outcome (see para 8.9); and
- Any conditions attached to the outcome.

Meeting Outcome

8.8.   CAMP outcomes include:
- Approved
- Approved to progress to stage 2
- Approved to progress to Subject Network – only applies to HE provision.
- Approved subject to conditions
- Not approved

- On hold – more information required.

8.9. The Quality Officer is responsible for updating the document set properties to record the outcome of the meeting.

8.10. If the outcome is 'on hold – more information required' it is the HoCs responsibility to notify the Quality Officer when the relevant information has been recorded. The Quality Officer will then schedule the proposal for the next meeting.

8.11. If the proposal has been approved to progress to stage 2 the HoC will arrange for the actions detailed in para 9.2 to be carried out.

8.12. If the proposal relates to HE provision and is approved to progress to subject network, the Quality Officer will email the relevant HoC/HAP the signed paperwork. It is the HoC/HAP's responsibility to organise for the signed paperwork to be emailed to the appropriate SNL/Faculty Officer. The Quality Officer will be copied into the email to the SNL/Faculty Officer.

8.13. If the proposal is approved subject to conditions, it is the HoCs responsibility to ensure the conditions are met prior to the proposal being implemented. The HoC will email the Quality Officer and advise what actions have been taken. The Quality Officer will store the email in the relevant document set in SharePoint.

8.14. If a new course code is required, the Quality Officer will arrange for the completed course code request form to be sent to the Curriculum Administrator who will create the new code. They will then advise the course team of the new code.

9. Stage 2 Approval Events

9.1. **Event Panel**

9.2. The Quality Officer is responsible for scheduling and inviting panel member to take part in the approval event. Membership of the panel will include:
- Chairperson – this will usually be the DCAO. If the DCAO is unavailable the DLT will chair the meetings;
- The DLT;
- Quality Officer
- Relevant MIS and/or Admin Centre staff member;
- A CTL or DHOC from an unrelated curriculum area;
- An external representative from a relevant organisation or body for example:
  o Local employer;
  o Skills Development Scotland;
  o Local Government working in a field relevant to the course for example the Active Schools Officer; or
  o DYW representative.

9.3. Invitations will also be sent to the Board of Management (through the Clerk) and to HISA.

Before the event

9.4.   The HoC is responsible for ensuring the Stage 2 Course Approval Form is completed. Particular attention should be given to:

- Course aims – these should reference the SCQF level descriptor as appropriate to level of the proposed course. Course aims should reference all characteristics of the level descriptors as listed below:
    o   Knowledge and Understanding:
    o   Practice, applied knowledge, skills and understanding;
    o   Generic cognitive skills;
    o   Communication, ICT, and numeracy skills; and
    o   Autonomy, accountability and working with others.

- Alignment with the 4 curriculum design principles set out in the Curriculum Strategy. These are:
    o   Programme rationale;
    o   Learning progression pathways;
    o   Programme structure; and
    o   Skills for learning, life, and work.

9.5.   The HoC will ensure notify the Quality Officer that they have reviewed the following paperwork by entering a date in the Stage 2 reviewed field in the document set properties:

- Course framework;
- Course costing;
- Stage 2 approval form.

9.6.   The Quality Officer is responsible for sending copies of the paperwork including the approval event schedule, to event to attendees no later than 3 working days prior to the event.

During the event

9.7.   The stage 2 event provides the opportunity to discuss the proposal in detail with the course team including the HoC, DHoC and CTL and lecturing staff where appropriate.

9.8.   The event schedule has been designed to allow the panel to discuss the proposal prior to meeting with the course team. This gives the opportunity for the panel to highlight areas each panel member would like to discuss with the team in more detail.

9.9.   After the discussion with the team the panel will be given time to discuss the proposal and agree the outcomes; Outcomes include:

- Approved;
- Approved subject to conditions;
- Rejected.

9.10.   The panel will provide verbal feedback to the teams and will discuss any conditions and/or recommendations attached to the outcome as well as the date by which conditions need to be met.

Event Outcomes

9.11. Following the event, the Chairperson will write up a list of agreed commendations, conditions and recommendations and send it to the Quality Officer.

9.12. The Quality Officer will record the details on the Approval Event Outcomes document and publish it to all event attendees.

Conditions

9.13. The HoC is responsible for ensuring conditions are met within the stated deadline. They will arrange for the relevant form/document in the document set to be updated where appropriate and will submit all condition evidence to the Quality Officer.

9.14. If the course team require an extension to the deadline, they will notify the Quality Officer who will discuss the request with the Chairperson.

9.15. The Quality Officer will notify the Chairperson once all condition evidence has been submitted. The Chairperson will then decide if final approval can be given.

9.16. Once final approval has been granted, the Quality Officer will notify the:
- HoC;
- Curriculum Administrators – The Quality Officer will send them the Course Request Form completed by the course team during stage 1 of the approval process;
- Moray College UHI marketing team;
- Administration Officer; and
- Student Advice Manager.

Recommendations

9.17. Actions relating to recommendations made by the panel are not restricted to the deadline outlined in the approval event outcomes document. However, course teams are required to ensure they consider the recommendations and incorporate them into their course evaluation and planning process. Any recommendations made will be taken to the first Course Committee Meeting of the next academic year.

10.   Procedure review

10.1. This procedure will be reviewed no less than every 2 years. The Quality Officer is responsible for carrying out the review.

Appendix A

Documentation list

Document/Form Name	Doc Set	Responsible	Contact
Course Framework	FE New Provision	MC UHI	MIS Team
FE Course Costing* DRAFT	FE New Provision	MC UHI	Quality Officer
Course Creation Form	FE New Provision	MC UHI	Curriculum Administrator
Record of meeting	All	MC UHI	Quality Officer
FE Stage 1 Proposal* DRAFT	FE New Provision	MC UHI	Quality Officer
FE Stage 2 Approval Form* DRAFT	FE New Provision	MC UHI	Quality Officer
Approval Event Schedule	FE New Provision	MC UHI	Quality Officer
Approval Event Outcome	FE New Provision	MC UHI	Quality Officer
Modification Form	FE Modification	MC UHI	Quality Officer
Short/Leisure Course Request	Short Course	MC UHI	Quality Officer
HE Course Costing		UHI	Operations Manager - SQA
NDP A B	HE NDP New Provision	UHI	Operations Manager - SQA
NDP C	HE NDP New Provision	UHI	Operations Manager - SQA
NDP D	HE NDP New Provision	UHI	Operations Manager - SQA
NDP F (NU)	HE NDP Modification	UHI	Operations Manager - SQA
NDP G (PA)	HE NDP Modification	UHI	Operations Manager - SQA
NDP Learning and reference materials library resources	HE NDP New Provision	UHI	Operations Manager - SQA

Curriculum Proposals Process Inputs & Drivers

1. Introduction

This document describes the main inputs and drivers for the Curriculum Proposals process. It aims to help staff understand what drives Curriculum Proposals and makes clear the requirements Moray College UHI have in relation to curriculum design approvals and set out by a broad range of organisations and stakeholders.

2. Course Approvals and Modifications

The Curriculum Proposals process seeks to develop, evaluate, and monitor curriculum design to ensure alignment with local and national priorities along with the priorities of current and future students.

2.1. Moray College UHI Strategic Plan

Core Values:

- Collaboration – curriculum and support teams work together alongside members of the Strategic Leadership team to ensure curriculum design meets the needs of the College and its stakeholders.
- Openness – The panel membership ensures transparent decision making
- Excellence – Designing a curriculum in collaboration with internal and external partners and stakeholders ensures high quality curriculum delivery that enhances the student experience and the College's reputation.

Strategic Aim: Curriculum

The CAMP process ensure MC UHI maintains and continues to develop a forward-looking curriculum shaped by local, regional, and national priorities, which meets the needs and aspirations of our students, employers, and wider communities.

Strategic Aim: Learning and Teaching

The CAMP process ensures:

- both curriculum and delivery are informed by on-going learner and stakeholder feedback;
- enables staff to engage with data to monitor performance and plan improvement in terms of curriculum design; and
- provides a regular opportunity to share good practice.

Strategic Aim: Culture

The membership and attendees at regular CAMP meetings and approval events promote collaborative and transparent decision making.

Strategic Aim: Partnership

Working in partnership with local and national employers provides facilitates their input into curriculum design and delivery, supporting the cultivation of education solutions and learning skills.

Strategic Aim: Sustainability

The <u>costing exercise</u> required for new proposals ensures financial viability ensures full financial transparency, risk management and effective control.

3. **Curriculum Strategy**

The [Curriculum Strategy](#) sets out how the College aims to ensure it reviews and approves a flexible curriculum portfolio that includes all full time, part time and commercial programmes. The Course Approvals and Modification Process ensures all proposals for new courses and modification to current courses align with the Curriculum strategy.

4. **Awarding Bodies**

   Systems Verification

   Systems verification guidance from awarding bodies such as [SQA](#) set out the requirement for Centres to have a documented internal procedure for approval of curriculum provision.

5. **SCQF Credit Rating**

   The College intends to commence credit rating activities following the development of a robust policy and set of procedural documents. The curriculum proposals process will enhance the credit rating process by ensuring a further level of quality assurance is applied to any courses/units that go through credit rating activities.

6. **Education Scotland**

   Opportunities for all: supporting all young people to participate in post-16 learning, training or work - Brings together a range of existing national and local policies and strategies as a single focus and sets out a requirement to ensure curriculum design and delivery meets the needs of all young people and appropriately supports them during their transition to the workplace.

   How Good is Our College (HIGIOC)?
   The HIGIOC framework provides a structure for evaluation and enhancement which is used by colleges to identify what is working well and what needs to improve. The CAMP process supports evaluation and enhancement activities by providing a structure staff can use to consider the following in relation to curriculum design:
   - o   Rationale, design, and development;
   - o   Effectiveness and appropriateness of the curriculum portfolio;
   - o   Skills for learning, life, and work; and
   - o   Learning pathways.

7. **Scottish Funding Council**
   Regional Outcome Agreements
   Regional outcome agreements set out what colleges and universities plan to deliver in return for their funding from the SFC.

For example, the regional outcome agreement for AY 19/20 sets out the UHI partnership's commitments including:

- Planned expansion and enhancement to Modern Apprenticeship provision;
- Developing tertiary curriculum maps, grouped into industry sectors;
- Student employability – ensuring our students are developed to be global citizens and gain work-related experience during their learning journey;
- Employer engagement and curriculum development reflecting sector skill needs.

Credit Guidance
The CAMP process ensures provision aligns with SFC priorities set out in the annual credit guidance.

8. **Students**
The approval and modification process aims to ensure curriculum design supports students to achieve their qualification and develop skills for learning, life and work.

9. **College Development Network**
Professional standards for Lecturers in Scotland's Colleges
Evaluating and developing new and current provision allows curriculum staff to critically reflect on curriculum design and delivery and evaluate their learning and teaching strategies. The process encourages staff to:

- analyse political, social, and economic drivers to ensure curriculum design meets stakeholder needs including the needs of current and future students;
- consider appropriate technologies and resources for learning, teaching, and work;
- promotes evaluation of qualitative and quantitative information and data to support curriculum design and development; and
- design and deliver a demand led curriculum which prepares students for a dynamic labour market.

Curriculum Proposals Process Map

This process map has been designed to provide staff with a visual representation of the steps in the curriculum proposals procedure. If you have any queries or problems with the process map please read the full procedural document in the first instance. If you can't find an answer in the procedure please contact mcqualityunit.moray@uhi.ac.uk

FE New Provision

Phase

Stage 1: Approval to Develop

Click here to navigate to Curriculum Proposal Library in SharePoint

→ Click +New button and select FE FT New Provision Doc Set option

→ Enter the following information when prompted:
- Name (this has to be unique. Suggested naming convention is shortened name of course and the date)
- Academic Year
- Course Name
- Curriculum Area
- MC Department

→ SharePoint will automatically create all the forms for the whole approval process but at this stage you should only complete:
- Stage 1 course proposal
- Draft framework
- Draft costings

→ When you have finished completing the forms you need to send them to the HoC for review. You can do this by editing the properties of the document set

→ Add the relevant HoCs name in the field called 'Enter Hoc Name to send stage 1'

→ The Hoc will receive an email asking them to review the documents. Once they've completed the review the HoC should edit the document properties and record the review date in the 'Stage 1 reviewed by HoC' field

The Quality Officer will be automatically notified that the HoC has reviewed the documents and will add the proposal to the next available CAMP agenda

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	📄 FE Proposal Form Stage 1 ✳	···	A few seconds ago	☐ Heather Sharp
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	📄 Stage 2 Course Approval Form ✳	···	A few seconds ago	☐ Heather Sharp

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Stage 2: Approval

Navigate to the document set created during stage 1 (see above)

→ You need to: Complete the stage 2 form and the course code request form, finalise the Framework and the costing spreadsheet.

→ Once you've completed all the forms you need to send them to the HoC for review. You can do this by editing the properties of the document set

→ Add the relevant HoCs name in the field called 'Enter HoC name to send stage 2'

→ The Hoc will receive an email asking them to review the documents. Once they've completed the review the HoC should edit the document properties and record the review date in the 'Stage 2 reviewed by HoC' field

→ The Quality Officer will be automatically notified that the HoC has reviewed the documents and will send panel members out the meeting schedule and paperwork

The Quality Officer will schedule the approval event once the course team have identified an appropriate external panel member

Return to front page

FE Short Course

FE Short Course

Click here to navigate to Curriculum Proposal Library in SharePoint

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Click +New button and select Short Course Doc Set option

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Enter the following information when prompted:
- Name (this has to be unique. Suggested naming convention is shortened name of course and the date)
- Academic Year
- Course Name
- Curriculum Area
- MC Department

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When you have finished completing the forms you need to send them to the HoC for review. You can do this by editing the properties of the document set

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Add the relevant HoCs name in the field called 'Enter HoC Name to send for review''

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The Hoc will receive an email asking them to review the documents. Once they've completed the review the HoC should edit the document properties and record the review date in the 'HoC Review Date' field

The Quality Officer will be automatically notified that the HoC has reviewed the documents and will add the proposal to the next available CAMP agenda

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FE Modification

AY 2020/21 Sem 1 process

For Semester 1 of AY 2020/21 modifications to FE courses will come through on the modifications to support online delivery list. Click here to navigate to the list

FE Modification – Process not in use Sem 1 2020/21

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When you have finished completing the forms you need to send them to the HoC for review. You can do this by editing the properties of the document set

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Add the relevant HoCs name in the field called 'Enter HoC Name to send modification''

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The Hoc will receive an email asking them to review the documents. Once they've completed the review the HoC should edit the document properties and record the review date in the 'Modification reviewed by HoC' field

The Quality Officer will be automatically notified that the HoC has reviewed the documents and will add the proposal to the next available CAMP agenda

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HE Non Degree Provision (NDP) New Provision

Stage 1: Local Approval

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- Course Name
- Curriculum Area
- MC Department
- Subject Network
- Faculty

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Stage 2: UHI Approval

The Quality Officer will compile signed paperwork and send to the relevant HoC/HAP

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The HoC/HAP will double check the paperwork and send to the relevant Subject Network Leader and Faculty Officer

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Click here for more information on the UHI approval process

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HE Non Degree Provision (NDP) Modification

Stage 1: Local Approval

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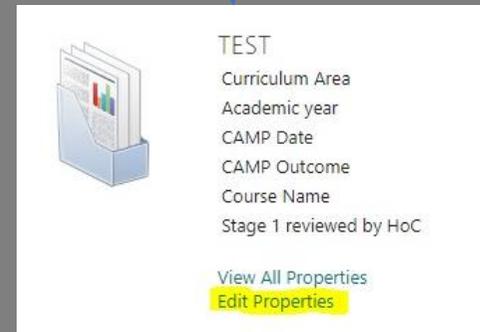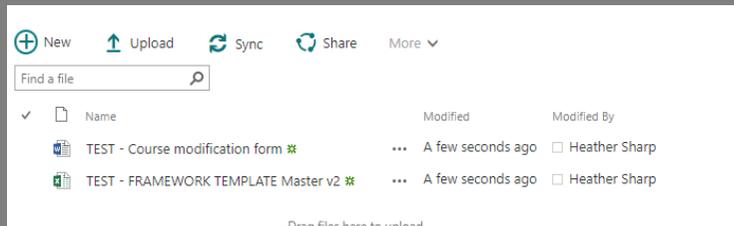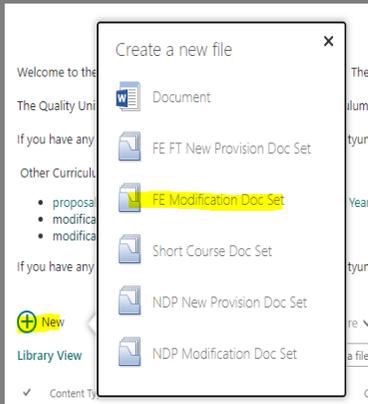- Curriculum Area
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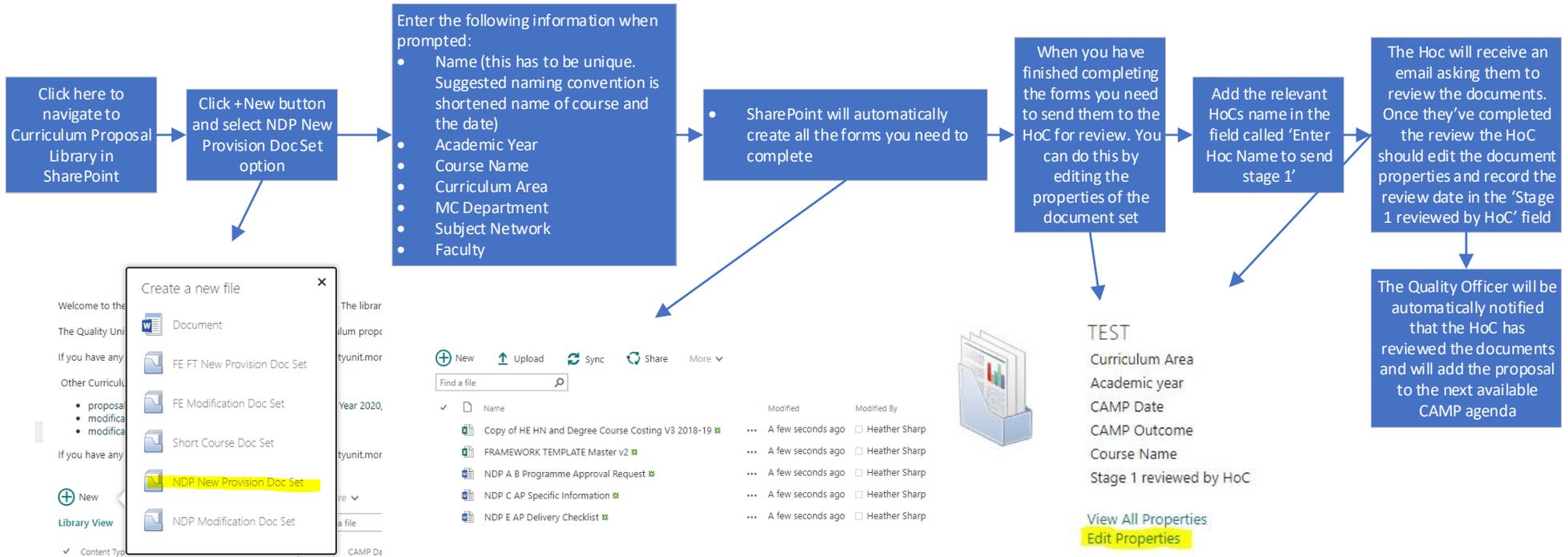Add the relevant HoCs name in the field called 'Enter Hoc Name to send stage 1'

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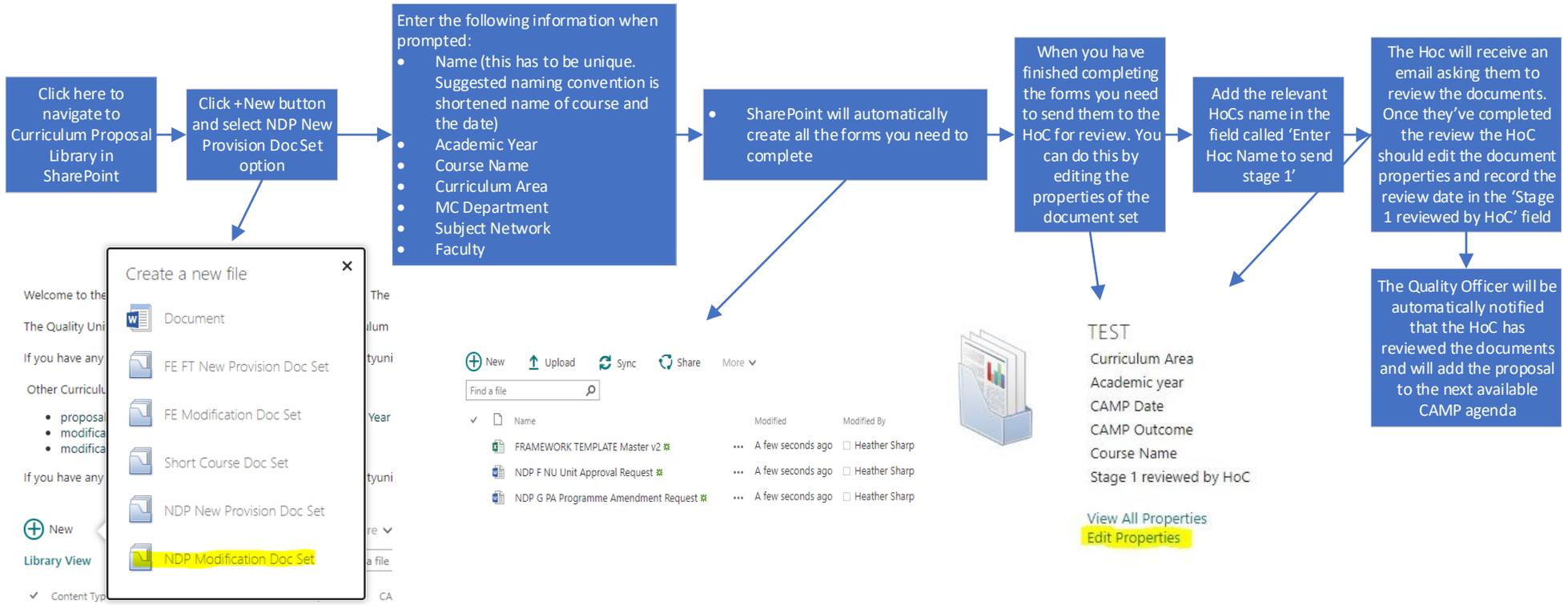
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Stage 2: UHI Approval

The Quality Officer will compile signed paperwork and send to the relevant HoC/HAP

The HoC/HAP will double check the paperwork and send to the relevant Subject Network Leader and Faculty Officer

Click here for more information on the UHI approval process

Return to front page

HE Non Degree Provision (NDP) Standalone Unit Approval

Stage 1: Local Approval

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Click +New button and select NDP Standalone Unit Doc Set option

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Stage 2: UHI Approval

The Quality Officer will compile signed paperwork and send to the relevant HoC/HAP

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The HoC/HAP will double check the paperwork and send to the relevant Subject Network Leader and Faculty Officer

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Click here for more information on the UHI approval process

Return to front page

HE Non Degree Provision (NDP) Standalone Unit Approval

Stage 1: Local Approval

Click here to navigate to Curriculum Proposal Library in SharePoint

Click +New button and select NDP PDA Approval Request option

Enter the following information when prompted:
- Name (this has to be unique. Suggested naming convention is shortened name of course and the date)
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When you have finished completing the form you need to send them to the HoC for review. You can do this by editing the properties of the document set

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The Quality Officer will compile signed paperwork and send to the relevant HoC/HAP

The HoC/HAP will double check the paperwork and send to the relevant Subject Network Leader and Faculty Officer

Click here for more information on the UHI approval process

Return to front page

University of the Highlands and Islands Moray College

Agenda Item Reference:

Title of Paper:	**Mitigating Circumstances Procedure**
To Committee:	Learning, Teaching and Quality
Version number and date:	V4 March 2021
Brief summary of the paper:	Procedure updated to: • reflect changes to recording forms • provide links to relevant policies and documents
Action requested/decision required:	For Approval

Status: *(please tick ✔)*	**Reserved:**		**Non-reserved:**	✔

Date paper prepared:	4 March 2021
Date of committee meeting:	16 March 2021
Author:	Chris Newlands
Link with strategy: Please highlight how the paper links to, or assists with: Strategic Plan including • Curriculum • Learning and Teaching • Organisational culture • Partnership • Sustainability	This procedure formalises the process to follow to ensure the equitable treatment of all students with respect to their ability to undertake assessment and by the due date
Equality and diversity implications:	Need to ensure impact on disadvantaged and underrepresented groups is thoroughly assessed and opportunities to advance equality are pursued. None
Resource implications: *(If yes, please provide detail)*	None
Risk implications: *(If yes, please provide detail)*	Relevant Risks are: M_23 Poor Student Experience

MORAY COLLEGE

Status	Draft
Version Date and Number	March 2021v04
Approved by	LTQC (March 2021) pending
Responsibility for Policy	Director of Curriculum and Academic Operations
Responsibility for Implementation	Heads of Curriculum and Head of Academic Partnerships
Responsibility for Review	Quality Officer
Date for Review	August 2024

Please ask if you, or someone you know, would like this document in a different format or language.
Revision Date & Change Log

Date of Revision	Brief Description of Change	Date Approved
8/7/2016	Paragraph 2.5 added to provide clarity about SVQ assessment	dd/mm/yy
2/2/2018	Whole procedure edited to make concise and improve presentation. All reference to 'Student Adviser' replaced by 'LDW' All reference to 'Progression Board' replaced by 'CAPB' All reference to 'tutor' replaced by 'unit lecturer' All reference to 'assessment deadline' replaced by 'assessment date' Other changes: 3.1 Addition of example how to resolve a problem Section 4 – reordering of points so the process is logically sequenced 4.11 & 4.17 removed as they repeat points already made. 6.1.6 Expanded to include what to do if application does not meet one of the categories listed at 3.2.1 6.2.1 & 6.2.2 merged as they are making the same point 7.1 Clarification provided for PT students 7.4, 7.5 & 7.6 procedure clarified 7.8, 7.9, 7.10 &7.11 updated to clarify reporting procedure Appendix 2 & 3 Updated and simplified.	
07/08/2018	6.1.6 & Appendices 2, 3 & 4 updated to reflect changes to academic management structure 6.2 & 7 – incorrect numbering revised 9.1 – clarification provided on 'web'. Appendix 1 1.2 – correct 'Lecturer' to 'Tutor'. Appendix 4 added – Distribution List	
March 2021	Responsibility for implementation changed to HoCs Throughout document • links to relevant policies and documents added to support navigation between documents.	

| | | • Included reference to Training Co-ordinator in relation to work-based students.
• Restructured procedure text to ensure fluid reading.

2. section restructured and additional para at 2.2 added in response to removal of "SQA Provision" in title of procedure to ensure mitigating circumstances process is applied across awarding body provision.

3. Section added to signpost reader to related policies and documents

5.5 Signpost to Student Advice Manager for queries regarding international students

8.4 new checklist incorporated into process

10. New section to clarify review cycle | |

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1. Purpose

1.1. The college has a duty to all students to ensure assessments are conducted fairly and each student has the opportunity to demonstrate their true level of academic performance. The purpose of this procedure is to ensure the equitable treatment of all students with respect to their ability to undertake assessment and by the due date.

1.2. It is recognised there may be times when a student's circumstances are such that they cannot complete assessments to the best of their ability. For example, they may be unable to attend an examination, or unable to meet an assessment date due to adverse circumstances beyond their control. At such times, students can request Moray College UHI take their personal circumstances into consideration.

2. Scope

2.1. The Mitigating Circumstances Procedure is relevant to:
- Further Education awards;
- HNC/D awards in Higher Education; and
- Work-based SVQ awards where they have a determined assessment date.

2.2. The Mitigating Circumstances procedure is applicable to the above award types regardless of the awarding body. Awarding body provision at Moray College includes:
- The Scottish Qualifications Authority (SQA);
- College Certificates;
- City and Guilds (C&G);
- The British Computer Society (BCS);
- Vocational Training Charitable Trust (VTCT);
- EAL; and
- University of Arts London Awarding Body (UAL).

2.3. Students may apply for mitigation for all forms of summative assessment, whenever they occur.

2.4. Students with a long-term condition, disability or chronic illness should normally have agreed a formal student Personal Learning Support Plan (PLSP) with Learner Support to provide additional support for learning and assessment, whilst studying for their chosen qualification (more information on this can be found in the Learner Support Policy); However, if a long-term condition, disability or chronic illness suddenly flares up, or is exacerbated and causing more health issues than normal, this instance would fall within the definition of mitigating circumstances.

3. Related Policies and Regulations

3.1. The Mitigating Circumstances procedure underpins the following policy documents:
- Academic Quality Policy – Course Assessment and Progression Boards, see section 18.9 of the Policy); and
- Academic Standards and Quality Regulations – Appendix titled Mitigating Circumstances (Appendix H at the time this procedure was written)

4.   Definitions

4.1.   Students are encouraged to inform their lecturer whenever they are experiencing difficulties in meeting an assessment date. There are a number of remedies that can be offered depending on how severe the problem is. In may cases the student's problem can be resolved by negotiating and agreeing a more suitable assessment date with the academic lecturer.

4.2.   'Mitigating Circumstances' are defined as **unforeseen and unpreventable circumstances outside the control of the student**, which have significantly affected performance and/or attendance in a summative assessment and could not have been remedied in the time available. These are normally circumstances relating to the health and/or personal life of a student which are sufficiently serious and significant in nature to result in them being unable to attend, complete or submit an assessment on time, or attend an examination.

4.2.1.   Mitigating circumstances will normally fall into the following categories:
- Illness or serious accident at the time of an assessment or in the period leading up to formal assessment;
- Serious illness or death of a family member;
- Severe unforeseen personal or psychological problems; or
- Unanticipated difficulties in child or adult care arrangements during a semester (where the student is the named carer for an adult);

    In addition, for part-time students:
- Unforeseen and essential work commitments.

4.2.2.   The following are examples of categories which should **not** be considered valid reasons for mitigating circumstances:
- any ongoing situation known to the student;
- inadequate time management;
- moving house or holidays;
- misreading the assessment or exam timetable;
- computer/IT problems of the student's own equipment; or
- normal work commitments on behalf of an employer.

4.3.   'Determinations' are outcome decisions made against an application for mitigating circumstances.

4.4.   'Extension' is where an assessment date (including those for examinations) is extended. All requests by a student for an extension should be processed through the Mitigating Circumstances Procedure.

5.   Principles

5.1.   A student who does not attend an examination or does not meet an assessment submission date will normally be deemed to have not attempted the assessment unless

mitigating circumstances have been submitted in advance of the assessment date. Such circumstance will normally be recorded as a fail at Course Assessment and Progression Board (CAPB).

5.2.   Normally, a student will be expected to submit an application for mitigating circumstances **at least three days prior** to an assessment date. If this is not possible, the application should be submitted as soon as possible and include reasons for the delay. Where a student who has completed an assessment fells their academic performance was affected by circumstances outside of their control, they may still apply for mitigating circumstances retrospectively.

5.3.   Mitigating Circumstances is deemed a supportive service for students. However, the Personal Academic Tutor (PAT) for HE, Learner Development Worker (LDW) for FE, or the Training Co-ordinator (TCO) should monitor applications to ensure that a student is not abusing the procedure and is only applying for relevant situations.

5.4.   In some cases, at HE level the student and/or the college may decide it is appropriate for the student to interrupt their studies for an agreed period of time. Any decision to suspend studies must be done in accordance with the current Moray College and UHI policies and procedures relating to suspension of study, as referred to in the [Academic Standards and Quality Regulations](#).

5.5.   International students (Tier 4) must be treated in accordance with the UKVI visa rules and sponsor guidance. As such, Moray College UHI may be unable to grant deferral or suspension of study to international students. Contact the Student Advice Manager if you require more information.

5.6.   Applications for mitigating circumstances should be supported by documentary evidence. Where an application has been received without supporting evidence the student must state on the [application](#) when the evidence will be available. It is only once evidence is received that a determination may be made.

5.7.   Students must normally provide independent third-party documentary evidence to support their application (for example, from a medical practitioner, counsellor, hospital, specialist advisor, police, solicitor, of Student Services staff member), which has dates which cover the period of mitigation. Evidence from family members or fellow students would not normally be accepted.

5.8.   Evidence for mitigation claims must be current and can be used where circumstances have affected more than one assessment. However, if a future claim (at a different time-period) is for the same or similar circumstance then new evidence must be supplied i.e. current medical note, supporting letter etc.

5.9.   Where a student has self-certified their mitigation claim they should submit the work they have done to date. The PAT, LDW or TCO may determine whether it is possible to mark this work taking into consideration the student's circumstances.

5.10.   Determinations will automatically be considered for first attempt summative assessments but should only be considered in exceptional circumstances for a second attempt assessment (also referred to as 'resit') or exceptional third attempt assessment. **A second or third attempt assessment must involve a different instrument of assessment.** Determination will **not** be considered with respect to remediation work or where a draft of assessed work has been submitted for informal comment.

5.11.   Where mitigating circumstance is accepted and affects more than one assessment and more than one unit, the PAT, LDW or TCO in liaison with the relevant assessor(s) may determine a phased submission schedule.

5.12.   All mitigation applications must be processed prior to the relevant CAPB. A [report] on mitigating circumstances applications for each award must be kept by the PAT, LDW or TO and submitted to the chair and the clerk prior to the CAPB..

         Where provision is networked, an individual report for each academic partner for that course should be submitted to the Programme Leader prior to the CAPB.

5.13.   Late mitigation applications will only be accepted, and a retrospective determination given in exceptional circumstances and where evidence supports a student's incapacity to submit it prior to the assessment date. Mitigating circumstances claims in all instances must be submitted within two weeks of the end of unit delivery.

5.14.   All retrospective mitigation applications received after a CAPB must be determined following the normal procedure and the outcome reported to the CAPB Chair to enable a result to be ratified by Chair's Action. The details should be raised as a matters arising at the next CAPB.

5.15.   It is noted that in exceptional circumstances there may be cases where a student is unable to submit a request for an extension on a completed application form. In these circumstances the PAT, PAT, LDW or TCO should populate a form with the relevant details prior to processing. Appropriate evidence must still be received for approval and then the decision endorsed by the CAPB Chair.

6.   Confidentiality

6.1.   All mitigation applications and supporting evidence are to be treated as confidential. Information provided should only be discussed between the relevant parties involved in the initial determination. If it is necessary to disclose any information to another party, other than those mentioned in the principles above, this must be done with the student's permission.

6.2.   Only the determination outcome and subsequent change to assessment dates are to be discussed at CAPB.

6.3.   It is in exceptional cases that a CAPB Chair may be required to be informed of some of the information pertinent to the case to determine ratification of an assessment result.

7.   Responsibilities

7.1.   Staff Responsibilities

7.1.1.   Students must be advised of the submission/examination dates for summative assessments at the beginning of their programme/unit.

7.1.2.   Students must be clearly informed at the beginning of their programmes of the mitigating circumstances procedure and signposted to it on their assessment schedules/briefs.

7.1.3.   The assessing lecturer, PAT, LDW or TCO are responsible for ensuring students are treated equitably and with fairness to ensure decision making is consistent. The PAT/LDW statement regarding whether they support the application or not, must be an objective view and not be a subjective opinion.

7.1.4.   Staff must declare any conflict of interest when receiving mitigation claims.

7.1.5.   A student's PAT, LDW or TCO is responsible for processing all applications for mitigation for their cohort of students, ensuring that the application meets the criteria for mitigation and all relevant supporting evidence is received. Where a lecturer has received an application (or request) they should forward it to the student's PAT, LDW or TCO for processing.

7.1.6.   The PAT, LDW or TCO is responsible for making the initial decision to approve an application, pending a final endorsement by the CAPB Chair. Where an application does not meet one of the categories listed at 4.2.1 or there is insufficient supporting evidence, the application should be referred for a decision by the Head of Curriculum, or Deputy Head of Curriculum (HoC or DHoC) or Head of Academic Partnerships (HAP) responsible for the student.

7.1.7.   Where an application is approved, the PAT/LDW/TO, in consultation with the unit lecturer, is responsible for determining the new date of submission (see para 5.10 above)

7.1.8.   The PAT/LDW/TCO must advise the student that this is an initial decision to support their mitigation claim and that the student will be completing and submitting the assessment work pending a final endorsement by the CAPB Chair in respect of their mitigation application.

7.1.9.   The PAT/LDW/TCO is responsible for informing the student of the determination and where applicable, new dates and arrangements for submission of coursework or attendance at an examination. The Exams office should be informed of any new exam dates.

NB: where a new assessment date falls after a CAPB then the dates of assessment should be clearly recorded at the CAPB and the subsequent outcome followed up by the lecturer as Chair's Action.

7.1.10.   The CAPB Clerk should inform the International Office of any extensions approved for international students prior to the student being informed, to ensure the determination falls within the parameters of the Tier 4 licence.

7.2.   Student Responsibilities

7.2.1.   All students have a responsibility to manage their learning during their registration on an award. This requires students to balance their workloads, to ensure they attend examinations and submit assessment work by the assessment date according to the guidance provided.

7.2.2.   Wherever possible, students are expected to ensure they have taken reasonable steps to prevent mitigating circumstances occurring.

7.2.3.   Section 4.2.1 provides indicative categories which mitigating circumstances fall within and clearly shows categories that will not be considered.

7.2.4.   A student should normally submit an application for mitigating circumstances at least three working days prior to an assessment date or in exceptional circumstances, within two weeks of the end of the unit delivery.

7.2.5.   Any student found to have submitted a false claim for mitigation will be referred to the Promoting a Positive Learning Environment (PPLE Policy).

8.   Procedure

8.1.   A student submits a Mitigating Circumstances application with appropriate supporting evidence to their PAT (HE), LDW (FE) or TCO (Apprentice). Part time FE students submit their application to their nominated lead lecturer who should follow the procedure as identified for the PAT/LDW.

8.2.   The PAT/LDW/TCO confirms the application is complete and the evidence submitted is appropriate. If an application is incomplete in any way, then the PAT/LDW informs the student of the information required to complete the application.

8.3.   The PAT/LDW/TO informs the relevant lecturer/assessor of receipt of a mitigation application.

Application accepted by PAT/LDW/TCO

8.4.   If the PAT/LDW/TCO is satisfied the application falls into an indicative category as recorded at 4.2.1 and suitable evidence is provided, then the application should be accepted. The PAT/LDW/TCO will update the Checklist to record the accepted decision and will send the assessment lecturer/assessor an email to notify them of the outcome (see para 8.8 for next steps)

Application not accepted by PAT/LDW/TCO

8.5.   If the PAT/LDW/TCO considers the application does not fall into any of the indicative categories at 4.2.1 or does not have suitable supporting evidence, the application form, checklist, and evidence should be passed to the relevant HoC/DHoC/HAP who will review the documentation.

8.6.   The HoC will approve or reject the application and will update the checklist with the decision outcome and justification. They will return all documentation to the PAT/LDW/TCO who will notify the relevant assessment lecturer/assessor.

8.7.   If the HoC/DHoC/HAP's decision is to reject the application the PAT/LDW/TO will:

- update the CAPB MC Report;
- Inform the student; and
- Send CAPB MC Report to the relevant CAPB Chair and Clerk.

Application approved

8.8.   When an application has been approved either by the PAT/LDW/TCO or the HoC/DHoC/HAP, the LDW/PAT/TCO will inform the assessment lecturer/assessor who will complete an Extension Form in consultation with the student and will email the completed form to the PAT/LDW/TO.

8.9.   The PAT/LDW/TCO will update the CAPB MC Report and forward the extension form to the relevant member of the admin team who will enter the extension details in SITS.

8.10.   The PAT/LDW/TCO will inform the student of the decision and provides any details relevant to a further sitting of an exam or submission of assessment.

8.11.   Where a new date is set for an examination, the PAT/LDW should inform the Exams Officer, the Exam Centre and the International Centre where relevant.

8.12.   All determinations on mitigating circumstances are pending a final endorsement by the CAPB Chair.

8.13.   The CAPB MC Report is used to record all mitigation applications, **per course** (per partner) and is presented to the relevant CAPB.

8.14.   Where there is more than one PAT, LDW or TCO per course a single report form must be used for recording mitigating circumstance decisions. **Where a course is networked, each academic partner should complete a form per course and forward it to the Programme Leader (or equivalent) prior to the CAPB**.

8.15.   Records documenting individual students' submission of assessed work and handling of reports of mitigating circumstances should be retained and stored as per college/university guidelines on retention of student assessment records.

9.   Quality Monitoring

9.1.   Quality approval check of the procedure is the responsibility of the Quality Officer who will arrange for the procedure to be posted on the Moray College web page.

9.2.   Occurrences of mitigating circumstances will be reported annually to the Learning, Teaching and Quality Committee.

10.   Procedure Review

10.1.   This procedure will be reviewed every 3 years or earlier if required.

Mitigating Circumstances (Extension) Request Form

You can apply for Mitigating Circumstances if you think your personal circumstances will affect your ability to attend an exam, or mean that you cannot:

- complete an assessment to the best of your ability; or
- meet the assessment deadline.

We will keep your application confidential. Only authorised staff members who have to deal with your request will see it. In some cases, we may have to discuss your application with another person, if this happens we will always ask your permission first.

We will consider your application for Mitigating Circumstances if you have been effected by one of the problems listed below (you must submit evidence)	We will not consider you application if the problem you are having is a result of one of the following:
✓ Illness or serious accident at the time of an assessment or in the period leading up to formal assessment, ✓ Serious illness or death of a family member; ✓ Severe unforeseen personal or psychological problems; ✓ Unanticipated difficulties in child or adult care arrangements during a semester (where the student is the named carer for the adult) ✓ For part time students – unforeseen and essential work commitments	× Any ongoing situation known to the student; × Inadequate time management; × Moving house or holidays; × Misreading the assessment or exam timetable; × Computer/IT problems experienced on the student's own equipment; × Normal work commitments

Notes to help you submit your application

Submit the form to your LDW a minimum of 3 working days **prior** to the assessment date or as soon as possible thereafter including reasons for the delay.

It must be submitted within **two weeks** of the end of the unit delivery.

Do:

- Review the grounds for applying for mitigating circumstances (see above)
- Talk to your LDW if you are experiencing difficulties in completing your work on time
- Meet with your LDW before the assessment date and discuss whether an extension would be appropriate
- Ask for an extension where you are unable to meet the assessment date
- Submit an application that covers all unit assessments you are taking during the period of difficulty
- Include evidence to support your case with your application form

Don't:

- Use evidence that is undated or solely from family members supporting your application - you have to provide independent evidence.

Mitigating Circumstances (Extension) Request Form

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Don't:

- Use evidence that is undated or solely from family members supporting your application - you have to provide independent evidence.

Mitigating Circumstances (Extension) Request Form

Student Name		Student Number		Date of Request	

Course		Group (if applicable)		LDW Name	

UNIT INFORMATION (add rows if needed)

Unit Code	Unit Title	Assessment Details	Lecturer Delivering Unit	Assessment Date

Reason for mitigating circumstances application

Please tell us what evidence you are providing to support you application for Mitigating Circumstances for example, e.g. medical certificates for the relevant time period, letters from medical specialists, letters from professional counsellors, legal documents.

If you have not been able to supply evidence with your application, please tell us why and tell us when you think you will be able to provide it. Please note that we cannot make a decision about your application until we have received your evidence.

LDW:	Name:				
Student	ID Number:		Name:		
Application	**Fully Completed?**	**Yes**		**No**	
	If no, date returned to student and action required:	**Date application resubmitted:**			
Documentary Evidence	**Received?**	**Yes**		**No**	
	PLSP in place?	**Yes**		**No**	
LDW	**Do you support the application?**	**Yes**		**No**	
	Give reasons to support your decision:				
Head of Curriculum	**Do you support the application**	**Yes**		**No**	
	Give reasons to support your decision:				
Date Student Informed of Decision					

*The Exams office should be informed of any new exam dates

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Moray College

Extension Form - Student Information			
Course			
Student Name		Student Number	
Unit Name		Unit Number	
Unit Lecturer		IV Lecturer	
Number of Outcomes passed		Number of Outcomes extended	
Specific detail of assessment(s) to be completed			
Lecturer instructions to student for completion			

Student Support Required to Complete Assessment	
	Yes/ No
Lecturer – face to face	
Lecturer - email	
Brightspace VLE	
ELS	
Assessment Invigilator	
Self-Study	
Other – Please specify	

Collection of assessment	
Student already has assessment	
To be sent to student (By Who)	
To be collected (From Where)	

	Signature	Date
Lecturer		
Student		
LDW		

University of the Highlands and Islands
Moray College

CAPB Report on Mitigating Circumstance Requests							
Course Title				**Course Code**		**Academic Year**	
Head of Curriculum			**LDW**			**CAPB Chair**	
Student Number	**Unit Code**	**Unit name**		**Assessment (LO)**	**Approved or Rejected (A/R)**	**If approved, new date of submission**	**Extension Form complete**

1.   Introduction

1.1.   [The Scottish Credit and Qualifications Framework](#) (SCQF) is a framework for lifelong learning and is used to compare the level of qualifications and their credit point value by:

- Students;
- Education providers,
- Employers;
- Credit Rating Bodies (CRBs); and
- policymakers throughout Scotland.

1.2.   The level of a course indicates how difficult the learning is and the credit point value shows how much learning is involved. Each credit point represents an average of 10 hours of learning.

1.3.   The SCQF helps:

- People understand qualifications;
- students identify the level of learning appropriate to them and decide how to progress in their learning;
- Provides formal recognition for learning;
- Promotes equality between academic and vocational qualifications; and
- employers understand different types of qualifications and supports recruitment and employee development.

1.1.   Scottish Colleges and Universities are using the SCQF levels and credit points to describe their courses, but only if they have been credit rated into the Framework. Credit rating is the process of allocating an SCQF level and Credit Points to a programme of learning or a qualification so that it can be placed on the Scottish Credit and Qualification Framework (SCQF).

1.4.   It is a formal, quality assured, objective process carried out by trained staff in which a course is subject to rigorous scrutiny and analysis and is then allocated an SCQF level using the SCQF Level Descriptors.

1.5.   When a course has been credit rated by a Credit Rating Body (CRB) it can be referred to in terms of its SCQF level and SCQF credit points. If the course has not been credit rated by a CRB it does not have an SCQF Level or SCQF credit points so cannot be referred to in terms of its level or credit points, for example:

Course has not been credit rated	Course has been credit rated
NQ Intro to foundation hairdressing	NQ Intro to foundation Hairdressing (SCQF 4)
NQ Hospitality - Silver	NQ Hospitality – Silver SCQF Level 5
NQ Beauty & Aesthetic Therapies	NQ Beauty & Aesthetic Therapies SCQF

2.   Scope of the Policy

2.1.   This policy encompasses all credit rating activities and is specific to all Further Education (FE) courses developed by Moray College UHI as College Certificates.

2.2.   This policy recognises the increasing development activities around centre devised courses and/or units and the requirement of the Scottish Funding Council (SFC) to provide quality assured, validated courses that have been levelled on the SCQF.

3.   Principles of the Credit Rating Policy

3.1.   Moray College UHI's Credit Rating Policy is influenced by the following principles which underpin the College's approach to Credit Rating:

- The College will apply the policy consistently to ensure all courses going through credit rating process are subject to a rigorous quality assurance process.
- The quality assurance process will be explicit, reliable, valid, and subject to external review.
- The Policy will reflect the requirements and will meet the principles set out by the SCQF partnership.

3.2.   The SCQF Partnership set out 8 main principles that relate to credit rating:

- *A course must have at least 10 notional learning hours (1 SCQF credit point) before it can be credit rated and considered for inclusion on the framework. Only full SCQF credit point are awarded – fractions of SCQF credit point (e.g. 0.5) are not allowed.*
- *Course designers must determine the Notional Learning Hours required by a typical student to complete all learning activities within the course*
- *The number of SCQF credit points allocated to a unit or module of learning is determined independently of the perceived importance or centrality of that unit/module within a broader programme of learning.*
- *The number of SCQF credit points allocated to a unit or module of learning is independent of the standard at which the outcomes are achieved (e.g. grading).*
- *Credit Rating Bodies (CRBs) must ensure that within the process of credit rating, and in processes for Recognition of Prior Learning (RPL), they take due cognisance of the SCQF Level Descriptors and any other relevant reference points.*
- *Credit rating Bodies must establish rigorous and appropriate systems for credit rating, including systems of internal and external quality assurance and arrangements for the retention of evidence confirming decisions on level and credit.*
- *Where assessment leads to the award of SCQF credit points then the certificates issued to learners must include the following information:*
  - *The title of the qualification/learning programme;*
  - *The total number of SCQF credit points awarded on completion;*
  - *The SCQF level of the qualification achieved;*
  - *The SCQF logo; and*
  - *The name of the CRB.*
- *Credit Rating Bodies are responsible for uploading the details of all credit rated qualifications/learning programmes to the SCQF database.*

4.   Process of Credit Rating

4.1.   The process of Credit Rating is the process of allocating an SCQF level and credit points to a programme. The level indicates the complexity of the tasks within the programme and the credit points indicate how many hours the typical learner would need to dedicate to achieve the learning.

4.2.   To be Credit Rated a programme must:
- Have clear learning outcomes;
- Have a minimum of 10 notional learning hours equal to 1 SCQF credit point;
- Include formal assessment; and
- Arrangements for internal and external quality assurance.

5.   Professional Judgment

5.1.   Credit rating is a process of professional judgement leading to a formal statement on the volume of SCQF Credit Points and allocation of an SCQF Level for a qualification/learning programme.

5.2.   Professional judgement is exercised by those qualified through experience and knowledge of the discipline, field of study, profession, trade, or area of expertise using SCQF Level Descriptors.

5.3.   The focus of the credit rating process is on learning outcomes and on the arrangements for both student achievement and assessment of those learning outcomes. Credit rating is therefore not solely concerned with the delivery process.

6.   Responsibilities

6.1.   **Director of Curriculum and Academic Operations (DCAO)**
The DCAO is ultimately responsible for signing off Credit Rating decisions through the Course Approvals and Modifications process. The DCAO will:
- Ensures the overall effectiveness of the SCQF Credit Rating procedure;
- Ensure Credit Rating Decisions align to the SCQF Principles and the College's Curriculum Strategy; and
- Chair the approval event during which the credit rating decisions are endorsed.

Director of Learning and Teaching (DLT)
6.2.   The DLT is responsible for:
- Ensuring the overall effectiveness of the SCQF Credit Rating procedure;
- ensuring the credit rating proposal, including the learning outcomes, are aligned to:
  o the Learning and Teaching Enhancement Strategy and the related Moray College Ethos; and
  o The Professional Standards for Lecturers in Scotland's Colleges.
- Acting as Chair of the approval event during which credit rating decisions are endorsed if the DCAO is unable to attend.

Heads of Curriculum (HoC)/Head of Academic Partnerships (HAP)
6.3.   HoCs/HAP are responsible for:
- Ensuring appropriate scoping is carried out for internal proposals;
- Appointing a Design Team to develop the qualification;
- Credit rate submissions within the relevant curriculum area at Stage 1;
- Identify a subject expert to act as a member of the approval panel during which Credit Rating decisions are endorsed and/or act as a member of the approval panel;
- Ensuring that actions resulting from credit rating endorsement are addressed; and

- Ensuring monitoring and review of the credit rated programme is undertaken as required.

Depute Heads of Curriculum (DHoC)/Depute Heads of Academic Partnerships (DHAP) and Curriculum Team Leaders (CTLS)

6.4.   DHoCs/HAP and CTLs will:
- Credit rate submissions within the relevant curriculum areas at stage 1;
- Support the design team during the process of programme development and credit rating proposals and activities.

Design Team

6.5.   The Design Team are responsible for:
- Developing appropriate unit specifications for individual units;
- Complete all required proformas and documentation; and
- Attend approval events during which credit rating decisions are endorsed.

6.6.   **The Learning Coach**
6.7.   The Learning Coach will:
- support the Design Team to ensure best practice; and
- Attend stage 1 credit rating meetings.

Quality Officer

6.8.   The Quality Officer:
- Ensures effective operation of the SCQF Credit Rating procedure;
- Provides advice and support on Credit Rating activities;
- Ensures that all credit rating proposals have been endorsed;
- Co-ordinates approval event meetings and attendees; and
- Record Credit Rating activity and endorsement outcomes on the SCQF database

Approval Event Panel Members

6.9.   Alongside their responsibilities laid out in the [Academic Quality Policy](#), Approval Event Panel Members will:
- Provide advice and support on credit rating activities;
- Review Credit Rating Decisions made at Stage 1;
- Endorse credit rating decisions; and
- Agree any conditions or recommendations associated with the endorsement.

7.   Quality Assurance After Credit Rating

7.1.   To ensure the integrity of the SCQF and the Credit Rating process all credit rated programmes will:
- Be entered into course review stage 1 for the first year of delivery to:
  - Ensure staff are supported to fulfil the actions and/or recommendations raised at the endorsement stage; and
  - Ensure all systems and processes are in place as planned and per the programme design specification.

- Monitored by the relevant Head of Curriculum (HoC)/Head of Academic Partnerships (HAP) to ensure all systems and processes are operating and being applied as planned; and
- Undergo revalidation every 5 years to confirm the programme is still viable as a Credit Rated programme and remains within the curriculum portfolio of the College.

LTQC Research Update: Academic Partnerships (APS)

March 2021

Sam Scott and Allane Hay are both very involved with the research community locally and nationally working closely with Interface, Innovate UK/Knowledge Transfer Partnerships, Universities Scotland and various other bodies. APS work with staff to support project expressions of interest, project applications, project costings, project legal documents and other relevant documentation required by the funding body and operational needs of the project.   Sam Scott has responsibility for the Project budget and all external funds should be allocated into this budget.

APS is committed to the development of research in the college and are endeavouring to introduce a research structure in the college. The long-term aim remains for Moray College UHI to have specialist research positions.   Currently research active staff are reliant on external funding to cover time which also leads to difficulties finding suitable cover for classes on an ad hoc basis. To be successful in the REF staff are required to be research active for 0.2FTE. Research active staff have expressed an interest in converting pure teaching contracts to research contracts, incorporating an element of teaching and research. It is recommended that Moray College UHI look to adopt such contracts into the structure. APS work closely with Dr Malcolm Clark whom we are delighted to communicate currently has a seconded post as Research Initiator (0.5FTE) though the UHI Computing Steering group. APS aim to support more Moray College UHI staff to become research active with the overarching aim being to increase our ability to contribute to the UHI REF.

Moving forward into the Moray Growth Deal and the development of the Enterprise and Innovation Hub; it is key that local businesses are aware of our ability to support their business through research.   Potential projects are either disseminated by APS to curriculum teams or curriculum teams can discuss potential projects with APS. It is important that APS is aware of all external bids to ensure we can provide any support needed to staff.

MC Committee involvement: UHI RKEC; UHI REF managers group; Water Quality Innovation Group.

Current Projects:

Inchindown Tunnels (Finlay MacDonald & Dr Malcolm Clark): This project was awarded £4,998.25 from the SFC (Innovation Voucher) and is also eligible for a £2,500 UHI top up. The aim of this project is to develop a virtual reality product of the WW2 underground oil storage facility, Inchindown tunnels, to increase and promote tourism to the Invergordon area.   ***Project Update: This project is currently on hold due to current Covid-19 travel restrictions. This project is also facing some challenges to ensure the relevant health and safety is in place for accessing the tunnels.***

Mesomorphic (Dr Malcolm Clark, Gary Groves and Yvonne McDonald): This project was awarded £4,979.59 from the SFC (Innovation Voucher) and is also eligible for a £2,500 UHI top up. The aim of this project is to undertake research and market insight in relation to the development of a game system to take the tedium out of practising mental arithmetic. ***Project Update: This project is currently in progress.***

New Arc (Dr Malcolm Clark & Ewan Forsyth): This project was awarded £4,999.58 from the SFC (Innovation Voucher) and is also eligible for a £2,500 UHI top up. This project will develop a wildlife management system that will enable New Arc to meet the growing need to care for wildlife whilst also allowing diagnosis to be efficient and effective using cutting edge research on case-based reasoning and/or machine learning. ***Project Update: This project is currently in progress.***

Explosion Protection International Training Ltd. (EPIT) (Dr Graham Wilson & Research Assistant): This project was awarded £4,994.40 from the SFC (Innovation Voucher) and is also eligible for a £2,500 UHI top up. The aim of this project is the development of an HV Power Generation and Synchronisation Simulator tool for teaching the workings of generators on oil rigs. ***Project Update: this project has just recruited a Research Assistant in March and has now started. This project is also hoping to have the skills of Paul Harlow, Engineering dept.***

Rural Housing Scotland (Dr Malcolm Clark in collaboration with Dr Sarah-Anne Munoz, Centre for Rural Health, & Research Assistant) This project was awarded £4,980.91 from the SFC (Innovation Voucher) and is also eligible for a £2,500 UHI top up. The project's aim is to develop an innovative bespoke video streaming software platform that can be used for virtual consultations to replicate community consultation on housing projects. ***Project Update: This project was awarded funding in February 2021. The project team are in the process of recruiting a Research Assistant for the project.***

Elgin Museum: student projects in Computing and Art. This activity initially went through Interface and has been recorded as positive engagement on the Interface database. ***Project Update: this project is due for completion in April 21.***

Children 1st (*Dr Malcolm Clark in collaboration with 3 UHI Academic Partners and Research Assistant(s)): This project was awarded £19,725.44 from the UHI SFC Research Uplift Funds (Covid-19). The aim of this project is to design and implement a secure mental health Visualisation Administration and Data Platform.* **Project Update: *This project is currently in progress.***

*National Trust for Scotland (NTS) Ltd in partnership with the UHI (Inverness College UHI Lead partner) KTP Innovate UK (*Paul Harlow: Project Supervisor) The KTP project has been designed to research, develop and implement a sustainable deterrent mechanism, using innovative technological solutions, to protect young trees from animal damage. In contrast to current practice, the deterrent must have a low landscape impact, be low in cost and maintenance and be effective all year round. ***Project Update: This project is currently in progress and will continue into session 2021/22.***

Digital Technologies Hub (UHI Computing Steering Group (Dr Malcolm Clark)): This project involves building a UHI Digital Technologies Hub to contain research profiles of all UHI research active staff. This project is being driven by Prof Wilson, Prof Simco, Steve Gontarek and Dr Engstrand. The next stage in the project involves the creation of a shop window to show off digital research interests to encourage collaboration across UHI. ***Project Update: This project is currently in progress.***

UHI Computing Steering Group (Dr Graham Wilson) 'Our digital future: Adapting our curriculum to reflect the impacts of digital technologies 2019-20'. Project led by Dr Graham Wilson. Engagement with HBCT staff to look at the possibility of developing materials with a focus on building professionalism in the workplace through the application of digital technologies. ***Update: this research is continuing with specific development work with Level 5, collaboration is also planned with other APs.***

Moray Council/ NHS (Kelly McLaren) The aim of the research is to investigate the physiological and psychological benefits of a 6-week supervised exercise referral programme, focusing on individuals with respiratory conditions. The research is being carried out in partnership with the NHS and Moray council and has immense potential going forward. With the current pressures on the NHS, and the long patient waiting lists that are emerging due to the pandemic, exercise referral could play an important role in ensuring patients are given the opportunity to use exercise as a form of pre and rehabilitation, reducing the need and pressures on other services. Evidence on the benefits of exercise referral is considerably documented and the research could be used to validate the need for a stronger, more robust, referral system within NHS Grampian. The research also aims to provide the vital evidence required to drive local policy and practice. The project is highly supportive for all partners involved, especially for the community of Moray and those that are in need of further support with managing their condition, health and wellbeing. Discussions are taking place with partners to investigate how this research can be continued. ***Project Update: This project is currently in progress.***

Culture Collective (Stacey Toner) 'The Culture Collective project will see the opportunity for an artist residency to be framed in the context of formal research. https://www.dancenorth.scot/news/culture-collective-announcement/ Hosted by M:ADE, in collaboration with Moray College UHI, the research residency will be an invaluable part of the wider programme with regards methodology analysis, measuring impact and informing future development. Aligning with recent conversations internally at the university, this opportunity provides an opening into practice-led research, with outputs expected across both traditional text and visual arts-based media.' ***Project Update: This project is currently in progress.***

Projects currently at application (March 2021):

Moray Chamber of Commerce – SFC Innovation Voucher (Dr Malcolm Clark): The aim of this project is to produce a prototype business tool that will include a digital mapping exercise to analyse who the business support agencies are that are relevant to the Moray region.

Windswept Brewing Co. Ltd in partnership with the UHI (Moray College UHI Lead partner) KTP Innovate UK (Allane Hay) The focus of this project is sustainable production, ultimately developing and delivering a small-scale sustainable brewing model.

Ross-shire Women's Aid – UIF (Dr Malcolm Clark): The projects aim is to develop a new software product named: MYXSCAPE. The product will be a safety and welfare App and will have the aim of allowing victims of domestic abuse to become survivors, it will enable the person experiencing domestic abuse to capture events in real time.

Friendly Access – Comic Relief Tech for Good Build 2021 (Dr Malcolm Clark) The aim of this project is to develop a visual/virtual portfolio of accessible local activities on a digital platform, 'What's Out There'. The application was one chosen out of 261 applications to make it to the second stage.

Dr.Lindsay Blair UHI Reader

Publications:

2021 'Radical Statements in Print: The Artwork of Will Maclean at The Castle Gallery.' *Art North.* Vol 2. No.4 (11-13).

2020 '"Mutations from Below": The Land Raiders of Reef and *An Suileachan* (2013) by Will Maclean and Marian Leven'. *Northern Scotland.* 11.2, Edinburgh University Press (139-160), www.euppublishing.com/nor

2021'Where Words and Images Collide: Will Maclean's Intertextual Collaborations' in a collective volume *Writing and Imaging 21st-century Scotland,* ed. Prof. Camille Manfredi *(*Edinburgh University Press).

Research grants: 2020 RSE Research workshop grant. '*Hands across the Sea:* Collaboration, Innovation and Blue Humanities in the Highlands of Scotland and Western Brittany.'

Recent responsibilities/activities as follows: 2020 Co-Chair of Post Graduate Research Review Panel; Programme Leader of MA Fine Art ; 4 submissions for forthcoming REF - each of which will be 3* or 4*

Postgraduate Research Students: 2019 Director of Studies for MRes student (p/t) - transition to a PhD June 2021 (I will remain DoS); 2021 DoS MRes student (f/t)

Positions outwith UHI: Reviewer for Carnegie Scholarships, Carnegie Trust; SEA-EU - Co-Investigator for European Network.

Allane Hay – 'Perceptions of Ethical Practice in Management Linked to Responsible Leadership in SMEs in the North of Scotland'. PhD research topic with GCU's School for Business and Society. Currently exploring publication of methodology in relevant research publications for UHI. This research is designed to add to the body of knowledge about ethics and responsibility in business leadership and management linked to SMEs as there is currently very little research anywhere in this area. It is also designed for impact through the development of learning materials for undergraduate, post-graduate and CPD courses. **Funded by MC and UHI with main research REF-able through GCU but associated publication under UHI.**

Tony Allen - Undertaking PhD study with GCU School of Computing, Engineering & the Built Environment. Investigation into the Self-sufficiency of Space Heating within a Domestic Property utilising Solar Gain (North East Scotland). Solar Thermal – when effectively integrated within the dwelling structure has provided an equivalent usage reduction of 2,218 kg Biomass pellets, supporting 61.9 % carbon neutral energy space heating and hot water requirements, so reducing fuel dependency. Technologies selected for the research had low environmental manufacturing impact, long operational life, and minimal required maintenance. *Please refer to the Research Poster at the end of this paper.*