University of the Highlands and Islands
Moray College

BOARD OF MANAGEMENT
Learning, Teaching and Quality Committee
Meeting to be held
On 15 June 2021 at 1330 hours by Teams

Agenda Number	Item		Presented By	Action Required: Decision, Discussion, For Noting
LTQ.21.02.01	(i)	Resignations	Clerk	Noting
	(ii)	Appointments		
LTQ.21.02.02	Apologies for Absence		Clerk	Noting
LTQ.21.02.03	Any Additional Declarations of Interest including specific items on this Agenda.		Chair	Noting
LTQ.21.02.04	Draft Minutes of LTQC meeting held on 16-03-2021 *		Chair	Decision
	(i)	HMI Informal Feedback		Noting
LTQ.21.02.05	Matters Arising from LTQC meeting held on 16-03-2021 *		Clerk	Noting
LTQ.21.02.06	Quality Cycle*		H Sharp	Noting
LTQ.21.02.07	Curriculum			
	(i)	UHI Curriculum Review *	C Newlands	Discussion
	(ii)	CAMP Report *	C Newlands	Noting
	(iii)	Customer Relationship Management System (CRM)*	J Andrews	Discussion
LTQ.21.02.08	Student Satisfaction Survey *		H Sharp	Noting
LTQ.21.02.09	RIKE Report *		J Andrews	Noting
LTQ.21.02.10	Emerging Issues		Chair	Noting
	(i)	Cyber Incident – impact on learning and teaching	N Yoxall	Discussion
	(ii)	Assumptions (COVID19) and preparations for delivering learning and teaching in session 2021–22.		Discussion

	(iii) Regional Outcome Agreement (ROA)	D Patterson	Noting
RESERVED ITEMS			
LTQ.21.02.11	Draft Reserved Minutes of LTQ meeting held on 16-03-2021 *	Chair	Approval
LTQ.21.02.12	MORAAGA Report *	N Yoxall	Noting
LTQ.21.02.13	Date of Next Meeting – 11-11-2021	Clerk	Noting

Learning, Teaching and Quality Committee
Minutes of Meeting held on
Tuesday 16 March 2021
At 1030 hours by Teams

Present:

Anne Campbell (Convener 11.20am)	Jodie Salmon
Seonaid Mustard (Convener)	Lucy Huby
Tami Wilson	Rosemary McCormack
Jackie Andrews	Susanne McLaren
David Patterson	Toni McIlwraith
Sam Bright	Michele Smith
Hugh Hamilton	Garry Rendall
Alistair Fowlie	
Heather Sharp	

In Attendance:

Barbara Nelson (Link HMI – Education Scotland)	Nikki Yoxall
Scott Anderson (Education Scotland)	Derek Duncan
Cathie Fair (Clerk)	Chris Newlands
Eleanor Melton (Minutes Secretary)	

Item		Action	Date
	Seonaid welcomed everyone present to today's meeting, explaining that she would be chairing the meeting until Anne was able to join. Seonaid introduced Barbara Nelson and Scott Anderson, Education Scotland, giving Barbara the opportunity to provide narrative on their presence today. Barbara explained that HMIe are currently undertaking a national review of remote learning during Covid-19, and how staff have coped. This will hopefully allow HMIe to determine what additional support for staff may be needed. Following discussion, it was agreed the agenda be changed to allow Barbara and Scott the opportunity to gather the information they require.		
LTQ.21.01.01	**(i) Resignations**		
1.1	Cathie informed members of the resignation of Rebecca Dewis.		
	(ii) Appointments		
	There have been no new appointments.		
LTQ.21.01.02	**Apologies for Absence**		
2.1	Apologies for absence were received from Malcolm Clark, Stephen Duff, Hermione Morris, Kyle Gee, Rebecca Dewis and Kelly McLaren.		

LTQ.21.01.06	**Learning and Teaching**		
	i. **Brightspace Online Learning**		
	ii. **Impact of support for Learning and Teaching**		
6.1	Due to the ongoing cyber incident Brightspace was unavailable for a short amount of time but was utilised by staff along with Webex as soon as it was available again. Praise was given to those staff involved with supporting staff and students for the use of the systems. Jodie updated the committee on support that has been available including the use of the Breakout sessions. There has been positive feedback from both staff and students on the use of Brightspace and Webex combined with the Breakout sessions. Students felt they were able to express themselves more in Breakout sessions due to the groups being a lot smaller. Staff also feel they can support students more and keep them motivated, being able to dip in and out of different sessions within the main cohort of students. Committee members discussed personal experiences, answering any questions posed by Barbara. Seonaid supported members by explaining that the Board have received regular updates throughout the year about the support being made available. New objectives have been set by the Board for SLT to reflect the changes in practice.		
6.2	Nikki supported the report provided highlighting support being provided for academic staff. Learning and Teaching support methods include 1 to 1 support meetings, Team support sessions and CPD workshops. There was a total of 151 staff members who engaged with support activities in the period August '20 to March '20. Rosemary supported what had been mentioned by adding how positive it has been having a Learning coach and Brightspace champion.		
6.3	HMIe questioned the impact of the pandemic on Governance and David explained that whilst Strategic Planning has been delayed, in the meantime, 3 additional objectives related to Covid-19 had been added. There has also been a streamlining of some of our curriculum.		
LTQ.21.01.07	**Quality Cycle**		
7.1	Heather highlighted the main stages of the timeline document provided. Seonaid noted that it was good to see what was required and when. Heather explained that working in parallel with our timeline is the timeline set by SQA which includes deadline dates and methods of assessment. Nikki thanked Heather for starting the move of documents over to Sharepoint prior to the cyber incident.		
	Anne Campbell entered 11.10am		
LTQ.21.01.09	**MORAGAA Report**		
7.1	Nikki explained that the paper provided is as of 3 March. Retention figures are currently 82% which represents a slight decrease from last year.		

	There are 5 programmes that have been highlighted as being problematic which is lower than this time last year. We are seeing fantastic levels of engagement and attendance (including online). Highlighting programmes under review, Nikki explained that all steps have been put in place to ensure students are supported to achieve. There have been significant challenges seen with apprenticeship programmes but these are being well managed. Nikki formally thanked all staff for their efforts in maintaining retention and achievement in difficult circumstances. Anne commented that this is all positive news and questioned if the issues seen with apprenticeships will sort itself out. Nikki explained that due to the current circumstances (Covid-19) the programmes are being allowed to roll over to enable completion. Barbara congratulated all on the great numbers presented.		
	Barbara and Scott left 11.25am		
LTQ.21.01.03	**Any Additional Declarations of Interest including specific items on this Agenda**		
3.1	There were no additional declarations of interest.		
LTQ.21.01.04	**DRAFT Minutes of LTQC meeting held on 10 November 2020**		
4.1	The minutes were accepted as a true and accurate representation of the meeting: Proposed: Seonaid Mustard Seconded: Rosemary McCormack		
SG.21.01.05	**Matters Arising from LTQC meeting held on 10 November 2020**		
5.1	Unless on today's agenda, all actions were confirmed as complete.		
SG.21.01.08	**Update on Curriculum Strategy**		
	i. **UHI Curriculum Review** ii. **Course Approvals and Modification Procedure**		
8.1	Chris supported the paper, providing a brief explanation, explaining it had been prepared by Gary Campbell. The Plan is designed to ensure the UHI curriculum is collectively sustainable. This will challenge Academic Partners autonomy of the curriculum. Over 2-3 years the curriculum will be reviewed for equality and diversity. The projects plan is being developed by Max Brown. This will have to maintain and build student numbers. Most importantly, all changes considered must be for the benefit of the entire UHI organisation.		
8.2	An update was provided on approvals and modifications meetings since the last LTQ meeting. The report highlighted new courses and any modified courses.		
LTQ.21.01.10	**Policies and Procedures**		
	i. **Course Review Procedure** ii. **Course Approvals and Modifications Procedure** iii. **Mitigating Circumstances Policy** iv. **Credit Rating Policy**		
10.1	Following a brief discussion, it was agreed a clause be added to say the procedure can be amended depending on other quality procedures in place. This policy was approved on completion of the above amendment.		
10.2	This policy was approved.		
10.3	This policy was approved.		

10.4	This is a new policy put in place due to more college certificated programmes being developed. This will ensure we are providing credit rates at the correct level and therefore awarding students appropriately. Rosemary positively welcomed this policy. This policy was approved. The procedure will follow next academic year.		
LTQ.21.01.11	**RIKE Report**		
11.1	Jackie supported the report provided, following the same format as previous reports. Highlighting significant points within the report, Jackie explained there has been an explosion of innovation vouchers since the last report. There are some good projects from a broad range of academic areas. The Committee questioned how many staff in Moray College are research active. Jackie estimated this to be around 10 out of 100 FTEs of teaching staff. This is an improvement on the past when Moray staff have not been particularly research active and this is likely to increase with the Moray Growth Deal.		
LTQ.21.01.12	**Emerging Issues**		
	i. **Cyber Incident** ii. **Campus Access**		
12.1	Derek briefly updated committee members on the ongoing cyber incident. On 5 March a significant and serious cyber incident occurred which resulted in all systems being shut down across the UHI network. On a positive note, we are now within the recovery phase following containment. Cloud based and library systems are all working well including Brightspace, Sharepoint and Webex. There is no evidence of data loss or breach. Derek explained the recovery process going forward.		
12.2	Anne commented on David's newsletter mentioning that he had visited all campuses which was reassuring to know. David added that it was reassuring to see why we do what we do and who we do it for. Chris explained that under current restrictions the campus buildings are at 5% capacity although there is hoped that the government will announce an increase very soon as it is crucial to enable practical students on practical courses to complete. Proposal forms are submitted via SLT for access into college. SCT will meet to discuss proposals following the Easter break. The Committee congratulated the staff for initiatives in delivery.		
RESERVED ITEMS			
SG.21.01.13	**Draft Reserved Minutes of LTQC meeting held on 10 November 2020**		
13.1	There are no reserved minutes to discuss		
SG.21.01.14	**Date of Next Meeting**		
14.1	The date of the next meeting is 15 June 2021		
	Meeting closed at 1225 hours		

Committee:	Learning, Teaching and Quality			
Subject/Issue:	Resulting Students 2020/21			
Brief summary of the paper:	Provides information on the quality assurance processes used to ensure robust and fair resulting for courses across the curriculum.			
Action requested/decision required:	Noting			
Status: *(please tick✓)*	Reserved:		Non-reserved:	✓
Date paper prepared:				
Date of committee meeting:	15/06/2021			
Author:	Heather Sharp			
Link with strategy: Please highlight how the paper links to, or assists with: • compliance • partnership services • risk management • strategic plan/enabler • other activity (e.g. new opportunity) – please provide further information.	We have a responsibility to comply with Awarding Body, SQA Accreditation and Colleges Scotland guidance around determining student achievement and outcomes in the context of COVID-19.			
Equality and diversity implications:				
Resource implications: *(If yes, please provide detail)*				
Risk implications: *(If yes, please provide detail)*				

National Qualifications: National 5, Highers and Advanced Highers

Following the cancellation of exams and centre closures at the start of January, SQA revised their Alternative Certification Model (ACM). They provided centres with guidance to support them in determining provisional grades and quality assuring decision making.

In line with the guidance, provisional grade meetings took place on 13 May 2021 for the following subjects:

- Higher and National 5 ESOL;
- Higher English;
- National 5 Maths;
- Higher and National 5 Psychology*
- Higher and National 5 Sociology*
- Higher Human Biology.

*A further meeting took place on 20 May 2021 for Sociology and Psychology to allow the course team to submit results.

The meetings were chaired by either the Director for Curriculum and Academic Operations or the Director for Learning and Teaching and were attended by the Heads and Deputy Heads of Curriculum/Academic Partnerships and the course team.

Other Qualifications

In August 2020 SQA published a guidance document developed to support the delivery, assessment and verification of SQA units during academic year 2020/21.
The guidance applied to the following group awards:

- Skills for Work;
- Awards;
- National Progression Awards;
- National Certificates;
- Higher National Certificates/Diplomas (including Graded Units);
- Advanced Certificates/Diplomas;
- Professional Development Awards;
- Freestanding National Units; and
- Centre devised awards.

The guidance did not apply to regulated units and group awards, such as Scottish Vocational Qualifications, VQ units etc.

Further guidance published by SQA set out Centres' responsibilities in relation to the Internal Quality Assurance (IQA) activities required to ensure fair and robust decision making. SQA set out the parameters of requirement for IQA activity and the College took the decision to expand these across all provision.

IQA Planning

To ensure IQA activities were targeted effectively, curriculum teams were asked to record where each of their courses sat on SQA's Decision Tree. It was agreed that any courses sitting at or below level 3 of the Decision Tree would be taken to an IQA Panel Meeting. The following courses were identified at this point:

- All Hospitality provision;
- Skills for Life: Daylink;
- Nc Early Education and Childcare (Higher) SCQF Level 6;
- Childhood Practice HNC; and
- Social Services HNC.

These courses were unable to undertake traditional unit-by-unit assessment in line with Unit Specification or use permitted adaptions to assessment.

It was also decided that any course that was currently in Course Review and either stage 1 or stage 2 would also be taken to an IQA Panel Meeting to ensure robustness. The following courses met this criterion:

- NC Health and Social Care level 6;
- Level 5 Built Environment:
- Level 5 Digital Media;
- Level 4 Engineering;
- Level 5 Engineering; and
- Foundation Hairdressing Level 5.

IQA Panel meeting for the identified courses took place throughout week beginning 31 May 2021 and were chaired by either the Director of Learning and Teaching or the Director of Curriculum and Academic Operations. The Quality Officer attended all IQA Panel meetings

Each meeting was also attended by the:

- relevant Head of Curriculum (HoC) along with the Deputy Head of Curriculum (DHoC) and Curriculum Team Leader (CTL); and
- course delivery team.

Prior to the meeting the course team were asked to complete Section 1 of the IQA Panel Meeting Record. This required them to list all course units and describe any issues they may have had with learning, teaching and assessment and assessment methodologies for the individual units.

Provisional Grade and IQA Meeting Discussions

During the meetings the team were asked to:

- tell the panel about their robust process for standardisation and internal verification;
- explain how they ensured understanding and application of standards across lecturers on the team; and
- describe how they had considered inclusion, equality and any support requirements of students.

The panel also provided the team with the opportunity to discuss individual students where they may have concerns, mitigating circumstances and/or uncertainty around interpretation of guidance in relation to the student's outcomes or personal circumstances.

Meeting Discussion Summary

Learning, teaching and assessment

Teams reported issues with learning, teaching and assessment mainly centred around practical delivery constraints where access to the college was not available or was restricted. The majority of assessments were successfully converted to online, open book inline with awarding body guidance, utilising Brightspace functionality such as quizzes.

Where required and appropriate, learning outcomes were mapped across units to reduce assessment burden on students and staff.

In some cases, practical elements of delivery and assessment were replaced with simulated experiences, for example:

- watching videos and writing up a log of their observations.
- using mannequin heads and submitting photographic or video evidence

The level 4 Engineering course team posted equipment and components out to students to support them with an online simulation experience. During the IQA panel meeting team the advised that they had reflected on this method a couple of weeks into delivery and concluded that students weren't adjusting well to the mode of delivery and subsequently restarted the module when access to the workshop was allowed.

Standardisation and Internal Verification, and understanding and application of standards

The College's Internal Verification process was being followed for all provision discussed during the IQA panel meetings, this included internally verifying new units prior to delivery.

Standardisation of assessment decisions and learning and teaching methods took place through formal and informal professional discussions within the teams.

Staff used team meetings to discuss standards, attended SQA webinars and participated in national subject forums to ensure understanding and application of standards.

Inclusion, equality and any support requirements of students.

All teams commended the work of the Learning Development Workers (LDWs) and advised that they worked closely with the team to ensure students received the appropriate level of support by referring/signposted them to internal and external support services.

All learning and teaching, and assessment methods ensured students experiencing technical or personal difficulties were not disadvantaged in any way. Typical methods included:

- recording online classes to ensure students could access them at any time.
- extending delivery until the very end of term to provide increased access to practical learning spaces.
- using breakout rooms to facilitate 1-2-1 discussions with students, allowing the team to provide individualised support.
- Extending time limited access to online assessment materials.

Committee:	LTQ
Subject/Issue:	UHI Curriculum Review: Next Steps – Rebalancing the HE Curriculum (includes Appendix B: FE Curriculum Review – Strategic Vision and Outline Approach)
Brief summary of the paper:	This paper has been approved by Partnership Council and will be considered at Academic Council on Friday 11 June. It has not been presented to Partnership Planning Forum (PPF) for discussion. Appendix B: FE Curriculum Review has been discussed at Senior Management Curriculum Team (SMCT) and this paper reflects the changes that were requested by this group.
Action requested/decision required:	For discussion

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

Date paper prepared:	25 May 2021
Date of committee meeting:	15 June 2021
Author:	Gary S. Campbell, (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)*	Yes. The implementation of the curriculum rebalancing plans following discussion will have resource implications for areas not including but not limited to : FTE per module, impacts of networking, staff utilisation and SFC price groups.
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

Next steps: rebalancing the HE curriculum

Academic Council is asked to discuss and approve the two proposals.

Introduction

The Curriculum Review is tertiary and covers all SCQF levels, however as widely acknowledged, the Further (FE) and Higher Education (HE) curricula are starting from different positions and so require tailored implementation approaches. An outline implementation plan for Further Education is presented in Appendix B, while this paper addresses the Higher Education (HE) element of the curriculum (shaded sections in Table 1).

During consultation, it became clear that the overwhelming majority agree that significant changes are needed to make the curriculum more sustainable but there are inevitably vested interests in retaining some elements of the status quo. For this review it was not possible to simply apply the standard approaches often used for single centres nor was it desirable to ignore the university's commitment to the regional footprint, as we are the Regional Strategic Body.

All APs carry out effective continuous, annual, and periodic curriculum reviews with internal cross-subsidisation allowing them to run 'lean' in most subject areas. However, while there is networking in many subjects, and an overall target for each partner is agreed at PPF, curriculum planning is largely still made at AP level. Ironically, the consultation also revealed that most AP management feel strongly that this is not the case and that curriculum decisions are made by 'the centre'. For clarity, the analysis presented here is based on cognate groups (SNs) rather than employers (APs) to ensure this provides the necessary regional view and subject coherence.

Again, this curriculum rebalancing is only one part of the review process. The remaining elements of the review (non-shaded areas in Table 1) focus on enabling mechanisms and future facing challenges, threats, and opportunities.

Assumptions

During this part of the review considerations of quality and measures of student success have not been analysed as the university's quality assurance (QA) mechanisms ensure that these more than exceed minimum requirements. One of the main purposes of this exercise is to identify and release potential resources which can be reinvested in quality enhancement (QE).

This report recommends increased levels of networking, but it does not advocate a move to a fully online curriculum.

The data used in this analysis was for academic year 2019/20, as this was the most complete data set available at the time and was fortunately downloaded prior to the recent cyber incident. Following the implementation of the changes recommended here, these data will form the baseline against which progress will be measured.

During the analysis, several scenarios were modelled by applying simple cut-off points e.g. minimum cohort size, without reference to the Subject Network Leaders' (SNLs') knowledge of the operating environment. This approach, while arguably suitable in a single university department, is not appropriate for a tertiary curriculum in a multi-employer situation.

High level analysis

The data in SITS was mined, collated and processed to provide SNLs with a range of 'data slices' including six-year trends to support, challenge and confirm, their own knowledge of the curriculum across all APs within the cognate group they are responsible for.

The SNLs were asked to propose:

- The 'ideal' classification for each named award using the definition of Inward Attractor, Local and Regional Core.

- An initial 'next step' for each programme from a choice of, invest, disinvest, maintain or modify.

- Opportunities to reduce the number of units or modules used to deliver the programmes either via simple rationalisation or enhanced networking.

The outputs were then collated and subjected to some simple sensitivity analysis to see what would happen to the total FTE if particular programmes were removed and others were grown by various percentages. This is obviously important as (i) the overall SFC funded FTE must be maintained (ii) we are looking to grow the non-SFC numbers and (iii) we must identify and mitigate any unintended consequences for subject areas or academic partners.

The PowerPoint presentation accompanying this paper contains more analysis and more of it will be collated and shared in the coming weeks but for the purposes of discussing the set of high-level proposals for Academic Council, some key data are presented briefly here.

A. In 2019/20 the HE curriculum consisted of 241 named awards which in total supported 6879 Full time equivalent (FTE) students.

B. These awards were in turn comprised of 2109 units and modules with a mean of 3.26 FTE per module or unit.

C. However, the number of units and modules is deceptive as there is often more than one instance of each running in any year. While it is not straightforward to measure the true number of instances, the best estimate is 6492. This would give a true mean of 1.06 FTE per module or unit.

D. Based on the costing and planning models used by the Finance Directors in APs it is calculated that the financial breakeven point is around 4 FTE per module and 2 FTE per unit. This varies with a range of factors including but not limited to SFC Funding Group. This break-even figure includes direct salaries, on costs and a contribution to overhead but no additional contribution.

E. The current situation as outlined in B above does not meet even this minimum financial viability and when parallel delivery is considered as outlined in C, the situation is considerably worse.

F. In addition to these financial considerations, the administrative overhead to academic, professional services and managerial staff of running so many units of delivery is considerable and impacts on academic staff's ability to update materials, support students, contribute to marketing activity and engage in scholarship.

G. For financial viability at the programme level, the breakeven point for a 120-credit year is around 22 students (FTE) for funding group 3, and 26 students (FTE) for funding Group 5. Using a median of 24 only 45 (18%) of the university's 245 programmes run at, or above, this figure.

H. The collated SNLs proposal gave the following FTE proportions: Regional Core 53%, Inward Attractor 32%, local 9% and other / unknown 6%. These need to be sense checked by PPF among others, but this does allow us to begin asking appropriate questions and setting appropriate targets for the different parts of our collective curriculum.

Recommendations for Academic Council
Based on the analysis outlined above and, in the presentation, the following are two proposals recommended to Academic Council with respect to the HE curriculum.

1. The Faculties, working with, and through, the Subject Network Committees (SNCs), AP curriculum managers, Partnership Planning Forum (PPF) and the Marketing Practitioners Group, be asked to develop a three-year implementation plan to effect the following changes to the HE elements of the university's curriculum:

   (i) Continue to achieve our SFC funded HE full time equivalent (FTE) target across the university.

   (ii) Decommission academic awards which, are not economically viable and show no reasonable prospect of becoming so, or which are effectively duplicating other awards.

   (iii) Over the period of the implementation plan, reduce the numbers of units and modules required to deliver all programmes based on the guideline of having as a minimum, a mean of 2 FTE per unit and 4 FTE per module across a Subject Network.

   (iii) Through the appropriate use of networking, aim to reduce duplication of delivery as measured by the number of instances by 20% over the period of the implementation plan.

   (iv) Confirm the initial classifications (Regional Core, Local, Inward Attractor) for HE programmes as proposed by the SNLs and use these to carry out the following for the confirmed Regional Core and Inward Attractors:

Inward attractors
- Draw up a prioritized development plan for the inward attractors in each Subject Network to increase the number of students coming to UHI from outside the region. Aligned to this should be a realistic investment proposal for the highest priority programmes, with priority based on likely return on investment.

- An aim should be that each AP should have a minimum of one successful Inward Attractor programme.

- The plan should be aligned to the evolving internationalisation strategy and be spearheaded by a targeted promotional strategy to increase numbers.

- An initial target for each SN is to grow the number of students enrolling with UHI from outside our regional postcode area by 5-10% during the time covered by the implementation plan.

Regional Core
- While reducing the number of units and modules, decreasing the number of individual occurrences, and reducing the amount of duplication, seek to maintain the HE FTE in each SN.

- Within the envelope described above, seek to increase the number of students in price groups 2, 3 and 4 in line with the SFC requirements (currently under review).

- Working with the Marketing practitioners, develop a marketing strategy for the regional core, as a whole, in line with the branding protocols.

- Build on existing good practice to enhance the alignment between the regional core curriculum and the requirement and demands of the region's businesses and communities.

2. Academic Council is asked to approve the creation of the Curriculum Oversight Group (COG) as outlined in Appendix A.

Implementation plans and enabling mechanisms

The Faculties will develop implementation plans to deliver the required revisions in conjunction with the Subject Network Committees and Partnership Planning Forum which are largely made up of Academic Partner representatives at programme and management level, respectively. It is anticipated that most changes will take place by mutual agreement but where this cannot be reached, COG will be asked to make a judgement on behalf of Academic Council. It is likely that the changes will be modest in 2021/22 and increase over the following years to be operating by 2024/25, although the outcomes may take a little longer. The COG will monitor progress against targets and report directly to Academic Council.

In addition to this rebalancing work and to enable its successful implementation, the non-exhaustive list of enabling mechanisms outlined in Table 1 (the non-shaded sections) will need to be taken forward. Work on some of these enablers and future facing elements has already begun.

The use of FTE guidelines planned at SN level, operationalised via PPF, and monitored by the COG, will enable decisions about CPD, scheme expansions and repackaging to be processed more rapidly than at present while retaining a collective 'handle' on overall curriculum efficiency.

Student expectations /entitlement

During the consultation, it became clear that there was a desire to use the review to frame a student entitlement or expectation. At the end of the current review, a student can expect the following:

At any non-specialist Academic Partner, they will be able to access all local programmes, the Inward Attractors which are based at that campus, all online programmes, and the majority of the Regional Core. This is a wider choice than a student might expect from a similar-sized college elsewhere.

The specialist APs will offer their local and Inward Attractor programmes and where compatible with their specialism and facilities, provide access to the networked elements of the Regional Core.

Curriculum Review 'Plan on a Page'

Rebalance	Enable	Futureproof
Agree an initial **Regional Core** with associated benchmarks, targets, planning, and funding arrangements.	Develop and implement a strategy to increase the number of students on **Inward Attractor** programmes with associated benchmarks, targets, planning, and funding arrangements.	Review of all curricula for equality and diversity e.g. decolonising the curriculum.
Use targets and benchmarks to adjust curriculum to match the SFC non-controlled fundable target price group distribution.	Continue to develop the FE curriculum to enable access and efficiency.	Optimise the use of OERs and implement the Framework for Developing Open Educational Practices.
Agree targets and mechanisms to reduce the total number of modules and units to support the curriculum.	Optimise response to emerging employer requirements and significantly enhance our capacity and capability for working with industry.	Review estates to ensure that it matches evolving curriculum and its manner of delivery. Agree a signature pedagogy.
Set up a Curriculum Oversight Panel to review curriculum performance against targets and recommend actions and modified targets to Academic Council.	Systematically and proactively increase the levels of articulation from colleges outside of the UHI partnership against agreed targets.	Redefine the student experience to include greater personalised learning and the teaching of job-ready skills.
Set up a 'hardnosed' New Programmes Gateway to evaluate proposals with no programme allowed to be developed until a series of gateways are passed.	Review curriculum architecture to enhance efficiency, interdisciplinarity, the development of sub-degree awards and facilitate articulation from school and other HEIs.	Review the opportunities afforded by new business models e.g., new provisions such as micro-credentials and partnering with industry to facilitate lifelong learning.
Clarify responsibilities and authority for PPF and the Faculties and ensure that this is supported by both Academic and Partnership Council in alignment with agreed targets and benchmarks.	Review the balance between SQA and degree provision to optimise effectiveness and efficiency.	Review our use of technology, 'the metaverse is coming' what is the role of AI, AR VR etc?
Planning function – further develop completeness of, and access to, curriculum-related intelligence to enable the curriculum strategy.	Update and implement the tertiary curriculum map as a minimum to align FE provision against Regional Core.	Review strategies to optimise research teaching links across the curriculum.
Build in the Quality review to the programme and module management process try to only 'touch' data once.	Dashboard development and training	

Table 1

Curriculum Oversight Group
Terms of reference

Purpose

The Curriculum Oversight Group (COG) is a subcommittee of Academic Council, that:

1. Is responsible for overseeing the implementation of the regional curriculum strategy to deliver the university's mission in a sustainable manner.

2. Reviews and proposes to Academic Council curriculum planning targets on an annual basis within a longer-term plan driven by the *Tertiary Education strand of the university strategy.*

3. Ensures that the Faculties, Partnership Planning Forum (PPF) and Senior Management Curriculum Team (SMCT) are meeting curriculum targets associated with delivery of the strategy.

4. Will report biannually to Academic Council.

Terms of reference

- The initial task of the COG as agreed by Partnership Council is: *to propose 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.*

- COG will evolve with the university and will provide an interface between regional curriculum planners (currently the Subject Networks, Partnership Planning Forum and Partnership Council) and the university's tertiary curriculum strategy.

- COG will contribute to the development of, and ongoing review of, the partnership-wide tertiary curriculum strategy using all relevant information (student record data, intelligence, collective experience, and knowledge of the operating environment).

- The collectively-planned elements of the tertiary curriculum include the agreed Regional Core and Inward Attractors.

- COG will make use of Quality Assurance derived data and will seek to promote Quality Enhancement but is not responsible for either of these.

Membership

The core membership of the COG (below) will be supplemented, as required, by attendees with skills and experience relevant to the matter under consideration.

1. Director of Marketing, Planning, and Performance

2. Chair of SMCT

3. The Principals of five Academic Partners

4. Chair of PFF

5. Two Deans of Faculty

6. HISA representative

FE Curriculum Review – Strategic vision and outline approach

Background

The university has agreed to develop a new tertiary curriculum strategy. The Partnership Council and the Regional Strategy Committee have agreed that the key elements are 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.

The paper agreed by the Partnership Council in February is attached as annex A.

Further education as part of a tertiary curriculum

Whilst the vision for an overarching tertiary curriculum has already been expressed and agreed, we recognise that the starting points for our existing further and higher education curriculums are different, not least because of the way they are currently planned and funded. We also recognise that there may be some ambiguity in how the tertiary curriculum review's agreed aims might be interpreted within an FE context, particularly with regard to how 'regional core' should be understood, the degree to which networked learning models might be appropriate in some areas of FE delivery, and the extent to which the category of 'Inward Attracter' curriculum applies to FE.

This paper describes how the principles of the tertiary curriculum review should apply within the FE context and provides an outline proposal for how the FE curriculum should be developed and operationalised as part of eventual tertiary curriculum plan.

Mapping FE curriculum to the tertiary categories

As per the tertiary curriculum review, existing FE curriculum will first be mapped into three overarching categories: 'Regional core', 'local offer', and 'inward attractor' courses.

However, in doing this within the FE context it is acknowledged that, due to the way FE curriculum is often planned and delivered in response to local stakeholder needs, some curriculum that is largely common and important across the region – and therefore will be categorised as 'regional core' – may still require the flexibility for local variation in content and delivery model. Therefore, in order that initial mapping of FE curriculum can be done effectively and consistently, it is proposed that the following interpretations are used:

- The '**Regional core**' curriculum will include all FE curriculum that is largely common and important across the region (e.g. construction, business, hairdressing etc.). However, once initial mapping is complete, a further stage of mapping within this category will explore in

more detail the similarities and differences in local content, delivery models and demand. In addition to identifying opportunity for collective coherence in curriculum across the partnership, this will also importantly identify where local flexibility is required, potentially enabling regional curriculum to be further sub-categorised as follows (pending the outcome of the mapping process):

- o **Locally delivered core** – curriculum that will be largely common in content but delivered locally in distinct AP cohorts.
- o **Tailored core** - curriculum that is largely common but with some significant differences in content due to a distinct local difference in need.
- o **Networked core –** Curriculum that would benefit, for some partners, from a blended or networked delivery model that can facilitate regional or sub-regional cohorts (where appropriate to local need and/or viability). This will most likely apply to those areas of curriculum that are more suited to networked delivery (e.g. minimal or no practical delivery requirements) and/or where locally delivered cohorts are not likely to be viable. However, we will explore whether this model will allow delivery of core subject in some partners where the cohort size currently prevents this.

- The **'Local Offer'** tertiary curriculum category will be used in the FE context to identify curriculum that is not commonly delivered or important right across the region, and that instead meets a particular local demand which is distinct to those partners who deliver it.

- Whilst it is not anticipated that the **'Inward Attractor'** curriculum category will be as relevant for FE curriculum, this category will focus on identifying any curriculum where an academic partner has specific expertise/capacity/reputation in a specialist subject area which has the potential to attract demand from outwith the UHI region.

Regional level curriculum planning

Prior to the transition to a tertiary curriculum oversight and planning body, SMCT will initially be responsible for developing a collective FE curriculum plan that aligns with the aims of the agreed tertiary curriculum strategy, doing so while working with the proposed Tertiary Curriculum Oversight Panel and associated tertiary structures as they develop.

SMCT will lead on initial mapping, and then the development and piloting of an approach to operationalising the agreed objectives of the tertiary curriculum review, including for 'regional core' FE curriculum to be agreed and planned collectively, to be delivered across the region in a 'common format', and to be reviewed annually against targets and benchmarks.

Curriculum planning and management considerations

In taking forward this collective approach to curriculum planning and delivery, the following will need to be further considered and explored within the FE context:

- How we can best utilise and build on the established and significant expertise and experience in FE curriculum planning, management and delivery across the partnership to collectively achieve the tertiary curriculum strategy's objectives
- How regional core curriculum can be collectively planned within the available FE planning, management and reporting structures for the moment, and how these can align into tertiary curriculum structures and approaches as they develop

- How we can collectively support APs in the planning and delivery of 'local offer' and 'inward attractor' curriculum
- For those areas of curriculum that would benefit from a regionally networked/blended approach, how can this be operationalised across those partners.
- How we can best utilise our market intelligence, employer engagement, and marketing resources and expertise as part of a collective approach to our curriculum
- How school programmes should be approached in order that local differences in demand, delivery and logistical requirements (e.g. timetabling, travel etc) can be managed whilst still aligning to the tertiary curriculum strategy objectives
- How a collective approach to FE curriculum might be utilised to reduce some areas of existing duplication across the partnership and/or release staff capacity for other priority areas such as curriculum development.
- How we ensure that attempts to realise the benefits of a collective approach to curriculum does not inadvertently weaken quality of delivery and/or the learner experience, or add unhelpful layers of bureaucracy.
- How curriculum evaluation, quality assurance and enhancement mechanisms may need to be approached as part of a collective tertiary strategy
- How curriculum funding mechanisms may need to respond to enable collective planning and delivery

Outline implementation approach

The following outline approach describes the steps we will need to take to ensure successful alignment of the FE curriculum into the framework of the tertiary curriculum strategy. This is intended as a starting point for discussion and will need to be scrutinised and further refined by SMCT members both at this meeting and as the project develops:

STAGE 1: FE Implementation Plan approval

Leadership approval of FE implementation approach, including how the tertiary curriculum strategy categories of 'regional core', 'local offer' and 'inward attractor' should be interpreted within the FE context.

Actions:
- SMCT approval at 26/05/21 meeting
- Partnership Council approval at 02/06/21 meeting

Timescale:
- Complete by **02/06/21**

STAGE 2: Mapping FE curriculum to tertiary categories

Building on the work previously led by Sue Macfarlane and Andy Coulter, map FE curriculum to tertiary categories. We anticipate that this can be done differently from in the HE element of the review. Instead of using a numerical approach, this is best done by applying professional judgement to agree a set of courses that we should endeavour to deliver as widely across our region as possible, and which are more local.

Actions:
- Mapping Working Group established by SMCT
- Mapping Working Group to revisit previous mapping work and develop framework for to build from this and complete
- Working group to analyse previous mapping results and recommend to SMCT FE mapping to the three main tertiary categories.

Timescale:
- Complete by **end August 2021**

STAGE 3: Development of AY22-23 regional core curriculum pilots

SMCT to identify suitable curriculum areas from within the 'regional core' to pilot a collective approach to curriculum planning and delivery as per the tertiary curriculum strategy objectives.

Actions:
- Identification of 2-3 pilots, including:
    - At least one area with potential for networked/blended approaches by some partners
    - At least one area that exhibits existing significant differences in content and/or delivery model between partners that can be explored further through a pilot approach
- SMCT to agree parameters for taking forward a collective approach to curriculum planning and delivery within the FE context for pilots
- Establishment of necessary curriculum working groups and resource to take forward pilots and develop curriculum plans

Timescales:
- Identification of pilots and establishment of agreed parameters by **mid-September 2021**
- Establishment of curriculum working groups by **end September 2021**
- Development of draft pilot curriculum plans by **end December 2021**
- Approval of pilot curriculum plans by **end January 2022**

STAGE 4: Implementation and evaluation of pilots

Led through SMCT, establishment of necessary planning, management, delivery and monitoring arrangements to ensure collective delivery of curriculum pilots for the AY22-23

Actions:
- Cross-partnership pilot implementation groups established by SMCT
- SMCT to develop necessary regional level pilot monitoring arrangements (and/or alignment into tertiary structures as they develop)
- Pilot implementation through AY22-23
- Mid and end point Pilot evaluation exercises, led through SMCT

Timescales:
- Pilot implementation groups and monitoring arrangements established by **End February 2022**
- Implementation within normal timescales for student recruitment and delivery for AY22-23
- Mid-point evaluation **November 2022**
- End-point Evaluation **June 2023**

STAGE 5: Roll out of pilot approaches to all FE 'regional core' curriculum for AY23-24

Development of collective approaches and associated curriculum planning across FE regional core curriculum for AY23-24 recruitment and delivery, learning from pilot approach delivery and evaluation as they develop.

Actions:
- Analysis of pilot approaches as they are developed, implemented and evaluated
- Establishment of planning and delivery processes to enable full roll out of 'regional core' curriculum

Timescales:
- Roll out phase initiated by **end-August 2022**
- Development and approval of curriculum plans by **December 2022**
- Final refinements to curriculum plans and delivery approaches following pilot end-point evaluation **June 2023**

DRAFT

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:	9 June 2021
Date of committee meeting:	15 June 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 (16 June 2020 – 3 November 2020)

	FE Courses	HE Courses	Upskilling/Retraining	School Senior Phase
Volume Sectors				
New FT Courses			• Workplace Investigation training • Introduction to finance for non-finance managers	
Revised/Modified Courses	• Coaching and Performance Pathways (Football, Fitness & Multisport) • NQ Pathway to Health & Social Care SCQF Level 5			
New Apprenticeship Programmes	MA Health and Social Care level 2 & 3			
Short Courses		• COSCA Certificate in Counselling • Technology Enabled Care PDA		
Growth sectors				
New FT Courses	• NQ Computing with Digital Media, Level 5 • Performing Engineering Operations • Hospitality Silver +		Adobe Suite Short Course	NPA Digital Media
Revised/Modified Courses		HNC Visual Communication		
New Apprenticeship Programmes				
Short Courses				
Specialist sectors				
New FT Courses				
Revised/Modified Courses	Access to Integrative Healthcare and Therapies			
New Apprenticeship Programmes				
Short Courses				
Application Driven				
New FT Courses	Current Hairdressing Techniques			
Revised/Modified Courses				

New Apprenticeship Programmes				
Short Courses				
Not Approved				
New FT Courses				
Revised/Modified Courses				
New Apprenticeship Programmes				
Short Courses				
In Pipeline				
New FT Courses				
Revised/Modified Courses				
New Apprenticeship Programme				
Short Courses		• PDA in Industrial Automation SCQF level 7 • PDA Advanced Manufacturing SCQF level 7			
DISCONTINUATION				
		BA Event Management		

University of the Highlands and Islands Moray College

Agenda Item Reference:

Title of Paper:	Student Satisfaction and Engagement Survey (SSES) Results
To Committee:	LTQC
Subject:	Survey Results
Version number and date:	09/06/2021
Brief summary of the paper:	This paper provides an overview of the results from the SSES across FE and HE areas
Recommendations:	To note
Action requested/decision required:	N/a

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

|	
Date paper prepared:	09/06/2021
Date of committee meeting:	15/06/2021
Author:	Ms Heather Sharp
Link with strategy: Please highlight how the paper links to, or assists with: Strategic Plan including • Curriculum • Learning and Teaching • Organisational culture • Partnership • Sustainability	The learner survey is a key element in self-evaluation and reflection for students and staff. The survey contributes to the responsive process of curriculum and delivery development. Reporting of survey outcomes enables staff to engage with data to monitor performance and measure impact.
Equality and diversity implications:	None
Resource implications: *(If yes, please provide detail)*	None
Risk implications: *(If yes, please provide detail)*	
Appendices:	Any additional or supplementary related documents
References:	References to anyone else's work, publications or journals

Introduction

The Student Satisfaction and Engagement Survey (SSES) provides a means to evaluate and enhance college provision. The survey opened to Moray College students on 22 March 2021 and ran until 10 May 2021.

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

- 5 equalities questions;
- 13 questions set by SFC;
- 10 questions set at regional level.

The majority of full and part time FE and HE students with the exception of schools and final year HE completed the survey.
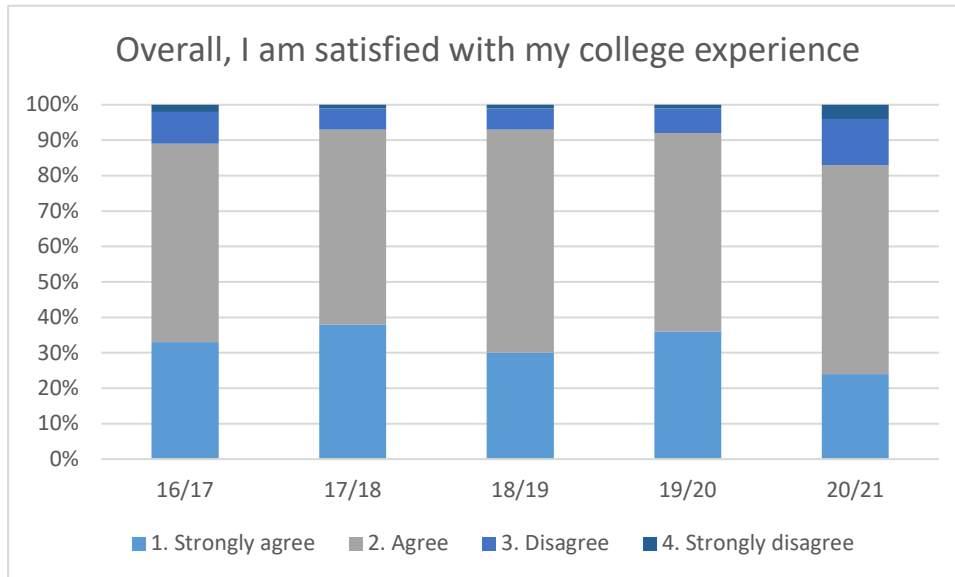
1669 students were sent the survey and responses were received from 370 (22%), the table below shows the FE and HE response rates with comparison to previous years:
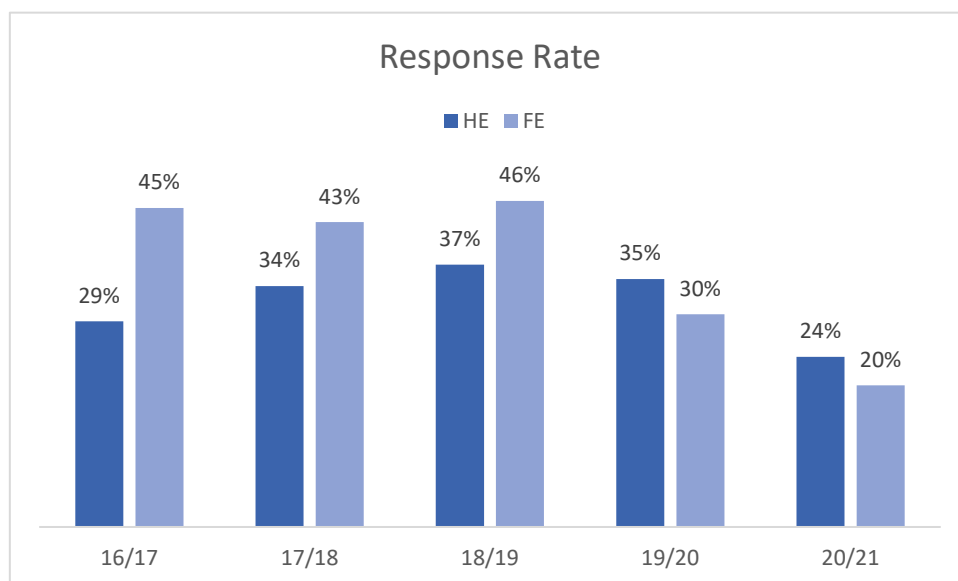
Overall satisfaction

83% of students reported that overall, they were satisfied with their college experience. This sees a fall of 8 percentage points since last year (91%). This fall is attributed to the current learning environment alongside the fall in response rate.

Overall, I am satisfied with my college experience

Legend: ■ 1. Strongly agree ■ 2. Agree ■ 3. Disagree ■ 4. Strongly disagree

Response Analysis

The table below provides the percentage positive responses (strongly agree and Agree) to the main body of questions with a comparison to FE and HE.

	% POSITIVE RESPONSE		
	College	**FE**	**HE**
1. Overall I am satisfied with my college experience	**83%**	92%	77%
2. Staff regularly discuss my progress with me	**70%**	79%	63%
3. Staff encourage students to take responsibility for their learning	**96%**	98%	95%
4. I am able to influence learning on my course	**73%**	84%	65%
5. I receive useful feedback which informs my future learning	**82%**	82%	81%
6. the way I'm taught helps me learn	**75%**	84%	68%
7. My time at college has helped me develop knowledge and skills for the workplace	**82%**	84%	80%
8. I believe student suggestions are taken seriously	**79%**	84%	76%
9. I believe all students at the college are treated equally and fairly by staff	**88%**	92%	85%
10. Any change in my course or teaching has been communicated well	**79%**	79%	79%
11. The online learning materials for my course have helped me learn	**85%**	87%	84%
12. I feel that I am part of the college community	**63%**	77%	54%
13. The College's Students' Association influences change for the better	**41%**	49%	35%
14. I am aware of the role of HISA	**81%**	86%	78%

15. My views were presented well by my class rep	**72%**	80%	66%
16. I used the online library services	**38%**	11%	57%
17. How satisfied were you with the service?	**87%**	94%	86%
18. I feel connected to the students on my course	**67%**	73%	63%
19. the course is well organised and is running smoothly	**79%**	82%	76%
20. I have had the chance to study with other students as part of my course	**64%**	67%	62%

A further question set asked students to consider the digital technologies used in the course to support learning, teaching and assessment. Student were asked to record how useful they felt the digital technology was and if they would like to see it used more or less going forward into next academic year.

The results show students found the digital technologies useful and would like to see them used the same or more next academic year. The full data set for technologies and all other survey questions is available at appendix A.

Conclusion

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

- Working in collaboration with Quality Forum partners to identify best practice for hard to reach student groups for example, online and part time students;
- Establishing a survey marketing strategy to ensure students and staff understand the importance of surveys and how they influence college improvement plans; and
- Designing, implementing and monitoring an overall survey plan to structure work required in the run up to surveys opening and activities to take place while the survey is open.

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