



University of the
Highlands and Islands
Moray College

MORAY COLLEGE UHI

ACADEMIC QUALITY POLICY

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Revision Date & Change Log

This policy supersedes all previous versions of the Academic Quality Policy

Date of Revision	Brief Description of Change	Date Approved
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1. Scope of the policy

- 1.1. The Academic Quality Policy details the framework for the application of Quality Assurance processes across FE provision throughout the College.
- 1.2. Quality Assurance arrangements for advanced level provision, mainly HNC, HND and Degree, comply with UHI Policy and Procedures including the [UHI Academic Standards and Quality Regulations](#).

2. Strategic Context, Awarding Bodies and Regulations

2.1. Strategic Context

- 2.1.1. The Academic Quality Policy will contribute to the [College's Strategic Plan](#) and will assist the College to fulfil the following strategic aims:

- **Curriculum**

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

- **Learning and Teaching**

To create and maintain a learning culture which engages, inspires, challenges and supports the whole college community to achieve its full potential.

- 2.1.2. The Academic Quality Policy supports the [Curriculum Strategy](#)'s aims and objectives by ensuring curriculum development processes align with Curriculum Design Principles.
- 2.1.3. The Academic Quality Policy underpins UHI's 12 learning and teaching values as defined in the [Learning and Teaching Enhancement Strategy](#).

2.2. Awarding Bodies

- 2.2.1. The College is responsible for ensuring quality processes are carried out to the specification of the relevant awarding bodies, including;
 - The Scottish Qualifications Authority (SQA);
 - City and Guilds (C&G)
 - The British Computer Society (BCS);
 - Vocational Training Charitable Trust (VTCT);
 - EAL;
 - British Computer Society; and
 - University of Arts London Awarding Body

2.3. Regulations

- 2.3.1. The College will ensure the Academic Quality Policy complies with current regulatory requirements, promotes good practice and has regard to:
 - Education Scotland's quality framework '[How Good is Our College?](#)'; and
 - The Scottish Funding Council's requirements.

3. Principles of the Academic Quality Policy

- 3.1. The Academic Quality Policy is influenced by the following principles that will underpin the College's approach to Quality Assurance:
- 3.2. Staff, students and other stakeholders have a vital role to play in evaluating quality and in identifying areas for enhancement;
- 3.3. All provision will be subject to evaluation and review to ensure that:
 - courses are relevant to students and other stakeholders;
 - staffing, accommodation and other resources are appropriate to deliver provision;
 - learning and teaching approaches are appropriate;
 - assessments are valid and reliable, and carried out appropriately; and
 - Individual support needs are met in both delivery and assessment.
- 3.4. Internal arrangements will address the requirements of external scrutiny for example, by Education Scotland and Awarding bodies.

4. Committees, Panels, and Meetings

- 4.1. This section provides a list of College Committees and Panels that input into Quality processes.
- 4.2. The Membership of all committees and panels is given in [Appendix A](#) of this policy.
- 4.3. **Learning, Teaching and Quality Committee (LTQC)**
 - 4.3.1. It is the LTQC members' responsibility to ensure the delivery of relevant and high-quality learning for students by:
 - seeking to secure and maintain clear and reasonable courses for students, having regard to other provision in the community and wider region;
 - being aware of external local, national and international bodies and their impact on the quality of the student experience. Bodies include community planning partners, employers, skills development and enterprise agencies, and employers' bodies;
 - developing and maintaining positive relationships to ensure the College works in partnership with external partners to improve the student experience including employability and the relevance of learning to industry needs.
 - 4.3.2. The LTQC will meet at least three times per Academic Session.
- 4.4. **Curriculum Committees**
 - 4.4.1. The following section defines Curriculum Committees in relation to FE provision. It is also relevant to HE provision but should be read in conjunction with the [UHI Academic Standards and Quality Regulations](#) which set out requirements for Programme (and Subject) Committees of HE programmes.
 - 4.4.2. The [UHI Regulations](#) also highlight the need for Academic Partner Programme (and Subject) Sub-committees to be established by each academic partner contributing to the delivery of networked programmes.

- 4.4.3. This section covers all full-time courses and part-time structured courses. Short courses and evening classes are subject to evaluation. Any issues, which require the attention of the course area, such as those highlighted through UHI Subject Network or Programme Committees will be drawn to the attention of the relevant Curriculum Committee.
- 4.4.4. The Committee will be responsible for the quality assurance and enhancement of courses being offered, adhering to policies agreed by the College’s [LTQC](#) and [UHI Academic Council](#).
- 4.4.5. Curriculum Committee meetings will be held 3 times per academic session. Membership of the Committee is detailed in [Appendix A](#).

4.4.6. [Paragraph 4.6](#) gives more information on the remit of Curriculum Committees.

4.5. **Course Team Meetings**

- 4.5.1. Academic staff who teach on courses will meet as a team at least every 4 weeks, to fulfil their roles in:
- Learning, teaching and assessment;
 - Student attendance and progress; an
 - Evaluation, enhancement and monitoring.

4.5.2. The Curriculum Team Leader (CTL) or Deputy Head of Curriculum (DHoC) will normally chair meetings of the group and ensure that a note of each meeting is recorded. The Head of Curriculum will normally attend a Course Team Meeting at least once a month.

4.6. **Course Approvals and Modifications Panel (CAMP)**

- 4.6.1. Membership of the panel is detailed in [Appendix A](#).
- 4.6.2. The CAMP will review all proposals for new courses and any proposed changes to current courses (including short courses) to ensure continued alignment with the College’s [Curriculum Strategy](#).
- 4.6.3. The CAMP will report to the College [LTQC](#) on:
- new courses to be offered following review and approval of proposals; and
 - provision requiring removal from the College’s portfolio together with the reason(s) why it should be removed.

5. **Roles and Responsibilities**

5.1. This section provides an overview of the various roles and responsibilities of college staff in relation to the administration, management, assessment and quality assurance of all qualifications regardless of the awarding body.

Role	Responsibilities
Director of Learning and Teaching	To provide strategic leadership in relation to quality assurance and enhancement.
Head of Curriculum	Manage quality assurance in the Curriculum teams
Deputy Heads of Curriculum	Drive quality assurance in the subject areas, following the Academic Quality

	Policy, ensuring academic quality duties are conducted, e.g. assessment and verification duties, entering candidate results
Curriculum Team Leaders	Lead quality assurance in the Curriculum teams
Course Academic Staff	See para 5.3.1
Quality Officer	Awarding Body Co-ordinator duties as detailed in para 5.2
Administration Officer	Manages data entry and reporting
Management Information Systems	Maintains data submission to awarding bodies, candidate records, ensures all awarding body data is current and valid
Exams Officer	Co-ordinate exam security and organises exam arrangements
Curriculum Administrators	Monitor and maintain internal verification records
Administration Assistants	Candidate data processing and records maintenance
Clerical Assistants	Data input
Learning Support Officer	Co-ordinating and reporting alternative assessment arrangement needs
Learning Support Workers	Assesses candidate needs, records details, obtains relevant evidence, plans addition assessment arrangement needs

5.2. **SQA/Awarding Body Co-ordinator**

5.2.1. The SQA/Awarding Body Co-ordinator role is included in the job description of the College's Quality Officer. This role is a liaison point between staff and awarding bodies such as but not limited to SQA, City and Guilds, EAL and UAL.

5.2.2. As SQA/Awarding Body Co-ordinator, the Quality Officer is responsible for ensuring continued compliance with SQA/Awarding Body Quality Assurance regulations. A Brief overview of duties are included in [Appendix B](#).

5.3. **Areas of responsibility**

5.3.1. **Learning, Teaching and Assessment**

5.3.1.1. In the delivery of the course academic staff have the following responsibilities in relation to Learning, Teaching and Assessment:

- ensure that learning and teaching strategies and methods will be of the standard and level required to meet the stated aims of the course;
- employ a student centred and blended approach to learning and teaching. The methods adopted will be varied but appropriate to the needs of students, the course and the subject area;
- organise teaching programmes to enable students to make progress;
- ensure that instruments of assessment to be used meet the requirements of awarding body unit specifications in terms of learning outcomes and performance criteria (SQA); with new materials prior verified by the awarding body before use;

- prepare assessment schedules for the course so as to avoid heavy concentrations of assessment where possible;
- arrange and carry out assessments as detailed in course documentation;
- retain assessed material for verification by internal and/or external verifiers until notified disposal dates as per the College's Retention Policy;
- constitute the Course Assessment and Progression Board. As such they will agree which students have successfully completed assessments and;
 - are eligible for the appropriate Group Award/College Certificate; or
 - can proceed to the next stage of the course or next course.
- deal with appeals against assessment decisions in accordance with the College [policy on appeals](#);
- co-operate in arranging re-assessments where necessary to facilitate student progress;
- keep records of student progress and ensure results are entered into the Online Resulting system on completion of assessment.

5.3.2. **Student Attendance and Progress**

5.3.2.1. Student attendance will be managed in line with the [College's Student Attendance Policy](#).

5.3.2.2. Learning Development Workers are responsible for addressing reports of student absence and lateness.

5.3.2.3. The course team will ensure that attendance is monitored using the MORAGAA report and that appropriate interventions are agreed, monitoring of this will be carried out through MORAGAA meetings with the Director of Learning and Teaching three times per academic session ([see section 12](#)).

5.3.3. **Course Administration**

5.3.3.1. In the delivery of the course academic staff will:

- ensure that all documentation relating to delivery and assessment of the course is completed by due dates;
- ensure that unit specifications (SQA) or relevant course syllabi in use are current;
- ensure that instruments of assessment, specimen answers and checklists are available in an electronic master file for units being taught. Such instruments should be updated in the light of changes to unit specifications.
- carry out internal verification planning and subsequent verification activity – the team will identify Verification Group Leaders for all verification groups for which it is responsible, and through the work of Curriculum Administrators and Quality Officer report to LTQC on internal verification activity;
- record an outline of discussion and agreed action to be taken with respect to the outcome of course team meetings, curriculum committees, internal or external reviews and reports, student feedback and strategic or operational planning requirements;
- gather and analyse evidence to support the Education Scotland and internal self-evaluation process; and
- submit completed HE self-evaluation documents (programme reports) to UHI Subject Networks and Faculty Boards by specified dates.

5.3.4. Evaluation, Enhancement Planning and Monitoring

5.3.4.1. In delivery of the course academic staff will:

- engage in evaluative activity led by Heads/Deputy Heads of Curriculum and Curriculum Team Leaders;
- contribute to the evaluative aspects of Curriculum Committee Meetings;
- undertake evaluative and enhancement planning activity as identified in the College Quality Cycle; and
- monitor progress against the course and curriculum Evaluative Report and Enhancement Plan (EREP) ([see section 14](#)).

6. Moray College Enhancement Framework

6.1. The College's [Enhancement Framework](#) helps to improve the quality of the services the College offers by presenting challenge questions designed around Education Scotland's 'How Good is Our College' framework. The themes align to the college Enhancement Plan and the challenge questions underpin the following key themes and outcomes:

Theme	Outcome
Participation in evaluation and enhancement	All staff, students and stakeholders find it easy to participate in and influence the College's evaluation processes to ensure a collaborative approach to enhancement.
Provision and Support for Learning, Teaching and Assessment	Staff use effective learning, teaching and assessment methods and tools to ensure students achieve their personal goals as well as their overall qualification. Staff work with students as partners to shape learning, teaching and assessment.
Curriculum development and student pathways	The Curriculum supports students to gain the skills and qualifications required to achieve and progress.

7. Quality Monitoring

7.1. Annual quality monitoring processes will be implemented and reviewed each year to ensure the standards and quality of the College's provision are being attained, maintained and enhanced in accordance with the Moray College UHI [Curriculum Strategy](#) and [Key performance Indicators](#).

7.2. Annual quality monitoring will incorporate a collection of quality process which seek to develop, facilitate, encourage and promote:

- an embedded culture of high standards and expectations;
- a reflective and collaborative approach to quality management and enhancement;
- managed risk-taking in relation to curriculum development and quality enhancement; and
- rapid identification and mitigation of quality assurance issues.

7.3. Monitoring will take place at a local level through the Quality Cycle. Regional monitoring of course outcomes will also be carried out as per the Regional Attainment Strategy.

7.4. The Head of Curriculum (HoC) or UHI Programme Leader is responsible for the preparation and co-ordination of monitoring activities.

8. The Annual Quality Cycle

8.1. The Quality Unit with support from the Director of Learning and Teaching will be responsible for maintaining the Quality Cycle and promoting it to staff throughout the College.

8.2. The annual quality cycle will provide a framework for academic and support staff to help guide them through the quality processes require throughout the year and will reference activities such as:

- [External verification visits and events](#);
- [Curriculum Committee Meetings](#);
- Staff development;
- [Student Attendance and Attainment monitoring](#) (MORAGAA);
- [Evaluation and Enhancement Planning activities, including HE Self-evaluation](#);
- [Internal verification](#);
- Student engagement activities such as surveys (SSES, NSS etc.)
- Course Approvals and Modification processes;
- Course target setting;
- Course reviews; and
- Course Assessment and Progression Boards (CAPBs).

8.3. The list above is not exhaustive and seeks only to provide an overview of quality monitoring processes.

9. External Verification Visits and Events

9.1. The College has a duty to ensure that the delivery of qualifications is in line with the relevant awarding body standard. External verification is a process awarding bodies such as SQA use to assure the quality of internal assessment including internal verification, in centres.

9.2. The Quality Officer and all academic staff are responsible for facilitating external verification visits and events to ensure awarding bodies have unimpeded access to perform quality assurance checks.

9.3. Academic staff will be supported in the process by the Quality Officer who will ensure the appropriate guidance documents are available.

9.4. The Quality Officer will disseminate feedback from external verification visits and events to the appropriate HoC, DHoC and CTL who will ensure the relevant assessors/verifiers review the feedback.

9.5. Any actions and/or recommendations presented by awarding bodies will be:

- discussed during course team meetings and any mitigating action will be implemented accordingly;
- used to update/improve assessment practice;

- presented to LTQC for review on an annual basis; and
- considered during evaluation activities, including course review.

10. Curriculum Committee Meetings

10.1. Over the course of the session, Curriculum Committees will consider the key elements of the Education Scotland Quality Framework '[How Good Is Our College](#)' (HGIOC) and identify actions for enhancement making use of the College Enhancement Framework.

10.2. The following evidence should be given critical consideration by the relevant Curriculum Committee at appropriate points in the session:

- Analysis, and where applicable sector benchmarking, of current data and long-term trend patterns of performance indicators in relation to the level of applications, enrolments, retention, achievement and progression, and positive destinations
- Analysis, evaluation and long-term trend patterns in relation to the protected characteristics, such as gender; age; disability; and any other relevant factors;
- Curriculum planning and modification of courses and component units;
- Staff evaluation of the course and its component units;
- Student evaluation of the course, units and learning support. Particular attention should be given to feedback from students where an equalities issue appears to be significant;
- The views of other key external stakeholders;
- Internal verification planning and subsequent verification activity;
- External verifier feedback and any external reports related to the subject area, such as sector skills reports or UHI Subject Review Reports;
- The resources available (staffing and other resources) in support of the course.

11. Support Committee Meetings

11.1. Over the course of the session Support Committee meetings will consider the key elements of the Education Scotland Quality Framework '[How Good Is Our College](#)' (HGIOC) and identify actions for enhancement making use of the College Enhancement Framework.

11.2. The following evidence should be given critical consideration by the relevant Support Committee at appropriate points in the session:

- Analysis, and where applicable sector benchmarking, of current data and long-term trend patterns of performance indicators as appropriate for each support department;
- Analysis, evaluation and long-term trend patterns in relation to the protected characteristics, such as gender; age; disability; and any other relevant factors as appropriate for each support department;
- Staff evaluation of support provision and its component aspects;
- Student evaluation of the support provision and its component aspects. Particular attention should be given to feedback from students where an equalities issue appears to be significant;
- The views of other key external stakeholders;
- External stakeholder feedback and any external reports related to the support area;
- The resources available (staffing and other resources) in support of provision of support.

12. Moray Red, Amber Green Attendance and Attainment (MORAGAA)

- 12.1. MORAGAA meetings act as key monitoring points of student progress throughout the year. During meetings the Leadership team of each Curriculum Area, along with relevant support staff identify students who may be deemed “at risk” and discuss those with the Director of Learning and Teaching.
- 12.2. During the meetings the group will identify, and plan interventions and actions required to support students to achieve their qualification.
- 12.3. MORAGAA reports will be used to inform the meetings, showing attendance and progress against enrolled units.

13. Course Reviews

- 13.1. The College will review college courses using a risk-based approach based on student outcomes and feedback to support staff in raising standards and promoting positive outcomes for students.
- 13.2. The College will undertake course reviews where:
- The course has been newly approved and is in its first year of delivery; and/or
 - Performance indicators show the course in underperforming in the following areas;
 - Attendance;
 - Success;
 - decreasing levels of student satisfaction are identified through survey responses;
- 13.3. Bi-monthly course review meetings of course teams with the Director of Learning and Teaching and the Quality Officer will take place to effectively monitor and support courses deemed to fall within the scope of review.
- 13.4. Review meetings provide the opportunity to discuss progress and agree actions to address any issues that may arise.

14. Evaluative Reporting and Enhancement Planning

- 14.1. Evaluative Reports and Enhancement Plans (EREP) will be developed through the annual Quality Cycle ([see section 8](#)) and will provide course teams with a central focus for enhancement and improvement. A diagram of EREP inputs is available in [Appendix C](#).
- 14.2. All staff will engage in evaluative activity leading to planning for enhancement through a range of activities as identified in the [Quality Cycle](#). This is reviewed both locally and regionally, and adaptations to the process are informed by adjustments to external requirements as set out by Education Scotland or regionally within the UHI.
- 14.3. Self-evaluation and subsequent enhancement planning supports the ongoing improvement of the curriculum and promotes sharing of good practice. It facilitates teams to reflect on and evaluate the services to students helping the college to respond to student and other stakeholder needs.

- 14.4. Throughout the academic year, all staff including Support teams will continually evaluate the provision offered within their area. The evaluation process is informed by qualitative and quantitative evidence captured during the academic committee cycle.
- 14.5. Self-evaluation of academic and support areas will be reviewed annually by the LTQC to determined key strategic issues highlighted across areas. LTQC will also advise on self-evaluation reporting practice with a view to enhancing approaches.
- 14.6. The LTQC will annually evaluate the effectiveness of course monitoring and evaluation processes by reviewing reports submitted following Curriculum Committee Meetings, including course cohort statistics, external assessment and/or verification reports.
- 14.7. Endorsement boards will be used to create an opportunity for the full discussion of Curriculum and Support EREPs with a panel made of:
- Strategic Leadership Team members;
 - members of the Board of Management;
 - HISA representatives; and
 - Support or curriculum managers.
- 14.8. The report and the enhancement plan are endorsed, with additional actions captured where appropriate and a grade agreed.
- 14.9. The enhancement plan will form the basis for improvement activity within the Curriculum area.
- 15. HE Self Evaluation and Internal Subject Reviews**
- 15.1. Annual programme reports (HE Self-evaluation documents) and internal subject reviews for HE provision will be prepared and reviewed in line with requirements that are defined within the [UHI Academic Standards and Quality Regulations](#).
- 16. Curriculum Development and Modifications to Current Provision**
- 16.1. Course teams are responsible for reviewing provision within their areas to ensure it meets the needs of students and stakeholders.
- 16.2. New course and current provision modification proposals for the following academic year will be submitted to the Panel during the second semester as per the Quality Cycle.
- 16.3. The College's Course Approvals and Modifications Panel (CAMP) ([See section 4.6](#)) will review all proposals for:
- new courses or national qualifications (which have not been offered at the College within the previous two sessions);
 - part-time, short course and evening classes at non-advanced levels; and
 - modifications to current provision.
- 16.4. In reviewing all proposals for new and amended courses, the CAMP will ensure all college provision has undergone a process of quality assurance.

- 16.5. The CAMP process will enable the College to provide the appropriate standard of delivery for all new and revised provision. It will also ensure curriculum development is aligned to the College's [Curriculum Strategy](#), the [Learning and Teaching Enhancement Strategy](#), and awarding body verification requirements including compliance with SQA's Quality Assurance Criteria.
- 16.5.1. Throughout the process the CAMP review will:
- consider the quality of new courses in terms of issues such as structure, content and coherence; and
 - address the College's capacity to deliver new or existing awards taking into consideration issues such as planned resources and learning and teaching materials.
- 16.6. Course teams are responsible for ensuring new provision/modifications to current provision:
- are in line with the College's Policies, Enhancement Framework and Curriculum Strategy;
 - provides students with the opportunity to develop the skills they need to take their next steps. This includes developing core and career management skills;
 - meet the needs of the local community; and
 - meet the requirements of awarding body validation/approval criteria.
- 16.7. **Course Development**
- 16.7.1. It is important the planning process for new provision is started at an early stage to allow for the relevant quality assurance process to be followed before delivery. This includes applications to the relevant awarding body for approval to deliver the award and associated units ([see section 17](#)).
- 16.7.2. Curriculum teams are responsible for identifying the appropriate awarding body offering the award.
- 16.7.3. Where the College doesn't currently have approval to deliver a particular qualification offered by the awarding body, the curriculum team will discuss the requirement with the Quality Officer. The Quality Officer will be responsible for taking the necessary steps to apply for approval.
- 16.7.4. If no awarding body offer the proposed award the Head of Curriculum will discuss the requirement with the Quality Officer, Director of Curriculum and Academic Operations and the Director of Learning and Teaching.
- 16.7.5. Proposals for non-advanced provision (FE, Short, leisure and Part-time courses) will be subject to the Course Approvals and Modifications Panel (CAMP) process (see [para 16.9](#)).
- 16.7.6. Proposals for new advanced provision (HE Courses) will be subject to the process outlined in the [Academic Standards and Quality Regulations](#) but will be submitted to CAMP for review in the first instance before being taken to the relevant Subject Network Committee.
- 16.8. **Course Modification**

- 16.8.1. Proposals for modifications to courses will be reviewed by CAMP where the following aspects are to be changed:
- Course title,
 - Entry requirements;
 - Attainment threshold,
 - Course structure; and/or
 - The addition or removal of units.
- 16.8.1.2. Proposals for modifications to advanced provision (HE Courses) will be subject to the process outlined in the [Academic Standards and Quality Regulations](#) but will be submitted to CAMP for review in the first instance.
- 16.9. **CAMP Process**
- 16.10. The Quality Officer is responsible for ensuring up to date procedures for the quality assurance process of course development and approval process are available to all staff.
- 16.11. The CAMP process will follow of 3 stages:
- **Stage 1:** Proposal development and submission to CAMP
 - **Stage 2:** Approval Event
- 16.12. Part-time, short course and evening classes at non-advanced levels and modifications to current course provision will not be subject to the second stage of the process.
- 16.13. **Stage 1: Proposal Development and Submission to CAMP**
- 16.13.1. New provision and modifications to current provision will be identified by course teams through various means, including activities taking place through the Quality Cycle ([see section 8](#)).
- 16.13.2. Stage 1 of the process enables the CAMP to consider the need for the course in line with the framework provided by the Curriculum Strategy and consider the development and resources implications of the proposal.
- 16.13.3. Course teams are required to submit applications to the Panel through the Head of Curriculum who is then responsible for presenting the proposal to the CAMP.
- 16.13.4. If the proposal relates to external partnership working (for example, Modern or Foundation Apprenticeships or short courses for employers), the proposal application will be completed in collaboration with the appropriate Curriculum team. For example, if the Head of Marketing and External Relations identifies a local employer requires a Business-related short course, they will complete the application alongside the Curriculum Leadership Team for the Business Curriculum Area.
- 16.13.5. The Deputy Head of Curriculum and/or Curriculum Team Leader will also attend the meeting if required, to ensure the appropriate level of knowledge is available to the Panel should they have any complex queries.

16.13.6. If the course approval or modification proposal being presented relates to external partnership working, the Head of Academic Partnerships will be invited to attend the Panel meeting alongside the appropriate Head of Curriculum.

16.13.7. Stage 1 outcomes include:

- **Proposal on hold** – The Panel require further information to inform their decision and the proposal will be resubmitted to a future CAMP meeting;
- **Approved** – Only Leisure, short and part-time non-advanced courses, and proposals for modifications will be approved for delivery at this stage;
- **Approved to progress to stage 2;** or
- **Approved to progress to Subject Network consideration** – Following approval at stage 1 of the process, all HE course proposals and modifications will be subject to UHI's Programme Development and Approval process as set out in the [Academic Standards and Quality Regulations](#).

16.14. **Stage 2: Approval Event**

16.14.1. Approval events ensure that course developments are subject to independent scrutiny to assure the academic credibility of the proposed provision and confirm the College is ready to deliver the course.

16.14.2. Course documentation for the proposed award will be submitted by the course team to the Quality Officer. The Quality Officer will plan for an Approval event on behalf of the CAMP, including the nomination of between four and six members of the Approval panel.

16.14.3. The Panel will be chaired by either the Director of Curriculum and Academic Operations or the Director of Learning and Teaching. The Quality Officer will then organise between four and six further members of the panel.

16.14.4. After considering the submission the panel will make one of the following recommendations:

- The submission is approved for delivery;
- The submission is approved for delivery once specified conditions have been met and/or recommendations are satisfactorily addressed; or
- The submission is rejected. It required fundamental changes and will require a further event before being considered for approval.

16.15. **Approval of Higher Education Programmes**

16.15.1. Arrangements for SQA programme approvals for which Moray College has been designated as the responsible lead partner will be co-ordinated by the Quality Officer, in liaison with the relevant Faculty Officer at UHI Executive Office.

16.15.2. In the case of combined SQA HN validation and approval events, arrangements will be made to include the appropriate staff members of UHI, and any other academic partners involved with the course development.

- 16.15.3. Where responsibility for such events is devolved to Moray College, the Quality Officer will co-ordinate arrangements for the meeting.
- 16.15.4. The Quality Officer will co-ordinate the identification of an appropriate member of staff on behalf of the CAMP in cases where a panel member from Moray College is required for a multi-site event at another academic partner.
- 16.16. All approval and modification documentation will be stored in the appropriate library in SharePoint. Records are filed by the Quality Officer and will be retained for 3 years.

17. Awarding Body Approval to Deliver Qualifications

- 17.1. Qualification approval confirms that the College has the staff, reference materials, learning materials, assessment materials, equipment and accommodation needed to deliver and assess specific qualifications.
- 17.2. Curriculum teams are responsible for ensuring the College are approved to deliver the qualifications and/or individual units contained within course frameworks.
- 17.3. The Quality Officer, with support from the Management Information Systems (MIS) team will provide advice to curriculum teams
- 17.4. Requests for approval will be co-ordinated by the Quality Officer who will submit approval applications to the awarding body directly.

17.5. Devolved status of Moray College and UHI

- 17.5.1. SQA and other awarding bodies have the power to devolve authority for elements of the quality assurance frameworks to college, based on the management of procedures that underpin the implementation and assessment of qualifications in centres. Moray College has been awarded devolved authority to approve itself to offer certain categories of SQA qualifications.
- 17.5.2. UHI also has devolved responsibility for the approval of existing Higher Nation (HN) awards and units. This means that whilst Moray College retains devolved authority for processes relating to the FE curriculum, responsibility for the approval process for HE provision sits with UHI.

17.6. Approval of SVQs and other non-devolvable awards

- 17.6.1. SQA advise that devolved authority does not extend to certain types of qualifications, due to policy and/or agreements, where SQA offer the qualification in partnership with another body. SQA currently do not offer devolved authority for approval of National Qualifications and Scottish Vocational Qualifications (SVQs). SVQs usually have additional requirements set out by SQA, such as compliance with a specific assessment strategy.
- 17.6.2. SQA's response to an approval application will be either to complete the approval process or to generate an approval visit to the college, usually from a specialist SQA external verifier. If an approval visit is required, SQA approval will be dependent on the outcome of the approval report submitted by the external verifier following the visit. The Quality Officer (SQA Co-ordinator) will advise the relevant Head or Deputy Head of Curriculum of

visit arrangements and visit outcomes and will ensure that College Quality records are updated accordingly.

18. Assessment and Progression

18.1. The following section should be read in conjunction with the appropriate guidance on assessment, including SQA's [Guide to Assessment](#), and in the case of HE provision, with reference to the UHI Academic Standards and Quality Regulations.

18.2. The primary purpose of assessment is to enable students to demonstrate they have fulfilled the objectives of their course and achieved the standard required for the qualification.

18.3. All courses will be subject to course regulations which relate the assessment requirements of the course to its objectives. Within this context assessors make their judgement on student performance.

18.4. Assessment Principles

18.4.1. The principles governing assessments are as following:

- all assessments will be conducted fairly and objectively with equity of treatment for students;
- the method of assessment will be appropriate to the objective/s being assessed and should constitute a valid and reliable assessment; and
- the overall scheme of assessment will be practicable especially in terms of the burden placed upon staff and the demands of the assessment load on students.

18.5. Assessment Responsibilities and Regulations

18.6. Responsibilities

18.6.1. Heads of Curriculum will ensure the assessment requirements and regulations for courses will be made known to students at the start of their course.

18.6.2. The Director of Curriculum and Academic Operations will be responsible for ensuring students are:

- notified about the need to provide details of any instances where students have been affected by circumstances out of their control (mitigating circumstances) which may prevent them from performing at their best during an assessment. They may then request for their claim to be presented to and considered by the Course Assessment and Progression Board (CAPB) ([See section 18](#)). Students should discuss requests for mitigating circumstances with their Learning Development Worker (LDW) who will refer them to the appropriate policy; and
- informed at the beginning of a programme of study about their right to appeal against an assessment decision or the decision of the CAPB.

18.6.3. Lecturers are responsible for ensuring:

- appropriate assessment arrangements are put in place that reflect the requirements of the unit of the awarding body and the learning needs of students;

- assessment instruments are subjected to internal and external verification procedures before they are used, as per awarding body requirements ([see section 19](#) for more information on Internal Verification);
- appropriate steps are taken to minimise the risk of student academic malpractice and approaches to confirm the students' work is their own are put in place where necessary;
- students are given due notice of assessment, normally 10 working days. The lecturer will consult with students prior to the assessment date if they are unable to give 10 working days' notice;
- students will be given all the information relating to the conditions of the assessment;
- students' work will be marked, and feedback given within a reasonable timescale (not more than 15 working days). Students will be informed that all assessment decisions are provisional and subject to verification;
- they notify the appropriate internal verifier if a member of staff has or may have a personal interest in the outcome of an assessment (conflict of interest). All details of potential conflicts of interest and any actions taken to minimise risk will be noted on the Internal Verification paperwork;
- assessment material is kept in line with the guidelines set out by the relevant awarding body and within College and UHI procedures.

18.6.4. Students are responsible for:

- submitting assessments on or before the deadline set by the lecturer. Assessments handed in after the deadline will not be considered unless an extension has been approved before the assessment deadline. Extensions will only be considered in exceptional circumstances and will be agreed by the LDW. If the LDW does not agree to the extension the CAPB may decide the student has failed the assessment; and
- providing the relevant LDW with any information about their personal circumstances which may affect their performance during assessment. For Mitigating circumstances to be applied, information must be provided before the CAPB. If the relevant information is not provided by the student before the CAPB they may not be successful in appealing assessment decisions (please see the Appeals Policy for more information).

18.7. **Remediation and Reassessment**

18.7.1. When a student has submitted an assessment by the due date and has not passed the assessment, suitable arrangements will be made for the student to correct their work (remediation).

18.7.2. Reassessment will be in line with SQA and other awarding body guidelines and only one summative (an assessment of performance against national standards) reassessment attempt will be allowed before the completion date of a unit. The CAPB has the authority to allow additional reassessment opportunities but this will not normally exceed one attempt.

- 18.7.3. All reassessment instruments will be significantly different to the original assessment. However, the requirements and conditions for reassessment will be the same as the original assessment. This ensures a fair and equal approach to assessment for all students.
- 18.7.4. The decision to reassess will be balanced against the form and requirements of the original assessment instrument that has been used. There will not normally be penalties applied to reassessments for FE units. In the case of HE modules, reference should be made to the [UHI Academic Standards and Quality Regulations](#).
- 18.7.5. Lecturers responsible for assessment of SQA HN Graded Units to be carried out under examination conditions will ensure arrangements are co-ordinated through the UHI Examination Centre. The [UHI Academic Standards and Quality Regulations](#) provide more information.
- 18.8. **Progression**
- 18.8.1. Curriculum staff will monitor the progress of each student on the course and will make recommendations regarding the student's progression to the Course Assessment and Progression Board.
- 18.9. **Course Assessment and Progression Boards**
- 18.9.1. Course Assessment and Progression Boards (CAPBs) will confirm the results of students to determine if a student has passed all assessments, subject to verification by an external verifier where required, and to consider the progression of students between levels.
- 18.9.2. The CAPBs have the authority to allow additional opportunities for assessment where circumstances might have affected students' performance (mitigating circumstances).
- 18.9.3. At least two progression boards will take place twice per academic year and will be scheduled into the Quality Cycle. Each board will operate in line with the current approved progression board guidance.
- 18.9.4. No student may attend a meeting of the Board. Staff who are students will not be allowed to attend a Board where their results are presented.
19. **Internal Verification**
- 19.1. Internal verification (IV) ensures students are being assessed effectively, consistently, and accurately, in a way that meets the needs of the awarding body. Internal verification also ensures that no group is disadvantaged by the assessment process in a manner which is not justifiable.
- 19.2. Responsibility for successful completion of verification lies with IV Co-ordinators. However, Moray College will operate on a team-based approach in that all staff delivering a unit are part of the IV Group both within the College and across the UHI partnership.
- 19.3. The College will use a rolling 3-year plan of verification to ensure all units are internally verified. In addition to the 3-year plan, the College will ensure internal verification takes place where:
- The unit is new;

- Changes have been made to the:
 - assessment instruments;
 - marking scheme;
 - sample answers; or
 - mode of delivery.
- The assessor is new; and/or
- There were issues identified in the previous year. Issues include but are not limited to:
 - A noncompliance outcome of Reasonable Confidence or greater was reported during an External Verification Event; and/or
 - An investigation request was received from the Awarding Body.

19.4. The College have adopted the UHI internal verification process and all internal verification activities will take place in line with the approved guidance.

20. British Computer Society Regulations (BCS)

20.1. To comply with British Society Regulations all BCS Invigilators will:

- Be registered with BCS;
- Complete the BCS Invigilator training before being permitted to invigilate;
- Be observed at their first live test session, by a BCS registered member of staff and an invigilator observation report will be signed;
- Be observed annually by a BCS registered member of staff, to ensure test regulations are being followed and an invigilator observation report will be signed;
- will not receive any financial incentive, such as bonuses or performance related incentives for their invigilation, regardless of the test outcome, although they may receive a standard fee for their invigilation;
- If supplied by an organisation, that organisation will not receive any financial incentive for the invigilation, regardless of test outcome.

20.2. Appeals relating to BCS qualifications will be dealt with in line with the College's appeals policy.

Appendix A: Committee/Panel Membership

Committee/Panel	Membership
LTQC	<ul style="list-style-type: none"> • Members of Board of Management (4) • Principal (Chair) <i>ex officio</i> • Director of Curriculum & Academic Operations • Director of Learning and Teaching • Director of Information, Planning and Student Support • Head of Academic Partnerships • Curriculum Representatives: <ul style="list-style-type: none"> • 2 per curriculum area – to include 1 non-promoted post, e.g. Lecturer, and 1 promoted post, e.g. Head of Curriculum, Deputy Head of Curriculum or Curriculum Team Leader • Quality Officer • Highlands and Islands Student Association Representatives (1-2)
Curriculum Committee	<ul style="list-style-type: none"> • Education Scotland Associate Assessor • All staff teaching on the course • All learning assistants supporting course delivery • A member of staff from a support team • 1 x student from each course represented • 1x external member, preferably an employer representative • Learning Development worker • An employer/stakeholder representative • Curriculum Administration Assistant
Course Approvals and Modifications Panel (CAMP)	<ul style="list-style-type: none"> • Director of Curriculum and Academic Operations (Chair*) • Director of Learning and Teaching • Quality Officer • MIS Administration Assistant or other staff member within the team with appropriate knowledge of course framework requirements. <p>*If the Director of Curriculum and Academic Operations is unable to Chair, the Director of Learning and Teaching will act as Chairperson.</p> <p>If either the Director of Curriculum and Academic Operations or the Director of Learning and Teaching are unable to attend, the Head of Academic Partnerships will be invited to ensure the meeting is considered quorate. If the Head of Academic Partnerships cannot attend, a Head of Curriculum from a different Curriculum area to that being discussed will be invited to Chair.</p>

Appendix B

SQA/Awarding Body Co-ordinator

As the SQA/Awarding Body Co-ordinator, the College's Quality Officer is responsible for:

- Ensuring SQA/Awarding Bodies are notified of any changes that may affect the College's ability to meet SQA and/or other Awarding Body quality assurance criteria, this may include;
 - Change of premises;
 - Change of Head/Owner of centre;
 - Change of name of centre or business;
 - Outcome of internal external investigations e.g. malpractice;
 - Removal of centre and/or qualification approval by another awarding body
 - Lack of appropriate assessors or internal verifiers; and
 - Changes to the college's arrangements for the secure storage of examination papers and candidate evidence.

- Access to the SQA Secure Site to obtain assessment materials, when requested by academic staff, and store secure materials in the appropriate academic master files. Where the co-ordinator grants access to the secure site to another member of staff the process will comply with delegated authority processes as determined by SQA;

- Record and submit assessment Prior Verification requests on behalf of academic teams;

- Access awarding body online resources such as SQA Connect, City and Guilds Walled Garden and EAL's Smarter Touch, to check:
 - If the college is approved to deliver group awards and/or units when staff wish to consider changes to course frameworks;
 - Information updates and details relating to verification selections;
 - Organising external verification visits, attending feedback sessions during the visit, and sharing the verification report with the relevant academic team; and
 - Circulating newsletters and communications received from awarding bodies, to college staff.

Evaluation and Enhancement Planning Inputs

