University of the
Highlands and Islands
Moray College

BOARD OF MANAGEMENT
Learning, Teaching and Quality Committee
Meeting to be held
On 16 June 2020 at 1330 hours by Skype

Agenda Number	Item	Presented By	Action Required: Decision, Discussion, For Noting
LTQ.20.02.01	(i) Resignations	Clerk	Noting
	(ii) Appointments		
LTQ.20.02.02	Apologies for Absence	Clerk	Noting
LTQ.20.02.03	Any Additional Declarations of Interest including specific items on this Agenda.	Chair	Noting
LTQ.20.02.04	(i) Draft Minutes of LTQC meeting held on 20-05-2020 *	Chair	Decision
LTQ.20.02.05	(i) Matters Arising from LTQC meeting held on 20-05-2020 *	Clerk	Noting
LTQ.20.02.06	Quality Cycle Update - verbal	H Sharp	Noting
LTQ.20.02.07	Learning and Teaching Mentoring and Support 2020/21	N Yoxall	Noting
LTQ.20.02.08	Covid-19 – Resulting *	H Sharp	Noting
LTQ.20.02.09	Update on Curriculum Strategy – verbal ~	C Newlands	Noting
LTQ.20.02.10	RIKE Report *	N Yoxall J Andrews	Noting
LTQ.20.02.11	MORAGGA Report - verbal	N Yoxall	Noting
LTQ.20.02.12	Policies		Approval
LTQ.20.02.13	CAMP Report ~	C Newlands	Noting

LTQ.20.02.14	Emerging Issues	Chair	Discussion
	(i) BOM Chair for LTQC		
RESERVED ITEMS			
LTQ.20.02.15	Draft Reserved Minutes of LTQ meeting held on 20-05-2020 *	Chair	Approval
LTQ.20.02.16	Date of Next Meeting – 10-11-2020	Clerk	Noting

BOARD OF MANAGEMENT
LEARNING, TEACHING & QUALITY COMMITTEE
Minutes of Meeting
held on
Tuesday 20 May 2020
at 1000 by Skype

Present: David Patterson (Chair)
                    Nikki Yoxall   Rosemary McCormack
                    Anne Campbell   Alistair Fowlie
                    Tami Wilson   Michelle Smith
                    Kyle Gee   Jackie Andrews
                    Chris Newlands   Sam Bright
                    Lucy Huby   Heather Sharp
                    Seonaid Mustard   Derek Duncan
                    Malcolm Clark   Garry Rendall
                    Jodie Salmon   Toni McIlwraith
                    Steven Duff

In attendance: Mrs C Fair (Clerk)

		ACTION	DATE
LTQ.20.01.01	**Resignations and Appointments**		
1.1	Mr Patterson welcomed everyone to today's meeting, There was a resignation from Joan Johnston. Anne Campbell and Jodie Salmon were appointed to the Committee.		
LTQ.20.01.02	**Apologies for Absence**		
2.1	Apologies were received from: Joe Bodman Kelly McLaren Kelly Strachan		
LTQ.20.01.03	**Any Additional Declarations of Interest including specific items on this Agenda**		
3.1	There were no additional declarations of interest received.		
LTQ.20.01.04	**Draft Minutes of LTQC meeting held on 12 November 2019**		
4.1	Subject to a minor amendment to agenda item 10.2 the minutes were approved as a true and accurate record of the meeting held on 11 June 2019: Proposed: Nikki Yoxall		

	Seconded: Seonaid Mustard		
LTQ.20.01.05	**Matters Arising from LTQC Meeting held on 12 November 2019**		
	The majority of actions were confirmed to have been completed or were on the Agenda		
LTQ.20.01.06	**Quality Cycle Update**		
	(i) Evaluation Report and Enhancement Plan C19		
6.1	Heather's report highlighted the fact that Education Scotland are expected to postpone submissions of Evaluative Reports and Enhancements plans (EREPs) due to be submitted in October. However, due to the complex challenges that have arisen in relation to Covid-19 a decision was taken to continue with an amended internal EREP process. The changes implemented were outlined in the report and College may be expected to submit something in January. Committee members questioned whether there is any leeway in completion by June if a report is not required until January. They also questioned whether there is any merit in reducing the number of questions. It was suggested that these discussions be held outwith this meeting.		
LTQ.20.01.07	**Learning and Teaching Review Update**		
7.1	Nikki's paper highlighted the fact that 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 lower than predicted number of staff engaging in LTR, the amount of remission from class contact for LTR reviewers has been reduced so only the Learning Coach is undertaking LTR reviews and due to current lockdown this has been halted. The report highlighted a number of examples of good practice. Areas identified for development were linked to incorporation of technology to enhance learning and consolidation of learning and assessment for learning. A short testimonial video has been produced by a member of staff who has found the LTR process particularly beneficial.		
LTQ.20.01.08	**Learning Coach Update**		
8.1	The paper circulated provided an update on the impact of Jodie Salmon, the Learning Coach who was appointed in October 2019. This was a new role which was created to support evaluation, enhancement and teacher professional development and the role has had a		

	significant impact to date. Jodie was introduced to the Committee and invited to outline future work planned including: • Gaining ALPINE fellowship • Continuing the LTR process for teaching staff wishing to participate • Continuing collaboration with Learning Development Manager from IC • Development and delivery of CDP for teaching staff • Exploring funding options to enable innovative lecturers time for scholarly activity.		
LTQ.20.01.09	**Student Early Experience Survey**		
	(i) Update on SLWG to address issues highlighted around induction		
9.1	Nikki confirmed that the Short Life Working Group had worked on reviewing Induction and a new Induction Policy will require to come to the June LTQC. It was acknowledged that this will need to be further reviewed to incorporate news ways of working for when the College reopens after lockdown.		
Action	Induction Policy to come to June LTQC	**Nikki**	**June LTQC**
LTQ.20.01.10	**Student Satisfaction and Engagement Survey**		
10.1	The Student Satisfaction and Engagement Survey (SSES) was published on Monday 16 March 2020 and was open until Friday 24 April 2020. The target response rate was reduced from 60% to 30% and the College achieved 32% which was felt to be really positive given the circumstances. The survey provided student with an opportunity to provide feedback to the staff on the fantastic support they were able to offer their students during closure. Individual responses were fed back to staff which helped boost morale during testing times. Some of the positive feedback received from students had been included within the report. An overall satisfaction rate of 92% was an impressive result given the current circumstances although it was acknowledged that work needs to take place to support HISA in raising awareness.		
LTQ.20.01.11	**Update on Curriculum Strategy**		
	(i) **FE Regional Portfolio Review Process**		
11.1	Chris introduced the FE Curriculum Portfolio Review process which 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 UHIFE Curriculum Strategy which is still to be finalised.		
11.2	Curriculum gap analysis work has been parked for the time being.		
LTQ.20.01.12	**Regional Outcome Agreement Consultations**		
12.	The draft regional outcome agreement had been circulated for reference. David explained that this is developed in relation to government priorities as well as local and regional priorities. Normally there would be further consultation but SFC are not expecting any further work on the ROA and the current document will form the basis of funding for next year.		
LTQ.20.01.13	**Operation Plan – verbal update**		
	(i) Learning and Teaching/Curriculum Activities		
13.1	Nikki explained the Learning and Teaching Review forms a key part of the operational plan. We can now identify evidence base for good practice as well as areas for development. This will also inform the Staff Development Plan.		
LTQ.20.01.14	**RIKE Report**		
11.1	A verbal update was provided by Nikki and Jackie. Moray is moving in the right direction having one member of staff with a REF submission – Dr Lindsay Blair. The Academic Partnership Team are currently working very hard actively looking for funding steams. Currently considering employing a Research Assistant in College and developing a Job Description for this. Malcolm Clark was able to provide examples of some of the work currently being undertaken. The Committee asked that acknowledgement and appreciation for the work of the Academic Partnership and Curriculum teams be minuted. J Andrews was asked to produce a report on research activity currently being undertaken by the Academic Partnership Team.		
Action			
LTQ.20.01.15	**MORAGGA Report**		
15.1	Nikki acknowledged the phenomenal work currently being undertaken by CHESS and CAPRI in terms of progressing students. Looking forward to STEM and UNITED next week. In terms of outcomes for students, we are currently demonstrating our place in the top 12		

	Colleges in Scotland. Support from the LDW's was also acknowledged.		
LTQ.20.01.16	**Policies**		
	(i) **Tertiary Learning Support Policy**		
	(ii) **Promoting a Positive Learning Environment Policy**		
	(iii) **UHI Student Carers' Policy**		
	(iv) **Procedure for Registering and Resulting non-SQA Students**		
16.1	Derek explained the above Policies had been developed by practitioners within the Partnership working towards the Single Policy Environment Project through Steven Gregg.		
16.2	A question over how students with additional support needs are covered within the Tertiary Learning Support Policy and it was explained that this is covered by the PLSP Process.		
16.3	In relation to the Promoting a Positive Learning Environment – the Committee questioned what would happen if an incident was referred to the policy as it was felt that the procedure would need to be halted pending policy investigation.		
Action	Nikki to clarify this point	**Nikki**	**ASAP**
NOTE	**The Committee agreed to approve the above Policies subject to clarification on 16.3**		
LTQ.20.01.17	**CAMP Report**		
14.1	Mrs Newlands highlighted some of the key points from the CAMP Report.		
LTQ.20.01.18	**Emerging Issues**		
	(i) **BOM Chair for LTQC**		
18.1	David explained that previously LTQC was a College Committee but since Nov 2018 had become a Board of Management Committee. As such it should be Chaired by a non-executive member of the Board.		
Action	To liaise with Peter, David and Cathie to identify Convenor for LTQC	**Peter David Cathie**	**June LTQ**
RESERVED ITEMS			
LTQ.20.01.19	**Draft Reserved Minutes of LTQ meeting held on 12-11-2019**		
19.1	This item is reserved and the Minute held in confidence.		
LTQ.20.01.20	**Date of Next Meeting**		
18.1	16 June 2020		

		Meeting closed at 1130		

Matters Arising/Actions from Learning Teaching and Quality Committee Meeting on 20 May 2020
Agenda Item: BM.20.2.05

ITEM		ACTION BY	DATE	Update
LTQ.20.01.09	**Student Early Experience Survey**			
	(i) Update on SLWG to address issues highlighted around induction			
9.1	Induction Policy to come to June LTQC	**Nikki**	June LTQC	
LTQ.20.01.14	**RIKE Report**			
14.1	Jackie Andrews was asked to produce a report on research activity currently being undertaken by the Academic Partnership team for next LTQ.	Jackie	June LTQC	
LTQ.20.01.18	**Emerging Issues**			
	(i) BOM Chair for LTQC			
18.1	To liaise with Peter David and Cathie to identify non-executive Convenor for LTQC	**Peter David Cathie**	ASAP	

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Title of Paper:	Learning and Teaching Induction for Newly Appointed Lecturers
To Committee:	LTQC
Version number and date:	1 11/06/20
Brief summary of the paper:	Review of support available for newly appointed lecturing staff, outlining a proposal for a structured mentoring support offer.
Recommendations:	For the Learning Coach to undertake mentoring programme development work in AY 20/21 in readiness to launch the programme in 21/22. Interim arrangement for additional informal mentoring to be made available to new lecturing staff.
Action requested/decision required:	
Status: *(please tick ✓)*	**Reserved:**		**Non-reserved:**	✓
Date paper prepared:	11/06/20
Date of committee meeting:	16/06/19
Author:	Nikki Yoxall – Director of Learning & Teaching
Link with strategy: Please highlight how the paper links to, or assists with: Strategic Plan including - Curriculum - Learning and Teaching - Organisational culture - Partnership - Sustainability	Mentoring for newly appointed lecturing staff will play a key role in organisational culture and the development of Learning and Teaching within Moray College UHI and is a key contributor in empowering staff to harness their enthusiasm and passion. It supports staff to undertake self-evaluation and reflection, and will promote the Professional Standards, CORE values and Learning and Teaching Enhancement Values.
Equality and diversity implications:	Staff mentoring supports the creation of constructive and safe learning environments where students develop confidence to succeed, and ensures equality, diversity and gender action planning for students and staff.
Resource implications: *(If yes, please provide detail)*	None for 20/21
Risk implications: *(If yes, please provide detail)*	None engagement in the process by staff poses a risk to ensuring quality of learning and teaching.
Appendices:	Appendix 1 – Newly Appointed Lecturer Induction Experience Survey.
References:	n/a

Introduction

The Moray College UHI induction process for new staff is a generic induction process for all newly appointed staff. Since the implementation of the Learning Coach role, feedback has been gathered informally suggesting that lecturers would like to have had more tailored support, that is learning and teaching specific, particularly with the context of Moray College and its role within the UHI.

This proposal explores the potential for adding a learning and teaching strand to the induction process to further ensure staff have access to the tools and support they require to successfully embark on their career at Moray College UHI.

Feedback

After receiving anecdotal feedback in relation to inconsistent induction experiences for newly appointed lecturing staff, the Learning Coach designed and distributed a survey to staff who had started at the college in the last two years. The results (Appendix 1) reflect that whilst there are some aspects where staff feel confident and have a positive experience, on the whole experiences are inconsistent and leave staff feeling unsupported.

Further feedback has been sought from other Academic Partners to establish their approach to induction, and whilst there were plans to develop a partner wide process, this has not materialised, but those partners who have taken this forward independently a) recognise the need for learning and teaching specific induction activity and b) are willing to share practice and resources to support that at other partners.

Proposal

The feedback gathered supports the development of a learning and teaching specific strand to the Moray College UHI induction, there is also an implication that further training and support is required for line managers to immediately address the inconsistencies in induction experience.

It is proposed that the following activities are built into induction:

- College Development Network (CDN) Teaching in Colleges Today online module
- CND Professional Development Award (PDA) in Teaching (SCQF Level 7)
- Assessors Award (SCQF Level 8)
- TQFE (or equivalent) (SCQF Level 9)
- 1:1 Induction meeting with Learning Coach
- Group development sessions with other newly appointed lecturers
- Engagement with a Learning and Teaching Academy (LTA) webinar
- Comprehensive checklist
- Access to mentoring drop in
- 'On call' mentoring (available to all lecturing staff)
- Learning and Teaching Review

This would be accompanied by a comprehensive checklist and access to online resources, both via Brightspace to support Learning and Teaching practice, and Sharepoint to support engagement with Quality processes.

The Learning Coach will co-ordinate mentoring support for newly appointed staff, working with line managers to tailor support where necessary.

Next Steps

It would be beneficial to engage in discussion with EIS and staff representative to seek feedback on this proposal.

Given the challenges we are currently facing in relation to Covid-19 and the uncertainty facing us for AY 20/21, it is proposed that the Learning Coach spends the next academic year undertaking the relevant development work to create a comprehensive plan, process, document set and appropriate resources.

Meantime, informal mentoring support can be made available to any newly appointed staff by the Learning Coach.

The mentoring scheme would then be rolled out in AY 21/22.

Appendix 1 – Newly Appointed Lecturer Induction Experience Survey.

Respondents were asked to rate the topics between 1-5 (1 being no support given, 3 being some support given and 5 being very supported) to show how much support they received and what topics where sufficiently covered during their induction period.

	1	2	3	4	5	AVG	Comments
Break down of job specification/ role	1	2	1	2	1	2.4	As expected,
Unit specifications/ frameworks/ Awarding bodies	1	3	3	-	-	1.9	Some experience from previous employment I have some prior knowledge
Assessment materials/ planning/ developing	2	2	3	-	-	2.1	Most planning etc completed in my own time Disappointingly little on M drive for a course that has run for decades!
Quality assurance: Celcat, CCMs, CAPBS, Internal Verification, External Verification, PLSPS, MC CORE Values, MC/ UHI Policies, L&T enhancement strategies, Professional standards for lecturers in colleges Scotland	2	4	1	-	-	1.9	Some experience from previous employment learnt as went along by asking questions very little time spent on this, left to ask around the staff room
Explanation of Relevant Code words/ abbreviations	5	2		-	-	1.3	I have a habit of questioning abbreviations, a list of std ones would have been helpful
Introduction to the Learning and Teaching academy development opportunities	4	3		-	-	1.4	Im on a waiting list?
CPD importance, opportunities and how to maximise them	1	2	4	-	-	1.7	-
Health and safety related to student learning and your department	2	2	2	1	-	2.3	I have a high level of prior knowledge of H&S
Lesson planning	2	3	1	1	-	2.0	Support offered but no time alloted to carry out I have previous experience, but no standard package appeared to be available

	1	2	3	4	5	AVG	Comments
Schemes of work	3	2	1	1	-	2.0	? I have previous experience, but no standard package appeared to be available
Classroom management	3	3	1	-	-	1.7	Support offered but no time alloted to carry out I have previous experience, but no standard package appeared to be available
Setting expectations	3	3	1	-	-	1.7	? I have previous experience, but no standard package appeared to be available
Student engagement	3	3	1	-	-	1.7	Support offered but no time alloted to carry out I have previous experience, but no standard package appeared to be available
Learning Technologies	3	2	-	2	-	2.1	Brightspace lessons taken up bluesky day learnt on Jodie blue sky day course I have previous experience, but no standard package appeared to be available
The different Learning and Teaching methods	3	2	1	1	-	2.0	Support offered but no time alloted to carry out learnt on Jodie blue sky day course I have previous experience, but no standard package appeared to be available
Becoming a Reflective practitioner	3	2	1	1	-	2.0	Support offered but no time alloted to carry out learnt on Jodie blue sky day course I have previous experience, but no standard package appeared to be available
Learning and Teaching Review/ including observing a class by an experienced lecturer	5	1	-	-	1	1.7	Support offered but no time alloted to carry out I have previous experience, but no standard package appeared to be available
Vocational team buddy including shadowing	3	1	1	2	-	2.3	Buddy allocated I have previous experience, but no standard package appeared to be available
Face to Face induction Sessions	-	4	1	2	-	2.7	Support offered but no time alloted to carry out

	1	2	3	4	5	AVG	Comments
Introduction to Curriculum development	4	2	1	-	-	1.6	Support offered but no time alloted to carry out
Enrolled onto and completed PDA in Teaching (CDN)	4	2	-	-	1	1.9	? PDA? CDN?

Committee:	Learning, Teaching and Quality			
Subject/Issue:	Resulting students in the context of COVID-19			
Brief summary of the paper:	Provides information on the quality assurance processes used to ensure robust and fair resulting for courses across the curriculum.			
Action requested/decision required:	Noting			
Status: *(please tick ✓)*	**Reserved:**		**Non-reserved:**	✓
Date paper prepared:				
Date of committee meeting:	16/06/2020			
Author:	Heather Sharp			
Link with strategy: Please highlight how the paper links to, or assists with: • compliance • partnership services • risk management • strategic plan/enabler • other activity (e.g. new opportunity) – please provide further information.	We have a responsibility to comply with Awarding Body, SQA Accreditation and Colleges Scotland guidance around determining student achievement and outcomes in the context of COVID-19.			
Equality and diversity implications:				
Resource implications: *(If yes, please provide detail)*				
Risk implications: *(If yes, please provide detail)*				

Introduction

A move to online delivery from 18 March 2020 in response to the COVID – 19 pandemic required curriculum teams to adjust their assessment and resulting methodology in line with awarding body guidance. On 26 March 2020 SQA and College Scotland provided guidance on approaches to assessing qualifications within the context of COVID -19. The guidance stated that staff should take a holistic approach, where necessary, in determining grades. The model for resulting enabled staff to use professional judgement to assess learner evidence, including knowledge of their learners' progress and achievements to date, to make inferred or holistic judgements against course aims.

This report sets out the processes adopted by the College to result students whilst ensuring decision making on inferred and/or holistic judgements were robust and fair.

National Qualifications: National 5, Highers and Advanced Highers
On 20 April 2020 SQA provided guidance on the alternative certification model for National Qualifications for 2020. The Model required Schools and Colleges to submit estimated grades for all students based on their demonstrated and inferred attainment of the required skills, knowledge and understanding for National 5, Higher and Advanced Higher courses. The details of how estimates were to be produced were set out in SQA's [Information for Centres Producing Estimates](#) document. The deadline for submitting final estimates was Friday 29 May 2020.
The guidance set out SQA's expectation that we would moderate our estimates and recommended adopting a formal sign-off for the predicted grades, bands, and rank orders that we submit. SQA suggested a 2-stage process for this:

1. **Course sign off** – each set of course results is signed off by at least two lecturers in that subject, one of whom was to be the subject lead;
2. **Head of centre sign off** – The Principal or their representative was to confirm that the centre assessment grades, bands and rank order of students were a true representation of student performance.

In response to these recommendations and to ensure staff were supported through the process, the Director of Curriculum and Academic Operations and the Director for Learning and Teaching held a series of meetings with individual lecturers, course and curriculum teams, and the collective group of lecturers, CTLs, DHoCs/DHAP, and HoCs/HAP involved in producing estimates.

Individual structured NQ Estimates Meetings took place on Friday 22 May 2020 for the following subject areas:

- Hospitality;
- Maths/English;
- Sociology and Care;
- Psychology/Sociology;
- Science and Construction;
- ESOL

The meetings were chaired by either the Director of Curriculum and Academic Operations or the Director of Learning and Teaching, acting as the principal's representative. All meetings were attended by the Quality Officer, the relevant Head of Curriculum, Deputy Head of Curriculum and at least one member of teaching staff from the courses being discussed.

During the meetings, the Chair scrutinised the banding and ranking for each student and discussed the decision-making process. This included asking:

- Did you have enough information at the point of college closure (18 March) to inform your decisions, or did you need to request further evidence from students?
- What evidence have you collected to arrive at holistic professional judgement?
- Do the results accurately reflect the progress you believe each student has made even if this has not been explicitly assessed?
- Do the results reflect the knowledge you have of each student gathered from learning conversation and class participation?
- Have you made use of inferred attainment?
- Do you feel any student has been disadvantaged by the process?
- Has any student needed reasonable adjustment to assessments and how has this been considered to determine their estimate?

It was decided early on that estimate data would be filtered through MIS who would then input the information into the SQA system. Staff were given the deadline of Wednesday 26 May 2020. This allowed time for further data checks to be completed by the Quality Officer and MIS team. All results were inputted into the system in time to meet the deadline set out by SQA.

SQA Next Steps
To provide additional reassurance to the system, SQA will moderate estimates, to ensure consistency across centres and fairness to candidates. This will include analyses of centres' estimates and outcomes, prior attainment, progression statistics, and grade distributions.
Results will be published to students on 4 August 2020.

Other Qualifications including non SQA awards and College Certificates
On 3 April 2020 SQA published guidance in relation to HNs, Professional Development Awards, National Certificates, National Progression Awards, Skills for Work courses and NQ free standing units. The guidance set out the approach for college delivery and quality assurance of these qualifications.
The guidance set out SQA's expectation that each college would adopt an internal quality assurance (IQA) model to complement and strengthen the process undertaken by the course teams to make decisions on students' achievement.

Each course team were asked to record all the units that make up the qualification and give the following details:

- Was the unit delivered/scheduled to be delivered in Sem 1 or Sem 2?
- Were the team able to assess the Learning Outcomes prior to College closure?
- Were assessment changes required? *

*All assessment changes have been logged on SharePoint.

The teams also recorded each of the course aims and asked to provide details of how these were assessed.

Formal IQA panel meetings have been held for most courses with the final round scheduled in the next week. The purpose of the IQA panel meetings is to ensure standardisation of course teams' interpretation and use of the SQA Decision Tree and supporting guidance for SQA awards, and the decision making process for those courses which come under other awarding bodies or are college

certificates. This ensured objectivity, fairness, and accuracy of assessment judgements at course level.

The meetings were chaired by either the Director of Curriculum and Academic Operations or the Director of Learning and Teaching and were attended by the Quality Officer along with the course management team and at least 1 member of teaching staff.

Where IQA Panel meetings have taken place a record of the meeting has been stored on SharePoint and an electronic workflow has been utilised to evidence formal sign off by the relevant Chair. This ensures a comprehensive set of evidence is available in the event awarding bodies carry out verification activities or we receive appeals from students.

Further Quality Assurance Activities
All the activities detailed above were complimented and supported by normal quality assurance processes. This included:

- **Course Review**
  The college reviews courses using a risk-based approach based on student outcomes and feedback to support staff in raising standards and promoting positive outcomes for students. The course review process ran as normal prior to the college closing in March 2020 however the final round of meetings was cancelled. To ensure continued support was given to the relevant course teams it was agreed that courses in review for AY 19/20 would have their CAPBs chaired by either the Director of Learning and Teaching or the Director of Curriculum and Academic Operations.

- **Moray Red, Amber, Green Attendance and Attainment (MORAGAA)**
  MORAGAA meetings act as key monitoring points of student progress. During the meetings, the leadership team of each curriculum area, along with relevant support staff identified students who may be deemed 'at risk' of not achieving and discussed their individual circumstances with the Director of Learning and Teaching. The discussions supported staff in their application of guidance relating to decision making for the students in the context of COVID - 19.

- **Course Assessment and Progression Boards (CAPBs)**
  CAPBs confirm the results of students to determine if a student has achieved their qualification. In the context of COVID-19 CAPBs add a further layer of assurance around decision making for each student where inferred judgement and/or holistic decision making has been required.

Research Update: Academic Partnerships

- Research for Innovation and Growth

Event held August 2019 Moray College UHI Conference Room.

Speakers: Michael Rayner, UHI Dean of Research; Carol-Ann Adams, Interface; Dr.Joe Irvine and Anna Paaso UHI Knowledge Exchange; Jen Kelshaw, Elgin Museum; Dr. Ian Heywood, Innovate UK; Water Quality Innovation Group (UHI): Darlene Russell, UHI Knowledge Exchange Officer; Dr Mark Taggart, UHI Environmental Research Institute.

- Professor Donna Heddle, Director of Institute for Northern Studies (UHI) "Highland Park case study"
- Dale Ashelford, Springfield Properties "The recycled plastic road"
- Graham Wilson, Lecturer in Computing, Moray College UHI "To what extent do personality and problem-solving ability determine software development role suitability?"
- Sarah Frame O'Hare, Strategy Cards. Strategy activity (identifying problems and creating solutions)

A successful and informative day with interesting talks from the speakers. The day provided a good opportunity to network with relevant individuals and to make contacts for further projects. Connections were made with **Elgin Museum** for student projects and with the **Distillery sector.**

Projects

- Elgin Museum: student projects in Computing and Art. This activity initially went through Interface and has been recorded as positive engagement on the Interface database.

- Distillery Sector**:** a request was discussed to provide an opportunity to discuss common issues impacting the sector with a view to investigating future research opportunities.

Distillery Forum held at Moray College UHI – January 2020. Participants included representatives from 9 distilleries, Innovate UK, Interface, SEPA, UHI, KTP.   Issues discussed centred around Utilisation of spent Lees; Carbon reduction; Valorisation of co-products; Water quality; Alternative water-cooling technologies to replace cooling towers; Carbon dioxide sequestration; Ineffective technologies. The discussion was disseminated to appropriate UHI contacts to gauge interest. Current outputs:

- Two UHI sectoral groups awarded joint funding (£4500) for desk-based research on the potential research landscape in the whisky sector.
- Led by Moray College UHI, Vertical Gardening exploratory meetings have taken place to explore opportunities working with the horticulture team in conjunction with SEPA.

Interface Projects:

Foodbank plus (Dr Malcolm Clark): Moray College awarded innovation voucher in December 2019. Development of a system for Moray Food Plus to capture, record and identify trends with poverty in communities. This project will be led by Dr Malcolm Clark with desk research being undertaken by a Research Assistant (VTA) yet to be appointed.

Naked Highlander: Moray College was unsuccessful in its application for an innovation for the NH project, SFC deemed the project to be to have too much of a focus on marketing and thus did not meet the criteria. Areas of the project have continued in the form of Computing student projects.

Inchindown Tunnels (Finlay MacDonald & Dr Malcolm Clark): Application to be submitted for an innovation voucher 12th June.   The aim of this project is to develop a virtual reality product of the WW2 underground oil storage facility, Inchindown tunnels, to increase and promote tourism to the Invergordon area.

Mesomorphic (Dr Malcolm Clark & Yvonne McDonald): Currently working on an innovation voucher application. The aim of this project is to undertake research and market insight in relation to the development of a game system to take the tedium out of practising mental arithmetic.

Projects currently exploring funding options (June 2020):
Children 1st; New Arc; Equal Adventures.

Staff research projects:
UHI Computing Steering Group, 'Our digital future: Adapting our curriculum to reflect the impacts of digital technologies 2019-20'. Project led by Dr Graham Wilson. Engagement with HBCT staff to look at the possibility of developing materials with a focus on building professionalism in the workplace through the application of digital technologies.

Paul Harlow – in partnership with the School of Forestry and the National Trust for Scotland (Mar Lodge Estate in Cairngorms National Park). This project is an exploration for a landscape friendly method of tree protection for helping manage the ecosystem in order to help ensure National Trust for Scotland properties remain a high quality destination for nature-based tourism.   The project will deliver several commercial and wider societal benefits for the National Trust for Scotland, inducing:

●   Revenue-generating activities:

●   direct commercialisation of the deterrent to third party customers

●   provision of consultancy services for the installation and maintenance of the deterrent for external clients

●   Additional income generation through the licensing of the technology for applications in other fields, e.g. agriculture and road safety

●   Operational cost savings for the National Trust for Scotland, allowing them to invest more in protecting Scotland's heritage

● Removal of physical barriers to access at National Trust for Scotland properties, promoting high quality nature-based tourism and allowing better wildlife dispersal and distribution

It is also designed as an cross-disciplinary, cross-network piece of research that promotes innovative research within the university that will help to achieve REF goals and develop teaching materials in support of their existing courses in the area of Environmental Science and Electrical and Electronic Engineering.

Dr.Lindsay Blair - 2021 Extended essay: 'Where Words and Image Collide: Will Maclean's Intertextual Collaborations' . Edinburgh University Press book with French colleagues - I have developed a network with colleagues working in Western Brittany. The book is to be called *21st Century Literature and the Arts*. The essay considers the collaborations between Maclean and the poets: Sorley MacLean, Angus Martin, Kenneth White, Douglas Dunn, John Burnside and Marco Fazzini.

2020 '"Mutations from Below": The Land Raiders of Reef and *An Sùileachan* (2013) by Will Maclean and Marian Leven' *Northern Scotland, Special Edition* (Edinburgh: Edinburgh University Press).

Date TBC *Mutations From Below and Abroad: Contesting the Assertoric Gaze in the Highland Thoughtscape* (working title). Editor. An international collection of studies bringing together a cross-disciplinary group of artists, cultural theorists, literary scholars, historians, musicologists, poets, photographers and art historians originally assembled for a two day conference at Sabhal Mòr Ostaig on the Isle of Skye (27-29 May, 2016). **Funded by Jon Schueler Charitable Trust, Crannog Concept Ltd, Creative Scotland, Gaelic Books, Lady Lucilla Noble, Royal Scottish Academy.**

2021 'Self-Fashioning, Innovation and Empire: The Photographs of A.B. Ovenstone', *Journal of Victorian Culture.* **Research funded by Andrew Carnegie.**

2021 'Of Sea and Stone: Loss, History and the People of Lewis as Embodied in Will Maclean, Marian Leven and Arthur Watson's Commemorative Artworks' (Edinburgh: Luath Press). **Research funded by Art First Gallery, London.**

Published Book Sections:

2018 'Reconfiguring the Historical Ontologies of Northern Communities in the Art of Will Maclean'. *Relate North*, Rovaniemi: University of Lapland
https://lauda.ulapland.fi/handle/10024/63607

2018 'Paradigms of Transmission: Aesthetic Affinities and Intertextualities in the Art of Will Maclean.'*Anthropology and Beauty: from Aesthetics to Creativity*. Ed. Bunn, S. London: Routledge.

https://www.routledge.com/Anthropology-and-Beauty-From-Aesthetics-to-Creativity

2017 'Dalriada, the Lordship of the Isles and the Northern Rim: De-centralising the Visual Culture of the Highlands and Islands of Scotland.' *Narratives Unfolding: National Art Histories in an Unfinished World.* Ed. Langford, M. Montreal: McGill-Queens University Press.
www.mqup.ca/narratives-unfolding-products-9780773549791.php

Published Catalogues and Journals – a selection:

2016 'An exploration of place and its representations: an intertextual/ dialogical reading of the photographs of AB Ovenstone and the novel Gillespie by John MacDougall Hay.' Co-authored with Blair, D. International Review of Scottish Studies. Vol 41. http://www.irss.uoguelph.ca/index.php/irss/article/view/3402

2015 'Paradigms of Transmission.'Fairadh Gun Iar. Stornoway: An Lanntair.

2013 'Skin over Bone: Jim Hardie, Amy Hardie, Gwen Hardie.' Stirling: Stirling University Press.

2012 'Aware of Time: Toby Paterson and Douglas Dunn.' Glasgow: NHS.

2012 'Scottish Connections: The Art of Marian Leven and Will Maclean.' Hamburg: Galerie Herold.

2011 'The Grace of the Birch: Art, Nature, Healing.' Glasgow: NHS.

2011 'Two London Exhibitions: Will Maclean: Collected Works 1970-2010, The Fleming-Wyfold Art Foundation, Will Maclean: Lead and Line, Art First.' Studio International. 201 (1033).

Book - Monograph

1999 Joseph Cornell's Vision of Spiritual Order. London: Reaktion Books.
http://www.reaktionbooks.co.uk/display.asp?K=9780948462498

Allane Hay – 'Perceptions of Ethical Practice in Management Linked to Responsible Leadership in SMEs in the North of Scotland'. PhD research topic with GCU's School for Business and Society. Currently exploring publication of methodology in relevant research publications for UHI. This research is designed to add to the body of knowledge about ethics and responsibility in business leadership and management linked to SMEs as there is currently very little research anywhere in this area. It is also designed for impact through the development of learning materials for undergraduate, post-graduate and CPD courses. **Funded by MC and UHI with main research REF-able through GCU but associated publication under UHI.**

Gillian Bain – Professional Doctorate research in computing and education. Almost complete. Further details to follow.

Tony Allen - Undertaking PhD study. Further details to follow.

MC Committee involvement:
UHI RKEC; UHI REF managers group; Water Quality Innovation Group.

Structure: The team have put forward a job description and person specification for the role of Research Assistant. This post is required for research projects.

The long-term aim remains for Moray College to have specialist research positions.   Currently research active staff are reliant on external funding to cover time which also leads to difficulties finding suitable cover for classes on an ad hoc basis.   To be successful in the REF staff are required to be research active for 0.2FTE. Research active staff have expressed an interest in converting

pure teaching contracts to research contracts, incorporating an element of teaching and research. It is recommended that Moray College UHI look to adopt such contracts into the structure.