



**BOARD OF MANAGEMENT**  
**Rescheduled Learning, Teaching and Quality Committee**  
 Meeting to be held  
 On 20 May 2020 at 1030 hours by Skype

Agenda Number	Item	Presented By	Action Required: Decision, Discussion, For Noting
LTQ.20.01.01	(i) Resignations	Clerk	Noting
	(ii) Appointments		
LTQ.20.01.02	Apologies for Absence	Clerk	Noting
LTQ.20.01.03	Any Additional Declarations of Interest including specific items on this Agenda.	Chair	Noting
LTQ.20.01.04	(i) Draft Minutes of LTQC meeting held on 12-11-2019 *	Chair	Decision
LTQ.20.01.05	(i) Matters Arising from LTQC meeting held on 12-11-2019 *	Clerk	Noting
LTQ.20.01.06	Quality Cycle Update - verbal	Ms H Sharp	Noting
	(i) Evaluative Report and Enhancement Plan (C19)		
LTQ.20.01.07	Learning and Teaching Review update *	Mrs N Yoxall	Noting
LTQ.20.01.08	Learning Coach Update *	Mrs N Yoxall	Noting
LTQ.20.01.09	Student Early Experience Survey – verbal update	Ms H Sharp	Noting
	(i) Update on SLWG to address issues highlighted around Induction		
LTQ.20.01.10	Student Satisfaction and Engagement Survey*	Ms H Sharp	Noting
LTQ.20.01.11	Update on Curriculum Strategy - verbal*	Mrs C Newlands	Noting
	(i) FE Regional Portfolio Review Process *		
LTQ.20.01.12	Regional Outcome Agreement Consultation	Mr D Patterson	Discussion

Draft Agenda LTQC Meeting on 20 May 2020

<b>LTQ.20.01.13</b>	Operational Plan – verbal update	Mrs N Yoxall	Discussion
	(i) Learning and Teaching/Curriculum Activities		
<b>LTQ.20.01.14</b>	RIKE Report - verbal	Mrs N Yoxall Mrs J Andrews	Noting
<b>LTQ.20.01.15</b>	MORAGGA Report - verbal	Mrs N Yoxall	Noting
<b>LTQ.20.01.16</b>	Policies *	Mr D Duncan	Approval
	(i) Tertiary Learning Support Policy		
	(ii) Promoting a Positive Learning Environment Policy – for approval		
	(iii) UHI Student Carers’ Policy		
	(iv) Procedure for Registering and Resulting non-SQA students		
<b>LTQ.20.01.17</b>	CAMP Report *	Mrs C Newlands	Noting
<b>LTQ.20.01.18</b>	Emerging Issues	Chair	Discussion
	(i) BOM Chair for LTQC		
<b>RESERVED ITEMS</b>			
<b>LTQ.20.01.19</b>	Draft Reserved Minutes of LTQ meeting held on 12-11-2019 *	Chair	Approval
<b>LTQ.20.01.20</b>	Date of Next Meeting – 16 June 2020	Clerk	Noting

**BOARD OF MANAGEMENT  
LEARNING, TEACHING & QUALITY COMMITTEE  
Minutes of Meeting  
held on  
Tuesday 12 November 2019  
at 13.30pm in the Boardroom**

Present: Mr D Patterson (Chair)  
Mrs N Yoxall  
Mrs J Johnston  
Mrs T Wilson  
Mr K Gee  
Mrs C Newlands  
Mrs L Huby  
Mrs S Mustard

Mrs R McCormack  
Mr A Fowlie  
Mrs M Smith  
Mrs J Andrews  
Mrs S Bright  
Ms H Sharp  
Mrs T McIlwraith

In attendance: Mrs C Fair (Clerk)  
Mrs K Strachan (Minute Secretary)

		<b>ACTION</b>	<b>DATE</b>
<b>LTQ.19.4.01</b>	<b>Resignations and Appointments</b>		
1.1	Mr Patterson welcomed everyone to today's meeting, There were no resignations or appointments discussed.		
<b>LTQ.19.4.02</b>	<b>Apologies for Absence</b>		
2.1	Apologies were received from: Mr Joe Bodman Mr Derek Duncan Mr Stephen Duff Mr Garry Rendall Mr Malcolm Clark Mr Jim Mackinnon		
<b>LTQ.19.4.03</b>	<b>Any Additional Declarations of Interest including specific items on this Agenda</b>		
3.1	There were no additional declarations of interest received.		
<b>19.4.04</b>	<b>i. Draft Minutes of LTQC meeting held on 11 June 2019</b>		
4.1	The minutes were approved as a true and accurate record of the meeting held on 11 June 2019: Proposed: Mrs Seonaid Mustard Seconded: Mrs R McCormack		
4.2	<b>ii. Draft Minutes of LTQC meeting held on 19 August 2019</b>		

	The minutes were approved as a true and accurate record of the meeting held on 19 August 2019: Proposed: Mrs Nikki Yoxall Seconded: Mrs Seonaid Mustard		
<b>LTQ.19.4.05</b>	<b>i. Matters Arising from LTQC Meeting held on 11 June 2019</b>		
5.1	<u>10.1</u> Update report of RIKE Strategy Action Plan	<b>On Agenda</b>	
	<u>12.1</u> Learning and Teaching Review update.	<b>On Agenda</b>	
5.2	<b>ii. Matters Arising from LTQC Meeting held on 19 August 2019</b>		
	<u>4.3.</u> Student Code of Conduct Review	<b>On Agenda</b>	
	<u>4.4.</u> Promoting a Positive Learning Environment (Regional)	<b>On Agenda</b>	
	<u>4.5</u> Academic Appeals (Regional)	<b>Completed</b>	
	<u>4.6.1</u> Clarification given that Class Representative is appropriate title.		
	<u>4.6.2</u> Ms Sharp to action title change.	<b>HS</b>	
<b>LTQ.19.4.06</b>	<b>18/19 EREP</b>		
6.1	i) Mrs Yoxall gave an overview of her report, which had been presented to the Board of Management at their meeting on 29 October 2019. Results of the report are very positive and have been fully endorsed by the Board and Gill Ritchie. EREP Endorsement Board meetings went well. Positive feedback from staff gathered at CMT with some actions to take forward to the 19/20 process. However, concerns raised over consistency of Board of Management attendance of these meetings. Particular concern raised over the conduct of a board member at one of these meetings. This is to be investigated.		
6.2	ii) Report has been circulated to staff and positive feedback has been received from Support Teams. Data had not been used in the majority of reports, which required additional work to be done and EREP's resubmitted. There is a risk of inaccuracy. Work is to continue on this and an agenda planned to enable training for managers to implement improvements in relation to evaluative writing.		
<b>LTQ.19.4.07</b>	<b>Quality Cycle Update – verbal</b>		
7.1	i) Ms Sharp advised that Quality Toolkit is up and running and being used by staff on SharePoint. Ms Sharp also stated that she is willing to support staff to implement any suggested improvements or changes as and when they wish to ask for it, rather than arranging a training		

	event which only a few will attend. It is expected that the Toolkit will continually evolve as needs change.		
7.2	ii) Reports from the first wave of the Course Committee Meetings are that they are enabling teams to establish their own areas for improvement, and to come up with an appropriate action plan for making the changes that are needed. Some teams were unaware of their Enhancement Plan before these meetings. The support received from the impartial chairs at these meetings essential to enable critical thought processes and helping teams to look for where the best improvements can be made. Feedback particularly positive on the involvement of students within this process and it was expressed that the involvement of Skills for Life students was seen as a positive step. Further report to be made at next LTQC meeting on the progress of the SCM meetings.		
<b>ACTION</b>	Further report on progress of CCM and SCM meetings.	<b>NY</b>	
<b>LTQ.19.4.08</b>	<b>Learning and Teaching Review Update</b>		
8.1	<p>Mrs Yoxall gave update on implementation of the learning and teaching review. 9 reviews and observations have already taken place, with a further 17 scheduled. Concerns were raised over scheduling these reviews around teaching commitments, and the challenge to meet requirements. JNC was cancelled therefore no formal agreement in place yet, this is to be brought to the next LTR meeting and it is expected that the outcome will be positive.</p> <p>Comments made on the main positive outcome of these reviews being that they have allowed for self-reflection from teaching staff, and in turn enabled the college to provide support and resources where required.</p> <p>Question raised as to whether there was opportunity to share good practice from these reviews between other teams to encourage engagement in the process. Ms Sharp has developed a reporting tool, but there are challenges drawing out themes from the paperwork at this early stage, however work is being undertaken to address this. Sharing of good practice is promoted at team meetings, is enabled through activities on staff development days and members of the MEET team are working in collaboration with staff to share good practice that they see.</p>		
<b>LTQ 19.4.09</b>	<b>Student Early Experience Survey</b>		

9.1	Originally planned to have a submission date of 1 November 2019, this has been changed to 14 November 2019 to be brought in line with partner colleges conducting the same survey. Mrs Sharp expressed that the feedback had been mostly positive, with a few minor issues that could have potential for improvement. The main of these being more support for students applying for financing, and their lecturers requiring a basic knowledge on how the application process works, in order to provide some guidance. Some work also required to improve induction experience. The survey made clear that the students have a high appreciation for the staff within the college that they have come into contact with. Ms Sharp also wished to thank the teaching teams for the level of response received from their students.		
<b>Action</b>	To set up SLWG to address issues highlighted around Induction.	<b>NY</b>	<b>ASAP</b>
<b>LTV.19.4.10</b>	<b>Implementation of Curriculum Strategy</b>		
	<b>(i) Curriculum Strategy Update</b>		
10.1	Mrs Newlands provided an overview of the updates made to the Curriculum Strategy as highlighted in her report. The main points being <ul style="list-style-type: none"> <li>1. update 3.2 to reflect the impact of changes in HE funding according to price group redistribution.</li> <li>2. update 3.3 to include reference to Moray Regional Skills Assessment and the Moray Economic Strategy.</li> <li>3. update 4.1 to align priorities as a result of changes in the Moray SIP and the Moray Economic Strategy.</li> </ul>		
	<b>(ii) Curriculum Gap Analysis</b>		
10.2	Mrs Newlands provided brief overview of her report, highlighting that the common issue is some sectors have areas for growth that is outwith the control of the college as a whole. In particular, the proposal to have an aircraft engineering course relies heavily on the Moray Growth Deal coming forward. SDS Employability Fund is in place to support unemployed people back into the workforce, the issue with this being the number of small businesses within the local Moray area, who are not hiring, making it increasingly difficult to meet the needs of graduating students. Sectors to look at analysis comments and pose		

	improvement ideas in January. Comment made on the Moray College, who regularly change the content of courses to meet newer qualification requirements, but because the course titles do not change, these improvements are not reflected. Importance of the Curriculum Gap Analysis stressed by Mr Patterson, who is keen for the process to continue in order to maintain the improvements already made.		
<b>LTQ.19.4.11</b>	<b>RIKE Strategy Action Plan</b>		
11.1	Mrs Yoxall and Mrs Andrews updated the committee on the results of their report. Action plan and strategy to take plans into 2022 with steps being taken to have active research taking place at Moray College. We are submitting staff to the REF for the first time and Dr Lindsay Blair's role as Reader is a positive step in ensuring a presence within the research community of UHI. Mrs Andrews added that there are currently student projects being run in conjunction with Elgin Museum, with proposals being brought forward for consideration from Moray Council among other institutes. Mrs Andrews noted that 4 submission have been made for innovation vouchers to date. It is anticipated that as and when the College makes a successful bid, this will boost staff's confidence. Mrs Johnston praised the report and it was agreed that there are exciting developments in place.		
<b>LTQ.19.4.12</b>	<b>MORAGGA 1 Report</b>		
12.1	Mrs Yoxall highlighted some of the key points which were outlined in the MORAGGA 1 Report which has focussed only on full time FE students. MORAGGA 2 will focus on HNC part time students in more detail. Attendance and Retention are slightly below where they were at the same point last year. Teams are coming to meetings with a range of interventions and actions already in place for students presenting attendance or progress concerns.		
<b>LTQ.19.4.13</b>	<b>Policies</b>		
13.1	i) <u>Promoting a Positive Learning Environment</u> SDP underpinning of the policy. Feedback from committee sought over appropriate staff members to confirm each level of the procedure. Volunteers sought to though agenda at SCT. Report tabled for approval at the next meeting.		

<b>ACTION</b>	To consider at SCT on 15-11-2019 in first instance and then renewed report to be brought to next Committee meeting.	<b>NY</b>	<b>15-11-2019 March LTQC</b>
<b>LTQ.19.4.14</b>	<b>CAMP Report</b>		
14.1	Mrs Newlands highlighted some of the key points made in her report. The majority of courses awaiting approval are FE, which Moray College have more control over. New system coming online for HE courses, as system is relatively new, the process has been slow but will improve with continued use.		
<b>LTQ.19.4.15</b>	<b>FE Regional Strategy for Work Experience</b>		
15.1	Mrs Newlands highlighted key points from the report. Main questions raised were how to achieve the desired outcome; what meaningful work experience means for Moray College. Strategy to be worked on with a view to implementing during 2020.		
<b>LTQ.19.4.16</b>	<b>Emerging Issues</b>		
16.1	Mrs Yoxall made clear that in terms of Learning and Teaching, Moray College in very good position, particularly in terms of student retention and attainment. This is made evident in the reports previously discussed.		
16.2	Mr Patterson highlighted the financial issues within the college, and reiterated the need for an obtainable pace for our capacity to change. With new courses for degree students, and innovations in the Art department paving the way for others to follow suit.		
16.3	Mrs Johnston stated how happy the Board of Management are to be hearing of the positive improvements being made within the college and urged colleagues not to lose sight of them during troubling times.		
<b>RESERVED ITEMS</b>			
<b>LTQ.19.4.17</b>	<b>Draft Reserved Minutes of LTQC meeting held on 11 June 2019</b>		
17.1	This item is reserved and the Minute held in confidence.		
<b>LTQ.19.4.18</b>	<b>Date of Next Meeting</b>		
18.1	17 March 2020		
	<i>Meeting closed 15.20pm</i>		

**Matters Arising/Actions from Learning Teaching and Quality Committee Meeting on 12 March 2019**  
**Agenda Item: BM.20.1.05**

ITEM		ACTION BY	DATE	Update
<b>LTQ.19.4.05</b>	<b>Matters Arising from LTQC Meeting held on 19 August 2019</b>			
5.1	4.6.2 Clarification given that Class Representative is appropriate title - Ms Sharp to action title change	<b>Ms Sharp</b>	Immediate	
<b>LTQ.19.4.07</b>	<b>Quality Cycle Update - verbal</b>			
7.2	Further report on progress of CCM and SCM meetings.	<b>Mrs Yoxall</b>	March LTQC	
<b>LTQ.19.4.09</b>	<b>Student Early Experience Survey</b>			
<b>9.1</b>	To set up SLQG to address issues highlighted around induction	<b>Mrs Yoxall</b>	ASAP	
<b>LTQ.19.4.13</b>	<b>Policies</b>			
	<b>(i) Promoting a Positive Learning Environment</b>			
13.1	Feedback sought over appropriate staff members to confirm each level of the procedure. To consider at SCT on 15-11-2019 in first instance and then renewed report to be brought to next LTQC meeting.	<b>Mrs Yoxall</b>	15-11-2019 March LTQC	

<b>Committee:</b>	Learning, Teaching and Quality			
<b>Subject/Issue:</b>	Evaluative Report and Enhancement Plans (C-19)			
<b>Brief summary of the paper:</b>	This paper outlines the changes that have been made to quality processes relating to evaluation and enhancement in response to the Covid-19 pandemic.			
<b>Action requested/decision required:</b>	Noting			
<b>Status:</b> <i>(please tick ✓)</i>	<b>Reserved:</b>		<b>Non-reserved:</b>	✓
<b>Date paper prepared:</b>	13/05/2020			
<b>Date of committee meeting:</b>	20/05/2020			
<b>Author:</b>	Heather Sharp			
<b>Link with strategy:</b> Please highlight how the paper links to, or assists with: <ul style="list-style-type: none"> <li>• compliance</li> <li>• partnership services</li> <li>• risk management</li> <li>• strategic plan/enabler</li> <li>• other activity (e.g. new opportunity) – please provide further information.</li> </ul>	Evaluative Report and Enhancement Planning			
<b>Equality and diversity implications:</b>	No			
<b>Resource implications:</b> <i>(If yes, please provide detail)</i>				
<b>Risk implications:</b> <i>(If yes, please provide detail)</i>				

## **1. Introduction**

- 1.1. The landscape of curriculum and service delivery has shifted dramatically in the past few months leading to changes in the way staff, students, and service users interact with one another. This has prompted a review of the way we capture, analyse, and share the different activities taking place across the college to support each other.

## **2. Evaluation activities**

- 2.1. It was felt that some of the 'normal' evaluation activities were difficult to carry out or required scaling down to ensure staff and students focussed on curriculum and service delivery. Scheduled CCMs and SCMs that hadn't already taken place at the point of College closure were cancelled. The target response rate for the Student Satisfaction and Engagement Survey was lowered from 60% to 30% and promotion activities for the National Student Survey were scaled back considerably.

## **3. Evaluative Report and Enhancement Plan (EREP)**

- 3.1. Education Scotland are expected to postpone submissions of Evaluative Reports and Enhancement plans (EREPs) due to be submitted in October this year although formal confirmation of this has yet to be received. However, given the context of Covid-19 and the complex challenges that have arisen in the past few months a decision was taken to continue with an amended internal EREP process. The outcomes from the process will be used for contingency planning as well as future curriculum design and delivery, and will enable us to respond should Education Scotland require a version of EREP to be submitted.
- 3.2. The following changes have been made to the process:
  - The challenge questions used as a focus for evaluative activities, have been revised to help managers capture and evaluate the work that has taken place to support the transition to new ways of working. The amended challenge questions are detailed in the Moray College UHI Enhancement Framework (C-19 Edition);
  - EREPs are not required to be written at a course level but the expectation is that Curriculum managers will work with their teams to write an overall Curriculum EREP;
  - EREP Endorsement Boards would normally take place for each Curriculum and Support area. To facilitate knowledge and good practice sharing these will be replaced with just 2 meetings: Curriculum and Support. The Curriculum meetings will be attended by Heads, deputies, and curriculum team leaders from all curriculum areas. The support meeting will comprise all managers for support teams across the college. Members of SLT and the Board of Management will also be invited to both meetings.
- 3.3. The Director of Learning and Teaching will complete a college EREP using the Moray College UHI Enhancement Framework (C-19 Edition) with additional evaluation against existing challenge questions from the How Good Is Our College framework. This will be presented to the SLT and Board of Management in October 2020.



## Moray College Enhancement Framework (C-19 Edition)



## **Introduction**

**This amended document contains challenge questions that will be used to record and evaluate changes in working practice in response to Covid 19.**

A change in the way we interact with each other, our students, service users and partners has impacted on normal evaluation and enhancement activities. In order to capture, share and learn from these activities the challenge questions have been amended to ensure we're asking the right questions.

The outcomes of Evaluative Reports and Enhancement Plans for AY 2019/20 will be used for contingency planning as well as future curriculum design and delivery.

Curriculum area challenge questions

Theme and Outcomes	Challenge Questions
<b>Participation in Evaluation and Enhancement</b>	
Staff, students and stakeholders find it easy to participate in and influence the College's evaluation processes to ensure a collaborative approach to enhancement.	➤ How did the team plan to involve students to evaluate the learning experience specifically relating to the current C-19 environment?
	➤ How did the team gather and use the views of students to plan or amend delivery methods?
	➤ How did the team use their knowledge of our diverse community to plan their delivery changes?

<b>Provision and Support for Learning, Teaching and Assessment</b>	
<p>Staff use effective learning, teaching and assessment methods and tools to ensure students are empowered to achieve their personal goals as well as their overall qualification.</p> <p>Staff work with students as partners to shape learning, teaching and assessment.</p>	➤ What activities were undertaken to make sure all students were supported during the transition to online learning?
	➤ How well did alternative assessment approaches meet the needs of all students?
	➤ How well do staff use teaching methods which meet individual student needs?
	➤ To what extent do students take responsibility for their learning and set goals to improve?
	➤ How effectively do staff use questioning strategies to check understanding and promote further learning?
	➤ How effectively are staff and students using high quality resources and equipment including digital technologies?
	➤ How well do staff ensure all students gain relevant and appropriate levels of knowledge and skills?
	➤ How well do staff deliver skills for learning, life and work to enable student success?
	➤ How well do we identify the needs of individual students and provide support?
➤ How effective are strategies for improving learning and teaching?	

Curriculum area challenge questions

	➤ How well do inclusion and equality arrangements reduce barriers and improve achievement?
	➤ To what extent are students motivated and engaged in their own learning?

<b>Curriculum Development and Student Pathways</b>	
The Curriculum supports students to gain the skills and qualifications required to achieve and progress.	➤ How well do students develop the skills to achieve their qualifications?
	➤ How well do we support students to make informed choices about the next phase of their learning or employment?
	➤ How well are students supported to develop the skills they need to make their next step?
	➤ What partners did staff work with to improve outcomes for students and what did this look like?

Curriculum and support area challenge questions

<b>Leadership and management</b>	
Staff are supported to work collaboratively and effectively to improve services and positively respond to changing environments. The core values are embedded in working practice and culture throughout the College	➤ How well did you as managers provide effective leadership to maintain service delivery in the current situation?
	➤ How good were you at providing staff with advice and support to help them work flexibly?
	➤ How well did you communicate management decisions?
	➤ How well were staff involved in the process of moving to new ways of working?

Support area challenge questions

<b>Service user engagement</b>	
Support staff gather relevant feedback from service users to ensure continuous evaluation and enhancement	➤ What level of interaction did the team have with service users? And what did this look like?
	➤ What changes to processes were made to ensure potential and current students were given advice and support to make informed decisions?

<b>Evaluation and enhancement</b>	
The curriculum supports students to gain the skills and qualifications required to achieve and progress	➤ How did or will you undertake activities to evaluate provision of services?
	➤ How effectively do you and your team communicate and collaborate with other services and teams within the College to bring about change in working practices?

**Agenda Item: LTQ.20.01.07**

<b>Title of Paper:</b>	Learning and Teaching Review Update			
<b>To Committee:</b>	LTQC			
<b>Version number and date:</b>	1 17/03/20			
<b>Brief summary of the paper:</b>	Update on impact of Learning and Teaching Review.			
<b>Recommendations:</b>	To continue such a model of support going forwards.			
<b>Action requested/decision required:</b>	Noting.			
<b>Status: (please tick ✓)</b>	<b>Reserved:</b>		<b>Non-reserved:</b>	✓
<b>Date paper prepared:</b>	09/03/20			
<b>Date of committee meeting:</b>	17/03/20			
<b>Author:</b>	Nikki Yoxall – Director of Learning & Teaching.			
<b>Link with strategy:</b> Please highlight how the paper links to, or assists with: Strategic Plan including <ul style="list-style-type: none"> <li>• Curriculum</li> <li>• Learning and Teaching</li> <li>• Organisational culture</li> <li>• Partnership</li> <li>• Sustainability</li> </ul>	LTR enables the college to meet the strategic outcomes associated with Learning and Teaching and contributes to the development of CORE values.			
<b>Equality and diversity implications:</b>	None.			
<b>Resource implications:</b> <i>(If yes, please provide detail)</i>	None.			
<b>Risk implications:</b> <i>(If yes, please provide detail)</i>	Not undertaking LTR limits our ability to ensure academic quality standards.			
<b>Appendices:</b>	n/a			
<b>References:</b>	n/a			

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Whilst Learning and Teaching Review has yet to be determined as the agreed process through union consultation, it is being offered to staff on a voluntary basis.

Due to the lower than predicted numbers of staff engaging in LTR as a result of union representatives sharing an instruction from the national office not to discuss the proposed arrangements, the amount of remission from class contact for LTR reviewers has been reduced and so only the Learning Coach is undertaking LTR reviews.

To date this academic year, 13 observations have been undertaken (16% of teaching staff).

	<b>Pilot</b>	<b>2019/20</b>
<b>No of Staff Included in Review</b>	116	206
<b>No of Staff Declined</b>	4	13
<b>No of LTR 4s Completed</b>	14	13
<b>% LTR 4s Completed</b>	8%	16%

LTR documentation received to date for this academic year has highlighted a number of examples of good practices such as:

- Great rapport with students
- Very supportive atmosphere
- Students confident to make relevant spontaneous comments and were asked pertinent questions
- A variety of resources used
- Paired preparation for assessment
- Kahoot made learning interactive, competitive and reinforced previous learning
- Lecturer demonstrates and students mimic at the same time to get the same results
- Lecturer coaching approach

The areas of strength across reviews were engaged learners, learner opportunities to develop knowledge, learners making use of staff knowledge and demonstration of positive behaviour. These link to the Learning and Teaching Enhancement Values of learner choice and personalisation, supporting the learner as an individual,

The areas identified for development were linked to incorporation of technology to enhance learning, consolidation of learning and assessment for learning.

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These link to the Learning and Teaching Enhancement Values of Learning for employment, active and creative use of technology and assessment and feedback for learning.

As a result of the feedback from staff development activities and from analysis of LTR4 forms, the Learning Coach has developed a set of development activities being delivered in May to promote active learning, use of workbooks to consolidate learning and using PowerPoint creatively to support learning.

Staff continue to have the opportunity to engage in Learning and Teaching Review, with one member of staff contributing to the upcoming Education Scotland Visit with a short video, sharing their positive experience and the impact it has had on their teaching.

<b>Title of Paper:</b>	Learning Coach Impact to Date			
<b>To Committee:</b>	LTQC			
<b>Version number and date:</b>	1 17/03/20			
<b>Brief summary of the paper:</b>	Update on impact of the Learning Coach who was appointed in October 2019. This was a brand new role which was created to support evaluation, enhancement and teacher professional development, there has been a significant impact to date, with a clear plan for further specific action going forwards.			
<b>Recommendations:</b>	To continue such a model of support going forwards.			
<b>Action requested/decision required:</b>	Noting.			
<b>Status: (please tick ✓)</b>	<b>Reserved:</b>		<b>Non-reserved:</b>	✓
<b>Date paper prepared:</b>	26/02/20			
<b>Date of committee meeting:</b>	17/03/20			
<b>Author:</b>	Nikki Yoxall – Director of Learning & Teaching.			
<b>Link with strategy:</b> Please highlight how the paper links to, or assists with: Strategic Plan including <ul style="list-style-type: none"> <li>• Curriculum</li> <li>• Learning and Teaching</li> <li>• Organisational culture</li> <li>• Partnership</li> <li>• Sustainability</li> </ul>	This role exists explicitly support learning and teaching but also promotes the CORE values and development of professional practice.			
<b>Equality and diversity implications:</b>	None.			
<b>Resource implications:</b> <i>(If yes, please provide detail)</i>	None.			
<b>Risk implications:</b> <i>(If yes, please provide detail)</i>	None.			
<b>Appendices:</b>	n/a			

<b>References:</b>	n/a
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The Learning Coach position was implemented in October to support the embedding of the Learning and Teaching Enhancement Strategy. This experienced teaching practitioner leads professional practice development across the college to enhance the quality of learning, teaching and assessment and plays a key role in promoting, planning and undertaking quality enhancement activity such as Learning and Teaching Review, course review, curriculum evaluation and enhancement planning.

The Learning Coach uses their practice as an opportunity to engage with scholarly activity, undertaking practice-based research in learning, teaching and assessment.

They play a key role in promoting and supporting a culture of quality improvement, in line with the College CORE values and Professional Standards for Lecturer's in Scotland's Colleges.

This paper outlines the impact of the role to date, which supports the college to achieve its aims identified in the Operational Plan and Enhancement Plan.

Direct support offered to the Sports team in response to a request to review time constraints for developing learning and teaching materials. It was identified that staff had expectations of 'time' and 'physical outcomes' from development of learning and teaching. As a result, a staff development activity was developed that allowed for professional dialogue, research and physical time to create a material ready to utilise within the classroom. Staff members who utilised the staff development gained the time needed to develop their learning and teaching and were able to create usable learning and teaching resources.

The Learning Coach has developed relationships across UHI Academic Partners and the College Development Network and has attended meetings on professional development within Scotland's colleges.

Support for enhancement activity has been undertaken, with attendance at a variety of CCMs and course reviews to develop understanding of existing learning and teaching methods and outcomes within different teams in the college. By working alongside the Quality Officer to analyse data on learning and teaching, particularly Early Student Experience Survey outcomes, it has been possible to identify areas of strength and possible development needs. This activity has also highlighted where support is needed to develop learning and teaching to enhance the student experience and outcomes for students.

Undertaking Learning and Teaching Reviews has been imperative in providing support, positive reinforcement and development points on enhancing the learning and teaching experience of students. This has also highlighted the significant effort, motivation and time lecturers are putting into delivering lessons and the high levels of respect that have been built between lecturers and students. A clear outcome of this activity is the opportunity for sharing of good practice between staff and teams. It has also been a

beneficial experience for the observer and provides continuing development for their own professional practice.

Further practice sharing development has been explored through the creation and piloting of a framework for Learning Assistants to share effective practice witnessed across a range of classes they are present in and gaining regular feedback from students on their learning and teaching experiences. This has been a very successful pilot and has ensured excellent professional dialogue within the team on learning and teaching through team meetings. This will be shared with staff through the Learning and Teaching Update.

A key task for the Learning Coach was to plan and organised staff development day for all teaching staff on the 6<sup>th</sup> January 2020. This involved a new approach to staff development focussing on facilitation to allow teaching staff to utilise each other's expertise, give time to research learning and teaching methods and to utilise knowledge gained to create teaching materials for immediate use. The facilitation of a full day session, as well as supporting the planning and delivery of other sessions, each focusing on a different learning and teaching theme.

Support has been provided to the SCQF level 5 Playwork team, which is currently in Course Review for the second year. Guidance on managing the behaviour of a very diverse group of students, some of whom were causing great disruption during their classes was requested. Through observation of each of their classes and provision of action points through professional dialogue. Time was also spent with students to explore barriers to learning. An action plan for the teaching team was developed.

Working with CTL for Creative Industries, the Learning Coach is developing tailored CPD for Art staff to promote development of learning and teaching practice. Advice and templates on evidencing practical assessments, schemes of work, lesson planning, portfolios of evidence, assessor checklists have been shared, and arranging for a successful artist visit to provide an invaluable industry insight to students and staff in March.

The Learning Coach is currently working with the line manager for Core Skills to provide tailored learning and teaching staff development. This is in response to feedback received at the last Education Scotland visit, student feedback and to support effective implementation of the Essential Skills policy. This training will include interactive learning, effective use of PowerPoint to assist in the learning process and contextualised learning. This staff development will also include professional sharing of practices from those who already make core skills interactive and how they do this.

As a result of feedback from staff, the Learning Coach is In the process of revising induction process, for new teaching staff, working alongside the Head of Curriculum with responsibility for teacher education. Together they are looking to implement a more robust mentoring scheme to ensure new lecturers feel equipped to teach, with potential

to include a PDA into the induction process. The aim for this process is for it to be highly supportive and to allow for development of learning and teaching knowledge before having to take a class for the first time.

Future work to be undertaken by the Learning Coach by September 2020 is as follows:

- Gaining ALPINE fellowship in order to better support colleagues who wish to undertake professional recognition;
- Continuing the LTR process for all teaching staff who wish to participate;
- Continuing collaboration with Learning Development Manager from Inverness College UHI and CDN's professional development network group to improve staff development and evidence this sufficiently for professional standards for lecturers in Scotland's colleges;
- Develop and deliver CPD for teaching staff; and
- Explore funding options to enable innovative lecturers to dedicated time for scholarly activity on learning and teaching practice, making available outcomes to all Moray College UHI staff to help enhance their learning and teaching knowledge.

<b>Committee:</b>	Learning, Teaching and Quality			
<b>Subject/Issue:</b>	Student Satisfaction and Engagement Survey (SSES) Results			
<b>Brief summary of the paper:</b>	This paper provides an overview of the results from the SSES across FE and HE areas.			
<b>Action requested/decision required:</b>	Noting			
<b>Status:</b> <i>(please tick ✓)</i>	<b>Reserved:</b>		<b>Non-reserved:</b>	✓
<b>Date paper prepared:</b>	14/05/2020			
<b>Date of committee meeting:</b>	20/05/2020			
<b>Author:</b>	Heather Sharp			
<b>Link with strategy:</b> Please highlight how the paper links to, or assists with: <ul style="list-style-type: none"> <li>• compliance</li> <li>• partnership services</li> <li>• risk management</li> <li>• strategic plan/enabler</li> <li>• other activity (e.g. new opportunity) – please provide further information.</li> </ul>	The learner survey is a key element in self-evaluation and reflection for students and staff. The survey contributes to the responsive process of curriculum and delivery development. Reporting of survey outcomes enables staff to engage with data to monitor performance and measure impact.			
<b>Equality and diversity implications:</b>	None			
<b>Resource implications:</b> <i>(If yes, please provide detail)</i>	None			
<b>Risk implications:</b> <i>(If yes, please provide detail)</i>				

## 1. Survey Distribution

- 1.1. The Student Satisfaction and Engagement Survey (SSES) was published on Monday 16 March 2020 and was open until Friday 24 April 2020. The survey has been developed regionally and targets HE and FE students on courses of 4 credits or more (160 nominal learning hours or more).
- 1.2. In response to feedback from staff across the college the survey was initially published in 2 formats.
- 1.3. 1,631 students were initially invited to participate in the survey using the online survey tool. 560 students were classified as 'hard to reach' if solely targeted by an online survey. The main reasons for this classification include students who rarely access their college email accounts including:
  - School students;
  - Work based learners;
  - Students studying SCQF level 1 and level 2 courses; and
  - Students studying English for speakers of other languages (ESOL) courses.
- 1.4. Unfortunately, paper surveys were distributed to course teams on the Monday prior to the closure of the College buildings. Of the 560 paper surveys distributed 20 were returned completed.
- 1.5. On March 23, the remaining 540 students were added to the online survey distribution list and were sent an email inviting them to complete the survey online. A decision was also made to scale down promotion activities to allow staff and students to concentrate on curriculum delivery and the challenges being experienced as a result of the transition to online delivery. This reduced activity led to an internal decision to reduce the target response rate from 60% to 30%.

## 2. Response rates

- 2.1. Overall, the survey achieved a response rate of 32%. The table below gives more detail:

	No. students surveyed	Number responded	% Response Rate
FE	1339	414	31%
HE	852	298	35%
TOTAL	2191	712	32%

## 3. Response Analysis

- 3.1. The table at appendix A gives the details of % positive responses to each of the regional questions asked in the survey. It shows 92% of students agreed or strongly agreed that they are satisfied with their college experience. This is an increase of 1 percentage point from last year's survey. HE overall satisfaction has risen 4 percentage points from 86% to 90% compared to last year.
- 3.2. It's important to put this in the context of the current environment and the challenges students and staff are facing as a result. To see an increase on any scale in satisfaction is testament to the hard work of all staff across the college.

- 3.3. Appendix B lists a selection of the comments students have made throughout the survey. The comments are an acknowledgement of staff across the college and the positive impact they have on students.

## Appendix A

### Response Data

SSES Regional Questions	Overall	FE	HE
Overall, I am satisfied with my college experience.	92%	93%	90%
Staff regularly discuss my progress with me.	83%	86%	79%
Staff encourage students to take responsibility for their learning.	97%	97%	98%
I am able to influence learning on my course.	87%	91%	81%
I receive useful feedback which informs my future learning.	91%	92%	89%
The way I'm taught helps me learn.	87%	89%	84%
My time at college has helped me develop knowledge and skills for the workplace.	90%	92%	87%
I believe student suggestions are taken seriously.	86%	88%	82%
I believe all students at the college are treated equally and fairly by staff.	90%	91%	88%
The College Students' Association influences change for the better.	59%	70%	44%
I know who my class rep is.	66%	74%	56%
I know what the role of my class rep is.	68%	72%	62%
I feel part of a community of staff and students.	83%	86%	78%
I am happy with the way my course is taught.	86%	89%	82%
I have had the right opportunities to work with other students as part of my course.	93%	97%	88%
I feel this has been the right course for me.	94%	94%	94%
Assessment requirements were made clear to me in advance.	89%	90%	87%
Feedback on my work has been within the agreed timeframe.	87%	94%	79%
I have received sufficient advice and guidance in relation to my course.	91%	92%	89%
I have been able to contact teaching staff about my learning when I need to.	95%	96%	94%
I know who my academic support contact (Personal Development Advisor, Personal Academic Tutor, Learning Development Worker, Guidance Tutor, Course Leader, Lead Tutor) is and how to contact them.	92%	90%	95%
Overall, the course has run smoothly throughout the year.	77%	80%	72%
The timetable works efficiently for me.	89%	90%	86%
Any changes in the course or teaching have been communicated effectively.	87%	88%	85%
I have been able to access IT resources when I need to.	93%	96%	90%

## Appendix A

The IT resources and facilities provided have supported my learning.	95%	96%	94%
I know where to access help and support to use IT resources.	92%	93%	91%
The library resources (e.g. books, online services) have supported my learning.	90%	91%	89%
I had suitable access to study space.	93%	95%	91%
The College helps me stay safe online.	89%	88%	90%
I have regular opportunities to review and update my digital skills.	79%	82%	74%
My course provides me with the right digital skills for my career.	84%	87%	79%

Appendix B

ART	I am an art student and really appreciate the hard work the staff put into the department so that we have a broad learning experience. I really appreciate how supportive the staff have been in these particularly difficult times to help us continue with our studies. They are keeping us connected and helping us move forward albeit in uncertain times! Very much appreciated!
Social Sciences	I have had the most wonderful experience, and have fully enjoyed a fantastic course content delivered passionately and efficiently delivered by enthusiastic, fun, knowledgeable, approachable and professional lecturers.
HIGHER HUMAN BIOLOGY	I will really miss my day at college, having met new friends and getting on so well with my lecturer. Gutted it's been cut short because of covid19! Thanks to everyone
Culture and Heritage	The staff are excellent and approachable and I have had a wonderful experience.
NQ PRACTICAL SCIENCE SCQF LEVEL 5	all staff are very keen to help and improve as much as possible. so much more help given than ever expected with the brilliant staff and the library/student services/study bar. could not possibly ask for more from the college!
Social Sciences	The lecturers are all incredible and make the learning content engaging and an enjoyable experience
Childhood Practice	Due to covid19 unfortunately college is closed but i would congratulate the staff for keeping me informed about the course/coursework/college - up to date news that would affect myself and the course I am on
SVQ HAIRDRESSING AND BARBERING AT SCQF LEVEL 4	I have found all the lecturers have been lovely. I have been especially impressed with the way everyone has pulled together during this strange time of corona virus. All my lecturers have been very good and continued to give us useful work at home. And Lorraine (LDW) has been brilliant at letting us know she is there if we need.
	Reception are consistently pleasant helpful and available.
Social Sciences	The main point of satisfaction has been the support for learning I've received through contact with my support worker at college who also helped in organising DSA and my PLSP as well as keeping in regular contact with me.
SVQ2 HORTICULTURE AT SCQF LEVEL 5	Moray College is a very supportive community, and it is easy to access help when you need it.
SVQ3 BEAUTY THERAPY AT SCQF LEVEL 6	Very proud of how college and teaching staff have handled covid outbreak and still getting theory learning at home
Social Sciences	I have been very impressed with every aspect of my experience at Moray College, UHI.
	Reception staff always kind and helpful, guidance staff are great too.
PREPARING TO WORK (SCQF LEVEL 3)	In my opinion, I am extremely happy with the level of support I have received from Moray College. I have absolutely no doubt that I am satisfied with everyone involved in my course, and I would like to thank them all tremendously for always helping me when I am stuck, and for always supporting me through and through. Pretty much everyone at the College has been extremely polite and understanding towards me, including the Refectory

Appendix B

	<p>staff, who are always extremely friendly and have constant smiles on their faces when interacting with me, the teaching staff, who are always happy to help me no matter the time of day, and not forgetting the support staff, who are always very pleasant and cheery the whole day through! No matter the course or coursework, I always understand every bit of information relayed to me, and it is always explained in a very thorough manner. Overall, I am very pleased with my experience at Moray College so far.</p>
Culture and Heritage	<p>I have been very satisfied with the teaching staff, the learning environment and the helpful library staff</p>
NQ PRACTICAL SCIENCE SCQF LEVEL 5	<p>all of the services in the college are amazing and it is way more than i could have ever expected. i manage to study efficiently within the college and i really enjoy my time in college.</p>
Bioscience	<p>My PAT has been an incredible support. The LRC staff have been helpful with me taking booking out as i have never done this before, and also showing me how to use the online library on the moray college website.</p>

**Agenda Item Reference:**

<b>Title of Paper:</b>	<b>UHI Regional FE Curriculum Portfolio Review Process</b>			
<b>To Committee:</b>	LTQ			
<b>Version number and date:</b>	1 17/03/20			
<b>Brief summary of the paper:</b>	The FE Curriculum Portfolio Review process has been developed by members of the SMCT. It is designed to enhance the skills planning undertaken by partners, through the adoption of an agreed approach to local curriculum review. It supports the implementation of the UHI FE Curriculum Strategy (still to be finalised).			
<b>Recommendations:</b>	Endorsement			
<b>Action requested/decision required:</b>	Decision Required			
<b>Status: (please tick ✓)</b>	<b>Reserved:</b>		<b>Non-reserved:</b>	✓
<b>Date paper prepared:</b>	5 February 2020			
<b>Date of committee meeting:</b>	17 March 2020			
<b>Author:</b>	Diane Rawlinson (presented by Chris Newlands)			
<b>Link with strategy:</b> Please highlight how the paper links to, or assists with: Strategic Plan including <ul style="list-style-type: none"> <li>• Curriculum</li> <li>• Learning and Teaching</li> <li>• Organisational culture</li> <li>• Partnership</li> <li>• Sustainability</li> </ul>	This paper links to the college strategic objectives relating to 'Curriculum'.			
<b>Equality and diversity implications:</b>	Need to ensure impact on disadvantaged and underrepresented groups is thoroughly assessed and opportunities to advance equality are pursued.			
<b>Resource implications:</b> <i>(If yes, please provide detail)</i>	None			
<b>Risk implications:</b> <i>(If yes, please provide detail)</i>	Relevant Risks are: <ul style="list-style-type: none"> <li>• Moray/1 Ineffective Curriculum Planning</li> </ul>			

**University of the Highlands and Islands**  
**Further Education Curriculum Portfolio Review**

**Context**

The University of the Highlands and Islands, as Regional Strategic Body has a duty to secure provision of high-quality further education in the locality of its colleges, having regard to local community development needs and support for local, regional and national economic growth. Furthermore, the Regional Strategic Body is also tasked to promote collaboration between its colleges and external agencies engaged in skills planning and development.

This Further Education Curriculum Portfolio Review process has been developed with partners, to enhance the skills planning undertaken by partners, through adoption of an agreed approach to local curriculum review. The Further Education Curriculum Portfolio Review process details a standard approach to portfolio review across all partner colleges and supports the implementation of the University of the Highlands and Islands Further Education Curriculum Strategy. This Further Education Curriculum Strategy aims to deliver a 'regionally coherent, high quality, relevant further education curriculum that effectively serves the needs of its communities, making best use of available resources'.

Through this portfolio review process, the region seeks to ensure alignment with national policy drivers, regional strategies, and national, regional and local economic development need, through regular assessment of the regional curriculum.

The region considers engagement with external stakeholders to be a central strand of this process, providing local and regional challenge and support in the work to achieve alignment of skills planning and impactful employability pipelines.

While this is a review process that relates to further education, in keeping with the responsibilities of the Regional Strategic Body, it is recognised that partners will, as a matter of course, undertake a more holistic approach to curriculum review, spanning all SCQF levels. To this end, UHI Deans and relevant Subject Network Leaders will be invited to participate in local processes and will be given access to review outputs in order that local review processes can inform, and be informed by, subject network reviews. Partners may also wish to invite curriculum managers from other partners to participate where there is scope for collaboration.

**Scheduling of Portfolio Review**

Colleges will undertake curriculum portfolio review in the Autumn of each year, concluding the process by the end of December. This will enable colleges to make use of key performance indicator data from the previous year, while still allowing for change to courses ahead of the main further education recruitment period in the new calendar year. A more comprehensive portfolio review will be undertaken on a three-year cycle.

The full portfolio review, undertaken every three years, will require engagement from stakeholders and assessment of on-going alignment with the Regional Further Education Curriculum Strategy and relevant regional enhancement strategies.

In the interim years, the annual desk-top review will be undertaken by partners, through their established curriculum team self-evaluation mechanisms, identifying changing levels of demand, emerging opportunities or local/regional/national priorities, issues illustrated through PI data

(including student/employer feedback), Government, Scottish Funding Council and University initiatives and industry intelligence, with adjustments made as required.

### **Evidence Base**

The College-led full review will make use of the following evidence in the evaluation of portfolio fit:

- Regional Skills Assessment data
- Sector Skills Reports
- Demographic trend data
- School leaver data
- Performance Indicator Trend Data
  - Application to enrolment
  - Enrolment (numbers and profile)
  - Student satisfaction
  - Student retention
  - Student outcome
  - Student destination
- Student feedback
- Employer feedback
- Education Scotland reports (where available)
- Survey output from other agencies e.g. HIE where available

An agreed indicative list of evidence sources will be discussed and agreed in advance of the review at SMCT and circulated to partners.

### **Scope of Review**

All further education activity is in scope of this review process, including full-time, part-time, work-based learning, school/college collaborative programmes, blended and on-line delivery modes. The main thrust of the review will be at the level of industry sector ensuring that the college is responding to industry needs. The need for colleges to respond to community development needs and promote social cohesion is also recognised. Review processes will determine, through consideration of individual programmes, that accessible pathways are offered to relevant positive destinations. Consideration of evidence, whether feedback from students and employers or PI data may prompt more detailed evaluation at course level. Although the portfolio review process may identify need for further review by any course team, for instance where concerns emerge relating to student outcomes, rather than become a feature of the review itself, any such issues would be followed-up through normal college quality management processes.

### **Stakeholder Participation**

Active participation from stakeholders will be every three years. Stakeholders invited to participate will include, but not be limited to:

- Staff
- Students
- SDS
- Local Authority Strategic Leads
- School Head Teachers
- SDS

- HIE
- DYW
- Employers

### **The Process**

Stakeholder participation will be in addition to any routine College stakeholder engagement arrangements, for instance college participation in CPP meetings or routine employer engagement. Colleges may, however, in their curriculum portfolio review process, engage with stakeholders through different mechanisms in keeping with local contexts and circumstances. This engagement might, for instance, take the form of:

- Stakeholder workshop
- A series of meetings with stakeholders
- Board of Management strategic planning events

Whatever form the engagement may take, stakeholders will be presented with the college's analysis of curriculum alignment with the Regional Further Education Curriculum Strategy and through that, alignment with local, regional and national priorities. Stakeholders will be encouraged to provide their own assessment of college and regional alignment of skills development opportunities for the college to consider as part of the process.

### **Outputs**

The college will produce a report following each full portfolio review that details:

- Key policy drivers and priorities underpinning the college curriculum.
- Key strengths of the current offer in terms of skills alignment.
- Trend data relating to recruitment, student outcomes and destinations.
- Emerging issues/opportunities prompting required developments and/or required adjustments to the current offer.
- Key developments and/or emerging issues that require consideration from regional higher education management.
- Stakeholders engaged in the review and the form of engagement employed.
- Actions to be fed into any corporate operational plans.

The reports will be written by the end of January following the review and shared with the following groups thereafter:

- College Boards of Management
- The Regional Strategic Body
- Local stakeholder groups
- SMCT
- Quality Forum

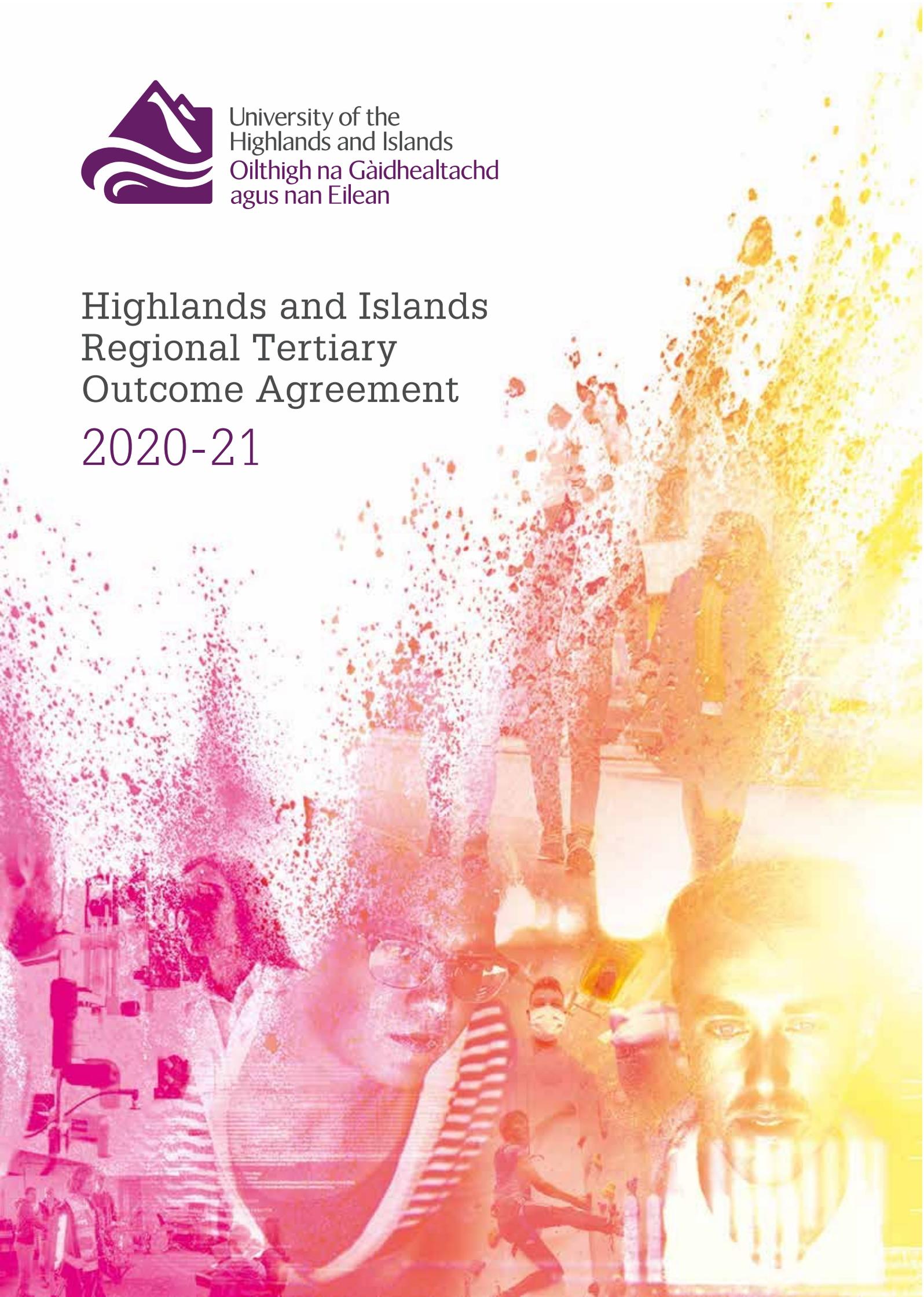
Where appropriate, SMCT and the Quality Forum will make use of academic partner review reports to inform regional curriculum development and regional enhancement activity.

### **January 2020**



University of the  
Highlands and Islands  
Oilthigh na Gàidhealtachd  
agus nan Eilean

# Highlands and Islands Regional Tertiary Outcome Agreement 2020-21



## HIGHLANDS AND ISLANDS REGIONAL TERTIARY OUTCOME AGREEMENT 2020-21

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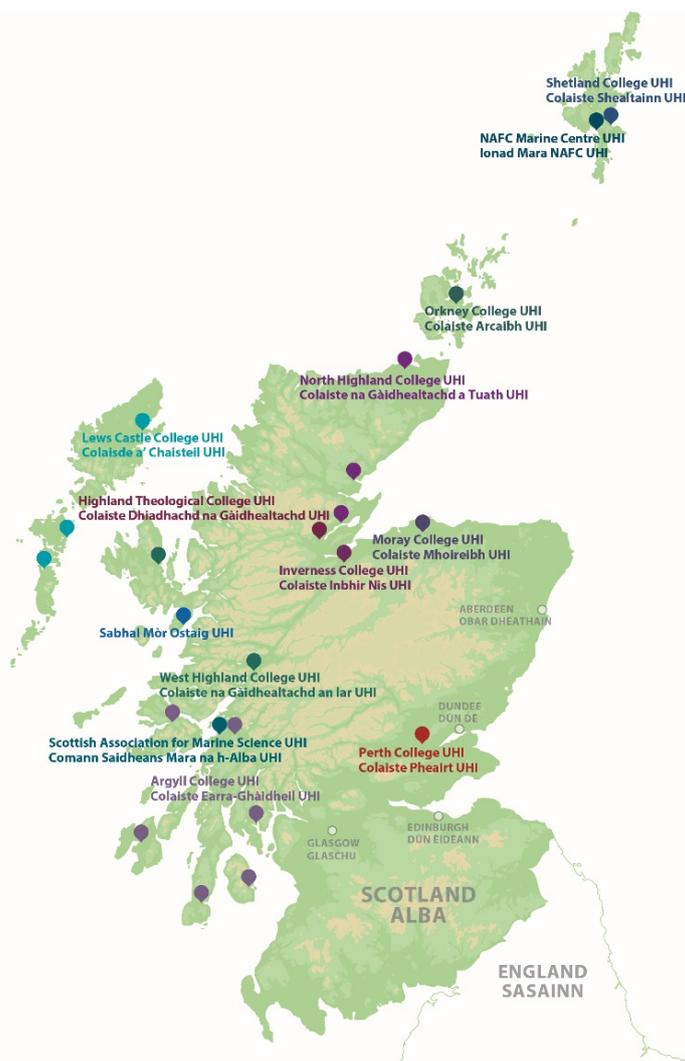
## Introduction

The University of the Highlands and Islands is the only university based in our region, covering the Highlands and Islands, Perth and Kinross and Moray. *Our mission is to have a transformational impact on the prospects of our region, its economy, its people and its communities.* We are a tertiary institution, the first in Scotland and one of only a few in Europe, providing access to a range of programmes across all the SCQF levels.

Access to our undergraduate and postgraduate study and research opportunities is through a distinctive educational partnership of colleges and research institutions. Each academic partner has its own character and contributes to the distinctive organisation that is the University of the Highlands and Islands. Some are relatively large colleges in the urban centres of the region such as Perth, Elgin and Inverness; others are smaller institutions, including those in island communities and specialist institutions. Most also provide access to further education, while some have a primary focus on research. All, however, have a student-centred culture and individual approach to student learning.

*We are locally based, regional in structure and aim for national and international reach.*

Our regional, tertiary partnership:



The tertiary nature of our provision and the student-focused approach of each academic partner give us a unique opportunity to offer access to education for all, regardless of background and previous educational attainment. Depending on individual requirements and aspirations, students can access further and higher education from SCQF Level 1, with progression opportunities through the SCQF levels up to postgraduate research.

One of the key elements in our commitment to widening access is the continued development of integrated tertiary pathways from school to further and higher education using academic and vocational routes to maximise opportunity. Through these pathways, we are delivering truly seamless supported learning journeys.

Our research and innovation activities and profile are growing and we aim to produce a wide range of impactful world-class research outputs in areas which, in particular, reflect the landscapes, seascapes, and the rich tapestry of cultures, and heritage within the Highlands and Islands of Scotland, benefitting our communities as well as having international connections and significance.

### **HISA/student voice**

The Highlands and Islands Students' Association (HISA) represents all higher and further education students across the university partnership. They represent students at a national level through work with external organisations such as NUS Scotland (National Union of Students in Scotland), NUS UK (National Union of Students) and SPARQS. There is HISA representation on all relevant university committees, including the Partnership Council regional outcome agreement workshop and feedback sessions. The full-time officers agree priorities for the region by working together with the local officers and other elected student representatives. [further input from HISA strategic plan]

### **Regional outcome agreement consultation**

The Highlands and Islands Regional Outcome Agreement has been updated in consultation with staff, students and academic partners through workshops held with Partnership Council. Each academic partner has also consulted locally with staff, students, trades unions and community planning partners during its development.

### **Impact of the UK departure from the European Union**

While, the outcome of the December general election is now known, uncertainty remains and the need for clarity on the resolution of issues raised by the sector is now even more urgent. The university will host another UHI Brexit planning session with SFC early in the new year. Main issues post-Brexit remain:

- Access to new EU programmes or replacement funding and contingency planning in the case of a 'no deal' Brexit.
- Replacement for ESIF in Scotland. Our region is particularly dependent on this investment. ESIF supports significant activity across our network, with around £300m levered in since 1990s to invest in estates and IT infrastructure, research activities, course development and additional student places.
- EU student fees policy for 2021-22 and beyond. Fees will be one of the crucial factors in recruitment of EU students in the future and the 2021 entry recruitment cycle is not far off.
- Continued involvement and student and staff mobility concerns with other EU programme – INTERREG, ERASMUS+, Horizon 2020

## Outcome agreement priorities

### Section 1: The learner

*Scottish Government strategic priority: to provide the best student experience, seamlessly connected for learners of all backgrounds.*

*SFC core objective: to invest in education that is accessible to learners from all backgrounds, gives a high-quality learning experience, supports them to succeed in their studies and equips them to flourish in employment, further study and fulfilling lives.*

Through our regional tertiary structure, we are committed to improving access to our tertiary pathways across our diverse region encompassing small cities along with extensive rural and remote areas. Being locally based within our communities, we can enhance the tertiary provision through relevant outreach activities promoting access to the most hard-to-reach individuals and groups, as well as working in partnership with relevant local organisations. However, our region, along with the rest of Scotland, is experiencing a demographic challenge, in particularly expected reduction on primary and senior phase cohorts and under 25s by 2020, along with population declines in some island communities.

In higher education, the university achieved substantial growth in our non-controlled funded numbers from 2012-13 to 2017-18, plus the successful introduction of nursing and midwifery and teacher education programmes and increases in our taught postgraduate recruitment. We are now experiencing a challenging recruitment environment linked to the demographic shifts and consequential increased competition across the sector. The effect is being felt especially with higher national recruitment, which may also reflect the increasing study options available. It should also be noted that we recoded some of our unstructured part-time provision in 2018-19 to more accurately reflect the course aims. This has had a consequence of significantly reducing the number of Scottish-domiciled undergraduate entrants counted in the SFC definition in the national measures as a result some targets have been adjusted to reflect the actuals from 2018-19. The university's retention rate continued to be lower than the sector, however, it does include our other undergraduate (mainly HNC/D) as well as degrees. In the second half of 2019-20 we will be working on an action plan following a comprehensive research project with non-continuing students, including focus on under-represented groups.

In further education, the university partnership routinely meets our student activity targets, despite facing some significant geographical challenges and a rapidly changing profile of recruitment. The region is committed to meeting student activity core targets as well as ESIF student activity targets while these credits are still available. It should be noted that activity in the region will be reduced by 2,200 with the loss of ESIF credits in 2020-21 and ROA targets have been adjusted accordingly in this and subsequent years.

Although the region has exceeded activity targets for many years, the demographic change is impacting recruitment. Over the past four years there has been a reduction in the proportion of credits delivered to 16 to 19-year olds of four percentage points. Between 2017-18 and 2018-19 this amounted to approximately 2,000 credits. Balancing this, the region is anticipating a slightly higher number of credits being delivered to primary school and secondary years one to three through the delivery of a regional STEM strategy and partner Gender Action Plans. As we continue to respond to higher demand for part-time programmes, adult re-training and CPD, the proportion of credits

delivered to those aged 25 years and older is anticipated to rise. Targets for these age-bands have therefore been adjusted accordingly.

The full-time further education student success rate for the region typically surpasses the national norm, sitting approximately two percentage points above, with some partners achieving the highest student success rates in the sector. In 2018-19, full-time student success fell slightly, mirroring a sector-wide pattern. The region aims to recover the position of 2018-19 and incrementally improve beyond that during the period of the ROA. Targets for part-time further education student success have been set to maintain the very high pass rate of 83-84% achieved in previous years, considerably above the national norm.

Overall, attainment rates for full-time students aged 16-19 are three percentage points below the mainstream full-time student success rate but exceed the national benchmark by two percentage points. The region is committed to incremental enhancement of success for this group with the aim of achieving a success rate of 71% by 2022-23.

## 1. Commission for Widening Access

*Recommendation 5: Universities should ensure their admissions processes and entry requirements are based on a strong educational rationale and are not unnecessarily prescriptive, to the detriment of learners who take advantage of the availability of a more flexible range of pathways. This should be monitored by the SFC through the outcome agreement process.*

The University of the Highlands and Islands is in the unique position of being able to offer a wide range of entry points into the learner journey making us a highly accessible institution to all groups of prospective students, irrespective of background or life circumstances. When considering applications, we look beyond grades achieved to find the right option for each individual.

Additionally, contextual data is used to assess an applicant's prior attainment and potential to succeed in higher education. This applies to applicants who do not meet the standard entry requirements for the course, or where there is competition for places. Our current contextualised admissions indicators are shown below, and applicants are identified from the disclosed data on their application:

- Experience of being looked after / in care for a period of time
- Living in an SIMD 20 area
- Participated in outreach activity or access programmes
- From Schools with lower than average progression to HE (SHEP schools)
- Parents or guardians have not previously attended university

We aim to take a longitudinal approach to tracking the impact on recruitment and retention of these widening access groups to allow for sufficient data and trends to emerge.

*Recommendation 11: By 2019, all universities should set access thresholds for all degree programmes against which learners from the most deprived backgrounds should be assessed*

*Recommendation 12: Promote access thresholds to relevant schools, pupils, parents, local authorities and teachers*

Our published entry requirements are already set at the minimum required to successfully complete the programme and do not present an unnecessarily high (selective) barrier for applicants. Therefore, publishing a set of lower 'access thresholds' for widening access

applicants would not be appropriate. It is important that we can make our distinctive position clear while still participating in the sector's move to more consistent language and we have done this by tailoring the common text developed by Universities Scotland to our unique position. Specifically, SIMD20 postcode and care-experience are contextualised indicators in our processes and therefore applicants are flagged, and decisions tailored to their circumstances where appropriate.

In terms of promotion and monitoring of minimum entry requirements this is done through our own course web pages and on UCAS where we publicise the standard (minimum) entry requirements to all. Our contextual admissions process which flags up applicants with specific indicators is where we publicise our approach to giving greater consideration, should they require it, to applicants from specific backgrounds. These decisions will often be bespoke to the individual.

We also accept a wide range of equivalent qualifications to increase access to our provision. We recognise that there is a variety of routes through which qualifications can be gained and ways in which readiness for higher education study may be demonstrated. We make extensive use of recognition of prior learning (both formal credit bearing and experiential) in our admissions processes. We have committed to ensuring that access thresholds are considered during any proposal to increase requirements for a programme and for new programmes that may have a more selective position in terms of applicant pool and therefore where standard entry requirement may be set at a higher level, where this is in our control.

*Recommendation 21: By 2017, those with a care experience, who meet the access threshold should be entitled to the offer of a place at a Scottish university.*

Care-experience is one of our contextualised indicators, however, where applicants disclose, and they meet all the minimum requirements of the programme, we commit to offering a place.

*Recommendation 9: Ensure that the expansion of articulation supports disadvantaged learners to progress to degree level study*

Students achieving a higher national qualification from any Scottish FE college can apply to the University of the Highlands and Islands for entry to a relevant degree programme with advanced standing. The university is very experienced in this type of transfer as much of this activity comes from progression of our own HNC/D students through seamless routes through our top-up degrees and relevant credit transfer into other degrees. Our students also enjoy a well-developed support and learning infrastructure along this journey, reducing some of the institutional barriers experienced by learners moving from college to university.

We are continuing to work with colleagues from SFC to enhance the profile of the university's structure and approach, in particular ensuring our internal progression data can be featured in future reports and measures derived from the national articulation database. Our main formal articulation agreement with North East Scotland College continues with new links to our adventure studies and sports degrees being added to the long-established creative industry options.

*Recommendation 4 and Recommendation 7: Outline its use of Bridging Programmes (defined by CoWA Blueprint as summer schools/gateway programmes/top-up schemes) /Includes school engagement*

In response to the Commission on Widening Access (CoWA), and specifically to recommendation 4 of its final report that states a group of stakeholders from the university, Highland Council and the SFC's Schools for Higher Education Programme has met to discuss the possible formation of a Highlands and Islands Regional Access Group. This initiative would aim to involve a wide range of stakeholders in our region who are committed to deliver a collaborative, learner-centred approach as directed by the Commission on Widening Access's *a Blueprint for Fairness* Report, and the SFC's *Schools Engagement Framework*. It was agreed that membership should include representatives from all sectors - local authorities, outreach programmes, SDS, the voluntary sector and the university and academic partner colleges. Similar regional partnerships have been created or are being discussed in other areas.

The recent mapping of access and bridging programmes in Scotland, by the Scottish Funding Council, highlighted the many varied access initiatives throughout Scotland. Some, which were indicated as taking place in the Highlands and Islands region, are perhaps not known to many of the core organisations in our area. Undertaking a mapping of our own area would assist in raising awareness of any gaps which exist, highlight any duplication or overlap across the learner journey, and help our collective understanding of issues around widening access and the effectiveness of current activities. Further work will be undertaken on this initiative in 2020.

## 2. Widening Access and Retention Fund

As highlighted in our response to the recent consultation, for a university with a regional mission and tertiary structure, WARF is essential to support increased costs of regional planning, communication and implementation of access approaches, progression pathways and retention strategies across communities and groups with complex and varying needs.

The specific focus on supporting student intake and retention from SIMD20 is clearly understood as a means of aligning the funding to SFC and Scottish Government priorities and supporting the implementation of the Commission on Widening Access recommendation; however it is too narrow a measure to adequately identify areas where poverty and deprivation are more dispersed but no less real or costly to address.

Evidence suggests that people living in rural areas experience deprivation differently from those living in towns and cities, with increased cost of living including food, fuel, and heating, transport challenges to get work and study and greater difficulties accessing services. A Scottish Government report on rural deprivation in 2016 concluded that SIMD is designed for identifying concentrations of multiple deprivation for the whole of Scotland, and for this purpose, it is the best available tool. However, in order to adequately identify and describe the main issues in areas where poverty and deprivation are more dispersed, it recommended using SIMD alongside other data sources.

In the period of this ROA, the region will continue to work to address any inequity of experience and potential outcome for students with protected characteristics and those facing additional challenges.

### 3. Learners from areas of multiple deprivation SIMD20 (HE) and SIMD10 (FE)

As has been reported many times previously, our region has only 17 (2%) of the SIM10 data zones (covering only four academic partners) and 47 (3%) of the SIMD20 areas with none in the island communities. These quintiles account for only 2.4% and 5% respectively of the working age population. We already perform well in recruiting from these areas compared to the population living there and our targets have been set accordingly. By comparison however, 45% of the working age population in our region live in the lowest quintile for the SIMD access to services domain. Analysis of the SEP index data shows 31% are living in remote rural areas, including 22% in areas classified as very remote.

SIMD20 students (HE): in 2018-29 we achieved our 2020-21 target of 10% of full-time first-degree entrants from SIMD20. We have however been cautious in increasing this target as the numbers are relatively small and quite limited changes can see significant fluctuations in percentage.

SIMD10 (FE): Within the reduced funded student activity available to the region in the coming years, targets have been set to maintain the proportion of credits delivered to students from SIMD10 post code zones. The 3.5% of total credits delivered is more than representative of the proportion of the population in the region residing in these identified areas of deprivation. Therefore, in line with SFC guidance, the region's focus will continue to be on enhancement of the success rates of these students, rather than real terms growth in student numbers.

In 2018-19, the region implemented a Strategy for the Enhancement of Further Education Attainment, with a focus on addressing the attainment gap experienced by some student groups. In this year, the attainment gap for full-time students, resident in SIMD10 post code zones was reduced to 0.4 percentage points. The task ahead is to maintain that parity of success. Targets for full-time SIMD10 student attainment have therefore been set to track the region's stated ambition for mainstream students. Part-time students residing in SIMD10 post code zones have fared less well in previous years, with success rates sitting below that of the mainstream student cohort and below the national benchmark. The region has set itself the challenge therefore of reviewing the experience of these students and improving part-time success rates for students residing in areas of deprivation over the three-year period of the ROA.

### 4. Equality and diversity

The university partnership has historically collaborated to inform the development of local equality and diversity and access and inclusion strategies. In 2019-20, we are taking a more proactive role to introduce greater coherence in this work, bringing partners together to develop a standard approach to these developments, building into this process the required level of assurance regarding compliance with SFC guidance and an informed distribution of associated funding.

Specifically, in relation to equality and diversity (E&D), the university increased staff resource from 0.4 to 1FTE in February 2019 to support the partnership to better meet sectoral demands. The E&D advisor is currently checking which areas require further attention to ensure effective mainstreaming and support, which will help with the production of a detailed equality, diversity

and inclusion (EDI) strategy, increasing support and aiming to optimise engagement across the academic partners.

Early planning suggests that priorities will include the following themes: audit and compliance; staff and student development/ support; community partnership/ engagement and engaging with other colleges and universities. Ultimately, the strategy will look to provide more holistic support for the partnership, and bring local activities closer together, and will foster specific activities.

An E&D training resource is also being explored, either in-house or with external specialists. A cross-cultural communications training session was recently delivered to staff, community partners and the public by Interfaith Scotland. This 45 minute 'lunch and learn' session proved to be a good format to get the best attendance. Our E&D advisor is developing training on gender diversity, which will be delivered in two academic partners in 2020, and, subject to feedback, could be rolled out more widely.

The university has produced a literacies framework of core employability skills. One branch of the framework relates to EDI. There is also some current discussion on creating an EDI Curriculum Task Force to look at the curricula, environments and values that our courses encompass. A large part of the expected workload will be mainstreaming inclusive examples and methods into learning materials. Additionally, the university will look to produce standalone EDI materials to deliver as part of courses with a management component, to ensure students are equipped for the modern work environment.

The university has an EDI in governance group, who discuss and investigate ways to diversify ways to diversify University Court. Two BAME governors have been added to the membership and were able to bring lived experience to considerations that may otherwise not be sufficiently informed or effective. We will look to further diversify the group as opportunities arise. Currently there are no vacancies, but we continue to build plans that we can implement when a Court member next leaves post. These include advertising channels, media campaigns and positive action.

In response to government targets to half the disability employment gap by 2038, the university has created a working group to address barriers into employment for people with disabilities. The project will look at how we attract and retain staff, and what we do to increase confidence and aspiration, in relation to our institutions and surrounding communities. Work is planned to engage with community and national partners to develop an informed methodology to drive this agenda forward. Previously, we intended to engage with Advance-HE's Disabled Staff Recruitment Project, but after several deadline-shifts it was felt that capacity was better suited to internal management of this area. It is intended that lessons learned through adaptation of recruitment processes can be extrapolated to wider groups in respect of other underrepresented groups, and groups facing particular barriers.

In response to EHRC's recent report (October 2019), we have produced a set of initial recommendations to address potential harassment to BAME students including research into lived experience of BAME staff and students; a programme of awareness raising and training, and improvement of reporting systems. We aim to progress this agenda swiftly; specific plans are at an early stage and will be discussed widely through the Scottish Race Equality Network.

## 5. Mental health strategy

Across HE and FE, the number of students declaring a disability has risen recently by approximately four percentage points (pp) in FE and almost 8% for Scottish-domiciled undergraduate entrants to HE. Partners are also reporting an increase in students declaring mental health issues which has been reflected in our expectation that higher levels of declaration will continue.

In relation to FE, regionally, therefore, there is an expectation of 27.5% of the region's credits being delivered to students declaring a disability. This is significantly higher than the national norm of just under 19%.

In response to the increases in numbers of students declaring mental health issues, the university appointed a regional Mental Health and Counselling Manager to lead a group of student support practitioners in developing and implementing a Regional Mental Health Strategy.

The partnership [student mental health strategy](#) was approved in November and is now published on the university website. Accompanying the strategy are individual implementation plans and sub-groups working to drive the strategy forward. Going forward, there will also be one partnership student mental health agreement which can be adapted by individual academic partners. There has been HISA representation on the mental health strategy group and the recently formed working with risk and suicide group. The university partners are also collaborating to develop an e-counselling service to improve access to support for those in remote and rural settings where provision of services can prove challenging.

Colleges in the region are responding to the rise in student mental health issues through a range of approaches, combining this with a focus on well-being. For example, West Highland College UHI has designed a course combining the new SQA Mental Health award with their Health and Wellbeing SCQF level 5 programme for Lochaber High School which has been very well-received. The college is planning to repurpose the design of the Mental Health and Well-being programme in the coming academic year as a networked and connected course available through Virtual Schools to Highland secondary schools.

In North Highland College UHI, health and well-being was the overarching theme of the 2018-19 staff conference with a joint focus on mental health awareness and drug and alcohol abuse. West Highland College UHI also delivered focussed staff training through a two-day Mental First Aid course, in addition to the delivery of workshops by a range of external agencies and partners including The Samaritans, Hug, NHS, Ewen's Room, HISA and Skye meditation. This work will continue throughout the period of this ROA.

## 6. Gender

The university has an institutional gender action plan (iGAP) for staff and students, with individual APs producing their own in respect of local staff, FE students, governance, culture and environment. These were last published in July 2017 and are due for publication in July 2020.

We recognise that while there is extensive positive gender-equality work across the partnership, going forward we need to adopt more consistent methodology and oversight across the partnership. A group has been established including the VPFE, single policy environment manager, dean of students and E&D advisor, which will meet regularly with academic partners to collectively review and develop content and plan future methodology. Going forward, the university will work with APs to explore governance models to better enable oversight and consistent support at the point of delivery across the partnership to ensure we meet SFC's updated guidance.

In relation to FE, student gender is well-balanced across the region overall. However, this masks underlying variation in some partners, linked to their curriculum offer. Through their Gender action Plans, partners are seeking to address gender segregation by subject, through employment of staff that challenge gender stereotypes and work with schools. This work is challenging deeply embedded cultural norms and consequently progress is slow. Efforts will be made through work with primary and early secondary years during the next three years, to encourage ambition unconstrained by preconceptions of gender-specific roles. Further detail regarding action to achieve gender balance can be accessed through each college's GAP.

Examples of projects and activities addressing gender imbalances:

- The university has created seven paid STEM champion positions across a breadth of subject areas and APs. Champions will engage with EQUATE Scotland on networking, employability, leadership and communications skills, and will bring EQUATE events to the region. They will help the university address attraction, conversion and retention of women in STEM courses and professions. Roles will include role-modelling, blogging, public speaking and mediating between staff and students. Conversations are underway to explore how Champions can engage with schools and UCAS events, face to face and online

The E&D Advisor will work with STEM champions and the university marketing to ensure inclusion of counter-stereotypical gender-role models in website, prospectus and publications. We will also look for opportunities to include racial and physical difference within promotional materials.

- We have two men in early year's projects – Perth College UHI's men in childcare programme (HNC) and Inverness College UHI led on the Children and Men in Practice (ChAMP). The impact of these initiatives is being assessed and will be reported in the July 2020 iGAP along with plans for taking them forward over 2020-23.
- The university STEM team are working with the Royal Society of Edinburgh (RSE) in collaboration with the SSA to bring a Women in STEM exhibition up to the Highlands and Islands region. They are also working with uniformed groups (e.g. Brownies, Guides etc) to host Girls into STEM events.
- Across the region, Moray College UHI has developed an effective partnership with the Childcare Expansion Team at Moray Council to address the gender imbalance in this workforce while tackling the shortfall of suitable qualified workers.

- Inverness College UHI female engineering lecturing staff are helping to challenge gender stereotyping through their work with school senior phase programmes.
- UHI STEM team has worked extensively with primary schools across the region on an outreach basis, generating interest in STEM careers through experiential learning.
- Colleges are also planning to challenge the gender-based perceptions of school pupils in primary and early secondary years through STEM engagement.

The university will assess how best to incorporate University of Strathclyde's Trans Edu recommendations into our developing cohesive EDI strategy. We have already taken initial steps to include an agenda item on new and updated building plans and to look for opportunities for neutral toilet provision, alongside other physical inclusion measures for a range of protected characteristic groups.

We have established an LGBT staff network (September 2019), to inform our work on diverse sexuality and gender. HISA have established their HISA Rainbow Network to progress this agenda with students. Connections with local sponsors have been established, with a view to visibly supporting Highland Pride 2020, and other Pride events across the wider region. The cross-partner EDI policy, produced in early 2019, includes explicit content indicating that gender-diverse staff and students will be appropriately supported. This was bought into by all APs and implemented in May 2019. We are currently looking into Gaelic Language resources for expressing neologisms from the LGBTI+ community and foster the reputation of Gaelic as an evolving and inclusive language.

## 7. Care-experienced, carers, estranged students and veterans

A cross-partnership priority groups' forum has recently been created which will focus on care experienced learners, student carers, estranged students and veterans. For the university, it is appropriate to bring these groups under one partnership-wide forum rather than creating separate groups to ensure the best use of resources and expertise and allowing good practice to be shared across the different groups as well as focusing on their individual specific needs.

### 7.1 Care-experienced:

The university [corporate parenting plan](#) is available on our website, along with information on our commitments and support resources. Academic partner plans reflect their local context and are also linked from the university website.

In higher education: the proportion of care-experienced entrants has increased from 1.0% in 2014/15 to 1.5% in 2018-19, target reflect our ambition to continue this growth.

For further education, the region has, through the corporate parenting action plans and through the implementation of the further education strategy for the enhancement of student attainment, worked to improve FE recruitment and outcomes for care experienced young people. We are seeking to maintain this success of 2.7% of total credits being delivered to students declaring care experience and focus on improving outcomes for this group. In 2018-19, success rates for care experienced students improved by 10 percentage points. While this is a positive result, we are committed to further improvement with the aim of achieving a 62% student success rate in 2022-23. This ambition reflects our commitment to supporting the national ambition of achieving parity with mainstream students by 2030.

## 7.2 Student carers and estranged students:

The university is actively working towards the Going Higher award and hope to submit by March 2020 and have recently signed up to the Stand Alone Pledge. The Priority Groups Forum will progress and monitor these activities.

An example of work within the region is Perth College UHI's well-established partnership with Perth and Kinross Association of Voluntary Services through which support is provided for any student carer. Work is on-going in Perth College UHI to achieve the 'Going Further' quality recognition award and will continue during next academic year. The college has provided training for staff on the needs of this student group, FE contextualised admissions processes are being used and students are directed to a named member of staff who advocates on their behalf.

## 7.3 Veterans

The university signed the Armed Forces Covenant in April 2017, and in doing so committed to upholding the key principles, and in particular, to identify and implement ways in which we can support serving personnel, veterans and their families to access and succeed in further and higher education. The University is also a member of the Highland Armed Forces and Veterans Community Covenant Partnership (HAFVCCP), and as such is party to the achievement of the priorities set out within the [Highland Armed Forces Community Covenant](#) and the [HAFVCCP Action Plan](#).

As part of our Armed Forces Covenant commitment, and in line with the work being undertaken by the university sector as a whole, we are looking to establish a network of armed forces champions across the partnership. Ideally, this would be a military veteran or someone currently serving in the reserve forces. Alternatively, it could simply be someone with an interest in working with the military, veterans and their families, or a member of staff who already works with military personnel within a college. This network will present an opportunity to bring expertise from across the partnership and strengthen our ability to meet our covenant commitments.

## 8. British Sign Language

Our partnership BSL plan is available on the university website - [British Sign Language page](#)

## 9. Student safety

Through the partnership single policy framework project, staff and HISA have worked to create a Student Code of Conduct as well as the Promoting Positive Learning Environment Policy and Procedures. These have been approved and are currently being implemented across the partnership.

The university was an early adopter of the Equally Safe gender-based violence toolkit. Our student support manager is the institutional lead for GBV and chairs an internal equally safe group (including a representative of HISA) which aims to implement the recommendations outlined within the toolkit. Commitments the group have made so far include:

- Creation of staff guidance on how to respond to disclosures of GBV
- Creation of an online staff training resource
- Investigation into an appropriate reporting tool through which disclosures can be made
- Raising awareness of student safety at various times of the academic year

- Exploring options relating to investigation training for staff with the responsibility of undertaking this role internally.

Across the region, academic partners are planning and delivering a more systematic approach to addressing student safety issues, making use of staff conferences. For instance, West Highland College UHI have included a presentation on gender-based violence delivered by Fiona Drouet (#Emilytest) and workshops delivered by Highlands Violence Against Women. Perth College UHI is planning the delivery of a series of talks to students in 2019-20 on keeping safe and North highland College UHI has plans to use a 'Links2Life' event to raise awareness of coercive behaviours and safety during the festive period.

## 10. Health related outcomes [TBC]

### Section 2: The system

*Scottish Government strategic priority: to provide high quality learning in a system where institutions work in partnership and demonstrate the highest standards of governance and financial accountability.*

*SFC core objective: to ensure colleges, universities and specialist institutions form part of a successful, world-leading, coherent, and sustainable system of education that responds effectively to the future needs of learners and the skills needs of the economy and society, enhances our rich cultural life and strengthens Scotland's international connection.*

We are a regional tertiary institution with almost 40,000 further and higher education students at the heart of our university partnership. With 13 academic partners and 70 learning centres located across the region, we make full use of a range of approaches and technologies to maximise access and optimise delivery.

For example, the university is currently progressing a framework for the development of open educational practices. Driven by international developments such as the UNESCO [2017 Ljubljana OER action plan](#) and its contribution to [Sustainable Development Goal 4 \(SDG4\)](#) of the United Nations 2030 Sustainable Development Agenda and closer to home the Scottish Funding Council's (SFC) [College and University Sector ICT Strategy 2019 – 2021](#) and its support for the [Scottish Open Education Declaration](#), the framework provides a three-year roadmap focussing primarily on six areas of open educational practices. 'Harnessing open education approaches', one of the 12 values of the institutional learning and teaching enhancement strategy, is also a key internal strategic driver. In addition to the widely recognised benefits open practices hold for institutions the framework looks more widely at the benefits to students, communities and businesses through the use of collaborative open spaces, co-creation of learning, graduate attributes and digital skills for employment. Development of the framework has been received positively from other institutions and external bodies who are interested in how, as a geographically and digitally distributed university, we might progress open within and outwith the region.

The university had some notable successes in student satisfaction in 2018-19. The NSS result consolidated the improvements made the previous year, achieving our benchmark with only a small decrease in overall satisfaction. Our targeted action planning process continues to have a positive impact. Although not a national measure, the university scored well for overall satisfaction in both the postgraduate taught and postgraduate research student experience surveys (PTES/PRES). The result in the PTES placed the university tenth out of the 84 HEIs who took part in the survey and represented a 10 percentage point increase from the previous survey. The PRES result, with overall

satisfaction of 85%, was 4% above the level for all participating institutions, 4% above participating Scottish institutions, 5% more than the Post-92 institutions and 7% more than the MillionPlus Group institutions.

For further education, the Regional Strategic Body engaged with the Scottish Funding Council in 2018-19 to review progress in fulfilling its role and responsibilities as described in the Post-16 Education (Scotland) Act 2013. SFC endorsed the evaluation undertaken by the RSB and acknowledged the significant progress made. The region plans to build further on this success in 2019-20, developing a further education curriculum strategy that will clearly state our shared vision for further education in the region and identify a range of enabling strategic aims and objectives to inform our future work. This strategy will provide direction to review and agree a further education portfolio that is coherent, responsive and sustainable, providing assurance regarding quality.

The region performs well against national student performance measures and engages positively with Education Scotland frameworks in its quality enhancement planning. In recent years stronger linkages have been established between colleges' enhancement planning and the ROA, supported through a regional committee structure, driving regional initiatives. The region is committed to the provision of a high-quality portfolio and over the past few years has worked collaboratively to effect improvement. The development of regional strategies has informed enhancement activity, as has the development of a regional policy infrastructure. The work undertaken in 201-19 introduce regional subject and thematic reviews informed by performance indicator analysis will continue during the period of the ROA, supported by regional deployment of Associate Assessors and regional senior managers to lead on this. This work will be informed by analysis of key performance indicators and the evaluation of performance against the previous year's ROA. A regional senior manager, Director of Further Education Transformational Change, has been appointed to be deployed according to need across partners experiencing particular challenges. This approach will pave the way for faster transfer of effective practice and reduce the risk of significant variation in student experience across partners.

#### 11. Skills alignment/ Strong links with employers and industry groups to be responsive to need.

The university and academic partners have always worked closely with industry, but this is increasingly with a strategic and regional focus.

For higher education, this is also linked to work required on the realignment of funded numbers across the module price groups, particularly around STEM subjects. 2019-20 is the starting point of this work with the redistribution being planned over a 5-year period. Strategic curriculum development will be shaped by regional opportunities through City/region and island deals, and links with emerging and growing industries; underpinned by regional skills assessments, Skills Action Plan for Rural Scotland to support the Enterprise and Skills Strategic Board's plans.

For example, a collective £100k proposal was made to the SFC Upskilling Fund which was approved October. The process was challenging due to the short initial deadline and delay notification of approval which may impact on recruitment. However, using this funding, the university aims to develop and delivery short CPD opportunities within engineering; health, child and social care; digital skills; leadership and management; tourism; and creative industries.

Specifically, in building stronger links with employers, our ESIF funded team of curriculum development employer engagement officers have enhanced levels of sector engagement across the region, complementing the work of the partnership-wide business development practitioners and other employer engagement initiatives. They are evidencing the impact of

their work through greater employer involvement in the curriculum including student placements, advisory board participation and curriculum development. Going forward the team's plans include:

- Designing and facilitating employability skills workshops for delivery within the curriculum
- Establishing models for subject network internships and placements
- Creating subject network specific programmes of industry speakers and increasing accessibility through VC streaming and/or recording
- Designing and launching new subject network employer mentoring programmes for business, management and leisure and science, health and engineering
- Producing a suite of employer insight videos focusing on regional opportunities, employer needs and expectations and recruitment practices
- Identifying new and ongoing opportunities for students/staff to engage with employers and enhance the employability skills of students

The CDEEO team is incorporated within Careers and Employability and have supported integrating and delivering careers and employability services through the curriculum. Some of the careers team's employability focused plans include the:

- Design and delivery of career management workshops within the curriculum
- Co-design of career and employability sessions incorporating employer input
- Management and development of Future Me online career management platform
- Management and development of Jobs Shop opportunities promoted through Future Me
- Delivery of on-site C&E surgery visits to those partners with no dedicated provision

Alongside the CDEEO team, the university has a number of ESIF funded academic development leads and fellows who are designing provision in identified areas, including computing, engineering, optometry, nursing, applied health professions, creative practice, tourism and childhood practice and social care. This is producing new undergraduate and postgraduate programmes and CPD modules in line with feedback from the employer engagement.

## 12. Regional FE curriculum and skills alignment

The region has committed to the development of a standard approach to further education curriculum portfolio review in 2019-20 and this work is underway. This regionally consistent approach to local curriculum portfolio review will be one of a range of mechanisms through which the regional further education curriculum strategy will be delivered. Although partners currently review further education provision against labour market information, the frequency of these reviews, the evidence used and associated approaches to engagement with stakeholders has varied historically. Development of a consistent approach will not only provide assurance of the contribution the region is making to national alignment of the needs of learners, employers and the economy but also help to clarify for stakeholders how they can influence skills planning and development within the university partnership. The consistent approach will specify the scheduling of review, the evidence base that will be used, stakeholder input and approaches to consultation. In developing this approach, partners will be working in both local and regional dimensions to ensure that current and future skills development is both locally responsive and regionally coherent. The region's response to the Skills Action Plan for Rural Scotland will be embedded within this curriculum portfolio review process, ensuring that colleges are delivering skills relevant and central to the rural economy. The process will also

facilitate engagement with partner agencies to talent attraction and retention strategies through sustainable skills development pipelines and alignment of complementary services.

For a number of years, the region has worked to respond to the SFC's Standards for Work Placement, aiming to offer every student a meaningful work experience, proportionate to their programme of study. Issues have been identified with the recording of work experience through the student records system. While this complies with national technical definitions underpinning national measures, this misrepresents the breadth of workplace engagement. Agreement has therefore been reached to survey all non-advanced programmes to identify the full range of work experience being undertaken and agree an approach to reporting through which this can more accurately reflect the student experience. Targets for growth in work experience have therefore been established in this context. The regional further education curriculum strategy, currently in development, will consider current and future course design principles to support student employability. Design principles will also include a requirement to promote and develop digital skills. In support of this identified need, West Highland College has made use of the JISC Discovery Tool with staff to identify skills gaps and provide targeted digital skills training. The College plans to extend this work to students in 2019-20.

### 13. The apprenticeship family

The UHI Work-Based Learning Hub is now well-established with contractual responsibility for the management of foundation, modern and graduate apprenticeships across the region. This approach has helped to identify work-based learning pathways and to encourage collaboration in development and delivery of these programmes. There is an appetite for growth across all of these programmes and we will seek to promote the pathways, as far as funding allows.

Foundation Apprenticeship growth has been steady from a strong start with several partners adopting these programmes early in the pilot phase. In addition to performing contract development and management, the WBL Hub has worked to support partners in developing effective local partnerships with local authorities and employers to grow provision where applications were initially low. The impact of this supportive intervention can be seen in Orkney where Foundation Apprenticeships now constitute eight percent of the senior phase offer. The partnership between Shetland College and Shetland DYW group is bearing fruit, with an additional two new Foundation Apprenticeship frameworks being introduced in 2019-20. This work will continue throughout the period of the ROA with the region seeking to recruit to a similar proportion of the senior phase across all local authorities.

Modern Apprenticeships are managed regionally through a single contract developed in collaboration with partners. This single contract has enhanced our ability to respond to employer demand in-year and has supported smaller colleges in their ambition to grow apprenticeship and framework numbers. In 2018-19 college partners began to support the construction industry through directly contracting with SDS for apprenticeships previously sub-contracted through CITB. Modern Apprenticeship provision is strong in Shetland with 156 apprentices on a wide range of frameworks. This work is likely to grow during the period of the ROA. Apprenticeship growth at Inverness College UHI has seen an increase from 212 to 558 in learning over the past three-years with the number of different frameworks delivered growing from 12 to 23 over the same period. New frameworks have included ICT (cyber security) with key customer Cap-Gemini and more recently construction craft frameworks including joinery, painting and decorating and brickwork. Growth has been achieved by a focus on engagement with employers, taking a 'solutions driven' approach. This employer focussed

approach has also yielded significant commercial income, through FWDF engagement, two Knowledge Transfer Partnerships and an innovation voucher.

Three UHI partner colleges are piloting the Skills for Work customised awards, funded by SDS, during 2019-20. These courses are delivered at SCQF levels 4 and 5 in the areas of construction, hospitality and automotive. Argyll College UHI, Inverness College UHI and West Highland College UHI are working with schools and employers in their local areas to deliver the customised award in a project based way, involving students and the employer in all aspects of the project from the initial concept, through design and then delivery.

There is also an appetite for growth in Graduate Apprenticeships and bids have been repeatedly submitted to SDS to grow both frameworks and GA numbers. Unfortunately, funding has not been available to support this ambition and our efforts to develop work-based learning pathways continue to be frustrated. In order that demand from both young people and employers can be satisfied, the university is developing in-house, work-based learning degrees. In the meantime, we will continue to submit bids to realise our ambition of expanding Graduate Apprenticeship frameworks to six and Graduate Apprenticeship numbers from 20 to 100.

#### 14. Developing the young workforce

Over the past six years, in response to the Developing the Young Workforce programme, the region has significantly expanded its school/college collaborative work. In 2013/-4 only 1.3% of total student activity delivered was dedicated to delivery of vocational programmes for senior phase pupils. In 2018-19 this had risen to over 4% of total activity.

Work is underway to identify resource to support further enhancement of existing school/college partnerships through the development of a coherent UHI school curriculum accessible to all schools in the region. This work will build on the existing 'virtual school' senior phase offer, available to the Highland local authority schools, based on a roll out of Google chrome books and G Suite software. Through this approach partners have worked collaboratively to maximise opportunities available to schools, using a single front door approach. In 2019-20, a similar collaborative approach will be developed encompassing all partners, using the region's expertise in blended and networked delivery to broaden senior phase opportunities, particularly in more remote and rural locations. The intention would be to promote access to priority sectors such as digital and STEM through this initiative, where appropriate, using SCQF level 7 provision to introduce pupils in the senior phase to a wider range of the university's subject areas. For instance, in 2018-19 Lews Castle College UHI was a member of the National Progression Award (NPA) in Maritime Studies (SCQF5) design team led by the Western Isles DYW. This new award is supported by the fishing, merchant navy training, marine federation, port authority, aquaculture, lighthouse/marine safety, marine tourism and seaweed harvesting sectors. The new NPA will enable a degree of parity with NPA-Skills for Work/recruitment pathways. SQA validated the NPA in May 2019 and the college will develop and deliver it remotely to all 5th year pupils in the four secondary schools in the Western Isles in 2020.

Perth College UHI has well-developed partnership arrangements with DYW leads across Perth and Kinross with staff attending DYW Leads network meetings and DYW regional staff attending Strategic and Operations School College Partnership meetings. Over 20 employers are involved in the delivery of Foundation Apprenticeships across six frameworks. The college however offers 31 course choices for senior phase pupils with over 30% of these in STEM subjects.

The region has ambition to further enhance the success rates of young people in the senior phase studying part-time vocational programmes from a 72% success rate reported in 2018-19 to 75% by 2022-23. Young people in the senior phase studying full-time programmes fair less well in the region. There are very few students in this category, comprising winter school-leavers who, with school agreement, join full-time programmes ahead of their school leaving date. Nationally and regionally, success rates for these students are low, although these percentages are skewed often by the very low numbers involved. In 2019-20 partners will work to evaluate the experience of these students with the intention of identifying additional support measures that could be provided to address low attainment rates.

## 15. Early learning and childcare

The university's applied life studies subject network team across the network has strong links with local authorities and private employers and engage regularly with workforce requirements. Initially, the additional funded places given for SCQF 7 and 9 following the Scottish Government's expansion of funded early learning and childcare entitlement by 2020 was out of step with what our employers were telling us. They were not expecting such an increase in unfilled vacancies for suitably qualified professionals and emphasis was more on upskilling existing employees and converting part-time employment to full-time, evidenced in the increase in interest in SVQ 2 and 3. Subsequently, SFC reduced the additional funded places for SCQF 7 and more recently there has been discussion with Scottish Government over the inclusion of SVQ3. This does create a data and potential flow of funding issue as the university returns SCQF L7 data through HESA and SVQ3 is included in partners FES returns. Discussions are continuing with SFC. As mentioned in section 1 – we have specific projects aimed at offering more flexible delivery methods of the HNC and also to attract men into employment in the sector, as well as activities aimed at challenging the gender stereotype in this area.

We also enrolled 15 students for the first year of delivery of the Graduate Apprenticeship BA (Hons) Early Years and Childcare and have been approved to deliver for another cohort of 20 in September 2020.

## 16. STEM

### 16.1 Regional STEM strategy

The Highlands and Islands Regional STEM Partnership met for the first time on 28 November 2019, chaired by university and with representation from Science Skills Academy, Education Scotland, DYW, SDS, Learned Societies, Education Authorities and SFC. The proposed model is based on satellite hubs around our academic partners with STEM activity, and representation from these groups into the regional STEM partnership. The proposed remit of the regional partnership is to develop an ambition and vision for STEM in the Highlands and Islands region, focussing on equivalence of opportunity, connection and effective collaboration, specifically:

- To raise the profile of STEM and provide a coherent range of activities and programmes to build engagement with STEM and STEM skills
- To facilitate and enable more professional learning, networking and discussion between school, college and university STEM practitioners and employers
- To facilitate and enable more joint curriculum planning for STEM across schools and colleges locally and regionally including helping schools develop a STEM curriculum, connected to labour market need, working closely with the new regional STEM advisers for schools.

The university is developing a corporate STEM strategy to feed into the regional activity. This includes work being undertaken by the engineering and computing teams and significant opportunities being progressed by our Vice-principal (strategic developments).

## 16.2 Engineering – curriculum, innovation and climate change emergency

The university's engineering and digital task force was establishment of 'do something Different' in order to meet the once in a generation opportunity presented by regional investment from the UK Government, Scottish Government and private companies in the Highlands and Islands. The two main outcomes from the task force were the development of the engineering management group (EMG) and the agreement that the most appropriate regional response to the opportunities presented by industry 4.0 was a distributed network of industry-focused technology hubs.

The EMG has been working with HIE and Engineering Strategy Group to align curriculum, regional development opportunities and identified skills requirements. The EMG will host an Industry, Innovation and impact summit in March 2020 which will get input from ESP, HIE, the university's faculty of science, health and engineering, plus the business development community and representatives from industries of regional opportunity. The EMG is working with ESP to match academic partners to specific skill types and sectors such as, offshore wind, electric vehicle maintenance and boat handling. In this way we will optimise the university's response to providing the skills required by the relevant industries.

Three successful first round bids to the Advancing Manufacturing Challenge Fund are continuing into the second round and have been interviewed by the panel, a decision is expected mid-Jan 2020.

The EMG has also started to work with the National Manufacturing Institute Scotland (NMIS) to co-deliver the first of a series of CPD and awareness raising short courses for industry. The first of these, "Understanding the Digital Manufacturing Landscape", is likely to be hosted at Inverness College UHI in February 2020. The University has been asked to sign a collaboration agreement with NMIS (Strathclyde University) and is in discussions about the detail.

The other outcome from the work of the engineering task force was the agreement to establish and coordinate a network of technology centres. These include:

Name and location of hub	Focus	Associated companies	Developments
ETEC Thurso	Engineering and battery development	AGM and Denchi Power	AMCF bid in progress for energy cell innovation and enhanced productivity
Perth Aviation Centre	Aviation	A wide range of aviation companies	Part funded through TCD with potential support from UHI
Perth Technology Centre	Advanced Manufacturing	A wide range of manufacturing companies	Part funded through TCD with potential support from UHI
STEM Centre Ft. William	Supporting industrial productivity	Liberty and other employers	'Shovel ready project' – funding being sought
Marine Skills Centre Oban			Part of the Argyll and Bute Growth Deal

Aviation and Advanced Technologies Campus Elgin		Boeing and the RAF	Moray Growth Deal and UHI funding plus likely private sponsorship
Innovation Centre Stornoway	Supporting industrial productivity	A range of local employers including BASF	Currently seeking funding to develop
Sustainable Aviation Test Environment (SATE) Orkney	Low Carbon aviation systems	HIAL and Ampaire	Future of Flight bid in for a £25 million development

The table above summarises some of the developing areas. An ‘advanced technologies and aerospace corridor’ is developing along the east coast, from Perth to Orkney. In 2019 we began to develop the foundations of a ‘marine corridor’ along the western half of the region from Argyll to Shetland. Both HIE and ESP have expressed a strong desire to work with us in both of these endeavours, focussing on skills, industry collaboration and applied research.

The university is working closely with HIAL to develop Inverness and Orkney into a centre of excellence in sustainable aviation and have led a bid for the Future Flight Challenge in conjunction with HIAL, Orkney Islands Council and Ampaire. This would allow us to set up a Sustainable Aviation Test Environment (SATE) in Orkney and Inverness to evaluation the social, technical, environmental and financial impacts of low carbon aircraft. Feedback on this bid is expected in December 2019.

Much of this activity is in line with the [Muscatelli](#) report ‘Driving Innovation in Scotland – A National Mission’.

## 17. Computing/digital

The university launched a new BSc (Hons) Applied Software Development in collaboration with IBM in September 2019. Available entirely online, the programme will enable students from across the UK and beyond to study through the university’s virtual learning environment and the IBM Cloud, with support from tutors and fellow students. It is the first time IBM has hosted a degree programme on its cloud computing service. The degree addresses the skills gap in emerging technologies, students will have access to IBM's resources for cloud development and coding, giving them practical experience of the tools used in emerging digital roles. The team, working throughout the programme, reflects modern software development work practices and the annual bootcamp will help them cultivate their leadership and team working skills. Taster sessions in applied software development have been offered to senior phase pupils, along with UHI STEM activities to promote the programme for recruitment September 2020.

Our computing steering group is currently responding to demand from Education Scotland and the British Computing Society for relevant CPD for primary school teachers delivering computer science. It is also intended to expand the additional teaching qualification in computing for secondary school teachers across Scotland. This course was in response to the shortage of qualified computer studies teacher in the Highlands and Island’s secondary schools and recruited the first cohort in 2019-20.

A new MSc Data Science is being developed for September 2020, which will enable students to develop key data science skills, while using open source software widely used in industry. Student will have the opportunity to work with large datasets through collaboration with relevant university research groups.

## 18. Other key sector curriculum developments

### *Health/allied health*

The university recently gained provisional approval from the General Optical Council for a BSc (Hons) Optometry, the first new programme in Scotland in almost 50 years. The degree has been co-created with the industry through a two-year funded secondment from Specsavers and significant investment committed by the Federation of (Ophthalmic and Dispensing) Opticians to equip the clinical skills labs at Inverness College UHI and Moray College UHI. The degree has an innovative regional delivery model, developed with the industry and in response to workforce requirements, particularly in remote and rural areas. The curriculum development was funded by the European Social Fund and Scottish Funding Council as part of the Developing Scotland's Workforce in the Scotland 2014-2020 European Structural and Investment Programme. It was also designed in collaboration with Deakin University, Australia, which devised a similar degree to train optometrists to work in remote and rural areas. Due to the nature of the programme, it is expected that at least some of the modules will be classified as STEM subjects.

The university continues to be a partner in the Scottish Graduate Entry Medicine (ScotGEM) programme with universities of Dundee and St Andrews. Our focus is on offering and promoting recruitment pathways accessible to the region's population and year two and three delivery support when the students are in the region and on evaluative research.

Building on our established BSc Oral Health Science, the university is developing a progression route to MSc level study, including SCQF level 11 CPD modules, for September 2021.

### *Teacher education*

Teacher education is now well established within the university and we continue to work in partnership with local authorities to tailor recruitment for primary and secondary subjects to identified local need. This includes sponsorship of local authority employees to join the teaching profession. Recruitment to secondary STEM subjects continues to be strong, with a focus on dual teaching qualifications for rural areas. In joint workforce planning activities, the university's education partnership is creating a supportive route for primary teachers to complete their qualification through the flexible route to registration.

A BA (Hons) Theological and Philosophical Studies with Education is being developed for 2021 entry in response to the Scottish Government's prioritisation of religious and moral education for teacher training and recruitment, following identified teacher shortages in this subject. This programme will work on a similar model to our BA (Hons) Food, Nutrition and Textiles Education.

### *Creative industries*

Creative industries is a key growth sector in the Scottish economy and is also important to the Highlands and Islands region where it is characterised by small and micro businesses and self-

employment. Through the ESIF funded academic lead developer and CDEEO, we are increasing the provision specifically of taught postgraduate programmes and research. These programmes will focus on developing entrepreneurial skills and communities of creative practitioners. The MA Art and Social Practice will be following by the MA Creativity, Leadership and Enterprise and MA Art and Archaeology for 2020 entry.

#### *Sustainable tourism*

Another growth sector for Scotland, the tourism industry is also crucial to the economy of the Highlands and Islands and proportionally more so than in the rest of the country. In response to industry demand, the university will offer a new MSc Tourism Resource Management, as well as the development of SCQF level 8 CPD module in marketing Scottish heritage.

#### *Society and culture*

The university has built a unique portfolio of undergraduate and postgraduate humanities programmes, along with world-leading research, linked to the history and culture of the region. Specifically, for September 2020, this will include an MSc Scottish Heritage aimed at a regional, national and international audience.

#### 19. Climate change emergency (also see STEM section above and research and innovation section below)

Each of the colleges assigned to the university produces annual Climate Change Reports that report on carbon emissions and the impact of reduction initiatives. Variations in methodology adopted in establishing the baseline for carbon emissions at each partner has made calculations of regional carbon emissions challenging. This is further complicated by the varied statutory requirements of partners. The region intends to produce a single Carbon Management Plan once the Scottish Government review of carbon management plans is concluded. In the meantime, partners are working through a variety of means to reduce their environmental impact.

The distance between colleges and learning centres in this rural and remote region presents particular challenges in relation to carbon emissions. However, colleges have received awards for their work to reduce their carbon emissions. Argyll College UHI received the SEPA Award for Excellence in Environmental Sustainability at the 2019 SCDI Highlands & Islands Awards. The Award recognised the college's commitment to improving its environmental performance and resource efficiency, beyond regulatory compliance and with an increase to efficiency. Argyll College UHI operates a fleet of 10 electric vehicles and 1 hybrid, available to staff for travel between the nine college learning centres. The college has been successful in securing Scottish Government funding to install charge points at the Oban, Dunoon, Campbeltown and Helensburgh centres. These chargers will be available to the general public as well as for the College, which will ease the burden on the Council chargers in those areas where, other than in Oban, there is currently only one charging point per town. With the Electric Vehicle fleet, the college estimated that the annual petrol/diesel mileage has been reduced by 140,000 miles, equating to an annual carbon emissions reduction of 20 tonnes.

Moray College UHI is working with local partners across the county border in Aberdeenshire to support their bid for £2.5m over five years to take action on climate change through National Lottery funding. The college will initially have a role in provision of advice and later delivery of

education in relation to renewables on a micro and commercial scale, environmental science and practical skills to enable resilience in the face of a changing climate. Inverness College UHI has established plans to reduce carbon emissions over the duration of the ROA through investment in electric vehicles, car park management, revised waste management policies and new sustainable procurement policy. Students are engaged in work through the ABC Garden (Active Botanic community) to raise awareness of environmental concerns.

North Highland College UHI collaborates with volunteers from Thurso Grows Community Garden and participates in workshops run by external stakeholders focusing on low carbon food choices. These activities link environmental awareness to health promotion with students learning about how they can reduce negative environmental impacts while reaping the benefits of nutritious home-grown food.

## 20. Gaelic

The university's [2019-22 Gaelic Language Plan](#) has been approved and progress is being monitored against the objectives which cover how we use Gaelic in the operation of our functions and services; enable the use of Gaelic when communicating with the public and key partners; and normalise, promote and develop Gaelic building on successful engagement and developments to date. The plan shows our continued and growing commitment to the Gaelic language and the important place the language has within the university. Lews Castle College UHI and Sabhal Mòr Ostaig UHI also have Gaelic Language Plans

## 21. ESOL Activity

Colleges in the region have developed effective relationships for the delivery of ESOL with CPP partners, including local authorities and the third sector, organised on the basis of a pipeline of provision that supports learners on a journey from early informal introductory and exploratory sessions through to credit-bearing activity. The current financial climate has presented challenges in maintaining provision at the level of previous years. This collaborative activity is working well in areas where the need for CPP partners to provide investment to complement the College's credit-bearing activity is understood.

## 22. Professional standards

The region is responding to the impending need to register further education lecturers with GTCS and is engaged in a dialogue to prepare for this. One key development that will be undertaken is single approach to Professional Review and Development. GTCS registration requires their endorsement of college PRD systems and it has been agreed with partners that a single system for the region will remove unnecessary duplication in terms of development and approval processes.

The regional PRD system will link CPD activity to identified need to support on-going professional development. A regional approach to Learning and Teaching Review was developed in 2018/19, building on best practice from across the region. This approach has been piloted by several partners and will be rolled out across remaining partners in 2019/20. Through this process, the region will have systematic means of providing assurance that the quality of learning and teaching meets the newly published Professional Standards for College Lecturers.

The development of a regional policy infrastructure for further education has focused to date on student-facing policies and the harmonisation of quality management arrangements. During the period of this ROA, this work will be extended to include the wider work of the colleges, incorporating carbon management and sustainability, health and safety management and HR. This work is expected to impact on the region's performance through transfer of best practice and improving parity of experience for both students and staff.

### Section 3: Research and innovation

*Scottish Government priority: to support Scotland's global reputation as a science and research nation synonymous with high quality teaching, research, knowledge exchanges and innovation*  
*SFC core objective: to invest in excellent research and innovation that adds to current knowledge, delivers economic and societal value, enhances Scotland's international reputation and attractiveness, and makes the world around us more prosperous, healthier and more sustainable.*

The university's is in the final stage of preparation for REF 2021. Building on a systematic programme of preparation in 2019-20, we will focus on a final round of formal scrutiny of impact case studies and institutional environment statements prior to our final submission in late November 2020.

23. Strengthen international research collaboration and working with other universities, colleges, research pools and other organisations.

In 2020-21 the university will be involved in a range of collaborations building on the current position. The following are indicative of the breadth of activity.

In terms of engagement with the research pools, we will continue to lead the Soillse research pool and it is anticipated there will be an expanded number of universities actively engaged with this. We are also involved in MASTS, where the Vice-Principal (Research and Impact) is the current Chair of the MASTS Board, the ETP, SAGES, and SICSA. This involvement is clearly characterised by collaborative activity with a number of other universities.

Of further note in 2020-21 is the university's ongoing role as a member of the second phase of the Scottish Graduate School for Arts and Humanities Doctoral Training Programme (DTP) and its role as a member of the new MASTS DTP. In particular, the university has been successful in attracting 11 studentships under the MASTS DTP, five of whom will start in 2020-21.

It is anticipated that building on MAXIMAR, the marine science audit in the Highlands and Islands, we will progress further collaboration with the universities of Stirling and Heriot Watt and relevant industry in further research activity.

The university has established a new post of Vice-Principal (Strategic Development) who, in collaboration with the Vice-Principal for Research and Impact, will identify new research opportunities arising from major infrastructural developments in the Highlands and Islands, for example the UK Spaceport initiative in Sutherland.

We are also building a new strategic collaboration with Scotland's Rural College (SRUC) focused on natural capital in the blue and green economy and in 2019-20 we aspire to define funded research projects through this collaboration.

We have produced a three-year strategy for core GCRF activity and continued progression of collaborative projects is anticipated. These range across a wide range of disciplines including engagement from our Institutes of Archaeology and Northern Studies.

A major area of growth has been in health research and as this area of work has developed international connections have been created. It is anticipated that further work will progress to expand these international connections and collaborations.

As mentioned in section 2, we are involved in a number of growth deals in the Highlands and Islands and Perthshire and it is anticipated that this work will continue to grow and develop. A specific focus will be connected to evolving work in the Moray Growth Deal, the Islands' Deal and the Argyll Deal. In relation to the Islands Deal, as the only university to be based in the Highlands and Islands, we aspire to lead activity in a range of research work streams.

The university is committed to enhancing international collaboration. There is evidence that some GCRF projects will lead to long-term partnerships with ODA countries. The university's work in Soillse has a new international engagement element, focusing on linking communities and societies involved in minority language development. We are actively looking to strengthen our engagement with the University of the Arctic. The Institute of Northern Studies has significant research relationships with islands universities and communities around the world. Marine science, a major research strength, is by definition international. In 2020-21 we will seek to strengthen these collaborations and partnerships, in line with our research and impact strategy objectives. The university will also strengthen our engagement with Connected Scotland.

We face significant challenges to international engagement from the UK's departure from the EU, especially as we are more exposed than many other universities in Scotland because of the amount of European funded activity undertaken. However, we recognise that further international collaboration in research is important and a number of measures will be taken – building on what is already in position – to mitigate any adverse consequences as far as possible. For example, discussions are underway with a view to drawing down some additional ESIF funding following an underspend elsewhere in the sector. If successful 2020-21 will see further European funded research students. In 2020-21, we will continue to grow its portfolio of MRes degrees as one route to ensure that there is no overall reduction in the research student community. As taught masters provision is also growing in numbers, it is also anticipated that there will be an increased demand for self-funding PhD students from the university's alumni.

A further example is our involvement in the Bryden Centre, a €9.4 million cross-border, renewable energy research centre funded by the EU under the Interreg VA programme. Led from Queen's University Belfast, the Bryden Centre covers the Northern Ireland, Western Scotland and the Irish border regions. Renewable energy represents a major opportunity for this interregional area with many geographic, economic and demographic characteristics that provide a distinctive competitive advantage in a global marketplace. Brexit places a question mark as to the university's future involvement in the centre, and accordingly work will be progressed in the latter part of 2019-20 and 2020-21 to ensure we have a clear plan for sustaining our work within the centre, either or both at institutional level and in partnership with the other universities involved.

We are considering expanding our investment in internal infrastructure to boost opportunities for international engagement across both teaching and research. Changes in our grants and contracts has allowed increased focus on environment scanning and policy development, for example procedures for due diligence for international research projects in line with UKRI guidelines.

#### 24. Use of SFC REG to deliver the strategy for world-class research

In 2020-21, the university will distribute 80% of REG income across academic areas using a formula driven approach which reflects the REF 2014 outcomes. 20% of this income will be used to support the provision of important core services through the research office and graduate school. The REG income is a critically important underpinning component of the university's research environment. It ensures that we can continue to carry out world leading and internationally excellent research, support developing research areas through increasing capacity, and support a range of essential professional services appropriate to research.

The principal academic areas which will benefit from REG funds in 2020-21, to build capacity and/or sustain world leading and internationally excellent research are: the Centre for History, the Archaeology Institute, the Institute of Northern Studies, the Institute of Health Research and Innovation, Sabhal Mòr Ostaig UHI and the Scottish Association of Marine Science UHI.

In 2020-21, the university will utilise REG funds and UIF funds to support the leveraging of Industrial Strategy Challenge Fund (ISCF) monies. REG funds are used to support the activities of our four research clusters, including the rolling out of a programme of events and seminars. It is anticipated that research clusters will become increasingly active in progressing ISCF activity. In 2019-20, ICSF activity is focusing on:

- Leading one Strength in Places bid focusing on the marine economy, and being a participant in a small number of other bids
- Submitting a bid under the Transforming Food Production call
- Submitting a bid under the Healthy Ageing Call

It is anticipated that in 2020-21, there will be further activity both in terms of delivering on grants which will by then have been awarded and developing further bids.

Two case studies are offered to illustrate these points:

1. A well-established research entity where REG income is used to ensure that grant capture opportunities are maximised
2. A developing research area, which was entered for the first time in REF 2014 and which achieved a strong result, thus demonstrating excellent potential.

#### Case Study 1: Scottish Association for Marine Science UHI (SAMS)

*Within the University of the Highlands and Islands, SAMS is the largest recipient of REG formula funding as a result of its performance in REF 2014 and the comparative number of staff and outputs which were included. In 2020-21, it will receive, depending on final allocations, just under £1m of REG funding. SAMS currently undertakes research in three areas - ocean systems, dynamic coasts and the blue economy [further information available on the [SAMS website](#)]*

*The ocean systems research brings together SAMS scientists who undertake vital research to discover the key processes that comprise the interconnected systems by which oceans function.*

*Research feeds into international scientific panels and organisations such as the IPCC and the UN and informs international policy and governance. Specifically, SAMS plays an international role in large-scale and regional ocean observation and the examination of varying ocean properties on the climate system.*

*The dynamic coasts research area provides the underpinning biological, ecological and sociological knowledge to support sustainable blue growth while at the same time inspiring the next generation. The research spans the biology of individual species to the ecosystem impacts of climate change and social and economic studies of how human communities interact with the coastal seas.*

*Research arising from the blue economy research theme supports current and future commercial users of the marine environment to gain wealth from the oceans, without degrading the very system that humanity depends on. The use of oceans as a development space, and the decoupling of social and economic growth from environmental degradation are at the centre of the scientific, education and commercial activities of the SAMS Blue Economy Research Area.*

*The REG funds are a critically important enabling factor for this work. They are typically used to fund the gap between what research councils, principally NERC, and other funders provide and Full Economic Costs (FEC). For example, in 2016-17 NERC funding was about £2.9M, EU income £1.2M, other research income was £1.3M and REG £0.9M. The REG income was used to ensure that cutting edge research projects of international significance were effectively delivered.*

*A specific example of this is GlobalSeaweedSTAR. This project is about developing the future of the seaweed industry in specific developing countries and the transformative effect that this will have on hundreds of communities and thousands of individuals. It is being funded under GCRF and hence aligns with national priorities. The gap between the available funding and the FEC of the project is being met by drawing down REG funding on a year-by-year basis.*

#### Case Study 2: The Centre for History

*The Centre for History is a key component of the University of the Highlands and Islands and is internationally renowned for its teaching and research in Highland, Scottish and wider-world history. In late 2014, it came fifth in Scotland ('a new entry') in the Guardian league table of top UK university history departments. In its first entry to the Research Excellence Framework (REF), it was ranked joint eighth of all history submissions across the UK for 'Impact'. As the newest university history department in the UK – founded in 2005 - the Centre comprises an ambitious and vibrant team of historians, committed to research of international reach and significance. The Centre's research has attracted substantial funds from external sources, including the Wellcome Trust, Scottish and Southern Energy, the Forestry Commission, Carnegie Trust UK, the British Academy and the Leverhulme Trust.*

*Given the stage of development and scale of the Centre for History the amount of REG funding allocated to the Centre is modest compared with SAMS. Nonetheless the approximately £50K allocated annually is a significant facilitator to support the building of capacity. Since REF 2014, a number of new staff have been appointed to the Centre, and in particular a new Reader in History joined the Centre with a brief to grow and develop its research capability and profile. This appointment, deemed critical to the academic development of the Centre, would not have been possible without the REG income. Examples of the benefit of this appointment (and indeed those of other academic staff), focus on the re-orientation of the Centre, the creation of new research themes – for example - land-based research and riverine, port and coastal histories, the*

*development of a full staff seminar series, more frequent research workshops and a strongly growing postgraduate research community [further information available from the [Centre for History website](#)]*

25. High-quality environment for research training and development and enhance the development and diversity of researchers

As a young university, with aspirations for high quality research that is recognised nationally and internationally, and with marked success in external assessment of that quality (REF 2014, PRES 2017 and PRES 2019), training and development of research-active staff and students is a key element of our strategy to achieve those ambitions.

This is an all-inclusive approach, but also one that is influenced beneficially by our involvement with Athena Swan, the university holds a Bronze-level accreditation. By the end of 2019-20 we will have completed a reaccreditation application for Athena Swan bronze status, and SAMS UHI will have submitted a 'departmental' award for a silver status. It is envisaged that the work in 2020-21 will focus on delivering the action plans associated with the Athena Swan applications. Part of this ambition is served by our adherence to the principles of the HR Excellence in Research approach and standard. In view of this, and specifically in the context of student training and development, the university has dedicated support in its Graduate School Office, in the form of a Research Training Officer, specifically aimed at the identification and provision of broad-ranging training opportunities for research students and their supervisory staff.

Beyond this, the university operates a newly updated mentoring scheme for staff, which enables colleagues at all levels of research engagement to be mentored by the most appropriate person from across our institution. Every member of staff has access to the resources of the Learning and Teaching Academy, which provides a range of resources and development support, including training to learn or refine writing skills for peer-reviewed publication, and for securing research-related fellowships of the Higher Education Academy via the university's ALPINE scheme. Research students can also secure Associate Fellow of the HEA status in response to some of their teaching-related activities, which is highly beneficial to their development and future career aspirations. By the end of 2019-20 arrangements will have been put in place extending the mentoring scheme to staff involved in scholarship – such as scholarly underpinning to teaching as well as formal research.

The university is formally part of two Doctoral Training Partnerships, and also has formal links to the Scottish Graduate Schools for Arts and Humanities, and for Social Sciences. We are also closely linked to the MASTS, SOILLSE SAGES and SICSA Research Pools. The Vice-Principal for Research and Impact Chairs two of these research pools and work will progress in 2020-21 in response to SFC's review. In all cases, these associations bring opportunities for further staff and student training and development.

While we can demonstrate an expansive array of support for staff and students, training and development is a matter that is under constant review, reflection and enhancement, chiefly through the work of the Graduate School Office and the Research Degrees Committee. Recent developments have included a new student progress monitoring arrangement, formalised training skills updating requirements for supervisory staff, enhancements to the ethical review procedures, more formalised training needs analyses for research students at the start of each year of their studies, writing retreats for staff (arranged through the university Research Clusters). These build on the provisions already in place for staff and student induction, skills updating workshops, various seminars series and training events that are run by the Research

Clusters (open to staff and students), sabbaticals provisions, financial support for attendance at conferences and professional bodies, and access to resource to fund (or part-fund) staff engagement with research degree studies. During 2019-20, a number of events and seminars for research staff and students are planned and two of these are reflected in the following case study:

*Case study: A sample of Research Conferences and Seminars in 2019-20*

*In the autumn of 2019, three significant research events were held. The first was the inaugural event for the Centre for Rural Creativity based at Shetland College UHI. 'Shoormal' was a research oriented two-day conference which explored created and debated creative practice; the environment; innovation in the creative economy; islands and creative solutions; digital collaboration; heritage and culture. The second was the biennial postgraduate research student conference. This brings together postgraduate research students across all disciplines in one place. It is an important part of the university's infrastructure given that many of our students work in relative physical (although not virtual) isolation due to our geographical footprint across the Highlands and Islands. Entitled 'Preserving the Past, Building the Future', and hosted by the Environmental Research Institute at North Highland College UHI, the event provided an opportunity for PGR students to showcase their research and engage in substantial interdisciplinary discussion. In December 2019, the university held another significant interdisciplinary research event entitled 'Ruinfication and Decay'. Organised by the Humanities and Arts Research Cluster, this conference focused on featured internal and external speakers from across a range of disciplines including cultural geography; archaeology; performance studies; art and design; visual studies; heritage studies; history & literature. There was also an exhibition of photographs by the artist Sue Mara and a display of research posters. The conference attracted internal and external researchers.*

In 2020-21, we will hold our sixth biennial research conference for students and staff across the university partnership, providing an opportunity for the entire research community to come together to share projects and outputs across all disciplines, with external speakers from a range of national and international developments.

## 26. Public and cultural engagement and contribute to public policy and public sector delivery

The university is involved in research related to public policy and public sector delivery and this will continue and grow. This work is focused on education, sustainable communities, and in particular health and social care. In relation to health, we have a particular focus on rural health and wellbeing where the research conducted is aimed to advance knowledge of health and health services in rural and remote communities. Those communities currently face a number of important challenges including changes in demography, changes in the nature of health care provision and increased expectations of the community.

We are developing the evidence base for rural health care by carrying out relevant primary research, developing collaborative research with social scientists, geographers and policy researchers, and bringing the international perspective through appropriate collaborations.

In teacher education, a newer area for research, a specialism in education in remote and rural areas is being progressed. For the first time we will host an international conference in education – the International Symposium for Innovation in Rural Education – in August 2020. This builds on collaborative work with researchers in a number of Australian universities.

Public and cultural engagement is also important to the university. This work includes a wide range of disciplines and locations, including archaeology, history, heritage, tourism and the creative sector. Sabhal Mòr Ostaig, the national centre for Scottish Gaelic and culture will continue with research into aspects of the Gaelic language and culture, some under Soillse, with others delivered through the university's Language Sciences Institute. The Centre for Rural Creativity will take forward a range of research projects with the region's creative sector. The Centre for History produces an annual statement of public engagement activity which articulates events and seminars from the local to the national. It is also anticipated that 2020-21 will see a further deepening of the relationship between Sabhal Mòr Ostaig UHI, and the National Museum of Scotland, a partnership which also involves the Centre for History.

## 27. Universities UK Concordat to support research integrity compliance

The university is committed to the principles set out in the UK Research Integrity Concordat. Following a review of our research policies and procedures using the research integrity concordat principles, a number of enhancements were implemented in 2019-20, especially procedures for dealing with incidents of research misconduct involving staff or students. In the second part of 2019-20 a review of our arrangements for research integrity will be progressed in the light of the new concordat, with any required adjustments implemented in 2020-21. The university will continue to comply with the protocol in the research integrity concordat concerned with the annual publication of a statement of research integrity which has been approved by university Court. This statement is produced in each November and is considered at the December Court meeting.

## Innovation

The University of the Highlands and Islands is very supportive of developing links between further education, higher education, research, innovation and wealth generation. This is aligned with the governing principles of our tertiary organisation, which include an ambition to support and inspire the development a knowledge-based regional economy.

Progress, including effective promotion of robust equality and diversity principles (SFC outcome seven (*O 7*)), will be monitored by the Research and Knowledge Exchange Committee (RKEC). Through the committee structures, the RKEC responds to the Principal and Vice-Chancellor on engagement with external agencies, including HEIs, the private and third sectors and the enterprise agencies and progress towards effective implementation of the university Innovation Fund's (UIF) seven priority outcomes (*O 1-7*). The Vice Principal Research and Impact, chairs RKEC and the membership includes the Director of Knowledge Exchange.

We believe that effective nationwide benefit cannot be achieved by a single institution working in isolation from the rest of the higher and further education sectors. We support the principles of collaboration with other institutions in Scotland, the UK, Europe and beyond. To this end the university is committed to deliver our contribution to the UIF outcomes on an individual and collaborative level.

A key activity includes the harmonisation and simplification of contract negotiations (*O 2&3 simplification*). The university goes further, however, and believes that collaboration and consortium generation must include working engagement with the employment sectors themselves and, crucially, other aspects of the educational community, including further education. The enterprise

and skills agencies must also take a significant part in the developments if opportunities are not to be missed and the university will work with relevant agency colleagues.

The university wishes to engage fully with Scotland's priority economic sectors, including small and medium sized enterprises (SMEs). It is acknowledged however that the distinctive environment of the region encourages the development of micro enterprises, social enterprises and community groups, some of which may not prioritise growing in size but rather in sustaining their activities and growing in influence and perceived benefit. In discussion with Scottish Funding Council, it was agreed that the best mechanism to work at a sector level to deliver outcomes nationally is to undertake to work together to:

- Analyse current activity and identify best practice
- Based on this, where appropriate, devise and execute pilot programmes
- If successful, develop/initiate a sector-wide programme.

## 28. Engagement nationally

We are fully committed to contribute to the implementation of each of the national UIF priority outcomes (*O 1-7*). Through the Universities Scotland Research and Commercialisation Directors' Group (RCDG), while acknowledging the importance of all the outcomes, institutions agreed to contribute in a way that makes best use of resource, meaning that each institution may be involved in a different combination of work. The University of the Highlands and Islands has prioritised SFC UIF *outcomes 1-4*, a large element of which now fall under the RCDG's 'innovation cluster' group's remit. We aim to continue to play an active role in each of the cluster groups during 2020-21 with a special focus on the innovation group, this will include:

Innovation cluster group (*O 1-3: demand stimulation, simplification, commercialisation, greater innovation*):

- Steering the national innovation cluster group in partnership with Aberdeen University and University of the West of Scotland including
- Overseeing the Industrial Strategy Challenge Fund (ISCF) group's collaborative activities aimed at maximising Scottish universities involvement in UKRI "grand challenge" consortia, bids and awards
- inputting into the development of a collaborative national training course(s) to enhance researchers' skills for business engagement
- Leading on the key SME demand stimulation strand by managing the development of working groups including:

### 1. Mapping the SME innovation journey

This group is made up of university partners and other key stakeholders (including Interface, Highlands and Islands Enterprise, Scottish Enterprise, Scottish Government, KTN, ETP and the Innovation Centres). The group will continue to map the SME : university innovation journey, adding sectoral data to the existing draft generic map through close collaboration with key stakeholder including the Innovation Centres.

The plan is to create a new tool that will help KE practitioners to navigate SMEs through the complex support and funding landscape with the aim of improving the SME experience as

well as increasing the number and quality of new collaborative innovation projects in partnership with Scottish universities.

If successful, this map may be further developed into an online tool that could be made available to the wider stakeholder group and to small businesses themselves.

## 2. SME demand stimulating events

A Scotland-wide working group (including universities, Innovation Centres, Interface, Scottish Government, SE, HIE, Can Do-fest and Venturefest) has been set up to develop a comprehensive series of Scotland-wide innovation events designed to achieve high levels of SME : university engagement and lead to an increase in the number of SME-led innovation projects

To facilitate these working groups, a collaborative platform will continue to be developed that will encourage and build networks using a virtual meeting space that utilises tools such as, live chat, webcasts, video-conferencing and shared files, with the aim of:

- Developing a virtual environment to facilitate mapping, sharing and enhancing the SME – university innovation journey.
- Creating a self-sustaining pipeline process to plan and deliver collaborative events focused on SME demand stimulation for university innovation services.

## Entrepreneurialism cluster group (O 4):

We play an active role in a number of the strands being developed by the entrepreneurship cluster including:

- Roll out of the “SHIFT” bootcamp pilot developed by GSA, Abertay and the Royal Conservatoire – with specific focus on the creative arts/economy
- assisting the development of plans and activities focused on further developing entrepreneurship in social enterprises
- active involvement in the “scaling” initiative led by Abertay University and the city/region/island deal initiative led by Stirling University.

In addition to active engagement in all of the RCDG national UIF cluster groups, the university confirms our willingness to participate fully in the monitoring framework that will be developed through Universities Scotland RCDG, managed and reported to SFC by the UIF Collaboration Manager.

## 29. Engagement at an institutional level

At an institutional level, under each of the SFC UIF priority outcomes, the university will continue to maintain and expand its operational knowledge exchange network across the partnership. This operates through nodes into the different sectoral grouping. Each theme has a named “champion”, who guides the activities, including interaction with other HEIs, commercial bodies and the Scottish and UK innovation/KE landscape, e.g. Interface, the KTP programme, the Scottish Innovation Centres, Innovate UK, UKRI, etc.

For the next academic year (2020-2021), as with the previous three years (2017-20), some initiatives will be funded primarily from the Outcome Grant element of UIF, these are focused on key areas for the Highlands and Islands region: *aquaculture, energy and health (physical activity*

*and well-being and the rural health network*). The entrepreneurship project will also be funded from the Outcome Grant.

Additional support through core Platform Grant funded resource has also been employed to develop KE activities in the more fledgling areas of *creative economy, tourism and water quality innovation*.

Each of the UIF funded projects have their own internal targets and key performance indicators aligned with SFC's seven desired priority outcomes. These aim to provide sectoral hubs with business development and coordination resources as well as funding for business engagement activities such as events, promotions, meetings and in some cases a challenge/seed corn fund.

The groups are currently engaging with their relevant business sectors as well as other sectoral stakeholders, including the regional development agencies, Interface and the Innovation Centres. Each group has now submitted draft plans for 2020-21, including some proposed revisions to targets/budgets. An update of each group's draft plans is attached (see appendix).

The university's UIF Steering Group (a sub-group of the Research and Knowledge Exchange Committee) recently reviewed these draft plans with the aim of scrutinising and approving final plans in April/May 2020 once SFC have published indicative funding levels.

Regular reports from the Sectoral KE groups are submitted to the UHI Research and KE Committee (RKEC) and the UHI Research Cluster groups on progress against targets, including academic engagement with commercial companies, innovation vouchers; KTPs and the inclusion of innovation / entrepreneurship in staff development and training.

Initiatives across the university that align to SFC's UIF outcome and priority activities include:

Demand stimulation (O 1):

Making more businesses across the Highlands and Islands aware of the opportunities and funding available to develop new products and processes in collaboration with universities through:

- Various awareness raising outreach activities, events and meetings across the region aimed not only at private companies and social enterprises but also university staff including for example the UHI business idea competition facilitated by the Create unit at Inverness College UHI;
- Providing additional university staff training on innovation and entrepreneurship skills to help researchers and academics better understand business needs as well as be able to spot innovative opportunities including research commercialisation possibilities. Training includes 'train the trainer boot camps', enterprising researcher workshops as well as sector specific entrepreneurship training.

Simplify business access (O 2):

Ensuring greater engagement with business is supported through increased outreach activity by new KE/Innovation posts working closely with sectoral skills assessment staff including:

- Company visits and sectoral conferences and events participation, business interest group links, sector associations, trade association, partnering fora – industry and research groups
- Promotion of, and easier access, to university research commercialisation opportunities; ensuring businesses are made aware of the potential licencing opportunities for university

intellectual property, including the promotion of the joint university technology website (UT.com).

Shifting from transactional to more strategic partnerships backed up with a comprehensive CRM system and processes.

Helping develop and ensure implementation of enhanced business to university contract arrangements and implementing a post-project referral process for all KE projects.

#### Simplification/Greater Innovation (O 3)

Development of further contributions to innovation infrastructure are being taken forward including:

- City, Island and Regional Growth Deal proposals
- A £25 Million UKRI ISCF “strength in places” bid to develop aquaculture, marine biotechnology and marine energy across the entire western coast of Scotland.
- Plans to change the culture around intellectual property disclosure and research commercialisation through awareness raising of the opportunities via workshops, events and training, etc.

The university will continue to identify gaps in innovation training for enterprise and innovation staff and develop or access training to fill these gaps including for example, Praxis-Unico/ AURIL and ARMA courses and accreditations. Through the sectoral groups, we will encourage staff exchange between the university and SMEs. This might include KTP, Innovation Voucher student placements and other exchange opportunities.

The university will continue to support the implementation and further development of common contracts; make information on university expertise more accessible to businesses on a sectoral basis; and further refine and develop our post project referral process to ensure innovation projects progress to the next stage and move up the innovation ladder wherever possible.

#### Entrepreneurialism (O 4)

Plans for a new UHI Entrepreneurship Academy are progressing, in part through the Moray Growth Deal, which is expected to include practitioner-led activities focused on the practice of entrepreneurship as well as theory. Entrepreneurs themselves will provide the role models and the driving enthusiasm.

The approach recognises that not all individuals want to become entrepreneurs. There are skills within the educational institutes that are, however, of broader value to wealth generation. Exchanges between HEIs and ‘industry’ offer a proven route to enhancing understanding and opportunity and the university aims to establish and support such opportunities for all staff.

The activities of the academy would be aligned with the needs of the developing economy of the Highlands and Islands. This would be located within the academic partners of the University of the Highlands and Islands and involve academics from across the university as well as associates drawn from the private economic sectors, academic institutions elsewhere in Scotland and internationally with capabilities complementary to the aims of the academy.

The Academy will be charged with ambitious aims:

- To educate and train individuals with the skills necessary to lead and underpin the growth of a knowledge-based economy. All students of the university will engage with the entrepreneurial agenda during their studies.
- To expose students and staff to the experience of successful entrepreneurs and encourage positive engagement between professionals and business leaders.
- To provide direct training, where an identified need is recognised, for professional staff who interact with entrepreneurs and commercial wealth creation.

The university-wide entrepreneurship educator development programme, developed with UIF funding, will be repeated in 2020-21. This will continue to train our academics to become entrepreneurial role models, equipped to drive change in their institutions and surrounding communities. The boot camp raises awareness of entrepreneurial opportunities as additional outputs from their research. Additional “enterprising researcher” one day training course will be rolled out across the partnership.

The university leads the Highlands and Islands Business Ideas competition, which is open to all staff and students as well as Highlands and Islands business and local community groups and individuals. This activity is funded from the Outcome Grant. The university’s business idea competition is now aligned with Kick-Start and the main Converge Challenge competition.

During academic year 2020-21, the university will continue to promote Converge Challenge and other entrepreneurship and research commercialisation opportunities, such as the Royal Society of Edinburgh Enterprise Fellowship scheme, across the partnership and the region in several ways including an enterprise roadshow with the aim of promoting an entrepreneurial mindset leading to greater intellectual property disclosure, patenting, licencing opportunities and spin-out/ start-up company formation

### 30. Industrial Strategy Challenge Fund (ISCF)

In collaboration with the other Scottish universities we will commit to part funding a new ISCF national post, which is likely to require funding through 2020-21. The university will continue its deployment of the UIF uplift received during 2018-19 to fund our own ISCF post and an associated internal challenge fund to encourage and support academics to take part in bid development. On-going actions for this ISCF project will include collaboration with other universities and stakeholders to facilitate:

- grant call foresight
- building of consortia
- project development
- Grant writing - leading to an increase in the number and quality of ISCF project proposals

This is expected to result in growing commercial outputs including increasing income from Industry and the UK industrial strategy both through the initial funding awards as well as through potential, on-going, income from the actual commercialisation of the research outputs.

### 31. Innovation Vouchers (IVs)

Our current outcome agreement with SFC contains challenging year-on-year targets for Innovation Vouchers. However, we failed to meet our target of 10 in 2018-19. This target was for all types of vouchers (includes advanced vouchers, workforce vouchers and student placement vouchers). The number of vouchers achieved for 2018-19, was seven, using our definition of

'live' vouchers during the period. However, using the recently clarified SFC definition the figure was only three.

The definition of what constitutes a 'live' Innovation Voucher has caused some confusion. Our interpretation has been that this meant any project that had been awarded, was currently being undertaken, a final report has been submitted or the funding has been received from SFC. However, it has recently been made clear by SFC that the criterion that must be used is - those project that have been completed as evidenced by the funding having been paid out by SFC during the reporting period. Therefore, a revised set of targets are proposed:

Total targets for Innovation Vouchers are shown below:

Year	2019-20	2020-21	2021-22	2022-23
Original Target	12	15	15	15
Revised Target	6	10	10	10

The fact that the 2018-19 target has not been met was not unexpected. Researchers and academics had been indicating for some time now that effort required to apply for and complete an Innovation Voucher application required significant time and resources which was not fully covered in the up to £5000 project funding available. The university therefore recently decided, to use some of the UIF outcome grant for 2019-20 to supplement newly won IVs with an additional £2,500 per voucher to cover pre-grant award activities such as business engagement, project planning and application writing. It is hoped that this will re-incentivise researchers and help the university achieve its challenging targets for IVs.

### 32. Funding, metrics, equality and diversity

The University of the Highlands and Islands (and our academic partners) intend to match the KE spend of the platform grant. Through all the activities described above we intend to secure a sustained KE income exceeding £10 million by 2021-22. The recently completed KTG metrics for 2018-19 shows a total figure of ~£12 Million.

We are committed to equality of opportunity and non-discrimination in all aspects of our work and study. We accept our obligations to fulfil the statutory requirements relating to equality and diversity and will take steps to: eliminate unlawful discrimination, harassment and victimisation; advance equality of opportunity between people from different groups; and foster good relations between people from different groups, tackling prejudice and promoting understanding.

### 33. KE and Further Education (FE)

During 2020-21, the university will continue to integrate further education activity into our knowledge exchange and innovation network. Partners will be encouraged to further enhance their strong relationships with employers through for example, consultancy and bespoke training contracts, making use of college innovation voucher funding to support developments. This will be enhanced by encouraging FE academics, interested in increasing consultancy, CPD and other KE related activities, to join the university sectoral KE groups and make greater use of the entrepreneurship and other training courses and opportunities that are available. This will

be overseen by the UHI Further Education Review Board. The board will also receive regular KE progress reports.

An example is the research and innovation for growth conference held in August 2019 and led by Moray college UHI. This conference brought together partners from across the UHI together with local, national and international companies. Presentations from university colleagues, Innovate UK, Interface and Knowledge Exchange Transfer showcased innovation and research being undertaken and highlighted opportunities to encourage new partnerships. An output from this conference is a collaboration between Elgin Museum and Moray College UHI (Computing and Art) which are being recorded on the Interface database. Preparations are also underway for an event to engage university partners and SEPA with distilleries across Moray and Speyside to examine how research and innovation can support water and climate issues affecting the industry, as a whole.



[Partner Logo]



[Partner Name], University of the Highlands and Islands

# Tertiary Learner Support Policy

## POL

Lead Officer (Post):	Click or tap here to enter text.
Responsible Office/ Department:	Click or tap here to enter text.
Responsible Committee:	Click or tap here to enter text.
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:	Click or tap to enter a date.
Date policy due for review:	Click or tap to enter a date.
Date of Equality Impact Assessment:	Click or tap to enter a date.
Date of Privacy Impact Assessment:	n/a

This policy covers the period (date) to (date).

For all our up-to-date policies, please visit our [website](#).

Accessible versions of this policy are available upon request.

## Policy Summary

Overview	This policy is required to set out a regional approach to learner support for (College/Institution Name) and all academic partners in the University of the Highlands and Islands.
Purpose	The policy will provide a framework for a consistent and coherent methodology for the support of learners.
Scope	This policy applies to all academic partners.
Consultation	This policy was developed by a Policy Ownership Group, made up of practitioners from across the University of the Highlands and Islands network. Endorsement was received from Senior Management Curriculum Team, Partnership Council and Further Educational Regional Board, before the policy went through local consultation and approval by College Boards of Management and UHI Academic Council.
Implementation and Monitoring	Academic partners will be responsible for implementing and monitoring the policy. Analysis will be carried out of the policy's impact by staff from the Vice-Principal for Further Education's office and the Student Support team.
Risk Implications	<p>The policy reduces risk for the University and academic partners by reinforcing the existing community of practice for staff and creating a streamlined process.</p> <p>Students will also benefit from a consistent approach across all partners.</p>
Link with Strategy	This policy is linked to individual Access and Inclusion strategies and the Regional Outcome Agreement.
Impact Assessment	Equality Impact Assessment: Assessed – No further action to be taken.
	Privacy Impact Assessment:

## 1. Policy Statement

1.1 [Partner Name] is committed to providing an inclusive learning environment in which every student can make the most of learning and development opportunities available throughout their student journey. All students have different learning needs, regardless of level of study.

1.2 The College/Institution will comply with the Equality Act 2010, and is committed to promoting equality of opportunity and fair treatment for those with protected characteristics.

1.3 Students will be given the opportunity to achieve their full potential through anticipation of service provision, ensuring reasonable adjustments will be made when and where required by [Partner Name, UHI].

## 2. Definitions

2.1 **Personal Learning Support Plan:** A Personal Learning Support Plan (PLSP) is a functional and confidential document which details the nature of a student's additional support need(s) and any support measures that have been agreed. PLSPs are drawn up in close consultation with students and regularly reviewed.

2.2 **Access and Inclusion Strategy:** [Academic Partner] has an Access and Inclusion Strategy, which can be found [here \(hyperlink\)](#). The purpose of this document is to 'define the inclusive service we provide and how we monitor its effectiveness and impact. It outlines the inclusive service we provide for students and sets out our ambitions' (from [SFC guidance](#)).

2.3 **Reasonable adjustment duty:** As set out in the Equality Act 2010, the reasonable adjustment duty is the legal obligation to remove as far as possible by reasonable means the disadvantage which a disabled student experiences because of their disability. Further information from the Equality and Human Rights Commission is available [here](#).

## 3. Purpose

3.1 The purpose of this policy is to create a supportive environment for learners in the College/Institution. This policy is intended to promote access and inclusion and wherever possible to provide parity of experience for learners at each stage of their student journey.

3.2 The College/Institution will work with learners to identify needs through a combination of pre-entry disclosure, on-course disclosure, needs assessment, student request, tutor identification and partnership working.

3.3 Students will be provided with a range of opportunities to disclose specific requirements. Disclosures of specific requirements will be followed up by staff at (Partner Name, UHI) where reasonable and appropriate.

3.4 Disclosures can be made at any time from pre-application. All students and prospective students are encouraged to disclose any specific requirements at the earliest opportunity, in order that appropriate support can be identified as soon as is practicable.

3.5 **PLSPs:** The Partnership recognises the value of the PLSP as a functional and confidential document that details the support and adjustments, including those related to academic assessment, that have been approved in light of a student's specific needs. PLSPs should be used where appropriate, where it supports the learner and the situation warrants and/or necessitates the

use of this tool. PLSPs are one source of evidence used internally and by awarding bodies to support the identification of alternative assessment needs.

3.6 Planning for reasonable adjustments will be undertaken collaboratively between the student, support and academic staff. The student will always be regarded and treated as a central figure in this process and will be kept appraised of progress.

3.7 **Use of Personal Data:** Personal data collected through the 'Academic Partner name' Learner Support process will be handled in accordance with the University's tertiary student document retention policy and the [relevant privacy notice](#). Personal data will be anonymised and used for statistical purposes to monitor applications by age, disability, gender and gender reassignment, pregnancy and maternity status, ethnicity, religion and/or belief, sexual orientation, socio-economic background or care experience.

## 4. Scope

4.1 This policy applies to students undertaking FE and HE courses at the College/Institution, regardless of mode or level of delivery.

4.2 Whether it is reasonable for an education provider to make any particular adjustment will depend on a number of factors, including:

- The effectiveness of making the adjustment and whether it is practical to do so
- The financial resources available
- The availability of grants, loans and other assistance to disabled students, such as Disabled Student Allowance, or charitable trusts
- The extent to which aids and services will be provided to disabled students from other sources
- Health and Safety requirements – this means if the adjustment increased the risks to the health and safety of another person
- The relevant interests of other people – this means where the adjustment results in significant disadvantage for other people

## 5. Exceptions

5.1 Student personal health care is outwith the scope of this policy. Please see [Partnership Matters](#) for further information,

## 6. Notification

6.1 All staff are responsible for supporting learners through their student journey and should be aware of the policy.

6.2 Staff members responsible for providing specialist learner support will be briefed and trained on the policy and procedures.

6.3 The policy will be publicly available on the College/Institution's website, along with other current policies.

## 7. Roles and Responsibilities

7.1 The College/Institution's [insert local title] has overall responsibility for the implementation of this policy.

7.2 All staff have a responsibility to provide support for the learner through their student journey.

7.3 The College/Institution's [Student Support/Service etc] staff will provide services including, but not limited to:

- Contact with students and assessment of need
- Creation of PLSPs
- Signposting and coordinating support
- Liaising between student and academic staff
- Implementation of support
- Passing Summary of Support to [named role in College/Institution e.g. PAT]

7.4 The College/Institution's [Academic Staff] staff will provide services including, but not limited to:

- Reading the Summary of Support and appropriate cascading to relevant members of staff on a need to know basis
- Compliance with Summary of Support
- Implementing learning and teaching adjustments
- Review and liaison with [Student Support] on impact of learning and teaching adjustments
- Liaising with [Student Support] where a student has not made a disclosure but may require support
- Adhering to confidentiality protocols

## 8. Legislative Framework

- [Adult with Incapacity \(Scotland\) Act 2000](#)
- [Adult Support and Protection \(Scotland\) Act 2007](#)
- [British Sign Language \(Scotland\) Act 2015](#)
- [Children \(Scotland\) Act 1995](#)
- [Children and Young People \(Scotland\) Act 2014](#)
- [Data Protection Act 1998](#)
- [Disability Discrimination Act 2005](#)
- [Education \(Additional Support for Learning\) \(Scotland\) Act 2004](#)
- [Education \(Additional Support for Learning\) \(Scotland\) Act 2009](#)
- [Equality Act 2010](#)
- [General Data Protection Regulation \(GDPR\)](#)
- [Human Rights Act 1998](#)
- [Mental Health Act 2007](#)
- [Mental Health \(Care and Treatment\) \(Scotland\) Act 2003](#)
- [Protection of Vulnerable Groups \(Scotland\) Act 2007](#)
- [Scottish Strategy for Autism 2011](#)
- [Special Educational Needs and Disability Act 2001](#)
- [Scottish Care Leavers Covenant \(2015\)](#)

## 9. Related Policies, Procedures, Guidelines and Other Resources

- [British Sign Language \(BSL\): National Plan 2017 to 2023](#)
- [College Access and Inclusion Strategy](#)
- [College Access to Assessment Policy](#)
- [College Admissions Policy](#)
- [College Corporate Parenting Plan](#)
- [Disability Processes Privacy Notice](#)
- [Partnership Matters](#) - A Guide to Local Authorities, NHS Boards and Voluntary Organisations on Supporting Students with Additional Needs in Colleges and Universities in Scotland
- [UHI Equality and Diversity Reporting](#)
- [UHI Fitness to Study Guidelines](#)
- [UHI Recording of Taught Sessions Policy](#)
- UHI Tertiary Learner Support Procedures (forthcoming)

## 10. Version Control and Change History

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



# Promoting a Positive Learning Environment Policy

## POL

Lead Officer (Post):	Director of Learning and Teaching
Responsible Office/ Department:	Quality
Responsible Committee:	LTQC
Review Officer (Post):	Director of Learning and Teaching
Date policy approved:	Click or tap to enter a date.
Date policy last reviewed and updated:	n/a
Date policy due for review:	March 2021
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 **Moray College UHI** 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, **Moray College UHI** 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 **Moray College UHI**, 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 **Moray College UHI** '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 **Moray College UHI** 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. **Moray College UHI** 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 **Moray College UHI**, but may be brought into effect where a student residing in privately managed accommodation conducts themselves in a manner which brings **Moray College UHI** 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 **Moray College UHI Board of Management** are responsible for approving the policy and ensuring that it is followed. **Moray College UHI Board of Management** are also responsible for ensuring the strategic effectiveness of the policy.
- 7.2 **Strategic Leadership Team** are responsible for operational compliance with the policy. **Strategic Leadership Team** 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				

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. <b>P, N, N/I</b>	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

# Student Disciplinary Procedures

## 1. Introduction

- 1.1. This procedure supports the Promoting a Positive Learning Environment Policy and the Student Code of Conduct.
- 1.2. This procedure is designed to give students and staff a clear framework to fairly and promptly address any situations which may arise around student behaviour and suspected breaches of the Student Code of Conduct.

## 2. Scope

- 2.1. This procedure applies to all students (Further Education, Higher Education, Postgraduate and Postgraduate Research) enrolled on a programme of study at **Moray College UHI** or who are enrolled at another academic partner but are studying at **Moray College UHI**.
- 2.2. This procedure applies to suspected breaches of the Student Code of Conduct in physical and online environments, including social media and messaging services.
- 2.3. The procedure applies to suspected breaches of the Student Code of Conduct on campus and off campus.
- 2.4. For students who are also school pupils, refer to Section 7.

## 3. Exceptions

- 3.1. As per Appendix 1 of the Promoting a Positive Learning Environment Policy, there are separate procedures for academic misconduct.
- 3.2. In situations where a student's behaviour may be related to a health condition e.g. mental health condition or a condition identified in a Personal Learning Support Plan

(PLSP), additional support and use of Fitness to Study and/or Fitness to Practise Guidelines may be considered alongside or instead of this procedure.

## 4. Definitions

4.1. **Precautionary Action:** In the event of an allegation of misconduct, a student may be excluded from **Moray College UHI** 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 continue to receive student support funds. Precautionary action is not a punishment, but is intended to protect the interests of all parties.

Where precautionary action is to be used **the Head of Curriculum or Head of Academic Partnerships** should inform the student by letter explaining that they are being excluded to allow an investigation to occur.

Precautionary action may also include measures up to complete exclusion from **Moray College UHI**, e.g. removal of access to a course of study or specific building.

4.2 **Exclusion from Campus:** The removal of the student's access to all sites constituting **Moray College UHI** 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.

4.3 **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.

4.4 **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.

## 5. Procedure

5.1 It is widely acknowledged that disruptive behaviour is a barrier to learning and can negatively impact on the learning and wellbeing of the student themselves and/or other students and staff. This procedure should be implemented promptly as early intervention and support can result in better outcomes for the student and may avoid the situation becoming more complex.

All staff have a responsibility to promote a positive learning environment and challenge behaviour contrary to the Student Code of Conduct. Staff should ensure that, when intervening in any situation, they consider their own safety as well as the safety of other staff and students.

At any stage during the disciplinary process, if a student is found not to be responsible for any suspected misconduct then the investigation will be closed and no further action taken. A record of the investigation will be retained according to the retention schedule.

## 5.2 Informal Stage

- 5.2.1 **Moray College UHI** will usually try to deal with suspected breaches of the Student Code of Conduct informally first, and only use the formal disciplinary process when this proves unsuccessful, or it is inappropriate in the circumstances (e.g. recurring breaches of the Student Code of Conduct, an instance of a more serious nature or gross misconduct).
- 5.2.2 Informal action would normally involve staff discussing with the student any behaviour causing concern, and setting out the expectations around behaviour. Brief notes should be taken of the discussions and recorded on the **student's disciplinary record**.
- 5.2.3 All students interviewed, including the student who is alleged to have breached the code of conduct, should be offered the opportunity to be accompanied by a supporter of their choosing (other than a legal representative or another student involved in the incident or investigation). Should the student wish, this could be a representative from HISA or an appropriate member of staff.
- 5.2.4 Students should be notified that a note has been made of the discussions and that no further action will be taken unless misconduct continues or escalates.
- 5.2.5 Repeated low level misconduct should be raised with the **PAT, LDW or if part-time the relevant member of the curriculum leadership team**. Should the misconduct continue or escalate, the formal disciplinary process will be considered.

## 5.3 Stage 1 Formal Disciplinary Process

- 5.3.1 Where a suspected breach of the Student Code of Conduct has occurred, or where previous informal discussions and or informal verbal warnings or other sanctions have been ignored, the reporting member of staff should discuss the situation with the **CTL or DHOC**.
- 5.3.2 The **CTL or DHOC** will then consider the incident alongside the student's behaviour to date generally. Discussions should be held with the student to establish their version of events.
- 5.3.3 All students interviewed, including the student who is alleged to have breached the code of conduct, should be offered the opportunity to be accompanied by a supporter of their choosing (other than a legal representative or another student involved in the incident or investigation). Should the student wish, this could be a representative from HISA or an appropriate member of staff.
- 5.3.4 Discussions may be held with other staff and/or students to ascertain the situation and verify events.

- 5.3.5 The **CTL or DHOC** should take brief notes of all the discussions along with gathering any evidence which may indicate whether the suspected misconduct has taken place. A copy of the notes should be given to the parties interviewed to be signed for verification of accuracy.
- 5.3.6 Provided the staff members investigating are satisfied that a breach of the Student Code of Conduct has taken place, **CTL or DHOC** can issue a verbal warning to the student.
- 5.3.7 Should the evidence suggest that the misconduct is not serious enough to merit a verbal warning, **CTL or DHOC** can use informal warning instead, following the guidance in Section 5.2.2 onwards.
- 5.3.8 At the point of issuing the verbal warning, the student's behaviour should be discussed, outlining the impact on others and emphasising the need to change. Strategies should be discussed that will lead to improvements and agreed with the student. The student should be informed that repeated misconduct may lead to a Stage 2 formal disciplinary procedure.
- 5.3.9 After issuing the verbal warning to the student, the **CTL or DHOC** will arrange for an official notification of the verbal warning, and any possible supplementary action plan, to be sent to the student. The warning should be documented on the **student's disciplinary record**. The verbal warning will remain in place for the remainder of the academic year.
- 5.3.10 When issuing the verbal warning, the **CTL or DHOC** should complete all appropriate paperwork. This should be sent to the Curriculum Administrator for appropriate distribution. Appropriate information and any relevant documentation should be logged in the student's file. The verbal warning will remain in place for the remainder of the academic year.
- 5.3.11 The **CTL or DHOC** should provide feedback to the member of staff that initially reported the misconduct where relevant.
- 5.3.12 The student has the right to make an appeal against the outcome under specific circumstances. Further information is included in Section 6.

#### **5.4 Stage 2 Formal Disciplinary Process**

- 5.4.1 Where behaviour which has previously received a formal verbal warning recurs, or where there is serious breach of the Student Code of Conduct, the Stage 2 Formal Disciplinary Process will be initiated.
- 5.4.2 The **DHOC** will consider the suspected breach of the Student Code of Conduct alongside the student's behaviour to date. Discussions should be held with the student to establish their version of events.
- 5.4.3 All students interviewed, including the student who is alleged to have breached the code of conduct, should be offered the opportunity to be accompanied by a supporter of their choosing (other than a legal representative or another student involved in the

- incident or investigation). Should the student wish, this could be a representative from HISA or an appropriate member of staff.
- 5.4.4 Discussions may be held with other staff and/or students to ascertain the situation and verify events. The **DHOC** should take brief notes of the discussions along with gathering any evidence which may indicate whether the suspected misconduct has taken place. A copy of the notes should be given to the parties interviewed to be signed for verification of accuracy.
- 5.4.5 Provided the staff members investigating are satisfied a breach of the Student Code of Conduct has taken place, the **DHOC** can issue a written warning to the student, which should be agreed in advance with **the Head of Curriculum/Head of Academic Partnerships** where relevant.
- 5.4.6 Should the evidence suggest that the misconduct is not serious enough to merit a written warning, **DHOC** can issue a verbal warning instead, following the guidance in Section 5.3.4 onwards.
- 5.4.7 At the point of issuing a formal warning the **DHOC** should arrange to meet with the student to discuss their behaviour, outlining the impact on others and emphasising the need to change. Strategies should be discussed that will lead to improvements and agreed with the student. The student should be informed that repeated misconduct may lead to the Stage 3 Disciplinary Process being initiated.
- 5.4.8 When issuing the written warning, the **DHOC** should complete **the student disciplinary record sheet and return this to the Curriculum Administrator**. A copy of this, and any possible supplementary action plan, should be sent to the student and the LDW. Appropriate information and any relevant documentation should be logged on the **student's disciplinary record**. The written warning will remain in place for the remainder of the academic year.
- 5.4.9 The student has the right to make an appeal against the outcome under specific circumstances. Further information is included in Section 6.

## 5.5 Stage 3 Formal Disciplinary Process (including Gross Misconduct)

### Context

- 5.5.1 The Stage 3 Formal Disciplinary Process will be initiated where:
- Repeated breach of the Student Code of Conduct for which the student has previously received warnings
  - A single instance of suspected gross misconduct e.g. behaviour serious enough that if proven it may lead to exclusion or withdrawal from **Moray College UHI**
- 5.5.2 Should **a member of staff** believe Stage 3 Formal Disciplinary Process may be appropriate, the issue should be discussed with the **Head of Curriculum/Head of Academic Partnerships**.

### Investigation

- 5.5.3 Following initial investigations into the suspected breach of the Student Code of Conduct, consideration should be given by the HOC/HAP as to whether precautionary action should be taken (see Section 4.1).
- 5.5.4 An appropriate member of staff will be appointed as Investigating Officer by the HOC/HAP. Any potential conflicts of interests should be avoided when appointing an Investigating Officer.
- 5.5.5 All investigations should be conducted within a timeous period. For example it is recommended that an investigation should not normally take more than 10 working days.
- 5.5.6 Before meeting with a student as part of a formal investigation, it should be ascertained whether the student has a Personal Learning Support Plan that means they may need extra support during the investigation. This support should be arranged before any formal disciplinary meeting. The Investigating Officer should be aware of the impact the student's PLSP may have on their experience of the disciplinary process. This also applies to any witnesses that may be interviewed.
- 5.5.7 The student who is the subject of the disciplinary investigation should be provided with a copy of the Disciplinary Procedures prior to interviews taking place.
- 5.5.8 The Investigating Officer will identify all witnesses and individuals involved in the suspected misconduct and collect any relevant evidence. Where it is considered necessary to interview a witness or those involved, the Investigating Officer should meet with each of these people individually. A record of these interviews will be taken by the appropriate person. A copy of the notes should be given to the parties interviewed to be signed for verification of accuracy.
- 5.5.9 All students interviewed, including the student who is suspected of breaching the code of conduct, should be offered the opportunity to be accompanied by a supporter of their choosing (other than a legal representative or another student involved in the incident or investigation). Should the student wish, this could be a representative from HISA or an appropriate member of staff.
- 5.5.10 At the end of the investigation the Investigating Officer will complete the Stage 3 Disciplinary Checklist and provide a recommendation on whether there is a disciplinary case to answer to the HOC/HAP. The recommendation will be accompanied by any evidence relating to the suspected breach of the Student Code of Conduct collected during the investigation, including statements from staff and/or students.
- 5.5.11 The recommendation will include details of any previous disciplinary action and an overview of the student's engagement with studies to date.
- 5.5.12 The HOC/HAP will make a decision whether to proceed to a Disciplinary Hearing, based on the recommendation from the Investigating Officer and the evidence collected during the investigation.

5.5.13 Should the **HOC/HAP** choose not to proceed to a Disciplinary Hearing, their rationale should be recorded and all records retained **as per the retention schedule**.

### **Disciplinary Hearing**

5.5.14 Should the **HOC/HAP** decide to proceed to a Disciplinary Hearing, it will take place within ten working days of the Investigating Officer making their recommendation.

5.5.15 The Disciplinary Hearing panel should consist of 3 members, plus a scribe. At least one of the panel members should be of a senior enough level to be able to make a decision on withdrawing or excluding a student. Where the latter is not possible the panel outcome should be passed to a relevant senior member of staff after the meeting who can take this decision within a timeous manner. It is recommended that at least one of the managers on the panel is from another curriculum area.

5.5.16 The purpose of the meeting is to:

- Establish whether the alleged incident took place
- Explore the reasons for alleged incident
- Establish whether the student is committed to correcting their behaviour
- Explore how the student can be supported if they continue with their studies
- Determine any disciplinary action that should be taken against the student
- Determine whether the circumstances are such that the student should be excluded from their studies or from the campus (and/or all UHI campuses)

5.5.17 The panel must consider all the evidence presented before arriving at a conclusion. The conclusion may be reached at the end of the meeting or through further discussion with **relevant members of staff** after the meeting.

5.5.18 Where a student declines to attend an interview or does not attend the hearing, the hearing will take place in order to consider the investigation findings before coming to a conclusion as to the appropriate course of action.

### **Outcome of Disciplinary Hearing**

5.5.19 The student must be informed of the outcome of the Disciplinary Hearing in writing within three working days of the meeting.

5.5.20 The Disciplinary Hearing Panel has scope to take disciplinary action that may include one or more of the following:

- Final written warning
- Written warning
- Verbal warning
- Written apology to the aggrieved party
- Compulsory attendance at a workshop/coaching session
- Restrictions/conditions on attendance
- Fines for wilful damage, theft or non-return of equipment
- Exclusion from their studies
- Exclusion from campus

- Permanent exclusion from the University and all Academic Partners
- De-registration (postgraduate research students)
- Removal of university award
- Referred for consideration to the Fitness to Study Procedure/Fitness to Practise Procedure
- No further action

5.5.21 The student has the right to make an appeal against the outcome under specific circumstances. Further information is included in Section 6.

5.5.22 A copy of all documentation presented as evidence, the panel outcome letter, and the Hearing Report should be sent to the **Curriculum Administrator for processing**. If a sanction is given this should be logged on the **student's disciplinary record**. The Disciplinary Hearing Panel will determine the length of time for which the warning or sanction will remain in place.

## 6. Appeals

- 6.1 A student may appeal against any disciplinary action taken against them. Appeals will only be considered on the following grounds:
- a. That the Disciplinary Process was not followed correctly;
  - b. That there was prejudice and/or bias on the part of the Investigating Officer or any Disciplinary Hearing Panel members which affected the outcome;
  - c. That the disciplinary action imposed is thought to be disproportionate to the offence;
  - d. That there is new evidence which could not have been made reasonably available during the original determination.
- 6.2 Appeals must be made in writing to the **appeals.moray@uhi.ac.uk**. The appeal must be made within five working days of receiving the outcome of disciplinary action and must state the grounds on which the appeal is being made.
- 6.3 Appeals will not be considered for any other reason or through any other means than those outlined above.
- 6.4 The appeal will be considered by **an appropriate Senior Member of Staff** who will respond to the student within five working days of receiving the appeal. Once the outcome has been decided there is no recourse to further appeal.

## 7. Students who are school pupils

- 7.1 **Outline local procedures agreed with relevant local authority/ies to deal with this cohort.**
- 7.2
- 7.3
- 7.4

## 8. Appendices

Please refer to the Promoting a Positive Learning Environment Policy appendices for an overview of policies and procedures, and a flowchart to help staff ascertain which policy and procedure should be used.

Appendix 1: Disciplinary Procedure Overview

Appendix 2: Informal Stage Flowchart

Appendix 3: Stage 1 Flowchart

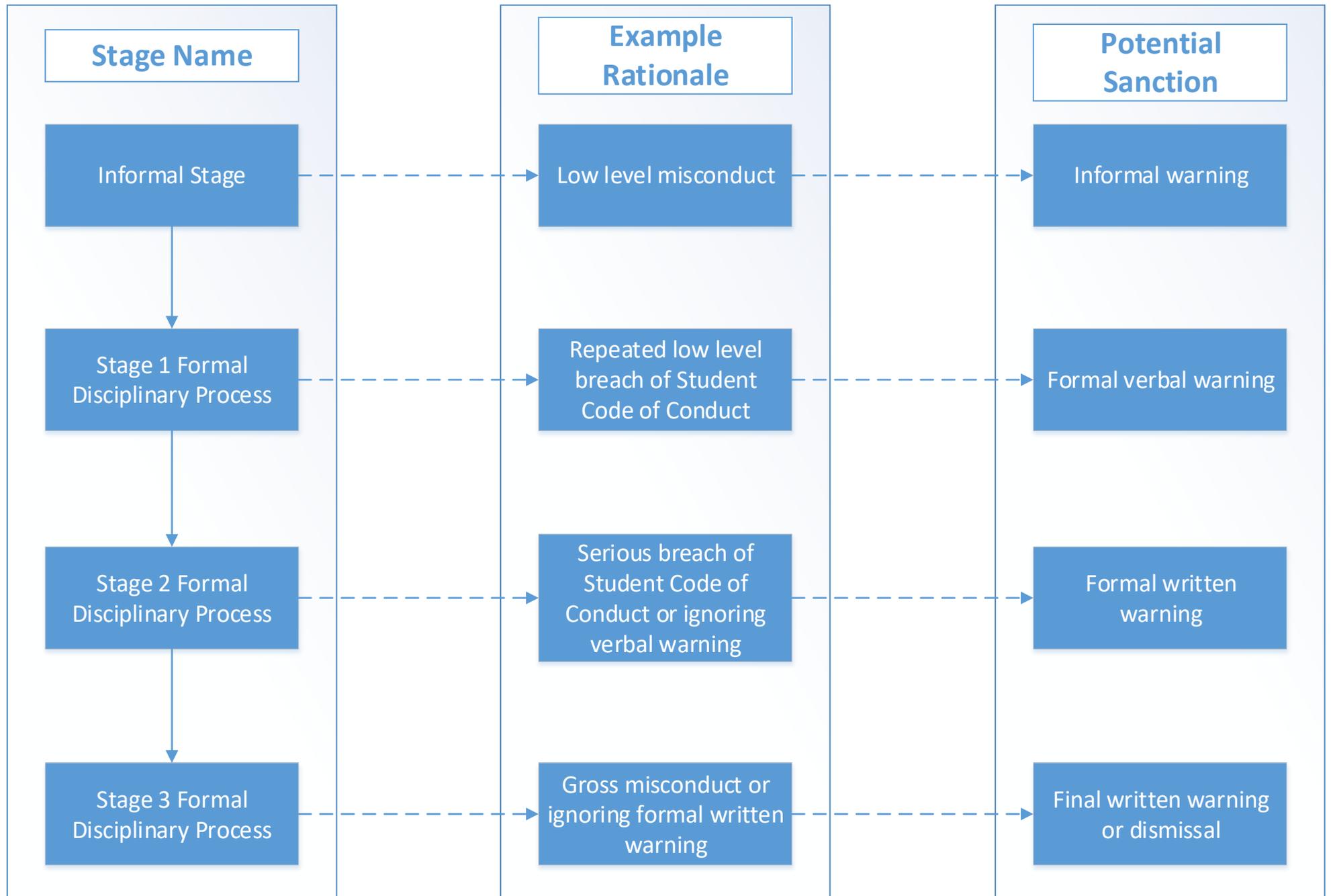
Appendix 4: Stage 2 Flowchart

Appendix 5: Stage 3 Flowchart

Appendix 6: Stage 3 Disciplinary Checklist

Appendix 7: Appeals Flowchart

## Appendix 1 – Disciplinary Procedure Overview



## Appendix 2 - Informal Stage

Suspected breach of Student Code of Conduct



Informal action including discussion with student and setting out expectations



Brief notes recorded using local processes outlining discussions



Student given informal warning and advised no further action will be taken, unless misconduct continues or escalates



Repeated low level misconduct may result in initiation of subsequent disciplinary procedures

## Appendix 3: Stage 1 Formal Disciplinary Process

Member of staff reports suspected breach of Student Code of Conduct or student has ignored previous informal warnings

PAT or equivalent discusses with student and considers the allegation alongside student's behaviour to date

PAT or equivalent discusses with other staff/students, taking notes and gathering any relevant evidence

PAT or equivalent can issue a verbal warning to the student if they are satisfied that a breach of the Student Code of Conduct has taken place

Student is notified of effect of behaviour on their own study and others, and warned that further misconduct may lead to Stage 2

Student will receive official notification of the formal verbal warning, which will remain in place for the academic year

Where appropriate the reporting member of staff will receive feedback from the PAT or equivalent

Student have the right to appeal under specific circumstances

## Appendix 4 - Stage 2 Formal Disciplinary Process

Member of staff reports suspected serious breach of Student Code of Conduct or student has ignored formal verbal warning

PAT or equivalent discusses with student and considers the allegation alongside student's behaviour to date

PAT or equivalent discusses with other staff/students, taking notes and gathering any relevant evidence

PAT or equivalent can issue a written warning to the student (agreed in advance with senior member of staff) if they are satisfied that a breach of the Student Code of Conduct has taken place

Student is notified of effect of behaviour on their own study and others, and warned that further misconduct may lead to Stage 3

Student will receive official notification of the formal written warning, which will remain in place for the academic year

Where appropriate the reporting member of staff will receive feedback from the PAT or equivalent

Student have the right to appeal under specific circumstances

## Appendix 5 - Stage 3 Formal Disciplinary Process (Page 1 of 2)

### Context

Report of suspected gross misconduct or student has ignored formal written warning

PAT or equivalent discusses with senior members of staff and initiates Stage 3 Process if appropriate

### Investigation

Consideration should be given by senior staff as to whether precautionary action should be taken

Appropriate member of staff appointed as Investigating Officer by a senior member of staff

Investigating Officer establishes if student or any witnesses have PLSP and make assessment on PLSP's impact on their experience of investigation

Student suspected of breach is provided with copy of Disciplinary Procedures

Investigating Officer collects evidence and interviews all relevant parties. Copy of interview notes to be signed by interviewee for verification

Investigating Officer completes Stage 3 Disciplinary Checklist, evidence and a recommendation on whether there is a case to answer to senior member of staff

Senior member of staff makes a decision on whether to proceed to a disciplinary hearing or not

To be completed within 10 working days

## Appendix 5: Stage 3 Formal Disciplinary Process (Page 2 of 2)

### Disciplinary Hearing

Hearing should take place within **ten working days** of Investigating Officer making their recommendation

Hearing Panel should consist of three members plus a scribe, including a senior member of staff capable of deciding if a student should be withdrawn or excluded

The panel should consider all evidence and arrive at a decision. Should they not be able to reach a decision they may consult with other staff

If a student declines to attend an interview or hearing the hearing will take place regardless to consider the findings and reach a conclusion

Investigating Officer establishes if student or any witnesses have PLSP and make assessment on PLSP's impact on their experience of investigation

### Outcome

The student being investigated must be informed in writing within **three working days** of the meeting

The student has the right to appeal against the outcome in specific circumstances

A copy of all evidence, the outcome letter and hearing report should be sent to a senior member of staff. Any sanction should be recorded on the student's record and any warning will remain in place for a period deemed appropriate.

## Stage 3 Formal Disciplinary Process – Investigating Officer’s Checklist

This checklist should be used when conducting the Stage 3 Disciplinary Process.

Investigating Officer Name:	
Investigating Officer Job Role:	
Student Name:	
Student ID:	
Programme:	
Details and dates of any precautionary action, including temporary exclusion (if applicable):	

Details of previous Formal Disciplinary Process Events	
Absence Record	
Academic Performance / Progress / Engagement	
Chronology of events leading to suspension	
Summary of witness statements (attach statements as additional sheets)	
Is there evidence of a case to answer?	

Next Steps Recommendation	
Investigating Officer Signature	
Date	

Disciplinary Meeting is to be scheduled within ten working days of the Investigating Officer submitting this form.

## Stage 3 Formal Disciplinary Process – Investigating Officer’s Checklist

This checklist should be used when conducting the Stage 3 Disciplinary Process.

Investigating Officer Name:	
Investigating Officer Job Role:	
Student Name:	
Student ID:	
Programme:	
Details and dates of any precautionary action, including temporary exclusion (if applicable):	

Details of previous Formal Disciplinary Process Events	
Absence Record	
Academic Performance / Progress / Engagement	
Chronology of events leading to suspension	
Summary of witness statements (attach statements as additional sheets)	
Is there evidence of a case to answer?	

Next Steps Recommendation	
Investigating Officer Signature	
Date	

Disciplinary Meeting is to be scheduled within ten working days of the Investigating Officer submitting this form.

## Appendix 7 - Appeal Process

Student may appeal against any disciplinary action taken against them. Appeals will only be considered on the following grounds:

Disciplinary Process was not followed

That there was prejudice and/or bias on the part of the Investigating Officer or any Disciplinary Hearing Panel members which affected the outcome

That the disciplinary action imposed is thought to be disproportionate to the offence

That there is new evidence which could not have been made reasonably available during the original determination

Appeals must be made in writing to appropriate member of staff within **five working days** of receiving the outcome of disciplinary action

Appeal must state the grounds on which the appeal is being made from the four options above. No other grounds for or means of appeal will be considered

Appeal will be considered by an appropriate member of staff, who will respond to the student within five working days of receiving the appeal.

Once the outcome has been decided there is no further recourse to appeal.



## Appendix 1: Disciplinary Framework

### 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

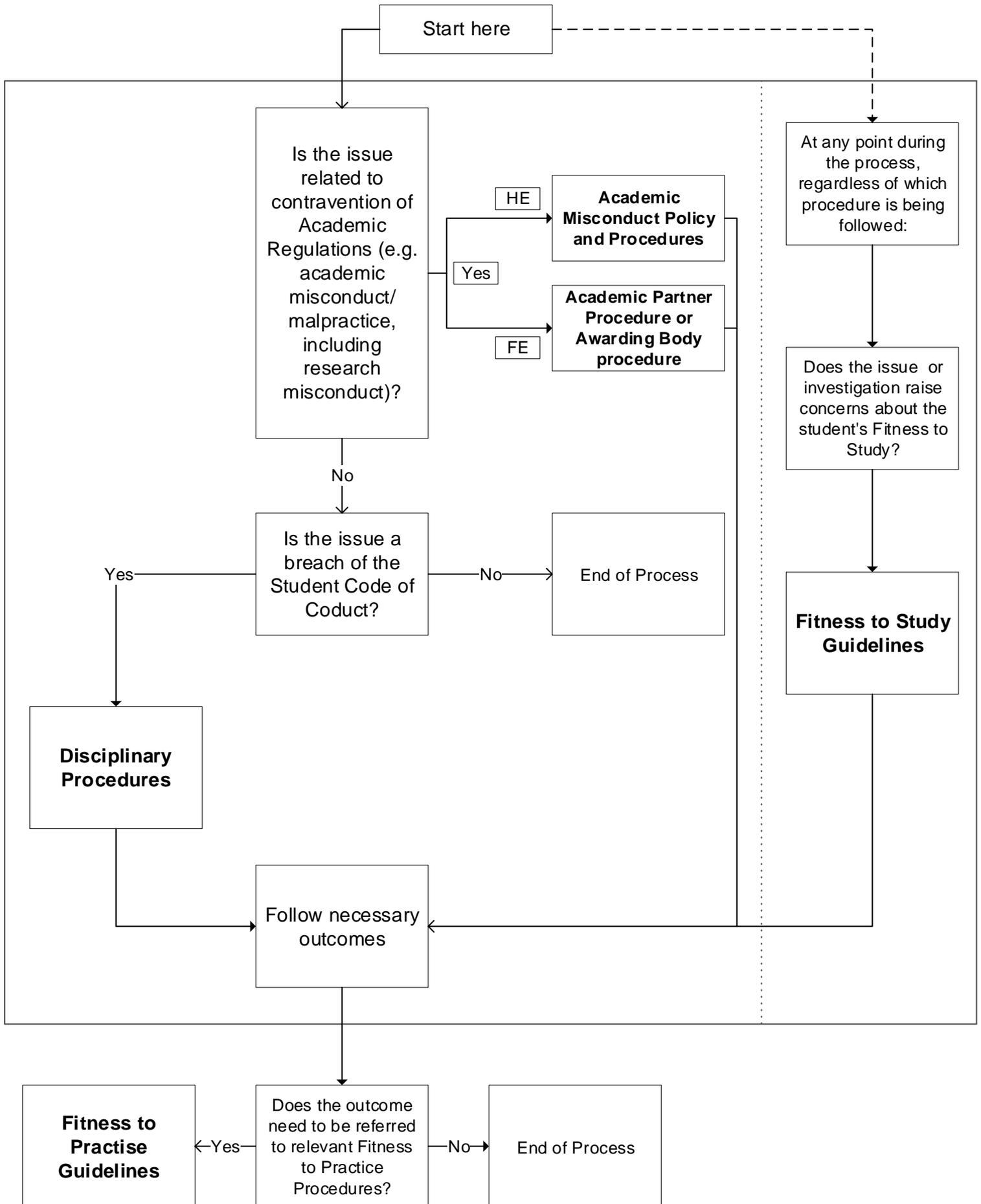
HE Academic Misconduct  
Policy and Procedures

Fitness to Study Guidelines

Fitness to Practice Guidelines



## Appendix 2: What policy should I refer to?



## 1. Students who are school pupils

- 7.1 Where a minor breach of the Student Code of Conduct occurs, the informal process is applied. Moray College UHI staff will usually deal with this locally, informing Academic Partnership staff who will inform the appropriate Depute Head Teacher.
- 7.2 Where continued minor breach of Student Code of Conduct takes place, Moray College UHI staff will inform Academic Partnerships. The pupil will be made aware that the appropriate Depute Head Teacher will be informed. School Disciplinary Process is then instigated.
- 7.3 Where a major breach of the Student Code of Conduct occurs, the pupil will be removed from their class. The appropriate Depute Head Teacher will be informed and the pupil returned to school that day. School Disciplinary Process is then instigated. The formal process will then be instigated within College which could lead to the exclusion of the pupil from College course.
- 7.4 In all instances, Depute Head Teachers are kept informed of breaches of the Student Code of Conduct.
- 7.5 Exceptional Entrant students (who remain on the school role) are subject to Moray College disciplinary processes. The appropriate school receives copies of all communication between Moray College UHI and the Exceptional Entrant. Where exclusion is the outcome of a formal process, the Exceptional Entrant is returned to school prior to the October break. Thereafter the Exceptional Entrant is referred to Skills Development Scotland Post-School team and The Moray Council central team for engagement with the employability pipeline.

<b>Committee:</b>	LTQC			
<b>Subject/Issue:</b>	Tertiary Student Carers Policy			
<b>Brief summary of the paper:</b>	This new regional policy covers all FE and HE students and supports the College's commitment to provide a safe and supported environment for those students with unpaid caring responsibilities.			
<b>Action requested/decision required:</b>	For approval.			
<b>Status: (please tick ✓)</b>	<b>Reserved:</b>		<b>Non-reserved:</b>	✓
<b>Date paper prepared:</b>	12 <sup>th</sup> March 2020			
<b>Date of committee meeting:</b>	17 <sup>th</sup> March 2020			
<b>Author:</b>	Derek Duncan			
<b>Link with strategy:</b> Please highlight how the paper links to, or assists with: compliance partnership services risk management strategic plan/enabler other activity (eg new opportunity) – please provide further information.	<p><b>Risk Register ID Moray/23:</b> Poor Student Experience</p> <p>The responsibilities placed on unpaid carers should not be seen as a barrier to achieving a positive outcome in College. Proving targeted to support to unpaid carers will ultimately improve their experience at College and likelihood of a successful outcome.</p> <p>The College Student Services Section is well placed to continue providing support to unpaid carers and the new policy will ensure a consistent approach across the UHI partnership.</p>			
<b>Equality and diversity implications:</b>	Yes			
<b>Resource implications:</b> <i>(If yes, please provide detail)</i>	All required support resources are in place.			
<b>Risk implications:</b> <i>(If yes, please provide detail)</i>	Failure to continue providing support to unpaid carers is likely to have a negative impact on students and outcomes.			



# Student Carers Policy

## POL

Lead Officer (Post):	Lyndsay MacColl
Responsible Office/ Department:	EO Student Support
Responsible Committee:	Care Leavers and Student Carers Practitioner Group
Review Officer (Post):	Lyndsay MacColl
Date policy approved:	18/11/2019
Date policy last reviewed and updated:	Click or tap to enter a date.
Date policy due for review:	Click or tap to enter a date.
Date of Equality Impact Assessment:	26/08/2019
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 has been created to provide information on the support student carers can expect to receive whilst a student at the University of the Highlands and Islands.</p>
Purpose	<p>What will the policy achieve?</p> <p>The policy will provide a unified approach to student carers across the network and ensure parity of student experience.</p>
Scope	<p>Who does the policy apply to?</p> <p>The policy applies to all students and staff enrolled at the University and its academic partners.</p>
Consultation	<p>Who has been consulted on the policy, and who will be notified?</p> <p>The policy has been developed by a group of practitioners from across the network who are part of the Care Leavers and Student Carers group.</p>
Implementation and Monitoring	<p>Who will be responsible for implementing and monitoring the policy, and what resources/ costs will be incurred?</p> <p>Academic Partners are responsible for ensuring that the policy and procedures are followed in their local institution.</p>
Risk Implications	<p>What are the risk implications of this policy?</p> <p>This policy will reduce risk for partners by ensuring that best practice from across the partnership is being shared and followed.</p>
Link with Strategy	<p>How is this policy linked to University strategy?</p> <p>This is a cross-partner resource and links to Strategic Aim 1 – Our Students.</p>
Impact Assessment	<p>Equality Impact Assessment: Yes</p> <p>Privacy Impact Assessment: No</p>

## 1. Policy Statement

- 1.1 The University is a collegiate institution based on a partnership of 11 colleges, 2 research institutions, and over 50 learning centres spread across the Highlands and Islands, Argyll, Moray and Perthshire. It encompasses both Further and Higher Education, allowing a single point of access for post-school education and training.
- 1.2 This policy outlines the university and its academic partners' commitment to provide a safe and supportive learning environment for students with unpaid caring responsibilities and to enable them to successfully complete their course and undergo a worthwhile experience throughout their student journey.

## 2. Definitions

- 2.1 The University and its academic partners have adopted the Carers Trust Scotland definition of a carer which is 'anyone who cares, unpaid, for a family member or friend who due to illness, disability, frailty, a mental health problem or an addiction cannot cope without their support

## 3. Purpose

- 3.1 This policy provides information and guidance to staff and students on the support available to student carers. It will also ensure there is a unified response to the support needs of student carers across the University and its academic partners therefore ensuring equity of experience no matter where a student is located.
- 3.2 This policy covers both prospective and currently enrolled students of the University and its academic partners

## 4. Scope

- 4.1 This is a tertiary policy and covers all students currently enrolled at the university or one of its academic partners.
- 4.2 Confirmation of student carer status is the responsibility of the student. This can be done in a variety of ways:
  - During admissions process
  - At interview
  - Via the disclosure box on the enrolment form
  - To the Personal Academic Tutor (PAT)
  - Or, to any other staff member during the student journey. Staff can refer students, with their consent, to the local Student Services team via the manual referral button on UHI Records.
- 4.3 Upon disclosure of being a carer, evidence is required and can come in many different forms. Some examples of acceptable proof include but are not limited to:
  - Self-certification, in the form of a short statement, regarding the nature of caring duties and the impact these may have on studies. This can be verbal or written.
  - A GP letter confirming status
  - A local authority's Carer's Assessment, Adult Carer Support Plan or Young Carers Statement
  - Other relevant documentation such as a letter from a Carer's organisation, social worker, carer group or receipt from benefits.

4.4 Generally, self-certification will be the most common method used however the university can, at any point, request further information or evidence to confirm carer status or any changes to the student caring responsibilities.

## 5. Exceptions

5.1 This policy does not cover:

- Students with parental responsibilities (unless for a child with a disability)
- Those employed in a caring capacity

## 6. Notification

6.1 All staff have the potential to encounter students who are unpaid carers and should be aware of this policy.

6.2 This policy will be highlighted to Senior Management, Student Support Staff and all other members of staff via relevant committees and staff newsletters. Students will be informed via the appropriate communication channels, for example the student newsletter, The Network.

6.3 The policy will be publicly available on the University/academic partner's website, along with other current policies. It can be viewed [here](#) – (add to website once approved)

## 7 Roles and Responsibilities

7.1 It is the responsibility of all university and academic partner staff to comply with the policy.

7.2 Students who disclose their carer status will be offered the opportunity to discuss their support requirements with the local student support team which may lead to the development of a support plan detailing the reasonable adjustments which are required.

7.3 Examples of the reasonable adjustments which may be put in place for student carers include, but are not limited to:

- Authorised absence
- Assessment/essay extensions
- Timekeeping and timetable adjustments
- Access to part-time study
- Priority access to discretionary funding (formal evidence may be required of carer status)

7.4 Students can request a meeting with their local Student Services team at any point during their studies, however, a review of their support plan is generally done once a year, unless there are any considerable changes in their caring responsibilities. Students are encouraged to advise their local student services team as soon as possible of any changes which may impact their studies.

7.5 Student Support staff will signpost to additional support available from external agencies, as required. This may include agencies such as Connecting Carers, Cross Roads or Connecting Young Carers, but will depend upon the geographical location.

7.6 The University will make every effort to accommodate the support needs of student carers however any flexibility must not impact on the student's ability to meet the necessary

academic outcomes. All requests for reasonable adjustments will be carefully considered before being approved. If any request is rejected, the student will be made aware, either verbally or in writing, the reason for this and guidance on what alternative arrangements can be made.

## 8 Legislative Framework

8.1 The below legislative is relevant to this policy:

- The Equality Act (2010)
- Carers (Scotland) Act (2016)
- General Data Protection Regulation (GDPR) (2018)
- The Data Protection Act (1998)

8.2 The policy should also be understood in conjunction with other policies and documentation such as:

- Learner Support policy
- Admissions Policy
- Information Security Policy
- Equality, Diversity and Inclusiveness Policy
- Student Carers Action Plan
- Academic Partner Access and Inclusion Strategies

## 9 Related Policies, Procedures, Guidelines and Other Resources

[Admissions Policy \(Higher Education\)](#) – an applicant with caring responsibilities is recognised within the University’s Admissions Policy. Applicants can highlight they are a carer within their personal statement or at any point during their student journey.

[Student Carers Online Staff Module](#) – Held within the University’s BrightSpace platform, key Student Support and student facing staff are encouraged to complete this module.

## 10 Version Control and Change History

[All policies are controlled documents. This section is used at end of a policy as a simple overview detailing version control and change history.]

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



<b>Committee:</b>	Learning, Teaching and Quality Committee			
<b>Subject/Issue:</b>	Procedure for Approval			
<b>Brief summary of the paper:</b>	New procedure for registering and resulting non SQA students			
<b>Action requested/decision required:</b>	Noting			
<b>Status:</b> <i>(please tick ✓)</i>	<b>Reserved:</b>		<b>Non-reserved:</b>	✓
<b>Date paper prepared:</b>	5/03/2020			
<b>Date of committee meeting:</b>				
<b>Author:</b>	Heather Sharp			
<b>Link with strategy:</b> Please highlight how the paper links to, or assists with: <ul style="list-style-type: none"> <li>• compliance</li> <li>• partnership services</li> <li>• risk management</li> <li>• strategic plan/enabler</li> <li>• other activity (e.g. new opportunity) – please provide further information.</li> </ul>				
<b>Equality and diversity implications:</b>	None			
<b>Resource implications:</b> <i>(If yes, please provide detail)</i>	No			
<b>Risk implications:</b> <i>(If yes, please provide detail)</i>	Failure to maintain tight controls over registering and resulting non SQA students could present situations where students are not booked onto the correct units to achieve the group award and/or are not certificated for their award.			

## **1. Introduction to the procedure**

- 1.1. The new Registering and Resulting Non SQA Students procedure has been developed in response to issues that have occurred as a result of current practice.
- 1.2. Currently, students are registered and resulted on the City and Guilds system (Walled Garden) by requests sent to the Exams Office. These requests come directly from individual lecturers mostly in email form.
- 1.3. Issues arising from this practice include:
  - Students being missed off the registration list sent to the Exams Office;
  - Students being registered onto the wrong units;
  - Students not being registered onto all the units required for the Group Award;  
and
  - Information discrepancies between SITS and the Walled Garden.
- 1.4. The new procedure ensures:
  - student registration information is taken directly from SITS meaning controls already in place for data accuracy are applied to registration within the Walled Garden;
  - Accurate resulting information is presented and checked at CAPBs;
  - More controlled data flow; and
  - Minimised risk of inaccurate data entry.



## **MORAY COLLEGE**

# **Procedure for Registering and Resulting Non SQA Students**

Status	Draft
Version Date and Number	January 2020
Approved by	NAME Committee, e.g. LTQC (Due date: MONTH/YEAR)
Responsibility for Procedure	Director of Learning and Teaching
Responsibility for Implementation	Quality Officer
Responsibility for Review	Quality Officer
Date for Review	MONTH/YEAR

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

**Revision Date & Change Log**

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

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<b>3</b>	<b>Identifying new awarding body registration and resulting requirements</b>	<b>4</b>
<b>4</b>	<b>Registering students</b>	<b>4</b>
<b>5</b>	<b>Resulting students</b>	<b>5</b>

## **1. Introduction**

- 1.1. This procedure outlines the steps that need to be taken to ensure students studying non SQA qualifications are registered and resulted consistently.
- 1.2. The procedure ensures the College's compliance with Awarding Body requirements regarding accurate and timely transfer of student information to their systems.

## **2. Student data requirements**

- 2.1. The College is responsible for keeping accurate records to track student progress in a manner that allows for secure transmission to the relevant awarding body.
- 2.2. The College uses the MIS system SITS to manage all student records including enrolment and results information. **SITS is the only validated source of data and conforms to GDPR in relation to data retention. It is therefore important that the system is used as the primary information source.**
- 2.3. The SITS system supports data transfer between the College and SQA systems allowing automatic registration and resulting of students. Other Awarding Bodies systems may support data transfer however are incompatible with SITS without purchasing an additional SITS software package.
- 2.4. This means student information (registration and resulting) needs to be entered into SITS **and** the Awarding Body's system. The following processes have been implemented to minimise the risks associated with manual data entry on two separate systems.

## **3. Identifying new awarding body registration and resulting requirements**

- 3.1. The College actively promotes continuous curriculum development to ensure provision meets community need. This will inevitably lead to Curriculum Team exploring new Awarding Body and qualifications.
- 3.2. It is important staff liaise with the MIS in the early stages of discussions with new Awarding Bodies to ensure appropriate plans are put in place for registering and resulting students.
- 3.3. A guidance note has been developed for staff looking at new Awarding Body provision.

## **4. Registering students**

- 4.1. With the exception of City and Guilds students, all students will be registered by the MIS team.
- 4.2. City and Guilds students will be registered on the Walled Garden by the Exams Officer who may delegate responsibility to Exams Office Staff.
- 4.3. The Exams Officer will only register students on the Walled Garden following confirmation the student has been registered on SITS. This ensures data reliability and consistency across both systems.
- 4.4. The Exams Officer will not process registration requests from members of Academic Staff.

4.5. MIS will provide the Exams Office with a report listing current students recorded on SITS as undertaking a City and Guilds Qualification. The report will show only the relevant student information required for registration on the Walled Garden system.

4.6. The report will be run at appropriate times throughout the enrolment process and thereafter to ensure the Exams Office has the most up to date information.

## **5. Resulting students**

5.1. Regardless of the Awarding Body, all students' results will be entered into the College Results System by Academic Staff.

5.2. Results entered onto the system will be timeous and accurate.

5.3. The Exams Officer is responsible for entering City and Guilds student results on the Walled Garden. The Exams Officer may delegate responsibility to Exams Office staff.

5.4. The Exams Officer will not enter results provided directly by Academic Staff.

5.5. The Exams Office will use the finalised Interim and final confirmed Progression Board (CAPB) reports to enter results for students.

5.6. Academic staff are responsible for ensuring:

- All students appear on the CAPB reports;
- All units appear on the CAPB reports;
- All students are booked on to the correct units;
- Correct Group Awards are identified;
- Correct Students are entered for Group Awards;
- All students at 'C' are still current students; and
- The results are accurate and indicate pass, merit, and distinction, where appropriate.

5.7. The Chair of the CAPB will check the CAPB report in line with the current [CAPB guidelines](#).

5.8. MIS will send the Exams Officer a copy of the CAPB report once finalised.

<b>Committee:</b>	LTQ			
<b>Subject/Issue:</b>	Course Approvals and Modification Panel (CAMP) Summary Report			
<b>Brief summary of the paper:</b>	Summary overview of course approvals and modifications presented, reviewed and approved since previous LTQ meeting.			
<b>Action requested/decision required:</b>	For noting			
<b>Status: (please tick ✓)</b>	<b>Reserved:</b>		<b>Non-reserved:</b>	<b>✓</b>
<b>Date paper prepared:</b>	16 March 2020			
<b>Date of committee meeting:</b>	17 March 2020			
<b>Author:</b>	Chris Newlands			
<b>Link with strategy:</b> Please highlight how the paper links to, or assists with: compliance partnership services risk management strategic plan/enabler other activity (eg new opportunity) – please provide further information.	<p>Links to College Strategic Plan and Curriculum Strategy in respect of Quality Assurance.</p> <p>Relevant Risks are: Moray/1 Ineffective Curriculum Planning Moray/10 Senior Phase Programming offered/delivered does not meet needs of Moray (schools Programme).</p>			
<b>Equality and diversity implications:</b>	<p>Yes.</p> <p>All course approval and modifications follow a UHI-wide process to ensure all quality assurance measures, including equality and diversity, are sufficiently considered.</p>			
<b>Resource implications:</b> <i>(If yes, please provide detail)</i>	Not at present			
<b>Risk implications:</b> <i>(If yes, please provide detail)</i>	Yes, all course modifications and approvals consider a supporting business case as to how the approval or change may impact the college courses on offer.			

## Course Approvals and Modifications (9 November 2019 – 16 March 2020)

	FE Courses	HE Courses	Upskilling/Retraining	School Senior Phase
<b>Volume Sectors</b>				
<b>New FT Courses</b>			<u>FWDF</u>	HN Cluster (PDA) Business and Finance
<b>Revised/Modified Courses</b>	<ul style="list-style-type: none"> <li>• NQ Playwork and Early Education and Childcare (Non-placement route)</li> <li>• NQ Pathway to Health and Social Care</li> </ul>		<ul style="list-style-type: none"> <li>• Performance Management</li> <li>• Core Values</li> <li>• Luxury Customer Service</li> </ul>	
<b>New Apprenticeship Programmes</b>			<ul style="list-style-type: none"> <li>• APM Project Fundamentals (Grants of Dufftown)</li> </ul>	
<b>Short Courses</b>	Mental Health and Wellbeing Level 4 and Level 5	HN Forest Kindergarten		
<b>Growth sectors</b>				
<b>New FT Courses</b>			<u>FWDF</u>	<ul style="list-style-type: none"> <li>• Pathways to Hospitality</li> <li>• NPA (Level 6) Laboratory Science</li> <li>• HN Cluster (PDA) Engineering</li> <li>• HN Cluster (PDA) Modern Scientific Technologies</li> </ul>
<b>Revised/Modified Courses</b>	<ul style="list-style-type: none"> <li>• Intermediate Food Hygiene</li> <li>• NQ Access to Engineering Level 4</li> <li>• NC Electronic Engineering Level 5</li> <li>• NC Engineering Practice Level 5</li> <li>• SVQ 3 Carpentry and Joinery</li> <li>• SVQ 3 Bricklaying</li> </ul>	HNC Engineering Systems	<u>UPSKILLING</u> Video Film mobile Productions	
<b>New Apprenticeship Programmes</b>				
<b>Short Courses</b>	<ul style="list-style-type: none"> <li>• Joinery (Edrington)</li> <li>• Plumbing (Edrington)</li> <li>• Access to Construction</li> </ul>			
<b>Specialist sectors</b>				
<b>New FT Courses</b>		<ul style="list-style-type: none"> <li>• MA Fine Art</li> <li>• HNC Cyber Security</li> </ul>	<u>FWDF</u>	<ul style="list-style-type: none"> <li>• NPA Computer Fundamentals</li> <li>• Complementary Therapy: Moray School Programme</li> <li>• HN Cluster (PDA) Body Massage</li> <li>• HN Cluster (PDA) Reflexology</li> </ul>
<b>Revised/Modified Courses</b>				
<b>New Apprenticeship Programmes</b>			<u>UPSKILLING</u>	
<b>Short Courses</b>	<ul style="list-style-type: none"> <li>• Baby Massage</li> <li>• Ear Candles</li> <li>• Hand Reflexology</li> <li>• Massage Refresher</li> <li>• Reflexology Refresher</li> </ul>	<ul style="list-style-type: none"> <li>• Digital Graphics Fundamentals</li> <li>• CPD Business Cyber Resilience</li> </ul>	Software Development - Part 1 and Part 2	

<b>Application Driven</b>				
<b>New FT Courses</b>	<ul style="list-style-type: none"> <li>NC Beauty and Aesthetic Therapies Level 4, Level 5 and Level 6</li> <li>NC Introduction to Foundation Hairdressing Skills Level 4</li> <li>NC Foundation Hairdressing Level 5</li> </ul>	HN Coaching and Developing Sport (Reapproval)		
<b>Revised/Modified Courses</b>	NQ Future Focus			
<b>New Apprenticeship Programmes</b>				
<b>Short Courses</b>	<ul style="list-style-type: none"> <li>Community Based ESOL</li> <li>Aspire</li> <li>Getting Ready for Higher Maths</li> </ul>			
<b>Not Approved</b>				
<b>New FT Courses</b>	NC CADD Level 6		FWDF	
<b>Revised/Modified Courses</b>				
<b>New Apprenticeship Programmes</b>				
<b>Short Courses</b>				
<b>In Pipeline</b>				
<b>New FT Courses</b>	NC Horticultural Therapy		FWDF	
<b>Revised/Modified Courses</b>	Higher Maths		<ul style="list-style-type: none"> <li>Unconscious Bias</li> <li>SVQ3 Engineering – Fabrication and Welding</li> </ul>	
<b>New Apprenticeship Programme</b>				
<b>Short Courses</b>				