

UHI Millennium Institute

Committee	Executive Board
Subject	Curriculum for the 21 st Century (C21C) Framework
Action requested	<ul style="list-style-type: none"> ○ For information only ● For discussion ○ For recommendation ○ For approval
Brief summary of the paper	The paper is a framework of 5 proposals designed to make better use of the opportunities presented by increased network delivery.
Resource implications (If yes, please provide detail)	Yes, the paper discusses changes in funding and operation which will have implications for resources.
Risk implications (If yes, please provide detail)	Yes, failure to adequately address the issues discussed in the paper will have implications for the sustainability of UHI's curriculum.
Date paper prepared	13 th August 2010
Date of committee meeting	26 th August 2010
Author	Gary Campbell
Link with strategy Please highlight how the paper links to, or assists with: <ul style="list-style-type: none"> ● strategic plan/enabler ● other activity (e.g. new opportunity) – please provide further information. 	The content of this paper directly relates to the strategic plan and the relevant enablers: RLT1, RLT2, RLT3
Equality and diversity	No
Status (e.g. confidential)	
Freedom of Information Can this paper be included in "open" business? *	Yes
Consultation How has consultation with partners been carried out? (Summary of response should be included in the paper)	<ul style="list-style-type: none"> ● This paper is based on the work of a short-life working group which included senior management representatives from five academic partners. ● The SLWG was working to the remit of the special EB of 15th April 2010 which had representation from all APs.

Preamble

Curriculum for the 21st Century: A Framework

This paper consists of five proposals which result from the work of the Curriculum for the 21st Century Short-Life Working Group who met six times during the summer of 2010. The detailed remit of this group came from the UHI Executive Board (EB) but may be summarised as:

To develop a framework to enable greater levels of networked delivery in order to enhance the student experience and increase the sustainability of the curriculum.

The five proposals cover the following aspects.

1. Revised curriculum architecture (undergraduate)
2. Allocation of networked modules and units
3. Networked student support
4. Networked timetabling
5. Revised internal funding mechanism

The framework represents an evolution of the existing situation while paving the way for future developments. The rapidly changing environment in which higher education institutions are operating dictates that such changes, while remaining incremental, cannot be slow. A recurring theme throughout the work of the Short Life Working Group was that of trying to balance the need to move quickly with the enhancement of the student experience and the development of staff and systems. The implementation of this framework will require the cooperation of academic, managerial and support staff who in turn will require appropriate staff development.

This paper is a framework for continued development of the aims of the C21C initiative and as such there is much detailed work still to be done as defined in the paper. This work will be carried out by various groups within the overall context of the framework as there is a great deal of interdependency between the various proposals. The one page synopsis and the timeline (appendices 7 and 6 respectively) are designed to help communicate the wider perspective to staff who may otherwise feel that they are working on a specific problem in isolation. The communication of the framework as a whole and the progress of the individual elements are important and documentation, briefing sessions, FAQs will be made available to all staff.

The C21C short-life working group was a highly effective policy development vehicle. It consisted of the senior managers from four Academic Partners together with the Deans and was supplemented by specialist staff depending on the topic under discussion (appendix 4). It is proposed that this group continue to provide an ad-hoc internal stakeholders group for the C21C initiative.

This framework is commended to Executive Board as a way to progress the aims of the C21C initiative and thus the strategic aims of UHI.

CURRICULUM FOR THE 21ST CENTURY

Action: Executive board is asked to discuss the C21C framework.

- Proposal 1 will go to Academic Council 23rd September.
- Proposal 4 will be discussed at An Comann
- The remaining proposals will be worked on by the parties listed in the document. Detailed models of the implications and implementation will be brought to EB on or before the 24th March 2011.

Outline rationale for C21C

This paper will not cover the discussions of previous EB meetings but there follows a brief outline of the rationale and aims of the C21C initiative which are:

- (i) **Enhancement** of the student experience [[UHI strategic aim 2](#)] via the concentration of resources, shared development, wider access, a broader range of approaches to learning and greater consistency / equivalence across the network.
- (ii) Increased **sustainability** of UHI's curriculum and delivery [[UHI strategic aim 5](#)] via increased co-operation in the development and delivery of a networked curriculum.

There will be other consequences such as greater flexibility in location and time of access to our programmes [[UHI strategic aim 4](#)] but **enhancement** and **sustainability** are the primary drivers and goals for C21C. The former will be judged a success if the relevant performance indicators: student satisfaction, retention and achievement rates increase. Increased sustainability might best be judged by a decrease in the total number of hours required to develop and deliver the UHI curriculum while achieving the enhancement outlined above.

The two elements required to achieve fully the aims of C21C are the enhanced use of blended learning and a framework to support greater levels of networked delivery. Enhanced use of blended learning will require continued staff development, the adoption of agreed materials standards and careful selection of a focused and supported "palate" of methods and tools. These are not the subject of this paper which focuses on development of the framework for networked delivery. Another element not discussed in this paper is that of programme leadership. This aspect will be the subject of a proposal from the Faculties in the light of the Faculty restructuring and appointment of the full-time Subject Network Leaders.

It should be noted that C21C as expressed in this document is not an endpoint in itself but rather the starting point for further opportunities such as using a more flexible curriculum for wider geographical access (within and beyond the region), greater work-based education, more direct HE / school activity and greater levels of personalisation for the learner. In short, what is a necessity driven by the need for sustainability is also a key development for fulfilling our mission.

Background

In April of 2010 Executive Board (EB) endorsed the aim and overall approach of the Curriculum for the 21st Century (C21C) initiative i.e. to promote enhancement of the student experience and curriculum efficiency through greater levels of networked delivery and use of blended learning: “A considered approach that selects from a range of e-learning technologies and traditional face-to-face methods to facilitate student engagement, develop independent learners and enhance the learning experience”.¹ Furthermore it delegated the task of creating a framework of measures, policies and agreements to support this aim to a short-life working group (SLWG).

The core members of this group were four senior representatives (Vice-Principal level) from academic partners (AP) and the four Deans of Faculty. This core was supplemented by staff with expertise in the aspect being discussed at any particular meeting. EB gave the SLWG a remit to consider each of the aspects of the C21C framework listed below.

1. Revised curriculum architecture (undergraduate)
2. Allocation of networked modules and units
3. Networked student support
4. Networked timetabling
5. Revised Internal Funding Mechanism

The SLWG (full membership list appendix 5) met 6 times between 28th April and 26th July 2010 supplemented by electronic discussion and with drafts circulated. This paper represents the proposals which emerged from the working group. This paper does not contain all of the answers to the detailed questions which will inevitably emerge during the planning and implementation stages but it does provide a framework and timeline for the process. A message which was reiterated throughout the course of these meetings was the need for change which was **incremental but not slow**. This paper endeavours to put this premise into practice.

¹ Definition agreed by Academic Council
C21C Framework G.S. Campbell Aug 2010

<i>Proposal</i>	<i>1. Revised curriculum architecture (undergraduate)</i>
Synopsis	<ol style="list-style-type: none"> i. Curriculum based on a revised definition of a scheme which will include SQA HNs and degrees ii. Each scheme to operate within agreed limits for the mean students per module/unit metric Mean Aggregate Class-size (MAC). iii. Each scheme to demonstrate: progression opportunities, student choice and most efficient use of unit / modules. iv. A planned move to 20 credit modules for all undergraduate degrees beginning the academic year 2012-13.
Links to strategic objectives	1, 3, 8,12,13 and 17
Timing of implementation	(i), (ii) and (iii) start of academic year 2011/12 (iv) start of academic year 2012/13
Next steps	<ul style="list-style-type: none"> • Academic Council to consider proposal. • Faculties to work with APs via SN to develop scheme-based curriculum. • MAC models to be created based on these schemes and targets (and tolerances) to be agreed by APC. • Detailed planning for 20 credit move to begin.

Gaining taught degree awarding powers (tDAP) has given UHI the opportunity not only to develop new programmes of study, but also to remodel its programme structure to make it more flexible, more open to rapid change, more financially sustainable and more accessible to students across the partnership. In the main, UHI's undergraduate curriculum architecture cannot be based around largely prescribed programmes of study as this does not adequately promote sustainable class size and realistic staff-student ratios, nor does it promote networking of delivery.

UHI's curriculum has evolved into a mixture of SQA, undergraduate and taught post-graduate provision combined with a lesser but increasing element of CPD and professional awards. The breadth of this provision is a function of UHI's desire for a curriculum appropriate for a university and Academic Partner (AP) responses to market demand. With some notable exceptions, the majority of the curriculum is delivered by face-to-face delivery with much duplication across the UHI partnership. This duplication manifests itself both in terms of the delivery of similar modules and programmes and in the parallel delivery of the same module or unit by different lecturers. The former situation represents a degree of internal competition and the latter (at least where networked delivery is appropriate) represents a degree of inefficiency. Increased networking has the potential for greater efficiency and equivalence of experience.

To address these and related issues, UHI requires a curriculum framework or architecture (undergraduate) which fulfils the following criteria:

- Is inclusive of SQA and UHI modules, units, programmes and awards.
- Facilitates and encourages the networking² of modules and units
- Minimises duplication of delivery
- Provides explicit internal progression opportunities wherever possible
- Supports a balance between specific and contextualised content
- Promotes opportunities for students to enhance their employability
- Provides a framework for the sustainable use of resources

From a student's perspective the advantages of a curriculum architecture of this nature include: clearer articulation routes, better resourced modules and units, exposure to a broader range of lecturers and students and access to options/electives which are more likely to run. The proposals presented here represent a necessary first step to further curriculum review which will inevitably follow. They aim to provide a manageable change to produce the required increases in sustainability in the shortest possible time.

(i) Scheme: a coherent group of programmes and awards which share a common subject theme. The characteristics of a scheme:

- Schemes will be characterised by subject coherence and articulation opportunities.
- A scheme can consist of any combination of SQA and UHI awards where this is consistent with the scheme definition.
- A scheme will consist of SCQF levels 7 to 11 (with recognition and articulation from SCQF level 6 and cognisance of relevant areas of UHI research activity)
- Schemes will be the primary level of focus of curriculum planning.
- There will be maximum sharing of units and modules within a scheme as is consistent with programme integrity and professional requirements.
- There will be an appropriate level of sharing of units and modules between schemes as is consistent with programme integrity and professional requirements.
- Each module and unit will have a "home" scheme which in the case of modules will coincide with the Tier 1 Exam Board designations.
- Schemes will also act as a focus for shared assessment practices e.g. common graded units (projects and exams) for all APs offering the same group award and collaborative unit assessment creation, implementation and internal verification.

² Networking in this context refers to both hard and soft networking (see glossary)

Example of a scheme:

The Engineering Scheme encompasses several HNCs, two HNDs and two degrees. The HNCs are themselves articulation routes from relevant FE programmes of study. There will be articulation to an MSc programme in another scheme and there is recognition that there is research activity in aspects of renewable energy within UHI which overlap with themes in certain of the undergraduate awards.

The operation of the revised curriculum architecture is based on a dynamic equilibrium between the two elements described below.

- a) Each named award must meet the reasonable requirements of its identified market(s) & any associated professional or external accrediting bodies.
- b) Each scheme needs to operate within the agreed mean aggregate class-size tolerances.

This equilibrium will be determined at a scheme level by the relevant Subject Network and appropriate Academic Partner managers. Of the two, (b) is relatively simple to calculate using the method described below and (a) is slightly more subjective but will be determined by working through a set of criteria for each named award.

(ii) Mean aggregate class-size

The Mean aggregate class-size (MAC) is a way of ensuring efficient use of modules and units but is flexible enough to support a mixed economy of HN units and degree modules. The MAC is calculated by dividing the student FTE for a scheme by the number of modules and units used in that scheme. This number is then multiplied by 8 in the case of degrees and 15 in the case of SQA awards to give a mean class size for the scheme as a whole.

For example a simple scheme with two degrees which share half of their modules with 150 full-time students between them across all four years.

$$\frac{\text{Total students (150)}}{\text{Total modules (48)}} \times \text{number of modules a FT student takes in a year (8)} = \text{MAC (25)}$$

When (as will be the case with most schemes) the scheme consists of a mixture of SQA and UHI awards, the calculation should be performed on each type of award (SQA and UHI) separately and then combined to give the scheme MAC.

Another example is given below for the Land and Sea-based Industries Subject Network if it were to be translated into a scheme.

Land & Sea-based Industries		
SCQF 7	SCQF 8	SCQF 9
Arboriculture and Urban Forestry HNC	Arboriculture and Urban Forestry HND	Sustainable Forest Management BSc
11 Credits and 13 FTEs	24 Credits and 14 FTEs	10 Modules and 16 FTEs
Forestry HNC	Forestry HND	
12 Credits and 11 FTEs	27 Credits and 40 FTEs	
Countryside & Environmental Management HNC	Countryside Management HND	
12 Credits and 12 FTEs	20 Credits and 17 FTEs	
Equine Studies HNC	Equine Studies HND	
14 Credits and 70 FTEs	16 Credits and 17 FTEs	
Gamekeeping with Wildlife Management HNC		
9 Credits and 20 FTEs		
Horticulture HNC		
13 Credits and 23 FTEs		

Table 1: Land and Sea-Based Industries “Scheme”

SQA

1. There are a total of 158 SQA Credits being used to teach 237 FTEs.
2. 237 divided by 158 is 1.5
3. 1.5 multiplied by 15 (number of SQA credits a full-time HN student should achieve in a year) is 22.5 which is the mean class-size for the SQA awards in this scheme.

Degree

1. There are a total of 10 UHI modules being used to teach 16 FTEs
2. 16 divided by 10 is 1.6
3. 1.6 multiplied by 8 (number of modules a full-time degree student should achieve in a year) is 12.8 which is the mean class-size for the UHI awards in this scheme.

The weighted mean (by contribution of FTEs) of these two numbers (the MAC) is 21.8.

NB Only modules and units which are part of a scheme i.e. they would go to that scheme's Tier 1 Exam Board are counted in the MAC calculation. Modules or units which have a different Tier

1 Exam Board i.e. electives, widely shared and generic modules / units would not be counted in the MAC calculation.

The target MACs and the tolerance range (perhaps using a red, amber and green approach) will be reviewed annually by APC. The MAC could also be used by APS during the scrutiny of AD1 documents relating to proposed new provision and would also be a consideration for validation panels. It would be the SN's responsibility to monitor this PI, investigate amber and red occurrences and suggest appropriate remedial action.

Implementation

Initially, each unit, module, programme and award will be allocated to a scheme and be mapped using the MAC formula by the relevant Faculty and presented as a starting point to the Subject Network Planning Groups (SNPG) during the autumn of 2010 (HN) and winter of 2010/11. The SNPG will consist of the SNL, Faculty Dean, AP managers at the appropriate level, and Faculty Officer, with advice as required from programme leaders. Meeting the MAC is a key target for a scheme and the relevant Subject Network Leader.

NB This process will represent the first stage of a move to greater networking. This first stage will seek to concentrate resources through module and unit rationalisation.

The MAC will be calculated using the method described above and this will give an indication of how close or far the scheme is to operating within the agreed MAC range. The options for a SNPG to improve the MAC of a scheme include:

- a. Removing programmes or awards which have poor student: module/unit ratios
- b. Increasing the amount of module / unit sharing which takes place within the scheme.
- c. Decrease the total number of non-mandatory modules / units across UHI by agreeing on those to be offered.
- d. Increasing the number of modules (and in rare circumstances SQA units) which are imported into the scheme from another scheme
- e. Where funding rules or self-supporting students allow, increasing the number of students registered on the scheme.

Actions a, b and c might have to be implemented via UHI modification, re-validation or withdrawal processes.

Timing

The initial process will be carried out in autumn 2010 to allow the logistics and timetabling of resulting modification events to be assessed. This would also deliver an appropriate starting point for the module/unit allocation (Proposal 2) and networking modelling (Proposal 5) to take place before the end of calendar year 2010. The timescale for the implementation of many of the changes resulting from these planning processes is likely to be academic year 2011/12.

(iii) Scheme and programme guidelines

The proposal for revised curriculum architecture (undergraduate) is based largely on the curriculum architecture framework agreed by Academic Council (AC) on 25th June 2009. The revisions are aimed at increasing progression and retention rates, promoting student choice and at the same time making optimal use of the resources associated with unit and module delivery. The SLWG identified some key requirements for UHI for successfully delivering these changes.

General UHI considerations

- Development of clear student support packages (induction, introductory units / modules and other study support) particularly at SCQF level 7
- Standard UHI solutions to be developed to address FE to HN and HN to degree transitions (student support packages re study skills, exam techniques, research/independent learning skills)
- First year students should all have an experience of, and introduction to, blended learning.

The MAC targets provide a mechanism to improve the efficiency of module use but, in addition to meeting these, schemes will have to be constructed in such a way as to address criteria outlined below. It is recognised that appropriate flexibility is key to successful curriculum architecture. However any variance from these guidelines will have to be justified and justifiable and will be evaluated by Faculties and validation panels.

SQA Specific Guidelines

- Proposed provision will have to comply with the SQA framework(s).
- Schemes should make maximum use of common mandatory (core units) and maximum use of the same optional units.
- Schemes should make maximum use of common units across all APs delivering the same group award and in related group awards.
- The Faculties should ensure maximum use of generic units which occur in a number of HN frameworks e.g. personal effectiveness, project management, etc.
- In constructing a scheme, Faculties need to keep in mind the types of HNC student who study with UHI: employer sponsored part-time students who can only take 12 credits, students who want only a 15 credit HNC, students using the HNC to progress to a degree and students who do not start their studies believing that they could do a degree but want to continue once they have achieved their HNC.
- Schemes should optimise the use of units in HN awards which lead to shorter awards (e.g. PDA awards at levels 7 and 8 which are nested within current HN frameworks).
- In reviewing curriculum, Faculties and teams will consider the possibility of transforming SCQF level 8 SQA provision (HND) to a programme based on UHI modules. To be viable, any such degree or DipHE would have to retain a high level of subject specificity and employer engagement should be sought as appropriate.
- UHI should open a dialogue with SQA to consider greater sharing of key units (such as communication and study skills) across more / all UHI HNs once these units have been identified.

Degree Specific Guidelines

- **Programme core** are modules which must be taken in order to gain a named award i.e. mandatory within validated programme specification. All programme core modules are also part of the scheme option pool.
- **Scheme options** are modules which are part of the scheme to which the programme belongs and from which the student must select subject to timetabling constraints and individual module prerequisites. All modules will be allocated to a scheme which will also be the locus for the Tier 1 Exam Board.
- **Electives** are modules from any UHI programme from which the student is free to choose, subject to timetabling constraints and individual module prerequisites.
- All programmes will comply with the UHI regulations with regard to the requirement for the appropriate number of credits at the relevant SCQF levels.
- Within acceptable limits of module commonality, the more generic, “super”, modules should be common across as many schemes as possible e.g. dissertation, research skills or statistics, etc.
- Contextualisation methods such as using subject specific case studies and assessments for example should be used to retain specialisation as appropriate.
- As many programme core modules as possible should come from existing provision.
- SCQF levels 7 and 8 should each consist of no more than 45 programme core credits, with the remainder of credits coming from scheme options and Elective modules. NB to be reviewed at the point of the change to 20 modules.
- SCQF levels 9 and 10 should each consist of no more than 90 programme core credits, with the remainder of credits coming from scheme options. NB to be reviewed at the point of the change to 20 modules.

SCQF Level

	7	8	9	10
	15	15	15	15
	15	15	15	15
	15	15	15	15
	15	15	15	15
	15	15	15	15
	15	15	15	15
	15	15	15	15
Total Credits	120	120	120	120

 Programme core



Figure 1: Indicative Programme Structure for a Single Degree

- At SCQF levels 7 and 8, Joint degrees would consist of no more than 45 credits from subject 1 programme core modules and no more than 45 credits from subject 2 programme core modules, with the remainder of credits coming from scheme options and Elective modules.
- At SCQF levels 9 and 10, Joint degrees would consist of no more than 45 credits from subject 1 programme core modules and no more than 30 credits from subject 2 programme core modules, with the remainder of credits coming from scheme options. The latter can be from either scheme when the programmes come from different schemes.

In all cases, completion of year 1 would enable a student to exit with a Cert HE, and completion of Year 2 with a Dip HE. Cert/Dip HE

SCQF level

	7	8	9	10
	15	15	15	15
	15	15	15	15
	15	15	15	15
	15	15	15	15
	15	15	15	15
	15	15	15	15
	15	15	15	15
	15	15	15	15
Total Credits	120	120	120	120

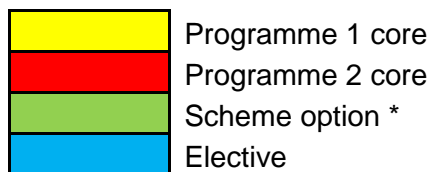


Figure 2: Indicative Programme Structure for a Joint Degree

*May be taken from either scheme in cases where the subjects are not co-located.

(iv) Move to 20 credit modules

The SLWG saw significant advantages in moving from 15 to 20 credit modules for the undergraduate degree programmes.

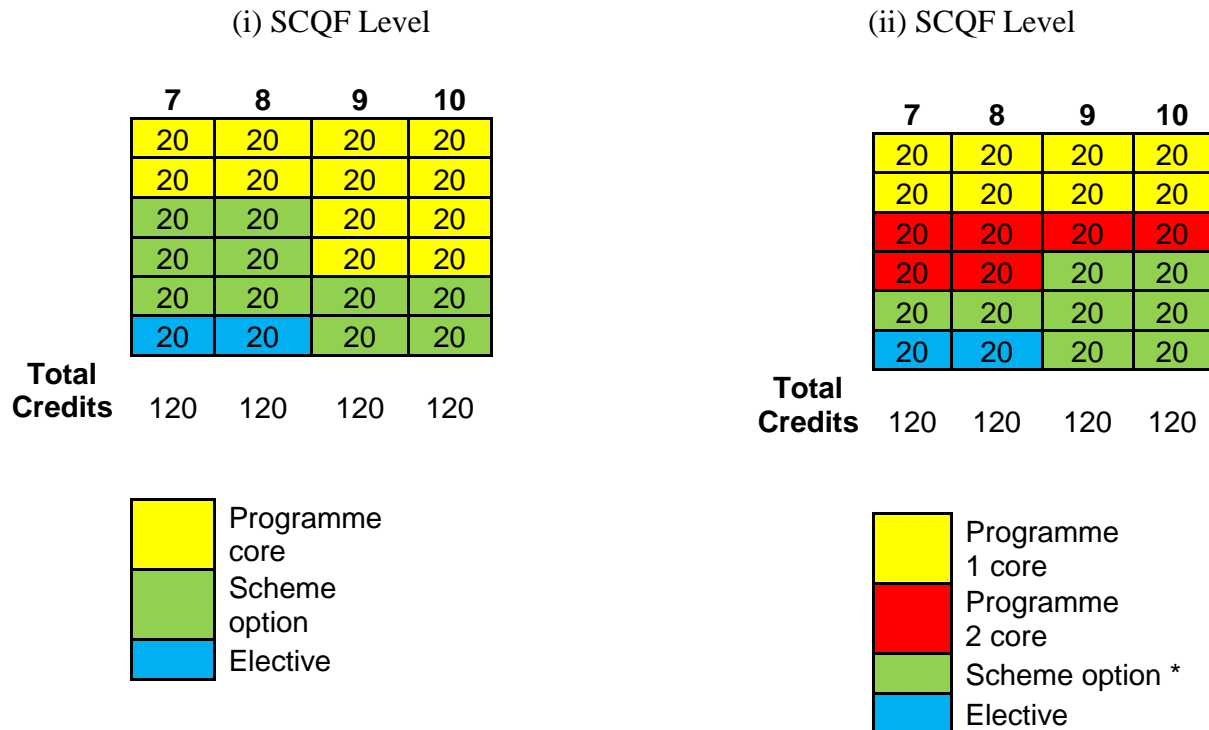
- A reduction in cost as it will mean delivering fewer modules in total.
- A better student experience as the resources available for module enhancement will be spread over fewer modules.
- The move will bring UHI into line with the majority of the UK sector thus creating more articulation opportunities for our students.
- Fewer modules would ease timetabling pressures.
- A reduction in the potential for excessive assessment workload.
- More time to develop learning throughout module and potentially gain a better understanding.

Such a move will have to be planned carefully with consideration given to transition arrangements and regulations. The proposal is that all of the non-SQA elements of UHI's undergraduate programmes would change to 20 credit modules from the start of the academic year 2012-2013. During the interim period, Faculties and APs would plan for the change. Methods for managing the change might include:

- Revalidations during the interim period being based on the 20 credit system with an extension for the current validation period for the interim. The 20 credit programme would come into effect from autumn 2012.

New "free standing" modules could be validated on the 20 credit system. There is still more work to do on the details of planning and regulatory changes but the move to 20 credit modules was seen by the SLWG as a very important development for UHI's sustainability, the student experience and enhancement of student opportunity.

Indicative single (i) and joint (ii) degree structure under a twenty credit module system



*May be taken from either scheme in cases where the subjects are not co-located.

Figures 3 & 4: Indicative single (i) and joint (ii) degree structure under a 20 credit module system

Note on the indicative programme structures

As discussed previously the UHI curriculum is a mixture of SQA and degree provision. As such any attempt to impose a rigid structure or “one size fits all” solution is inappropriate. The key target for a scheme is to achieve the appropriate MAC and to adhere as closely as possible to the guidelines outlined in this proposal. The indicative programme diagrams are not intended as a rigid blueprint for all programmes but simply illustrate one method of achieving the overall curriculum design aims.

Future curriculum architecture developments

As stated previously, these changes to curriculum structure, while being significant for UHI, are likely to be only the first steps on the road to the profound changes which will be required of the entire post compulsory education system. These changes are likely to include more work-based learning, awards by credit accumulation, HE learning in schools and the potential for carefully managed overseas delivery.

<i>Proposal</i>	<i>2.Allocation of networked modules and units</i>
Synopsis	<ul style="list-style-type: none"> i. Module / unit teams will consist of a leader and as many staff as are required to support delivery of both the distance and face to face elements. ii. Funding to be allocated to the module/unit leader for overall Q.A. and Blackboard operation with the remaining funding being distributed to delivering staff in proportion to their contribution. iii. Modules and units will be evaluated for the elements which can be offered by distance means without compromising the student experience. iv. Module and unit leadership will be allocated in an open manner against agreed criteria
Links to strategic objectives	8,11,12,13 and 17
Timing of implementation	(i) and(ii) to be approved by EB in August 2010. (iii) (iv) to be completed by Spring 2011.
Next steps	<ul style="list-style-type: none"> • Finalise Module Leader role, specifications, operating conditions and criteria for allocation. • Detailed planning work to be carried out by Faculties, HR working group and AP managers. • Detailed model to return to EB for approval / modification. • Faculties to work with APs via SN to implement approved / revised model.

Background

Historically modules and units were allocated on the basis of availability, the possession of subject knowledge and awareness of the vacancy, which owed more to serendipity and personal contacts than planning. More recently changes to the UHI regulations mean that when a degree module becomes “vacant” there is a process which is designed to alert all subject networks and then the decision of the module leadership rests with the Faculties. This process does not cover SQA units and with modules only occurs infrequently and on an ad-hoc basis when someone demits module leadership.

Changes required

UHI needs to improve the sustainability of its delivery and at the same time enhance the learner’s experience. As part of the C21C initiative it is necessary to revise the curriculum, as outlined in proposal 1, and to ensure that the module delivery teams are identified and appropriate both in SQA-based and UHI undergraduate programmes in order to:

- Enhance the student experience by concentrating material and staff development.

- Ensure consistency and equivalence across the UHI network.
- Create greater efficient delivery via reduction in parallel teaching.
- Extend the proven degree module leadership system to SQA provision.

The diagram below is a representation of the current and revised situations. Under current conditions, many tutors are teaching the same subjects in parallel and isolation from one another. The effort and fruits of material development are not shared and assessment and other practices are liable to be variable. In the revised situation, the module / unit leader can ensure that assessments, good practice, material development (effort and benefits) are shared. This leads to greater equivalence of experience and a concentration of development effort, good practice and an enhanced student experience. The reduction in duplicated effort and overall teaching hours increases the sustainability of the curriculum.

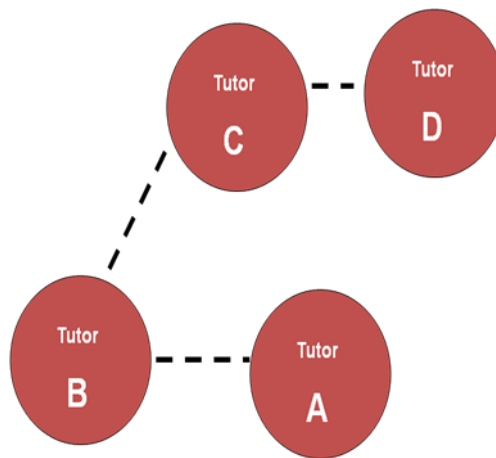


Figure 5 Current situation: tutors largely working in isolation in many cases.

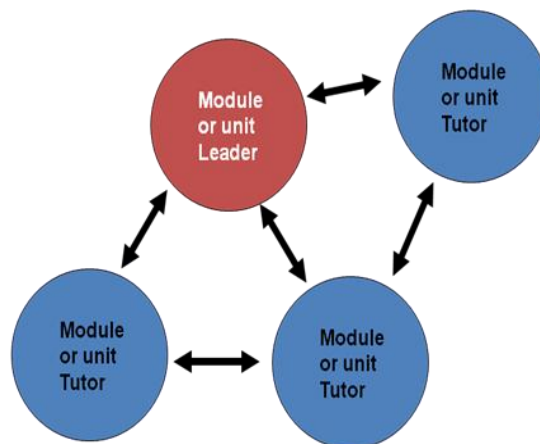


Figure 6: Revised situation- staff working more as a team to develop and deliver the curriculum

Achieving this requires a process to (re)allocate module & unit leaders and tutors which:

- Is fair and transparent to APs and individual staff.
- Takes full consideration of the role of the APs as employers of the academic staff involved in this process.
- Complies with employment legislation.
- Is administered by Subject Network Planning Groups (SNPG) consisting of SNLs and appropriate senior AP managers.
- Is applied to the entire curriculum as it is revised i.e. HNs for 2011/12 and degrees when moved to 20 credit modules by 2012/13.

The details for this process are not presented here but the overall timeline and milestones are outlined in table below.

Table 2:. Module / Unit Allocation Process

Step	Who	When
1.Map revised curriculum	Faculties	Autumn 2010
2.Extract student number / distribution data	L&T	Complete for group A
3.Collect approximate optimal delivery patterns	L&T	Complete for group A
4. Confirm process for this one-off criteria based allocation* and develop a module / unit leader person specification based on role (appendix 1)	Faculties and HR working group	Autumn 2010
5.Estimate teaching team requirements based on optimal delivery, student and AP numbers	Faculties & L&T	Winter 2010
6. APs to put forward staff to match the requirement identified in 5.**	AP managers	Winter 2010
7. Faculties / SNPG to allocate these roles using the information developed in steps 1 to 6 above.	SNPG	Winter 2010
8. Model the income and staffing implications for all APs of these allocations	Faculties & L&T	Winter 2010
9. Present model to EB for approval	Faculties and L&T	Spring 2011
9. Make adjustments / use transition funding as required?	SNPG	Spring 2011
10.Implement allocations for academic year 2011/12	Faculties & AP managers	Spring 2011

*In contradistinction with the faculty-based process as detailed in the UHI Standards and Regulations.

**This will be used to identify staff development requirements as derived from deficit mapping

The process will be applied to the curriculum as a whole over time but further development effort will generally be prioritised in the order shown below so as to maximise impact in terms of enhancement and sustainability.

1. Group A- HN programmes with large numbers of students and potential for networking.
2. Group B- degree programmes with large numbers of students and potential for networking.
3. Group C- HN and degree programmes with fewer students and/or less potential for networking.

All module and units will be allocated a leader but this does not mean that all will be networked. Some programmes will be largely unaffected by this process while others will be delivered in a much more networked and blended manner. The process outlined above is designed to identify and differentiate these two situations. Ongoing networking development i.e. support in moving to greater levels of blended learning will be focussed on the latter. As an example of this, the LEARN SDB funding and support will be directed at units identified initially by the Faculties as falling into Group A. The development of further areas of the curriculum will take place as strategic need and resource availability dictate.

The Faculties will in the autumn of 2010 work up detailed plans to enhance the networking of HN provision for 2011. It is anticipated that this work will be led by subject network leaders in conjunction with AP curriculum managers and will involve two main aspects. The first aspect is the development of a register of units for delivery in 2011-12. It is anticipated that the register will lead to a position where there is more commonality of curriculum across partners by securing enhanced parity of core and optional units within specific HN awards. The second aspect is the identification of core units for development of on-line materials for use in 2011-12 and beyond. It is anticipated that across the whole provision, available ESF funding will allow materials for approximately 70 units to be developed.

<i>Proposal</i>	<i>3.Networked student Support</i>
Synopsis	<p>(i) Every student will be allocated to a Home AP.</p> <p>(ii) Each student will be allocated to a Personal Academic Tutor (PAT) who will normally be employed by the Home AP.</p> <p>(iii) Each Home AP will have a Hosting manager who will be responsible for provision of the prescribed hosting services.</p>
Links to strategic objectives	8 and 17
Timing of implementation	(i),(ii) & (iii) will come into effect academic Yr 2011/12
Next steps	<ul style="list-style-type: none"> • C21C SLWG (plus others as detailed in paper) to finalise the roles, specifications, service levels and operating conditions of the Home AP, PAT and hosting Manager. • Hosting managers to be approved. • SITS to be set up to record the roles discussed in proposal.

Background

Students need to be insulated against any potential internal complexities of networking. From their perspective they need clear and simple support for their programme of study. At the moment much good work is done by AP staff in supporting students, but this work is carried out by staff with a range of titles and varying working situations. This proposal is designed to provide an agreed framework for networked student support and to simplify and clarify the often confused roles of enrolment and hosting.

The SLWG built upon existing agreed or developing role descriptions, such as Hosting Manager, to develop this framework. It is based upon a student having three main points of contact, other than teaching staff, each of whom will have clearly defined roles. The resourcing of these roles is discussed in proposal 5 *Revised Internal Funding Mechanism*. The proposal is summarised below and in Figure 7.

- Every student will be allocated to a **Home AP** who will enrol students on their programme of study, collect fees and provide the prescribed host services
- These hosting services will be the responsibility of a **Hosting Manager** (Appendix 2) who is provided by the Home AP.

- Each student will be allocated to a **Personal Academic Tutor** (PAT) who will normally be employed by the Home AP
- The PAT will provide agreed levels of support for that student throughout their programme of study.

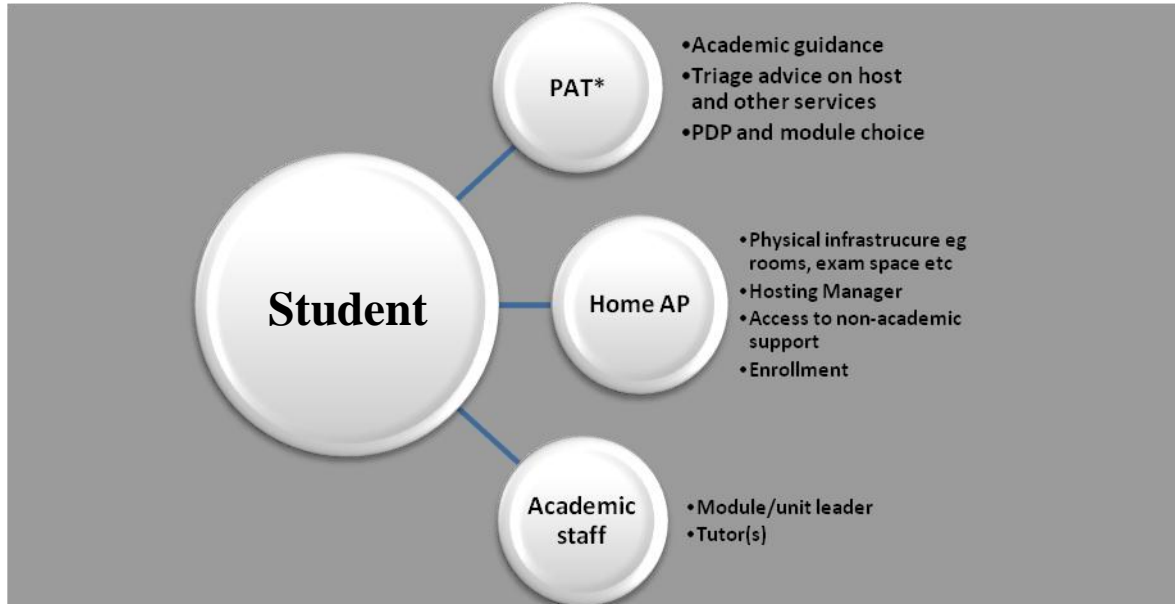


Figure 7: Points of contact for student support

*Personal Academic Tutor

Service agreements will be drawn up for these services to provide detail and a point of reference but an outline of each of these aspects is given below.

Home Academic Partner (Home AP) will....

- Be an Academic Partner of UHI.
- Enrol student on programme of study.
- Provide UHI and AP induction (supported by standard materials).
- Provide library, VC, and PC access.
- Provide non-academic support e.g. financial guidance, counselling, etc.
- Provide a Hosting Manager (see appendix 2).
- Provide rooms / labs / workshops, etc, as appropriate to programme, provide facilities for examination and assessment.
- Collect fees.
- Provide PAT in most cases.
- NB in some cases it may be more appropriate for the Home AP to sub-contract some or all of these services to a learning centre at a tariff to be agreed on across UHI.

- Where a student is not physically hosted by an AP, such as an online student based wholly outwith the UHI region, the designated Home AP will provide the student with equivalent host services remotely or by other means.

Personal Academic Tutor (PAT) will.....

- Provide module guidance and collect student module / unit choices in line with the timetable for this activity to be used to enrol students on their modules / units. N.B. it is anticipated that this may evolve into a shared service or be based on self-enrolment but initially the information will be passed on to the Home AP registry.
- Provide an agreed level of academic support (e.g. X minutes per student FTE per week) in line with relevant QAA codes of practice on student support.
- Run two meetings each academic year: an introductory session (which will discuss any module options) and an evaluation meeting later in the year. These may be conveniently run in groups, individually where appropriate and may make use of VC, telephone or web-based media. These meetings are in addition to participation in induction and ad-hoc requests from students which are part of the allocation discussed in the previous bullet point.
- Provide CPD guidance.
- Be allocated an amount of time by the Home AP to perform the role which is agreed across the UHI partnership i.e. X minutes per student FTE per week.
- Personal Academic Tutors will need to meet an agreed person specification with deficits being addressed by staff development.
- The PAT role will be based largely on that of the PAT (approved by the Learning, Teaching and Quality Committee on 17 March 2010) with appropriate modifications to fit in with the wider C21C framework.

Further work

1. The service agreement which details the requirements for the Home AP together with the person specification, role details and agreements on standard time allocation for the PAT will have to be finalised. It is suggested that this is best carried out by a SLWG which includes the Head of Lifelong Learning, Student Support and Development and the HR working group discussed in Proposal 2, with input from the members of the C21C SLWG.
2. The Lifelong Learning Team and the Learning and Teaching team will have to coordinate the development and wide availability of shared induction and study support materials. These will be used to support and supplement the work of the support staff discussed in this proposal.
3. SITS will have to be configured (and staff trained) to record the roles as discussed above.

<i>Proposal</i>	<i>4. Networked timetabling</i>
Synopsis	<ul style="list-style-type: none"> i. SITS to be used to operate a timetable of networked teaching events e.g. VC classes. ii. Networked timetabling will be piloted in 2010-11 with a limited number of programmes iii. A shared timetabling approach will be universally adopted for networked programmes from 2011-12. iv. An agreed approach (shared service?) to be taken for the administration of the networked timetable.
Links to strategic objectives	1, 2, 8, 13 and 17
Timing of implementation	(ii) For Autumn 2011, (i), (iii) and (iv) for Autumn 2012
Next steps	<ul style="list-style-type: none"> • Carry out option appraisal (CBT Vs Diet) between August & November 2010 recommendation to EB. • Create a “timetable for the timetable” between August & November 2010 recommendation to EB. • Discuss the nature of a shared timetabling service at An Comann.

Throughout the six meetings of the SLWG, the issue of networked timetabling was a recurrent consideration. For networking to take place on anything more than an ad-hoc scale will require a system for timetabling at least the networked elements of the curriculum. The SLWG meeting which focused on networked timetabling identified three categories of challenge: technical, procedural and behavioral.

Technical issues

It quickly became apparent that the technical issues while by no means trivial are readily surmountable. The main technical issues include:

- Selecting the best database structure / approach to representing modules and units in SITS and relating these to students and estate resources. An evaluation and recommendation about whether to follow a Course Block Timetable (CBT) or a Diet approach is required in order to fulfill proposal 4(i). Some APs use one, some the other, but it is necessary to have a common approach.

- Ensuring that UHI SITS is able to feed information to local AP timetabling systems (SITS and CELCAT). The technical opinion is that this will require some work but should be relatively straightforward.

Procedural issues

For networked timetabling it is crucial that the right information is in the right place at the right time. This requires two things: an agreed sequence of information collection and use and strict adherence to same (see Behavior issues). An outline of sequence of data input and manipulation processes is shown in Figure 8.

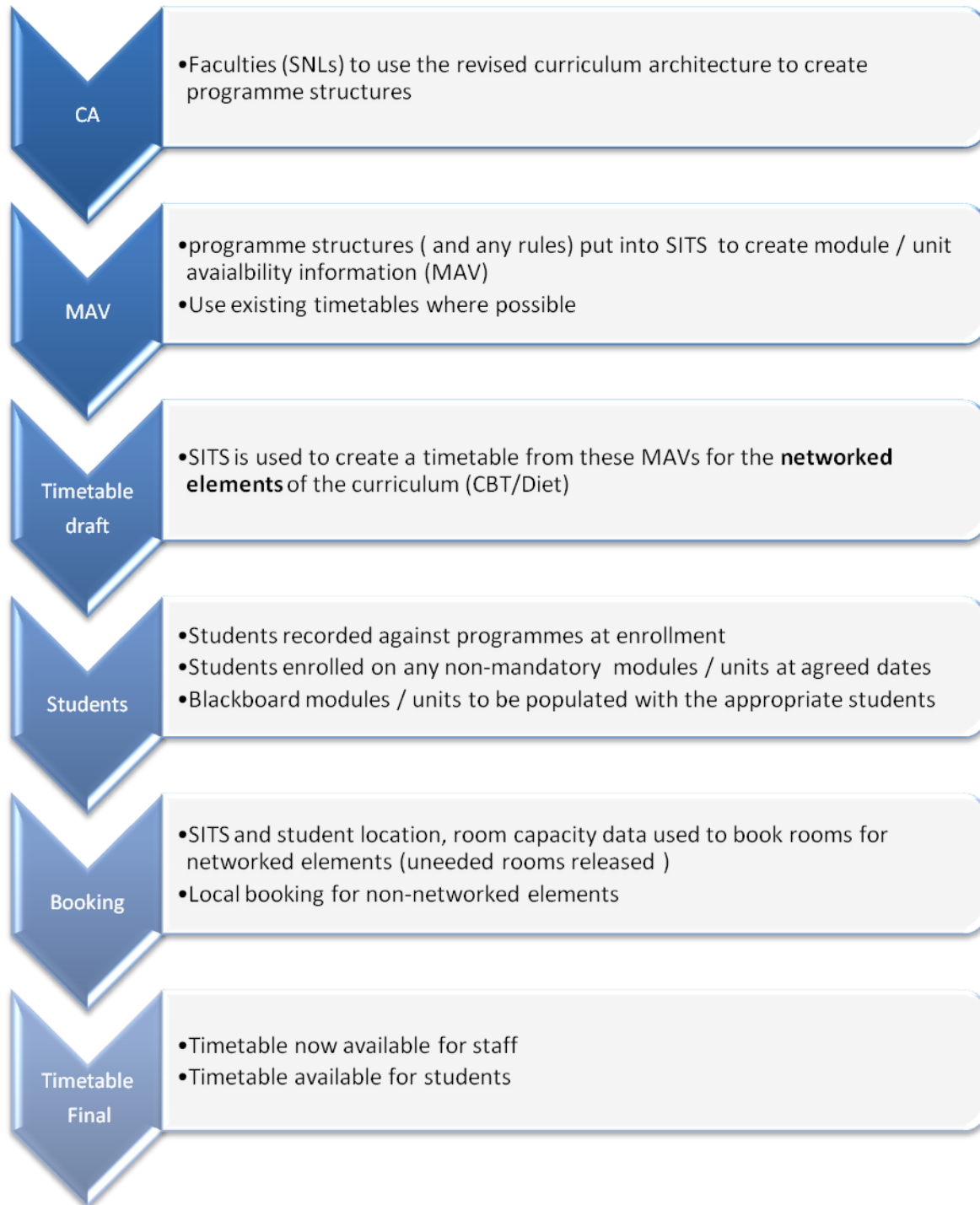


Figure 8: Outline of the “timetable for the timetable” (T4T) approach.

NB the dates for these events are critical and must be adhered to.

This approach has been used successfully in other HEIs and is similar to that currently used by some networked UHI teams albeit in an ad hoc manner. The first iteration of this approach will be time consuming and not without controversy. Some APs, teams and individuals will have to accept changes and what may appear to them as sub-optimal situations for the sake of the greater overall benefit. However subsequent iterations will be less problematic and will focus on refinements and minor changes.

A working group will be given the task of defining precisely the data requirements, procedures, responsibilities and dates for this “timetable for the timetable” (T4T) approach. This group should consist of AP staff (registry and management), MIS staff and faculty representatives. This group will be tasked by EB to produce a “timetable for the timetable” by the end of November 2010.

The SLWG is proposing that all timetable sessions are based on 60 minute period or multiples thereof. For VC sessions the 60 minutes would have to include starting and ending the session so as to allow the next session to proceed on time. Meetings which make use of VC facilities would also have to be treated in this manner otherwise they would compromise the timetable. It is likely that as the amount of videoconference use reaches a peak (probably before being replaced by web-based technologies later in the decade) that rationing of the resource will have to be implemented. At the moment however it is likely that switching to 60 minutes slots and making full use of the entire day will be sufficient for current demands.

Behavioral issues

UHI already has an annual timetable but it is not adhered to by all academic partners and programmes. It is crucial for networked delivery that the following are enforced by all UHI and Academic Partner managers and staff:

- The agreed start dates for HE programmes are strictly observed.
- Any and all agreed assessment weeks are strictly observed.
- Uncontested holidays are observed by all and contested dates i.e. those where there is incongruity are dealt with by the programme team (in conjunction with the SNL and AP managers) in a manner which is clearly articulated to all affected students. Such measures as recorded lectures, self-directed study or other means might be used to deal with the contested periods.
- Request to deviate from the standard calendar would be subject to the approval of APC and LTQC.

- All modules and units will have to have a presence on Blackboard. A minimum specification for this presence will be taken to Academic Council and is likely to include, module/unit specifications, contact details, timetable and assessment information and an inter-student communication facility e.g. discussion board.
- As discussed in Proposal 3, the PAT will guide students on module /unit choice and will play a role in recording this in a timely manner in SITS. This later is likely to be via Evision but this will have to be confirmed by the T4T working group.
- Networked delivery will have to get allocation priority over local provision but unused resources will be released for AP use promptly.

Conclusions

UHI is unusual but not unique in having FE and HE delivery and multi-campus delivery. No single element of network timetabling is insurmountable but there are very many issues to be addressed if the enterprise is to be successful. What is needed is a realistic, incremental and well articulated implementation plan. This plan will be based on the approach outlined in this framework but will require greater detail, careful communication, support and implementation. The pilot 2011-2012 and the first full iteration 2012-2013 will not be perfect but will be a substantial step forward.

The ability to know what will be available, when and where should increase the uptake of networked delivery from across the UHI region, as well as making management of the curriculum a simpler process. The approach advocated in this proposal will also enable students to be registered on Blackboard at an earlier stage, will mean that teaching staff will have an accurate list of students on their module or unit and students will be able to plan their studies more effectively.

The curriculum rationalisation and simplification processes being undertaken by the Faculties will greatly aid in the planning and implementation of the move to networked timetabling. An Comann will be asked to discuss the nature and resourcing of a shared networked timetabling service.

<i>Proposal</i>	<i>5.Revised Internal Funding Mechanism</i>
Synopsis	<ol style="list-style-type: none"> i. Create a revised internal funding mechanism which enables networking and supports the aims of the C21C initiative. ii. Model and carry out sensitivity analysis using the revised funding mechanism on the revised curriculum to optimise the allocation parameters (realism & minimal turbulence). iii. Ensure that SITS and associated business processes are capable of supporting the proposal captured in the C21C framework. iv. Implement revisions for academic year 2011/12
Links to strategic objectives	2, 13 and 17
Timing of implementation	(i), (ii) and (iii) will be complete by spring of 2011.
Next steps	<ul style="list-style-type: none"> • Estimate actual costs of delivering the elements to be funded to ensure that the model parameters are within the bounds of realism. • Model and carry out sensitivity analysis using the revised curriculum and the proposed funding mechanism. • Take results of modelling to EB in Spring 2011.

Background

Funding needs to be transparent, provide resource where it is needed and incentivise the appropriate networking of delivery. During discussions it became clear that there has to be a degree of compromise between sophistication and simplicity. The former reflects the complex nature of UHI situation and the latter makes successful implementation more likely.

Rather than take the existing RAM /MicroRAM model as a starting point, the Curriculum for the 21st Century (C21C) short-life working group (SLWG) considered the student’s perspective of UHI and how they interacted with the institution. Having identified the “services” that a student would require these were further defined and then modelled for resourcing proposed. This paper follows the same format.

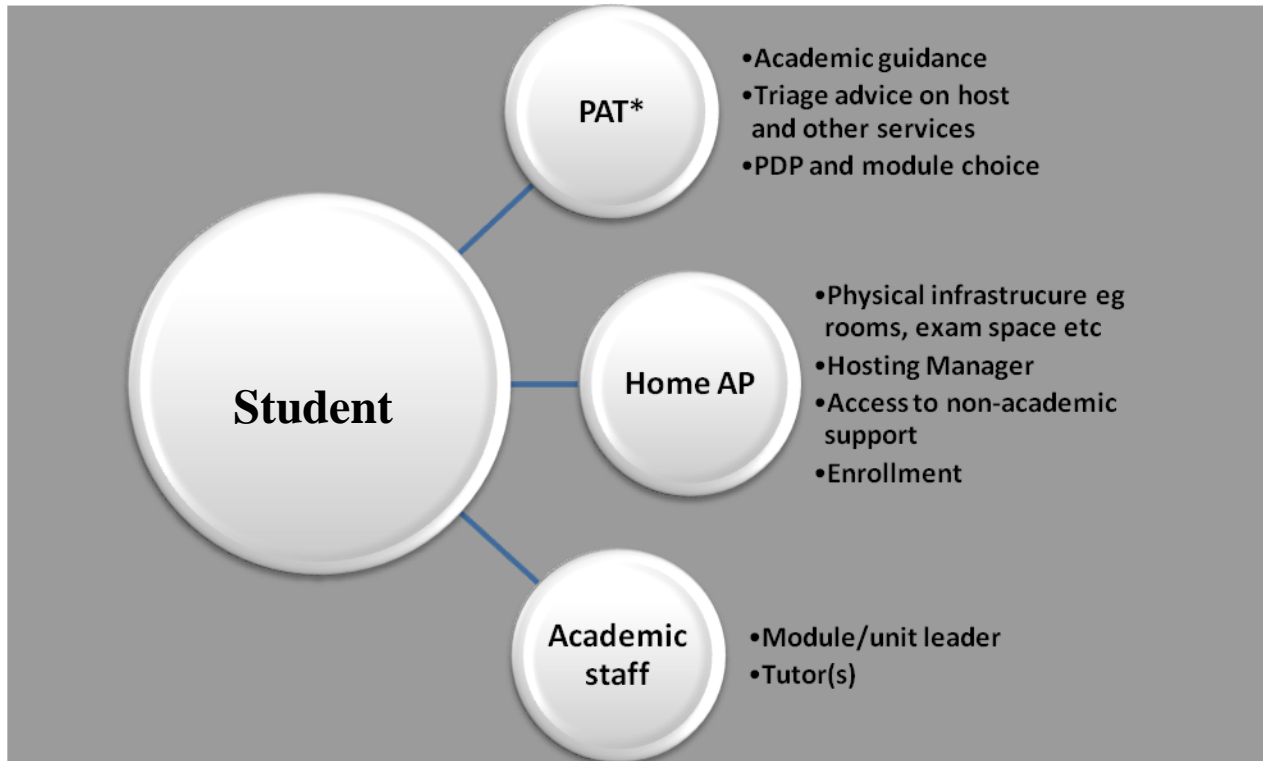


Figure 9: Ram funded student interactions with UHI

*PAT (Personal Academic Tutor)

Elements to be funded from the SFC grant and fees:

- A. Home Academic Partner services
- B. Personal Academic Tutoring (PAT)
- C. Module / Unit Leadership
- D. Module / Unit Delivery

Service agreements will have to be drawn up for these services to provide detail and a point of reference but an outline of each of these aspects is given below.

1. Home Academic Partner (Home AP) will....

- Enrol student on programme of study.
- Provide UHI and AP induction (supported by standard materials).
- Provide library, VC, and PC access.
- Provide non-academic support e.g. financial guidance, counselling, etc.
- Provide a hosting manager.

- Provide rooms / labs / workshops, etc, as appropriate to programme.
- Collect fees.
- Provide PAT in most cases. NB in some cases it may be more appropriate for the Home AP to sub-contract this to another AP or learning centre.

2. Personal Academic Tutor (PAT) will.....

- Provide module guidance and collect student module option choices in line with the timetable for this activity. This will be passed on to the AP registry for module enrolment. This may evolve into a shared service or be based on self-enrolment.
- Provide an agreed level of academic support (e.g. X minutes per student FTE per week) in line with relevant QAA codes of practice on student support.
- Run two meetings each academic year, an introductory session (which will discuss any module options) and an evaluation meeting. These may be conveniently run in groups, individually where appropriate and may make use of VC, telephone or web-based media.
- Provide CPD guidance

3. Module / Unit Leader (MUL) will.....

- Be responsible for the overall QA and shared QE of the module / unit.
- Be responsible for the inputting of marks for Tier 1 Exam Boards in the case of UHI degrees and collate / evaluate results from the SQA equivalent in the case of HNs.
- Ensure that assessments are consistent across the UHI partnership for their module / unit.
- Ensure that the Blackboard site for the module / unit complies with the UHI standard, for example by containing module/ unit descriptors, staff contact details, timetable information, etc.

4. The funding mechanism needs to support.....

- Distance delivery (both synchronous and asynchronous) i.e. the delivery of teaching / facilitation of learning by distance mechanisms including video-conference, teleconference and web mediated means.
- Local delivery of face-to-face teaching in classrooms, workshops, laboratories, studios or in the field.

In the current situation, the majority of lecturers deliver the entire module / unit to the local cohort irrespective of its size. The delivery part of the funding is given on a per capita basis for the number of students registered on a module / unit at a given site. This means that in the case of sites with small student numbers, the local cohort is either taught at an unsustainable cost or ultimately that provision is not made available to students at that location. Both of these situations run contrary to the UHI mission and strategy.

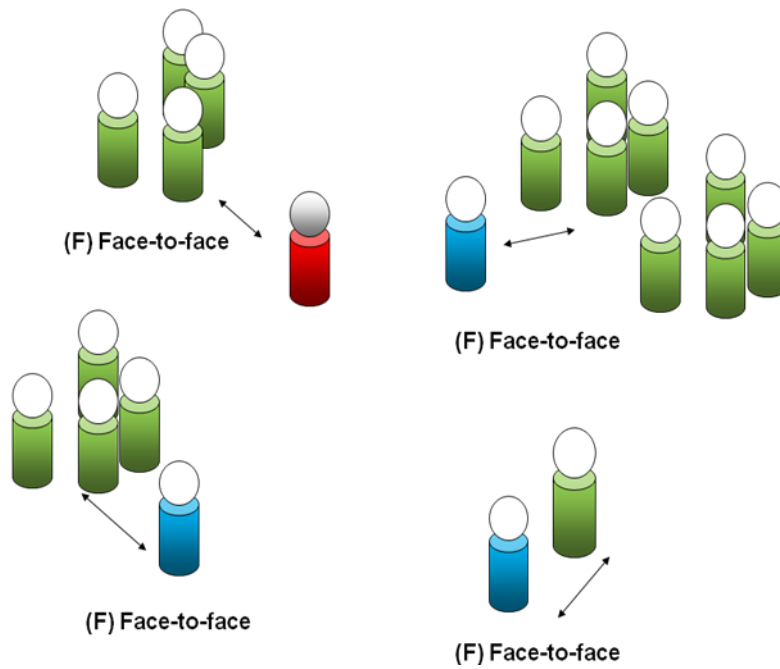


Figure 10: Current situation

The revised mechanism needs to incentivise the development and delivery of those parts of the module / unit which can appropriately be delivered by distance means being so delivered.

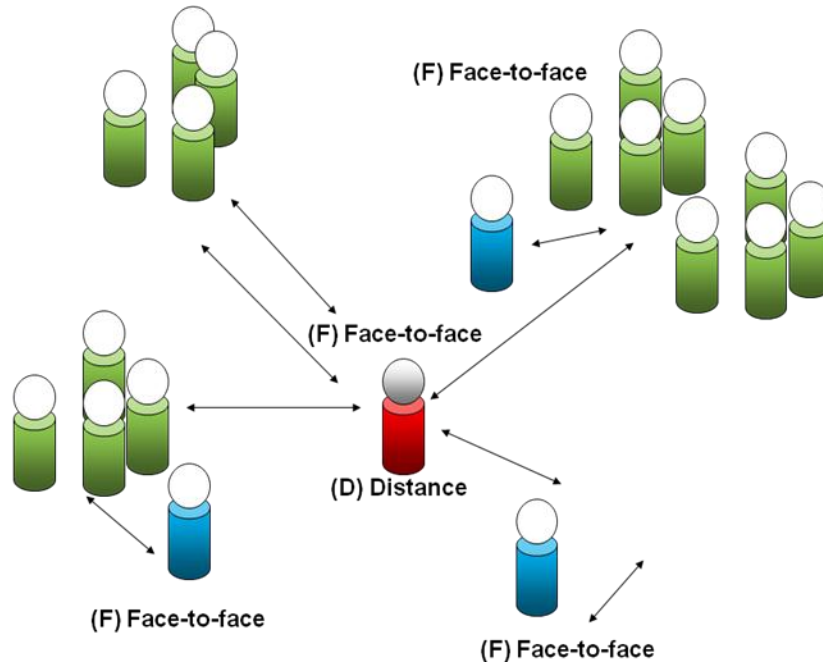


Figure 11: Revised situation

For example it can be seen that the red lecturer (in the centre of the diagram) is now delivering both face-to-face to the group of students (green) in the top left quadrant of the diagram but also the distance element to the entire cohort. The remaining three lecturers (blue) are delivering / support the face-to-face elements of the module /unit. Initially it might appear that the red lecturer has gained at the loss of the remainder, but the next module or unit the situation will be different (see below).

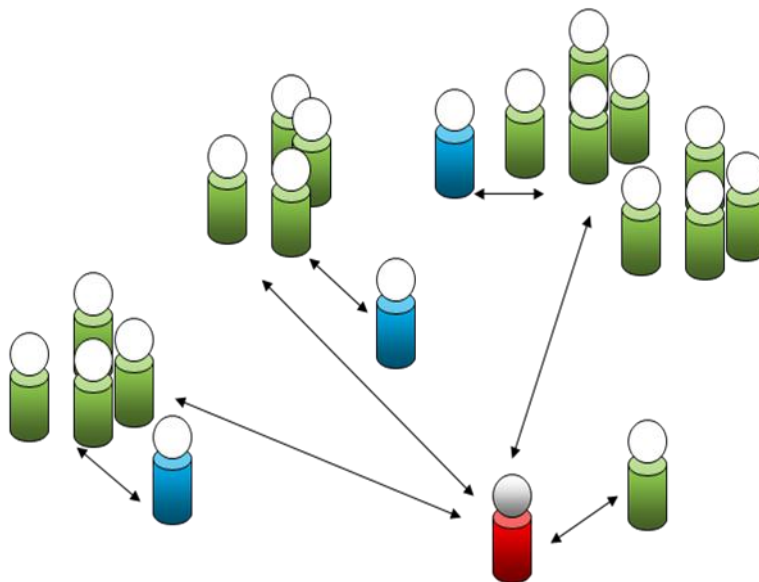


Figure 12: Revised situation: "next" module / unit

As this part of the proposal is about funding rather than the rationale for networked delivery, only two points about enhancement of the students experience will be mentioned here.

- As there will be a module / unit team working on the materials rather than a single individual there is a concentration of available material development time into a single set of shared resources which will be made available on the VLE by the module leader.
- As the module leader will be coordinating assessments and maintaining the VLE presence for the module / unit, there will be a greater equivalence of experience and a greater sense of being part of a wider group with the potential for interaction.

Proposals

The SLWG collectively agreed to the following proposals.

1. The following activities will be funded from the SFC grant and fees:
 - **Home Academic Partner services** – a percentage which is in line with the current total funding for hosting and enrolling (35%) total but which may be set at a different level after modelling. It is important that this is sufficient to incentivise the hosting of students who will be wholly or predominantly taught from elsewhere.
 - **Personal Academic Tutoring (PAT)** – it is proposed that a standard time allocation / service level is agreed for this role and that the funding is part of the Home AP allocation.
 - **Module / Unit Leadership** – this will be a fixed percentage of the total module income. During the discussions an arbitrary figure of 10% was discussed but again this would have to be modelled to reflect the realities of carrying out this pivotal role.
 - **Module / Unit Delivery** – by both face-to-face and distance means.
2. That the potential effects of these proposals are modelled before the end of the calendar year 2010 for implementation in the academic year 2011/2012.
3. The result of this modelling and sensitivity analysis will not alter the areas and methods for the funding allocation proposed here but will ensure that the percentages allocated to each aspect:
 - are realistic for the activities they are being asked to fund
 - incentivise networking
 - minimise adverse impact on APs and programmes (see 4 below)
4. In order to mitigate unforeseen and unwelcome consequences resulting from the alteration of the funding mechanism on an AP or the availability of a programme, a

strategic curriculum fund is created (from a percentage contribution from the grant in aid), at least during the transition period, to be used to obviate critical funding impacts.

5. That all modes of delivery will be funded equally for every given hour with a given number of students.
6. That a standard ration of time allocation be established (based on realistic costs) for a benchmark class size e.g. 32 hours for every 20 students.
7. That module / unit teams will consist of a leader and as many tutors as required to support delivery of the distance and face to face delivery.
8. Primary analysis of potential blend for any given module or unit suggest that the majority could be fairly represented by one of the three following categories: Distance, Face-to-face and Blended. This is not very surprising as the latter category has been investigated by interviewing staff about their "ideal" blends. Results indicate that the potential amount of distance as opposed to face-to-face varies from 40% to 60% and so it is proposed that a simple 50% distance to 50 % face-to-face tariff is applied universally to all "blended modules".
9. Face-to-face lecturers would attract the total delivery percentage (i.e. minus the Home AP and module/unit leadership proportions) multiplied by the number of students they were delivering to.
10. Distance delivery lecturers would attract the total delivery percentage (i.e. minus the Home AP and module/unit leadership proportions) multiplied by the number of students they were delivering to.
11. In the case of blended delivery, the face-to-face lecturers would attract 50% of the total delivery percentage (i.e. minus the Home AP and module/unit leadership proportions) multiplied by the number of students they were delivering to. The lecturer delivering the distance element would receive the remaining 50% of the delivery percentage multiplied by the entire cohort (irrespective of their location).

12. Using the processes discussed throughout the C21C framework, modules, units, students, Home APs and designated PATs will be allocated and recorded in SITS. This has to be done promptly and using the prescribed methods to ensure that the funding flows in a timely manner to where the activity is taking place.

Further work

During the autumn / winter 2010, members of the C21C SLWG, augmented by specialists as necessary, will create working models of the Faculty structures, schemes and programmes. These will be based on the actual curriculum and will have the facility to vary the % allocation for the elements discussed in this paper; including Home AP allocation, module /unit leadership and delivery funding. In addition, the potential impact of refinements such as the application of differential loading for the various funding cells will be considered. The impact on such things as total delivery hours required and individual AP income will be modelled. A report and recommendations based on sensitivity analysis from this model will be presented to Executive Board in the spring of 2011.

Appendix 1

Draft Module/Unit Leaders Role for Degree and HN programmes**Teaching, Learning, Assessment and Scholarship**

- Lead the design, development and delivery of a range of modules/units at various levels.
- Review on a regular basis module/unit content and materials, initiating updating when required.
- Lead the application of innovative and appropriate teaching techniques for networked/blended delivery within the context of the module/unit.
- Ensure that module design and delivery comply with UHI's current academic standards and quality regulations and those of any relevant professional bodies.
- Develop and promote the use of innovative assessment methods.
- Participate fully in Tier 1 exam Boards and/or progression boards.
- Engage in appropriate CPD activities, including scholarship, intended to enhance the student experience.
- Actively evaluate, and respond to, the level of student satisfaction for students on the modules/units for which they are responsible.

Academic Leadership and Teamwork

- Provide academic leadership to those involved in module/unit provision, ensuring that modules/units are delivered effectively, efficiently and consistently across the module/unit team as appropriate.
- Contribute to decisions affecting programmes using that module/unit.
- Liaise with external examiners, verifiers and assessors where appropriate.
- Ensure module/unit marks are entered in SITS.
- Develop links with external contacts such as other educational bodies, employers and professional bodies to foster collaboration.
- Where appropriate, act as a personal mentor to peers and colleagues, particularly new members of the module/unit team.
- Resolve problems affecting the quality of module/unit delivery and student progress, referring more serious matters to the subject network leader, programme leaders and others as appropriate.
- Lead module/unit teams within areas of responsibility.
- Ensure that module/unit teams work together effectively as appropriate.

Planning, Quality Assurance and Quality Enhancement

- Be responsible for the identification of own module/unit resources.
- Contribute to the development of programmes that seek to utilise that module/unit including, as appropriate validation/revalidation processes.
- Be responsible for quality, audit and other external assessments within the context of individual module/units including, in particular, the module/unit Self Evaluation Document (SED).

Appendix 2
Hosting Manager Role

HOSTING MANAGER

SMT is invited to approve the naming of a Hosting Manager in each Academic Partner.

1.0 Introduction

- 1.1 One of the common themes arising from the 09/10 Quality Monitoring dialogues with Academic Partners and Subject Networks was the need to enhance the experience of hosted students: i.e. students enrolled at one partner but based at another partner.
- 1.2 A consultation was conducted with colleagues from across UHI to develop a new set of 'Hosting Manager' responsibilities that would be assumed by an existing middle/senior manager at each AP. This paper presents the results.

2.0 The Hosting Manager

- 2.1 The Hosting Manager would have a single or dual set of responsibilities, depending on whether the AP enrolls students hosted elsewhere and/or hosts students enrolled elsewhere.

2.2 If the AP enrolls students who are hosted elsewhere:

- The Hosting Manager would be the final, named arbiter when staff at the hosting AP have been unable to have problems resolved through the usual channels (programme leader, PAT etc).
- Their role would be to ensure that staff at the enrolling partner promptly resolve issues concerning students hosted elsewhere.

2.3 If the AP is hosting students who are enrolled elsewhere:

- The Hosting Manager would have overall responsibility for the students being hosted by their partner.
- Their role would be to ensure that issues facing a hosted student are resolved promptly

3.0 Indicative Tasks

3.1 If the AP enrolls students who are hosted elsewhere:

- Ensure the maintenance of a list of all locations where enrolled students are being hosted, including names and contacts details of hosting staff
- Ensure that hosting staff are aware that an enrolled student will be studying at their location

- Ensure that records on SITS are entered accurately, including showing the hosting location. This would enable hosting APs or Learning Centres to run standard reports off SITS, know who they were expecting, make exam arrangements and so on
- Ensure student feedback from hosting partner is passed to the appropriate programme leader for action and/or inclusion in programme/module SEDs
- Participate in any cross-partnership groups or networks which focus on hosted students.
- Liaise with the exam centre as required
- Ensure that effective channels of communication exist between programme leaders and hosting partners regarding timetabling issues

Liaise with Hosting Managers at other Partners

3.2 **If the AP is hosting students who are enrolled elsewhere:**

- Ensure the Maintenance of a list of name and contact details for all programme leaders and PATs relating to hosted students
- Ensure that hosting problems are shared and resolved with relevant local and wider UHI staff
- Ensure student feedback from hosted students is passed to appropriate programme leader for action and/or inclusion in programme/module SEDs
- Participate in any cross-partnership groups or networks which focus on hosted students.
- Liaise with exam centre as required
- Ensure the promulgation of student information to programme and module leaders in a timely manner i.e. they are here, on your module and will sit their exam here
- Ensure local induction for all hosted students e.g. health and safety, local resources such as student services, student union etc
- Maintain a presence and local support for hosted students
- Ensure hosted students are integrated into the life of the partner e.g. with local social activities or student association
- Liaise with Hosting Managers at other Partners

Iain Morrison
16th February 2010

Appendix 3 Personal academic Tutor

The services to be provided by the UHI Personal Academic Tutor include:

1. An informed response to academic studies queries at all points of engagement with UHI from pre entry to post exit.
2. Provision of a minimum of one academic advisory session on an individual basis, where academic progress is reviewed, per student each semester. This in addition to an introductory meeting in the first semester each year as part of an extended induction to UHI and the specific course/year of study. In addition, a student will have an entitlement to make an appointment with the Adviser within preset and publicised times. Records of these meetings to be kept in confidence and made available to others only with students' permission. Concern over academic progress to be discussed and actioned.
3. Information on UHI academic standards and quality regulations, including the avoidance of plagiarism.
4. Advice on matters relating to the programme of study, including the selection of modules, options and alternative programmes.
5. Advice on study methods and access to study support where required.
6. Assistance with the collation and presentation of information to support a claim for mitigating circumstances.
7. Monitoring progress with the production and maintenance of a personal development plan as appropriate.
8. Facilitation of appropriate contact between students and module leaders, programme leaders and relevant committees in relation to course issues and student academic representation.
9. Response to requests for job references as appropriate and for an agreed period of time after graduation or leaving UHI, in line with Data Protection requirements.
10. Facilitate early referral to appropriate specialist information/ assistance/support for other issues such as: ICT access; library and learning resources; finance and personal concerns, including issues relating to disability or additional support needs. Access to career development information and advice during a course of study and for an agreed period of time after graduation or leaving UHI.

Implementation and Self Evaluation Reporting

It is recognised that these services may be provided by one person, or a range of people depending on context. Although the operational arrangements may vary with delivery method, student entitlement to support must be provided for as above. The student should be clear about the support available and have a named Personal Academic Tutor.

The arrangements for Student Advising should be an element of routine self evaluation, and included in Quality Monitoring reports.

Appendix 4
C21C SLWG Membership

Core Members of SLWG

Name	Title	Partner
David Hosey	Vice-Principal	Inverness College
Gary Campbell	Dean of Learning and Teaching	EO
Ian Leslie	Dean of Faculty of Health and Education	EO
Irene Petersen	Depute Director	Shetland College
John Ellwood	Assistant Principal, Learning and Teaching	Moray College
Margaret Munckton	Assistant Principal, Curriculum and Planning	Perth College
Neil Simco	Dean of Faculty of Business and Leisure	EO
Sheila Lodge	Dean of Faculty of Arts, Humanities & Social Sciences	EO

Additional Specialist Members of SLWG

Name	Title	Partner
Crichton Lang	Vice-Principal	EO
Donald MacDonald	Programme Leader, BA Health Studies	Lews Castle College
Hazel Allen	Director, Strategy and Finance	EO
Hazel Grant	Accommodation Officer	Moray College
Iain Morrison	Head of Lifelong Learning, Student Support and Development	EO
John Maher	Head of Management Information, Learning and Information Services	EO
Karen Cullen	Programme Leader, BA (Hons) Scottish History	North Highland College
Sean Mehan	Head of Integrated Technologies	EO
Lewis Vernal	Director of Finance	HTC
Lindsay Ferries	Director of HR and Organisational Development	Inverness College
Niall McArthur	Director of Corporate Services	Inverness College
Rognvald Taylor	Acting Dean of Faculty of Science and Technology	EO
Simon Clarke	Lecturer	Shetland College
Susan Bald	Director of HR and Organisational Development	Perth College

Appendix 5
UHI Aims and Strategic Objectives 2008-2011

Aim 1: Make a transformational contribution to the economic, environmental, social and cultural development of the region.

Strategic objectives:

1. Increase our student population from both within and outside the region.
2. Increase our research, knowledge exchange and commercialisation activity.
3. Enhance the employability of our graduates.
4. Be a centre of excellence for the development and enhancement of the Gaelic language, culture and heritage.
5. Enhance the impact of our cultural engagement activity.
6. Contribute to the sustainability of our environment and to sustainable development at a national and international level through our teaching and research.
7. Contribute to the sustainability of fragile communities within our region , ensuring growth is shared.

Aim 2: Create excellence in learning and teaching, and in research.

Strategic objectives:

8. Enhance the student learning experience, including the social dimension of learning.
9. Optimise the links between research and teaching.
10. Increase staff capacity to deliver degree and post-degree qualifications.
11. Achieve optimal outcomes in all areas of external quality assurance.

Aim 3: Be a leading provider of lifelong learning within Scotland and beyond.

Strategic objective:

12. Deliver learning that is relevant, flexible and adaptable to the needs of employers and individuals.

Aim 4: Widen access to learning within the region.

Strategic objectives:

13. Optimise opportunities for local access to higher education for students who are not geographically mobile.
14. Identify and target under-represented groups in higher education, within the region.

Aim 5: Maintain good governance, leadership and management and ensure financial sustainability.

Strategic objectives:

15. Ensure that our income flows support the delivery of our mission.
16. Diversify our income to strengthen our financial sustainability.
17. Increase the efficiency and effectiveness of the use of resources.
18. Effective and efficient governance.

Appendix 6

Indicative C21C Timeline

Task	Action	Relates to	Timescale	Dependencies	Responsibility
A	C21C proposal approval	C21C	26 Aug 2010	-	Executive Board
B	C21C proposal to be considered	Revised CA	23 Sept 2010	A	Academic Council
C	Faculties/SN/APs develop scheme based curriculum	Revised CA	Autumn 2010	A	Faculties & SNPGs
D	MAC models to be created	Revised CA	Autumn 2010	C	Faculties & SNPGs
E	MAC targets & tolerances to be agreed	Revised CA	11 March 2011	D	APC
F	Planning for 20 credit modules	Revised CA	Spring 2011	A, C	Faculties & APs
G	Implementation of 20 credit modules	Revised CA	August 2012	F	
H	Finalise PL/ML roles, specifications, operating conditions & criteria for allocation	Module allocation	Sept 2010	A	C21C SLWG plus others
I	Detailed planning for module allocation	Module allocation	Winter 2010	A, H	Faculties & AP managers
J	Detailed planning for impact of module allocation	Module allocation	Winter 2010	H, I	HR working group
K	Detailed module allocation to be approved/modified	Module allocation	24 March 2011	H, I, J	EB
L	Implement approved/revised model for 2011/12	Module allocation	Spring 2011	K	Faculties/SN/APs
M	Finalise home AP, PAT & HM roles, specifications & operating conditions	Net. student support	Autumn 2010	A	C21C SLWG, Head of LLSSD, HR working group
N	Hosting managers to be identified & approved	Net. student support	30 Sept 2010	M	APs & Head of LLSSD
O	SITS to record AP, PAT & HM roles	Net. student support	March 2011	M	Head of MIS
P	CBT vs Option use to be appraised	Net. timetabling	Aug – Nov 2010	A	Head of MIS
Q	CBT vs Option appraisal to EB for approval	Net. timetabling	25 Nov 2010	P	EB
R	Create 'timetable for timetabling'	Net. timetabling	Aug – Nov 2010	A	Timetabling SLWG
S	'Timetable for timetabling' to EB for approval	Net. timetabling	25 Nov 2010	R	EB
T	Discuss nature of shared timetabling service	Net. timetabling	18 Jan 2011	S	An Comman
U	Pilot implementation of timetable for timetabling	Net. timetabling	Ac yr 2011/12	T	MIS, stud. records, SNs, APs
V	Estimate actual costs of delivering funded elements	Revised int. fund. mod	Autumn 2011	A	C21C SLWG plus others
W	Model revised curriculum re: int. fund. mod	Revised int. fund. mod	Winter 2011	C, D, K	C21C SLWG plus others
X	Sensitivity analysis re: int. fund. mod	Revised int. fund. mod	Winter 2011	W	C21C SLWG plus others
Y	Results of modelling & sensitivity analysis to EB	Revised int. fund. mod	24 March 2011	W, X	EB
Z	Identify 'big win' units for blended learning development	HN modification & network development	August 2010	-	Learning & Teaching team
AA	Identification of key module/units for blended dev.	Network development	Autumn 2010	C	Faculties, L&T team
BB	Implement staff development programme	HN modification & network development	Start Autumn 2010	Z, AA	LEARN/e-learning
CC	Manage & support development & implementation of network development	Network development	Ongoing	Z, AA, BB	Learning & Teaching team

Proposal	1. Revised Curriculum Architecture	2. Allocation of Networked Modules and Units	3. Networked Student Support	4. Networked Timetabling	5. Revised Internal Funding Mechanism
Synopsis	I. Curriculum based on a revised definition of a scheme which will include SQA HNs and degrees II. Each scheme to operate within agreed limits for the mean students per module/unit metric mean aggregate class-size (MAC). III. Each scheme to demonstrate: progression opportunities, student choice and most efficient use of unit / modules. IV. A planned move to 20 credit modules for all undergraduate degrees beginning the academic year 2012-13.	I. Module/unit teams will consist of a leader and as many staff as are required to support delivery of both the distance and face to face elements. II. Funding to be allocated to the module/unit leader for overall Q.A. and Blackboard operation with the remaining funding being distributed to delivering staff in proportion to their contribution. III. Modules and units will be evaluated for the elements which can be offered by distance means without compromising the student experience. IV. Module and unit leadership will be allocated in an open manner against agreed criteria.	I. Every student will be allocated to a Home AP. II. Each student will be allocated to a Personal Academic Tutor (PAT) who will normally be employed by the Home AP. III. Each Home AP will have a Hosting manager who will be responsible for provision of the prescribed hosting services.	I. SITS to used to operate a timetable of networked teaching events e.g. VC classes. II. Networked timetabling will be piloted in 2010-11 with a limited number of programmes. III. A shared timetabling approach will be universally adopted for networked programmes from 2011-12. IV. An agreed approach (shared service?) to be taken for the administration of the networked timetable.	i. Create a revised internal funding mechanism which enables networking and supports the aims of the C21C initiative. ii. Model, carry out sensitivity analysis using the revised funding mechanism on the revised curriculum to optimise the allocation parameters (realism & minimal turbulence). iii. Ensure that SITS and associated business process are capable of supporting the proposal captured in the C21C framework. iv. Implement revisions for academic year 2011/12.
Links to Strategic Objectives	1, 3, 8,12,13 and 17	8, 11, 12, 13 and 17	8 and 17	1, 2, 8, 13 and 17.	2, 13 and 17.
Timing of Implementation	(i), (ii) and (iii) start of academic year 2011/12. (iv) start of academic year 2012/13	(i) and (ii) to be approved by EB in August 2010. (iii) to be completed by Spring 2011.	(i), (ii) and (iii) will come into effect academic year 2011/12.	(ii) for Autumn 2011, (i), (iii) and (iv) for Autumn 2012.	(i), (ii) and (iii) will be complete by Spring of 2011.
Next Steps	<ul style="list-style-type: none"> Academic council to consider proposal Faculties to work with APs via SN to develop scheme-based curriculum MAC models to be created based on these schemes and targets (and tolerances) to be agreed by APC. Detailed planning for 20 credit move to begin 	<ul style="list-style-type: none"> Finalise Module Leader role, specifications, operating conditions and criteria for allocation. Detailed planning work to be carried out by Faculties, HR working group and AP managers. Detailed model to return to APC for approval/ modification. Faculties to work with APs via SN to implement approved/revised model. 	<ul style="list-style-type: none"> C21C SLWG (plus others as detailed in paper) to finalise the roles, specifications, service levels and operating conditions of the Home AP, PAT and Hosting Manager. Hosting Managers to be approved. SITS to be set up to record the roles discussed in the proposal. 	<ul style="list-style-type: none"> Carry out option appraisal (CBT vs Diet) between August and November 2010 recommendation to EB. Create "a timetable for the timetable"between August and November 2010 recommendation to EB. Discuss the nature of a shared timetabling service at An Comann. 	<ul style="list-style-type: none"> Estimate actual costs of delivering the elements to be funded to ensure that the model parameters are within the bounds of realism. Model and carry out sensitivity analysis using the revised curriculum and the proposed funding mechanism. Take results of modelling to EB in Spring 2011.

Appendix 8 Glossary

“Hard” networking refers to modules or units which are, in whole or in part are delivered, either by on-line learning and/or through video-conferencing, at multiple sites by a single tutor or a single team of tutors i.e. the delivery is unitary.

“Soft” networking refers to tutors from different academic partners working on the same programme or the same units and modules co-operate in designing and sharing curriculum materials and assessment materials. However, units and modules are separately delivered at separate sites.