



BOARD OF MANAGEMENT
Learning, Teaching and Quality Committee
 Special Meeting to be held
 On 19 August at 1330 hours in the Board Room

Agenda Number	Item	Presented By	Action Required: Decision, Discussion, For Noting
LTQ.19.3.01	(i) Resignations	Clerk	Noting
	(ii) Appointments		
LTQ.19.3.02	Apologies for Absence	Clerk	Noting
LTQ.19.3.03	Any Additional Declarations of Interest including specific items on this Agenda.	Chair	Noting
LTQ.19.3.04	Policies *	Mrs N Yoxall	Noting
	(i) Academic Quality Policy		
	(ii) Student Confidentiality Policy		
	(iii) Student Code of Conduct (regional)		
	(iv) Promoting a Positive Learning Environment (regional)		
	(v) Academic Appeals Policy (regional)		
	(vi) Student Induction Policy		
	(vii) Student Disclosure Policy		
	(viii) Educational Visits and Out of College Activities		
	(ix) Events and External Speaker Policy		
	(x) Withdrawals and Transfers Policy		
LTQ.19.3.05	Date of next meeting 12 November 2019 *	Clerk	Noting

Committee:	Learning, Teaching and Quality			
Subject/Issue:	Policies for Approval			
Brief summary of the paper:	<p>Covers new policies from the UHI Single Policy Environment and local policies developed to ensure the College has in place effective arrangements to cover its responsibilities.</p> <p><u>UHI Single Policy Environment</u></p> <ul style="list-style-type: none"> • Academic Appeals policy; • Promoting a Positive Learning Environment; • Student Code of Conduct <p><u>Local College Policies</u></p> <ul style="list-style-type: none"> • Academic Quality Policy • Student Confidentiality Policy • Student Induction Policy • Student Disclosure Policy • Educational Visits and Out of College Activities Policy • Events and External Speaker Policy 			
Action requested/decision required:	Approve			
Status: <i>(please tick ✓)</i>	Reserved:		Non-reserved:	✓
Date paper prepared:	15/08/2019			
Date of committee meeting:	19/08/2019			
Author:				
Link with strategy: Please highlight how the paper links to, or assists with:	<ul style="list-style-type: none"> • compliance • partnership services • risk management • strategic plan/enabler • other activity (e.g. new opportunity) – please provide further information. 			
Equality and diversity implications:				
Resource implications:				

<i>(If yes, please provide detail)</i>	
Risk implications: <i>(If yes, please provide detail)</i>	



University of the
Highlands and Islands
Moray College

MORAY COLLEGE

ACADEMIC QUALITY POLICY

<i>Status</i>	Draft
<i>Version Date and Number</i>	MONTH/YEAR v01 (This policy supersedes all previous Academic quality policy versions)
<i>Approved by</i>	NAME Committee, e.g. LTQC (Due date: MONTH/YEAR)
<i>Responsibility for Policy</i>	JOB TITLE, e.g. Director of Learning and Teaching
<i>Responsibility for Implementation</i>	JOB TITLE, e.g. Quality Officer
<i>Responsibility for Review</i>	Quality Officer
<i>Date for Review</i>	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
mm/yy	Note page, section, aspect updated – easy reference point	dd/mm/yy

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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 (UAL).

2.3. Regulations

- 2.3.1. The College will ensure the Academic Quality Policy complies with current regulatory requirements, promotes good practise 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 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 that it identifies as needed to be removed 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 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 specification 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 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.
Curriculum development and student pathways	The curriculum supports students to gain the skills and qualifications required to achieve and progress.
Quality Culture	Staff and students are motivated and engaged in: <ul style="list-style-type: none">• the learning and teaching process as• their personal and professional development;• continuous evaluation and improvement

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 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 under-performing 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 determine 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, course cohort statistics external assessment 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 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 Partnership 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) and retake the assessment.

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 (BSC)

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. Learner appeals procedures relating to BCS qualifications should consider prior to submission:

- If you disagree with the results of your assessment;
- If you believe that we did not apply procedures consistently or that procedures were not followed properly and fairly in relation to the assessment decision;
- If you disagree with our decision on the allocations of reasonable adjustments or special consideration;
- If you disagree with eh action taken against you following an investigation into malpractice.

20.3. NOTE: Notice of appeals must be submitted within 20 working days of the assessment.

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





University of the
Highlands and Islands
Moray College

MORAY COLLEGE UHI

Student Confidentiality Policy

Status	Approved or Draft
Version Date and Number	14/05/19 V1.1 draft
Approved by	LTQC (Due date: JUNE/2019)
Responsibility for Policy	Director of Information, Planning and Student Support
Responsibility for Implementation	All College Employees
Responsibility for Review	Director of Information, Planning and Student Support
Date for Review	14/05/22

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

Revision Date & Change Log

Date of Revision	Brief Description of Change	Date Approved
V1	First version	2016
V1.1	Updated to reflect new staff structure responsibilities, safeguarding arrangements, consent for references and links to new data protection policies.	

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1. Introduction

Moray College UHI recognises that in the course of the student lifecycle, students will divulge a significant amount of information about themselves and others. This may include:

- Family and other relationships;
- Domestic circumstances/difficulties;
- Their own financial circumstances and those of others;
- Educational experience and qualifications;
- Employment history and ambitions;
- Course progress and results;
- Support given by other agencies;
- Disability;
- Learning Support needs;
- Health issues;
- Criminal convictions.

This list is not exhaustive and the scope of the policy extends to any and all information about students held by College systems and staff.

2. Responsibilities

The Director of Information, Planning and Student Support is responsible for ensuring that this policy is reviewed every three years, or more frequently if required.

The responsibilities of other members of College staff are identified in the relevant sections of the policy.

3. Key Principles

3.1 Sharing

All College staff respect the right to confidentiality of all students.

Legal and other circumstances in which information may be disclosed are highlighted in this policy.

“Students” in this context is taken to include potential and former students as well as those currently enrolled.

The overarching principles of data sharing with external organisations is covered in the College Data Protection Policy.

The sharing of relevant information amongst staff internally within College is based on the following three principles:

1. Information given to a member of staff in the performance of his/her duties is understood to be information given to the College;
2. The individual student is capable of giving informed consent.; and
3. Information will be accessed by, and shared amongst, only those who “need to know.”

3.2 Disclosure of Information by Students

Students will be encouraged to disclose any information which will assist staff to support their learning and assessment needs, as well as any personal support needs, and to agree that this information should be made known to relevant staff. However, if a student withholds agreement to the sharing of any information about him/herself this position must be respected by the member of staff, subject to the following paragraphs:

3.3 Disabilities

If the information is disclosed in the context of the Disability Discrimination Act and there are implications for maintaining confidentiality whilst making reasonable adjustments to existing arrangements, advice should be sought from the Learning Support Manager.

3.4 Sensitive Information

If the member of staff is concerned about legal, health and safety or other potentially damaging implications of the information not being shared with appropriate colleagues, they should seek advice from a College Director or, if not available, the Principal.

3.5 Safeguarding

If there are potential student safeguarding or welfare issues or the information pertains to adults at risk, staff must refer the matter to the Student Advice Manager in accordance with the Safeguarding Policy and Procedures.

4. Informed Consent

This policy applies to all students who have passed their school-leaving date, except where there is formal evidence that the student is incapable of giving informed consent. For these students this policy will be effected through the responsible parent/carer/key worker identified during the application or enrolment process.

It is recognised that some students who are in a position to give informed consent may be inexperienced in dealing with matters subject to confidentiality, and some may have difficulty with implications, e.g. financial matters. An important aspect of this policy is the support to students in its implementation. It is not sufficient to obtain the signature of a student without confirming that they understand what is being signed and the consequences of signing. The involvement of parents or other supporters should be encouraged if there is doubt as to whether the student properly understands the issues. Students should be allowed to be accompanied at meetings to help them with these matters.

5. Confidentiality

The College is registered with the ICO as a data controller and processor of personal data about its students, as outlined in the College Data Protection Policy. All personal information in the College's possession is managed in accordance with the Act and its principles, and in particular:

- Confidential information, whether held electronically or on paper, is stored securely;
- Shared network drives are only accessible by those staff who have a requirement to access the information;
- Paper-based materials are kept in a locked storage facility when not being used;
- Any "flagging" of student records in the Student Records System must not be visible out with the relevant area(s).

All staff who process or use personal data as part of their job have a duty to adhere to this policy.

Confidential information is to be used and shared only as specified in policies, procedures and associated documentation, unless the student concerned confirms explicitly and in writing his/her agreement to any alternative use, and/or to the information being provided to others beyond the original intention.

Whilst the policy does not directly address the status of verbal information, the general principles of the Act would still apply and certainly any written notes arising from discussion are subject to the provisions of the Act.

It is important that issues of confidentiality are clearly understood by students in the various contexts in which information is given.

All College forms on which such information is collected are to contain, immediately above the student signature, a declaration which identifies both the purposes for which the information will or may be used and any external agencies who will or may be given access to the information.

Examples of College records covered by this policy include:

- Application forms
- Enrolment forms
- Registration forms, e.g. Certification bodies
- Examination application/entry form
- Attendance records
- Progress reports, including placement reports
- Personal Development Plans and Personal Learning Support Plans

- Bursary and other financial support application forms
- Certification and results records
- Student cease/transfer forms
- Guidance records
- Work Experience Agreement forms/reports

The duty of confidentiality extends to information provided to the College either by the student or about the student, and to records created by the College about the student. Examples of this type of information includes:

- Reports and references from external agencies, including schools, Skills Development Scotland, Educational Psychological Services, Health agencies, Social Work agencies, and Job Centres
- Financial information used in support of applications for bursary and/or other financial support
- Photographic data on ID card machines
- Medical certificates
- Disclosure Scotland Documentation
- Examination results and certificates
- Correspondence.

6. Limitations on Confidentiality

The existence of this policy does not imply that a member of staff is unable to reveal information about a student to a colleague. In certain circumstances the member of staff has a responsibility to refer the matter to a line manager or colleague. The information is given to staff in the performance of their duties, and it is not a breach of confidentiality for this to be shared with relevant colleagues, or for advice to be sought from line managers.

Information will be provided, without reference to the student, to those legally entitled to receive such information. In these cases, only information which must be provided to comply with the law will be released. It will not always be possible to advise the student that such information has been requested and/or provided.

Information will also be provided, without reference to the student, to any employer or sponsor who pays all or part of a course fee on behalf of the student. In these cases, only information relevant to attendance, conduct and progress and achievement will be made available.

If there are potential protection or welfare issues involved, information about those over school-leaving age but under 18 years of age may be passed to relevant authorities in accordance with the Safeguarding Policy.

This policy does not prohibit direct communication with schools concerning those students who have not reached the school-leaving date. Once such students have passed their school-leaving date, they enter the scope of this policy.

7. Dealing with Requests for Information

All students have a right to request a copy of their records. How staff should handle routine requests for information is covered in the College Data Protection Policy.

More formal requests which are not considered routine should be referred to the College Subject Access Request Policy and Procedure.

8. Providing References for Students

8.1 General Principles

References for students in support of applications for further study or employment should be prepared on the assumption that the students will see them. Students are entitled to request sight of references obtained as part of a selection process, and to take action in the event that the reference contains significant inaccuracies or unsubstantiated opinions.

8.2 Consent

Students should provide clear and unambiguous consent for the release of reference information.

8.3 Personal Opinions

References should contain only information relevant to the application, and for which there is evidence. If the referee is invited to express opinions care should be taken to obtain the views of colleagues and to ensure that there is evidence to support any opinion expressed.

8.4 Refusal

In some circumstances it may be appropriate NOT to provide a reference, or to advise the applicant of the content of any reference provided and the evidence on which this would be based.

9. Other Related Internal Policies and Procedures

- Data Protection Policy
- Course Fee Policy
- Extended Learning Support Procedures
- FE Student Support Funds Policy
- Mainstreaming Report
- Admissions Policy (Students)
- Student Advice, Personal Development Planning and Guidance Policy
- Student Attendance Policy and Procedures

- Student Bullying & Harassment Policy
- Course Assessment and Progression Board Procedures
- Graduation Procedures
- Promoting a Positive Learning Environment Policy
- Student Disclosure Policy
- Student Induction Policy
- Safeguarding Policy



AP Name, University of the Highlands and Islands

Student Code of Conduct

Purpose

The Student Code of Conduct sets out expectations for all students enrolled at **(AP Name)**, the University of the Highlands and Islands and all Academic Partners. All students are expected to conduct themselves in an appropriate manner to other students, staff and external organisations.

A breach of the Student Code of Conduct will be treated as misconduct and dealt with using the appropriate procedures identified using the decision tree in in Appendix 2 of the Promoting a Positive Learning Environment Policy.

The University and Academic Partners aim to act reasonably in dealing with alleged or actual student misconduct. We seek to balance the interests of all students, staff, local communities, businesses and other organisations with whom we seek to maintain good relationships.

Behaviour that is expected of students:

Students are expected to observe the Code of Conduct throughout their studies. The Code of Conduct applies to behaviour in both physical and online environments. Students are expected:

- To take responsibility for their own actions and conduct;
- To behave in a manner that fosters respect and understanding between all members of our community;
- To act within the law and not to engage in any activity or behaviour that is likely to bring the University or Academic Partners into disrepute;
- To value the good relationships **(AP Name)**, the University and Academic Partners have with local communities, businesses and other organisations;
- To avoid behaving or communicating in ways that are likely to cause offence, e.g. using abusive or obscene language or engaging in discriminatory or anti-social behaviour;
- To treat all **(AP Name)** and University property with care;
- To comply with requests of members of staff;
- To adhere to Health and Safety policies and protocols (including fire alarms) and to comply with any temporary changes during maintenance or repairs.

Reporting suspected breaches of the Student Code of Conduct

Students can report suspected breaches of the Student Code of Conduct to any member of staff. Should the report be of a personal or sensitive nature, students can discuss the issue with a member of staff they trust or speak to a representative from the Highlands and Islands Students Association.

Students should remember that making vexatious or malicious allegations is a breach of the Student Code of Conduct.

Behaviour that will be regarded as misconduct

The table below sets out examples of behaviour that will be regarded as misconduct. These behaviours could be verbal, physical or written, in person or online. The list is not exhaustive and action may be brought against other unacceptable behaviours. Where there are reasonable grounds for suspicion that a student has breached the Code of Conduct, staff can take appropriate action to investigate.

People	
Disciplinary Offence	Examples of Unacceptable Behaviour
Physical Misconduct	<ul style="list-style-type: none"> · Use of weapons · Punching · Kicking · Slapping · Pulling hair · Biting · Spitting · Pushing · Shoving
Sexual Misconduct, Gender Based Violence and Indecency	<ul style="list-style-type: none"> · Sexual intercourse or engaging in a sexual act without consent · Attempting to engage in sexual intercourse or engaging in a sexual act without consent · Sharing private sexual materials of another person without consent · Kissing without consent · Touching inappropriately through clothes without consent · Inappropriately showing sexual organs to another person · Repeatedly following another person without good reason · Making unwanted remarks of a sexual nature · Stalking · Harassment or any unwanted conduct which has the purpose or effect of violating the dignity of an individual, or creating an intimidating, hostile, degrading, humiliating or offensive environment for them, relating to their gender, sexual orientation or gender identity (also refer to section below on gender based violence) · Engaging in any sexual acts on University or Academic Partner premises (excluding halls of residence)
Abusive, Threatening and Intrusive Behaviour	<ul style="list-style-type: none"> · Carrying of weapons · Threats to hurt another person · Radicalisation of others or sharing information related to extremism · Abusive comments relating to sex, sexual orientation, religion or belief, race, pregnancy/maternity, marriage/civil partnership, gender reassignment, disability or age · Bullying or victimisation (including cyber bullying) · Acting in an intimidating or hostile manner

	<ul style="list-style-type: none"> · Use of inappropriate language · Repeatedly contacting another person (by phone, email, text or on social media) against the wishes of the other person · Vexatious or malicious allegations · Unauthorised audio or video recording of staff or students without their knowledge and/or consent
Alcohol, Controlled Substances and Prescription Medication	<ul style="list-style-type: none"> · Supplying or being involved in the supply of controlled substances or non-prescribed medication · Supplying or being involved in the supply of alcohol to minors or areas where there is an alcohol ban · Use of controlled substances on any campus · Consume alcohol at any time prior to taking part in practical activities · Failure to advise staff of using prescription medication where side effects could pose a risk to the student, other students or staff
Academic Misconduct	<ul style="list-style-type: none"> - Collusion: working with others to complete an assessment when an assessment must be completed by individual students. - Copying from another student (including using ICT to do so) - Frivolous content – producing content that is unrelated to the assessment in question. - Offensive content such as the inclusion of inappropriate, offensive, discriminatory or obscene material in assessment evidence. - Inappropriate behaviour during an assessment that causes disruption to others. This includes shouting and/or aggressive behaviour or language. - Plagiarism: failure to acknowledge sources properly (including self-plagiarism), and/or the submission of another person's work as if it were the student's own. - Cheating: normally through the use of unauthorised aids. - Being in possession during an assessment of unauthorised materials including (but not limited to) mobile phones, MP3 players, notes. - Falsification or fabrication of data - Impersonation i.e. pretending to be someone else. <p>· Academic misconduct will normally be investigated through the relevant Academic Misconduct procedure. Incidents may also be investigated under the Disciplinary Procedure, e.g. if they involve unauthorised use of property, threatening behaviour etc.</p> <p>· Academic Misconduct may result in the University or Academic Partner making a report to an external awarding body or Professional, Statutory and Regulatory Bodies (PSRB)</p>
<u>Property</u>	
Disciplinary Offence	Examples of Unacceptable Behaviour

Damage to Property	<ul style="list-style-type: none"> · Causing any damage to property belonging to (AP Name), and/or the University, including staff and student property
Unauthorised Taking or Use of Property	<ul style="list-style-type: none"> · Unauthorised entry onto or unauthorised use of (AP Name) and/or University premises · Taking property belonging to another without permission · Misuse of (AP Name) and/or University property (for example computers, workshop and laboratory equipment)
Causing A Health or Safety Concern	<ul style="list-style-type: none"> · Behaviour or act causing a health or safety concern to people, animals or the environment · Act/omission/negligence that caused or could have caused harm on (AP Name) and/or University premises or during activities (for example, interfering with fire safety equipment, smoking cigarettes or vaping in non-designated areas, misuse of equipment, not following safety protocols)
<u>Organisation</u>	
Disciplinary Offence	Examples of Unacceptable Behaviour
Operational Obstruction	<ul style="list-style-type: none"> · Acts/omissions/statements intended to deceive (AP Name) and/or the University or to conceal the misconduct of others · Disruption of the activities of (AP Name) and/or the University (including academic, administrative, sporting and social) · Disruption of or interference with the functions, duties or activities of any student or employee or any authorised visitor to (AP Name) and/or the University · Fraud, forgery, unauthorised use of funds, financial impropriety, including activity related to student support funds, fee waivers, research funds, scholarships etc. · Bribery / attempted bribery · Breach of the Persistent and Vexatious Complaints Policy
Reputational Damage	<ul style="list-style-type: none"> · Behaviour which has caused damage, could have caused damage or may cause damage to the reputation of (AP Name) and/or the University · Behaviour which has caused damage, could have caused damage or may cause damage to the reputation of (AP Name) and/or the University

Gender Based Violence

Gender based violence (GBV) is a function of gender inequality, and is normally an abuse of male power and privilege. It takes the form of actions that result in physical, sexual and psychological harm or suffering to women and children, or affront to their human dignity, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or private life.

While it is acknowledged that gender based violence mostly affects women and that predominantly men are the perpetrators, it may impact individuals of any age, gender, sexual orientation, faith or ethnicity.

- Domestic abuse (including coercive control)
- Stalking
- Harassment or any unwanted conduct which has the purpose or effect of violating the dignity of an individual, or creating an intimidating, hostile, degrading, humiliating or offensive environment for them, relating to their gender, sexual orientation or gender identity.
- Rape and sexual assault
- Child and childhood sexual abuse
- Commercial sexual exploitation, including prostitution, pornography and trafficking
- Female genital mutilation
- Forced and child marriages
- Abuse by other family members, so called 'honour-based' and dowry-related violence crimes
- Threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or private life

Gender based violence is not condoned by the University or Academic Partners. We are committed to working in partnership with relevant local organisations to support victims of gender based violence, including assisting victims to report suspected crimes to the police. Allegations or incidents of gender based violence may also be treated as a breach of the Student Code of Conduct and relevant procedures followed.

Precautionary Action

In the event of an allegation of misconduct, a student may be excluded from (AP Name) until the investigation is completed if there is risk of harm to themselves, other students or staff. During this time they will be able to continue to study remotely and will receive any student support funds they are entitled to. This precautionary action is not a punishment, but is intended to protect the interests of all parties.

Disciplinary Action

Following an investigation disciplinary action that may be applied include, but are not limited to: written apology to the aggrieved party; compulsory attendance at a workshop/coaching session; restrictions/conditions on attendance; verbal warning; written warning; fines for wilful damage, theft or non-return of equipment; exclusion from the course; de-registration (postgraduate research students); removal of university award; permanent exclusion from the University and all Academic Partners.

The disciplinary action applied will be proportionate and take full account of the individual circumstances of the misconduct.

Multiple or repeated incidents of misconduct may be more serious than a single act of misconduct, and previous incidents may be taken into account when determining what disciplinary action should be applied.

Depending on the disciplinary action applied, students risk losing entitlement to student support funds and may be liable to pay their tuition fees in full.

Alleged misconduct which may constitute a criminal offence

Where alleged misconduct may constitute a criminal offence, (AP Name), University and Academic Partners will use the following principles:

- 1) The criminal process will take priority and any internal disciplinary procedure will be suspended until further guidance is received from the police.
- 2) Precautionary action will be considered using the Safeguarding Lead Procedures. This involves a risk assessment which may result in reasonable and appropriate action being taken e.g. imposition of conditions, exclusion from some or all (AP Name), University or Academic Partner premises, and/or removal of access to services.
- 3) Where necessary, appropriate support will be provided to all parties involved in the incident.
- 4) Irrespective of the outcome of the criminal process (AP Name), University and Academic Partners may consider the alleged misconduct as an internal disciplinary matter.

With respect to 4), where a student is convicted of or cautioned or warned for a criminal offence, this may be relied upon as evidence in any disciplinary proceedings provided that the circumstances leading to that conviction are directly relevant to the allegation. Any sentence or order pronounced by a court may be taken into account in the imposition of any sanction.

Professional Standards and Fitness to Practise

Students on courses accredited by a Professional, Statutory and Regulatory Bodies (PSRB) are also subject to the professional standards and/or Codes of Conduct issued by the PSRB. The student will be advised if this is applicable at the start of their course.

Any breach of the Student Code of Conduct or professional standards may be reported directly to the PSRB and/or trigger a Fitness to Practise procedure.

This may lead to a student being withdrawn from their course, dismissed from their job, barred from employment in that profession, and/or a criminal investigation.



Promoting a Positive Learning Environment Policy

POL

Lead Officer (Post):	
Responsible Office/ Department:	
Responsible Committee:	
Review Officer (Post):	
Date policy approved:	
Date policy last reviewed and updated:	n/a
Date policy due for review:	January 2019
Date of Equality Impact Assessment:	06/02/2019
Date of Privacy Impact Assessment:	n/a

Accessible versions of this policy are available upon request. Please contact the Governance and Policy Officer on 01463 279000.

Policy Summary

Overview	The policy aims to promote a positive learning environment. This is set within the context of the broader framework of policies and related procedures.
Purpose	The policy seeks to promote, encourage and recognise a positive learning environment, and engender a culture of equality, diversity and openness. We expect conduct that helps to create a positive and safe learning environment that reinforces our culture. This policy fits into a broader framework of policies related to culture, conduct and discipline.
Scope	This policy applies to all current and prospective students regardless of level or mode of study, and applies to all areas of student engagement in their learning environment and/or which may affect other students and staff, including online activities.
Consultation	The policy has been developed by a group of practitioners from across the Academic Partners in the University of the Highlands and Islands to ensure that best practice is reflected in the policy and accompanying procedures.
Implementation and Monitoring	Academic Partners are responsible for ensuring that the policy and procedures are followed in their own organisation.
Risk Implications	This policy will reduce risk for Academic Partners by ensuring that best practice from across the partnership is being shared and followed.
Link with Strategy	This policy supports the University's commitment to provide a safe and supportive learning and working environment for all, aligned with the Strategic Theme of "Our Students", responding to the diversity of our student population.
Impact Assessment	Equality Impact Assessment: Completed 06/02/2019 – no further action required.
	Privacy Impact Assessment: n/a

1. Policy Statement

- 1.1 **University/Academic Partner Name** aims to promote a positive learning environment. This is set within the context of the broader framework of policies and related procedures.
- 1.2 In developing this aim, **University/Academic Partner Name** recognises that the appropriateness, development and acceptability of certain conduct may be different depending on the background and maturity of the learner(s) involved, and that individuality and context will be recognised.
- 1.3 This policy sets out how we seek to promote and maintain a positive learning environment, with reference to the Student Code of Conduct, and procedures in the event of breach of the Code. The relevant Procedures explains the process that will be followed (see Appendix 1 – Disciplinary Framework).
- 1.4 This policy applies to the University of the Highlands and Islands and all Academic Partners.

2. Definitions

- 2.1 **Behavioural misconduct:** Students are expected to conduct themselves in a professional and courteous manner, both on and off campus, in a manner which demonstrates respect for **University/Academic Partner Name**, its staff, fellow students and property, and for other members of the local community in general. Behavioural misconduct is a breach of this expected standard.
- 2.2 **Student Code of Conduct:** This is a document that is made available to and is applicable to all students that states **University/Academic Partner Name**'s expectations for student conduct. It gives examples of misconduct offences and the types of disciplinary action likely to occur.
- 2.3 **Academic misconduct/malpractice:** A generic term to describe any type of cheating or dishonest conduct in relation to a formal academic exercise. It may be deliberate or unintentional and may take different forms, including, but not limited to: plagiarism, cheating, collusion, falsification or fabrication of data, personation and bribery.
- 2.4 **Academic maladministration:** Any activity or practice which arises due to ignorance of Awarding Body requirements, or carelessness or neglect in applying the requirements. This results in non-compliance with an Awarding Body's requirements.
- 2.5 **Disciplinary Framework Decision Tree:** Located in Appendix 2, this is a document used to establish which Policy and Procedures should be used in order to set out a transparent process for students and staff.
- 2.6 **Exclusion from campus:** the removal of the student's access to all sites constituting the **University/Academic Partner Name** campus for a specified period of time in response to a disciplinary incident. In some circumstances this exclusion may extend to all University and Academic Partner campuses. The student may continue to study remotely throughout this period.
- 2.7 **Exclusion from studies:** the removal from the student's course of study in response to a disciplinary incident, resulting in the loss of registered student status and loss of access to all facilities.

In some circumstances this exclusion may apply to the University and all Academic Partners for a period of time deemed appropriate by the disciplinary process. In some cases this may result in any future applications from the student being rejected.

- 2.8 **Suspension of Studies:** A Suspension of Studies is not a disciplinary measure. When a student chooses to take a period of time out from their studies because of a change in their personal circumstances, with the intention to return at a later date.

3. Purpose

- 3.1. **University/Academic Partner Name** seeks to promote, encourage and recognise a positive learning environment, and engender a culture of equality, diversity and openness.
- 3.2. We expect conduct that helps to create a positive and safe learning environment that reinforces our culture. Examples of unacceptable conduct can be found in the Student Code of Conduct.
- 3.3 This policy fits into a broader framework of policies related to culture, conduct and discipline. Please refer to Appendix 1 – Disciplinary Framework for further details.
- 3.4 All breaches of the Student Code of Conduct will be investigated in accordance with our disciplinary procedures. Any such instance which may also constitute a criminal offence will be reported to the police and may lead to separate criminal proceedings.
- 3.5 All disciplinary matters will be dealt with in strict confidence and all personal data will be dealt with following legislative guidelines.

4 Scope

- 4.1 This policy applies to all current and prospective students regardless of level or mode of study.
- 4.2 This policy applies to all areas of student engagement in their learning environment and/or which may affect other students and staff, including online activities.
- 4.3 This policy applies to students in accommodation managed by **University/Academic Partner Name**, but may be brought into effect where a student residing in privately managed accommodation conducts themselves in a manner which brings **University/Academic Partner Name** into disrepute.
- 4.4 **School Link Programmes:** School Link pupils fall within the scope of the Promoting a Positive Learning Environment Policy when they are studying on University/Academic Partner campuses and are expected to observe the Student Code of Conduct.
- 4.5 Fitness to Practice and Fitness to Study are not explicitly within the scope of this Policy but are linked processes and as such are signposted within the Student Disciplinary Procedure and the Student Code of Conduct.

5 Exceptions

- 5.1 Students who are subject to disciplinary investigations related to official Highlands and Islands Student Association business are subject to the HISA Disciplinary Procedures.

6 Notification

- 6.1 All staff members will be notified of changes to the Policy and Disciplinary Procedures through the normal channels.
- 6.2 Staff responsible for overseeing the process should have a detailed knowledge of the Policy and Disciplinary Procedures.
- 6.3 Students will be made aware of the Policy, Student Code of Conduct and Disciplinary Procedures within four weeks of commencing their course.
- 6.4 The Policy and Disciplinary Procedures will be publicly available on the Academic Partner's website.
- 6.5 The Disciplinary Framework Decision Tree will be updated to reflect any changes in the Framework.

7 Roles and Responsibilities

- 7.1 **Academic Partner Boards of Management** are responsible for approving the policy and ensuring that it is followed. **Boards of Management** are also responsible for ensuring the strategic effectiveness of the policy.
- 7.2 **Principals / Senior Management Teams** are responsible for operational compliance with the policy. **Principals / Senior Management Teams** are also responsible for ensuring the operational effectiveness of the policy and making provision for training for all staff.
- 7.3 Line managers are responsible for ensuring staff participate in training and follow the policy and procedures in their day-to-day role.
- 7.4 All staff are responsible for familiarising themselves with the policy and procedures.

8 Legislative Framework

Data Protection:

- [Data Protection Act 2018](#)
- [General Data Protection Regulation \(GDPR\) 2018](#)

General:

- [Equalities Act 2010](#)

Protection of Vulnerable People:

- [Adults with Incapacity \(Scotland\) Act 2005](#)
- [Adult Support and Protection \(Scotland\) Act 2007](#)
- [Children and Young People \(Scotland\) Act 2014](#)
- [Protection of Children \(Scotland\) Act 2003](#)
- [Protection of Children and Prevention of Sexual Offences \(Scotland\) Act 2005](#)
- [Protection of Vulnerable Groups \(Scotland\) Act 2007](#)

Staff should also note the detailed list of policies specific to Safeguarding listed in that policy.

9 Related Policies, Procedures, Guidelines and Other Resources

Please add your own links to any local relevant policies, but avoid duplication of policies

- [Academic Standards and Quality Regulations](#)
- [Approved Placement Policy](#)
- [Complaints Handling Procedures](#)
- [Fitness to Practice Guidelines](#)
- [Fitness to Study Guidelines](#)
- [IT Acceptable Use Policy](#)
- [Safeguarding Policy](#)
- [Student Code of Conduct](#)
- [Study Abroad Policy and Guidance](#) (forthcoming)

10 Version Control and Change History

Version	Date	Approved by	Amendment(s)	Author
0				
1				
2				
3				
4				



Appendix 1: Policy Context

Further Education

Higher Education

Promoting a Positive Learning
Environment Policy

Non-Academic Misconduct
Procedures

Student Code of Conduct

UHI Academic Regulations

Academic Misconduct – Local
Procedures or Awarding Body

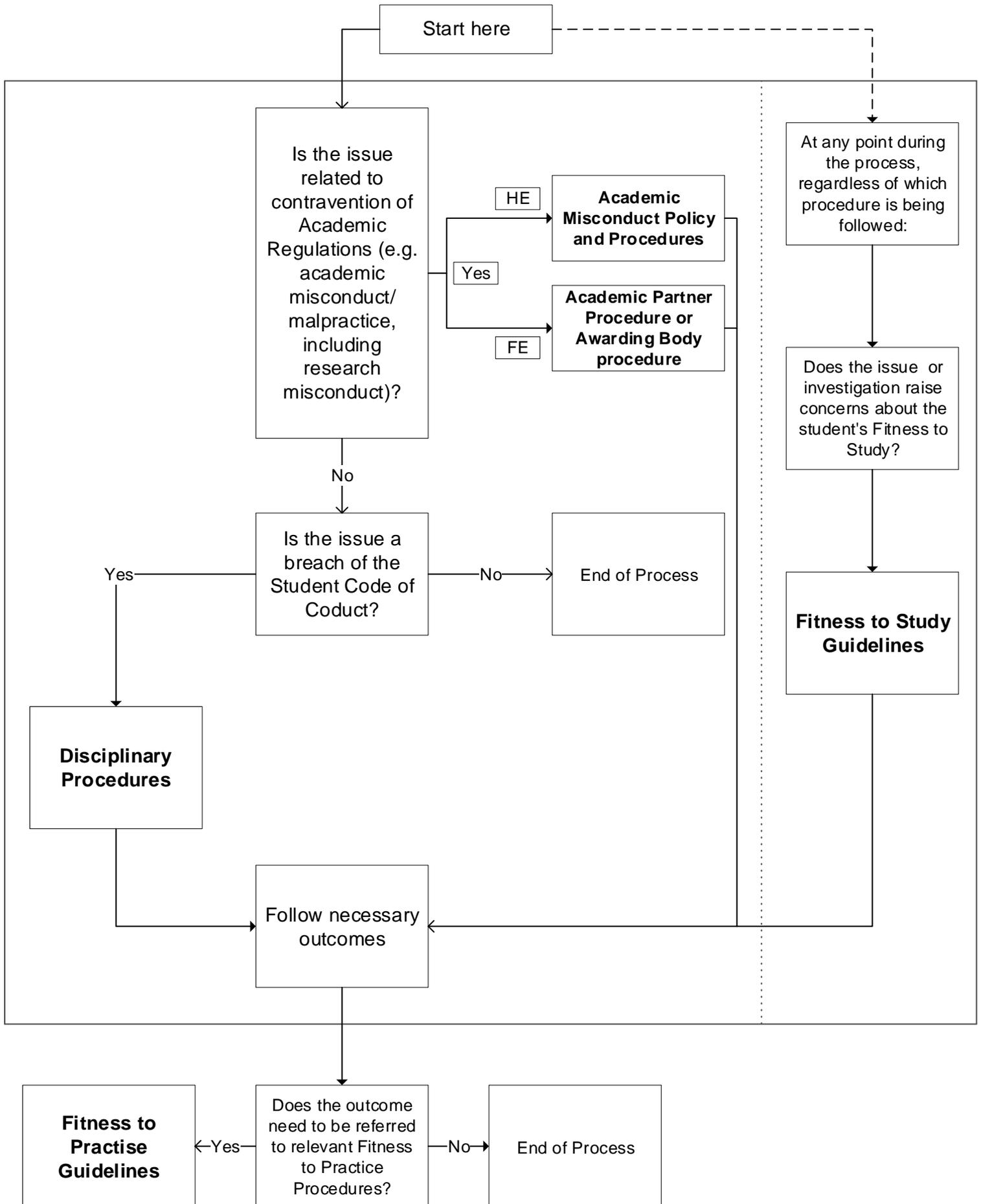
HE Academic Misconduct
Policy and Procedures

Fitness to Study Guidelines

Fitness to Practise Guidelines



Appendix 2: What policy should I refer to?



Department/Section:
Author/Owner:

Date of Assessment:
Signature:

Review Due:
Date:

Step 1

Aim of proposed activity/decision/new or revised policy or procedure:

New
Revised
Existing

Who will be affected?

Who will be consulted?

Evidence available:

Step 2

Potential Positive/Negative/Neutral Impact Identified. P, N, N/I	Age	Disability	Gender Reassignment	Marriage/Civil Partnership*	Pregnancy and Maternity	Race	Religion or Belief	Sex	Sexual Orientation
Eliminating Discrimination									
Advancing Equality of Opportunity.									
Promoting Good Relations.									

Step 3

Action to be taken:

Summary of EIA Outcome – please tick

- No further action to be carried out
- Amendments or changes to be made
- Proceed with awareness of adverse impact
- Abandon process – Stop and Rethink

Please forward completed EIA forms to Nicholas Oakley, Governance and Policy Officer.



Moray College, University of the Highlands and Islands

Further Education Academic Appeals Policy

POL

Lead Officer (Post):	Director of Curriculum and Academic Operations
Responsible Office/ Department:	Quality Unit
Responsible Committee:	Learning, Teaching and Quality Committee
Review Officer (Post):	Click or tap here to enter text.
Date policy approved:	Click or tap to enter a date.
Date policy last reviewed and updated:	n/a
Date policy due for review:	January 2022 (or earlier if required)
Date of Equality Impact Assessment:	23/01/2019
Date of Privacy Impact Assessment:	n/a

Accessible versions of this policy are available upon request. Please contact the Governance and Policy Officer on 01463 279000.

Policy Summary

Overview	<p>Why is the policy required?</p> <p>This policy, together with the associated Academic Appeals Procedures, represents an appeals framework that ensures students can request a review of an assessment decision made by Moray College UHI, where there are grounds to do so.</p>
Purpose	<p>What will the policy achieve?</p> <p>The purpose of the policy is to set out the circumstances in which a student may wish to appeal against a decision provided during an assessment process or against a decision about progress between levels (e.g. a decision by a Progression Board).</p>
Scope	<p>Who does the policy apply to?</p> <p>This policy applies to all Further Education courses (normally up to and including SCQF Level 6)</p>
Consultation	<p>Who has been consulted on the policy, and who will be notified?</p> <p>The policy was developed by a group of practitioners made up from across the University of the Highlands and Islands partnership. All relevant staff and students will be notified.</p>
Implementation and Monitoring	<p>Who will be responsible for implementing and monitoring the policy, and what resources/ costs will be incurred?</p> <p>Colleges will be responsible for local implementation of the policy. The policy is part of the business-as-usual function of the college.</p>
Risk Implications	<p>What are the risk implications of this policy?</p> <p>Failure to adopt a strong policy and follow the procedures would undermine the student experience and the academic reputation of the College.</p>
Link with Strategy	<p>How is this policy linked to University strategy?</p>
Impact Assessment	<p>Equality Impact Assessment: 23/01/2019 – No negative impact.</p> <p>Privacy Impact Assessment: n/a</p>

1. Policy Statement

- 1.1 This policy, together with the associated Academic Appeals Procedures, represents an appeals framework that ensures students can request a review of an assessment decision made by Moray College UHI, where there are grounds to do so.
- 1.2 The policy aims to ensure appropriate, fair and consistent treatment of all parties involved in any further education academic appeal across the partnership.

2. Definitions

- 2.1 **Academic Appeal:** a procedure through which students may in certain circumstances ask for a review of a decision relating to their academic progress or award.
- 2.2 **Progression Board:** a panel of staff from the College who consider and determine student awards and progression to a more advanced stage.
- 2.3 **Awarding Body:** an organisation that designs, develops, delivers and awards the recognition of learning outcomes (knowledge, skills and/or competences) of an individual following an assessment and quality assurance process.

3. Purpose

- 3.1 The purpose of the policy is to set out the circumstances in which a student may wish to appeal against a decision provided during an assessment process or against a decision about progress between levels (e.g. a decision by a Progression Board).
- 3.2 The procedure allows the student to raise an appeal at an informal level and, if the outcome of this is not satisfactory, to use the formal procedure.

The internal formal Academic Appeal Procedure should be followed before escalation to external Awarding Body appeals processes. Students will be signposted to relevant external Awarding Body appeal processes at the start of their programme of study.

- 3.3 External appeals procedures vary, depending on the type of qualification for which the appeal is being made and the awarding body. The overriding principle is that all appeals will be treated fairly and objectively.
- 3.4 Without prejudice to the outcome of an appeal, a student may continue to attend classes and make use of the facilities of the College whilst their appeal is being heard.
- 3.5 Students who have completed their programme, who have grounds to appeal an award decision or programme progression board, will be unable to receive their award until the matter has been fully resolved.
- 3.6 The timescales set out in the Procedures must be followed. Students and staff should note where there may be variations between awarding bodies.

4. Scope

- 4.1 This policy applies to students enrolled on courses normally up to and including SCQF Level 6 (see Section 4.2 for variations to this criteria).

4.2 There are a small number of Scottish Vocational Qualification (SVQ) courses at SCQF Level 7 that are considered as Further Education courses for the purposes of the UHI Partnership. This policy applies to these students.

4.3 **Grounds for Appeal**

Appeals against an assessment decision will normally only be considered on one or more of the following grounds:

4.3.1 That a student's performance in the assessment was adversely affected by illness or other factors. The student must have been unable to, or have a valid reason not to, divulge the information to their lecturer prior to assessment. In the case of a Progression Board, the information must have been unavailable at the time the determination was made. In these cases, the appeal must be accompanied by documentary evidence to the **relevant Director** (see Procedures).

4.3.2 Evidence of College academic assessment administrative error or that an assessment was not conducted in accordance with the College's specific assessment policies/procedures.

4.3.3 That evidence is produced that some other material irregularity has occurred.

5. **Exceptions**

5.1 This policy does not apply to Higher Education students, e.g. normally those students studying courses at SCQF Level 7 and above (see Section 4.2 for variations to this). These students should refer to the UHI Academic Standards and Quality Regulations.

5.2 Appeals that question the academic judgement of a member of staff or an academic assessment body will not be considered.

5.3 Students undertaking non-regulated qualifications (NQs), have no further right of appeal against internal assessment decisions. The final decision rests with the academic partner. External awarding bodies will not accept internal assessment appeals.

5.4 Appeals will not normally be permitted from third parties on behalf of a student.

5.5 SQA Post-results Services for National Qualifications and other external assessments. Please refer to relevant Awarding Body Guidance for further details.

5.6 Exceptional Circumstances Considerations. Please refer to relevant Awarding Body Guidance for further details.

6. **Notification**

6.1 All staff members will be notified of changes to the Academic Appeals Policy and Procedures through the normal channels.

6.2 Teaching staff and staff advising students should have a detailed knowledge of the Academic Appeals Policy and Procedures.

6.3 Any changes to awarding body regulations will be reflected in the annual review process of this policy and associated procedures.

6.4 Students will be made aware of the policy within four weeks of commencing their course.

6.5 The policy will be publicly available on the College's website.

7. Roles and Responsibilities

- 7.1 **The Learning, Teaching and Quality Committee (LTQC)** are responsible for approving the policy and ensuring that it is followed. **The LTQC** are also responsible for ensuring the strategic effectiveness of the policy.
- 7.2 **The Senior Management Team** are responsible for operational compliance with the policy set by the **LTQC** and making recommendations to the Board about updates to the policy. **The Senior Management Team** are also responsible for ensuring the operational effectiveness of the policy and making provision for training for relevant staff.
- 7.3 The Further Education Academic Appeals Policy Ownership Group is responsible for overseeing annual updates to the Policy and Procedures.
- 7.4 Line managers are responsible for ensuring staff participate in training and follow the policy in their day-to-day role.
- 7.5 All relevant staff are responsible for familiarising themselves with the policy and procedures.

8. Legislative Framework

- [Data Protection Act 2018](#)
- [Equality Act 2010](#)
- [General Data Protection Regulations](#)

9. Related Policies, Procedures, Guidelines and Other Resources

- Academic Standards and Quality Regulations
- Further Education Academic Appeals Procedure
- **Moray College** UHI Access and Inclusion Strategy
- Complaints Policy and Procedure
- Positive Learning Environment Policy and Disciplinary Procedure
- Fitness to Study Guidelines
- Learner Support Policy and Procedures
- Progression Board Guidance

10. Version Control and Change History

Version	Date	Approved by	Amendment(s)	Author
0				
1				
2				
3				
4				



MORAY COLLEGE UHI

Student Induction Policy

Status	Draft
Version Date and Number	28/05/19 V1.1 draft
Approved by	LTQC (Due date: JUNE/2019)
Responsibility for Policy	Director of Information, Planning and Student Support
Responsibility for Implementation	Student Advice Manager
Responsibility for Review	Director of Information, Planning and Student Support
Date for Review	28/05/22

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

Revision Date & Change Log

Date of Revision	Brief Description of Change	Date Approved
V1	First version	2016
V1.1	Updated in line with new structure and responsibilities, including the LDW role.	

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1. Introduction

Student induction encompasses the initial stages of the guidance and support services provided to students from before they enter College and continues throughout their course and beyond.

It is College policy that all students from a variety of backgrounds, with a wide range of learning experiences are entitled to receive an induction that aims to:

- Ease the transition to studying in College.
- Introduce students to the skills, knowledge and demands of their programme and includes transition between levels.
- Establish students as part of the College Community.

2. Key Principles

It is essential that students are provided with all relevant and current information before and during induction with particular reference to their course/unit. It is also a vital aspect of the induction programme that the range of services on offer are made known to students and that they are made aware of how they can obtain access to these. They should complete their programme of induction considering that it has been well organised and of clear benefit to them.

3. Scope

Induction shall welcome all students to the college, by creating a friendly atmosphere, help familiarise the students with their surroundings and ensure that students are supported to prepare effectively to meet the demands of their chosen course/unit of study and eventual career path.

This policy has several related policies listed in Appendix 1 which provide specific detail on key aspects of a student's life in college.

4. Responsibilities

The Director of Information and Student Support has overall responsibility for review and update of this policy.

The Student Advice Manager is responsible for:

- Ensuring Student Services provides an induction service.
- Ensuring LDWs have in place effective arrangements to deliver the extended induction activities outlined in this policy.

The Administration Centre Manager is responsible for:

- Scheduling the centralised parts of induction via the CELCAT timetabling system, liaising academic line managers in sufficient time to allow them to build these elements into the course induction programme for their students;
- Sending the induction programme to all applicants and communicating with applicants on a regular basis leading up to induction;

- Identifying any students who have disclosed they are currently a “ looked after person” or have been, as well as students who have disclosed they have a caring responsibility;
- Identifying those students who require a Disclosure Scotland check as part of their course and during enrolment checking that all relevant students have completed the necessary application;

Academic line managers have responsibility to ensure effective arrangements are in place for teaching staff to deliver a comprehensive student induction week to fully prepare students for the start of semester 1.

The Learner Development Workers have responsibility to provide an extended induction programme throughout the first weeks of semester 1, liaising with course areas to ensure a well-planned set of activities takes place alongside planned timetabled activities.

5. Role of the LDW

Over the first few weeks of the session, the LDWs will ensure students:

- Are introduced to their named LDW during induction week.
- Have the right student funding in place and provide support to help students complete the funding application.
- Have applied for the right bursary (in the case of care experienced students).
- Submit the EMA Learner Agreement Form (for EMA eligible students).
- Are taken through their MyDay page, explaining all the different tiles, including Outlook, Cashless Card, BrightSpace and Absence Reporting.
- Are provided with an IT induction and are shown how to access Office 365 applications on their own devices.
- Are provided with support information available for Care Experienced young People and for Carers.
- Informed of all the support available in College, Guidance Team, Wellbeing Team, Extended Learning Support and the Study Bar.
- Are aware of the Personal Learning Support Plan (PLSP) process and signpost the ELS team if they have not declared a disability on their application form.
- Are provided with an overview of Safeguarding arrangements - Protect, Prevent, Parent.
- Engage with a session run by the Study Bar to introduce the service to students.
- Attend a session on HISA, and organise class reps for the group.

- Are provided with guidance on the importance of attendance, its importance in relation to achievement and how it can affect funding.
- Complete a personal development questionnaire in preparation for individual interviews.
- Receive guidance on the importance of the Early Experience Survey and ensure students complete it.
- Have made the right choice of course and where concerns are raised, refer them to Student Guidance for further advice.
- Signpost pre-achieved credits to the relevant course team.
- Discuss any non-academic barriers to progress and where appropriate, refer to ELS or Student Guidance.
- Are reminded of their responsibility to follow key College policies and procedures.

6. The Role of Teaching Staff

Teaching staff have a key role during induction week to ensure students get the best possible start to their academic year, co-ordinating course-area activities with centralised activities to ensure each student is:

- Enrolled on the correct programme of study and relevant course options, including their core and essential skills.
- Introduced to the LDW assigned to the course.
- Introduced to wider course team.
- Provided with the overall aims of their course, its structure and content
- Informed about the different learning and teaching approaches that will be used on the course.
- Provided with a copy of the assessment regulations which apply to them.
- Provided with an overview of how the course will be assessed and when they are to be assessed;
- Aware of the arrangements that exist for them to be represented and for their views to be heard;
- Provided with relevant Health and Safety arrangements and general arrangements for the operation of classroom and lab-based activities in the course area.
- Introduced to the rest of the students in their group using informal team building activities.
- Able to navigate their way around the College campus and find key services.

- Provided with guidance on the importance of attendance, and its importance in relation to achievement.
- Provided with the timetable for their course.
- Access Initial Assessment via BKSB through ELS.

7. Induction Programme

7.1 Pre-Induction

The pre-induction programme will ensure students will:

- Be invited to attend mandatory pre start event/interview (FE students only) prior to the coming session. Any students who have declared they have been or are currently a “looked after person” or have caring responsibilities and cannot make the mandatory pre start shall be offered alternative times and dates.
- Be been given the opportunity to participate in the summer Kick Start programme.
- Have been offered support with applying for online funding and enrolment before start of the session.
- Have had access to useful materials i.e. course handbook, funding information, College Guide and general information about College via the Student Portal before the start of the session.

Student services staff will also consider any additional promotional activities targeting those students due to enrol in August/September.

7.2 Student Services Induction

The Student Advice Manager will ensure students:

- Are welcomed by the Principal, or depute if unavailable.
- Have the opportunity to meet members of staff who will play a key role during their time at College.
- Are enrolled on their course of study.
- Learn about the services and facilities available to them including guidance, learning support and library.
- Are informed about the procedures for reporting their absence from College and the implications of absence.
- Are made aware of the importance of personal development planning.
- Have ready access to information and advice on Student Finance and other Student Services.
- Are informed of the role of the Class Representative.

- Are informed of the role of the Board of Management and its Committee representation.
- Have the opportunity to meet the UHISA Depute Presidents.

8. Delivery and Format of Induction Week

The induction programme will be a warm, welcoming and supportive experience for students and will be scheduled and delivered to provide a coherent and effective introduction to College life. For example, it is important that induction activities are not so spread out that students experience long gaps between activities nor should students be expected to come into College on any day for only a small amount of activity which students are likely to deem a waste of their time and cost.

It is essential that, once published, any changes to the induction programme are kept to an absolute minimum and are communicated effectively to all concerned.

The programme should contain social activities that encourage students to get to know each other and to become acquainted with the College layout, the location of key staff, facilities and services.

For full time students the induction programme will extend, as a minimum, over a two day period at the beginning of the session.

For other modes of attendance, the duration of the induction programme will tend to extend only for a short time during the initial meeting of the class.

It may be deemed preferable to schedule aspects of induction over a longer period.

All full time students and their part-time equivalents will be provided with necessary information through the Student Portal, including the following:

- Course Handbook
- Course Timetable
- College Calendar
- Assessment Schedule
- List of Key Staff and Contact Details
- Key Health and Safety Information
- IT Acceptable User Policy

9. Quality Assurance of Induction Experience

The Quality Officer will arrange to ascertain the views of the students on their induction experience by the end of October in each session. All students will be invited to participate in an electronic survey.

Academic line managers should ensure that the early student experience, and in particular course induction, is evaluated and discussed at the first Course Committee Meetings of the session.

Nominated Class Representatives will be invited to attend course meetings, HISA Class Representative Meetings and, from time to time, cross-College Focus groups with senior management.

To support them in this role, Class Representatives will be provided with training by SPARQS (Student Participation in Quality Scotland) training.

The Quality Officer will develop an evaluation report of Student Early Experience for both the Learning, Teaching and Quality Committee and the Board of Management for review and to support the improvement of future student experience.

10. Appendix 1: Related Policies

Student Confidentiality Policy

Student Disclosure Policy

Student Advice, Personal Development Planning and Guidance Policy

Student Bullying and Harassment Policy

Safeguarding Policy



University of the
Highlands and Islands
Moray College

MORAY COLLEGE UHI

Student Disclosure Policy and Procedures

Status	Draft for Approval
Version Date and Number	14/05/19 V1.2 draft
Approved by	LTQC (Due date: JUNE/2019)
Responsibility for Policy	Director of Information, Planning and Student Support
Responsibility for Implementation	All College Employees
Responsibility for Review	Director of Information, Planning and Student Support
Date for Review	14/05/22

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

Revision Date & Change Log

Date of Revision	Brief Description of Change	Date Approved
V1	First version	2016
V1.1	Updated to reflect new College structure and Disclosure Scotland Guidance. Clearer statement for applicants covering the courses this policy applies to.	
V1.2	Access to Nursing course added to Appendix 1.	

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1. Introduction

This policy and associated procedures applies only to students enrolling on a restricted range of programmes where the College deems it a requirement for students to disclose any previous criminal record.

Applicants should note that having a criminal conviction is not an automatic bar on entry to College.

For the courses covered in the scope of this policy, the College will ensure appropriate criminal record checks are undertaken on students enrolling on any programme which potentially include unsupervised activity working with children or vulnerable adults.

Programmes on which students are currently required to disclose any previous criminal record are listed in Appendix 1.

Anyone enrolling on a programme listed in Appendix 1 will be required to submit a disclosure request to the Disclosure Scotland Scheme, which also incorporates the Protecting Vulnerable Groups (PVG) Scheme. The PVG Scheme ensures that those who have regular contact with children and protected adults through paid and unpaid work do not have a known history of harmful behaviour. The decision to enrol an applicant or allow them to continue to study on a programme listed in Appendix 1, will take into account the outcome of this disclosure check.

Students enrolled on programmes not listed in Appendix 1 should not participate in any activity which places them in contact with children or protected adults, in an unsupervised situation, e.g. activities associated with the Volunteering unit included in SCQF Level 5 programmes.

2. Policy Statement

The College complies fully with the Code of Practice issued by Scottish Ministers, in connection with the use of information provided to registered persons and other recipients of information by Disclosure Scotland under Part V of the Police Act 1997, for the purposes of assessing applicants' suitability for positions of trust. We undertake to treat all applicants for positions fairly and not to discriminate against the subject of a Disclosure on the basis of conviction or other information revealed.

The College is committed to equality of opportunity, following practices and providing a service free from unfair and unlawful discrimination, specifically on the grounds of gender, race, disability, age, sexual orientation and religion or beliefs.

3. Application Procedure

3.1 Start of July

All applicants offered a place on programmes listed in Appendix 1, will be sent an explanatory letter (Appendix 3 for FE applicants or Appendix 4 for HE applicants) together with the PVG application form and the Disclosure Scotland statement.

3.2 By the end of July

Applicants complete the forms and return them to college.

Applicants offered places on programmes after the start of July, will be sent the PVG information and forms, together with the offer letter.

Within two weeks of the date recorded on the explanatory letter, applicants should return the completed forms and three sources of identification to Student Services for checking.

3.3 Disclosure Check Costs

For HE students the cost of the disclosure check is met directly by the applicant.

For FE students who receive a Bursary, the cost is paid directly by Student Finance via the student's bursary award. For FE students who do not receive a bursary, college pay the cost and invoice the student for reimbursement.

3.4 Self-Disclosure to the Student Advice Manager

Pending the return of the PVG application from Disclosure Scotland, all applicants are required to self-disclose in confidence to the Student Advice Manager, any previous criminal convictions which may have an impact on the decision to offer a place on a programme listed in Appendix 1. These students are still required to complete a PVG application and enrolment or continuation on a programme will still be subject to the outcome of the PVG application.

Once clerical staff confirm the PVG application is complete, the applicant's SITS record is updated. If no criminal record has been disclosed to the Student Advice Manager, the applicant is permitted to enrol. However, if a criminal record is disclosed, the procedure identified in Section 4 below should be followed.

The PVG application is then forwarded to a Disclosure Scheme signatory (usually the Student Advice Manager) for signing and is then submitted to Disclosure Scotland.

The applicant and the College both directly receive the outcome of the disclosure check from Disclosure Scotland. Based on the information received, a decision is made whether to allow the applicant to continue with the programme they have enrolled on (see Section 4).

No student will be allowed to undertake a placement, work experience or activity that involves working unsupervised with children and/or vulnerable adults, until the disclosure check has been returned to college and cleared by the Student Advice Manager.

Students returning in a new academic session are required to sign a new Disclosure Scotland statement, in order to renew their commitment to adhering to this procedure. Returning students will have their PVG reviewed by the Student Advice Manager, to ensure they continue to meet the requirements of their new programme.

3.5 Sharing of PVG Status

For the courses listed in Appendix 1, an up to date report on the status of an applicant's PVG applications will be kept in a restricted access folder on the Staff Shared Drive. Access will be restricted to include:

- Student Advice Manager,
- Nominated Clerical Assistant.
- Heads of Curriculum
- Deputy Heads of Curriculum from the following areas:
 - Health and Social Care
 - Childcare
 - Sport
- Nominated academic members of staff from the following areas:
 - Health Care
 - Social Care
 - Childcare
 - Sport

During the enrolment process, checks will be in place to ensure that, where relevant, students have submitted their PVG application. Where this is not the case an opportunity will be available for the student to complete their application at that time. Students will also be asked to self-disclose in confidence to the Student Advice Manager, any previous criminal convictions which may have an impact on the decision to offer a place on a programme.

Prior to a student undertaking an activity requiring a PVG check, it is the responsibility of the relevant nominated academic member of staff, to check the student has a satisfactory PVG record.

4. Decision to Offer a Place

4.1 Decision Based on Self Disclosure

Where a PVG Disclosure check or an applicant's self-disclosure reveals convictions, a judgement will be made whether to allow the applicant to enrol on a designated programme (Appendix 1) based on the nature of the offence; the time period that has elapsed since the offence was committed and any pattern of repeat offending behaviour. Having a criminal record will not necessarily debar applicants from being offered a place on a programme, but academic staff should be satisfied a satisfactory placement can be secured and that the applicant will ultimately be eligible to work in the associated industry or be eligible to progress to study at other

institutions. The Student Advice Manager will support any applicant who may have specific queries regarding this process.

4.2 Ineligible Offense Categories

There are certain categories of offence which will make a student ineligible to be offered a place on any of the programmes listed in Appendix 1. The following categories are not exclusive or exhaustive but include:

- Any applicant who has already been barred by Disclosure Scotland to work with vulnerable groups.
- Repeated Offences

4.3 Panel Meeting

For all other offences, the decision whether an applicant is suitable to enrol on one of the designated courses (Appendix 1), will normally be made by a panel of three staff which will include the Student Advice Manager, the relevant nominated academic member of staff and one other person from the list identified at 3.11 above, excluding the Director of Information, Planning and Student Support who will consider any appeals.

Prior to the panel meeting, the Student Advice Manager will meet with the applicant to gather information about their conviction and will present this information to the panel, on behalf of the applicant. Any relevant information offered by the applicant about the circumstances surrounding the offence being committed, or any change in circumstances since the conviction, will be taken into consideration.

The nominated Clerical Assistant will record the date of the applicant's meeting with Student Advice Manager and the panel meeting at which their case will be considered. If the applicant has already enrolled but has not met with the Student Advice Manager before the panel meeting is held, then the applicant should be suspended until such time as they meet with the Student Advice Manager.

During the meeting with the applicant and the subsequent panel meeting, the college undertakes to ensure an open and measured discussion on the subject of any offences or other matters that might be considered relevant.

However, failure to reveal information that is directly relevant for the position being considered, could lead to withdrawal of an offer of a place on the course or withdrawal from the course if the student has already enrolled.

Applicants who choose not to admit all offences within the required procedures could find that a minor offence has resulted in their rejection because it was compounded by a lack of openness/honesty.

Panel meetings will be scheduled on a weekly basis from the middle of August to the end of September. Thereafter, they will be held as and when required.

4.4 Guidelines to Support Decision Making and Notification

The following is a guideline to provide support and assist consistent decision making, however it should not be used in isolation:

- **Traffic Offences** - Normally these offences are not a bar to acceptance; however exceptions are offences which include substance abuse or injury to, or loss of human life. These cases are considered on an individual basis.
- **Criminal Offences** - Normally offences punished by fines or community service, are not eligible for consideration until at least 3 years after the penalty has been completed.

Normally offences punished by a prison term, are not eligible for consideration until at least 5 years after the penalty has been completed

The Student Advice Manager will notify the student of a decision not to offer a place on a course due to disclosure issues and will refer the student to Student Services for further careers advice.

The Student Advice Manager is responsible for maintaining records of panel discussions and decisions.

5. Appeal against Decision

Any applicant who wishes to challenge the decision made by the panel should write to the Assistant Principal (Support and Student Services) within 10 working days of receipt of the decision.

6. Storage of Disclosure Information

The College does not use any information obtained through the Disclosure process for any purposes other than that for which it has been provided.

The information obtained through the Disclosure process is sensitive, personal information, and as such will be handled responsibly and in compliance with the College's Records Management policy.

7. Appendix 1

These are indicative programmes on which students are currently required to disclose any previous criminal record. They may change annually:

FE

NQ Playwork and Early Education and Childcare SCQF Level 5

NC Early Education and Childcare (Higher) SCQF Level 6

NQ Pathway to Health & Social Care SCQF LEVEL 5

NC Health and Social Care at Higher (Health and Social options) SCQF Level 6

NC Sport and Fitness, Level 5

College Course: Sport and Fitness, Level 6

Access to Nursing

COSCA Counselling Certificate

HE

HNC Early Education & Childcare

HNC Care and Administrative Practice

Diploma in Counselling

HNC/HND Fitness, Health and Exercise

HNC/HND Sports Coaching with Development of Sport

Post Graduate Diploma in Education - all

Students on other programmes may also have to go through the disclosure process dependent upon the nature of any work placement or volunteering activity.

8. Appendix 2: Disclosure Scotland Statement



DISCLOSURE SCOTLAND STATEMENT

If you are a student who is enrolling on a programme which requires you to undertake a placement, work experience or may involve you in working with children and/or vulnerable adults, you will be asked to undertake a Disclosure Scotland check and become a member of the Protection of Vulnerable groups (PVG) scheme. This check allows us to establish whether you have any criminal convictions, or whether local police hold non-conviction information about you.

You are required to inform the Student Advice Manager, of any information relating to charges, offences or convictions that will be returned on your Disclosure Scotland check. Once your Disclosure Scotland check has been provided to college, you are required to inform the Student Advice Manager of any new charges or offences that occur during the duration of the programme you are enrolled on.

Having a conviction does not necessarily disqualify you from working with children and/or vulnerable adults but we do need to be kept advised of your current circumstances.

Giving false information or failure to disclose information could result in you being withdrawn from your programme

I have read and understood the above statement.

Signature:

Full Name:

Course:

Date:

9. Appendix 3: Letter to FE Student

Dear Student,

Disclosure Scotland - PVG

As you are aware the programme you have applied for requires you to become a member of the Disclosure Scotland PVG scheme, in order to determine your suitability to undertake activities involving you working with children and/or vulnerable adults. It is **essential** we have this in place **before** you enrol on your programme.

Please read the guidance notes and then complete the enclosed PVG application form. You are also required to read and sign the enclosed Disclosure Scotland statement. Within **two weeks** of receiving this letter, please bring into college:

A signed copy of the Disclosure Scotland Statement

Your completed PVG application form

Three pieces of evidence for Proof of Identification i.e. Birth Certificate, Drivers Licence or Passport. (If you have also applied for a Bursary and still need to bring in your evidence to submit this application, you may wish to take the opportunity to do both at the same time).

If you have an existing current PVG Disclosure please contact Student Services on 01343 576354 and an alternative form will be sent out to you. Please note the PVG scheme only came into effect on February 2011, so if your last disclosure check was before this date you will **NOT** be a member of the PVG scheme.

You do not need to fill in the payment method section. If you are eligible for a Bursary the payment will come out of college funds. If you are not eligible for a Bursary you will be invoiced for a payment at a later date.

Failure to submit your PVG application to the college will prevent you from enrolling on your chosen programme.

If you have any problems with filling in the form please contact Student Services on 01343 576354 or alternatively, pop in and see us in Student Services between 8.45am and 4.30pm where we will be happy to help you. We are open all summer!

We look forward to receiving your information.

Yours sincerely

Heather C Henderson

Student Advice Manager

10. Appendix 4: Letter to HE Students

Dear Student,

PVG Disclosure

As you are aware the programme you have applied for requires you to become a member of the Disclosure Scotland PVG scheme, in order to determine your suitability to undertake activities involving you working with children and/or vulnerable adults. It is **essential** we have this in place **before** you enrol on your course.

Please read the guidance notes and then complete the enclosed PVG application form. You are also required to read and sign the enclosed Disclosure Scotland statement. Within **two weeks** of receiving this letter, please bring into college

A signed copy of the Disclosure Scotland Statement

Your completed PVG application form

Three pieces of evidence for Proof of Identification i.e. Birth Certificate, Drivers Licence or Passport. (If you have also applied for a Bursary and still need to bring in your evidence to submit this application, you may wish to take the opportunity to do both at the same time).

If you have an existing PVG Disclosure please contact Student Services on 01343 576354 and an alternative form will be sent out to you. Please note the PVG scheme only came into effect February 2011 so if your last disclosure check was before this date you will **NOT** be a member of the PVG Scheme.

As a Higher Education student you are required to pay for the PVG check. The current charges are £59 for a new application and £18 to update an existing membership. Please make sure you complete the payment method section on the form, making sure all details are correct and your card is current and valid. It can take some weeks for Disclosure Scotland to process your application, so ensure sufficient funds remain in your account to cover the payment once it is requested.

If you have accepted a conditional offer of a place on a course, your PVG application will not be submitted until you are offered an unconditional place.

Failure to submit your PVG application to the college will prevent you from enrolling on your chosen course.

If you have any problems with filling in the form please contact Student Services on 01343 576354 or alternatively, pop in and see us in Student Services between 8.45 am and 4.30pm where we will be happy to help you. We are open all summer!

We look forward to receiving your information.

Yours sincerely

Heather C Henderson

Student Advice Manager



University of the
Highlands and Islands
Moray College

MORAY COLLEGE

EDUCATIONAL VISITS AND OUT OF COLLEGE ACTIVITIES POLICY

Status	Draft
Version Date and Number	MONTH/YEAR v01 August 2019 V1
Approved by	NAME Committee, e.g. LTQC (Due date: MONTH/YEAR)
Responsibility for Policy	Director of Learning and Teaching
Responsibility for Implementation	JOB TITLE, e.g. Quality Officer Director of Learning and Teaching
Responsibility for Review	Head of Estates
Date for Review	MONTH/YEAR

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Revision Date & Change Log

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

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1. Policy Statement

~~1.~~
and Out of College Activities.

1.2. The College recognises ~~the that while all educational visits have an element of risk, risks associated with educational visits and understand,~~ they are a valuable element an importance as part of the student experience.

1.3. ~~Educational visits are integrated into most curriculum areas across the college, and as such many students will participate in~~ such these types of activities. Clear and robust policies and procedures and their application are critical to safeguard all concerned.

1.4. Regardless of the type of visit, all visits require formal planning and preparation, including the completion of relevant documentation as set out in the procedures below.

1.5. ~~The intention behind this policy is to ensure will support staff are able to plan and organise visits so that they achieve educational objectives, and all~~ The policy will ensure reasonable care will have been taken to ensure guarantee the safety and well-being of all participants.

1.6. The visit should have a clear educational value, can be shown to give good value for money and have clearly stated aims and objectives;

~~1.4.1.7.~~ The policy and procedures relating to visits and out of college activities are intended to support and not unduly constrain the proper organisation and safe conduct of the wide range of activities which the College wishes to provide for students

2. Scope of the Policy

2.2. There are five types of visit;

managed activities, happen on a regular basis and are ~~completed~~ completed within normal timetabled session times.

- Day visits – these may include an annual trip to a visitor attraction or event ~~attendance, and attendance~~ and extend beyond the normal timetabled session time.
- Residential visits – these include any form of overnight stay regardless of the type of accommodation.
- Overseas visits – these include any form of overnight stay outside of the UK regardless of the type of accommodation.

~~2.2.~~ Adventure Activities – these can be part of any category of visit, and reference should also be made to the relevant procedure within each specific visit type.

3. Policy Aims

3.1. This policy aims to ensure:

- All educational visits are managed in such a way as to minimise risk to staff and students and others affected by the activities undertaken. This is done by undertaking a risk assessment of every activity or visit and a robust approvals process;
- Supporting procedures are implemented that enable staff to plan and manage educational visits and out of College activities with due regard to this policy and any other relevant policies including but not limited to:

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- Safeguarding policy;
- Health and Safety Policy;
- Staff Code of Conduct; and
- Promoting a Positive Learning Environment Policy.

- The responsibilities of College staff, students and volunteers are clearly laid out ensuring all persons involved in educational visits and out of college activities understand their role in the process.

4. Roles and Responsibilities

- 4.1. ~~All~~ While all staff and students ~~have responsibility~~ are responsible for ~~to correctly~~ following the College's policy and procedures. This section sets out specific responsibilities of College staff.
- 4.2. The **Board** is responsible for ensuring that the College has appropriate policies and procedures in place for the organisation of Educational Visits and Out of College Activities, and that these are updated regularly.
- 4.3. The **Principal and Directors** have responsibility for ensuring:
- That this policy and accompanying procedures are fully implemented;
 - When acting as Duty Head, that the relevant procedures are followed and in the event of an incident, the Business Continuity Plan is adhered to.
- 4.4. The **Heads of Curriculum** have responsibility for ensuring this policy and accompanying procedures are adhered to and all relevant legislation is complied with.
- 4.5. The **Line Manager** of the Visit Leader (who may be the Head of Curriculum) has responsibility for ensuring:
- All relevant documentation and risk assessments have been completed prior to the visit; and
 - That procedures relevant to the Head of Curriculum have been checked and confirmed.
- 4.6. The **Visit Leader** has responsibility for ensuring that this policy and accompanying procedures are followed in the planning and running of any trip or educational visit.
- 4.7. While on educational visits College staff act as employees of the College whether the visit takes place within normal hours or outside those hours. They have a responsibility for:
- Ensuring the health and safety of everyone in the group;
 - Following the instructions of the Visit Leader and help with control and discipline; and
 - To consider stopping the visit or the activity and notifying the Visit Leader if they think the risk to the health or safety of the pupils in their charge is unacceptable.
- 4.8. **Adult volunteers** on the visit should be clear about their roles and responsibilities during the visit. Adult volunteers acting as supervisors will:
- Be PVG cleared;
 - Ensure the health and safety of everyone in the group; and
 - Follow the instructions of the Visit Leader and College Staff in the provision of assistance.

- 4.9. **Students** also have responsibilities during educational visits. The Visit Leader should make it clear to students that they will:
- Sign the code of conduct; and
 - Follow the instructions of the Visit Leader/Assistant and other supervisors including those at the venue of the visit.

- 4.10. The **College Health and Safety Officer** will act as the College’s Educational Visits and Out of College Activities Co-ordinator and will:
- ~~Liaise Support with~~ College staff to ensure that risk assessment is carried out and that the College’s requirements are met in relation to educational visits and activities with the College’s requirements and good practice;
 - ~~Maintain a set of Generic Risk Assessments for educational visits;~~
 - Review guidance documents and generic risk assessment templates and, on occasion, monitor practice.

5. General Principles

~~4. procedure will support staff undertaking activities relevant to this policy. must be followed in planning and undertaking visits.~~

~~5.2. Educational visits and out of college activities will only take place when the procedures have been followed and all relevant documentation has been fully completed as set out in the procedures.~~

~~4.14-5.3. All staff engaging in educational visits and out of college activities ~~must will~~ ensure the health and safety of all individuals attending the activity, in accordance with the Health and Safety Policy.~~

~~4.15-5.4. Staff will undertake risk assessments prior to any educational visits or out of college activity to ensure the appropriate level of Safeguarding is applied. Safeguarding must be considered during risk assessment prior to any educational visits or out of college activity.~~

~~4.16.~~

Commented [JC1]: The H&S Officer will visit employers of high-risk activities only. The risk assessments are to be carried out by the Department sending out the placements or doing the activities. Generic risk assessments will not be held; since every visit will differ in either location, individuals and/or environmental conditions – a specific risk assessment will be required for each activity.

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University of the
Highlands and Islands
Moray College

MORAY COLLEGE

EDUCATIONAL VISITS AND OUT OF COLLEGE ACTIVITIES PROCEDURE

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

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

Revision Date & Change Log

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

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1. Introduction

- 1.1. These procedures set out the steps to plan, prepare for and carry out educational visits and out of college activities safely and in accordance with the Educational Visits and Out of College Activities (EVOCA) Policy.
- 1.2. The procedure has been designed using the [“Going Out There” Scottish Framework for Safe Practice in Off-site Visits](#).
- 1.3. As identified in the EVOCA Policy, there are five types of visits:
 - **Routine and expected visits** – these are generally to local venues, involve easily managed activities, happen on a regular basis and are completed within normal timetabled session times;
 - **Day visits** – these may include an annual trip to a visitor attraction or event attendance, and extend beyond the normal timetabled session time;
 - **Residential visits** – these include any form of overnight stay regardless of the type of accommodation;
 - **Overseas visits** – these include any form of overnight stay outside of the UK regardless of the type of accommodation; and
 - **Adventure activities** – these can be part of any category of visit, and reference should also be made to the relevant procedure within each specific visit type.

2. Equalities

- 2.1. Every effort should be made to ensure that College visits and activities are available and accessible to all who wish to participate, irrespective of special Educational or medical needs, disability, ethnic origin, religious belief, gender, sexual orientation, religion, etc. should be encouraged to participate in as wide a range of activities as possible.
- 2.2. The Visit Leader will check the support needs of all students expressing an interest in the visit/activity in the early planning stages. This allows times for the Visit Leader to instigate [Risk Assessment procedures](#) well in advance of the visit/activity (see [section 8](#) for more information)

3. Visit Leader

- 3.1. The Visit Leader is identified as the member of staff who is organising the education visit or out of college activity. They have an overall responsibility for the supervision and conduct of the visit and must have full regard for the health and safety of the group.
- 3.2. The Visit Leader is responsible for ensuring:
 - college staff taking part in the visit have read and understood the EVOCA Policy and this procedure; and
 - Carry out the actions set out in this procedure apart from where another party is identified as having responsibility for the task.

4. General Planning

- 4.1. Planning and preparation of the visit including the briefing of group members and parents (in the case of students under 16 and known vulnerable adults) will be undertaken well in advance of a visit or activity.

- 4.2. At the initial point of planning a visit or activity, an [EVOCA 1 Visit or Activity Proposal form](#) will be completed by the Visit Leader and signed off by the relevant Head of Curriculum or a Director (in the case of residential, overseas visits and adventure activities).
- 4.3. All visits will have an acceptable staff to student ratio within safeguarding guidelines as stated in the safeguarding policy. There will be a minimum of 2 college staff members on any visit or activity.
- 4.4. The staff to student ration may be increased where high risk activities (see [section 8](#) for more information on risk assessments) or vulnerable groups are involved in the visit.
- 4.5. A [consent form \(EVOCA 2\)](#) will be completed by the student's parent/carer if student the student is under the age of 16 or who are known vulnerable adults within the group. Students over the age of 16 will complete the [EVOCA 2](#). Please see [section 12](#) for additional consent requirements for overseas visits.
- 4.6. It is considered desirable for a male and female member of staff to accompany students on non-residential visits, although it is recognised that numbers/commitments of staff will not always make this possible.
- 4.7. The Visit Leader will ensure the Duty Head has a copy of the visit pack, including all detailed documentation as set out in the chart at Annexe 1.

5. Insurance

- 5.1. The signed EVOCA 1 form will be sent to Finance to ensure adequate insurance is in place.
- 5.2. The Finance Team will ensure the College has adequate Travel Insurance for employees and students that provides the appropriate level of cover.
- 5.3. Before booking, the Visit Leader will obtain written or documentary assurance that providers such as tour operators have carried out their own risk assessments and have appropriate safety measures in place.
- 5.4. Each member of the travelling party will be issued with details of the insurance cover provided by the College insurers and the travel company where appropriate. This will include details of any exclusions that may apply.
- 5.5. Students/parents (in the case of students under 16 and known vulnerable adults) will be made aware of College insurance cover and advised that if they feel this is inadequate for their requirements then they should make their own arrangements for additional insurance.

6. Travel Companies

- 6.1. Where a travel company is required, the College approved company will be used, and current terms and conditions will be obtained including insurance cover details.

7. Communication

7.1. A College mobile phone will be taken on all visits by at least one accompanying member of staff. A mobile phone can be obtained at main reception. The phone must always be switched on, where allowed (concession is made to theatre visits for example). The telephone number will be communicated to parents (in the case of students under 16 and known vulnerable adults) and the College Duty Head.

8. Risk Assessment

- 8.1. The Visit Leader will complete and comprehensive risk assessment using the approved college [risk assessment form](#) will be completed before the visit or activity. The risk assessment will be signed off as per Annex 1.
- 8.2. The College Health and Safety Officer will support the Visit Leader to complete the risk assessment if required and guidance is available on the Intranet.
- 8.3. Where a student has disclosed a learning difficulty and/or disability, or a particular medical need, the Visit Leader will instigate [Risk Assessment Procedures](#) well in advance of the visit – as early as possible. This is to allow for full consideration of the risks involved, the adjustments necessary, and consultation with all relevant parties (including parents and students as appropriate). The Visit Leader will consult the Learning Support Officer in compiling the risk assessment.
- 8.4. Safeguarding considerations will be included in all risk assessments.
- 8.5. Before undertaking any off-site activities, the Visit Leader will assess what level of first aid might be needed and include this in the risk assessment.
- 8.6. Completed risk assessments will be submitted to the Visit Leader's Line Manager at least ten working days before the visit (one month in the case of overseas travel). They will be included as part of the complete visit pack and stored in the central staff Health and Safety drive.
- 8.7. The risk assessment will be issued to each staff member of the travelling party.
- 8.8. All staff and volunteers will be subject to a PVG Check.
- 8.9. If anyone other than staff/students are to be accepted in the group, these persons will require to have PVG check if aged 18 or above;

9. Travel

- 9.1. Visit Leaders and the Heads of Curriculum should satisfy themselves that all travel arrangements, including the hire of private coaches or buses, are suitable for the nature of the visit.
- 9.2. Staff and/or volunteers **must not** drive students in their own car.
- 9.3. For routine and day visits, students can make their own travel arrangements where appropriate and meet the visit party at the venue. This must be identified on the [participant list \(EVOCA 3\)](#).

9.4. Where the College minibus is being used, drivers must have completed any necessary College training and assessment and be fully qualified to drive the vehicle. The use of seatbelts will be strictly enforced. The driver is responsible for checking the condition of the vehicle daily.

9.5. For travel organised through a tour operator, the Visit Leader will ascertain the details of the insurance held by the tour operator and share this with the Finance Team.

10. Carrying out the Visit or Activity

10.1. The Duty Head and line management contact number will be kept by the Visit Leader/Assistant for emergency use only and should not be entered on the risk assessment;

10.2. Any additional supervisors' roles (where applicable) will be defined and all relevant tasks during the visit or activity assigned.

10.3. Staff and other supervisors involved in the visit must be fully aware of what the proposed visit involves.

10.4. Whatever the length and nature of the visit or activity, regular head counting of students will take place, particularly before leaving any venue. All supervisors will always carry a list of all students and adults involved in the visit.

10.5. All staff must be competent/proficient and able to control and lead students of the relevant age range. They must be suitably competent to instruct students in an activity and be familiar with the location/centre where the activity will take place.

10.6. Students must be informed of the Code of Conduct as set out in the Promoting a Positive Learning Environment Policy and ensure they behave in an appropriate way during the visit or activity.

10.7. Risk assessment requirements will be adhered to at all times during the visit. Variations may be made based upon changing conditions/circumstances and following 'an on the ground' dynamic risk assessment (usually applied in time critical decision-making situations where hazards can emerge without prior knowledge). Ordinarily variations would only be made to procedures following a secondary full risk assessment detailing the reasons for the variation being made.

10.8. Adequate first-aid provision must be available and considered in the risk assessment. On any kind of visit or activity, the Visit Leader should have a good working knowledge of first aid and ensure that an adequate first-aid box is taken.

10.9. All staff must have details of the College emergency contacts, a copy of emergency procedures and the details of any students' special educational or medical needs which will be necessary for them to carry out their tasks effectively.

10.10. Consideration for stopping the visit or activity must be made if the risk to the health or safety of the students is unacceptable. Alternative plans must be in place for such an eventuality. N.B. This may emerge through a dynamic risk assessment.

- 10.11. Staff in charge of students during a visit have a duty of care to make sure that the students are safe and healthy. They also have a common law duty to act as a reasonably prudent parent would and staff should not hesitate to act in an emergency and to take lifesaving action in an extreme situation

11. Residential Visits

These include any form of overnight stay regardless of the type of accommodation.

- 11.1. All residential visits involving a mix of male and female participants should have at least one male and one female member of staff in attendance. Additionally, a standby member of staff of each sex should ideally be identified to avoid cancellation of visits should a member of staff be forced to withdraw;
- 11.2. Where possible, an exploratory visit should be made by the member of staff who is to lead a group on a residential visit; or who is to instruct or lead the group in an outdoor activity such as trekking; in a location that is not familiar to them;
- 11.3. It is sensible for at least one of the group's staff to be a fully trained first-aider. All adults in the group should know how to contact the emergency services.
- 11.4. The aim of visits may be to encourage independence and investigative skills, and some of the time on activities during a residential, students may be unsupervised. In such cases the student will conduct their own risk assessment and introduce sufficient control measures, for example having an assistant in the case of potential lone working scenarios. The Visit Leader should establish during the planning stage of the visit whether the students are competent in remote supervision and should ensure parents (in the case of students under 16 and known vulnerable adults) have agreed this part of the visit. The Visit Leader remains responsible for students even when not in direct contact with them.
- 11.5. Students whose behaviour is such that the Visit Leader is concerned for their safety, or for that of others, will be withdrawn from the activity. On residential visits the Visit Leader should consider whether such students should be sent home early. Parents (in the case of students under 16 and known vulnerable adults) and students should be told in advance of the visit about the procedures for dealing with misbehaviour, how a student will be returned home safely and who will meet the cost;

12. Overseas visits

These include any form of overnight stay outside of the UK regardless of the type of accommodation

- 12.1. Where an exploratory visit is not feasible, the Visit Leader will consider how to complete an adequate assessment of the risks. A minimum measure would be to obtain specific written information from the venue, from other organisations who have recently visited it, and from local organisations such as tourist boards and the Foreign and Commonwealth Office for visits abroad.
- 12.2. In the case of overseas visits and following endorsement by the Principal it is advised that the completed risk assessment(s) are submitted to the Health and Safety Officer at least one month in advance;

- 12.3. For overseas visits, parental consent is required for students up to age of 18 (16/17 years old at the time of the visit).
- 12.4. It is sensible for at least one of the group's staff to be a fully trained first-aider. All adults in the group should know how to contact the emergency services.
- 12.5. The aim of visits may be to encourage independence and investigative skills, and some of the time on activities abroad, students may be unsupervised. In such cases the student will conduct their own risk assessment and introduced sufficient control measures for example having an assistant in the case of potential lone working scenarios. The Visit Leader should establish during the planning stage of the visit whether the students are competent in remote supervision and should ensure parents (in the case of students under 16 and known vulnerable adults) have agreed this part of the visit. The Visit Leader remains responsible for students even when not in direct contact with them.
- 12.6. Students whose behaviour is such that the Visit Leader is concerned for their safety, or for that of others, should be withdrawn from the activity. On residential visits the Visit Leader should consider whether such students should be sent home early. Parents (in the case of students under 16 and known vulnerable adults) and students should be told in advance of the visit about the procedures for dealing with misbehaviour, how a student will be returned home safely and who will meet the cost;

13. Adventure Activities

These can be part of any category of visit, and reference should also be made to the relevant procedure within each specific visit type.

- 13.1. Where possible, an exploratory visit should be made by the member of staff who is to lead a group in an outdoor activity such as trekking; in a location that is not familiar to them.
- 13.2. It is sensible for at least one of the group's staff to be a fully trained first-aider. All adults in the group should know how to contact the emergency services.
- 13.3. Students, whose behaviour is such that the Visit Leader is concerned for their safety, or for that of others, should be withdrawn from the activity.
- 13.4. When planning to use adventure activity facilities offered by a commercial company, the Visit Leader will check:
- The provider is legally required to hold a licence for the activities it offers and, if so;
 - The provider holds the relevant licence.
- 13.5. Insurance cover for Adventure Activities must be sought with the Finance Team, and additional evidence of insurance from the activity provider must be included in the visit pack.
- 13.6. The Visit Leader will use the resources available on the [Going Out There Scottish Framework for Safe Practice in Off-site Visits](#) to effectively plan, risk assess and carry out Adventure Activities, including use of the visit plan in addition to Moray College UHI EVOCA documents.

Annexe 1: Process Overview

Type of Educational Visit and Out of College Activity	Action	Responsible for Completing Action	Responsible for Action Sign Off
All	Complete EVOCA 1 Visit or Activity Proposal form .	Visit Leader	Head of Curriculum/ Director
All	Send a copy of EVOCA 1 to Finance for insurance purposes.	Visit Leader	n/a
All	Appoint a Visit Assistant and any substitutes.	Visit Leader	n/a
All	Liaise with Visit or Activity Site to plan the trip and assess risk.	Visit Leader	Head of Curriculum
All	Complete Risk Assessment	Visit Leader	Line Manager
All	Complete EVOCA 4 – Visit or Activity Itinerary.	Visit Leader	Line Manager
All	Ensure full completion of consent forms EVOCA 3 by students/student parent/carer and collate.	Visit Leader	n/a
All	Complete EVOCA 5 Checklist .	Head of Curriculum	Head of Curriculum
All	Create a Visit Pack – to include all documentation - take one pack on trip, leave one pack with HOC, one with reception and one with Duty Head.	Visit Leader	n/a.

EVOCA1

Visit or Activity Proposal

Visit Leader		
Course & Number of students		
Curriculum Area		
Type of Visit	Routine Visit / Day Visit / Residential Visit / Overseas Visit / Adventure Activity	
Proposed Date of Educational Visit or Out of College Activity	From (Time/Date)	To (Time/Date)
Location of Visit or Activity		
Nature / Purpose of Visit or Activity		
Benefit to Students – how will this enhance the learning experience?		
Cost of the Visit or Activity per student		
How the cost will be met and by when.		
How will students travel to and from the location?		
Accompanying staff members		
If not all students from cohort attending Visit or Activity, what is planned for the remaining students?		

<p>Approved by Head of Curriculum</p> <p>Print Name:</p> <p>Sign:</p> <p>Date:</p>	<p>If Overnight/Overseas/Adventure Activity Approved by Director.</p> <p>Print Name:</p> <p>Sign:</p> <p>Date:</p>
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EVOCA2

Consent and Medical Form

Educational Visits and Out of College Activities: Moray College UHI promote visits and out of college activities as part of an enriched student experience. We recognise the value to students taking part in a wide range of activities.

To ensure the visits and activities take place in a safe and secure environment, they follow a rigorous approvals process and only approved visits and activities take place.

Whilst on the visit staff follow the Moray College UHI staff code of conduct and students are required to follow the student code of conduct as set out in the Promoting a Positive Learning Experience Policy.

Types of visit: This consent form covers all types of visit organised in the current academic year. Moray College UHI will organise student visits throughout the academic year to include cultural, team building, lifestyle and programme related visits.

Sports students may be scheduled to visit other organisations for sports fixtures. Uniformed services students will be scheduled to visit MOD and other related facilities.

Overnight visits: Overnight accommodation (Hotels, B&B are booked through the College procurement process, and where a travel company is used, they are approved by the College)

Sleeping plans form part of the approval process to ensure the safeguarding of all students and staff.

Schedules: It is not always possible to schedule all visits at the beginning of the year. To gain the most from our student visits we take advantage of current circumstances and opportunities as they emerge. We will however ensure that you are notified of a visit as soon as it is confirmed.

I (please print your name): _____ **DOB:** _____

agree to adhere to the student visit code of conduct

Student Signature: _____ **Date:** _____

Parent/Guardian to agree and sign if student under 16 years of age or is a dependent adult or if the visit is overseas and the student is under 18 years of age.

I (please print your name) _____ being the legal parent/guardian of the named student support the code of conduct and agree that he/she will adhere to the student code of conduct. I have read and understand the visits outline and accept that visits will be scheduled during the course of the year.

Relationship to the student: _____

Parent/Guardian Signature: _____

Date: _____

Medical Form

Student Name: _____ Student Number: _____

Emergency Contact Name: Relation to you: Contact Number:	
Medical Information (Please give as much information about your condition as possible)	Medication (Please indicate any medication being taken, please give as much information as possible)
Please state below any activities you will be unable to participate in due to any illness / injury:	
Dietary Information:	
NB: All students are responsible for bringing and looking after their own medication.	

EVOCA4

Visit or Activity Itinerary

Visit Leader		
Accompanying Staff/Volunteers		
Course & Number of students		
Curriculum Area		
Type of Visit	Routine Visit / Day Visit / Residential Visit / Overseas Visit / Adventure Activity	
Date of Educational Visit or Out of College Activity	From (Time/Date)	To (Time/Date)
Detail the itinerary of the visit or activity below. Ensure all transport information is detailed.		

Approved by Line Manager

Print Name:

Sign:

Date:

EVOCA5

Visit or Activity Checklist

Visit or Activity location and date	
Visit Leader	
Curriculum Area	
Type of Visit	Routine Visit / Day Visit / Residential Visit / Overseas Visit / Adventure Activity
Action	Head of Curriculum Signature
EVOCA1 Completed and signed off & copy sent to Finance for insurance purposes.	
EVOCA2 Consent and Medical forms complete and present for all participating students.	
EVOCA3 Student List Complete with full names and contact details.	
Risk Assessment Complete and checked by Line Manager	
Risk Assessment from venue if appropriate.	
EVOCA4 Itinerary completed and signed off.	
<p>Educational Visit / Out of College Activity Approved</p> <p>HOC Name</p> <p>Signature</p> <p>Date</p>	

Risk Assessment Form (Activities)
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1. Task							
2. Site / Location							
3. Planned Date (for activities)							
4. People Potentially Affected							
5. Description of Task / Activities							
6. Date of Risk Assessment							
7. Risk Assessment Team							
8. Risk Assessment Approved	<table style="width: 100%; border: none;"> <tr> <td style="border: none;">.....</td> <td style="border: none;">.....</td> <td style="border: none;">.....</td> </tr> <tr> <td style="border: none; text-align: center;">Name</td> <td style="border: none; text-align: center;">Position</td> <td style="border: none; text-align: center;">Signature</td> </tr> </table>	Name	Position	Signature
.....					
Name	Position	Signature					

Risk Assessment Form (Activities)

9. Hazards	10. Potential Consequences / At Risk	11. Existing Controls	12. Initial Risk Rating (Existing Controls in Place)			13. Recommended Additional Controls	14. Designated Person / Action Completed	15. Residual Risk Rating		
			Initial Likelihood	Initial Severity	Initial Risk			Residual Likelihood	Residual Severity	Residual Risk

Risk Assessment Form (Activities)

Likelihood		Level	Severity		Level
Improbable	Little or no chance of occurrence	1	Minor	First aid injury	1
Unlikely	Could occur; less than 50/50 chance	2	Moderate	Non-disabling lost time, restricted work or medical treatment injury or reversible illness	2
Possible	50/50 chance	3	Severe	Disabling injury or irreversible illness	3
Likely	More likely to occur than not	4	Major	Single fatality, multiple disabling injuries or multiple irreversible illnesses	4
Inevitable	Almost certain than accident would result	5	Catastrophic	Multiple deaths	5

(Table 4 from procedure)

Likelihood	Severity				
	1	2	3	4	5
1	1	2	3	4	5
2	2	4	6	8	10
3	3	6	9	12	15
4	4	8	12	16	20
5	5	10	15	20	25

(Table 3 from procedure)

Risk Rating	
1-4	Low – No further action
5-9	Medium – Within 6 months
10-15	High – Within 3 months
20-25	Immediate

(Table 5 from procedure)

Instructions

1. Use Table 4 to select the best category of likelihood and severity
2. Use Table 3 to multiply 'Likelihood x Severity' i.e. likelihood 2 x severity 3 = 6
3. Use Table 5 to find Risk Rating i.e. 6 in Table = Medium (yellow).
4. Note the timescale for further action against the Risk Rating in Table 5.



University of the
Highlands and Islands
Moray College

MORAY COLLEGE UHI

Events and External Speaker Policy

<i>Status</i>	Draft – for approval
<i>Version Date and Number</i>	6/6/19 v0.5
<i>Approved by</i>	LTQ Committee (Due date: June/2019)
<i>Responsibility for Policy</i>	Director of Information, Planning and Student Support
<i>Responsibility for Implementation</i>	<ul style="list-style-type: none">• Administration Services Centre (Accommodation Team)• Marketing and External Relations Team• Room bookers
<i>Responsibility for Review</i>	Director of Information, Planning and Student Support
<i>Date for Review</i>	June 2022

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

Revision Date & Change Log

Date of Revision	Brief Description of Change	Date Approved
1/11/18	V0.1 First draft for comment	
7/11/18	V0.2 Updated Bookable Room form template and minor corrections.	
21/11/18	V0.3 Incorporated clear signposting of UHI Protocol and updated AGBC booking template.	
16/05/19	V0.4 Amendments following LTQC feedback regarding pre-timetabled rooms and included statement on risk assessment.	
06/06/19	V0.5 Minor Corrections.	

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1. Introduction

The College has a responsibility to ensure that any event or external room booking does not create a risk to the welfare of staff, students and visitors to the College. This applies to any booking hosted either in College or held anywhere under the auspices of the College.

Additionally, the College has a specific legal responsibility *'to have due regard to the need to prevent people from being drawn into terrorism'*, as outlined in the College Prevent Duty Policy.

This policy is aimed at anyone booking an event or guest speaker on behalf of the College and will ensure that any risks or concerns are identified and mitigated without delay.

The policy recognises and makes use the support and expertise available within existing UHI partnership groups.

2. Policy Statement

The policy adopts the UHI Protocol for Events and Guest Speakers, ensuring the College has in place a partnership approach to respond to any concern about a booking.

The UHI Protocol has 4 stages:

- STAGE 1 - Submission of a speaker/event request
- STAGE 2 – Review of speaker/event request
- STAGE 3 – Referral to of concerns to the UHI Prevent Working Group
- STAGE 4 – Communication of a speaker/event decision

This policy identifies responsibilities of specific College staff and the guidance to be followed at each stage of the UHI protocol.

The UHI Protocol is available via this link:

<https://myuhi.sharepoint.com/:w:/r/sites/eo-ss/prevent/layouts/15/Doc.aspx?sourcedoc=%7B34147A7B-5F26-497A-B9ED-597FFA480852%7D&file=prevent-protocol-speakers-events.docx&action=default&mobileredirect=true>

Staff in scope of this policy should take time to familiarise themselves with the document.

3. Scope

This policy applies to staff, students and all 3rd party participants at any event authorised under this policy.

The policy covers any event that is:

- Organised by students or staff of the College.
- Held under the auspices of the College (e.g. any authorised student society or club), regardless of location.
- Not directly related to the College's normal academic and administrative business.

The following events are automatically deemed low risk and **are not within scope**:

- Events booked by staff employed by the University of the Highlands and Islands which are fully covered by UHI policy.
- Events hosted by NHS Grampian and other commercial organisations based within the Alexander Graham Bell Centre (AGBC).
- College centrally organised events and promotions.
- Events booked by regular existing partners such as local authorities and third sector organisations.
- Festivals, dinners, celebrations, parties and other social events e.g. fundraising activities, health promotion and related community events.
- Events organised by staff where the subject is closely linked to the curriculum or a support function.

Staff involved in co-ordinating these activities do however need to be aware of the College's statutory duty and consider whether a booking needs to be reviewed.

4. Events in Pre-Timetabled Rooms

It's recognised that curriculum areas have pre-timetabled rooms available for use and as such, guest speakers or events may be arranged without the need to make a room booking request.

All staff are responsible for ensuring that events taking place in pre-timetabled rooms are assessed for risk under this policy and where required, referred to stage 2 for support and advice (see section 6.2 below).

5. Responsibilities

The Director of Information, Planning and Student Support (IPSS) is responsible for:

- Updating this policy in line with UHI Protocol.
- Participating in the UHI Prevent Group as Prevent Single Point of Contact (SPOC).
- Ensuring staff and students are aware of this policy.
- Responding to concerns raised by staff.

The Administration Services Centre Manager is responsible for:

- Implementation of this policy for all bookable rooms in College, except for AGBC events.
- Ensuring Accommodation staff record all relevant information about a booking and where required, request further information from the organiser.
- Referring concerns under this policy to the Director of IPSS.

The Head of Marketing and External Relations is responsible for:

- Implementation of this policy for AGBC bookable rooms for events.

- Ensuring the marketing team record all relevant information about a booking and where required, request further information from the organiser.
- Referring concerns to the Director of IPSS.

Event Organisers are responsible for:

- Adhering to this policy.
- Providing accurate booking information.

Room Bookers with CELCAT rights are responsible for:

- Booking rooms in compliance with this policy.

6. Booking Procedures

6.1 Booking Forms (UHI Protocol Stage 1)

Event and Guest Speaker booking enquiries in scope must use either the:

- Accommodation Booking Form (Bookable Rooms) – see Annex A
- Accommodation Booking Form (AGBC Events) – see Annex B

It's expected that most events will be low risk and will go ahead as planned, however there will be situations where more information and/or further review is required.

6.2 Raising Initial Concerns about a Booking (UHI Protocol Stage 2)

Any concerns about a request should be raised with:

- Administration Centre Services Manager
- Head of Marketing and External Relations (For AGBC events only)

The Stage 2 of the protocol must be reviewed to determine if there is any risk. Any issues from stage 2 must then be referred to the College SPOC.

Any risk assessment carried out at this stage must follow the College Risk Assessment Procedure.

6.3 College SPOC Referral to UHI Prevent Group (UHI Protocol Stage 3)

The College SPOC must refer the matter to the University Secretary who will co-ordinate the UHI Prevent Group to review the concern.

If the College SPOC is not available, then another member of the College Strategic Leadership team will take responsibility.

The UHI Prevent group has responsibility to fully consider the information and decide on any mitigation and ultimately, whether the event should go ahead.

6.4 Communication of a speaker/event decision (UHI Protocol Stage 4)

Authorisation for routine events in scope of this policy rests with:

- Head of Marketing and External Relations (for AGBC event accommodation bookings)
- Administrative Services Centre Manager (for all other bookings)

No booking will be confirmed until all required information has been supplied.

If either authorising staff member is unavailable, then a member of the Strategic Leadership Team shall make the decision.

Once confirmed, all bookings on College operated property must be recorded in the CELCAT room timetabling system.

Decisions on bookings referred to the UHI Prevent Group will be communicated by the College SPOC. For all approved events, the SPOC must ensure that:

- Any conditions agreed by the UHI Prevent Group for the event are clearly communicated in writing.
- The event organiser confirms acceptance of the conditions prior to the event going ahead.

The decision of the UHI Prevent Group is final.

7. Relevant Statutory Requirements and Obligations in Law

The application of this policy relates to a range of statutory laws:

- Human Rights Act (1998): The duty to have particular regard to the need to ensure freedom of speech, including its obligations under the
- Further and Higher Education (Scotland) Act 2005: The duty to protect academic freedom.
- Counter Terrorism and Security Act (2015): The duty to prevent people being drawn into terrorism.
- The Terrorism Act (2000): Not to arrange or assist in arranging a meeting in the knowledge that the meeting is to support the activities of a proscribed organisation, or is to be addressed by a person who belongs or professes to belong to a proscribed organisation
- Equality Act 2010: The duty to eliminate unlawful discrimination against certain groups, and advance equality of opportunity between groups

Other general laws and obligations also apply:

- Criminal law i.e. with regard to use of threats, incitement of violence, inflaming religious or racial hatred.
- Charities law, i.e. whether the proposed activity is consistent with the College's charitable status regulated under OSCR.
- A general duty of care to students, staff and visitors, including avoiding placing students, staff or visitors in situations that may expose them to risks to their health and safety.

8. Definitions

Bookable Room – Any room available for booking in any College operated building.

Room Booker – any member of staff employed by Moray College UHI with rights to book rooms in the CELCAT room timetabling system.

Event - a planned public or social occasion. As identified above, only events which do NOT form part of the College's normal academic or administrative business or do not fall within one of the exemptions listed above, are within scope of the policy.

Event Organiser – a current student or member of staff who is responsible for oversight and management of the planned event. An event organiser must be a named individual.

External Speaker – an individual who is not a current:

- Student
- Member of staff
- Member of the College Board of Management
- Employee of the University of the Highlands and Islands
- Employee of a hosted organisation e.g. NHS Grampian, HISA and organisations leasing research space in AGBC.

9. Annex A: Accommodation Booking Form (Bookable Rooms)

Name/Title of the event:			
Briefly describe the nature of the event:			
Is event entry by ticket only (Y/N)?			
Times:			
Date(s):			
Course/Group Code (if applicable):			
Numbers Attending:			
Staff name for booking:			
Preferred room(s):			
Layout - Choose from list below:			
A - Class style with desks	<input type="checkbox"/>	E - Circle	<input type="checkbox"/>
B - Class style without desks	<input type="checkbox"/>	F - Interview	<input type="checkbox"/>
C - Rows/Theatre Style	<input type="checkbox"/>	G - Boardroom Style	<input type="checkbox"/>
D - Horseshoe	<input type="checkbox"/>		
Other –please detail:			
Equipment - Choose from list below:			
Smartboard	<input type="checkbox"/>	TV/DVD	<input type="checkbox"/>
Data Projector & Screen	<input type="checkbox"/>	Plasma Screen	<input type="checkbox"/>
PCs	<input type="checkbox"/>	Flipchart	<input type="checkbox"/>
Laptop	<input type="checkbox"/>		
Other – please detail:			
Any other details not mentioned above:			
Please note: VC facilities need to be booked by staff member booking the event – link as follows: https://helpdesk.uhi.ac.uk			
Catering Required:	Yes <input type="checkbox"/> No <input type="checkbox"/>	Catering Form Received:	Yes <input type="checkbox"/>
Booking made by:		Date of Request:	
For official use only:			
Room(s) allocated:		Actioned by:	
Notes:			

10. Annex B: Accommodation Booking Form (AGBC Events)



Application for Hire of Accommodation

AGBC USE ONLY					
REF. No.					

Booking is confirmed upon receipt of the signed form (subject to availability of accommodation). All relevant sections **MUST** be completed. Charges subject to current VAT rate.

CONTACT DETAILS	BILLING INSTRUCTIONS
Hirer Contact Name	PO Number
Name of Organisation	Name
Address	Address
Postcode	
Telephone (day)	
Email Address	Postcode

ACCOMMODATION REQUIRED & DATES REQUIRED	
<p>I/We hereby apply for the let of (please tick [✓] as appropriate)</p> <p><input type="checkbox"/> Conference Room (max 150) <input type="checkbox"/> Café Area</p> <p><input type="checkbox"/> Breakout Area (max 40) <input type="checkbox"/> Boardroom (max. 20)</p> <p><input type="checkbox"/> Sports Hall <input type="checkbox"/> Classroom</p>	<p>Day and date</p> <p>Event name</p> <p>Access between the hours of and</p> <p>Start time End time</p> <p>Number attending</p> <p>Is the event "entry by ticket only" <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Room Layout Style (if applicable) (eg. horseshoe, theatre, cabaret etc.)</p>
<p>CATERING REQUIREMENTS (please tick [✓] as appropriate)</p> <p><input type="checkbox"/> I/We do not require catering</p> <p><input type="checkbox"/> Catering is required and I/We have completed a Catering Order Form (overleaf)</p>	

EQUIPMENT REQUIREMENTS	
<p>I/We require (please tick [✓] as appropriate)</p> <p><input type="checkbox"/> Computer access <input type="checkbox"/> Wifi access</p> <p><input type="checkbox"/> Video Conferencing <input type="checkbox"/> Flipcharts</p> <p><input type="checkbox"/> Display Boards <input type="checkbox"/> Welcome message on Reception screens</p> <p><input type="checkbox"/> I/we will supply our own laptop(s)/tablets</p>	<p>Briefly describe the nature of the event:</p> <p></p> <p></p> <p></p>

DECLARATION
<p>Please tick [✓] as appropriate</p> <p><input type="checkbox"/> Catering is required and I/We have completed the Catering Order Form overleaf</p> <p><input type="checkbox"/> Copy of Public Liability Insurance Certificate enclosed</p> <p><input type="checkbox"/> No Public Liability Insurance</p> <p><input type="checkbox"/> I/We have read the <i>Conditions of Let and Emergency Evacuation</i></p> <p>Signature of Hirer Name (please print) Date</p>

The services of a Site Assistant are available Monday to Thursday from 8.30am until 9.30pm, Friday 8.30am until 5pm during term times. All other hours outside the above will incur an extra charge. VAT at the current rate will apply to all charges.

CANCELLATION: Please notify the AGBC events team on agbcevents.moray@uhi.ac.uk NO LATER than 10 working days prior to the let. Cancellations received later than this will incur charges for full room hire plus any food wastage.



Please return this form via email to agbcevents.moray@uhi.ac.uk
 Twitter @AGBCentre | Instagram @AGBCentre | www.moray.uhi.ac.uk/agbc

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University of the
Highlands and Islands
Moray College

WITHDRAWAL AND TRANSFER POLICY

<i>Status</i>	Draft – for approval
<i>Version Date and Number</i>	04/06/2019 v1
<i>Approved by</i>	LTQ Committee (Due date: June 2019)
<i>Responsibility for Policy</i>	Administration Centre Manager
<i>Responsibility for Implementation</i>	<ul style="list-style-type: none">• Learning Development Workers (FT FE)• Academic Co-ordinators (PT FE)• Administration Service Centre (Processing)
<i>Responsibility for Review</i>	Administration Centre Manager
<i>Date for Review</i>	June 2020

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

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1.0 Introduction

The purpose of this policy and procedure is to clearly identify the roles and responsibilities of members of staff and students in relation to the permanent withdrawal or transfer between courses of students.

2.0 Objectives

- identify the roles, responsibilities and expectations placed on the college staff and students.
- ensure that students are consistently treated cross-college.
- ensure that students are withdrawn, within 4 weeks of their last date of attendance (except in special circumstances, e.g. illness) and the relevant funding bodies notified.
- ensure that HE student transfer requests are authorised by UHI Academic Registry and students commence study within 7 days of their last date of attendance on their first course.
- ensure that FE students are transferred between courses within 7 days of their last date of attendance on their first course.
- ensure that FE students are transferred on or before the Scottish Funding Council qualifying funding date or approval is granted beyond this date by relevant Head of Curriculum / Head of Academic Partnerships.
- ensure that every effort is made to support students who have been absent for a period of time but wish to return to their studies.

Although every effort should be made to withdraw students in a timely manner, a student should be provided every opportunity to continue with their course and they are not withdrawn unnecessarily.

All students who are considering leaving their course should be encouraged to seek support from Student Services to ensure they are aware of the financial implications.

3.0 Responsibilities

3.1 Administration Centre Manager

The ACM is responsible for ensuring compliance with this policy to enable accurate funding claims to be submitted.

3.2 Heads of Curriculum / Head of Academic Partnerships

Accountable for the analysis and reporting on the numbers and reasons for student withdrawal from their courses.

Responsible for authorising a transfer after the Scottish Funding Council Further Education qualifying funding date but only after funding student outcome implications have been discussed with the Administration Centre Manager.

3.3 Students

Notifying the relevant staff if they leave their course. Learning Development Worker (Further Education Full-time) Academic Co-ordinator (Further Education Part Time), Personal Academic Tutor (Higher Education), or the Administration Service Centre.

Surrendering their ID card and car parking permit when they withdraw.

Paying their own fees if their funding body withdraws their support due to the student ceasing their course or persistent absence.

3.4 Academic Teams - Withdrawals

The Learning Development Worker (FE FT), Academic Co-ordinator (FE PT) or Personal Academic Tutor (HE) should monitor student attendance, and where problems arise, the member of staff should contact the student or refer them to the Early Intervention Team who can invite them to attend for an interview where their absence/return to College can be discussed. PAT information can be located at: <http://staffresources.uhi.ac.uk/pat/>

The Learning Development Worker, Academic Co-ordinator or PAT is responsible for ensuring support is provided to students to allow them to return to their studies following a period of absence.

If the student fails to respond, or to attend the arranged interview, contact Admin Services to send a 'failure to respond' letter. This letter advises that failure to make contact will result in the student being withdrawn from the course and the appropriate funding bodies notified.

If the student notifies a member of academic staff that they wish to leave their course, the Academic Co-ordinator (FE) or Personal Academic Tutor (HE) must complete the online withdrawal form through UHI Records.

When the student ceases to attend but does not notify a member of staff of this, the Academic Co-ordinator (FE) or Personal Academic Tutor (HE) must complete the online withdrawal form through UHI Records.

Where a student has been permanently excluded following the Student Disciplinary Procedure, an online withdrawal form must be completed.

Academic teams on receipt of student open module report, will update and return and return report to the Administration Service Centre.

3.5 Academic Teams – Transfers

Transfers between courses prior to the Scottish Funding Council qualifying funding dates, are authorised by the relevant course teams. Transfer requests after the qualifying funding date, must be authorised by the relevant Head of Curriculum / Head of Academic Partnerships.

If the student wishes to transfer from one course to another, or is advised to do so, the academic staff for the course on which the student is enrolled is responsible for making this transition as smooth as possible for the student.

The student should be referred to Student Services to discuss any implications to their funding.

The student should be introduced to the Learning Development Worker / PAT for the course they wish to attend and the online transfer form completed by the Academic Co-ordinator / PAT for the course that the student is transferring from.

The student must complete an online enrolment form for the new course.

3.6 Student Services

When a student notifies Student Services that they are planning to leave their course, they will be asked to discuss this with their Learning Development Worker, Academic Co-ordinator, PAT or Student Services. If they still wish to leave, the relevant staff member will be informed.

3.7 Administration Service Centre (ASC)

On receipt of online withdrawal / transfer, the student records system will be updated.

ASC will issue student's open module report to relevant academic team for updating.

ASC will generate a letter, within 7 days, to the student informing them of their withdrawal date.

ASC is responsible for informing the UHI Helpdesk, Student Services, Finance, Extended Learning Support Team and Student Finance Section.

ASC is responsible for calculating and setting the funding qualifying date for all Further Education programmes.

MIS is responsible for producing attendance reports for directorate staff.

MIS is responsible for produce monitoring data.

4.0 Death of a Student

In the event of a student death, this must be notified to the Administration Centre Manager and / or MIS Analyst immediately.

If the student is on a Higher Education Course, UHI protocol will be followed.

If the student is on a Further Education Course, Moray College protocol will be followed.

The students record will be updated and student withdrawn from the course.

If appropriate, SQA is notified of the death of the student.

Any Certificates will be sent to the College.

5.0 Appeals

The student has the right of appeal against the withdrawal from their college course. This should be submitted in writing to the Director of Learning and Teaching within 21 days stating the grounds for appeal.

All appeals should receive a decision within 14 days.

6.0 Performance Targets

Stage	Timescale
Ceasing Students	Notification sent to student within 14 days
Transferring Students	Transfer of student completed within 7 days of receipt of completed paperwork

7.0 Funding Qualifying Dates (Further Education)

For full time programmes beginning before 9th September 2019 the funding qualifying date is the 1st November.

For all other programmes, the qualifying funding date will be the day on which 25% of the total calendar days between the course start and end days have passed. This date is available from the Administration Service Centre.

Appendix 1

References

External

Disability Discrimination Act 2005
Race Relations Act 1976 (Amendment) Regulations 2003
Sex Discrimination Act 1975 (Amendment) Regulations 2003
Rehabilitation of Offenders Act 1974
Data Protection Act 2018

Internal

Access and Inclusion Strategy
Course Fees Policy
Further Education Admissions Policy
Student Advice, Personal Development Planning and Guidance Policy
Student Attendance Policy
Student Induction Policy
Student Disciplinary Policy
Student Confidentiality Policy
Student Induction Policy
UHI Academic Standards and Quality Regulations
UHI Deceased Protocol
Moray College Deceased Protocol
Student Support Funds Policy

Appendix 2

Risk Analysis

Risk	Impact	Action/Avoidance
Students not being withdrawn	<p>Students accessing college facilities when they are not entitled to</p> <p>Accessing funds they are no longer entitled to</p> <p>Incur excess charges from Awarding Bodies</p> <p>Inaccurate claim being made to the Funding Council</p>	<p>Students to be withdrawn on SITS as soon as possible after last date of attendance</p> <p>Student ID Cards to be surrendered by the student on withdrawal</p> <p>Technologists to be notified when a student ceases to allow access to PCs to be removed</p> <p>Student Services and Finance notified when a student ceases</p> <p>SAAS and Student Finance notified when a student ceased</p> <p>Academic staff to advise Administration Service Centre of open module outcomes</p> <p>Academic staff to check for accuracy and sign off course lists prior to submission to Funding Council</p>
Student being transferred after funding qualifying date	Negative performance indicator at modular and course level	Transfers to occur prior to funding qualifying date
Student not being transferred	<p>Student not being booked on new course</p> <p>Fees may not be collected if a student transfers and support is withdrawn by sponsor</p>	Enrolment reports are created for directorate staff to check