MORAY COLLEGE

ACADEMIC QUALITY POLICY

Status	**Approved**
Version Date and Number	November 2023 V3
Approved by	LTQC 23/11/2023
Responsibility for Policy	TBC
Responsibility for Implementation	Deputy Principal, Heads of Curriculum, Head of Academic Partnerships
Responsibility for Review	Quality Officer
Date for Review	Annually

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

Revision Date & Change Log

This policy supersedes all previous versions of the Academic Quality Policy

Date of Revision	Brief Description of Change	Date Approved
10/22	strategic context amended to reflect new strategic plan and Learning and Teaching Enhancement Strategy	dd/mm/yy
11/23	Update to MORAGAA process Inclusion of RPL statement Detailed CAMP Procedure Removed as separate procedure is available. This policy now sets out the Quality Officer's responsibility to implement and review the formal procedure.	

CONTENT

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**

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

  - Tertiary Education**;**
  - Engagement; and
  - Enterprise

- The Academic Quality Policy supports the [Curriculum Strategy](#)'s aims and objectives by ensuring curriculum development processes align with Curriculum Design Principles.

2.2. **Awarding Bodies**
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);
- EAL;
- University of Arts London (UAL).

2.3. **Regulations**
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)

4.4.   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.

2.6   The LTQC will meet at least three times per Academic Session.

Course Committees

4.5.   The following section defines Course 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.

4.6.   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.

4.7.   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.

4.8.   The Committee will be responsible for the quality assurance and enhancement of courses being offered, adhering to policies agreed by the College's LTQC.

4.9.   Curriculum Committee meetings will be held 3 times per academic session. Membership of the Committee is detailed in Appendix A.

Course Team Meetings

4.10.   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.

4.11.   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.

Course Approvals and Modifications Panel (CAMP)

4.12.   Membership of the panel is detailed in Appendix A.

4.13.   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.

4.14.   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
Quality Officer	To provide operational support in relation to quality assurance and enhancement.
Heads 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

SQA/Awarding Body Co-ordinator

5.2.   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.

5.3.   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.

Areas of responsibility
Learning, Teaching and Assessment

5.4.   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.

Student Attendance and Progress

5.5. Student attendance will be managed in line with the College's Student Attendance Policy.

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

5.7. The course team will ensure that attendance is monitored using the MORAGAA report and the course monitoring reports and that appropriate interventions are agreed.

Course Administration

5.8. 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.

Evaluation, Enhancement Planning and Monitoring

5.9. 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 Educations 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 Senior Curriculum Team 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.   Course Committee Meetings

10.1.   The following evidence should be given critical consideration by the relevant Course Committee at appropriate points in the session:
- The teams' progress again the area's Enhancement Plan for the academic year
- 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.   The following evidence should be given critical consideration by the relevant Support Committee at appropriate points in the session:
- The teams' progress against the area's Enhancement Plan for the academic year
- 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.   Course monitoring reports will be used by course teams to record and monitor progress and challenges for each student on FE structured courses including senior phase and vocational courses (not including block release students).

12.2.   During regular team meetings, course teams will update the Volatile Indicators sections of the monitoring report for each students. Volatile Indicators provide a mechanism for recording the following challenges:
- Behaviour in class
- Standard of work
- Attendance
- Time-keeping
- Late submission of assessment
- Requires support
- Disciplinary

12.3.   The course monitoring reports automatically aggregate the data into a department overview showing key performance indicator progress relating to:

- Early Student Retention (ESR)
- Overall retention
- Attendance
- Core Skills Profiles for students who have been assessed
- Predicted success
- Volatile Indictors
- Withdrawal reasons.

12.4.   Each data set is broken down into mode of attendance and age groupings along with showing late start information. This helps promoted and operational staff to better understand trends and areas of required early intervention.

12.5.   At the end of each month, the Quality Officer will provide the Senior Curriculum Team (SCT) with Curriculum Area and College wide data sets that aggregate the data from each course monitoring report.

12.6.   The Curriculum and College Monitoring Reports will be used to identify areas for discussion at MORAGAA meetings. The objective of these discussions is to identify elements of challenges faced across the college and design intervention mechanisms to address the problems.

12.7.   For example, where the college monitoring report shows a trend of specific age groups facing challenges in terms of student behaviour in classrooms, the group will identify possible mechanisms for managing this. Impact analysis will be undertaken by the group following implementation.

12.8.   Senior Phase programmes will be tracked through the course monitoring reports in addition to the tracking reports teaching staff provide to schools for discussion with pupils and parents. The course monitoring reports provide a mechanism for identifying trends within cohorts across the college against non-senior phase programmes. The tracking process in place between the college and schools may impact on the timings of MORAGAA discussions in relation to specific programmes.

12.9.   MORAGAA discussions will utilise Quality Spotlight time 3 times per year. This will ensure all promoted posts are included. The group may decide that a Short Life Working Group (SLWG) be put together to undertake further analysis and intervention mechanisms.

13.   Subject Reviews

13.1.   Subject Area Review is to provide in-depth reflection on, and analysis of, the ways in which the quality of students' learning experiences is being managed and enhanced throughout the subject area and it's supporting structures.

13.2. The process seeks to evaluate students' experiences and achievements while studying within the subject area and is based on the professional judgement and reflections of the staff involved in course and subject delivery.

13.3. Subject area reviews will make evidence-based judgements on the efficacy of
- Quality arrangements
- Strategic development and direction
- Curriculum management including quality activities
- Student engagement arrangements and support, and
- Learning, teaching and assessment methods.

13.4. The Subject Area Review Procedure provides more detail about the process. The Quality Officer is responsible for the review and updates of the procedure.

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, the Scottish Funding Council 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 quality cycle.

14.5. Professional discussion meetings 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.

14.6. The enhancement plan will form the basis for improvement activity within the Curriculum or support 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.   The Quality Officer is responsible for developing, implementing, and reviewing the Course Approvals and Procedure and for ensuring it aligns with the following policy statements.

16.2.   Course teams are responsible for reviewing provision within their areas to ensure it meets the needs of students and stakeholders.

16.3.   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.

16.4.   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 provision where there is significant change being proposed.

16.5.   In reviewing all proposals for new and amended courses, the CAMP will ensure all college provision has undergone a process of quality assurance.

16.6.   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.

16.7.   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.

16.8.   Course teams are responsible for ensuring new provision/modifications to current provision:
- are in line with the College's Strategy, 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.

Course Development

16.9.   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).

16.10. Curriculum teams are responsible for identifying the appropriate awarding body offering the award.

16.11. 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.

16.12. 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).

16.13. 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.

Approval of Higher Education Programmes

16.14. 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. 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.

16.16. Where responsibility for such events is devolved to Moray College, the Quality Officer will co-ordinate arrangements for the meeting.

16.17. 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.

16.18. 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.

Devolved status of Moray College and UHI

17.5.   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.

17.6.   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.

Approval of SVQs and other non-devolvable awards

17.7.   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.

17.8.   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.   Recognition of Prior Learning (RPL)

18.1.   UHI Moray recognise prior learning as a method of assessing whether a student's experience and achievements meet the evidence requirements (i.e. the standard) of unit(s) and which may or may not have been developed through a course of learning.

18.2.   RPL is a method of assessment used by assessors that considers whether a student can demonstrate that they can meet the assessment requirements for a unit or qualification through knowledge, understanding or skills they already possess and do not need to develop through a course of learning.

18.3.   For advanced level qualifications (HNC, HND, Degree) the Academic Standards and Quality Regulations sets out the arrangements for recognition of RPL including the limits of credit that can be claimed and the appeals process.

18.4.   The process for awarding RPL for FE provision will be undertaken in line with the relevant awarding body requirements.

18.5.   The assessment of prior learning will be subject to the same quality assurance arrangements including internal verification, as other methods of assessment.

19.   Assessment and Progression

19.1.   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.

19.2.   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.

19.3.   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.

Assessment Principles

19.4.   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.

Assessment Responsibilities and Regulations

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

- 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.

- 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;

- o 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);
- o 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;
- o 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;
- o students will be given all the information relating to the conditions of the assessment;
- o 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;
- o 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;
- o assessment material is kept in line with the guidelines set out by the relevant awarding body and within College and UHI procedures.

- Students are responsible for:
  - o 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
  - o 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).

Remediation and Reassessment

19.6.   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).

19.7.   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.

19.8.   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.

19.9.   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.

19.10.   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.

Progression

19.11.   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.

Course Assessment and Progression Boards

19.12.   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.

19.13.   The CAPBs have the authority to allow additional opportunities for assessment where circumstances might have affected students' performance (mitigating circumstances).

19.14.   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.

19.15.   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.

20.   Internal Verification

20.1.   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.

20.2.   Responsibility for successful completion of verification lies with IV Co-ordinators. However, UHI Moray 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.

20.3.   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.

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

21.   British Computer Society Regulations (BCS)

21.1.   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.

21.2.   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	- Chair (Member of the Board of Management) - Members of Board of Management (4) - Principal - Deputy Principal - Director of Information, Planning and Student Support - Head of Academic Partnerships - Curriculum Representatives: 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	- 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)	- Heads of Curriculum and the Head of Academic Partnerships (chair) - Deputy Principal (Chair – Approval Events only) - Quality Officer - MIS Administration Assistant or other staff member within the team with appropriate knowledge of course framework requirements.

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