

**BOARD OF MANAGEMENT****Learning, Teaching and Quality Committee**

Meeting to be held

On 10 November 2020 at 1330 hours by Teams

| <b>Agenda Number</b> | <b>Item</b>  | <b>Presented By</b> | <b>Action Required: Decision, Discussion, For Noting</b> |
|----------------------|--|---------------------|--|
| <b>LTQ.20.03.01</b>  | (i) Resignations   | Clerk               | Noting   |
|                      | (ii) Appointments  |                     |  |
| <b>LTQ.20.03.02</b>  | Apologies for Absence  | Clerk               | Noting   |
| <b>LTQ.20.03.03</b>  | Any Additional Declarations of Interest including specific items on this Agenda. | Chair               | Noting   |
| <b>LTQ.20.03.04</b>  | Draft Minutes of LTQC meeting held on 16-06-2020 *                               | Chair               | Decision   |
| <b>LTQ.20.03.05</b>  | Matters Arising from LTQC meeting held on 16-06-2020 *                           | Clerk               | Noting   |
| <b>LTQ.20.03.06</b>  | EREP Final document for 2020-21 *  | N Yoxall            | Noting   |
| <b>LTQ.20.03.07</b>  | Learning and Teaching  | N Yoxall            | Noting   |
|                      | (i) Learning and Teaching Review verbal update                                   |                     |  |
|                      | (ii) Learning and Teaching Support for staff 20/21 *                             |                     |  |
| <b>LTQ.20.03.08</b>  | Quality Cycle  | H Sharp             | Noting   |
| <b>LTQ.20.03.09</b>  | Student Early Experience Survey  | H Sharp             | Noting   |
| <b>LTQ.20.03.10</b>  | Update on Curriculum Strategy  | C Newlands          |  |
|                      | (i) UHI Curriculum Review *  |                     | Discussion   |
|                      | (ii) CAMP Report *   |                     | Noting   |
| <b>LTQ.20.03.11</b>  | MORAAGA Report - verbal  | N Yoxall            | Noting   |
| <b>LTQ.20.03.12</b>  | Policies and Procedures  | H Sharp             | Approval   |

Draft Agenda LTQC Meeting on 10 November 2020

|                       |  |                         |            |
|-----------------------|--|-------------------------|------------|
|                       | (i) Course Review Procedure *                              |                         |            |
|                       | (ii) Academic Quality Policy *                             |                         |            |
| <b>LTQ.20.03.13</b>   | RIKE Report  | J Andrews               | Noting     |
| <b>LTQ.20.03.14</b>   | Emerging Issues  | Chair                   | Noting     |
|                       | (i) Support Requirements for staff                         |                         |            |
|                       | (ii) Internal Audit Report on Quality Assurance *          |                         |            |
| <b>LTQ.20.03.15</b>   | Appeals *  | J Melrose/C<br>Newlands | Discussion |
| <b>RESERVED ITEMS</b> |  |                         |            |
| <b>LTQ.20.03.16</b>   | Draft Reserved Minutes of LTQ meeting held on 16-06-2020 * | Chair                   | Approval   |
| <b>LTQ.20.03.17</b>   | Date of Next Meeting – 16-03-2021                          | Clerk                   | Noting     |

**BOARD OF MANAGEMENT  
LEARNING, TEACHING & QUALITY COMMITTEE  
Minutes of Meeting  
held on  
Tuesday 16 June 2020  
at 1330 by Skype**

Present: David Patterson (Chair)  
Nikki Yoxall  
Anne Campbell  
Tami Wilson  
Jackie Andrews  
Sam Bright  
Heather Sharp  
Derek Duncan  
Garry Rendall  
Toni McIlwraith

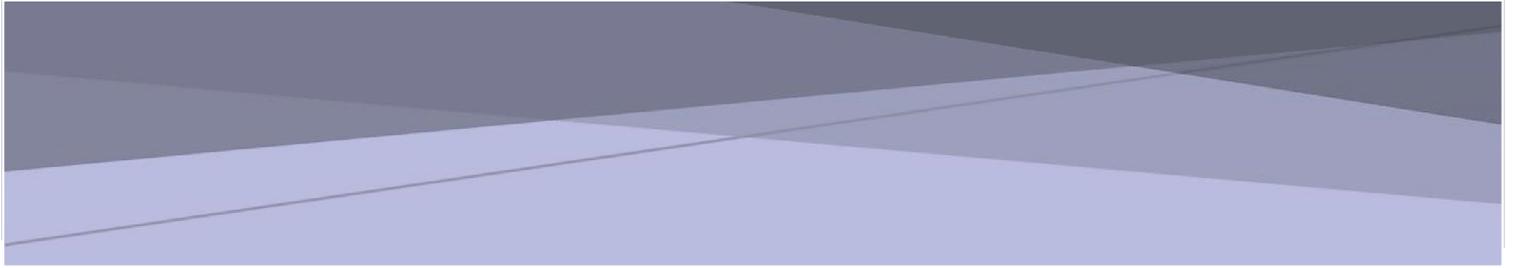
Rosemary McCormack  
Alistair Fowlie  
Kyle Gee  
Chris Newlands  
Lucy Huby  
Seonaid Mustard  
Malcolm Clark  
Jodie Salmon

In attendance: Mrs C Fair (Clerk)  
Kelly Strachan (Minutes)

|                     |  | <b>ACTION</b> | <b>DATE</b> |
|---------------------|--|---------------|-------------|
| <b>LTQ.20.02.01</b> | <b>Resignations and Appointments</b>   |               |             |
| 1.1                 | Mr Patterson welcomed everyone to today's meeting,<br>There was a resignation from Joe Bodman.   |               |             |
| <b>LTQ.20.02.02</b> | <b>Apologies for Absence</b>   |               |             |
| 2.1                 | Apologies were received from:<br>Joe Bodman<br>Kelly McLaren<br>Michelle Smith<br>Steven Duff<br>Jim MacKinnon   |               |             |
| <b>LTQ.20.02.03</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>LTQ.20.02.04</b> | <b>Draft Minutes of LTQC meeting held on 20 May 2020</b>   |               |             |
| 4.1                 | Subject to minor amendments the minutes were approved as a true and accurate record of the meeting held on 20 May 2020:<br>Proposed: Rosemary McCormack<br>Seconded: Seonaid Mustard |               |             |
| <b>LTQ.20.02.05</b> | <b>Matters Arising from LTQC Meeting held on 20 May 2020</b>   |               |             |

|                     |  |  |  |
|---------------------|--|--|--|
|                     | The majority of actions were confirmed to have been completed or were on the Agenda.<br>Action 9.1 – Induction Policy has been deferred to allow revisions surrounding Covid-19 closure.   |  |  |
| <b>LTQ.20.02.06</b> | <b>Quality Cycle Update</b>  |  |  |
| 6.1                 | Heather Sharp gave verbal update explaining that Covid-19 resulting report and MORAGAA update later in meeting covers the Quality Cycle.   |  |  |
| <b>LTQ.20.02.07</b> | <b>Learning and Teaching Mentoring and Support 2020/21</b>   |  |  |
| 7.1                 | Nikki and Jodie provided an overview of their paper detailing the need for an updated Mentoring and Support scheme. Lecturers hired over the last 3 years were surveyed and it was evident from the results that there is an inconsistent approach to induction particularly if they had not taught before. Some additional support is needed going forward. The rolling out of this scheme will be postponed to 2021-2022, to allow Jodie time to develop an improved Induction Process.  |  |  |
| <b>LTQ.20.02.08</b> | <b>Covid-19 – Resulting</b>  |  |  |
| 8.1                 | Heather Sharp explained outline of the adjustments that have been made by awarding bodies in relation to resulting while in a state of lockdown, and the estimation process. The paper described the process on decision making which estimated grades based on students demonstrated and inferred attainment.<br>For NQ qualifications, once estimate sent to SQA, they will review and either confirm or rank their own estimate according to each students' work. The academic teams have sufficient evidence to support appeals, should this be required. Results will still be provided to students on 4 August. CAPBs, MORAGAA, and quarterly meetings held as normal, and feedback so far positive. The Committee thanked Heather for a coherent and comprehensive paper. |  |  |
| <b>LTQ.20.02.09</b> | <b>Update on Curriculum Strategy – verbal</b>  |  |  |
| 9.1                 | Chris Newlands highlighted the effects that the lockdown has had on the current Curriculum strategy reviews. Work on curriculum gap analyses has been parked and diverted into course readiness. Focus has been on preparing for the new session and the varying ways that courses will have to be delivered. Moray College is in a favourable position in relation to this and Chris will share good practice with other Colleges.  |  |  |

|                               |   |  |  |
|-------------------------------|---|--|--|
| <b>LTQ.20.02.10</b>           | <b>RIKE Report</b>  |  |  |
| 10.1                          | A paper was presented by Jackie Andrews highlighting all research activity which has taken place over the past year including events, projects and further quality assurance activities. A Job Description is currently being prepared for a Research Assistant. The Committee were very impressed by the amount of research taking place but questioned how to publicise the research activity more effectively. There are plans to develop Academic Partnership area on the website over the Summer.  |  |  |
| <b>LTQ.20.02.11</b>           | <b>MORAGGA Report - verbal</b>  |  |  |
| 11.1                          | This item is reserved and the minute held in confidence.  |  |  |
| <b>LTQ.20.02.12</b>           | <b>Policies</b>   |  |  |
| 12.1                          | There were no policies to review at this meeting.   |  |  |
| <b>LTQ.20.02.13</b>           | <b>CAMP Report</b>  |  |  |
| 13.1                          | HE course reviews have taken place, and all courses have been rated as Green for the next session, bar some minor adjustments to more practical courses.<br>All FE courses have been approved although some apprentice students have had to extend their attendance to complete practical elements, this will have a knock-on effect to those due to start within the new session, but it is thought that new apprenticeships will begin in January. Approvals and modifications were outlined within Chris' paper with many new and modified courses. This demonstrates how teams are constantly reviewing and adapting their courses. |  |  |
| <b>LTQ.20.02.14</b>           | <b>Emerging Issues</b>  |  |  |
| 14.1                          | There were no emerging issues discussed however, this meeting is David Patterson's last as chair. He wished to thank all for their hard work and support through the assessment period.   |  |  |
| <b>RESERVED ITEMS</b>         |   |  |  |
| <b>LTQ.20.02.15</b>           | <b>Draft Reserved Minutes of LTQ meeting held on 20 May 2020</b>  |  |  |
| 15.1                          | This item is reserved and the Minute held in confidence.  |  |  |
| <b>LTQ.20.02.16</b>           | <b>MORAGAA Report</b>   |  |  |
| 16.1                          | This item is reserved and the minute held in confidence.  |  |  |
| <b>LTQ.20.01.17</b>           | <b>Date of Next Meeting</b>   |  |  |
| 17.1                          | 10 November 2020  |  |  |
| <i>Meeting closed at 1450</i> |   |  |  |



# MORAY COLLEGE UHI

Evaluative Report & Enhancement Plan 2019-20  
(Internal Update)

## **1. Context Statement**

Due to the impact of Covid-19, there is no formal requirement for the college to complete a comprehensive EREP and submit to Education Scotland for the Academic Year 2019-20.

However, given the context of a challenging year where there have been significant opportunities to evaluate our provision and learn from our collective responses, a decision was taken by SLT to undertake a simplified evaluation within this specific context and provide an update against the Enhancement Plan.

This EREP allows us to reflect on how we responded to the challenges presented by Lockdown and maintaining a high standard of delivery during a shift to online learning and support services.

Areas for improvement have been identified as learnings from delivery of college operations during the lockdown period. These are to be addressed in Academic Year 2020-21 and will inform operational planning and quality process development and implementation.

## 2. Methodology

This Evaluative Report and Enhancement Plan (EREP) follows similar reporting requirements laid out in the Scottish Funding Council (SFC) publication Supplementary Guidance for College Evaluative Reports and Enhancement Plans for AY 2017-18 (most recent update) and is developed as an interim internal report for the purposes of checking progress and further enhancement planning within a specific context. The report provides the college's evaluative response to four high level principles which have been adapted from How Good Is Our College? (HGIOC?).

- Leadership and Management
- Participation in Evaluation and Enhancement
- Provision and Support for Learning, Teaching and Assessment
- Curriculum Development and Student Pathways

As identified in the Enhancement Plan 2017-18, the college now has fully embedded a range of quality arrangements, set out in a Quality Cycle, to ensure that evidence from various sources is collected and analysed throughout the year.

The college gathers and maintains data throughout the learner journey, from application and enrolment through to in year progress, success and destination. This is made available to staff through reports and is used to inform Curriculum Committee Meetings (CCMs), Support Committee Meetings (SCMs) Course Reviews of underperforming courses, student progress (MORAGAA) meetings and reflective self-evaluation. CCMs and SCMs were not undertaken after lockdown was initiated, however MORAGAA meetings continued to be held to support decision making in relation to adapted assessment arrangements.

Moray College was one of the only Academic Partners to ensure that all curriculum and support areas carried out self-evaluation and submitted reports to the Quality Office.

There has been no endorsement activity linked to these as in previous years, however themes have been fed back to staff and this report is directly informed by those Curriculum and Support EREPs.

An update on the 2017-18 Enhancement Plan is available in a separate document for ease of reading.

### **3. Leadership and Management**

#### **Areas of positive practice**

- Almost all curriculum and support EREPs cited team leadership as being effective in promoting cohesion and peer support amongst staff.
- Leadership and management staff quickly adapted to working remotely and meeting online, establishing opportunities for meeting collectively to ensure continuation of service for students.
- Supportive and collaborative relationships between managers and their teams, as well as across teams within the college ensured seamless curriculum delivery from March 2020 to the end of the academic year.
- Broader information sharing with a wider staff collective on a weekly basis was central to ensuring consistent communication and decision making, and this was implemented at a college and departmental levels.
- Line managers worked with the HR team to ensure furloughed staff were not isolated from the college community and were able to engage in informal activities with colleagues where appropriate.
- College leaders worked to ensure national decision making around quality processes was appropriate and that subsequent implementation was robust but carried out in a way that took into account the challenging context staff and students were working in.
- College representatives worked closely with staff from across UHI (Crisis Management Group, Health and Safety Management Group, Tertiary Reference Group) and the wider sector (Colleges Scotland Covid Response Group, Colleges Scotland Vice Principal Group, College Development Network Quality Development Group) to ensure a consistent and collaborative response to the changing situation.
- Clear guidance was made available by leaders and managers to ensure all staff and students understood expectations, processes and planning for continued service delivery.

#### **Areas for Improvement**

- Further development of procedural guidance for remote working and online spaces for facilitate effective working online both by internal staff and external stakeholders.
- Ensure ongoing curriculum and support team meetings are planned for 2020-21 to build on effective remote team working established during lockdown.

### **3. Participation in Evaluation and Enhancement**

#### **Areas of positive practice**

- CCMs and SCMs were postponed during the lockdown period, however the increased regularity of meetings and opportunities for review of provision ensured that staff teams had opportunity to reflect and evaluate, with actions being made weekly to maintain a continued service and respond to staff and student needs quickly.
- Teams undertook informal feedback activity with students and stakeholders to ensure provision met their needs and that additional support was signposted to, whether it was technical or pastoral in nature.
- The Student Satisfaction and Engagement Survey (SSES) had a response rate of 32% which, given the context, was a success and above the adjust target of 30% rather than 60%.
- 93% FE students agreed they were satisfied overall with their college experience and the college saw positive responses of over 90% relating to online resources, support from staff and feedback to inform learning.

#### **Areas for Improvement**

- Now there are established ways of working online, focus on formalised evaluation and planning for enhancement activity can be undertaken remotely using appropriate technology. SCMs and CCMs are planned for each semester.
- Responses relating to the impact of HISA were poor and reflect the need for a more comprehensive approach in supporting HISA officers to engage with students, particularly in a remote context.

## 4. Provision and Support for Learning, Teaching and Assessment

### Areas of positive practice

- Overall success rate for FTFE programmes 74.3% which is the highest ever achieved by the college.
- 82.8% students were retained, which is significantly above previous year's student retention and over 7 percentage points above the Scotland average for 18/19. This figure was, to some extent, artificially inflated as no students were WD during the lockdown without SLT approval to ensure that as many students as possible were engaging with college and had access to relevant support mechanisms during this difficult time. However, retention was year-on-year higher at the point of lockdown by 0.3 percentage points.
- Meetings for those programmes in course review were suspended during lockdown, however additional discussions held through MORAGAA process to offer additional support and scrutiny of these programmes. All courses in review due to previous year success outcomes below 60% improved success rates in 19/20, by an average of 19 percentage points (Table 1).
- Engagement with online learning approaches was high and almost all students engaged with teaching staff to access learning materials and complete outstanding assessment.
- Almost all teams were able to implement holistic assessment decision making against course aims.
- Effective collaboration between support and teaching teams has been highlighted across almost all curriculum and support team EREPs, reflecting the cohesive approach taken to support students to achieve during unprecedented circumstances.
- Support for staff to deliver online learning was prioritised, with a range of webinars, training events and 1:1 support made available through the Learning and Teaching Academy, the Brightspace Champion and Learning Coach.
- All quality processes as determined by awarding bodies were carried out successfully and highlighted in a number of departments the effecting tracking and progress monitoring arrangements. A fair and robust approach was taken in all assessment decision making, supported, where appropriate, by SLT.

### Areas for Improvement

- Tracking and progress monitoring approaches across curriculum teams are varied, with a minority of teams struggling to implement holistic assessment against course aims. Additional support required to share good practice, particularly in relation to use of formative assessment as a mechanism for informing professional judgement.
- SLT raised concern with operational managers that teaching teams were over-assessing and undertaking more unit level delivery and assessment than required in guidance set out by awarding bodies and ratified by Colleges Scotland and Quality Forum. Development of confidence in decision making through promoting staff

autonomy in decision making and support of professional judgement through comprehensive implementation of Professional Standards for Lecturers in Scotland's Colleges would help to prevent this in future.

- Assessment against course aims highlighted the need for more specific course aims for college certificates, to be taken forward through the Course Approvals and Modifications Process.

| <b>Course in review</b>      | <b>18/19 Success</b> | <b>19/20 Success</b> |
|------------------------------|----------------------|----------------------|
| NC Health and Social Care L6 | 52.6%                | 59.38%               |
| NC Social Science L6         | 52.4%                | 80%                  |
| NQ Playwork L5               | 42.9%                | 61.9%                |
| Practical Science L5         | 46.2%                | 68.75%               |
| Engineering Practice L5      | 42.1%                | 57.14%               |
| NQ Access to Beauty L4       | 36.4%                | 72.73%               |
| Beauty L5                    | 59.5%                | 76.92%               |
| NQ Sport and Fitness L5      | 47.1%                | 80%                  |

Table 1 – Course Review Success 2019-20

## **5. Curriculum Development and Student Pathways**

### **Areas of positive practice**

- Student progression decisions were made holistically, using input from teaching and support staff. Non-academic conditions linked to attendance were discussed at MORAGAA and appropriate decisions made at Course Achievement and Progression Boards.
- Planned changes to curriculum were able to progress through virtual Course Approval events, with changes across three vocational delivery areas away from awarding body regulated programmes, to college certificate courses to enable more flexible delivery informed by student and stakeholder needs.

### **Areas for Improvement**

- Adjustments required to programmes to ensure resilient to wider context changes as seen in 2019-20 to be factored into the course approvals and modifications process.

### **Capacity for Improvement**

The college has continued to demonstrate throughout 2019-20 that it has the structures, processes and systems in place to increase learner success and engage highly effectively with stakeholders even in the face of a global pandemic. Outcomes reflect the work undertaken to fully embed a culture of quality and enhancement, with processes, systems, approaches and practices under systematic review to ensure future resilience.

Partnership working and the college's contribution to local and regional development continue to be key strengths and the Academic Partnerships team has further consolidated this activity. Ongoing engagement with regional activity further enhances the college's capacity for improvement.

The college has demonstrated it has the capacity and ability to ensure that the quality of provision and outcomes for learners can be improved, and will be able to sustain high outcomes for all going forwards.





| Area for Development   | Action  | Intended Impact   | Timeline  | Update 18/19   | Update 19/20   |
|--|---|---|---|--|--|
| <b>Outcomes and Impact</b>   |   |   |   |  |  |
| <p>The analysis of equalities data at programme and curriculum level is limited and the development of up-to-date reporting systems to supplement evaluation processes needs to be a key focus for the coming year. Engagement with the regional Student Data Reporting Group and the Regional Attainment Strategy will better enable all staff to participate with this in a meaningful way. There are a small number of courses with weak outcomes across Engineering, Science and Health, Social and Childcare. Teams will engage with supported interventions to make use of evaluation and action planning for improvement to ensure students on all courses have parity of opportunity for success.</p> <p>Care Experienced learners' success is lower than the college total, however it is in line with the regional picture. The college will engage with the Regional Attainment Strategy to address this attainment gap.</p> <p>Retention on full time FE programmes has remained static between 16/17 and 17/18 at 75%, and whilst there has been a clear impact of the LDW in terms of timing of withdrawals, this is an area for development for the college going forwards.</p> | <p>Implement attainment and progress monitoring activity through the Quality Cycle and Regional Attainment Strategy to include all programmes, with a particular focus on at risk courses and those with significant attainment gaps.</p> | <p>Extended analysis of data at curriculum level.<br/>Improved learner outcomes.</p> <p>Improved learner outcomes for Care Experienced Learners.</p> <p>Improved Retention.</p> | <p>Immediate, with initial phase to be completed by June 2019.</p> <p>Secondary phase to be delivered in 19/20.</p> | <p>Course Review has been undertaken for the ten lowest performing FTFE programmes (Success PI) 7 of those 10 programmes have increased success by an average of 20 percentage points.</p> <p>Two programmes discontinued due to repeated years of low outcomes (L4 Digital Media &amp; L6 Applied Sciences).</p> <p>Engagement in Regional Attainment Strategy work has enabled staff to share practice from across the UHI partnership and identify possible solutions to areas for development.</p> <p>'Critical Friend' Review visit arranged for November 2019.</p> <p>Increase in retention on FTFE programmes (subject to Audit) for 18/19 to 78.6% - an increase of 8.8 percentage points.</p> | <p><b>Completed</b></p> <p>Course Review has been undertaken for the ten FTFE programmes with a Success PI of under 60% plus Highers falling below the national average. Nine of those ten programmes have increased success by an average of 20 percentage points.<br/>Highers results to be confirmed in August.</p> <p>'Critical Friend' Review undertaken in November 2019 for the curriculum area with lowest outcomes (CHESS), this curriculum area has now achieved over 70% success for FTFE programmes.</p> <p>Increase in retention on FTFE programmes for 19/20 to over 80%, with success above 70% for the first time (subject to Audit).<br/>Outcomes for Care Experienced learners have increased from under 40% in 15/16 and 16/17, to 50% in 17/18 and over 60% in 18/19.<br/>19/20 data not yet available.<br/>Retention on FTFE programmes to over 80% in 19/20.</p> |
| <b>Delivery of Learning and Services to Support Learning</b>   |   |   |   |  |  |
| <p>Not all curriculum teams use LMI to plan the curriculum, however this is included in the curriculum review process as per the curriculum strategy and will be implemented AY 18/19.</p>   | <p>Develop a curriculum map and undertake a gap analysis to ensure Moray College has a flexible curriculum portfolio that meets and is responsive to local needs in accordance with the Moray Skills Investment Plan (SIP)</p>            | <p>A responsive curriculum that aligns to local, regional and national priorities and needs.</p>  | <p>Immediate, initial phase to be completed by June 2019.</p>   | <p>Curriculum Strategy mapping underway, with meetings held across all curriculum areas.<br/>Analysis work for Growth Sectors reported and discussed at Board Development Day. Volume, specialist and application-driven sectors to follow. Still an issue with securing LMI from SDS that is sufficiently localised and disaggregated.</p>  | <p><b>Completed</b></p> <p>Curriculum Gap Analysis Report - Moray Skills Investment Plan reported to LTQC October 2019.</p> <p>Project to share 'best practice' data sharing and planning as carried out between Moray College UHI and SDS Moray initiated (on hold due to C-19).</p>  |
| <p>Too many learners do not have access to relevant work experience, therefore planned placement activity will be included in the majority of curriculum areas where appropriate following the implementation of the curriculum strategy.</p>  | <p>Develop an audit tool and Heads of Curriculum carry out a gap analysis to begin the implementation of the FE Course Design Principles identified in the Curriculum Strategy. Initial task will be to implement the</p>                 | <p>Improved retention and destination outcomes.</p>   | <p>Immediate, initial phase to be completed by June 2019.<br/>Secondary phase 2019-20, followed</p>                 | <p>A number of courses have undertaken modifications to better provide opportunities for relevant work experience and work placement.</p> <p>Staff have reported that increasing out of college visits to a local employers has</p>  | <p><b>Completed</b></p> <p>FE Design Principles implemented at the point of approval and modification of any FE programmes through CAMP process.</p>   |

| Area for Development  | Action  | Intended Impact  | Timeline  | Update 18/19   | Update 19/20   |
|---|---|--|---|--|--|
|   | curriculum design principles for 'Skills for Learning, Life and Work'.  |  | by final completion 2020-21.  | provided useful opportunities for students to engage with real working environments. The Hospitality team have developed a charter with local employers to raise standards of work experience for learners and to work with stakeholders in curriculum design and placement organisation. A placement administrator recruited in Health and Social Care.   | Gap analysis undertaken for current FE programmes highlighted areas for development to be supported into 20/21 through curriculum mapping activity tied into quality enhancement activity and the quality cycle.<br><br>Placement activity impacted by C-19, however opportunities for employer engagement through course approval and curriculum delivery present in all course areas.  |
| The quality of learning and teaching is too variable, with many classes being overly lecturer-led and reliant on lengthy periods of exposition leading to passive learners and limited engagement. Teaching staff would benefit from CLPL to broaden the range of teaching approaches used and assist with differentiation of learning to meet the needs of all learners.   | Oversee the delivery of Learning and Teaching CPD opportunities for staff, to include monthly workshops, Development Day activity and a Learning and Teaching Conference.<br><br>Development of Learning & Teaching 'scholarship' culture in line with the RIKE Strategy Action Plan. | A wider range of learning and teaching approaches identified. Improved learner outcomes.   | Immediate, initial phase to be completed by June 2019.<br>Secondary phase of implementation in 2019-20 with further review and development of the process in 2020-21.<br><br>To be completed as per the RIKE Strategy Action Plan (up to 2022). | Workshops being undertaken, both open to all staff and specific to teams by request. Brightspace (the new VLE) the focus of all lecturer CPD for academic year.<br><br>Action plan being followed, engagement in REF Managers sub group to plan for REF 2028. Head of Academic Partnerships team taking more of a lead in relation to research and knowledge exchange with a number of upcoming events and opportunities being shared with teams. Attended Research Forum. Knowledge Transfer project involvement. | <b>Completed</b><br><br>Learning and Teaching conference held by UHI Learning and teaching Academy with MCUHI staff attendance.<br><br>Monthly learning and teaching update emails sent to all staff, signposting to L&T resource area on SharePoint.<br><br>Learning Coach and Brightspace Champion both delivering ongoing support and development (see LTQC paper on Learning Coach Impact), with Brightspace Champion time allocation increasing from 2 hours per week to 5 for 20/21.<br><br>Anecdotal evidence suggests attendance at LTA staff development activity has increased, awaiting figures from LTA to confirm.<br><br>RIKE Strategy Action Plan is on track, will all milestones to 2020 met. |
| There has been limited engagement by teaching staff in peer review or professional dialogue throughout the academic year, although a high proportion of staff completed and returned a reflective self-evaluation of their teaching practice. There is a requirement for a systematic and supportive approach to evaluation of learning and teaching to support professional development and opportunities for improvement in practice. | Undertake work within a regional context as part of Quality Forum Quality Harmonization core group to employ a systematic supportive process of evaluation of provision, in particular Learning and Teaching.   | Enhanced capacity for professional discussion. Improved the learning and teaching experience for all staff and learners. Better informed and support continuous improvement activity | Completion as per the timeline set out regionally. Immediate, initial phase to be completed by June 2019. Secondary phase of implementation in 2019-20 with further review and development of the process in 2020-21.                           | LTR approved by UHI Quality Forum and SMCT, endorsed by Partnership Council and Argyll College UHI. Pilot completed with 100% positive feedback from staff. MEET team created, with new post of Learning Coach being recruited. Streamlining of previous support offering allowing for new role creation. Joined up mentoring and support from new start to experienced practitioner, utilising observation of learning and teaching to inform reflection and professional dialogue.                               | <b>Completed</b><br><br>LTR is in place (see LTQC paper) and has been used to support staff, with 16% teaching staff engaging in the process during 19/20 (limited by C-19).<br><br>Moray College UHI Enhancement Framework underpins CCMs/SCMs which are both carried out in line with a regional approach to evaluation.   |
| <b>Leadership and Quality Culture</b>   |   |  |   |  |  |
| Although challenging and robust targets have been set through the Strategic Plan at a strategic level, there is opportunity for improvement on the setting of targets across all levels of the college, to  | Implement attainment and progress monitoring activity, with specific reference to targeted outcomes through the Quality Cycle and Regional Attainment Strategy.   | Improved outcomes for learners.  | Immediate, complete by June 2019. Engage with further regional activity as per  | MORAGAA meetings undertaken including predicted achievement exercise. Course Reviews undertaken (<60% attainment 17/18) with 7 of 10 courses in review improving outcomes by an average of 23 percentage points. Regional Attainment   | <b>Completed</b><br><br>MORAGAA meetings continue as part of ongoing progress monitoring.  |

| Area for Development  | Action  | Intended Impact  | Timeline  | Update 18/19   | Update 19/20   |
|---|---|--|---|--|--|
| support the focus of teams in relation to measurable outcomes.  | Implement course review with explicit reference to expected outcomes above average.   |  | regional strategy timeline, to 2021.  | Strategy work also being undertaken in the 3 identified areas - Care, Computing, Hospitality.<br>Success rate for full-time FE remains above Scotland average for second year in a row.  | Success rate for FTFE programmes now above target as set out in ROA (70%).   |
| Communication of college priorities, decisions, and the reasoning behind them is often too slow and fragmented, often communications pass through too many layers within the management structure before reaching operational staff. A comprehensive review of the management structure and a consequent re-structure aims to directly address this in 2018-19 onwards. | Develop a set of behaviours which underpin the College CORE Values and roll these out to all staff, particularly in relation to communication.<br>Implement and review management restructure, to ascertain impact. | Improved outcomes in the staff survey.<br>Improved staff feedback in relation to organisational culture. | Initial phase to be completed by Easter 2019.<br>Further values work to be undertaken in 2019-20 in response to the staff survey in 2019. | Underway, updates provided to the Staff Governance Committee.<br><br>SCT meet fortnightly to ensure opportunity for discussion and decision-making is timely and inclusive.<br>College Management Team (CMT) occurs monthly and gives a platform for all line managers in the college to share updates and contribute to decisions.<br><br>Curriculum Leadership teams meet weekly to discuss activity, manage quality enhancement activity and discuss student and curriculum issues. There is further work to do in this area, as many staff reflect that communication is still poor. | <b>In progress.</b><br><br>The focus of this work has moved away from developing a set of behaviours, to creating opportunities for staff groups to collaborate on addressing issues as raised in the staff survey.<br><br>Working groups set up to address key themes, with smart objectives agreed for implementation in 20/21.<br><br>Progress of meetings to determine smart objectives impacted by C-19 – leaving one working group still to submit objectives. |
| It is difficult for operational teams to access data easily which can hamper efforts of evaluation and enhancement planning throughout the year. College Senior Leaders are committed to developing options for accessible data in year and will use this to further supplement the now established evaluative processes.   | Identify requirements for data sharing and ensure relevant data is accessible by course teams to supplement attainment and progress monitoring activity through the Quality Cycle and Regional Attainment Strategy. | Improved learner outcomes.   | Immediate, initial phase to be completed by January 2019.<br>Wider review and impact assessment in 2019-20 and 2020-21.                   | A UHI project has begun to enhance access to data for all staff at all partners.<br>Meantime MIS staff make reports available on a weekly basis and respond to requests for further information as required.<br><br>Implementation of Quality Unit Sharepoint site, alongside improved collaboration between MIS and Quality Unit is supporting and promoting data sharing and use across teams to inform evaluation and enhancement planning activity.  | <b>In progress – Regional Project out with the control of MCUHI.</b><br><br>UHI project to support data sharing and analysis has been put on hold due to staffing issues at another Academic Partner.<br><br>An regional working group has been set up and has representation from Moray College Staff, which will meet in 20/21.  |

|  |   |  |                      |   |
|--|---|--|----------------------|---|
| <b>Title of Paper:</b>   | Learning and Teaching Support for staff 20/21   |  |                      |   |
| <b>To Committee:</b>   | LTQC  |  |                      |   |
| <b>Version number and date:</b>  | 1 10/11/20  |  |                      |   |
| <b>Brief summary of the paper:</b>   | Update on support for staff to reflect changes to delivery approaches.  |  |                      |   |
| <b>Recommendations:</b>  | To continue to ensure support is available for staff through internal and wider UHI mechanisms and roles.   |  |                      |   |
| <b>Action requested/decision required:</b>   | Noting.   |  |                      |   |
| <b>Status: (please tick ✓)</b>   | <b>Reserved:</b>  |  | <b>Non-reserved:</b> | ✓ |
| <b>Date paper prepared:</b>  | 02/11/20  |  |                      |   |
| <b>Date of committee meeting:</b>  | 10/11/20  |  |                      |   |
| <b>Author:</b>   | Nikki Yoxall – Director of Learning & Teaching  |  |                      |   |
| <b>Link with strategy:</b><br>Please highlight how the paper links to, or assists with:<br>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> | Support for learning and teaching delivery enables staff to meet the strategic outcomes linked to effective learning and teaching and contributes to a positive organisational culture. |  |                      |   |
| <b>Equality and diversity implications:</b>  | Promotes inclusive practice and is committed to supporting individuals, maintaining positive health, wellbeing and safety for all students.   |  |                      |   |
| <b>Resource implications:</b><br><i>(If yes, please provide detail)</i>  |   |  |                      |   |
| <b>Risk implications:</b><br><i>(If yes, please provide detail)</i>  | Ensuring that academic quality and the student experience are high.   |  |                      |   |
| <b>Appendices:</b>   |   |  |                      |   |
| <b>References:</b>   | n/a   |  |                      |   |

## Context

The external context of Covid-19 and the subsequent lockdown and impact on usual delivery approaches highlighted a need for enhanced support to ensure learning and teaching could move online.

Whilst there are a number of lecturing staff who deliver their programmes online either synchronously (via online classrooms in real time) or asynchronously (online but at different times to students, eg via videos, discussion boards, fora etc), these approaches have primarily been used at HE level, leaving a number of course teams vulnerable to the impact of the required changes.

With the implementation of a new Virtual Learning Environment (VLE) Brightspace at the end of academic year 2018-19, staff had been expected to engage in training to facilitate this change, with almost all teaching staff completing online and face to face sessions during 2018-19 and early 2019-20. The Brightspace Champion role was implemented at this time and has been key to supporting uptake of the new VLE.

The Learning Coach role has been in place since October 2019, and has been crucial in providing both generic and more team or individual specific support in the development of learning and teaching practice.

The Teacher Mentoring Team is central to support for new teaching staff, particularly in relation to support for TQFE.

IT Trainers have had a role in college for a number of years, primarily delivering training externally to businesses via Flexible Workforce development Fund and outreach programmes.

This paper sets out the existing and planned support in place for staff to ensure a successful transition to blended delivery this year that meets the needs of students.

## 2020-21 Support for Staff

### Brightspace

Additional resource has been committed to the Brightspace Champion role this academic session, from 2 hours per week in 2019-20 to 5 hours this year. This enables the champion to engage in supporting staff on a daily basis, which is particularly important both in terms of responsiveness to staff need, as well as to reflect the part time nature of many staff in the college. Daily training and drop in surgery sessions were delivered during the first two weeks of the academic year, with excellent attendance levels by staff. Feedback submitted was positive with staff finding the sessions invaluable in their preparations for the coming year.

Weekly updates are shared with all staff via email to showcase best practice, highlight features of the VLE to support effective teaching and to answer frequently asked questions. Informal anecdotal feedback around the support offered has been positive.

Further support for Brightspace development will be offered through UHI wide support, with input from the Learning and Teaching Academy (LTA) and Educational Development Unit (EDU).

#### Learning Coach

CPD sessions were delivered to many staff during the first week back after the summer break on engaging students virtually and utilising learning resources online. These were recorded and have been made available to all staff through the UHI media library to be watched at any time.

Department specific support has been provided to those who have requested it covering topics of their choice. Sessions have covered setting online expectations, how to get students feeling comfortable to turn on their camera and mic, using Webex interactively, how to break up a 2-3 hour lesson to ensure student engagement, using the whiteboard interactively and through Webex, using the annotate tool in Webex meetings. All sessions are followed up with relevant resources that will support the staff further; for example, links to the UHI help guides on using Webex.

A number of one to one support sessions with staff members have been provided, to encourage confidence in their online teaching ability. This has also included signposting to other skilled and knowledgeable staff in the college to build on the learning community.

The Learning Coach role enables rapid responses to staff requiring support and the provision of responsive 'how to' webinars when requested, with an aspect of this providing Learning and Teaching tips covering topics requested by teaching staff. These will continue to be tailored to the topics that staff would like advice on.

The Learning and Teaching online forum has been launched through Microsoft teams. This will focus on providing support and advice as and when requested, with input from the Learning Coach and Teacher Mentoring Team on a rota basis. It will help identify staff development needs and allow for support to be tailored to needs both individually and on a college wide basis. The aim is for this forum to be at the heart of peer support, providing a community for the continual enhancement of learning and teaching, and will form the basis for the on-call mentoring offer being implemented in 2021-22 and enhance the induction process for new teaching staff.

#### TMT

The Teacher mentoring team have had a busy start to the academic session providing mentorship at a local level and also on the TQFE programme which 8 staff are currently undertaking with University of Aberdeen. Support received from Aberdeen is far more engaged than previous delivery partner University of Dundee. Aberdeen have commented on the commitment of our staff to the programme and the staff are really enjoying the programme so far. Toni McIlwraith, TMT Lead has been working with other colleagues from UHI as part of the

Teaching Qualification Development Group. They are currently collaborating on a UHI TQFE which is an ambitious project. The GTCS expect to receive accreditation powers for TQFE from the Scottish Government shortly, so this could mean a validation/ accreditation event in early January, with a development time to the end of November.

#### ALPINE & LTA

We have seen an increase in the number of staff members achieving ALPINE recognition in recent months, giving them fellowship of the Higher Education Academy. Whilst this relates to HE delivery, the increase in leadership of learning capacity and mechanisms for sharing best practice represents opportunities across all levels of delivery.

LTA newsletters are shared with all staff to raise awareness of activity being delivered across the University. All sessions are recorded and available at any time.

#### Specific Support

Line managers are always encouraged to seek out opportunities for their teams to engage with CPD by inviting speakers to team meetings. The Learning Coach and Brightspace Champion have offered this service, and a number of teams have undertaken this very specific, smaller scale activity which is appropriate in a remote and virtual context.

#### Audit

An audit to establish the impact of leadership of learning by promoted lecturers in order to share best practice and offer support where appropriate has been agreed by Audit committee.

|   |   |  |                      |   |
|---|---|--|----------------------|---|
| <b>Committee:</b>   | Learning, Teaching and Quality  |  |                      |   |
| <b>Subject/Issue:</b>   | Policies for Approval   |  |                      |   |
| <b>Brief summary of the paper:</b>  | Provides a summary of responses to the annual Early Experience Survey 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>   |   |  |                      |   |
| <b>Date of committee meeting:</b>   | 10/11/2020  |  |                      |   |
| <b>Author:</b>  | Heather Sharp   |  |                      |   |
| <b>Link with strategy:</b><br>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>   | <p>The format of the survey makes it more accessible to more students.</p> <p>Outcomes regarding disclosure of care experience require noting and further exploration around themes identified as positive and requiring improvement for this cohort of students.</p> |  |                      |   |
| <b>Resource implications:</b><br><i>(If yes, please provide detail)</i>                 | No  |  |                      |   |
| <b>Risk implications:</b><br><i>(If yes, please provide detail)</i>                     | If survey not undertaken or results not built into evaluative activity, there is a risk of quality of provision being affected.   |  |                      |   |

## Introduction

The Early Student Experience Survey (ESES) opened on 05 October 2020 and was initially due to close on 07 November 2020. The survey is operated regionally, and all partners use the same online survey tool. In response to several issues raised by other partners the online survey has been extended until 10 November 2020.

As the survey is still open, this report provides an overview of the survey analysis that has taken place so far. Further information regarding the survey results will be reported to LTQC at the next meeting.

## Target Audience

The main target audience for the survey has been agreed by the Quality Forum and includes HE and FE full time and part time (Structured) students in the first year of their course.

Due to the current complex and challenging environment the forum agreed to exclude the following students from this year's survey

- Students studying at SCQF levels 1 to 3 – these students have been sent a locally devised survey ( See appendix A) developed by the Quality Officer and the lecturer responsible for the Skills for Life courses.
- School students;
- Students studying vocational qualifications; and
- Part time day release students.

The Quality Forum have agreed to develop separate surveys for school students and work-based learners to ensure we're asking relevant questions.

## Survey Questions

In acknowledgement of the current situation, the Quality Forum modified and added several questions to ensure contextualisation. A full list of questions is available in appendix B. Examples of changes include:

- Adding wording such as (online or on campus) to questions. For, example – '*I found college induction a useful preparation for starting my course*' was changed to '*I found college induction (online or on campus) a useful preparation for starting my course*';
- Adding new questions to ensure we're gathering student's feedback on changes to course delivery and support services because of the pandemic.

## Response rates

As at 05 November 2020 the overall response rate is 38%. This is 14 percentage points lower than the agreed target of 50%. Students eligible to complete the survey have received numerous reminder emails from the online system, an email from the Director of Learning and Teaching, Learning Development Workers (where relevant); and from course lecturers.

|                    | No. of eligible students | No. responded | %          |
|--------------------|--------------------------|---------------|------------|
| FE                 | 885                      | 389           | 44%        |
| HE                 | 1010                     | 340           | 34%        |
| <b>Grand Total</b> | <b>1895</b>              | <b>729</b>    | <b>38%</b> |

**Overall, I am satisfied with my college experience so far**

89% of students responded positively to this question, with 25% saying they strongly agreed with the statement and 64% agreeing.

|         | <b>1. Strongly agree</b> | <b>2. Agree</b> | <b>Total Positive response</b> |
|---------|--------------------------|-----------------|--------------------------------|
| FE      | 28%                      | 66%             | 93%                            |
| HE      | 21%                      | 63%             | 84%                            |
| Overall | 25%                      | 64%             | 89%                            |

A higher percentage of full time FE students responded positively to this question than full time HE students.

|              | <b>1. Strongly agree</b> | <b>2. Agree</b> | <b>Total Positive Response</b> |
|--------------|--------------------------|-----------------|--------------------------------|
| FE Full-time | 29%                      | 64%             | 93%                            |
| HE Full-time | 21%                      | 63%             | 84%                            |

**I am happy with the way my course delivery has been adapted due to the pandemic**

|                    | <b>1. Strongly agree</b> | <b>2. Agree</b> | <b>Total Positive Response</b> |
|--------------------|--------------------------|-----------------|--------------------------------|
| <b>FE</b>          | <b>44%</b>               | <b>46%</b>      | <b>90%</b>                     |
| <i>Full-time</i>   | <i>45%</i>               | <i>44%</i>      | <i>89%</i>                     |
| <b>HE</b>          | <b>43%</b>               | <b>43%</b>      | <b>86%</b>                     |
| <i>Full-time</i>   | <i>43%</i>               | <i>43%</i>      | <i>86%</i>                     |
| <b>Grand Total</b> | <b>43%</b>               | <b>44%</b>      | <b>88%</b>                     |

**Please tell us how we can improve any processes/services you are dissatisfied with**

- *why cant we go into study bar via an appointment keeping 2 metres distance to get help with our work*
- *Could there be a tab on the student hub to tell students how to get in contact with services in the college i.e. student services, learner support, mental health support, funding queries etc.? Apologies if this already exists, however if it does can we be made more aware of it via an announcement?*
- *The only reason I've marked any options down is due to not being in college which no one can help just now!*
- 

**Please tell us about any process/services you are happy with**

- *Happy lecturers are doing their best to still teach during this difficult time! They are helpful and assist in any way they can!*
- *Fabulous college, approachable personable Principle, great opportunities for funded learning, grand lecturers.*

- *Helpdesk have been super helpful and efficient at helping with my enquires.*
- *Very happy with support and adaptability of lecturers so far, the amount of time and effort clearly spent on making our lives easier is appreciated*
- *I like the lectures but i miss the classroom experience and use of UNI services.*
- *The LDW, LTAS and PLSP have all been a great help to me so far and making me feel really welcome into college and in my classes as it's my first year at college*

## **Appendix A**

1. What is your name?

---

2. What course are you on?

The next 4 questions ask you to tell us about yourself. You do not have to answer these questions, but it would be very helpful for us to know.

3. How old are you?

|                        | x |
|------------------------|---|
| I am under 16          |   |
| I am between 16 and 17 |   |
| I am between 18 and 19 |   |
| I am between 20 and 24 |   |
| I am 25 or older       |   |

4. What is your ethnicity?

|                            | x |
|----------------------------|---|
| Scottish                   |   |
| English                    |   |
| Welsh                      |   |
| Northern Irish             |   |
| Irish                      |   |
| Any other White Background |   |
| Gypsy/Traveller            |   |
| Polish                     |   |
| Bangladeshi                |   |
| Any Mixed Background       |   |

|                        | x |
|------------------------|---|
| Indian                 |   |
| Pakistani              |   |
| Caribbean              |   |
| Chinese                |   |
| Arab                   |   |
| Other Asian Background |   |
| African                |   |
| Black                  |   |
| Other Black Background |   |
| Any other Background   |   |

5. Do you have a disability?

|  | x |
|--|---|
| I do not have a disability                             |   |
| I have a disability, impairment, or medical condition  |   |
| I have a specific learning difficulty such as dyslexia |   |
| I have a physical impairment or mobility issue         |   |

6. Have you been or are you currently in care or from a looked after background at any time in your life?

|     |   |
|-----|---|
|     | x |
| Yes |   |
| No  |   |

Please tell us if you agree with the statements below. Your answers help us understand what's working well and what we might need get better at.

|   | strongly agree<br> | agree<br> | disagree<br> | strongly disagree<br> |
|---|---|--|---|--|
| Overall, I am satisfied with my student experience so far   |   |  |   |  |
| Applying to my course was easy  |   |  |   |  |
| I was given information about funding that was easy to understand   |   |  |   |  |
| I was made to feel welcome during my first week   |   |  |   |  |
| Induction helped me to prepare for starting my course this year   |   |  |   |  |
| During induction I was given information about what subjects I would be learning in my course this year       |   |  |   |  |
| During induction I found out about the different ways I will be learning. For example, at home and at college |   |  |   |  |
| I know how to access MyDay  |   |  |   |  |
| I know how to access my learning online for example using Brightspace and Microsoft Teams                     |   |  |   |  |
| I am treated fairly and equally by staff  |   |  |   |  |
| I feel I am on the right course   |   |  |   |  |
| I am happy with the way my course is taught   |   |  |   |  |
| I am happy with the way my course delivery has been changed due to the pandemic                               |   |  |   |  |
| I know how I can provide feedback to improve learning and teaching  |   |  |   |  |

7. Please tell us what you like about Brightspace

8. Please tell us what you don't like about Brightspace

9. Do you have anything else you would like to tell us about? You can use the box below to tell us about things you like or dislike about being at college this year.

This section of the survey will ask you some questions related to these topics so that we can see if different groups within our student community have been adversely affected. However, you do not have to answer them, in order to submit a survey response.

|  |  |  |                             |                   |                    |
|--|--|--|-----------------------------|-------------------|--------------------|
| My age band is:  | Under 16   | 16-17  | 18-19                       | 20-24             | 25 & Over          |
| My gender is:  | Male including Trans man   | Female including Trans Woman   | In another way              | Prefer not to say |                    |
| My ethnicity is:   | Scottish<br>English<br>Welsh<br>Northern Irish<br>Irish<br>Any other White Background<br>Gypsy/Traveller<br>Polish<br>Bangladeshi<br>Any Mixed Background<br>Indian<br>Pakistani<br>Caribbean<br>Chinese<br>Arab<br>Other Asian Background<br>African<br>Black<br>Other Black Background<br>Any other Background |  |                             |                   |                    |
| Please tick the following statement that best relates to you   |  | <input type="checkbox"/> No disability<br><input type="checkbox"/> I have a disability, impairment, or medical condition<br><input type="checkbox"/> I have a specific learning difficulty such as dyslexia<br><input type="checkbox"/> I have a physical impairment or mobility issue |                             |                   |                    |
| Care-experienced (have you been or are you currently in care or from a looked after background at any time in your life?)  |  |  |                             | Yes               | No                 |
| Caring Responsibilities (Do you have unpaid caring responsibilities for a family member or friend who is ill, frail, disabled or has a mental health or addiction problems?) |  |  |                             | Yes               | No                 |
| Knowledge of the Gaelic language   | I can understand spoken Gaelic   | I can speak some Gaelic  | I can fluently speak Gaelic | I can read Gaelic | I can write Gaelic |

### Section 1

|   |                |       |          |                   |
|---|----------------|-------|----------|-------------------|
| Overall, I'm satisfied with my student experience so far  | Strongly Agree | Agree | Disagree | Strongly Disagree |
| I am a student returning to study year 2 of my HND or year 2, 3 or 4 of my degree. <i>*Logic</i>          |                |       | Yes      | No                |
| <i>*Logic No – questions below are only asked if the student selects No in response to question above</i> |                |       |          |                   |

### Before I started my course

|   |                |       |          |                   |
|---|----------------|-------|----------|-------------------|
| My initial enquiry provided me with the information I required to take the next step or apply for the course                  | Strongly Agree | Agree | Disagree | Strongly Disagree |
| Applying to my course was easy  |                |       |          |                   |
| I was provided with clear information about the funding I could apply for   |                |       |          |                   |
| My funding application was dealt with effectively   |                |       |          |                   |
| The information I received (e.g. direct communication or website) before my course helped me prepare for college / university |                |       |          |                   |

### The first few weeks

|   |                |       |          |                   |
|---|----------------|-------|----------|-------------------|
| I was made to feel welcome during my first week   | Strongly Agree | Agree | Disagree | Strongly Disagree |
| It was easy to enrol online on to my course   |                |       |          |                   |
| I found induction (online or on campus) a useful preparation for starting my course this year   |                |       |          |                   |
| During my course induction, I was provided with information about the subjects within my course this year   |                |       |          |                   |
| During my course induction, I found out about the different ways I will be learning during my course, for example online class time, flexible and self-study time, and any practical time on campus |                |       |          |                   |
| Induction gave me confidence to engage with my course online or on campus   |                |       |          |                   |

### Student Representation and Freshers

|   |                |       |          |                   |
|---|----------------|-------|----------|-------------------|
| I know why it is important to have a class rep for my class                                   | Strongly Agree | Agree | Disagree | Strongly Disagree |
| I am aware of the role of the Highlands and Islands Student Association (HISA)                |                |       |          |                   |
| I am aware of the role of HISA at my college and my HISA depute                               |                |       |          |                   |
| I was aware of the online fresher's activities  |                |       |          |                   |
| I took part in one or more of the online fresher's activities                                 |                |       | Yes      | No                |
| The freshers activities helped me to feel part of a student community                         |                |       | Yes      | No                |
| Please share any suggestions for other freshers activities or similar for throughout the year |                |       |          |                   |
|   |                |       |          |                   |

### Student Support

|  |                |       |          |                   |
|--|----------------|-------|----------|-------------------|
| I know how to access Student Services online or at campus  | Strongly Agree | Agree | Disagree | Strongly Disagree |
| I know how to access the student portal, MyDay   |                |       |          |                   |
| I know how to access my learning online (e.g. via Brightspace, Webex, Microsoft Teams, Mahara etc)                           |                |       |          |                   |
| I know who my academic support contact (PDA, PAT, LDW, Guidance Tutor) is and how to contact them                            |                |       |          |                   |
| I am treated fairly and equally by staff   |                |       |          |                   |
| I know where to find information on available funding  |                |       |          |                   |
| I am aware that there is information and support for financial hardship  |                |       |          |                   |
| I am aware of support available for mental health and wellbeing (E.g. access to counsellor and the online Togetherall space) |                |       |          |                   |
| I know about the online library services available to me   |                |       |          |                   |
| I know how to access Student Services online or at campus  |                |       |          |                   |
| I know how to access these library facilities:   |                |       |          |                   |
| Print materials (Currently postal or Click/collect)  |                |       | Yes      | No                |
| Electronic materials   |                |       |          |                   |
| Help and advice on library matters.  |                |       |          |                   |

| My Course   |                |       |          |                   |
|---|----------------|-------|----------|-------------------|
| I feel I am on the right course   | Strongly Agree | Agree | Disagree | Strongly Disagree |
| I am happy with the way my course is taught                                     |                |       |          |                   |
| I am happy with the way my course delivery has been adapted due to the pandemic |                |       |          |                   |
| I know when my assessments are due  |                |       |          |                   |
| I know how I can provide feedback to improve learning and teaching              |                |       |          |                   |

| Section 2   |                |           |              |                   |                |
|---|----------------|-----------|--------------|-------------------|----------------|
| The course application process  | Very satisfied | Satisfied | Dissatisfied | Very Dissatisfied | Not applicable |
| The enrolment process   |                |           |              |                   |                |
| Student Services Centre facilities                                      |                |           |              |                   |                |
| Main Reception (Moray Street Campus and Technology Centre, Linkwood)    |                |           |              |                   |                |
| The funding process   |                |           |              |                   |                |
| Student Services  |                |           |              |                   |                |
| Hospitality Facilities (Refectory, Aye Pod Café & Beechtree Restaurant) |                |           |              |                   |                |
| Learning and Teaching   |                |           |              |                   |                |
| Your Academic Support point of contact (PAT or LDW)                     |                |           |              |                   |                |
| Study Bar (study skills support)  |                |           |              |                   |                |
| (HISA) Highlands & Islands Student Association                          |                |           |              |                   |                |

|  |  |  |  |  |  |
|--|--|--|--|--|--|
| Library  |  |  |  |  |  |
| ICT (Technology provided to support learning experience) |  |  |  |  |  |
| Guidance (help to decide which course to apply for)      |  |  |  |  |  |
| Learner support  |  |  |  |  |  |

|   |                |       |            |                   |     |
|---|----------------|-------|------------|-------------------|-----|
| My course uses Brightspace  | Yes            | No    | Don't know |                   |     |
| The Brightspace learning environment is effective in general at:  |                |       |            |                   |     |
| Supporting interactions with students and staff on the course     | Strongly Agree | Agree | Disagree   | Strongly Disagree | N/a |
| Supporting collaborative activities                               |                |       |            |                   |     |
| Providing the course information and help required for the course |                |       |            |                   |     |
| Supporting teaching and learning activities                       |                |       |            |                   |     |
| Allowing me to easily submit my assessments                       |                |       |            |                   |     |

|  |
|--|
| It would be helpful to also provide some comments on the following |
| What you liked about Brightspace                                   |
| <br><br><br>   |
| How we could make Brightspace even better?                         |
| <br><br><br>   |

|   |
|---|
| Please tell us how we can improve any processes/service you are dissatisfied with |
| <br><br><br>  |
| Please tell us about any processes/services you are happy with                    |
| <br><br><br>  |

|   |   |  |                      |          |
|---|---|--|----------------------|----------|
| <b>Committee:</b>   | LTQ   |  |                      |          |
| <b>Subject/Issue:</b>   | Draft UHI Curriculum Review Paper   |  |                      |          |
| <b>Brief summary of the paper:</b>  | <p>Consultation is underway on the Draft UHI Curriculum Review paper and the process required to implement change. It considers the tertiary curriculum across the region and so all of the FE and HE courses offered by Moray College are in scope.</p> <p>A Curriculum Planning Review Group (CPRG) will provide consultation feedback and aims to provide a draft set of proposals to Partnership Council in January 2021. Assuming these are approved, data will be analysed to present a full, UHI-wide curriculum plan to Partnership Council in March 2021, for implementation from 2021/22 session.</p> <p>The consultation and implementation timescales are very ambitious and occur at a time when staff are grappling with new ways of delivering curriculum and supporting students in response to the pandemic. There is a concern staff don't have time to give this matter full consideration to provide meaningful feedback, however, there is also an urgent need to revise our planning processes to ensure a sustainable curriculum in the face of increasingly restrained resources.</p> |  |                      |          |
| <b>Action requested/decision required:</b>  | For discussion  |  |                      |          |
| <b>Status: (please tick ✓)</b>  | <b>Reserved:</b>  |  | <b>Non-reserved:</b> | <b>✓</b> |
| <b>Date paper prepared:</b>   | 4 November 2020   |  |                      |          |
| <b>Date of committee meeting:</b>   | 10 November 2020  |  |                      |          |
| <b>Author:</b>  | Dr Gary Campbell, UHI VP Principal Strategic Developments (presented by Chris Newlands)   |  |                      |          |
| <b>Link with strategy:</b><br>Please highlight how the paper links to, or assists with:<br>compliance<br>partnership services<br>risk management<br>strategic plan/enabler<br>other activity (eg new opportunity) – please provide further information. | <p>Links to College Strategic Plan and Curriculum Strategy</p> <p>Relevant Risks are:<br/>Moray/1 Ineffective Curriculum Planning<br/>Moray/10 Senior Phase Programming offered/delivered does not meet needs of Moray (schools Programme).</p>   |  |                      |          |
| <b>Equality and diversity implications:</b>   | Yes. Curriculum Review follows a UHI-wide process to ensure all quality assurance measures, including equality and diversity, are sufficiently considered.  |  |                      |          |
| <b>Resource implications:</b><br>(If yes, please provide detail)  | Not at present  |  |                      |          |
| <b>Risk implications:</b><br>(If yes, please provide detail)  | Yes, curriculum review may result in changes to the curriculum portfolio and consequently impact on the college courses offered and the income generated from this activity.  |  |                      |          |

# Draft UHI Curriculum Review

Partnership Council is asked to discuss the proposals and either:

- (i) agree in principle with guidance on next steps (full, pilot, controlled initial state), or
- (ii) propose an alternative approach

This paper presents a revised planning process which would allow the partnership to optimise its regional curriculum, while maintaining local and specialist provision in the face of increasingly constrained resources. It will challenge some existing roles, structures, and attitudes. However, the author believes that it represents the basis of a sustainable curriculum and therefore a sustainable UHI. Naturally, it will require more detailed work and is open to challenge.

## What will have changed at the end of the process?

The tertiary curriculum will be planned in a more responsive, regionally coherent, efficient, and effective manner. This will be measurable in the following ways:

- i. **Responsive** – the partnership will be able to set strategic targets on an annual basis which will directly drive the curriculum. This should be demonstrated through more rapid progress on issues such as consistently suboptimal QS-Grid profiles, and limited progress in achieving agreed SFC funding cell profiles. Requests or suggestions for new or modified curriculum will be considered within a much shorter timeframe.
- ii. **Regionally coherent** - programmes which are delivered regionally will be planned once rather than as a result of the coordination of several planning processes. There will be more direct alignment of tertiary pathways; regional opportunities will be dealt with as such from the outset; curricula alignment with, and benefit from, research and knowledge exchange will be clearer.
- iii. **Efficient** - using data at an appropriate level, curriculum which is underperforming against institutionally agreed criteria, or not contributing sufficiently to strategic targets will be phased out in favour of curriculum which does. The university will be better placed to respond to increasingly constrained resources. The extent of the 'tail' of small programmes will be addressed directly.
- iv. **Effective** - by providing a more direct link between the planning and delivery of regional core there will be a continuous pressure for improvement in student experience to a greater extent than is possible currently.

## Background

Given the various structural and operational reviews currently underway, I have tried in this paper to provide clear direction while remaining largely structurally agnostic. I have presented the curriculum planning process as a series of stages with sufficient detail for Partnership Council to debate their potential efficacy, but on the understanding that the details will be developed during the autumn of 2020 for application at the beginning of 2021.

Currently most HE, and some FE, is planned collectively as far as the nature of the curriculum goes but its delivery is still determined locally. This means that a collective strategic decision can be undermined by a local decision, which might be logical, but can have significant impacts for other partners and UHI's regional reputation. Other issues with the current curriculum planning regime

include cases where the same programme is offered to a potential 'client' by two or more competing Academic Partners (APs). In fact, despite being known about for nearly a decade, the current planning and funding arrangements still mean that 70% of our HE programmes only account for 20% of our students, even allowing for schemes. This is an issue.

Our curriculum planning processes have evolved into an amalgam of planning and delivery 'cells' each of which is trying to make the best decision given the resources, drivers and information available to them. These planning bodies include, but are not limited to, Academic Partner (AP) curriculum planners, Faculty and Subject Networks (SNs) and Partnership Planning Forum (PPF). The fact that we have managed to succeed until now is largely down to hard work, complex arrangements, and cross-subsidy. We also had the luxury of some financial 'slack' and European funding. Sadly, this is no longer the case.

For the remainder of this paper, the word 'School' is used to denote a tertiary planning entity which would be tasked with planning and delivering the Regional Core based on the targets set by Partnership Council. The School concept was agreed in principle by Partnership Council in 2016/17. It is probable that the Schools will be asymmetric, in that each subject area may require a School of a different size, subunits, balance of FE, HE and research links, etc. The planning of the Local, Regional Core and Attractor programmes will be carried out by APs, Schools, and specific APs respectively. The management of the non-SFC curriculum is not discussed in detail here.

To deliver the requisite efficiency, effectiveness, responsiveness and regional coherence, Schools must have:

1. A subject-based focus but still be able to operate between subjects
2. Both FE and HE expertise operating with full, both explicit and implicit, parity of esteem
3. An ability to integrate, as appropriate, with subject relevant research and KE
4. Access to data and information on the performance of the curriculum and likely future demand
5. The ability to make decisions based on the collective good and with full knowledge of partnership capacity
6. The ability to ensure that these decisions are implemented fully, including access to resource
7. Targets, which they are held accountable for achieving

NB For the purposes of planning, the specialist Academic Partners largely already fulfil these criteria.

The current curriculum management arrangements do not promote rapid evolution or response to changes year on year but tend to reinforce the status quo. To provide UHI with the tools to promote a responsive curriculum this review proposes to create three levels of intervention.

1. At the highest level there will be a set of strategic curriculum characteristics which will embody all our curriculum and so ensure it will meet our collective strategy.
2. At the next level we will create a five-year rolling programme of strategic targets to enable Partnership Council to directly influence the planning of curriculum.
3. Below this, there will be the operational curriculum planning of the Local, Regional Core and Attractor programmes carried out by the APs, Schools, and specific APs respectively. In each case the curriculum would be planned on a 5-year rolling programme but reviewed annually against the targets set by Partnership Council.

## Proposal

A series of key changes are proposed for the way the curriculum is managed, which are based on what has been agreed in principle by Partnership Council, the Assembly Board and Regional Strategic Committee (RSC). The key requirements for the proposed curriculum management process are:

- a) Agree a set of strategic characteristics of all UHI's provision which will remain active for the foreseeable future (Appendix A).
- b) Build on the work started with the HE curriculum to ensure that each part of the curriculum is in the correct segment (Local, Regional Core, Attractor and Non-SFC (Appendix B).
- c) Develop a five-year strategic target for each segment, and therefore the entire curriculum.
- d) For each segment develop a revised set of processes to evaluate each programme on an annual basis to: (i) ensure the continued appropriateness of the segment (ii) ask, and answer, the review questions outlined in the RSC paper (Appendix c) (iii) check that they are still fulfilling 'a' and contributing sufficiently to 'c'. This will be based on dashboard data, QS grids, student feedback and other relevant intelligence on market demand and performance.
- e) Develop processes to ensure that where the outputs from 'd' require actions, these are clearly attributable, accountable, time-bound, and resourced.
- f) For each segment develop a revised set of processes to respond rapidly to new ideas for curriculum and develop those agreed to become UHI curriculum.
- g) Develop a revised curriculum updating process for existing programmes that have been identified as requiring such via 'd'.
- h) Apply revised processes 'd', 'e', 'f' and 'g' using agreed drivers 'a' and 'c' to produce an annual plan for curriculum development.
- i) Develop internal funding mechanisms to ensure the RAM supports, rather than dictates, the curriculum.

A more detailed outline of each element is provided in Appendix D but these are still illustrative and would require detailed discussion and development.

## Corequisites and other considerations

There are many corequisites which need to sit alongside the changes proposed here, including but not limited to:

- A significantly revised internal funding mechanism to enable the curriculum to be delivered.
- HR changes to support the development, delivery, and maintenance of the 'live' curriculum.
- Development of a culture of trust and transparency.
- Potential reduction, reprioritisation, or redeployment of capacity in existing structures across the partnership.

This plan would start to be implemented from end April 2021 but while some elements will start quickly, most of the changes will take months or years to work through due to the need to teach out, resource availability, the changing requirements of a post-Covid/post Brexit/climate changing world, i.e. it will be a rolling programme but crucially will have strategic and tactical touchpoints where adaptation can happen.

## Appendix A

### High level curriculum characteristics from the RSC paper

The curriculum will be:

1. **Regionally focussed** – working closely with relevant bodies, and stakeholders, we will ensure that the curriculum meets the needs of the region’s individuals, communities & businesses.
2. **Tertiary** – our taught curriculum will include provision from all levels from senior phase to postgraduate with no institutional barriers between levels.
3. **Targeted** – in recognition of the uniquely wide range of the university’s curriculum, it will be categorised for planning purposes, to ensure that each element is managed optimally.
4. **Relevant** – we will monitor the curriculum on a regular basis to ensure that it remains relevant to current and near future demands.
5. **Student focussed** – the curriculum will be delivered in accord with the Learning and Teaching Enhancement Strategy.
6. **Adaptable** – within the relevant quality frameworks, we will be innovative in our design, development, and delivery of the curriculum.
7. **Efficient and effective** – we will make increasingly sophisticated use of data at both strategic, and tactical levels to ensure that our resources used in the best possible manner.
8. **Built on our strengths** – as well as meeting regional demand, we will make optimal use of our academic, natural, cultural, and other resources to make our curriculum attractive to those outside as well as inside our region.
9. **Integrated** – while delivery and management of the curriculum will be delegated to the appropriate locus, the planning of the curriculum at a strategic level will be carried out regionally through a responsive, transparent, and tertiary, planning process.
10. **Nationally aligned** – while retaining its regional focus, the curriculum will consider, and where appropriate, contribute to national opportunities and developments.
11. **Promoted** – the adoption of an integrated curriculum strategy and the segmentation into management categories will simultaneously support promotion of the UHI brand and far more effective marketing of the curriculum within target markets.

## Appendix B

### The four curriculum categories

| Curriculum segment | Characteristics   |
|--------------------|---|
| Regional core      | Programmes identified as important to be able to offer across the region, primarily serving the regional population and which require regionally coordinated resourcing and planning.   |
| Local              | Programmes which have a largely local demand, and which can generally be managed and delivered locally. Whenever possible, local delivery will be supported with shared core materials to enhance quality and sustainability. |
| Attractor          | Programmes which are strong enough, based on brand, uniqueness, industrial links, research or facilities, to attract students from beyond the region.   |
| Non-SFC            | Programmes which attract non-SFC funding and so are marketed, managed, resourced and delivered to meet the needs of the target market they serve.   |

In line with the defining characteristics of our curriculum, at any given campus (except those of the specialist partners), our students will have access to:

- The regional core (resourced and managed regionally).
- Local provision (based and managed on local demand and capacity).
- Attractor programmes based at that partner (depending on available research, facilities, or specialist provision).
- The non-SFC provision available at that campus, local, regional core and online.

It would be possible to use the initial state of the curriculum divisions to 'ease into' the proposed approach, mitigate the risk of unintended consequences and take some time to develop the necessary 'trust from experience' by:

- (i) Setting up and operating some pilot areas as schools. This could be based on an existing SN or SNs augmented with FE experienced staff, managing limited areas of the curriculum
- (ii) Setting the initial core curriculum at a relatively low volume relative to the other categories of curriculum

Either of these two approaches would have the advantage of testing the approach without radically changing the current position. The annual review cycle has the setting of targets and adjusting the balance of Local to Regional Core built in and so adjustments could easily be made as experience and trust is developed.

The disadvantage of this approach would be the length of time this would take to significantly impact of the overall sustainability of the partnership's curriculum.

## Appendix C

### Exemplar curriculum challenge questions

| Question   | Potential actions   |
|--|---|
| Is the provision performing well and meeting needs of the relevant segment and compatible with the curriculum strategy?  | Maintain it. Plan reviews of relevance and quality and take any action needed in future. Use the funding agreements to provide appropriate support for this provision. Make sure there are no perverse incentives to drop this provision.   |
| Could the provision be grown in a sustainable manner and in accordance with the curriculum strategy?   | Identify opportunities, research the market, identify barriers to growth, invest in solutions. Use the funding agreements to support this provision. Make sure there are no perverse incentives to drop this provision.   |
| Is there new provision, which would be consistent with the curriculum strategy and which could be developed in a cost-effective manner?  | Identify opportunities, research the market and develop proposals for new provision. Use strategic funding to support changes to delivery or marketing. The presumption is that these courses would be 'attractors' but it is possible they may be in the regional core.                    |
| Is this provision that will always be delivered in small numbers but is deemed mission essential?  | Maintain it. Plan reviews of relevance and quality and take any action needed in future. Ensure institutional element supports the infrastructure to deliver these and that, if necessary, there is some support in the funding for provision for small cohorts where necessary.            |
| Is the provision: <ul style="list-style-type: none"> <li>• of low demand</li> <li>• requiring significant levels of investment</li> <li>• not strategically compatible</li> <li>• something that cannot be delivered efficiently?</li> </ul> | Carry out urgent cost: benefit analysis to determine if this provision should be invested in or the resources recycled, reallocated or redeployed elsewhere in the curriculum. If the former plan the investment if the latter, use funding agreements to plan an exit from this provision. |

Once this evaluation has taken place, a resourced, prioritised and timed plan to move the curriculum from its current position to one more in accord with the curriculum strategy will be developed.

The curriculum development plan will be implemented under regular review as internal performance and environmental factors will vary with time.

The University is currently delivering a circa £30m skills European Social Fund (ESF) project (DSW - Developing Scotland's Workforce in the Highlands and Islands) led by the Scottish Funding Council, due to finish in 2022/23. The Managing Authority (Scottish Government) are considering necessary changes to the ESF programme in Scotland arising from COVID-19 restrictions, so there may be potential for re-purposing some activities within the DSW project, which already includes a work-stream on Curriculum Development. There is a possibility that this may provide some funding to support activities outlined in this paper.

## Appendix D

### Outline of each element

#### (a) Agree a set of strategic characteristics of all UHI's provision

As a one-off process, it is proposed that a subgroup of Partnership Council augmented by funding, market, and delivery experts, hone the outline principles through consultation and further consideration to make sure that they can provide a high-level touchstone for UHI's curriculum for the period of the next strategic plan.

The outline curriculum review paper which was agreed by the Regional Strategic Committee (RSC) contained an initial set of principles which are given in Appendix A.

#### (b) Ensure that each part of the curriculum is in the correct segment (Local, Regional Core, Attractor and Non-SFC) – one off process then part of the routine annual review of each programme

It is proposed that the Faculties be asked to work with colleagues including, but not limited to, PLs, Curriculum Managers, Marketing colleagues to action this element of the strategy.

The Faculties have already agreed the *current* category for each HE programme from the four approved by Partnership Council, that is, Local, Regional Core, Attractor and Non-SFC. [see Appendix B for definitions from PC paper]. The Faculties will be asked to work with colleagues to agree what would be the *optimal* category going forward for every programme both HE and FE.

It is anticipated that there will be a tendency to try to retain much curriculum in the Local category but that over time, much of this will migrate to Regional Core as trust develops and finance systems are honed and bed in.

#### (c) Develop a five-year strategic target for each segment, and therefore the entire curriculum

It is proposed that a group including PC members, Faculty Deans, and Margaret Antonson be asked to develop a set of five-year strategic targets to drive the direction of travel of the curriculum. These are likely to be of two types: generic drivers for the entire curriculum and those targeted at each of the four segments. Examples of these drivers might include:

- Ensure that the Regional Core and Attractor segments comply with the SFC requirements for funding cell profiles.
- Grow Non-SFC curriculum income by an average of 2% year on year 2021-2026
- Improve the proportion of programmes in the 'green' sections of the QS grids by 20%
- Each School should attain at least sector average in the SFC Student Satisfaction and Engagement Survey (SSES)
- Each School will produce a tertiary pathways map
- etc

These targets would be for 2021-2026 but would be reviewed annually. Revision would be approved by Partnership Council, Academic Council, Court, and the RSC. This sub-committee, would act on behalf of PC to provide curriculum oversight, using the strategic targets to act as drivers for the Schools, and would also make suggestions for more direct interventions by exception.

(d) For each segment develop a revised set of processes to evaluate each programme on an annual basis to: (i) ensure continued appropriateness of segment (ii) ask, and answer, the review questions outlined in the RSC paper (iii) check that they are still fulfilling 'a' and contributing sufficiently to 'c'

This is the core of the curriculum management and review process: an annual, subject-based, data-led, evaluation of the performance of each component of the curriculum - Local, Regional Core, Attractor and Non-SFC. In general, the annual evaluation of all programmes will:

- Make use of existing data, groups, and processes where appropriate, or create new ones where not, for example, Schools to consider regional core.
- Probably use a triaged approach e.g. modified QS grid to identify those programmes which can be left alone and those which require more detailed analysis and planning.
- Use data from a fully transparent dashboard – based on the one being developed by Roddy Henry in conjunction with LIS and based directly on data held in SITS.
- Make use of SITS data, and QA information (for example, dashboard data, programme evaluation, SITS data and KPIs), external data and market intelligence (for example, regional and sectoral skills plans, Heidi plus and UCAS).
- This would enable the curriculum to be ranked by a range of performance criteria for prioritisation if/when funded places are squeezed, new curriculum are being developed or when delivery resources are stretched.
- Processes need to be transparent, data-based and be driven by (a) and (c).
- This will lead to a set of proposed changes – withdrawal, new curriculum, redevelopments, combination, etc, many of which will be implemented as described in (g).
- Local programmes will continue to be planned locally within the framework of funding agreed for each Academic Partner by PPF?
- Regional Core will be planned by the subject-based and tertiary Schools, with the implementation being mediated via PPF.
- Attractors will be planned by the relevant APs in conjunction with the appropriate School.
- Non-SFC could either be planned by the Schools on a subject basis operating on a new partnership-wide funding regime or by a separate income generating unit [For discussion as both have merits and issues].

Much of this type of analysis is currently carried out, but it is done in several silos, none of which have all of the requisite information and authority so there is no close tie between these decisions and the overall performance of the curriculum.

If the overall approach is agreed, the details of these processes and the bodies carrying them out will be developed during the Autumn of 2020.

NB once agreed, the curriculum must be delivered to this plan. The revised internal funding mechanisms must support partners in doing this in such a manner that local variations in recruitment do not impact on their income in year. In this way stability will be brought to the APs as well as to the planned curriculum.

- (e) Develop processes to ensure that where the outputs from 'd' require actions, these are clearly attributable, accountable, time-bound, and resourced.

It is essential that the plans developed as outlined in (d) are implemented once agreed. Over and above the delivery of the agreed curriculum this might involve action plans for enhancement, investment in development or the planned phasing out of curriculum. Each annual review will generate such an action plan. One approach would be for PPF to agree timing and resources to deliver on this with the Schools. Requests for strategic investments could be developed from these and then considered by Partnership Council.

- (f) For each segment develop a revised set of processes to respond to new ideas for curriculum and develop those agreed to become UHI curriculum.

The HE curriculum development processes have undergone recent revision but the planning processes around this and the integration of non-local FE and non-SFC have not been included thus far. It is proposed that a SLWG develops processes which enable ideas for new curriculum to come from a range of sources, be rapidly triaged, and halted or escalated rapidly.

These processes need to be serviced by an adequately resourced planning function which would provide up to date analysis for proposers on market trends, UCAS, Heidi plus, regional, national, and sectoral demand analysis. This might well provide a locus for the work of the CDEEOs and work closely with key account holders and agencies such as SDS, HEI, SE and ESP, etc. As with other functions, this activity currently takes place in a series of silos although recent cross-partner working on recruitment has demonstrated the benefits of closer collaboration. Criteria for progressing would include:

- Meeting the curriculum characteristics (a)
- Contributing significantly to the strategic targets (c)
- Not inappropriately displacing existing curriculum
- Demonstrating a significantly positive cost: benefit ratio
- Availability of resources to develop and deliver

When, through this process, new curriculum is identified for development, a development project based around the EDU, the academics, and others as appropriate to the programme, will be assigned resources and delivery deadlines, etc.

- (g) Develop revised curriculum updating process for existing programmes that have been identified as requiring such via 'd'.

During the annual review, and the year that leads up to it, Schools, CDEEOs, academics, and students will identify elements of programmes which require updating. This will range from entire programmes, methods of delivery, content, units and modules, etc. A SLWG including Faculty Deans, SNLs, PLs, HRPG, EDU and LTA will develop criteria, opportunities, and processes for such ongoing curriculum enhancement.

- These need to be based on the Learning and Teaching Enhancement Strategy
- Some standard expectation on enhancement by academic staff need to be agreed. For example, an expectation that 20% of a module should be updated each year.
- Where more significant changes are required, there needs to be clear accountability for resource allocation and reallocation and staff development, where necessary.

(h) Apply revised processes 'd', 'e', 'f' and 'g' using agreed drivers 'a' and 'c' to produce an annual plan for curriculum development

It is proposed that the Schools, or if they have not been created, the Faculties augmented with FE expertise, be asked to apply the outcome of these processes to the current curriculum early in 2021.

This would produce:

- A tertiary curriculum designated as Local, Regional Core, Attractor and Non-SFC
- Rules, processes, targets, criteria, and structures for the management of each segment
- In each category, there would be a ranked list of curricula which could be analysed in various ways via pivot tables and conditional programming
- High-level curriculum characteristics
- A five-year set of strategic drivers
- Annual development plans for each segment of the criteria
- An initial set of programmes to be created, developed, and phased out
- The tools to manage the curriculum at an institutional level through to processes to allow more local autonomy (at School and AP as appropriate) within a framework.
- In short, the more responsive, regionally coherent, efficient, and effective curriculum proposed at the outset of this paper.

## Appendix E – some initial feedback on the draft

This was the email which was sent to the colleagues who were asked to comment on the draft:

Dear colleague,

I am writing to ask for your views on a paper written for Partnership Council on how we plan our curriculum. I have sent this to just over 20 colleagues across the UHI partnership, all of whom, like yourself, have a particular expertise, experience and perspective. I am writing to everyone separately and would ask that you reply to me in the same way in confidence. I will then try to incorporate the best of what comes in from you all into the next draft of the paper, which I will send you before it goes to Partnership Council and then to the Regional Strategic Committee.

In writing the draft, I tried to park as much of the politics, personalities, current structure etc and tried to design something which will allow the curriculum (all levels) to be planned subject by subject, to achieve a set of outcomes agreed by Partnership Council, or whatever that becomes. This is to allow us to make efficient use of resources and respond to regional needs across the whole UHI region. At the same time, we need to be able to respond to local requirements rapidly without recourse to central planning and be able to respond to commercial opportunities in a way that benefits the whole not just one part of the partnership. Not easy. So, in responding to this please make some assumptions, as I have:

- The partnership must, and will change to be able to operate on less while trying to do more
- The internal funding, RAM, MicroRAM, top slice etc will be radically changed to support the eventual curriculum processes so please do not let concerns for income for a part of the system influence too much
- We will grow significantly more aligned in the next few month and years, how, we do not know but we will be sharing more services, information, trust etc if we are to continue to provide what we all agree is the main mission ‘develop the region and develop individuals’
- Not included so many things which flow from these proposals, the ‘yes but what about....?’ Questions will have to be resolved during the period from Partnership Council and Christmas and I would anticipate that you would be involved in this process.

So please read the proposals, add your criticisms, comments, countersuggestions, or improvements either as comments or in another colour to make it easy to pick them up please.

Please be honest, as objective and non-partisan as humanly possible and, If you could do this by **12 noon on Monday, 24 August**, I will try to build as much of your thinking into the revised paper as possible.

Thank you for your help.

Cheers, Gary

## General comments

- Marketing needs to be better resourced and focussed on the schools
- The corequisites NEED to happen if this is to work
- Do you think that UHI is able to decide without knowing all the consequences for all parts of the organisation?
- Staffing, T&C, staff development key
- Are we sure that Tertiary is the way to go? Will we put of university students?
- Timeline too ambitious / timeline is too slow / timeline is unclear
- Schools not a good name – confusing and contentious
- Planning should be based on sector not SNL / Faculty
- Strengthen research and KE as drivers for curriculum
- Needs to be a project / needs to be fully linked to the assembly programme
- What is the relationship between local and schools?
- Needs a flowchart

## Sample responses

- I think my fundamental problem is that we are trying to bring a tertiary solution to a problem that I don't feel is tertiary, although the opportunities and benefits of doing so might eventually be.
- I agree that we should agree and support common strategic characteristics for our curriculum; as we develop new UHI and partner Strategic Plans this would represent a key direction of travel for all of us in terms of our key business 'process' of teaching and learning.
- I also agree that we should be able to articulate 5-year strategic targets for what we should be aiming for in each *curriculum specialism* ('school?' – really don't like the word 'school') across the partnership – though I believe this would need to be nuanced to be regionally *and* locally relevant, and to reflect regional SIP/LMI *and* disaggregated local SIP/LMI.
- I agree that regional and local planning would need to be informed by this and should be SMART although flexible enough to move within those five years to reflect the changing realities of our business environments - and that we need to find a way of resourcing that.
- The segments you have described (Local, Regional Core, Attractor and Non-SFC) do kind of make sense to me. The issue will be in the implementation of the proposed model and who makes what decisions where. My perception is that with the emphasis on Faculties/senior University posts/schools it's difficult not to feel that this is a top-down, centrist model, although that may be the furthest thing from your mind.
- We need basic design rules from on high – otherwise all sorts of local and team interests kick in. We have talked about a curriculum framework for PGT for many years – I would point to the Dundee model – where many specialised awards are possible but from a limited pool of modules – 6 core modules are impossible! I can give more detail.

- On Undergraduate – I have always favoured the idea of 60-point discipline-foundation modules – but it rubs up against vested interested all over the place. We need Partnership Council to say – as from 2022, this is the Architecture – teams can do what they want, within that Architecture (in subjects we are committed to).
- Overall, I have a very little to add: the changes you propose are essential. I have worked closely with many private and public sector organisations in the past and out of all of them, with one exception, the UHI partnership is the organisation whose potential and performance is constrained the most by its inefficient, fragmented and often outdated practices. Sorry to be so rude about the organisation, but that’s the cold truth. Very much on the plus side though, there are many people out there across UHI – some at varying levels of being worn down by the system - who really want to ‘do the right things’.
- I completely get where this paper is coming from and believe that it shows an understanding of the problems out there and the fact that we need to do different things to get different outcomes. I suspect there will be many others who read this with a similar mindset and will be pretty much on board too. Then there will be others less receptive to (feel threatened even) by what’s suggested.
- In my area, an ‘X’ subject network or school that encompassed FE would have made a *huge* difference in the rapid changes that had to be introduced in Q2 this year to respond to COVID and the lockdown. We simply couldn’t get APs’ FE teams to collaborate on problems. That is not a criticism of them – a lot had to happen very quickly, but if we had already been a HE+FE School it would have been a very different story.
- How important are heads of school going to be? The OU allocate a resource to faculties to deliver 80 modules, with targets, the faculty then decides what those modules are going to be. There are basic Architecture rulings, for example, no modules can last more than 8 years. This paper makes it sound as though Schools are purely operational and doing what they’re told. There needs to be an opportunity for shaping, as well as doing.
- I’ve seen similarly silo’d organisations in the past identify the need to create multi-disciplinary, integrated project teams (IPTs) and they are invariably a big step forward. The School should also be an IPT, rather than just an academic structure, so it encompasses dedicated support functions such as marketing and registry.
- Need to build into this model additional markets such as international delivery
- The choice is between a model like this or trying to make PPF more responsive to, and accountable for, targets set by Partnership Council. This would be challenging for networked programmes as local and regional drivers often are at odds.
- Will need to improve course costing models and train more staff in how to use them. It is likely that the course costing may have been a reasonable reflection at the time validation, but does it adequately capture changes in delivery?
- To me, responsive is about meeting needs that are rooted in demand-led labour market/sector skills council data to equip graduates with the requisite competence to perform in the workplace. Current performance is a legacy of prior decisions we therefore need to reflect

on why programmes are not performing and intervene based on priorities. In addition. Any review should examine the linkages with PSRBs and our positioning in the marketplace.

- **Marketing.** A key enabler that directly links to course viability. Probably going off topic with this one, but adoption of the School model should flow through marketing including course information on the website: essentially the School prospectus. We need to redesign this information through the eyes of the students.
- The biggest barrier to introducing all of this will be change resistance. Therefore, a proactive communications strategy *dedicated* to these change programs will be essential to their progress.
- I'd very much advocate Continuous Improvement over academic quality procedures. Quality procedures tend to be after the fact, and "you can't inspect quality *into* something"!
- The paper proposes that the Schools will need to be more agile at developing, creating, and binning courses than UHI currently is. Following on from the above comment about it being done by lecturers, instead I'd recommend each school has its own small, dedicated "skunk works" team that can do the market analysis, engagement, marketing interface – and trial and develop materials. The team would be agile and unencumbered by day to day teaching matters, and would create new courses/materials far quicker than lecturers doing it piece-meal.
- Interesting paper describing the necessary way forward. However, if you want my honest opinion, probably what I did feel at the end is that I am not clear from a pragmatic view how this will work?
- I am part of a 'School' which has no teeth and makes no difference to my everyday life. It is a great marketing tool and helps probably to have a stronger position to discuss with external bodies. Unless you have control of budgets the Schools will be just faculties/SNs which 'facilitate' discussions as best we can.
- It is a strong, constructive paper. I am not involved in curriculum planning so not best placed to comment on the detail and consequences of your proposed changes. I really like the opportunities your proposal would bring in terms of joining up tertiary curriculum more timeously and efficiently, including acting on underperforming programmes. There is also a question around the quality of student experience within the 'tail': it is not just an economic issue.
- I think to realise this there are key enablers to raising the level of the playing field, from my locus they are: (i) Learning technologies which are not just fit for purpose, but enhance the student and staff experience, (ii) Staff who are confident and competent to support the students learning to provide an excellent experience, (iii)L&T quality standards which are regularly renewed, well known and accepted : LTES, UHI pedagogy, compliance etc
- I find little to argue with here, it's beyond time we started thinking in a more strategic and joined-up manner. My one comment is that there's little about the mission – it is mentioned in appendix C, that we maintain programmes which are 'mission-critical', but maybe it's time for a restatement or rethink of the mission of the university.
- This paper seems grounded and something that can be operationalised. A huge task – but tangible. If I were an average member of staff in an AP, I would understand the anticipated direction of travel and potential impact. I would have a lot of questions and may be concerned about the impact on my own job, but at least I would be able to engage in a meaningful way. The main thing is making sure that this paper becomes a living document and is 'out there' in the wild.

- I contend that we need much greater emphasis on employability than is evident in this version.
- I am happy with it, but I think some will want to see more detail before they commit. ‘Show us the workings’, ‘Can you do some modelling’ ‘I won’t know till I see the draft process’ etc. I wonder if it really is the planning process that has been revised. I don’t think that’s what you’ve done here, but I don’t think that’s a bad thing. Maybe say it presents a radically revised planning **structure** instead.
- I think the paper is very robust and outlines clear processes and procedures.
- The emphasis on a new curriculum review cycle and associated processes seem critical, and I wondered if the case for a new review cycle could be made stronger.
- It seems to me that much of what you are proposing could strengthen the role, autonomy and mandate of programme leaders as leaders of curriculum innovation and delivery, and that strengthening the position of programme leaders would be a prerequisite and enabler for what you propose.

DRAFT

|   |   |  |                      |          |
|---|---|--|----------------------|----------|
| <b>Committee:</b>   | LTQ   |  |                      |          |
| <b>Subject/Issue:</b>   | Course Approvals and Modification Panel (CAMP) Summary Report   |  |                      |          |
| <b>Brief summary of the paper:</b>  | <p>This report provides a summary overview of routine course approvals and modifications presented, reviewed and approved since the previous LTQ meeting.</p> <p>In addition to the routine CAMP activity, a major effort took place between June and August to consider and approve course modifications in 24 FE FT, 8 HN FT and 2 Schools programmes to support the increase of online delivery in response to the COVID-19 pandemic. This was swiftly followed at the start of September with an urgent need to consider and approve modifications to 33 of our 36 FE FT courses to reduce planned course credits from 18 to 16 in accordance with SFC Credit Guidance issued just a few weeks earlier. Three courses, NC Acting and Theatre Performance, City and Guilds Diploma in Light Vehicle Maintenance and SWAP Access to Nursing were restricted by their awarding body or their delivery model and so remain at 18 credits. The aim of this late decision by SFC was to help colleges alter provision to create short course opportunities to meet additional demand in future skills areas and provide shorter re-training, re-skilling and upskilling courses necessary to support economic recovery from the COVID-19 pandemic.</p> <p>Details of these numerous modifications have not been included in this report as they applied to all courses, but staff should be commended for the volume of work undertaken at short notice over such a short period of time.</p> |  |                      |          |
| <b>Action requested/decision required:</b>  | For noting  |  |                      |          |
| <b>Status:</b> <i>(please tick ✓)</i>   | <b>Reserved:</b>  |  | <b>Non-reserved:</b> | <b>✓</b> |
| <b>Date paper prepared:</b>   | 3 November 2020   |  |                      |          |
| <b>Date of committee meeting:</b>   | 10 November 2020  |  |                      |          |
| <b>Author:</b>  | Chris Newlands  |  |                      |          |
| <b>Link with strategy:</b><br>Please highlight how the paper links to, or assists with:<br>compliance<br>partnership services<br>risk management<br>strategic plan/enabler<br>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:<br/>Moray/1 Ineffective Curriculum Planning<br/>Moray/10 Senior Phase Programming offered/delivered does not meet needs of Moray (schools Programme).</p>  |  |                      |          |
| <b>Equality and diversity implications:</b>   | Yes. All course approval and modifications follow a UHI-wide process to ensure all quality assurance measures, including equality and diversity, are sufficiently considered.   |  |                      |          |
| <b>Resource implications:</b><br><i>(If yes, please provide detail)</i>   | Not at present  |  |                      |          |
| <b>Risk implications:</b><br><i>(If yes, please provide detail)</i>   | Yes, all course modifications and approvals consider a supporting business case to indicate how the change may impact the college courses on offer.   |  |                      |          |

## Course Approvals and Modifications (16 June 2020 – 3 November 2020)

|                               | FE Courses  | HE Courses                              | Upskilling/Retraining                         | School Senior Phase |
|-------------------------------|---|---|---|---------------------|
| <b>Volume Sectors</b>         |   |   |   |                     |
| New FT Courses                |   |   |   |                     |
| Revised/Modified Courses      |   |   |   |                     |
| New Apprenticeship Programmes |   |   |   |                     |
| Short Courses                 |   |   |   |                     |
| <b>Growth sectors</b>         |   |   |   |                     |
| New FT Courses                |   |   | FWDF Johnston's Restaurant Training Programme |                     |
| Revised/Modified Courses      |   |   |   |                     |
| New Apprenticeship Programmes |   |   |   |                     |
| Short Courses                 |   |   |   |                     |
| <b>Specialist sectors</b>     |   |   |   |                     |
| New FT Courses                | College Certificate Musical Theatre & Performance – Approved to progress to Stage 2 |   |   |                     |
| Revised/Modified Courses      | NC Acting and Theatre Performance   |   |   |                     |
| New Apprenticeship Programmes |   |   |   |                     |
| Short Courses                 |   | UHI CPD Developmental Creative Practice |   |                     |
| <b>Application Driven</b>     |   |   |   |                     |
| New FT Courses                |   |   |   |                     |
| Revised/Modified Courses      | Future Focus  |   |   |                     |
| New Apprenticeship Programmes |   |   |   |                     |
| Short Courses                 | NPA in Long Hair Design with Make-up at SCQF 5                                      |   |   |                     |

**Not Approved**

|                                      |  |  |  |  |
|--------------------------------------|--|--|--|--|
| <b>New FT Courses</b>                |  |  |  |  |
| <b>Revised/Modified Courses</b>      |  |  |  |  |
| <b>New Apprenticeship Programmes</b> |  |  |  |  |
| <b>Short Courses</b>                 |  |  |  |  |

**In Pipeline**

|                                     |  |  |  |  |
|-------------------------------------|--|--|--|--|
| <b>New FT Courses</b>               |  |  |  |  |
| <b>Revised/Modified Courses</b>     |  |  |  |  |
| <b>New Apprenticeship Programme</b> |  |  |  |  |
| <b>Short Courses</b>                |  |  |  |  |

# Investigation into the self sufficiency of Space Heating within a Domestic Property utilising Solar Gain - NE Scotland.

Author: Tony Allen (Part Time Study) 2014  
 Glasgow Caledonian University  
 Corresponding author: School of Computing, Engineering & Built Environment, Glasgow Caledonian University, Glasgow, G4 0BA, Scotland, UK. Email: [Anthony.Allen@gcu.ac.uk](mailto:Anthony.Allen@gcu.ac.uk)

Supervisors: Dr P. Baker & Dr G. Loumakis

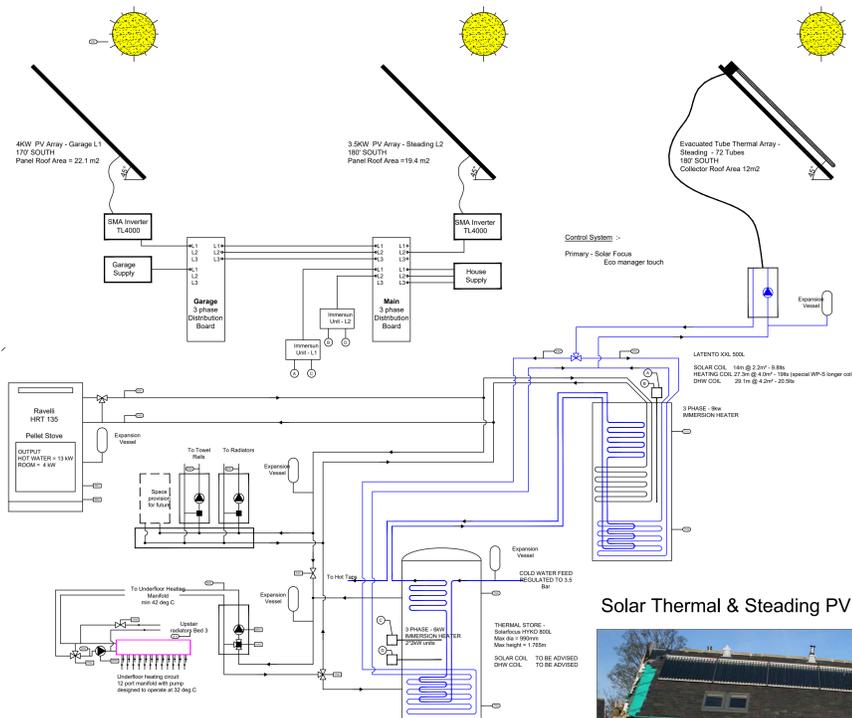
## INTRODUCTION

Can 'System Integration' of commercially available equipment within the Domestic market be utilized to enable self sufficiency for Space Heating solely from Solar Energy in a residential property?

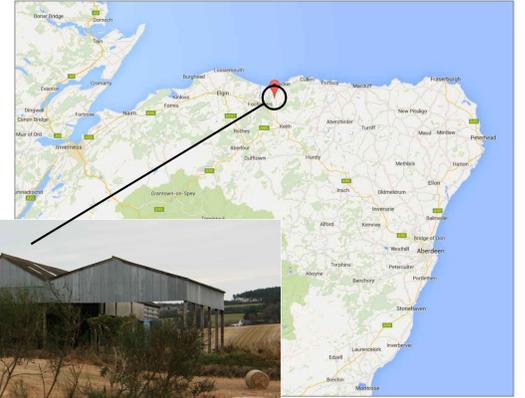
To provide data for this project - A derelict farm Steading was the ideal opportunity from concept to completion in the installation of Renewable Technology along with data monitoring systems

The conversion was self designed - and submitted for Planning Permission and Building Warrant approval in 2011 - Compliant to the Technical Handbook 2009. As the Building is South facing - this therefore maximized the available roof space for Solar collection without compromising upstairs windows / natural light

Schematic Hydraulic / Electrical Diagram of Space Heating System



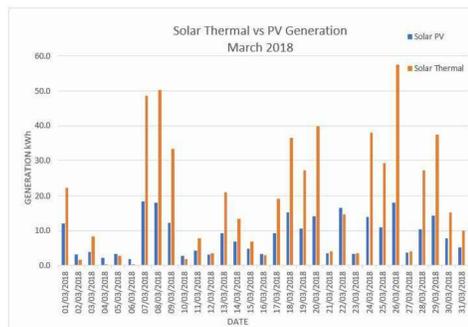
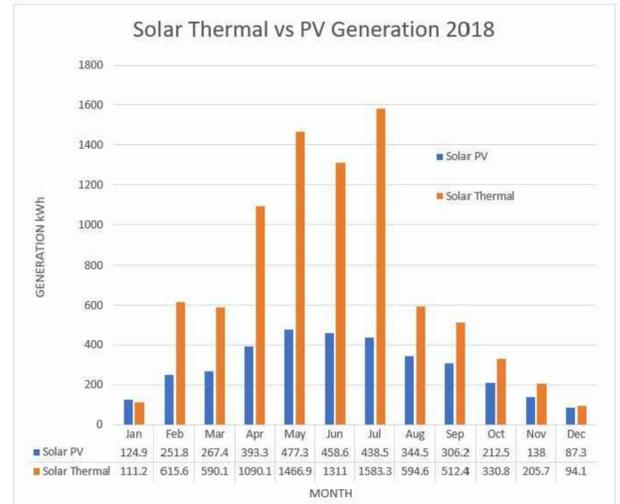
Solar Thermal & Steading PV Installation



The Department considered whether solar thermal should be allowed for space heating when the scheme was being designed in 2012/2013. The decision to restrict support to domestic hot water only solar thermal systems for the domestic RHI was based on the following considerations:

- At the time that we made our decision, market intelligence showed that only a small minority of solar thermal systems were designed to provide space heating and there was limited performance data.
- Supporting solar thermal for space heating would not present good value for money, as the RHI is taxpayer-funded - this is because solar thermal systems are only capable of meeting a small portion of a house's heat demand, and are not as cost-effective in space heating when compared to other technologies.

The Government currently has no plans to review its position on support for solar thermal on the RHI.



Comparison of yearly output between PV and solar thermal system

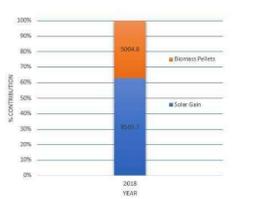
| System   | Total surface area m² | output kWh/yr |
|----------|-----------------------|---------------|
| Steading | 22.77                 | 3500.3        |
| Solar PV | 13.64                 | 850.5         |

As an efficiency comparison per m² roof area, this would correlate a yearly output of:  
 Solar PV = 3500.3/22.77 = 153.72 kWh/m²/yr  
 Solar Thermal = 8505.5/13.64 = 623.57 kWh/m²/yr

Solar thermal effectiveness = 623.57/153.72 = 4.055 times

Solar Thermal Effectiveness per Square Metre is FOUR times better than Solar PV

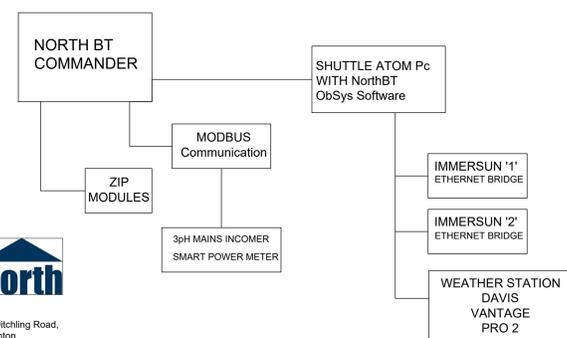
Contribution to Space Heating and DHW (kWh)



## System Integration

Renewable domestic heating equipment available on the open market is stand-alone, generally only allowing basic control.

To enable the project to develop - a sophisticated control unit (Building Management System) was required. This is available in a unit called 'Commander' from NorthBT, enabling structured control philosophies to be developed, using 'Zip' modules for hardware control.



| Month  | Electricity Used (kWh) | PV Garage Generation (kWh) | PV Steading Generation (kWh) | Immersion Consumption (kWh) | Boiler Run Time (hr) | Pellets (kg) | Solar Thermal Output (kWh) |
|--------|------------------------|----------------------------|------------------------------|-----------------------------|----------------------|--------------|----------------------------|
| Jan-18 | 771                    | 327.1                      | 134.9                        | 49.3                        | 145.2                | 450          | 111.2                      |
| Feb-18 | 587                    | 264.1                      | 251.8                        | 142.0                       | 92.0                 | 245          | 615.6                      |
| Mar-18 | 729                    | 291.0                      | 267.4                        | 115.3                       | 86.5                 | 300          | 590.1                      |
| Apr-18 | 526                    | 451.5                      | 393.3                        | 201.3                       | 17.9                 | 80           | 1090.1                     |
| May-18 | 511                    | 543.1                      | 477.3                        | 261.4                       | 0.0                  | 0            | 1466.9                     |
| Jun-18 | 415                    | 476.3                      | 458.6                        | 239.6                       | 0.0                  | 0            | 1311.0                     |
| Jul-18 | 520                    | 516.3                      | 438.5                        | 239.3                       | 0.0                  | 0            | 1583.3                     |
| Aug-18 | 516                    | 406.9                      | 344.5                        | 171.3                       | 0.0                  | 0            | 594.6                      |
| Sep-18 | 614                    | 336.4                      | 306.2                        | 173.0                       | 0.0                  | 0            | 512.4                      |
| Oct-18 | 678                    | 222.1                      | 212.5                        | 135.7                       | 12.6                 | 0            | 330.8                      |
| Nov-18 | 717                    | 143.5                      | 138.0                        | 71.3                        | 57.1                 | 80           | 205.7                      |
| Dec-18 | 835                    | 94.3                       | 87.3                         | 30.4                        | 124.3                | 205          | 94.1                       |
| Total  | 7419                   | 3872.6                     | 3500.3                       | 1829.7                      | 535.6                | 1360         | 8505.8                     |

SAP 2009 - Predicted Heat Demand calculation - Aug '14

| Category                     | Existing Dwelling |
|------------------------------|-------------------|
| Heat Demand                  | 20,827            |
| Space heating (kWh per year) | 20,827            |
| Water heating (kWh per year) | 2,675             |

## FUTURE WORK

The project will investigate optimisation of a primary thermal store for high grade domestic heat storage, coupled with a secondary thermal store for low grade heat storage. A software based control algorithm will be derived to maximise solar thermal gain for each thermal store, and heat output requirement to the dwelling.

- Develop and optimise an effective solar gain domestic water heating system by utilising solar thermal evacuated tubes, coupled with excess output from domestic PV arrays.
- Develop an effective control algorithm to supplement third party equipment to achieve the primary aim.
- Weather monitoring - to give forward prediction for potential heating requirements.
- Current Building Regulations and potential enhancement concepts
- Domestic House design strategies



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25th Oct 2020

# Moray College UHI

## Quality Assurance & Improvement

**Internal Audit Report No: 2020/04**

**Draft issued: 8 September 2020**

**Final issued: 2 October 2020**

**LEVEL OF ASSURANCE**

**Satisfactory**

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## Level of Assurance

In addition to the grading of individual recommendations in the action plan, audit findings are assessed and graded on an overall basis to denote the level of assurance that can be taken from the report. Risk and materiality levels are considered in the assessment and grading process as well as the general quality of the procedures in place.

Gradings are defined as follows:

|                             |   |
|-----------------------------|---|
| <b>Good</b>                 | System meets control objectives.  |
| <b>Satisfactory</b>         | System meets control objectives with some weaknesses present.             |
| <b>Requires improvement</b> | System has weaknesses that could prevent it achieving control objectives. |
| <b>Unacceptable</b>         | System cannot meet control objectives.                                    |

## Action Grades

|                   |   |
|-------------------|---|
| <b>Priority 1</b> | Issue subjecting the organisation to material risk and which requires to be brought to the attention of management and the Audit Committee. |
| <b>Priority 2</b> | Issue subjecting the organisation to significant risk and which should be addressed by management.  |
| <b>Priority 3</b> | Matters subjecting the organisation to minor risk or which, if addressed, will enhance efficiency and effectiveness.                        |

# Management Summary

## Overall Level of Assurance

**Satisfactory**

System meets control objectives with some weaknesses present.

## Risk Assessment

This review focused on the controls in place to mitigate the following risks on the Moray College UHI ('the College') Strategic Risk Register:

- The institution has a poor reputation (risk rating – amber);
- Academic quality is sub-standard (risk rating - amber);
- Poor student experience (risk rating – amber); and
- Failure to develop a student performance management system (risk rating – amber).

## Background

As part of the Internal Audit programme at the College for 2019/20 we carried out a review of the College's quality assurance and improvement arrangements. Our Audit Needs Assessment identified this as an area where risk can arise and where Internal Audit can assist in providing assurances to the Board and the Principal that the related control environment is operating effectively, ensuring risk is maintained at an acceptable level.

During 2017, new and significantly revised quality arrangements and an associated framework were introduced for colleges in Scotland. The framework, How Good Is Our College? (HGIOC?), builds on the existing effective internal quality arrangements within colleges and aligns with Education Scotland quality arrangements for other sectors. Through the use of HGIOC? colleges and their stakeholders identify what is working well and what needs to improve. The framework is based on the four high level principles (which in turn are underpinned by challenge questions and quality indicators):

- Leadership and quality culture.
- Delivery of learning and services to support learning.
- Outcomes and impact; and
- Capacity for improvement.

In responding to these principles, each college produces an Evaluative Report and Enhancement Plan (EREP). These describe the methodology and approaches taken to evaluation and the context in which the evaluation was carried out. Evidence gathered is used to evaluate the accuracy and appropriateness of the college-devised Evaluative Report, Enhancement Plans and associated proposed grading outcomes. Submitted reports are subject to independent scrutiny and endorsement procedures and individual college reports and associated endorsement statements are published on the Education Scotland website.

## Quality Assurance and Improvement

### Background (continued)

As part of the internal audit programme for 2018/19 (report 2019/03, issued in March 2019) we reviewed compliance with the College's new quality procedures by Curriculum Directorates and reviewed the progress the College was making to implement the actions identified on its Enhancement Plan. Although no recommendations were made in our report, the timing of the review was such that the College was mid-way through implementation of the Enhancement Plan 2017/18 and systems developments were underway that would address minor weaknesses identified in our report. Therefore, the College Senior Leadership Team has asked that a follow-up review of this area be included in the internal audit programme for 2019/20.

### Scope, Objectives and Overall Findings

The table below notes the objectives for this review and records the results:

| Objective  | Findings            |  |          |          |                                |
|--|---------------------|--|----------|----------|--------------------------------|
| <b>The objective of our audit was to obtain reasonable assurance that:</b>   |                     | <b>1</b>   | <b>2</b> | <b>3</b> | <b>Actions already planned</b> |
| 1. the College's quality procedures are being adhered to in key areas.   | <b>Good</b>         | 0  | 0        | 0        |                                |
| 2. regular progress is being made with implementation of the actions identified on the College's Enhancement Plan. | <b>Satisfactory</b> | 0  | 0        | 0        | ✓                              |
| <b>Overall Level of Assurance</b>  | <b>Satisfactory</b> | <b>0</b>   | <b>0</b> | <b>0</b> |                                |
|  |                     | System meets control objectives with some weaknesses present |          |          |                                |

### Audit Approach

We assessed whether the above objectives have been met through discussion of progress made since the time of our original review with College senior management and review of documentation and sample testing.

### Summary of Main Findings

#### Strengths

- A Quality Cycle has been developed which was adhered to in 2018/19 and is again being applied in 2019/20. Key elements include:
  - ◆ continued use of MORAGAA (Moray, Red, Amber, Green, Attendance and Achievement) reports to monitor attendance and student achievement data to identify areas of under-performance at both a course and student level;
  - ◆ improved processes have been put in place to ensure that the College gathers and maintains data throughout the learner journey, from application and enrolment through to in-year progress, success and destination;
  - ◆ feedback mechanisms described in the EREP 2017/18 are being used;
  - ◆ for 2018/19, all curriculum and support areas carried out self-evaluations which were subject to scrutiny by the Quality team and subsequently approved at Endorsement Board meetings;
  - ◆ following feedback from staff and students as part of the 2018/19 quality review the College worked with Sparqs (Student Partnerships in Quality Scotland) to develop an amended Enhancement Framework with questions presented in plain English. This new enhancement framework now forms the basis for learning and support committee meetings and has been well received by Sparqs who have highlighted it as good practice; and
  - ◆ additional support has been put in place to support students and staff in order to improve performance, including: additional pastoral care, strengthened student disciplinary procedures for poor attendance, creation of the new Learning Coach role to support curriculum teams and working with colleagues from other University of the Highlands & Islands (UHI) colleges to provide external valuation of programmes.
- The College is predicting an overall achievement success for full time further education students of over 70% for the current academic year, meeting the target set in the Regional Outcome Agreement and the highest rate ever achieved by the College.
- College management have reacted positively to develop alternative mechanisms to fill the information gap created by the delays in the Dashboard Project and these interventions have had a significant impact in improving attainment within the College. We recognise that these delays have been outwith the control of College management.
- The College is making progress with all actions included in the EREP 2017/18, although two actions remain outstanding as noted below. However, we recognise that one of these actions was always intended to cross over into academic year 2020/21 and the other action is outwith the control of the College.

#### Weaknesses

- In internal audit report 2019/03 we noted that staff would benefit from having access to real-time information to enable curriculum teams to pro-actively monitor both student and programme performance. We previously noted that the development of a new database reporting tool was being progressed as part of a wider UHI project and aspects of this would be available for the start of the 2019/20 session. The tool was to be designed to give staff access to near real-time data in a range of performance areas, covering attendance, retention, and achievement. Through discussion with the Director of Learning & Teaching we noted that the UHI database reporting tool project stalled in 2019 due to staff changes within the UHI partnership. This has now been superseded by a new Dashboard Project with the technical elements currently being progressed by Executive Office at UHI. We understand that the dashboard is intended to be launched during the 2020/21 academic year. To address the gaps in access to performance data the Senior Leadership Team (SLT) has widened access to the management performance data to curriculum teams.

## Quality Assurance and Improvement

### Weaknesses (Continued)

- An update on progress on the Enhancement Plan, as at June 2020, showed that six of the eight actions had been completed. The remaining two actions either cross over into academic year 2020/21 or are dependent on initiatives being taken forward at a regional level by UHI and are expected to be completed in academic year 2020/21. Follow-up with the EREP will be formally reported to the Board in October 2020.

### Acknowledgements

We would like to take this opportunity to thank the staff at the College who helped us during our audit visit.

# Main Findings

### Objective 1: The College's quality procedures are being adhered to in key areas.

From discussion with the Director of Learning & Teaching and review of the College's quality procedures and supporting documents we confirmed that the College's Quality Cycle was fully implemented in academic year 2018/19, and has again been applied for the 2019/20 session, including:

- **Using data to identify course performance issues and to inform self-evaluation:** the College management and curriculum teams regularly review MORAGAA (Moray, Red, Amber, Green, Attendance and Achievement) reports to monitor attendance and student achievement data in order to identify areas of under-performance at both a course and student level. In internal audit report 2019/03 we noted that staff would benefit from having access to real-time information to enable curriculum teams to monitor the current position and to be more responsive to any identified issues. We previously noted that the development of a new database reporting tool was being progressed as part of a wider University of the Highlands & Islands (UHI) project and aspects of this would be available for the start of the 2019/20 session. The tool was to be designed to give staff access to near real-time data in a range of performance areas, covering attendance, retention, and achievement. Through discussion with the Director of Learning & Teaching we noted that the UHI database reporting tool project stalled in 2019 due to staff changes within the UHI partnership. This has now been superseded by a new Dashboard Project with the technical elements currently being progressed by Executive Office at UHI. Senior members of staff at the College, including members of the Senior Leadership Team (SLT), are involved in providing input on the technical and user specifications for the dashboard. We understand that the dashboard is intended to be launched during the 2020-21 academic year. To address the gaps in access to performance data the SLT has widened access to the performance data reported to management to curriculum teams. We recognise that these delays have been outwith the control of College management
- **Data recording:** improved processes have been put in place to ensure that the College gathers and maintains data throughout the learner journey, from application and enrolment through to in-year progress, success, and destination. These processes have also been designed to ensure that staff have improved access to this data.
- **Gathering feedback:** feedback mechanisms described in the Evaluative Report and Enhancement Plan (EREP) 2017/18, such as student and staff satisfaction surveys, focus groups, Curriculum (and support) Committee Meetings, employer and industry liaison and class representative meetings are being used.

## Quality Assurance and Improvement

### Objective 1: The College's quality procedures are being adhered to in key areas (continued).

- **Evaluation of learning and teaching:** in 2018/19 the College participated in a UHI pilot of a new Learning and Teaching Review as part of a regional approach to harmonising quality enhancement. For 2018/19, the College reported that all curriculum and support areas carried out self-evaluations, which were subject to scrutiny by the Quality team and subsequently approved at Endorsement Board meetings.
- **Self-evaluation of curriculum and support areas:** as part of this review we confirmed that the College's quality cycle had been applied in 2018/19 for a sample of curriculum and support teams. This included, curriculum and support teams producing a self-evaluation summary report which covered specific prompts across seven of the Quality Indicators in the How Good Is Our College? (HGIOC?) Framework. Questions included in the self-evaluation summary reports were in line with the requirements set out by Education Scotland and the SFC. EREPs were then produced by the relevant teams and graded for each curriculum and support area and presented for discussion by the Endorsement Board. For a sample of curriculum and support teams we obtained evidence that the Endorsement Board had assessed and signed off enhancement plans, including endorsing a grade for each area. The 2018/19 end of year quality review identified that the HGIOC? framework questions were not fully understood by all staff and students. Following feedback, the College worked with Sparqs (Student Partnerships in Quality Scotland) to develop an amended Enhancement Framework with questions presented in plain English. This new enhancement framework now forms the basis for learning and support committee meetings and has been well received by Sparqs who have highlighted it as good practice.
- **Additional support:** In October 2019, a new Learning Coach role was created to support evaluation, enhancement, and teacher professional development. The role is wide reaching and works across curriculum teams involving class observations and review of course delivery plans. The post holder also works with the Quality Officer to develop ways to improve student satisfaction levels. The role is used as an intervention tool where course performance indicators identify a drop in performance. Additional pastoral care has been provided for students and a more robust disciplinary procedure implemented for students identified as having poor attendance, which includes new Attendance Agreements put in place to address poor performance. This approach has contributed to an increase in student retention in academic year 2019/20.

Critical friend review: the College has invited staff from other UHI partnership colleges to undertake an externally facilitated review of underperforming courses.

Following the pilot scheme in which the College participated, the UHI partnership has committed to the development of standard quality management practice in further education that aims to bring consistency in both regional quality assurance and quality enhancement approaches. Initiatives that will be delivered during the period of the current UHI Regional Outcome Agreement (ROA) include the development of a single policy environment for further education, the harmonisation of quality management processes and the development of regional enhancement strategies.

In June 2020, the College was predicting an overall achievement success for full-time further education students of over 70%, meeting the target set in the ROA and the highest rate ever achieved by the College.

## Quality Assurance and Improvement

### **Objective 2: Progress is being made with implementation of the actions identified on the College's Enhancement Plan.**

Supplementary Guidance for College Evaluative Reports and Enhancement Plans was published by the Scottish Funding Council (SFC) for academic year 2017/18 which required the College to produce an updated EREP. The 2017/18 Enhancement Plan is a three-year rolling plan, covering academic years 2018/19 to 2020/21.

As 2018/19 was an interim year between EREP submissions to Education Scotland, there was no formal requirement for the College to complete a comprehensive EREP. However, following an improvement in the College performance data for full-time further education in 2017/18 the SLT took the decision to undertake an internal evaluation against the Enhancement Plan. An internal update was reported to the College Board in October 2019, which was attended by Education Scotland, who subsequently endorsed the findings. Rather than identifying areas for improvement, updates were given on activity undertaken to address those actions previously identified in 2017/18 and as such no new Enhancement Plan was developed.

For 2019/20 the EREP now forms part of the ROA process. The annual EREP for the College is now set within the regional context, with performance monitoring based on the College's contribution to the regional strategies. The College provides a summary of its ROA and other quality performance metrics to the UHI Regional Strategy Committee which in turn reports to the SFC on the regional position regarding the ROA. An Education Scotland interim visit to review progress made by the College in implementation of the Enhancement Plan was scheduled for March 2020, however this was postponed due to the Covid-19 lockdown.

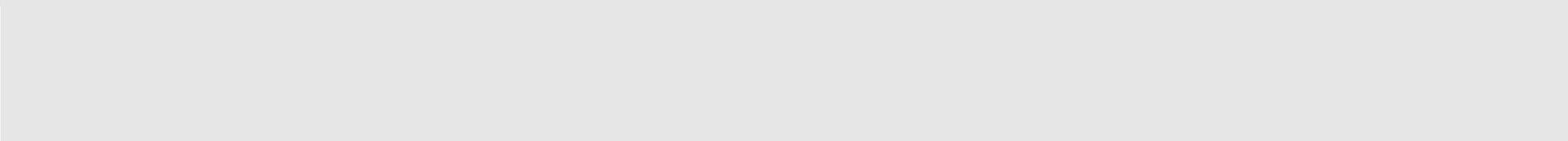
The actions from the EREP 2017/18 which remained outstanding at the start of the 2019/20 academic year have been incorporated within the College Operational Plan for 2019/20 and these have been formally monitored and reported to the SLT on a monthly basis. This has been supplemented by regular informal discussion of the Operational Plan between the SLT and other senior managers.

Progress made with the outstanding EREP 2017/18 actions, as reported to the Board in October 2019, was discussed with the Director of Learning & Teaching and records of progress made with the Operational Plan were reviewed. As reported to the Board in October 2019, six of the eight actions included in the Enhancement Plan were in progress or incomplete. An update on progress on the Enhancement Plan in June 2020 was obtained which showed that six of the eight actions had been completed. The remaining two actions include:

- Develop a set of behaviours which underpin the College CORE Values and roll these out to all staff, particularly in relation to communication. Implement and review the management restructure, to ascertain impact. Working groups have been set up to address key themes, with SMART objectives agreed for implementation in 2020/21; and
- Identify requirements for data sharing and ensure relevant data is accessible by course teams to supplement attainment and progress monitoring activity through the Quality Cycle and Regional Attainment Strategy. This is currently in progress and dependent on an initiative being taken forward at a regional level by UHI and is expected to be completed in academic year 2020/21.

Follow-up with the EREP will be formally reported to the Board in October 2020. However, we recognise that one of the remaining actions was planned for completion during academic year 2020/21 and the remaining action is dependant on work being progressed at a regional level.

**Quality Assurance and Improvement**



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**Agenda Item Reference:**

|  |   |  |                      |   |
|--|---|--|----------------------|---|
| <b>Title of Paper:</b>   | Appeals Overview – 2019-20  |  |                      |   |
| <b>To Committee:</b>   | LTQ   |  |                      |   |
| <b>Subject:</b>  | Academic appeals for both FE and HE received and processed  |  |                      |   |
| <b>Version number and date:</b>  | 4 <sup>th</sup> November 20   |  |                      |   |
| <b>Brief summary of the paper:</b>   | A breakdown of the appeals received from students pertaining to Academic Year 2019-20 including the reason for the appeals and associated outcomes. Going forward, this will be reported annually at each November meeting of LTQ and will include a comparison from the previous year(s). Please note this does not include appeals against the results of the SQA Higher/National 5 awards which are dealt with separately. |  |                      |   |
| <b>Recommendations:</b>  | NA  |  |                      |   |
| <b>Action requested/decision required:</b>   | For discussion.   |  |                      |   |
| <b>Status: (please tick ✓)</b>   | <b>Reserved:</b>  |  | <b>Non-reserved:</b> | ✓ |
| <b>Date paper prepared:</b>  | 4 <sup>th</sup> November 20   |  |                      |   |
| <b>Date of committee meeting:</b>  | 10 <sup>th</sup> November 20  |  |                      |   |
| <b>Author:</b>   | Jacqui Melrose  |  |                      |   |
| <b>Link with strategy:</b><br>Please highlight how the paper links to, or assists with:<br>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> | Any lessons learned from appeals which have been upheld may assist with changes to process/procedure etc if required  |  |                      |   |
| <b>Equality and diversity implications:</b>  |   |  |                      |   |
| <b>Resource implications:</b><br><i>(If yes, please provide detail)</i>  | NA  |  |                      |   |
| <b>Risk implications:</b><br><i>(If yes, please provide detail)</i>  | NA  |  |                      |   |

## Appeals Overview - 2019-20

The following tables provide information regarding appeals relating to session 2019-20.

This includes appeals against decisions made in respect of applications received for 19/20 as well as appeals against results for the same period, hence the reason why some of the receipt dates are outwith the dates normally associated with an academic year.

The first table provides a general overview and the second and third tables provide further detail including Course Areas and specific reasons for the appeals.

This is the first year we have fully recorded this information and as such have no previous data to make a comparison with regard to numbers etc, however this is something which will be done on an annual basis going forward.

### General Overview

| Month/Year    | FE       | HE       | Reason for Appeal    |                   |           |          | Appeal Decision |            |          |
|---------------|----------|----------|----------------------|-------------------|-----------|----------|-----------------|------------|----------|
|               |          |          | Application rejected | Failed to achieve | Withdrawn | Other    | Upheld          | Not Upheld | Other    |
| July 19       | 1        |          | 1                    |                   |           |          |                 | 1          |          |
| August 19     | 1        | 1        | 2                    |                   |           |          |                 | 2          |          |
| January 20    | 1        |          | 1                    |                   |           |          |                 | 1          |          |
| March 20      | 1        |          |                      |                   | 1         |          |                 | 1          |          |
| June 20       | 4        |          |                      | 2                 | 1         | 1        | 2               |            | 2        |
| July 20       |          | 1        |                      | 1                 |           |          |                 | 1          |          |
| September 20  | 1        |          |                      |                   |           | 1        |                 | 1          |          |
| October 20    |          | 1        |                      | 1                 |           |          |                 |            | 1        |
| <b>TOTALS</b> | <b>9</b> | <b>3</b> | <b>4</b>             | <b>4</b>          | <b>2</b>  | <b>2</b> | <b>2</b>        | <b>7</b>   | <b>3</b> |

### FE Course Appeals

| Course Name                                 | No of Appeals | Reason for Appeal                  | Upheld   | Not upheld | Other              |
|---|---------------|------------------------------------|----------|------------|--------------------|
| NQ Built Environment L5                     | 3             | Course application rejected        |          | X          |                    |
|   |               | Failed unit but not informed       | X        |            |                    |
|   |               | Failed to achieve required credits |          |            | Appeal unsupported |
| NQ Digital Media L5                         | 1             | Failed to achieve required credits |          |            | Appeal unsupported |
| Childcare and Men in Practice               | 1             | Course application rejected        |          | X          |                    |
| NQ Health & Social Care L6                  | 1             | Course application rejected        |          | X          |                    |
| NQ Access to Engineering L4                 | 1             | Downgraded to College Certificate  |          | X          |                    |
| NQ Introduction to Engineering SCQF L4      | 1             | Withdrawn from course              |          | X          |                    |
| NQ Horticulture - Landscaping (incl L3 SVQ) | 1             | Withdrawn from course              |          | X          |                    |
| <b>TOTALS</b>                               | <b>9</b>      |                                    | <b>1</b> | <b>6</b>   | <b>2</b>           |

## HE Course Appeals

| Course Name               | No of Appeals | Reason for Appeal                  | Upheld   | Not upheld | Other   |
|---------------------------|---------------|------------------------------------|----------|------------|---|
| HNC Care & Admin Practice | 2             | Course application rejected        |          | X          |   |
|                           |               | Failed to achieve required credits |          |            | Student invited to resubmit, following the formal appeals process |
| HND Accounting            | 1             | Failed unit(s)                     |          | X          |   |
|                           |               |                                    |          |            |   |
| <b>TOTALS</b>             | <b>3</b>      |                                    | <b>0</b> | <b>2</b>   | <b>1</b>  |

Jacqui Melrose  
4<sup>th</sup> November 2020