



University of the
Highlands and Islands
Moray College

Learning, Teaching and Quality Committee
Draft Minutes of Meeting held on
Thursday, 9 June 2022
At 1330 hours by MS Teams

Present:

Hugh Hamilton (Chair)
Dawn McKinstrey
Heather Sharp
David Patterson
Sam Bright
Katy Beck
Toni McIlwraith

Malcolm Clark
Jackie Andrews
Rosemary McCormack
Michele Smith
Garry Rendall
Rhiannon Stradling (HISA)
Kenny McAlpine

In Attendance:

Eleanor Melton (Clerk & Minutes)

Item		Action	Date
LTQ.22.02.01	(i) Resignations		
1.1	Resignation has been received from Seonaid Mustard		
	(ii) Appointments		
1.2	Kenny McAlpine. He has joined UHI Moray as Deputy Principal and has joined this committee		
	(iii) Introductions		
1.3	All committee members introduced themselves and briefly explained their job role.		
LTQ.22.02.02	Apologies for Absence		
2.1	Apologies for absence were received from Elaine Sutherland, Alistair Fowlie, Tami Wilson, Derek Duncan and Jodie Salmon		
LTQ.22.02.03	Any additional declarations of interest including specific items on this agenda		
3.1	There were no additional declarations of interest.		
LTQ.22.01.04	Draft Minutes of LTQC meeting held on 17 March 2022		
4.1	The minutes of the meeting of LTQC held on 17 March 2022 were accepted as a true and accurate record of the meeting. Proposed: Rosemary McCormack Seconded: Heather Sharp		
LTQ.22.02.05	Matters Arising from LTQC meeting held on 17 March 2022		
5.1	<u>9.1</u> Ongoing – Clerk to email committee for volunteers for Short Life Working group re. Item LTQ.22.01.09		
5.2	All other items were reported as complete.		

LTQ.22.02.06	Principals Report		
	(i) Strategic Plan 2021-25: Tertiary Education Pillar		
6.1	<p>It was explained that the strategic plan was due to be revised in 2021. However, due to the pandemic this had been postponed to this year.</p> <p>In October 2021 it was agreed that we follow UHIs 'TREE' structure but to add an 'S' for sustainability to the strategic pillars.</p> <p>David is asking the committee to consider the following.</p> <ol style="list-style-type: none"> i. What from the existing aims and objectives should be carried forward to the new strategy for 'Tertiary'? ii. What is missing from the existing strategy that should be incorporated in the new strategy? iii. Whether it is possible to combine the Curriculum and Learning & Teaching into one Strategic Aim and a small number of Strategic Objectives <p>Hugh invited Kenny to comment being a new member of staff. Kenny believes the aims as set out are good and show what the college is and what they would like to be.</p> <p>But he felt that there was a loss of local, regional, and national focuses, it would be good to see these points with this pillar.</p> <p>Finally Kenny felt it would be beneficial to see a higher-level statement of intent, an overarching aim.</p> <p>Members discussed these points in further detail and agreed that the document be shared with the Board including the process and timescale of producing a final draft.</p>		
ACTION	Kenny and Hugh to discuss further, offline.	KM & HH	
	<u>Curriculum</u>		
LTQ.22.02.07	(i) UHI Curriculum Review: Academic Council Paper		
7.1	<p>David summarised the paper provided. This has been approved by Academic Council in March 2022. The steps have been outlined on the cover sheet.</p> <p>PPF will look at implementation plans in June 2022.</p> <p>FE proposal to run a more aligned curriculum.</p>		
7.2	<p>Hugh raised concerns on content within the Academic Partnership paper, specifically around employability in Appendix C of the paper.</p>		

	<p>There is no reference to any evidence to support the view that businesses prefer long-term placements as presented in this appendix. The committee feels it would be beneficial to see the original research that created this position.</p> <p>The committee further noted that there was a range of successful work placements models, which naturally differed across industries. There was equally a range of work placements successfully utilises within schools in Moray as well the college.</p> <p>Hugh noted that his previous university has successfully rolled out a similar employability project. In this the Vice Chancellor had required that all courses have a work placement element, however he had let the courses decided for themselves what this elements was, he did not dictate one size to fit all.</p> <p>Kenny believes that this would be the perfect time to think creatively.</p> <p>Hugh also noted that there needed to be reference to payment for the proposed longer-term placements. As a public funded body we should not discriminate against students who cannot afford to undertake placements</p> <p>Following committee discussion, it was agreed that David would feedback concerns to Gary Campbell as the author. Noting that the committees view was to reject this appendix.</p>		
	David to feedback to Gary Campbell and provide update at next meeting.		
	(ii) UHI Curriculum Review		
	a) FE		
7.2	There has been very little change. The pilot group has started and will be involved with NHS academies. However, pilots will be run through NHS Highland.		
	b) HE		
7.3	<p>Garry explained there is a meeting due to be held on Monday 13 June which should provide a clearer picture of the current position.</p> <p>PPF is made up of people within leadership positions across the UHI partnership. Kenny will be taking over from Garry moving forward.</p>		
LTQ.22.02.08	CAMP Report		

8.1	<p>Heather supported the document provided by herself and briefly explained the process of CAMP (Course Approval and Modifications Panel).</p> <p>Hugh questioned about courses that were under red review at the beginning of this academic year and why any results from the review cannot be seen within the report.</p> <p>Toni explained that (as one of the courses was within her area that it was not included as it was not the content that had been changed, but the delivery. Therefore, it was not required to be brought to CAMP.</p> <p>Hugh said he would like to see the final summary of actions and outcomes for courses that had been highlighted as a red review course.</p> <p>Toni mentioned that this would also be reflected within the EREP.</p>		
<u>Academic Standards</u>			
LTQ.22.02.09	Quality Cycle		
	<p>(i) Quality Cycle Update</p> <p>(ii) MORAGAA Report</p> <p>(iii) EREP 2021 Enhancement Plan Update</p>		
9.1	<p>Heather briefly updated members. All teams have been utilising the course dashboard and is confident that staff are doing all they can to support students to achieve.</p> <p>External verifications have been held up; visits have been postponed due to technical issues. However, visits that have taken place have had positive outcomes.</p> <p>Templates for EREP were sent out this week for completion by 4 July. This is with the view of completing the full college EREP throughout the summer period.</p> <p>Sam commented on the EV visits and that they had gone really well. One member of staff, Finlay MacDonald was commended for his organisational skills, this was one week into taking on his new role.</p> <p>Heather is taking the issue with EV visits further and has submitted an evidence-based complaint. This has also been feedback to SQA.</p>		
LTQ.22.02.10	Student Satisfaction and Engagement Survey		
10.1	There was a response rate of 37%, this is 3% below the Scottish Funding Council target. Data will be published in		

	<p>October; this will compare data across the whole of Scotland.</p> <p>Dawn queried if there were consequences to not meeting the target percentage. There are not.</p> <p>Are you able to see the demographic of those who answered the survey and questions that were or were not answered?</p> <p>Dawn asks if it was possible for her to see the SSES questionnaire.</p>		
ACTION	Heather to send Dawn copy of SSES questionnaire	HS	
	<p>Members wondered if HISA could help with the completion of the survey.</p> <p>Rhiannon explained that there is only so much HISA reps can do. They can help by reminding them to check their emails, to complete it or of the incentive to complete it.</p> <p>Rosemary noted that UNITED had a good outcome of responses although some of the responses were more negative than we would have liked to of seen. However, it was high value, raw data.</p> <p>Kenny supported Rosemary’s comment and questioned if this was a case of survey fatigue, are there too many coming out? Where are they being sent from? Is there the opportunity to prioritise certain surveys? Can we help by setting aside class/tutorial time?</p> <p>The committee discussed further options with some mentioning that incentives had been tried in the past, but students aren’t convinced by them. Some options can’t be tried due to national restrictions.</p> <p>Sam suggested than the signposting needs to be better, it would be good to show students the changes that have been made in response to past surveys.</p>		
	<u>Learning, Teaching and Research</u>		
LTQ.22.02.11	Learning and Teaching		
	(i) Learning and Teaching Update		
11.1	<p>An overview of what Toni and Jodie have been doing as provided. They are opening up the idea of teaching to those who may not have considered it previously.</p> <p>The mentoring programme is ongoing although there are not many participating due to staff workload.</p>		

	From August, Jodie will be offering support to those who are new to teaching.		
LTQ.22.02.12	Research		
	(i) RIKE Report		
12.1	Jackie supported the paper provided by Sam Scott. One paper outlines research projects being undertaken currently. Strategic objectives were taken and curricular links were created.		
ACTION	Rename agenda item to Research and Practice	Clerk	
	<p>A Research fellow post has been proposed. There are now research assistants within the staffing structure which is a positive movement.</p> <p>Grants and funding was queried with an explanation given that all projects we are currently involved with have attracted funding. UHI top up the initial £5k vouchers with £2.5k.</p> <p>Malcolm explained that we do have research built into contracts although it is not a set FTE.</p> <p>David contributed that we are on a journey with this, the paper was really helpful in highlighting what is being carried out. As a college we are in a much better position than we were.</p> <p>The committee would like to thank Jackie and her team, including Sam Scott and Malcolm Clark.</p> <p>Hugh asked that a similar report be produced on Practice projects and this agenda item be renamed Research and Practice</p>		
	<u>Equalities</u>		
LTQ.22.02.13	Policies and Procedures		
	(i) FE Academic Appeals (single policy)		
13.1	Derek has brought this policy to the committee for local approval. Approved.		
	<u>Student Engagement</u>		
LTQ.22.02.14	(i) Student Engagement (ii) Student Voice		
14.1	<p>Student voice rep meeting is held once a month. There are 57 reps signed up, 17 of which are trained.</p> <p>The last rep meeting held, around 5 attended (mix of in person and online) Caelum had hosted a quiz on 4 May which had a good turnout.</p>		

	<p>Feedback on courses and any issues is requests on a continual basis although not always received.</p> <p>Dawn questioned if positive experiences are asked for as well as negative?</p> <p>Rhiannon explained that all experiences are welcomed, they are not specific with positive or negative.</p>		
LTQ.22.02.15	Date of Next Meeting		
15.1	10 November 2022 possibly in person at the college		
	RESERVED ITEMS		
LTQ.22.02.16	Draft Reserved Minutes of LTQC meeting held on 17 March 2022		
16.1	This item is Reserved, and the minutes held in confidence.		
	<i>Meeting closed at 15.50pm</i>		