![University of the Highlands and Islands — Inverness College logo]

| Meeting | Learning, Teaching and Research Committee |
|---|---|
| Date and time | Tuesday 07 December 2021 at 4.30 p.m. |
| Location | Boardroom, 1 Inverness Campus |

Board Secretary
30 November 2021

# AGENDA

**Welcome and Apologies**

**Declarations of Interest**

### Presentation from River and Lochs Institute

### ITEMS FOR DECISION

**1.    MINUTES**
Meeting of the Learning, Teaching and Research Committee held on 28 September 2021.

**2.    OUTSTANDING ACTIONS**

**3.    POLICIES FOR APPROVAL**
- Supporting Student Carers

### ITEMS FOR DISCUSSION

**4.    EARLY STUDENT EXPERIENCE SURVEY RESULTS**
Report by Quality Manager

**5.    STUDENT OUTCOMES REPORT**
Report by Information Systems Manager

**6.    STUDENT RETENTION – REVIEW OF EARLY WITHDRAWALS**
Joint Report by Information Systems Manager and Assistant Principal – Student Experience and Quality

**7.    WELLBEING AND MENTAL HEALTH UPDATE**
Report by Wellbeing and Learning Support Manager

8. **SCHOOLS/SENIOR PHASE CURRICULUM**
   Report by Access and Progression Manager

9. **ACADEMIC DEVELOPMENT REPORT (INCLUDING UHI CURRICULUM REVIEW)**
   Joint Report Assistant Principal – Academic and Research & Tertiary Curriculum Leaders

10. **DISCUSSION – COLLEGE TRANSPORT AND EFFECTS ON STUDENT LEARNING, FINANCES AND PROGRESSION**

11. **HISA REPORT AND STUDENT PARTNERSHIP AGREEMENT UPDATE**
    Joint Report by HISA President and Assistant Principal – Student Experience and Quality

12. **SAFEGUARDING ANNUAL REPORT**
    Report by Assistant Principal – Student Experience and Quality

**ITEMS FOR NOTING**

13. **QUARTER 1 – COMPLAINTS REPORT**
    Report from Quality Manager

14. **EDUCATION SCOTLAND QUALITY ASSURANCE ARRANGEMENTS**
    Report from Assistant Principal – Student Experience and Quality.

15. **MINUTES FROM INVERNESS COLLEGE COMMITTEES**
    o Minutes from Student Journey and Enhancement Committee held on 14 September 2021
    o Minutes from Student Journey and Enhancement Committee held on 19 October 2021

16. **AOCB**

17. **DATE OF NEXT MEETING – 15 March 2022 at 4.30 p.m.**

If any member wishes to add an item of business to the Agenda, please inform the Chair and the Board Secretary as soon as possible. Additional items of business will only be considered for inclusion in the agenda in advance of the start of the meeting.

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**Board of Management**

**DRAFT MINUTES of the MEETING of the LEARNING, TEACHING AND RESEARCH COMMITTEE held via Microsoft Teams, on Tuesday 28 September 2021**

| | |
|---|---|
| **PRESENT:** | Kelly Mackenzie, Chris O'Neil, Tina Stones, Robyn Kennedy, Arvinder Kainth, Russell Edwards, Bonnie Crawford |
| **CHAIR:** | Tina Stones |
| **APOLOGIES:** | Ruth McFadyen and Assistant Principal – Academic & Research |
| **ATTENDING:** | Assistant Principal – Student Experience & Quality |
| | Access and Progression Manager |
| | Wellbeing and Learning Support Manager |
| | Quality Manager |
| | Board Secretary |

The Chair welcomed everyone to the meeting.

Committee Members noted that Samantha Cribb has moved to the HR Committee for an interim period.

No Declarations of Interest were noted.

## 1. MINUTES

The Minutes of the meeting of the Learning, Teaching and Research Committee held on 08 June 2021 were **AGREED**, and **APPROVED** for signature by the Chair.

## 2. OUTSTANDING ACTIONS

- UHI Tertiary Learner Support Policy - It was noted that the Assistant Principal – Student Experience & Quality would discuss the development of section 3.5 within the Policy with the Wellbeing and Learning Support Manager, the Quality

Manager and the Board Member Teaching Staff Representative. An update with regards this will be brought to the December 2021 meeting.

- Student Satisfaction Survey – This will be discussed further within the agenda.
- Research and Innovation - A member of staff from the River and Loch Institute will attend the December 2021 meeting to provide a presentation to the Committee.

3. **SSES AND NSS OVERVIEW – QUALITY ENHANCEMENT PLAN FOR ACADEMIC YEAR 2021-22**

The Quality Manager introduced himself to the Committee and provided members with a presentation on Satisfaction – 2021 Survey Discussion and Proposed Actions.

This presentation provided Committee Members with guidance on:
- How we analyse data from satisfaction surveys.
- The impact which Covid-19 and the cyber incident has had on response rates and the measures, which are now in place to combat this.
- The core focus areas for the College.
- The enhancement themes for the Academic Year ahead.
- An explanation of the QEP tool with regards goal setting, tracker and dashboard.

The Committee noted:
- That the Early Student Experience Survey launched on 27 September 2021.
- Teams will update the tracker tool on a monthly basis.
- The new systems have allowed for a reduction in paperwork and should allow for early completion of our Annual Quality Enhancement Plan.

The Chair and Committee thanked the Quality Manager for this presentation.

A lengthy discussion around satisfaction surveys took place with the Committee enquiring and being updated with regards:

- The mechanisms, which are in place to enable us to feedback results and updates from these surveys to students to ensure that they continue to feel listened to.

- The rollout of training to staff on the new tool and forms.

The Committee noted that QEP was now a continuous cycle rather than a static system and that this move should make quality enhancement visible to all staff. The Committee was advised that this new approach complimented the work, which the EMT are finalising on our KPI matrix.

**Action:** It was **AGREED** that a copy of the presentation would be made available to Committee members.

4.   **ANNUAL COMPLAINTS REPORT**

The Quality Manager provided the Committee with an analysis of the complaints received during the Academic Year 2020-21 and highlighted to the Committee the changes, which have been made to complaint recording this year.

The Committee noted the requirement for frontline staff to be able to resolve a complaint and that a training pack is to be rolled out to all appropriate staff members.

The Committee praised all frontline staff and teams for their work over the past year.

5.   **OVERVIEW OF SUPPORT SERVICES – WELLBEING AND MENTAL HEALTH, TRANSITIONS AND PDA'S**

The Assistant Principal – Student Experience and Quality began a presentation, which provided to the Committee background with respect of our internal review carried out in 2018 with regards the support services provided to students, and the developments, which have been implemented across the College to ensure a holistic approach to student support.  This holistic approach has resulted in an increase of declarations by students

The Access and Progression Manager went on to explain to the Committee what we currently do to support students and provided all present with a wider understanding of the role which her team plays in supporting curriculum teams and students; highlighting in particular:

- Person Centred Trauma Informed Approach
- Provision of 24/7, 365 days a year support for students.
- The support, which is offered for students from pre course through to course exit.
- Transition Support.

The Wellbeing and Learning Support Manager provided the Committee with both an insight into the Wellbeing Team highlighting the additional funding that had been sourced to expand the team and an insight into the Learning Support Team.

It was highlighted to the Committee that satisfaction with student support services has increased throughout the period 2018-21 from 80% to 91%.

The Committee thanked all involved for this presentation highlighting the impressive and progressive work, which these departments provide to both students and other teams.

*The Access and Progression Manager, Quality Manager and Wellbeing and Learning Support Manager left the meeting at this point.*

6. **TERMS OF REFERENCE**

The Committee was presented with an updated copy of the Terms of Reference and noted that these amendments had been suggested as part of the committee review meetings.

**Recommendation:** It was **AGREED** that the Terms of Reference should be recommended for approval by the Board of Management.

7.    **HISA REPORT AND STUDENT PARTNERSHIP AGREEMENT UPDATE**

The Assistant Principal – Student Experience & Quality spoke to the joint report and advised the Committee that the enhancement themes for this Academic Year had been agreed as:

- Student Life
- Advice, Support and Progression
- Learning and Teaching

The Committee noted:

- That early indications appear that students are enjoying the blended learning approach and the flexibility which this is giving to them.
- Engagement with Student Halls has been prioritised by both HISA and Inverness College Staff.
- The rollout of the new audit tool Blackboard Ally.
- Distribution of laptops to those in Digital Poverty.

8.    **COMMITTEE EVALUATION FEEDBACK**

The Board Secretary provided feedback to the Committee on the evaluation exercise, which was carried out on 08 June 2021.  The Committee noted the feedback received made reference to the review of the Terms of Reference, which have now been carried out.  The Committee noted that the remaining actions, which still require to be undertaken, relate to training for Board Members.  The Board Secretary explained that she was arranging for tailored training sessions to be provided to Board Members in the New Year.

10.   **MINUTES FROM INVERNESS COLLEGE COMMITTEES**

The Committee noted the contents of the minutes from the Equality, Diversity and Inclusion Committee held on 26 May 2021.

11.   **AOCB**

ABC Gardens Visit

Appropriate Committee members set a date of 27 October 2021 at 1.00 p.m. for the visit to the ABC Gardens.


**12.  DATE OF NEXT MEETING:  TUESDAY 07 DECEMBER 2021 AT 4.30 P.M.**

**Signed by the Chair:** _____

**Date:**                     _____

**Outstanding Actions from LT&R Committee Meetings**

| Item | Action | Responsibility | Time Line | ACTIONED |
|---|---|---|---|---|
| **08 June 2021** | | | | |
| **UHI Tertiary Learner Support Policy** | The Assistant Principal – Student Experience & Quality will discuss the development of section 3.5 within the Policy with the Wellbeing and Learning Support Manager, the Quality Manager and the Board Member Teaching Staff Representative.  An update will be brought to the December meeting. | Assistant Principal – SE&Q | 07 December 2021 | |
| **Research and Innovation** | A member of staff from the River and Loch Institute will be invited to attend the December 2021 meeting to provide a presentation to the Committee. | AP – A&R | 07 December 2021. | |

**Board of Management**
**LTR Committee**

| | |
|---|---|
| **Subject/Title:** | Supporting Student Carers Policy |
| **Author:** [Name and Job title] | Louise Martin-Theyers, Access & Progression Manager |
| **Meeting:** | Learning, Teaching & Research Committee |
| **Meeting Date:** | 7th December 2021 |
| **Date Paper prepared:** | 3rd November 2021 |
| **Brief Summary of the paper:** | The LTR Committee is asked to approve the revisions to Supporting Student Carers Policy. The Supporting Student Carers Policy was approved at Policy & Procedure Review Panel on 5th October 21 and EMT Committee on 28th October 21. |
| **Action requested:** [Approval, recommendation, discussion, noting] | Approval |
| **Link to Strategy:** Please highlight how the paper links to, or assists with:**:**<br>• compliance<br>• partnership services<br>• risk management<br>• strategic plan<br>• new opportunity/change | |
| **Resource implications:** | Yes / No<br>**If yes, please specify**: |
| **Risk implications:** | Yes / No<br>**If yes, please specify:**<br>Operational:<br>Organisational: |
| **Equality and Diversity implications:** | Yes/No<br>**If yes, please specify:** |
| **Consultation:** [staff, students, UHI & Partners, External] and provide detail | |

| Status – [Confidential/Non confidential] | |
|---|---|
| **Freedom of Information** Can this paper be included in "open" business* [Yes/No] | |

*If a paper should **not** be included within "open" business, please highlight below the reason.

| Its disclosure would substantially prejudice a programme of research (S27) | | Its disclosure would substantially prejudice the effective conduct of public affairs (S30) | |
|---|---|---|---|
| Its disclosure would substantially prejudice the commercial interests of any person or organisation (S33) | | Its disclosure would constitute a breach of confidence actionable in court (S36) | |
| Its disclosure would constitute a breach of the Data Protection Act (S38) | | Other (please give further details) | |
| For how long must the paper be withheld? (express either as the time which needs to pass or a condition which needs to be met.) | | | |

Further guidance on application of the exclusions from Freedom of Information legislation is available via

http://www.itspublicknowledge.info/ScottishPublicAuthorities/ScottishPublicAuthorities.asp and

http://www.itspublicknowledge.info/web/FILES/Public_Interest_Test.pdf

Item 03

University of the
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**Supporting Student Carers Policy**

**REFERENCE:  PL/CL/2018/001**

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| | |
|---|---|
| Lead Officer | ~~Head of Student Services~~ Assistant Principal Student Experience and Quality |
| Review Officer | Access and Progression Manager |
| Date first approved by BoM | 18 December 2018 |
| First Review Date | September 2021 |
| Date review approved by BoM | |
| Next Review Date | September 2024 |
| Equality impact assessment | ~~Yes~~ September 2021 |
| Further information (where relevant) | |

| Reviewer | Date | Review Action/Impact |
|---|---|---|
| Access & Progression Manager | Sept 21 | Legislation updated Organisational job titles and committee titles changes Recognition of awards achieved and the corresponding frameworks |
| | | |
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Inverness College UHI Policy Manual
Policy: Student Carer Policy

**Contents**

Inverness College UHI Policy Manual
Policy: Student Carer Policy

## 1. Policy Statement

Inverness College UHI is committed to widening access and to providing equity of opportunity to all learners to help ensure that all students are supported to reach their full potential. Inverness College UHI are therefore committed to supporting student carers and being as flexible as possible to assist at all stages of the learning journey.

Our Access and Inclusion Strategy underpins and guides all we do and provides an umbrella under which every aspect of the student journey is encompassed. Student carers, along with other priority groups, are highlighted in our strategy as a particular group who may require some additional support to enter education and achieve a successful outcome. Inverness College UHI are a corporate partner of the Carers Trust, through achievement of the Carer's Trust Going Further and Going Higher Awards in May 2018. We recognise the importance of the standards outlined in these frameworks and ~~continue to~~ ~~ually~~ work ~~to~~ in partnership to ensure the needs of our student carers are met. ~~achieve these frameworks by working in partnership to support student carers.~~

## 2. Legislative framework/related policies

2.1. Relevant legislation.

2.1.1. The Equality Act (2010)
2.1.2. Carers (Scotland) Act (2016)
2.1.3. Carers (Scotland) Bill (2015)
~~2.1.3~~ 2.1.4. Carers Charter (2018)
~~2.1.4~~ 2.1.5. General Data Protection Regulation (GDPR) (2018)
2.1.6. The Data Protection Act (1998)
~~2.1.5~~ 2.1.7. The Children and Young People (Scotland) Act 2014

2.2. This policy should be understood in conjunction with the other College policies and documentation.

2.2.1. ~~Additional~~ Tertiary Learning Support ~~Needs~~ Policy
2.2.2. Admissions Policy
2.2.3. Further Education Guidance Policy~~2~~
~~2.2.3~~ 2.2.4. Academic Standards & Quality Regulations (FE)
~~2.2.4~~ 2.2.5. Access and Inclusion Strategy
~~2.2.5~~ 2.2.6. Equality and Diversity Strategy
~~2.2.6~~ 2.2.7. Information Security Policy

## 3. Scope

This policy covers advice and guidance to students who, at any point during their studies at Inverness College UHI has~~ve~~ caring responsibilities.

3.1. ==Inverness College UHI use the Carer's Trust definition of a Carer. Students who, at any point during their studies at Inverness College UHI, "provide unpaid care for a friend or family member who, due to illness, disability, a mental health problem or an addiction, cannot cope without their support."==

Inverness College UHI has~~ve~~ a role in advising and supporting students who already are, or who anticipate becoming carers, as well as providing the same advice and support to prospective students making enquiries.

3.2. This policy covers both prospective and current Inverness College UHI students who have an unpaid caring responsibility as defined in 3.1.

3.3. Confirming student carer status is the responsibility of the student. Declaration of carer status can be made as part of our admissions process; at interview or enrolment; to the Personal Development Adviser or Personal Academic Tutor; or to any member of staff at any point during the student journey.

3.4. As carers exist in a variety of different situations, proof of status can come from many different sources. Some examples of what can be provided as evidence are listed below but this list is not exhaustive:

- Self-certification, in the form of a short statement, regarding the nature of the caring duties and how this may affect their studies, including how long they anticipate this will last

- A GP letter confirming carer status

- A local authority, ~~Carer's Assessment , Adult Carer Support Plan or Young Carers Statement~~ Adult Carer Support Plan or Young Carer Statement

- Young Carer's Authorisation Card

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- Other relevant documentation, for example a letter from a Carer's organisation, social worker, carer group, receipt of benefits

  In most situations, self-certification will be the most common method used. However, at any point Inverness College UHI may request more information or evidence to confirm carer status or any changes to the student caring responsibilities.

3.5. A student may take on caring responsibilities at any time during their learning journey and it is acknowledged that there may be unpredictability in terms of caring commitment and time scales. It is therefore recognised that the needs of each carer are unique and the support which an individual may require, will be variable.

3.6. This policy, and the related procedure, does not cover:

- Students with parental responsibilities, unless for a child with a disability
- Students working in a paid caring capacity

  However, it should be noted that the College recognises that all students will have unique needs and we strive to anticipate and meet the needs of all students through ~~tailored~~personal centred support.

## 4. Compliance

4.1. This policy must be complied with by all staff working in the college. Students who disclose they are student carers, in line with our definition as detailed in 3.1, and have confirmation of status, as detailed in 3.4, are entitled to have individualised support to help them to access courses and to reach their potential. It is the responsibility of the Access and Transition Co-ordinator to meet with the student and agree a ~~Co-ordinated Support~~ Transition Plan providing support across the student journey. It is also the responsibility of the Access and Transition Co-ordinator to work with the student and other relevant staff to meet the needs of the student, where possible and where reasonable, and to signpost any additional support available from external agencies.

## 5. Monitoring

5.1. Compliance with the policy and related procedure will be monitored and evaluated through regular audits with update reports to the ~~Care Experienced~~

and Student Carer steering group; the Student Support Committee; and the Equality, and Diversity Equality, Diversity and Inclusion Committee and the Student Journey and Enhancement Committee.

5.2. The policy and related procedure will be monitored in relation to

- The equality targets set for student carers detailed in the Access and Inclusion Strategy

- The results of focus groups and student surveys

- Feedback from external carer services

Appropriate procedures for monitoring and evaluation are the responsibility of the Lead Officer.

## 6. Review

6.1. This policy will be reviewed every 3 years and updated as necessary.

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**Inverness College**

| | | | |
|---|---|---|---|
| Policy/Procedure/Strategy: | Supporting Student Carers Policy | Author/Owner: | Access and Progression Manager |
| Review Due: | | Department/Section: | Access and Progression |
| Date of Assessment: | | | |

Signature: *LMT*

Date: 01/10/21

## Step 1

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

To ensure Inverness College UHI provides support and guidance for Student Carers to help overcome barriers to successful completion of courses

○ New
◉ Revised
○ Existing

| Who will be affected? | Who will be consulted? | Evidence available: |
|---|---|---|
| Staff (Academic and Professional Services) Student Carers | As this is a revised policy with limited changes, no consultation required. | |

## Step 2

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

# Equality Impact Assessment Form

## Step 3

Action to be taken

Summary of EIA Outcome – please tick

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

Please forward completed EIA forms to the Quality Unit

# University of the Highlands and Islands
## Inverness College

**Board of Management**

| Subject/Title: | **Early Student Experience Survey** |
|---|---|
| **Author:**<br>[Name and Job title] | Quality Manager, Grant Macdonald<br>Assistant Principal Student Experience & Quality,<br>Lindsay Snodgrass |
| **Meeting:** | Learning, Teaching and Research Committee |
| **Meeting Date:** | 07 December 2021 |
| **Date Paper prepared:** | 28 November 2021 |
| **Brief Summary of the paper:** | To provide the Board with an overview of student feedback gathered through the Early Experience Survey which ran in October. |
| **Action requested:**<br>[Approval, recommendation, discussion, noting] | Discussion |
| **Link to Strategy:**<br>Please highlight how the paper links to, or assists with:**<br>a) compliance<br>• partnership services<br>• risk management<br>• strategic plan<br>• new opportunity/change | This paper links to the strategic plan, particularly in relation to the student experience and the curriculum. |
| **Resource implications:** | Yes |
| **Risk implications:** | This linked to risk management – ability to attract and retain students |
| **Equality and Diversity implications:** | Consideration of parity of experience across learner groups |
| **Consultation:**<br>[staff, students, UHI & Partners, External] and provide detail | n/a |

| Status – [Confidential/Non confidential] | Non-confidential | |
|---|---|---|
| **Freedom of Information** Can this paper be included in "open" business* [Yes/No] | Yes | |

*If a paper should **not** be included within "open" business, please highlight below the reason.

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|---|---|---|---|
| Its disclosure would substantially prejudice the commercial interests of any person or organisation (S33) | | Its disclosure would constitute a breach of confidence actionable in court (S36) | |
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**Early Student Experience Survey**

**Executive summary**

Overall student **satisfaction is 92%** this year to date based on the responses to the Early Student Experience Survey (ESES). This is a national survey which gives colleges an early insight into the student experience in the early part of their course.

**Satisfaction is up 9pp on the same point last AY**. It is also **up 10pp on the end of year Student Satisfaction and Engagement Survey (SSES)** which was conducted between March and April of last AY.

The ongoing restrictions and management of the pandemic has undoubtedly affected the student experience and student satisfaction.  It is anticipated that the improved satisfaction rate in the ESES demonstrates a return to more 'normal' satisfaction levels and reflects students being pleased to be back to some on campus learning. We are acutely aware of the need to **balance on-going health and safety concerns with the need to give students a face to face on site experience** to support student engagement, retention and successful outcomes.

There are significant variations in satisfaction across Schools in terms of satisfaction and response rate. These are being discussed with Heads of School in their monthly data presentations.

## Contents

## 1. Executive Summary

- Overall Satisfaction is 92.31%
- FE students have higher satisfaction rates than HE students, which reflects the trend from the previous 2 academic years (AY). With 90.1% of HE students being satisfied with their overall college experience compared to 94.12% of HE students being satisfied with their overall college experience.
- Full time satisfaction = 92.31% and Part Time satisfaction = 92.34%. Which is a difference of 0.03%, less than 1 ppt.
- FEPT = 96.66%, HEPT = 86.52%, FEFT = 93.47%, HEFT = 90.91%. Which means overall FEPT students are the most satisfied with 96.66% satisfaction and HEPT are the least satisfied with 86.52% satisfaction which is a change from last Academic Year when HEFT were least satisfied.
- Those students who would describe themselves as female were most satisfied with 93.74% satisfaction out of 623 responses. The 382 students who identified themselves as male reported a 91% satisfaction rate. Students who would describe themselves in another way who were least satisfied with 82.61% satisfaction out of 23 responses.
- 9.75% of all students (3323 students) declared they had a disability, impairment, medical condition, physical impairment, mobility issue or specific learning disability. Out of these students 88.58% were satisfied with their overall college experience. For comparison, 31% of all students (1573 students) who enrolled in 2021-22 disclosed they had a disability.
- This year younger students were more satisfied with their college experience (92.84%) than older students (91.45%) which is a change from the previous academic year when older students where more satisfied.
- The overall satisfaction rates encompass variances across Schools and programmes.
- The survey ran for 2 weeks between 27 September and 8 October 2021.
- Due to the COVID-19 restrictions during this period, the continuation of remote learning in most curriculum areas limited the opportunities to promote and actively encourage completion of the survey in a face to face environment, which negatively impacted the response rate.

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## 2.    Response Rates

The overall response rate for the ESES was 1167 out of 3323 students.  Figure 2 below shows that this is approximately 40 more respondents than in 2020 - 21 but is lower than our target response rate. The percentage response rate for 2021 – 22 was 35.1%. Figure 3 shows a negative trend in percentage response rate over the last 3 years which has reflected the challenge of engaging students in the blended learning environment.

### Responses

| Year | Responses |
|------|-----------|
| 2017 - 2018 | 1185 |
| 2018 - 2019 | 1876 |
| 2019 - 2020 | 1673 |
| 2020 - 2021 | 1127 |
| 2021 - 2022 | 1167 |
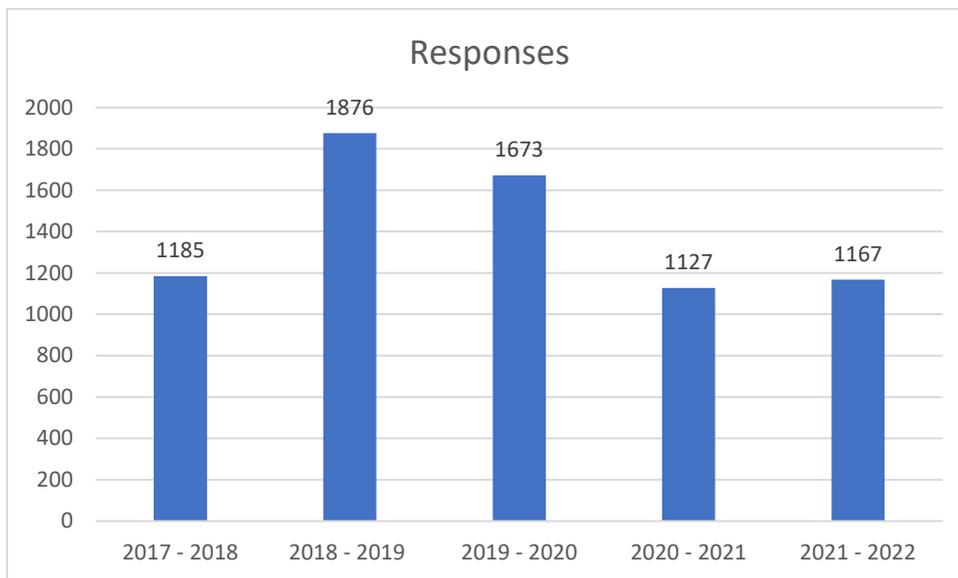
**Figure 2: Total number of responses to ESES**
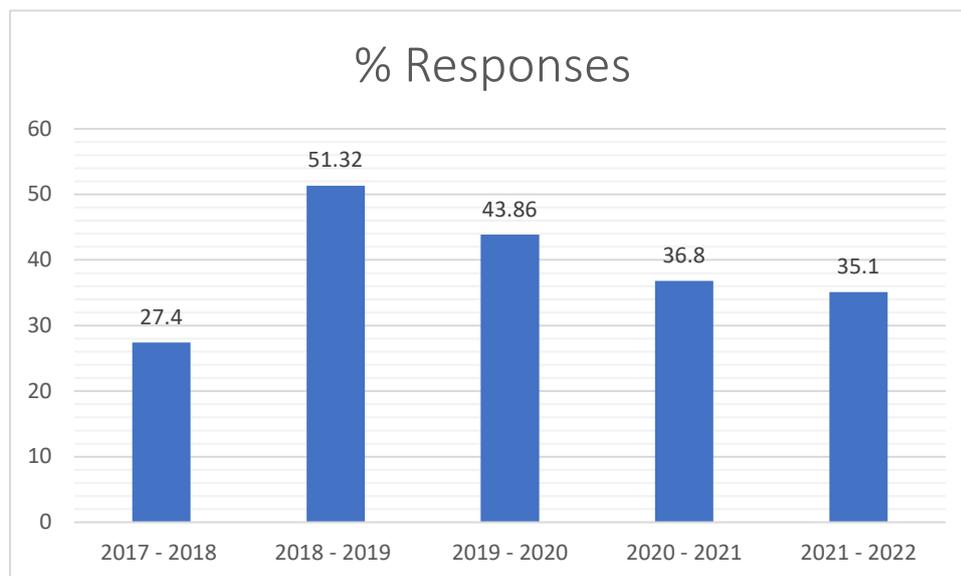
## % Responses



**Figure 3: ESES percentage response rate**

The sample size and response rate for each School is shown in Table 1 below. The response rate across the Schools ranged from 19.1% to 59.4% which is a larger range than in 2020 – 21 which was 22.8% to 52.7%. Care, Health and Wellbeing had the third highest response rate but one of smallest percentages in responses. Business, Computing and Hospitality had the greatest percentage response rate across all Schools with 59.4%.

| School | Sample Size | Response Rate | % Response Rate |
|---|---|---|---|
| **Business, Computing & Hospitality** | 471 | 280 | 59.4% |
| **Care, Health & Wellbeing** | 926 | 254 | 27.4% |
| **Construction & the Built Environment** | 398 | 76 | 19.1% |
| **Creative Arts** | 765 | 304 | 39.7% |
| **Education & Applied Science** | 362 | 146 | 40.3% |
| **Engineering Technology** | 218 | 69 | 31.7% |
| **Scottish School of Forestry** | 183 | 38 | 20.8% |
| **Total** | 3323 | **1167** | 35.1 |

**Table 1: School sample size and response rate.**

The School with the lowest number of responses was Scottish School of Forestry with 38 responses which is 20.8%. The School with the lowest % of responses was Construction and the Built Environment with 19.1% which equates to 76 responses.

## 3.    Satisfaction Rates

Figure 4. Shows the overall satisfaction rate from this years' survey is 92.31% compared to last year's overall satisfaction rate of 83.23%, this is an increase in overall satisfaction of 9 ppt. The proportion of students strongly agreeing with the statement they are satisfied with their overall student experience has also increased this year by 12 ppt. This is a positive compared to last year's survey where both overall satisfaction and students who strongly agreed both fell from the previous year. This is reflective of the restrictions placed upon students in engaging in face-to-face classes last year and the gradual return back to some on campus delivery this AY.

The other significant shift is seen in the decrease in the number of students who disagree with the statement 'Overall, I am satisfied with my college experience'. This decrease is just over 9 ppt from 16.77% who disagree last academic year to just 7.68% who disagree this academic year. Again, this is likely to be reflective of the gradual lifting of some restrictions and the return to some on campus delivery.
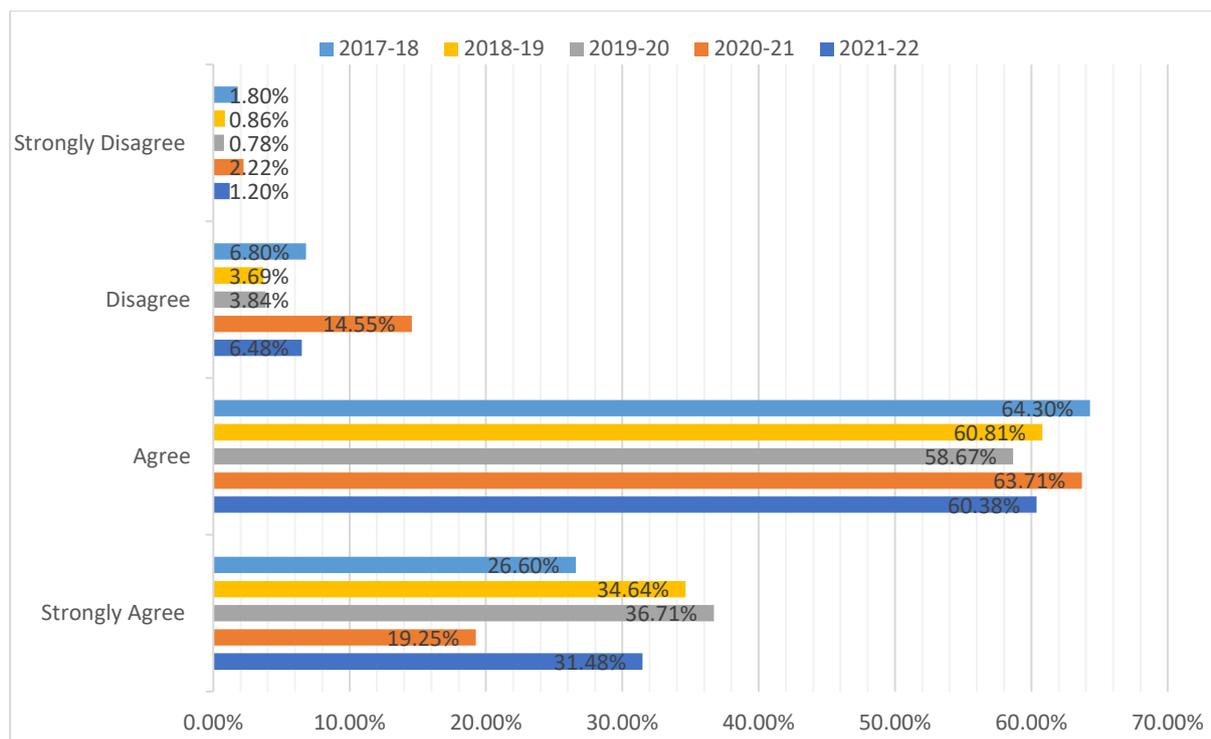
**Figure 4: Overall satisfaction comparison by year.**

### 3.1.    Satisfaction by School

| School | % Satisfaction | Raw Count |
|---|---|---|
| **Business, Computing & Hospitality** | 93.25% | 280 |
| **Care, Health and Wellbeing** | 91.11% | 254 |
| **Construction and the Built Environment** | 95.94% | 76 |
| **Creative Arts** | 92.6% | 304 |
| **Education and Applied Sciences** | 92.86% | 146 |
| **Engineering Technology** | 92.65% | 69 |
| **Forestry** | 81.58% | 38 |

**Table 2. Satisfaction by School.**

Four Schools have overall satisfaction rates higher than the overall college satisfaction rate 92.31%:

Construction and the Built Environment, Creative Arts, Education and Applied Sciences and Engineering Technology.

One School fell below the trend which was Forestry with an overall satisfaction rate of 81.58%.
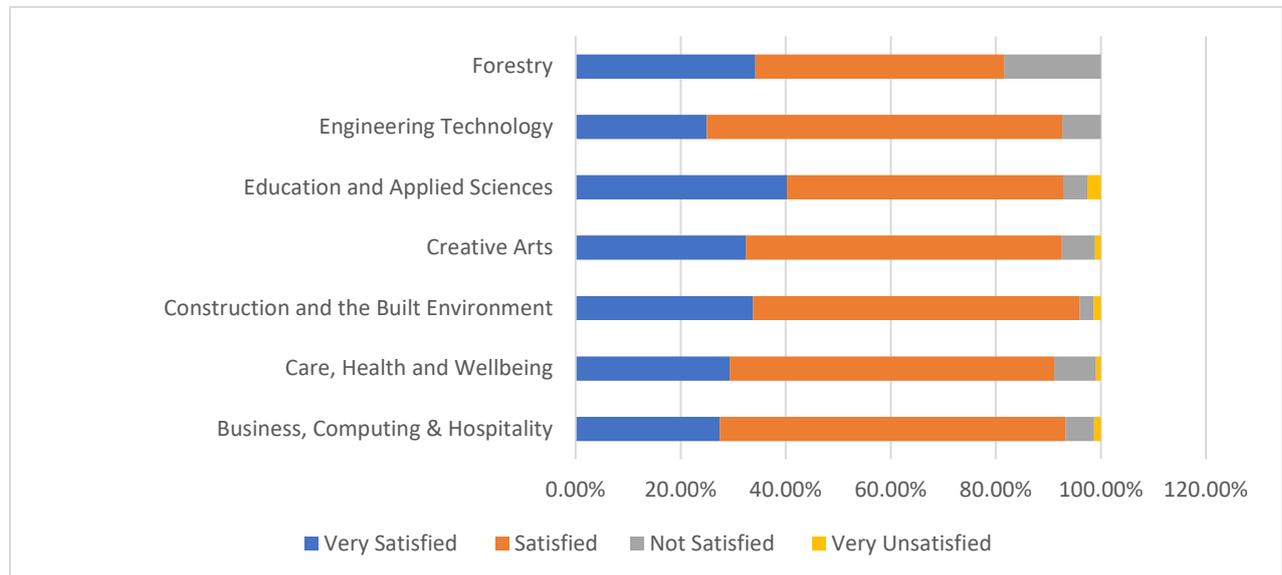


**Figure 5. Overall satisfaction by School.**

The breakdown regarding the level of satisfaction within the Schools is shown as a percentage of their total number of respondents.

University of the
Highlands and Islands
Inverness College

## 3.2. Satisfaction by Level of Study
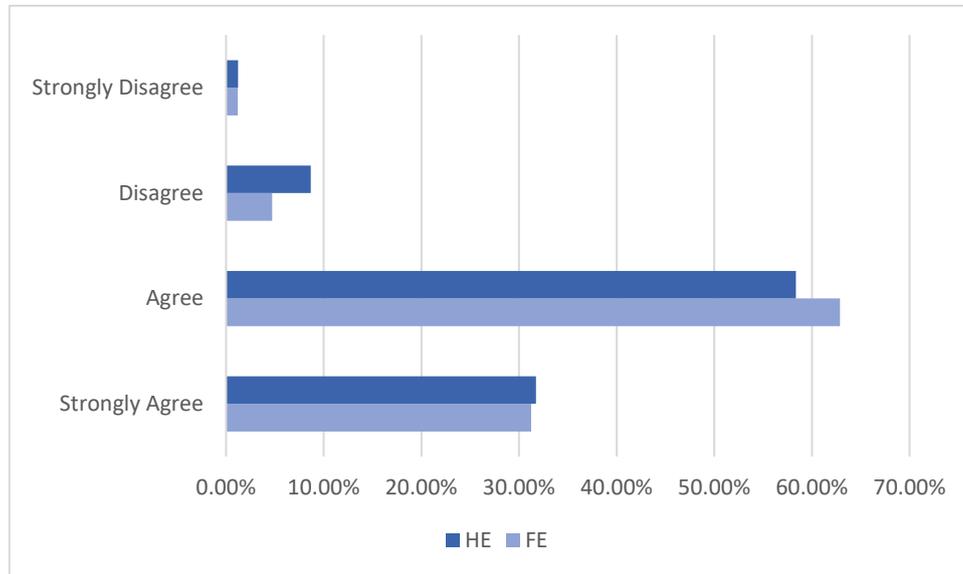


**Figure 6: Overall satisfaction by level of study.**

 FE students are more satisfied (92.31%) than HE students (92.19%) but only marginally with less than 1 ppt difference. Compared to last year's results (FE = 86.05%, HE= 80.85).

## 3.3. Satisfaction by Mode of Attendance
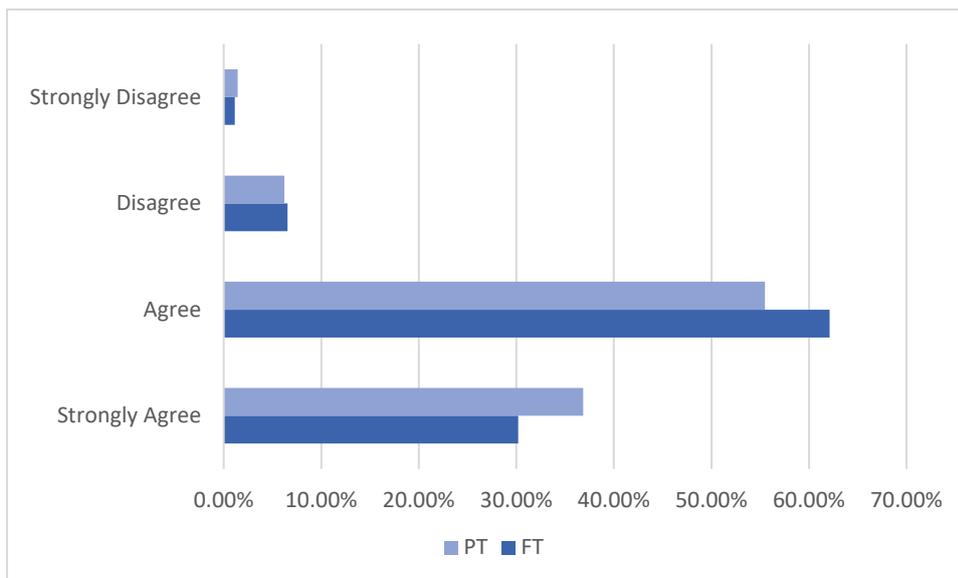


**Figure 7: Overall satisfaction by mode of attendance**

University of the
Highlands and Islands
Inverness College

ITEM 04
*Early Student Experience Survey*
*Summary Report 2020*

PT students are slightly more satisfied (92.34%) than FT students (92.25%). This is similar to last year where PT students were more satisfied but there is a less of a difference in satisfaction between FT and PT this year compared to last year. PT = 88.61% and FT = 82.35%.

## 3.4.    Satisfaction by Level and Mode of Attendance

| | 2018-19 | | 2019-20 | | 2020-21 | | 2021-22 | | % diff. last AY |
|---|---|---|---|---|---|---|---|---|---|
| | % Satisfied | Raw Count | % Satisfied | Raw Count | % Satisfied | Raw Count | % Satisfied | Raw Count | |
| **FE FT** | 96.40% | 747 | 97.30% | 630 | 85.60% | 436 | 93.47% | 444 | **7.87%** |
| **FE PT** | 97.50% | 441 | 98.10% | 411 | 88.80% | 80 | 96.66% | 116 | **7.86%** |
| **HE FT** | 92.60% | 510 | 91.70% | 529 | 79.70% | 533 | 90.91% | 360 | **11.21%** |
| **HE PT** | 94.70% | 170 | 91.70% | 96 | 88.50% | 78 | 86.52% | 77 | **-1.98%** |

**Table 3: Overall Satisfaction by level and mode of attendance including 1-year trend.**

Combining the level and mode shows that FEPT students are the most satisfied category, followed closely by FEFT students.  Two categories are over the overall satisfaction rate of 92.31%. The 1-year trend is encouraging as 3 categories have significantly improved in overall satisfaction although one area (HEPT) has dropped slightly compared to last year. Although there has been a large improvement compared to last year, it is still less than the overall satisfaction for all categories in 2018-19 and 2019-2020.

## 3.5.    Satisfaction by Gender
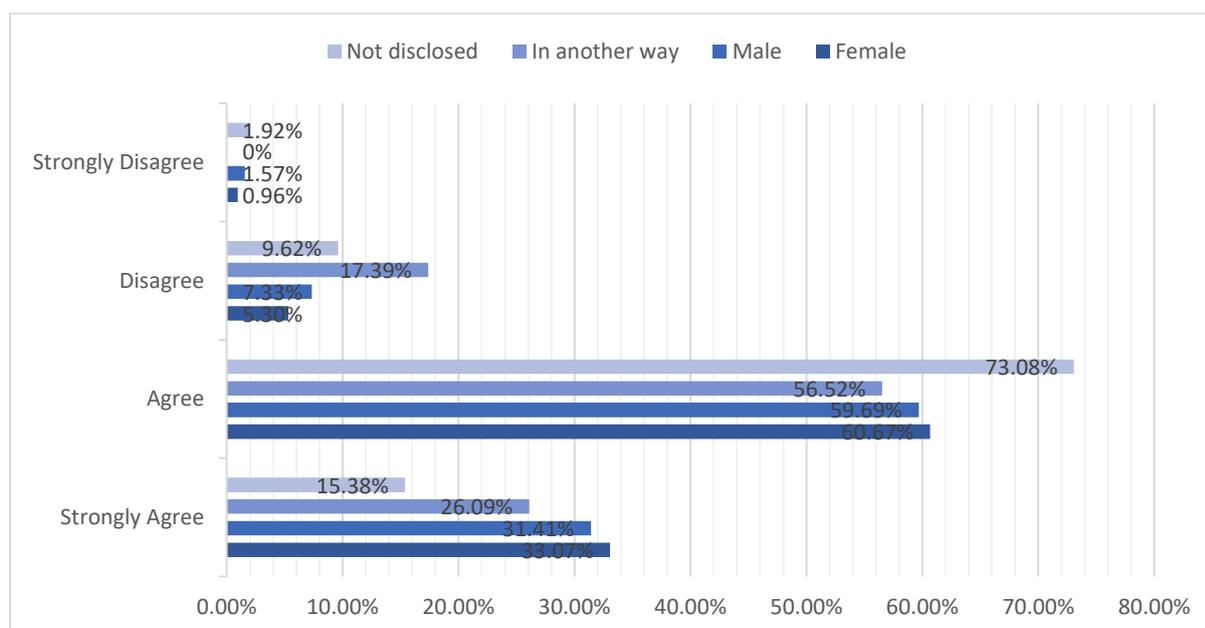


**Figure 8. Overall satisfaction by gender.**

Female, including Trans Women, students are more satisfied than their male counterparts by just over 2ppt.  (93.74% vs 91.10%).  This is more in line with the figures from 2017-18, 2018-19 and 2019-2020

which showed comparable levels of satisfaction for gender rather than the figures from last year which show a bigger difference in satisfaction from Females, including Tans Women, students (85.42%) compared to Male, including Trans Male, students (78.32%).

## 3.6. Satisfaction by Disability
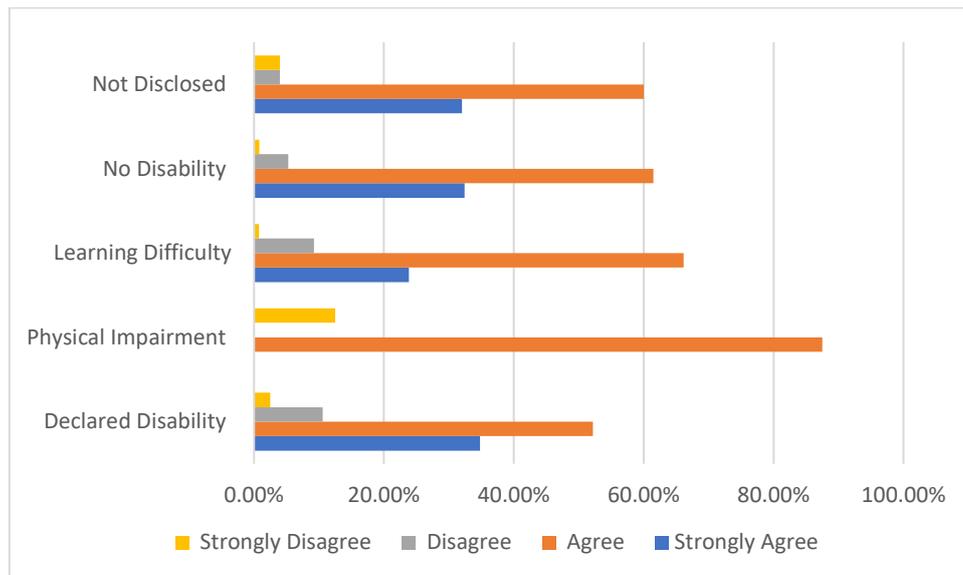


***Figure 9. Overall satisfaction by disability.***

Students who declared a disability, physical impairment or learning difficulty are less satisfied that students with no declared disability: 88.30% to 93.92%. This represents the same trend as last year with similar differences in ppt of satisfaction.

## 3.7. *Satisfaction by Care* Experience
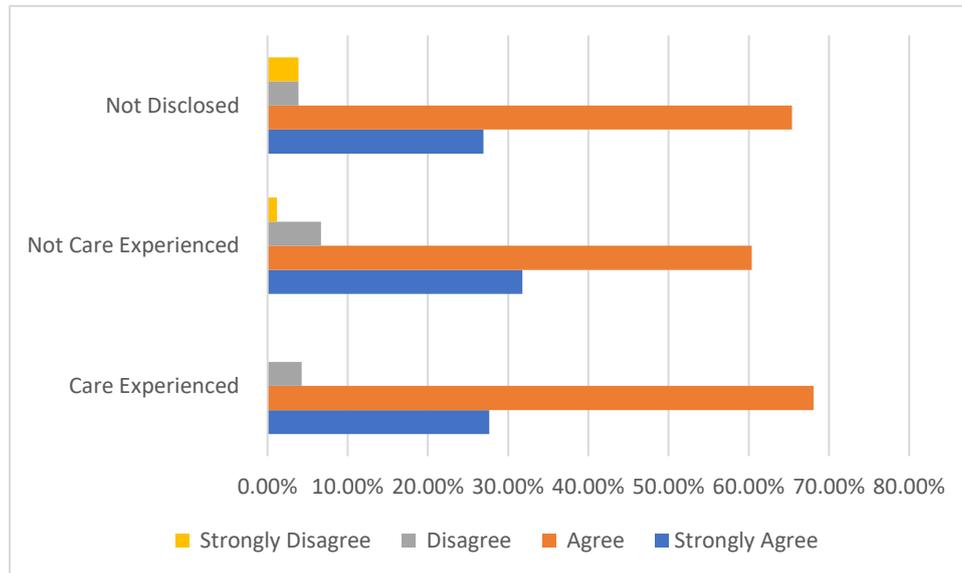


***Figure 10. Overall satisfaction by care* experience.**

Those who are care experienced are marginally more satisfied than those are not: *95.75%* compared to *92.16%.* The number of students not disclosing this information increased to 26, compared to 10 non-disclosures last year.

### 3.8. *Satisfaction by Care* Responsibilities
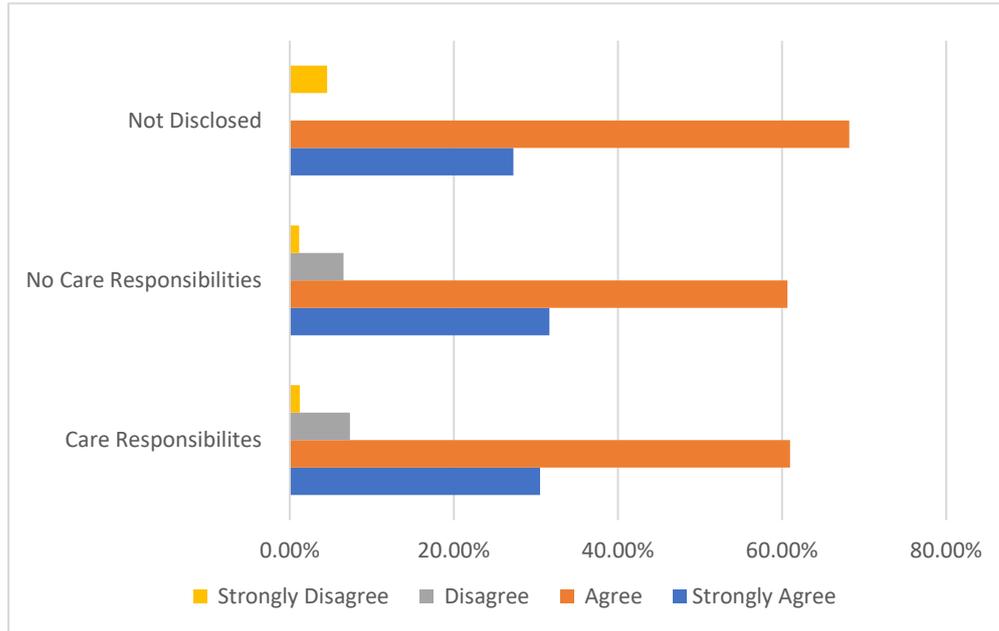


**Figure 11. Overall satisfaction by care responsibilities.**

Those students who declared Care Responsibilities were marginally less satisfied than those students who do not have caring responsibilities; 91.47% vs 92.32%. the number of students who did not disclose this information rose to 22 students, an increase of 12 compared to last year.

### 3.9. *Satisfaction by Age Band*
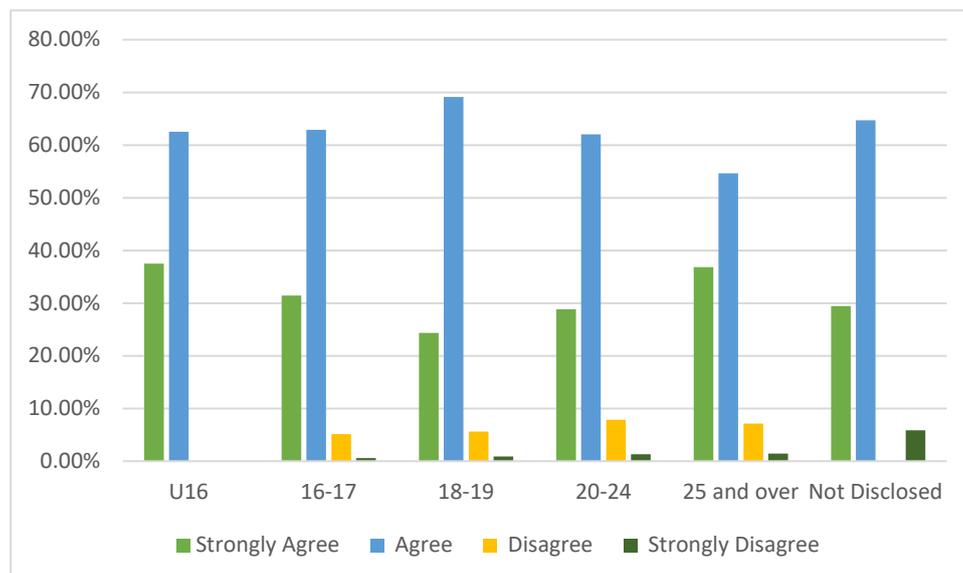
*Figure 12. Overall satisfaction by age band.*

U16 were 100% satisfied with their overall college experience, although only 8 students that were U16 responded. Students who fell into 16-17 yo, 18-19 yo and those students who did not disclose their age were similarly satisfied with their overall college experience. 20-24 yo and 25 years and older were marginally less satisfied. 17 students did not disclose their age.

## 3.10. *Satisfaction by Ethnicity*

| Ethnic Background | % Satisfaction | Raw Count |
|---|---|---|
| **BME** | 83.72% | 43 |
| **Other** | 94.12% | 34 |
| **Other – White Background** | 89.13% | 92 |
| **Polish** | 97.62% | 84 |
| **White – UK and Irish** | 92.50% | 827 |

**Table 4. Overall satisfaction by ethnicity.**

Three categories; Other, Polish and White – UK and Irish, all had satisfaction rates above the College's average satisfaction. BME and Other – White background, fall below the College's average by 3ppt and 9ppt respectively.

## 4. Appendix 1

| No. | Question | Business, Computing & Hospitality % Satisfied | Raw Count | Care, Health & Wellbeing % Satisfied | Raw Count | Construction & the Built Environment % Satisfied | Raw Count | Creative Arts % Satisfied | Raw Count | Education & Applied Science % Satisfied | Raw Count | Engineering Technology % Satisfied | Raw Count | Forestry % Satisfied | Raw Count | Question Result % Satisfied |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | Overall, I'm satisfied with my student experience so far | 93.25% | 221 | 91.11% | 205 | 95.95% | 71 | 92.61% | 263 | 92.86% | 143 | 92.65% | 63 | 81.58% | 31 | 92.31% |
| 2 | Before applying, the information on the college website helped inform my decision | 87.26% | 185 | 89.34% | 176 | 82.26% | 51 | 89.45% | 229 | 87.05% | 121 | 87.10% | 54 | 93.94% | 31 | 88.14% |
| 3 | Applying to my course was easy | 90.09% | 191 | 90.91% | 180 | 98.41% | 62 | 89.76% | 228 | 85.82% | 121 | 93.55% | 58 | 85.29% | 29 | 90.15% |
| 4 | I was provided with clear information about the funding I could apply for | 76.06% | 162 | 78.06% | 153 | 75.81% | 47 | 78.66% | 199 | 75.00% | 78 | 79.03% | 49 | 79.41% | 27 | 77.38% |
| 5 | My funding application was dealt with effectively | 76.92% | 160 | 87.89% | 167 | 80.33% | 49 | 80.97% | 200 | 70.41% | 69 | 83.87% | 52 | 75.76% | 25 | 80.31% |
| 6 | I was aware of information and support for financial hardship | 83.33% | 175 | 76.53% | 150 | 77.42% | 48 | 81.03% | 205 | 75.51% | 74 | 87.10% | 54 | 78.79% | 26 | 80.09% |
| 7 | After applying, the information I received (e.g., direct communication or website) before starting my course helped me prepare for college / university | 82.46% | 174 | 81.44% | 158 | 82.26% | 51 | 76.98% | 194 | 86.62% | 123 | 95.45% | 63 | 75.76% | 25 | 81.49% |
| 8 | I was made to feel welcome during my first week | 98.30% | 231 | 96.85% | 215 | 97.30% | 72 | 97.53% | 276 | 93.38% | 141 | 92.54% | 62 | 91.89% | 34 | 96.63% |
| 9 | It was easy to enrol on to my course | 93.19% | 219 | 91.07% | 204 | 93.15% | 68 | 92.88% | 261 | 89.93% | 134 | 93.85% | 61 | 83.78% | 21 | 91.84% |

| # | Question | % | n | % | n | % | n | % | n | % | n | % | n | % | n | Total |
|---|----------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|-------|
| 10 | I found induction (online or on campus) a useful preparation for starting my course this year | 89.70% | 209 | 88.07% | 192 | 93.15% | 68 | 89.61% | 250 | 84.67% | 116 | 89.23% | 58 | 83.78% | 21 | 88.96% |
| 11 | During my course induction, I was provided with information about the subjects within my course this year | 93.16% | 218 | 87.27% | 192 | 90.41% | 66 | 93.55% | 261 | 89.23% | 116 | 90.77% | 59 | 75.68% | 28 | 90.46% |
| 12 | During my course induction, I found out about the different ways I will be learning | 94.85% | 221 | 99.13% | 193 | 95.89% | 70 | 94.60% | 263 | 88.37% | 114 | 90.63% | 58 | 72.97% | 27 | 91.59% |
| 13 | Induction gave me confidence to engage with my course online or on campus | 86.27% | 201 | 85.84% | 188 | 94.52% | 69 | 89.17% | 247 | 77.60% | 97 | 90.63% | 58 | 72.97% | 27 | 86.28% |
| 14 | I have been made aware of the Highlands and Islands Student Association (HISA) and understand its role | Yes - 149 No - 82 | | Yes - 178 No - 44 | | Yes - 39 No - 33 | | Yes - 208 No - 73 | | Yes - 82 No - 40 | | Yes - 50 No - 13 | | Yes - 28 No - 9 | | Yes - 738 No - 294 |
| 15 | I know who the HISA depute/officer is at my college | Yes - 81 No - 154 | | Yes - 108 No - 114 | | Yes - 10 No - 64 | | Yes - 136 No - 145 | | Yes - 59 No - 64 | | Yes - 41 No - 26 | | Yes - 27 No - 10 | | Yes - 445 No - 594 |
| 16 | I am aware of the role of the Student Voice Rep for my class | Yes - 141 No - 94 | | Yes - 175 No - 49 | | Yes - 30 No - 44 | | Yes - 194 No - 84 | | Yes - 58 No - 62 | | Yes - 54 No - 14 | | Yes - 26 No - 11 | | Yes - 678 No - 358 |
| 17 | I am aware of the freshers activities | Yes - 69 No - 164 | | Yes - 99 No - 125 | | Yes - 13 No - 61 | | Yes - 107 No - 171 | | Yes - 44 No - 75 | | Yes - 22 No - 46 | | Yes - 10 No - 27 | | Yes - 364 No - 669 |
| 18 | | | | | | | | | | | | | | | | |

| | | Chose not to participate in any activities - 42 In-person activity - 4 Mix of both online and in-person activities - 4 Online activity - 12 | | Chose not to participate in any activities - 85 Mix of both online and in-person activities - 4 Online activity - 6 | | Chose not to participate in any activities - 11 In-person activity - 1 Online activity - 1 | | Chose not to participate in any activities - 67 In-person activity - 5 Mix of both online and in-person activities - 9 Online activity - 16 | | Chose not to participate in any activities - 22 In-person activity - 2 Mix of both online and in-person activities - 5 Online activity - 3 | | Chose not to participate in any activities - 18 In-person activity - 1 Mix of both online and in-person activities - 2 | | Chose not to participate in any activities - 9 Online activity - 1 | | Chose not to participate in any activities - 254 In-person activity - 13 Mix of both online and in-person activities - 25 Online activity - 39 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 19 | The freshers activities helped me to feel part of a student community | Yes - 31 No - 28 | | Yes - 31 No - 40 | | Yes - 1 No - 8 | | Yes - 53 No - 30 | | Yes - 16 No - 9 | | Yes - 9 No - 9 | | Yes - 3 No - 7 | | Yes - 144 No - 131 |
| 20 | I know how to access Student Services (online or at campus) | 94.47% | 222 | 91.52% | 205 | 91.89% | 68 | 94.31% | 265 | 83.04% | 93 | 92.65% | 63 | 81.08% | 30 | 91.76% |
| 21 | I know how to access MyDay | 99.15% | 234 | 99.56% | 224 | 97.30% | 72 | 98.93% | 278 | 92.44% | 110 | 100% | 68 | 94.59% | 35 | 98.17% |
| 22 | I know who my academic support contact (PDA, PAT, LDW, Guidance Tutor) is and how to contact them | 94.44% | 221 | 97.32% | 218 | 89.19% | 66 | 93.59% | 263 | 93.66% | 133 | 94.12% | 64 | 97.30% | 36 | 94.43% |
| 23 | I am treated fairly and equally by staff | 99.58% | 235 | 98.66% | 221 | 100.00% | 74 | 98.58% | 277 | 97.30% | 144 | 100.00% | 68 | 94.59% | 35 | 98.69% |

I am aware of the freshers activities

# ITEM 04
### Early Student Experience Survey
### Summary Report 2020

| # | Question | | | | | | | | | | | | | | Total |
|---|----------|---|---|---|---|---|---|---|---|---|---|---|---|---|-------|
| 24 | I am aware of support available for mental health and wellbeing (access to counsellor and the online Togetherall space or other resources) | 91.49% | 215 | 90.22% | 203 | 86.49% | 64 | 91.10% | 256 | 85.60% | 107 | 94.03% | 63 | 83.78% | 31 | 89.94% |
| 25 | I know how to access these library facilities: Print materials | Yes - 139 No - 94 | | Yes - 117 No - 103 | | Yes - 43 No - 30 | | Yes - 169 No - 109 | | Yes - 59 No - 40 | | Yes - 38 No - 29 | | Yes - 20 No - 17 | | Yes - 585 No - 422 |
| 26 | I know how to access these library facilities: Electronic materials | Yes - 183 No - 51 | | Yes - 164 No - 59 | | Yes - 48 No - 26 | | Yes - 208 No - 71 | | Yes - 75 No - 26 | | Yes - 49 No - 19 | | Yes - 24 No - 13 | | Yes - 751 No - 265 |
| 29 | I know how to access these library facilities: Help and advice on library matters | Yes - 166 No - 67 | | Yes - 161 No - 58 | | Yes - 44 No - 30 | | Yes - 203 No - 74 | | Yes - 74 No - 26 | | Yes - 41 No - 25 | | Yes - 23 No - 14 | | Yes - 712 No - 294 |
| 30 | I feel I am on the right course | 91.49% | 227 | 96.43% | 216 | 98.65% | 73 | 96.79% | 271 | 96.69% | 146 | 98.53% | 67 | 94.59% | 25 | 96.91% |
| 31 | I am happy with the way my course is taught | 88.94% | 209 | 84.82% | 190 | 93.24% | 69 | 87.10% | 243 | 90.07% | 136 | 83.82 | 57 | 86.49% | 32 | 87.64% |
| 32 | I know when my assessments are due | 94.87% | 222 | 92.38% | 206 | 85.14% | 63 | 90% | 252 | 86.40% | 108 | 89.71 | 61 | 86.49% | 33 | 90.68% |
| 33 | I know how I can provide feedback to improve learning and teaching | 90.56% | 211 | 85.27% | 191 | 89.19% | 66 | 87.14% | 244 | 86.21% | 125 | 89.55% | 60 | 72.97% | 27 | 87.17% |
| 34 | My course is being delivered in the way I expected | 88.89% | 208 | 81.33% | 183 | 87.84% | 65 | 85.00% | 238 | 85.07% | 114 | 76.12% | 51 | 89.19% | 33 | 84.87% |
| 35 | Online classroom (e.g., Webex, Google Meet, MS Teams) - Have you used the following digital technologies? | Yes - 231 Not used yet - 3 | | Yes - 219 Not used yet - 5 | | Yes - 60 Not used yet - 13 | | Yes - 271 Not used yet - 5 | | Yes - 82 Not used yet - 5 | | Yes - 55 Not used yet - 12 | | Yes - 35 Not used yet - 2 | | Yes - 953 Not used yet - 45 |

University of the Highlands and Islands
Inverness College

| # | Question | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|
| 36 | Online classroom (e.g., Webex, Google Meet, MS Teams) - From what you may already know, how would you like these digital technologies used? | Introduced - 14 Not sure - 12 Used less - 21 Used more - 13 Used the same - 87 | Introduced - 4 Not sure - 11 Used less - 22 Used more - 14 Used the same - 89 | Introduced - 2 Not sure - 5 Used less - 1 Used more - 5 Used the same - 26 | Introduced - 11 Not sure - 20 Used less - 33 Used more - 14 Used the same - 83 | Introduced - 3 Not sure - 2 Used less - 10 Used more - 4 Used the same - 33 | Introduced - 4 Not sure - 4 Used less - 11 Used more - 3 Used the same - 18 | Not sure - 4 Used less - 8 Used more - 1 Used the same - 18 | Introduced - 38 Not sure - 58 Used less - 106 Used more - 54 Used the same - 354 |
| 37 | Discussion boards / chat rooms - Have you used the following digital technologies? | Yes - 174 Not used yet - 52 | Yes - 188 Not used yet - 31 | Yes - 49 Not used yet - 23 | Yes - 182 Not used yet - 86 | Yes - 57 Not used yet - 28 | Yes - 22 Not used yet - 41 | Yes - 9 Not used yet - 27 | Yes - 681 Not used yet - 288 |
| 38 | Discussion boards / chat rooms - From what you may already know, how would you like these digital technologies used? | Introduced - 13 Not sure - 34 Used less - 15 Used more - 18 Used the same - 60 | Introduced - 5 Not sure - 18 Used less - 23 Used more - 9 Used the same - 73 | Introduced - 2 Not sure - 10 Used less - 1 Used more - 11 Used the same - 15 | Introduced - 10 Not sure - 55 Used less - 14 Used more - 20 Used the same - 54 | Introduced - 2 Not sure - 15 Used less - 4 Used more - 6 Used the same - 21 | Introduced - 3 Not sure - 17 Used less - 6 Used more - 1 Used the same - 9 | Introduced - 1 Not sure - 17 Used less - 2 Used more - 2 Used the same - 5 | Introduced - 36 Not sure - 166 Used less - 65 Used more - 67 Used the same - 237 |
| 39 | Online quizzes - Have you used the following digital technologies? | Yes - 161 Not used yet - 63 | Yes - 136 Not used yet - 80 | Yes - 23 Not used yet - 49 | Yes - 150 Not used yet - 113 | Yes - 49 Not used yet - 34 | Yes - 14 Not used yet - 50 | Yes - 8 Not used yet - 28 | Yes - 541 Not used yet - 417 |
| 40 | Online quizzes - From what you may already know, how would you like these digital technologies used? | Introduced - 19 Not sure - 24 Used less - 4 Used more - 37 Used the same - 50 | Introduced - 11 Not sure - 25 Used less - 6 Used more - 44 Used the same - 38 | Introduced - 8 Not sure - 17 Used less - 5 Used more - 5 Used the same - 4 | Introduced - 10 Not sure - 57 Used less - 3 Used more - 39 Used the same - 37 | Introduced - 5 Not sure - 11 Used less - 3 Used more - 8 Used the same - 21 | Introduced - 4 Not sure - 18 Used less - 4 Used more - 5 Used the same - 4 | Introduced - 5 Not sure - 10 Used less - 2 Used more - 4 Used the same - 6 | Introduced - 62 Not sure - 162 Used less - 22 |

| # | | | | | | | | | Used more - 142<br>Used the same - 160 |
|---|---|---|---|---|---|---|---|---|---|
| 41 | Recorded online classroom sessions - Have you used the following digital technologies? | Yes - 197<br>Not used yet - 30 | Yes - 148<br>Not used yet - 71 | Yes - 54<br>Not used yet - 18 | Yes - 195<br>Not used yet - 71 | Yes - 51<br>Not used yet - 32 | Yes - 33<br>Not used yet - 32 | Yes - 17<br>Not used yet - 19 | Yes - 695<br>Not used yet - 273 |
| 42 | Recorded online classroom sessions - From what you may already know, how would you like these digital technologies used? | Introduced - 14<br>Not sure - 10<br>Used less - 3<br>Used more - 50<br>Used the same - 62 | Introduced - 10<br>Not sure - 20<br>Used less - 3<br>Used more - 38<br>Used the same - 53 | Not sure - 5<br>Used more - 6<br>Used the same - 24 | Introduced - 7<br>Not sure - 42<br>Used less - 7<br>Used more - 36<br>Used the same - 66 | Introduced - 3<br>Not sure - 14<br>Used less - 1<br>Used more - 12<br>Used the same - 20 | Introduced - 1<br>Not sure - 10<br>Used less - 7<br>Used more - 6<br>Used the same - 14 | Not sure - 9<br>Used less - 2<br>Used more - 12<br>Used the same - 7 | Introduced - 35<br>Not sure - 110<br>Used less - 23<br>Used more - 160<br>Used the same - 246 |
| 43 | Access to digital learning resources (e.g., documents, presentations, videos, articles, websites) - Have you used the following digital technologies? | Yes - 221<br>Not used yet - 9 | Yes - 209<br>Not used yet - 10 | Yes - 66<br>Not used yet - 5 | Yes - 254<br>Not used yet - 17 | Yes - 77<br>Not used yet - 7 | Yes - 52<br>Not used yet - 11 | Yes - 33<br>Not used yet - 3 | Yes - 912<br>Not used yet - 62 |
| 44 | Access to digital learning resources (e.g., documents, presentations, videos, articles, websites) - From what you may already know, how would you like these digital technologies used? | Introduced - 11<br>Not sure - 11<br>Used less - 3<br>Used more - 24<br>Used the same - 94 | Introduced - 5<br>Not sure - 10<br>Used less - 2<br>Used more - 24<br>Used the same - 88 | Introduced - 3<br>Not sure - 5<br>Used less - 1<br>Used more - 6<br>Used the same - 23 | Introduced - 9<br>Not sure - 21<br>Used less - 3<br>Used more - 43<br>Used the same - 78 | Introduced - 3<br>Not sure - 5<br>Used less - 1<br>Used more - 15<br>Used the same - 28 | Introduced - 2<br>Not sure - 8<br>Used less - 2<br>Used more - 7<br>Used the same - 20 | Introduced - 1<br>Not sure - 6<br>Used less - 1<br>Used more - 8<br>Used the same - 13 | Introduced - 34<br>Not sure - 66<br>Used less - 13<br>Used more - 127 |

| # | | | | | | | | | Used the same - 344 |
|---|---|---|---|---|---|---|---|---|---|
| 45 | Essential Student Skills website resource (https://induction.uhi.ac.uk/) - Have you used the following digital technologies? | Yes - 142 Not used yet - 85 | Yes - 150 Not used yet - 65 | Yes - 34 Not used yet - 36 | Yes - 176 Not used yet - 89 | Yes - 48 Not used yet - 36 | Yes - 31 Not used yet - 31 | Yes - 19 Not used yet - 16 | Yes - 600 Not used yet - 358 |
| 46 | Essential Student Skills website resource (https://induction.uhi.ac.uk/) - From what you may already know, how would you like these digital technologies used? | Introduced - 18 Not sure - 46 Used less - 2 Used more - 11 Used the same - 57 | Introduced - 11 Not sure - 50 Used less - 2 Used more - 6 Used the same - 58 | Introduced - 5 Not sure - 12 Used more - 6 Used the same - 12 | Introduced - 14 Not sure - 63 Used less - 6 Used more - 20 Used the same - 47 | Introduced - 6 Not sure - 22 Used more - 4 Used the same - 18 | Introduced - 3 Not sure - 19 Used less - 1 Used more - 2 Used the same - 14 | Introduced - 1 Not sure - 13 Used less - 1 Used more - 1 Used the same - 13 | Introduced - 58 Not sure - 225 Used less - 12 Used more - 50 Used the same - 219 |
| 47 | Originality/plagiarism checker (e.g., Turnitin, Urkund) - Have you used the following digital technologies? | Yes - 102 Not used yet - 127 | Yes - 99 Not used yet - 115 | Yes - 12 Not used yet - 58 | Yes - 85 Not used yet - 180 | Yes - 28 Not used yet - 55 | Yes - 12 Not used yet - 51 | Yes - 7 Not used yet - 28 | Yes - 345 Not used yet - 614 |
| 48 | Originality/plagiarism checker (e.g., Turnitin, Urkund) - From what you may already know, how would you like these digital technologies used? | Introduced - 19 Not sure - 48 Used less - 3 Used more - 13 Used the same - 46 | Introduced - 6 Not sure - 55 Used less - 5 Used more - 12 Used the same - 50 | Introduced - 8 Not sure - 16 Used less - 1 Used more - 3 Used the same - 4 | Introduced - 13 Not sure - 81 Used less - 5 Used more - 7 Used the same - 33 | Introduced - 7 Not sure - 20 Used less - 1 Used more - 5 Used the same - 17 | Introduced - 3 Not sure - 21 Used less - 3 Used more - 1 Used the same - 9 | Introduced - 2 Not sure - 16 Used more - 4 Used the same - 6 | Introduced - 58 Not sure - 257 Used less - 18 |

| # | Question | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|
| | | | | | | | | Used more - 45<br>Used the same - 165 |
| 49 | Smaller online classrooms (breakout groups) e.g., for project work or 1-1 discussions - Have you used the following digital technologies? | Yes - 178<br>Not used yet - 47 | Yes - 138<br>Not used yet - 81 | Yes - 28<br>Not used yet - 42 | Yes - 206<br>Not used yet - 60 | Yes - 50<br>Not used yet - 35 | Yes - 30<br>Not used yet - 34 | Yes - 19<br>Not used yet - 17 | Yes - 649<br>Not used yet - 316 |
| 50 | Smaller online classrooms (breakout groups) e.g., for project work or 1-1 discussions - From what you may already know, how would you like these digital technologies used? | Introduced - 15<br>Not sure - 21<br>Used less - 31<br>Used more - 16<br>Used the same - 53 | Introduced - 5<br>Not sure - 27<br>Used less - 14<br>Used more - 29<br>Used the same - 47 | Introduced - 3<br>Not sure - 14<br>Used less - 3<br>Used more - 6<br>Used the same - 11 | Introduced - 7<br>Not sure - 34<br>Used less - 21<br>Used more - 26<br>Used the same - 64 | Introduced - 4<br>Not sure - 7<br>Used less - 6<br>Used more - 10<br>Used the same - 22 | Introduced - 3<br>Not sure - 13<br>Used less - 4<br>Used more - 1<br>Used the same - 17 | Introduced - 1<br>Not sure - 10<br>Used less - 1<br>Used more - 6<br>Used the same - 9 | Introduced - 38<br>Not sure - 126<br>Used less - 80<br>Used more - 94<br>Used the same - 223 |
| 51 | Audio recorded assessment feedback - Have you used the following digital technologies? | Yes - 72<br>Not used yet - 155 | Yes - 51<br>Not used yet - 162 | Yes - 16<br>Not used yet - 53 | Yes - 68<br>Not used yet - 197 | Yes - 19<br>Not used yet - 63 | Yes - 10<br>Not used yet - 52 | Yes - 3<br>Not used yet - 32 | Yes - 239<br>Not used yet - 714 |
| 52 | Audio recorded assessment feedback - From what you may already know, how would you like these digital technologies used? | Introduced - 21<br>Not sure - 57<br>Used less - 4<br>Used more - 21<br>Used the same - 26 | Introduced - 11<br>Not sure - 63<br>Used less - 7<br>Used more - 16<br>Used the same - 20 | Introduced - 5<br>Not sure - 14<br>Used less - 4<br>Used more - 6<br>Used the same - 5 | Introduced - 17<br>Not sure - 87<br>Used less - 6<br>Used more - 10<br>Used the same - 23 | Introduced - 7<br>Not sure - 26<br>Used less - 1<br>Used more - 3<br>Used the same - 8 | Introduced - 3<br>Not sure - 22<br>Used less - 1<br>Used more - 2<br>Used the same - 9 | Not sure - 17<br>Used less - 3<br>Used more - 4<br>Used the same - 3 | Introduced - 64<br>Not sure - 286<br>Used less - 26<br>Used more -62 |

| | | | | | | | | Used the same - 94 |
|---|---|---|---|---|---|---|---|---|
| 53 | Announcements - Have you used the following digital technologies? | Yes - 172 Not used yet - 52 | Yes - 183 Not used yet - 34 | Yes - 26 Not used yet - 39 | Yes - 162 Not used yet - 95 | Yes - 58 Not used yet - 22 | Yes - 22 Not used yet - 40 | Yes - 15 Not used yet - 19 | Yes - 638 Not used yet - 301 |
| 54 | Announcements - From what you may already know, how would you like these digital technologies used? | Introduced - 13 Not sure - 30 Used less - 7 Used more - 20 Used the same - 58 | Introduced - 5 Not sure - 21 Used less - 7 Used more - 14 Used the same - 70 | Introduced - 3 Not sure - 19 Used less - 1 Used more - 3 Used the same - 10 | Introduced - 11 Not sure - 60 Used less - 7 Used more - 16 Used the same - 51 | Introduced - 2 Not sure - 14 Used less - 3 Used more - 8 Used the same - 21 | Introduced - 1 Not sure - 21 Used more - 1 Used the same - 12 | Introduced - 2 Not sure - 12 Used less - 1 Used more - 4 Used the same - 7 | Introduced - 37 Not sure - 177 Used less - 26 Used more - 66 Used the same - 229 |
| 55 | Assistive tools (e.g., Read and Write Gold, dictate, mind mapping) - Have you used the following digital technologies? | Yes - 52 Not used yet - 174 | Yes - 56 Not used yet - 153 | Yes - 9 Not used yet - 60 | Yes - 73 Not used yet - 184 | Yes - 26 Not used yet - 56 | Yes - 11 Not used yet - 52 | Yes - 6 Not used yet - 29 | Yes - 233 Not used yet - 708 |
| 56 | Assistive tools (e.g., Read and Write Gold, dictate, mind mapping) - From what you may already know, how would you like these digital technologies used? | Introduced - 18 Not sure - 75 Used less - 2 Used more - 8 Used the same - 22 | Introduced - 12 Not sure - 69 Used less - 3 Used more - 10 Used the same - 26 | Introduced - 6 Not sure - 19 Used more - 3 Used the same - 3 | Introduced - 16 Not sure - 94 Used less - 4 Used more - 11 Used the same - 22 | Introduced - 6 Not sure - 26 Used more - 4 Used the same - 10 | Introduced - 2 Not sure - 23 Used less - 2 Used the same - 10 | Introduced - 1 Not sure - 19 Used more - 5 Used the same - 3 | Introduced - 61 Not sure - 325 Used less - 11 Used more - 41 |

University of the Highlands and Islands
Inverness College

*Early Student Experience Survey*
*Summary Report 2020*

| # | Question | | | | | | | | | | | | | | Total |
|---|----------|---|---|---|---|---|---|---|---|---|---|---|---|---|-------|
| | | | | | | | | | | | | | | | Used the same - 96 |
| 57 | Badges/awards - Have you used the following digital technologies? | Yes - 37 Not used yet - 189 | | Yes - 66 Not used yet - 147 | | Yes - 7 Not used yet - 62 | | Yes - 56 Not used yet - 204 | | Yes - 17 Not used yet - 66 | | Yes - 7 Not used yet - 56 | | Yes - 2 Not used yet - 33 | Yes - 192 Not used yet - 757 |
| 58 | Badges/awards - From what you may already know, how would you like these digital technologies used? | Introduced - 23 Not sure - 71 Used less - 2 Used more - 12 Used the same - 19 | | Introduced - 6 Not sure - 63 Used less - 8 Used more - 13 Used the same - 29 | | Introduced - 4 Not sure - 20 Used less - 1 Used more - 3 Used the same - 2 | | Introduced - 14 Not sure - 100 Used less - 4 Used more - 10 Used the same - 18 | | Introduced - 6 Not sure - 26 Used more - 6 Used the same - 8 | | Introduced - 4 Not sure - 22 Used less - 2 Used more - 2 Used the same - 6 | | Introduced - 1 Not sure - 19 Used less - 1 Used more -1 Used the same - 4 | Introduced - 58 Not sure - 321 Used less - 18 Used more - 48 Used the same - 86 |
| 59 | Quality of Service: Admissions/Applications | 92.34% | 193 | 93.20% | 192 | 100.00% | 60 | 94.19% | 243 | 89.47% | 85 | 91.23% | 52 | 85.17% | 30 | 92.93% |
| 60 | Quality of Service: Cafeterias | 93.87% | 153 | 91.60% | 109 | 94.34% | 50 | 94.93% | 206 | 95.70% | 89 | 92.86% | 52 | 96.97% | 32 | 94.14% |
| 61 | Quality of Service: Cash Office | 94.03% | 63 | 95.56% | 43 | 93.33% | 14 | 97.96% | 96 | 72.41% | 21 | 94.29% | 33 | 77.78% | 7 | 92.95% |
| 62 | Quality of Service: Estates and Campus Services | 92.41% | 73 | 91.80% | 56 | 96.00% | 24 | 96.12% | 124 | 86.79% | 46 | 96.97% | 22 | 91.67% | 11 | 93.37% |
| 63 | Quality of Service: Funding | 84.27% | 150 | 89.02% | 154 | 83.33% | 35 | 88.03% | 206 | 80.28% | 57 | 87.04% | 47 | 86.67% | 26 | 86.32% |
| 64 | Quality of Service: Hairdressing & Beauty Salons | 95.35% | 41 | 89.74% | 35 | 92.86% | 13 | 97.62% | 123 | 79.17% | 19 | 100.00% | 18 | 100.00% | 5 | 94.42% |
| 65 | Quality of Service: ICT (help with PC problems) | 94.23% | 98 | 91.30% | 84 | 88.89% | 24 | 96.89% | 156 | 74.51% | 38 | 91.67% | 33 | 86.67% | 13 | 91.77% |

| | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 66 | Quality of Service: Learning Resource Centre | 95.83% | 92 | 97.70% | 85 | 91.67% | 22 | 98.58% | 139 | 92.16% | 47 | 100.00% | 26 | 100.00% | 10 | 96.78% |
| 67 | Quality of Service: Learning Support Team | 97.44% | 76 | 97.37% | 74 | 95.24% | 20 | 98.58% | 139 | 89.74% | 70 | 100.00% | 30 | 100.00% | 13 | 96.57% |
| 68 | Quality of Service: Lecturing Staff | 97.41% | 188 | 96.48% | 192 | 98.46% | 64 | 98.82% | 252 | 95.28% | 121 | 96.72% | 59 | 97.14% | 34 | 97.33% |
| 69 | Quality of Service: Library | 98.06% | 101 | 98.26% | 113 | 96.15% | 25 | 96.72% | 177 | 92.73% | 51 | 100.00% | 33 | 94.44% | 17 | 97.00% |
| 70 | Quality of Service: Reception | 97.73% | 129 | 96.40% | 107 | 93.75% | 30 | 99.52% | 206 | 94.94% | 75 | 98.00% | 49 | 100.00% | 22 | 97.63% |
| 71 | Quality of Service: Student Association (HISA) | 92.00% | 69 | 95.77% | 68 | 88.89% | 16 | 97.76% | 131 | 86.67% | 39 | 96.55% | 28 | 72.73% | 8 | 93.73% |
| 72 | Quality of Service: Student Services | 95.92% | 94 | 95.83% | 92 | 92.00% | 23 | 99.35% | 154 | 94.12% | 48 | 100.00% | 32 | 93.33% | 14 | 96.82% |
| 73 | Quality of Service: The Bothy | 95.95% | 71 | 94.68% | 89 | 90.00% | 18 | 99.25% | 132 | 95.00% | 38 | 100.00% | 23 | 92.31% | 12 | 96.47% |
| 74 | Quality of Service: Wellbeing and Counselling | 92.42% | 61 | 93.75% | 60 | 89.47% | 17 | 100.00% | 130 | 91.89% | 34 | 100.00% | 30 | 85.71% | 12 | 95.56% |

# University of the Highlands and Islands
## Inverness College

**Board of Management**

| | |
|---|---|
| **Subject/Title:** | Student Outcomes 2020-21 |
| **Author:**<br>[Name and Job title] | Jane Maclennan, Information Systems Manager |
| **Meeting:** | Learning, Teaching and Research Committee |
| **Meeting Date:** | 07 December 2021 |
| **Date Paper prepared:** | 24 November 2021 |
| **Brief Summary of the paper:** | This report provides the committee with a provisional summary of high-level performance indicators (PI) relating to student outcomes. |
| **Action requested:**<br>[Approval, recommendation, discussion, noting] | Discussion |
| **Link to Strategy:**<br>Please highlight how the paper links to, or assists with::<br>• compliance<br>• partnership services<br>• risk management<br>• strategic plan<br>• new opportunity/change | This paper links to the strategic plan, particularly in relation to the student experience and the curriculum. |
| **Resource implications:** | No |
| **Risk implications:** | No |
| **Equality and Diversity implications:** | No |
| **Consultation:**<br>[staff, students, UHI & Partners, External] and provide detail | n/a |

| Status – [Confidential/Non confidential] | Non-confidential | | |
|---|---|---|---|
| **Freedom of Information** Can this paper be included in "open" business* [Yes/No] | Yes | | |

*If a paper should **not** be included within "open" business, please highlight below the reason.

| Its disclosure would substantially prejudice a programme of research (S27) | | Its disclosure would substantially prejudice the effective conduct of public affairs (S30) | |
|---|---|---|---|
| Its disclosure would substantially prejudice the commercial interests of any person or organisation (S33) | | Its disclosure would constitute a breach of confidence actionable in court (S36) | |
| Its disclosure would constitute a breach of the Data Protection Act (S38) | | Other (please give further details) | |
| For how long must the paper be withheld? (express either as the time which needs to pass or a condition which needs to be met.) | | | |

Further guidance on application of the exclusions from Freedom of Information legislation is available via

http://www.itspublicknowledge.info/ScottishPublicAuthorities/ScottishPublicAuthorities.asp and

http://www.itspublicknowledge.info/web/FILES/Public_Interest_Test.pdf

**Student Outcomes 2020/21**

**Executive summary**

The report provides a summary of provisional performance indicators for student outcomes for 2020-21.

Student outcomes are still in the process of being finalised for FE students due to the Covid-19 restrictions resulting in learning activity being carried forward in to 2021/22. However, from the outcomes agreed at present the overall success rates across FE and HE have declined from 2019/20.

The SFC have indicated within their Performance Indicator Guidance that there will be the opportunity to update the student outcomes for those students who have deferred learning carried forward from 2019/20 and 2020/21. These updated outcomes will be included in SFC publications.

**Main body of information**

The calculations used for student outcome PIs are those applied by the Scottish Funding Council (SFC) and by Education Scotland for all colleges in Scotland, enabling national benchmarking and the tracking of trends over time:

| PI | Calculation |
|---|---|
| Early withdrawal | % of enrolled students leaving before 25% of course |
| Further withdrawal | % of enrolled students leaving between 25% and the end of course |
| Completed: partial success | % of enrolled students completing the course but not achieving the award or progressing |
| Completed: successful | % of enrolled students completing the course and achieving the award or progressing |

It should be noted that the above PIs are used across colleges and <u>not</u> universities, the national college data set for HE relates largely to HN awards and not degrees. However, for internal college analysis the measures have been applied to all HE students.

**Provisional Student Outcomes**

At the time of writing there remains FE outcomes to be finalised due to deferred learning from 2019/20 and 2020/21, these are currently excluded from the performance indicators.

All student outcomes are audited through returns to the SFC and the Higher Education Statistics Agency (HESA). The figures below were taken from our internal reporting system on 24th November 2021.

A summary of the provisional/current PIs across full-time and part-time, FE and HE programmes is provided in the table below.

| AC_YEAR | LEVEL/MODE | ENRs | EARLY WD% | FURTHER WD % | PARTIAL SUCCESS % | SUCCESS% |
|---|---|---|---|---|---|---|
| **2018/19** | FEFT | 1237 | 6.88% | 15.05% | 7.28% | 70.79% |
| | FEPT | 3369 | 2.20% | 4.01% | 9.81% | 83.98% |
| | HEFT | 1427 | 5.12% | 7.57% | 6.87% | 81.28% |
| | HEPT | 950 | 3.16% | 5.68% | 6.84% | 84.84% |
| **2018/19 Total** | | **6983** | **3.76%** | **6.92%** | **8.36%** | **81.21%** |
| **2019/20** | FEFT | 1182 | 5.87% | 12.96% | 13.31% | 67.86% |
| | FEPT | 2753 | 2.32% | 4.60% | 7.29% | 85.78% |
| | HEFT | 1396 | 4.66% | 6.38% | 6.73% | 82.88% |
| | HEPT | 1009 | 3.67% | 4.36% | 7.43% | 85.63% |
| **2019/20 Total** | | **6340** | **3.70%** | **6.48%** | **8.29%** | **81.84%** |
| **2020/21** | FEFT | 1023 | 9.02% | 18.54% | 10.23% | 62.21% |
| | FEPT | 2417 | 2.55% | 6.44% | 7.61% | 82.91% |
| | HEFT | 1502 | 4.73% | 9.45% | 16.84% | 70.84% |
| | HEPT | 1100 | 3.64% | 6.64% | 10.55% | 80.91% |
| **2020/21 Total** | | **6042** | **4.36%** | **9.23%** | **10.90%** | **76.09%** |



| Success % | 2018/19 | 2019/20 | 2020/21 |
|---|---|---|---|
| FEFT | 70.79% | 67.86% | 62.21% |
| FEPT | 83.98% | 85.78% | 82.91% |
| HEFT | 81.28% | 82.88% | 70.84% |
| HEPT | 84.84% | 85.63% | 80.91% |
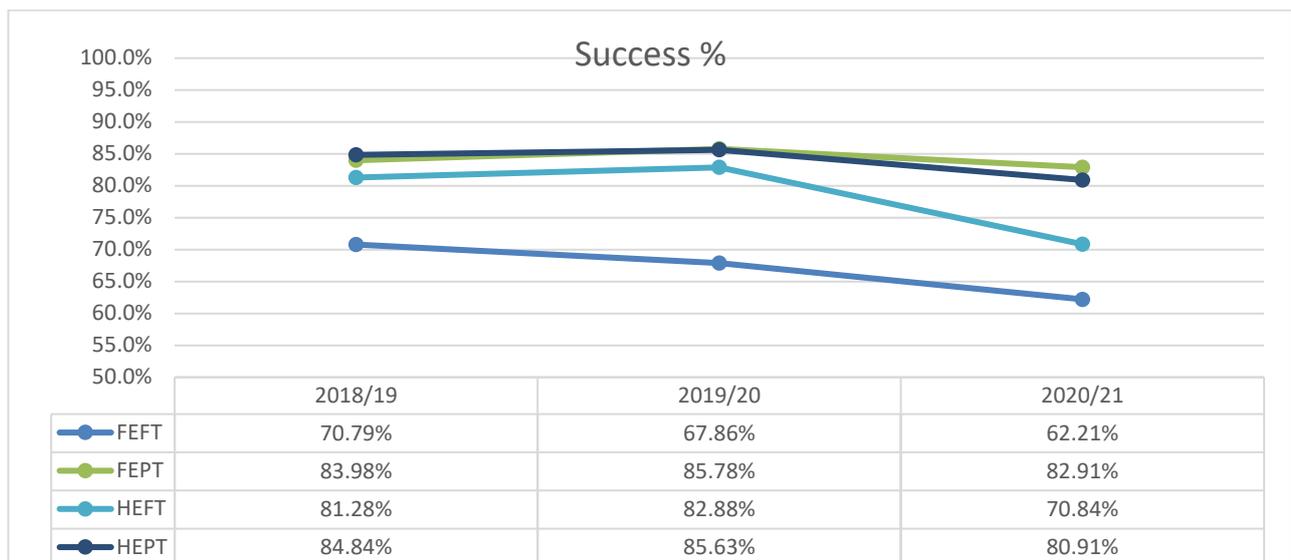
FE success rates for full time students demonstrate a downward trend with a drop of over 5% from 2019/20. This correlates with a similar increase in the % of further withdrawals.

HE outcomes have also been impacted by an increase in withdrawals and a significant increase in 'partial success'.

## Partial Success %

| | 2018/19 | 2019/20 | 2020/21 |
|---|---|---|---|
| FEFT | 7.28% | 13.31% | 10.23% |
| FEPT | 9.81% | 7.29% | 7.61% |
| HEFT | 6.87% | 6.73% | 16.84% |
| HEPT | 6.84% | 7.43% | 10.55% |

## Further Withdrawals %

| | 2018/19 | 2019/20 | 2020/21 |
|---|---|---|---|
| FEFT | 15.05% | 12.96% | 18.54% |
| FEPT | 4.01% | 4.60% | 6.44% |
| HEFT | 7.57% | 6.38% | 9.45% |
| HEPT | 5.68% | 4.36% | 6.64% |

Jane Maclennan
Information Systems Manager

# ![University of the Highlands and Islands Inverness College]

**Board of Management**

| Subject/Title: | Student Retention – Review of Early Withdrawals |
|---|---|
| **Author:**<br>[Name and Job title] | Lindsay Snodgrass, Assistant Principal Student Experience and Quality<br>Jane Maclennan, Information Systems Manager |
| **Meeting:** | Learning, Teaching and Research Committee |
| **Meeting Date:** | 07 December 2021 |
| **Date Paper prepared:** | 22 November 2021 |
| **Brief Summary of the paper:** | To provide the Board with an update on Early Withdrawals for 2021/22 |
| **Action requested:**<br>[Approval, recommendation, discussion, noting] | Discussion |
| **Link to Strategy:**<br>Please highlight how the paper links to, or assists with:**:**<br>a) compliance<br>• partnership services<br>• risk management<br>• strategic plan<br>• new opportunity/change | This paper links to the strategic plan, particularly in relation to the student experience and the curriculum. |
| **Resource implications:** | Yes |
| **Risk implications:** | This linked to financial risk management |
| **Equality and Diversity implications:** | Consideration of retention by learner group |
| **Consultation:**<br>[staff, students, UHI & Partners, External] and provide detail | n/a |

| Status – [Confidential/Non confidential] | Non-confidential | |
|---|---|---|
| **Freedom of Information** Can this paper be included in "open" business* [Yes/No] | Yes | |

*If a paper should **not** be included within "open" business, please highlight below the reason.

| Its disclosure would substantially prejudice a programme of research (S27) | | Its disclosure would substantially prejudice the effective conduct of public affairs (S30) | |
|---|---|---|---|
| Its disclosure would substantially prejudice the commercial interests of any person or organisation (S33) | | Its disclosure would constitute a breach of confidence actionable in court (S36) | |
| Its disclosure would constitute a breach of the Data Protection Act (S38) | | Other (please give further details) | |
| For how long must the paper be withheld? (express either as the time which needs to pass or a condition which needs to be met.) | | | |

Further guidance on application of the exclusions from Freedom of Information legislation is available via

http://www.itspublicknowledge.info/ScottishPublicAuthorities/ScottishPublicAuthorities.asp and

http://www.itspublicknowledge.info/web/FILES/Public_Interest_Test.pdf

**Student Retention – Review of Early Withdrawals**

**Executive summary**

The report provides an update on early student withdrawals (EWs) for 2021/22.

Both early and further withdrawals increased in 2020/21, most notably for FE Full Time students. At the time of writing the early withdrawal rate for full time FE students is 6.6%, however it is anticipated that this will rise. A verbal update will be provided at the meeting.

**Main body of information**

**Early withdrawals summary**

The early withdrawal date for FE Full time students is 1st November, and 1st December for HE Students. To date early withdrawals are below the end of year position for 2020/21, however it is expected that this will increase as withdrawals continue to be received and processed. Colleges receive no credit funding for FE students who withdraw before this date so there is a direct financial impact from EWs.

**Early Withdrawals YTD**

| | 2017/18 | 2018/19 | 2019/20 | 2020/21 | 2021/22 |
|---|---|---|---|---|---|
| FEFT | 8.5% | 6.9% | 5.9% | 9.0% | 6.6% |
| FEPT | 2.2% | 1.8% | 1.9% | 2.3% | 0.9% |
| HEFT | 4.5% | 5.0% | 4.6% | 4.6% | 3.7% |
| HEPT | 3.8% | 3.0% | 3.4% | 3.5% | 3.1% |

**FE FT Early Withdrawals YTD**

| | Business, Computing & Hospitality | Care, Health & Wellbeing | Construction & the Built Environment | Creative Arts | Education & Applied Sciences | Engineering Technology | Scottish School of Forestry |
|---|---|---|---|---|---|---|---|
| 2018/19 | 9.76% | 5.33% | 5.13% | 7.05% | 11.27% | 5.58% | 6.67% |
| 2019/20 | 5.51% | 8.77% | 3.13% | 4.63% | 6.82% | 5.56% | 9.52% |
| 2020/21 | 11.81% | 12.11% | 0.00% | 8.31% | 6.25% | 2.07% | 30.77% |
| 2021/22 | 8.86% | 8.49% | 0.00% | 5.16% | 6.76% | 8.02% | 1.96% |

| LEVEL_OF_STUDY | DEPARTMENT | ENRs | EARLY WD | EARLY WD % |
|---|---|---|---|---|
| FEFT | Business, Computing & Hospitality | 79 | 7 | 8.86% |
| | Care, Health & Wellbeing | 212 | 18 | 8.49% |
| | Construction & the Built Environment | 24 | | 0.00% |
| | Creative Arts | 310 | 16 | 5.16% |
| | Education & Applied Sciences | 74 | 5 | 6.76% |
| | Engineering Technology | 187 | 15 | 8.02% |
| | Scottish School of Forestry | 51 | 1 | 1.96% |
| **FEFT Total** | | **937** | **62** | **6.62%** |
| FEPT | Business Solutions | 414 | | 0.00% |
| | Business, Computing & Hospitality | 128 | 3 | 2.34% |
| | Care, Health & Wellbeing | 382 | 2 | 0.52% |
| | Construction & the Built Environment | 586 | | 0.00% |
| | Creative Arts | 132 | 5 | 3.79% |
| | Education & Applied Sciences | 196 | 6 | 3.06% |
| | Engineering Technology | 302 | 2 | 0.66% |
| | Scottish School of Forestry | 51 | 2 | 3.92% |
| **FEPT Total** | | **2191** | **20** | **0.91%** |
| HEFT | Business, Computing & Hospitality | 269 | 16 | 5.95% |
| | Care, Health & Wellbeing | 387 | 15 | 3.88% |
| | Construction & the Built Environment | 99 | 2 | 2.02% |
| | Creative Arts | 374 | 11 | 2.94% |
| | Education & Applied Sciences | 97 | | 0.00% |
| | Engineering Technology | 34 | 4 | 11.76% |
| | Scottish School of Forestry | 58 | 1 | .72% |
| | URESEARCH | 5 | | 0.00% |
| **HEFT Total** | | **1323** | **49** | **3.70%** |
| HEPT | Business, Computing & Hospitality | 159 | 2 | 1.26% |
| | Care, Health & Wellbeing | 409 | 19 | 4.65% |
| | Construction & the Built Environment | 40 | | 0.00% |
| | Creative Arts | 53 | 1 | 1.89% |
| | Education & Applied Sciences | 73 | 1 | 1.37% |
| | Engineering Technology | 74 | 2 | 2.70% |
| | Scottish School of Forestry | 75 | 2 | 2.67% |
| | URESEARCH | 9 | 1 | 11.11% |
| **HEPT Total** | | **892** | **28** | **3.14%** |
| **Grand Total** | | **5343** | **159** | **2.98%** |

The EWs across Schools is very variable with Engineering Technology; Care, Health and Wellbeing; and Business, Computing and Hospitality having the highest EWs this AY to date. Construction Technology has no EWs due to there being no FT FE programmes in that area and instead Modern Apprenticeships being delivered.

We have introduced monthly data presentations for each School whereby there is analysis of the data by the Head of School and actions identified. EWs has been one of the focus points. In addition to our INSIGHT tool, we have also introduced a new report which identifies those who have not attended since 1st Nov to enable Schools to follow up on anyone who is at risk of withdrawal.

**Reasons for Withdrawal**

FE FT
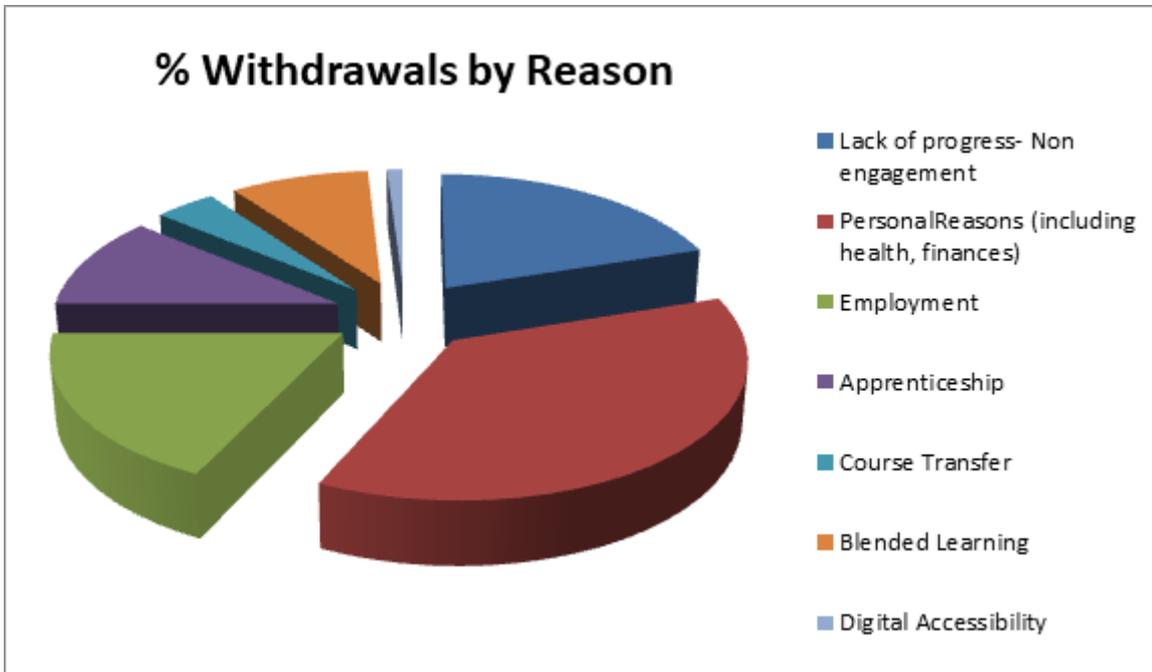


The reasons for early withdrawal amongst FE FT students have been captured well by the Personal Development Advisers who have discussed circumstances of withdrawal with individuals. The majority (40%) of FE FT students leaving their course before Nov 1st have done so due to personal reasons, which include challenges with their health (predominantly mental ill-health) and personal finances. We are acutely aware that young people, in particular, are still struggling with the longer-term impact of covid on their mental health and resilience.

It is also noteworthy that 20% of students who started their course late, after the start date, went on to withdraw. There are lessons here about the need for an early push on recruitment, about conversion rates to enrolment, and the ability to meet recruitment targets in a timely way.

We committed an additional investment in student laptops at the end of last AY to support those in digital poverty. A clear system was put in place in order to issue laptops at induction to those who in need. It is notable that no students have withdrawn due to a lack of IT access/equipment.

The reasons for EW from HE programmes are grouped differently but we see similar themes emerging.

# HE Full Time Students % Reason for withdrawal



Medical suspension, 2.5%

Course expectations not met, 5.0%

Other (please specify), 16.3%

Gone into Employment - Related Employment, 3.8%

Gone into Employment - Unrelated Employment, 6.3%

Transfer to another course within institution., 12.5%

Other Personal Reasons and dropped out, 31.3%

Health Reasons, 11.3%

Financial Reasons, 5.0%

Academic Failure/Left in bad standing/not progress, 6.3%

HEFT

AXIS TITLE

University of the
Highlands and Islands
**Inverness College**

| | |
|---|---|
| **Subject/Title:** | Wellbeing and Mental Health Update |
| **Author:**<br>[Name and Job title] | Lynsey Mason, Wellbeing and Learning Support Manager |
| **Meeting:** | Learning, Teaching and Research Committee |
| **Meeting Date:** | Tuesday 07 December 2021 at 4.30 p.m. |
| **Date Paper prepared:** | 22/11/21 |
| **Brief Summary of the paper:** | This paper provides a brief overview of how we are supporting the wellbeing and mental health of our students in light of additional funding from the Scottish Funding Council and how we are responding to the negative impact of covid on student mental health. |
| **Action requested:**<br>[Approval, recommendation, discussion, noting] | Discussion |

| | |
|---|---|
| **Link to Strategy:**<br>Please highlight how the paper links to, or assists with:**:**<br>☐ compliance<br>☐ partnership services<br>☐ risk management<br>☐ strategic plan<br>☐ new opportunity/change | - Tailored support for students<br>- Responding to changing student needs<br>- Working with external partners<br>- Destination of choice |
| **Resource implications:** | <mark>Yes</mark> / **No**<br>**If yes, please specify**:<br>**Yes** – additional staffing resource supported through SFC funding |
| **Risk implications:** | <mark>Yes</mark> / **No**<br>**If yes, please specify:**<br>- Operational: Minimising risk of student withdrawals / supporting student successful outcomes<br>- Responding to student needs<br><br>Organisational: reputational risk of not adequately responding to and supporting student wellbeing and mental health |
| **Equality and Diversity implications:** | <mark>Yes</mark>/**No**<br>**If yes, please specify:**<br><br>Mental health classed as a disability - protected characteristic |
| **Student Experience Impact:** | <mark>Yes</mark>/**No**<br>If yes, please specify:<br>Impact on student experience if high quality supported is not provided |
| **Consultation:**<br>[staff, students, UHI & Partners, External] and provide detail | NA |
| **Status –** [Confidential/Non confidential] | Non-confidential |
| **Freedom of Information**<br>Can this paper be included in "open" business* [Yes/No] | Yes |

*If a paper should **not** be included within "open" business, please highlight below the reason.

| | | | |
|---|---|---|---|
| Its disclosure would substantially prejudice a programme of research (S27) | | Its disclosure would substantially prejudice the effective conduct of public affairs (S30) | |
| Its disclosure would substantially prejudice the commercial interests of any person or organisation (s33) | | Its disclosure would constitute a breach of confident actionable in court (s36) | |
| Its disclosure would constitute a breach of the Data Protection Act (s38) | | Other (Please give further details) | |

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http://www.itspublicknowledge.info/ScottishPublicAuthorities/ScottishPublicAuthorities.asp        and

http://www.itspublicknowledge.info/web/FILES/Public_Interest_Test.pdf

**Context Setting**

The wellbeing and mental health needs of students has significantly changed in the last four years, and this has been reflected in changes to:

- The resource required to support wellbeing and mental health
- The external funding available to us to support this
- Our student support model
- The way we work with partners

In 2019, the college took the decision to integrate the wellbeing and mental health service into the additional support for learning team, so that one manager had oversight of student's learning support needs. This has been a positive step.

The Wellbeing team (as part of the wider Wellbeing and Learning Support team) now consist of:

| Team member | Core funded | SFC funded (Fund 1,2 or 3)* |
|---|---|---|
| Manager – Lynsey Mason | 1 FTE | n/a |
| Claire Kilburn-Young: Wellbeing Officer | 0.8FTE | 0.2FTE until May 2022 (2) |
| Ash Morgan: Wellbeing Activities Officer | - | 1FTE until Oct 2022 (3) |
| Iris Bangera: Counselling Officer | 0.5FTE | 0.5FTE until June 2023 (1) |
| Susan Dale: Mental Health & Counselling Officer | - | 0.8FTE until June 2023 (1) |
| Tracey Cleary: Counselling Officer | - | 0.8FTE until July 2022 (3) |
| External Associate Counsellors x2 | - | Sessional (1) |
| Student Counsellors on placement x4 | n/a | n/a |

**\*Inverness College Allocation of SFC funding:**

**Fund 1**: £45,000 for 19-20, £45,000 for 20-21, £53,272 for 21-22, (approx. £53,272 for 22-23)
Funding for counsellors 2019-20 (sfc.ac.uk), Funding for counsellors 2020-21 (sfc.ac.uk), Funding for counsellors in AY 2021-22 (sfc.ac.uk)

**Fund 2**: £25,420, Funding for Student Mental Health and Wellbeing 2020-21 (sfc.ac.uk) (shared with Student Support Team)

**Fund 3**: £49,474.52, Funding for Mental Health in colleges AY 2021-22 (sfc.ac.uk)

We operate a stepped model of care for students referred to the service. Students complete a registration form, self-scoring against statements, and this gives us an overall score of 0-5 for their current risk level. This allows us to triage on a need and risk basis and to prioritise any critical cases who need immediate intervention.

| | | |
|---|---|---|
| Step 5 / 5 points | Risk to life, severe self-neglect | Call in NHS mental health team, senior team members |

| | | |
|---|---|---|
| Step 4 / 4 points | Treatment resistant, recurrent atypical and psychotic depression and those at significant risk | Liaise with NHS mental health / GP Senior team members, 2nd year students |

| | | |
|---|---|---|
| Step 3 / 3 points | Moderate or severe mental health | Counselling, CBT, OaaT |

| | | |
|---|---|---|
| Step 2 / 2 points | Mild to moderate mental health | Watchful waiting, guided self-help, OaaT, pure self-help, psychoeducational groups |

| | | |
|---|---|---|
| Step 1 / 1 Point | Recognition | Assessment, watchful waiting, pure self help, OaaT, psychoeducational groups |

This flexible service offers (post-triage):

➢ **One at a Time counselling (OaaT)*:** individual sessions (via video or phone call) that are bookable on an 'as and when' needed basis. This puts the focus on student autonomy and delivers bespoke, solution-focused sessions at the time of need. The Counselling team attended training so that they could utilise the OaaT approach.

➢ **Daily online drop-in slots** to respond to students in crisis.

➢ **Counselling blocks** when appropriate (e.g., where students are presenting with more complex mental health concerns).

➢ **E-therapy**: either as synchronous texting conversations through Webex teams, or as asynchronous conversation through email.

*In the past, students were offered a standard 6-session block of counselling, which was not always fully attended (the average attendance was 4/6). As a result of fewer appointments wasted due to OaaT, we operated without a waiting list last year, despite the rise of mental health distress. The addition of associate counsellors from December (funded by our 19-20 underspend) also extended our team and helped reduce waiting times.

Due to the funding allocated to UHI, we have also been able to provide students with access to two online mental health support platforms, one of which has a 24/7 Counselling phoneline.

**Current picture, effects of Covid-19 pandemic**

A study by the mental health charity Mind (2020) was conducted with UK students during the pandemic. People aged 18-24 reported poorer mental health and wellbeing during the 2020 lockdown, and 73% of students said that their mental health declined during lockdown. This has been supported by the finding of the publication earlier this month by the Mental Health Foundation, surveying 19 Scottish universities and more than 15,000 students, which confirmed 74% of students reported poor wellbeing.

The Scottish Government have recognised this, stating: 'We know that the Covid-19 pandemic has had a significant impact on the mental and emotional health of students…' (Scottish Government, 2020).

Locally at IC, we have seen a steep increase in students presenting at the highest level of mental distress. The figure peaked at 82% (of wellbeing-registered students) in February '21, and currently sits at 70%, compared with 64% this time last year (October figures). This is reflective of a concerning national trend.

Our wellbeing team see a situation of extremity, and individual students in crisis, on a daily basis, with students presenting with trauma, dissociative disorders, suicidal ideation, self-harming behaviours and mental illness. This was the picture of self-reported scoring since August last year last year:



As a result, there has been a need for the counselling team to 'hold' students who should be, but usually are not, in the care of mental health professionals such as CAMHS (Children and Adolescent Mental Health Services) and NHS psychiatrists. We are finding that the waiting times for NHS external mental health support can be years-long and the support involvement very minimal. Some students have been given crisis support, post suicide-attempt, they would simply not have received had they not been a student with us at the time: the attending police and their GPs have been told there is no where to refer these young people on to for help at this time.

The team are therefore feeling the need to upskill their knowledge around mental illness and how to support it, but they are not the appropriate service to be providing this level of specialist treatment.

The counsellors have also been supporting students affected by Covid-related issues, such as the effects of toxic or abusive home environments, grief, illness and difficulties related to remote learning. We have seen an increase in students self-reporting anxiety, so we have increased our workshop delivery around the self-management of anxiety and other common issues such as poor motivation. Lower risk-scoring students continue to be supported by our enhanced wellbeing offering of CBT, wellbeing workshops and OaaT counselling sessions as required.

**Observations of 21-22 so far**



Number of Referrals 20-21



Number of Referrals 21-22
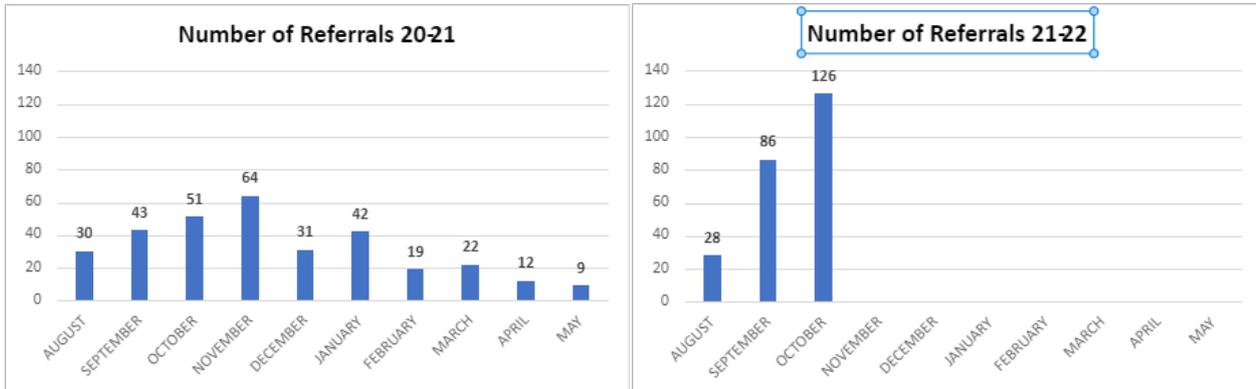
Many students have returned to campus part-time this AY, as part of a blended approach to teaching. This is welcomed by many students but reintroduces an element of social anxiety for some. Anxiety is a common presentation and is significant enough to lead some students to miss campus classes. They may still feel able to attend for their face-to-face counselling/support appointments, however.

We have also seen an immediate occurrence of majority high risk self-scoring at the entry point to our service, rather than the usual build up to this point. We had more emergency referrals at the start of the year than ever before. This has been a challenge when allocating students to our new group of trainee placement counsellors, as it means most of the students referring themselves need to be supported by a more experienced member of the team.

We have also noted an increase in emotional and behavioural issues within the younger student groups on campus, and they are regularly using our drop-in campus availability to seek support. These issues have also been noted by the lecturers of our Supported Education groups, where social difficulties and vulnerabilities are very apparent this year, perhaps due to a lack of socialisation during lockdown.



NUMBER OF ONLINE COUNSELLING HOURS DELIVERED 20-21

NUMBER OF ONLINE COUNSELLING HOURS DELIVERED 21-22
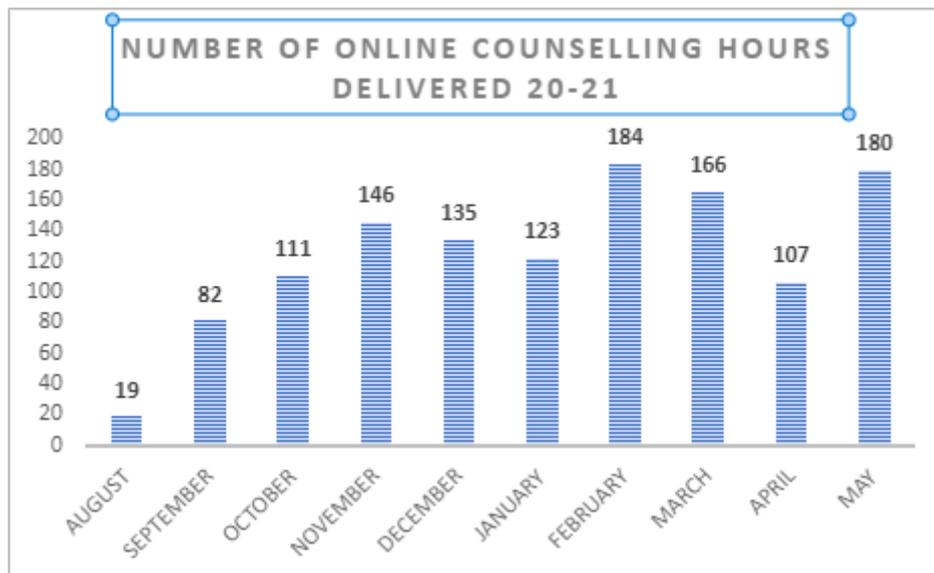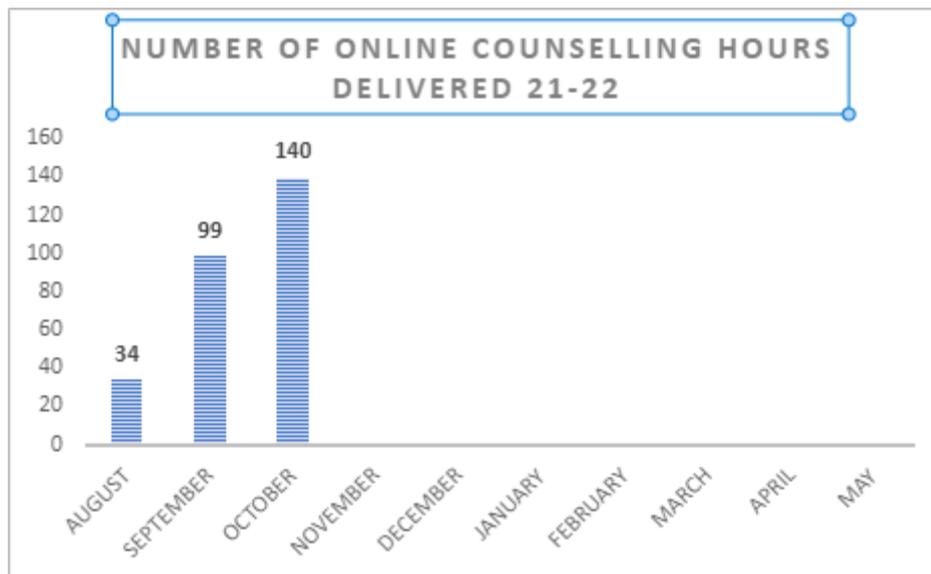
With this picture, it is hard to imagine returning to our previous level of staffing, pre SFC mental health-funding, and we hope that the government will confirm continued funding looking forward.

The impact of poor student mental health has significant repercussions across our ability to retain students on their courses and to support them through to successful outcomes. We have witnessed this negative impact play out in our early withdrawal rates for this AY and in our successful outcomes for last AY.

Further reading of interest: National Confidential Enquiry into Suicide and Safety in Mental Health, Annual Report: England, Northern Ireland, Scotland and Wales 2021

## EXECUTIVE SUMMARY

**Introduction**

The 2021 annual report from the National Confidential Inquiry into Suicide and Safety in Mental Health (NCISH) provides findings relating to people who died by suicide between 2008 and 2018 across all UK countries. Additional findings are presented on the number of people under mental health care who have been convicted of homicide, and those in the general population.

The NCISH database includes a national case series of suicide by patients under the care of mental health services over more than 20 years. The current suicide database stands at over 144,000 deaths by suicide in the general population, including over 36,000 patients. This internationally unique database allows NCISH to make recommendations for clinical practice and policy that will improve safety locally, nationally and internationally.

As with our previous annual reports, the main findings are presented by country for the baseline year of 2008 and the subsequent 10 years, including the most recent year (2018) for which comprehensive data are available. A UK-wide section provides themed findings for all countries combined. In this year's report, though we present data from deaths occurring between 2008 and 2018, most of the themes presented relate to groups that we now know are likely to have been particularly vulnerable during the COVID-19 pandemic: patients who live alone; those aged under 25; those from an ethnic minority group; and those who have died by hanging/strangulation. This year we also present information on our work to support clinicians working through the pandemic, as well as some data from our pilot real-time surveillance of suspected suicide by people under mental health care in England.

University of the
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| Subject/Title: | Schools/Senior Phase Curriculum |
|---|---|
| Author:<br>[Name and Job title] | Louise Martin-Theyers, Access and Progression Manager |
| Meeting: | Learning, Teaching and Research Committee |
| Meeting Date: | 07 December 2021 |
| Date Paper prepared: | 26 November 2021 |
| Brief Summary of the paper: | <ul><li>An overview of our current offer to senior phase pupils across the Highland region</li><li>Application, retention and achievement trends up to 5 years</li><li>Future influences on the programme</li></ul> |
| Action requested:<br>[Approval, recommendation, discussion, noting] | Discussion |

| | |
|---|---|
| **Link to Strategy:**<br>Please highlight how the paper links to, or assists with:**:**<br>☐ compliance<br>☐ partnership services<br>☐ risk management<br>☐ <mark>strategic plan</mark><br>☐ <mark>new opportunity/change</mark> | |
| **Resource implications:** | Yes / **No**<br>**If yes, please specify**: |
| **Risk implications:** | **Yes** / No<br>**If yes, please specify:**<br>Operational:<br>Organisational: |
| **Equality and Diversity implications:** | Yes/**No**<br>**If yes, please specify:** |
| **Student Experience Impact:** | Yes/No<br>If yes, please specify: |
| **Consultation:**<br>[staff, students, UHI & Partners, External] and provide detail | |
| **Status –** [Confidential/Non confidential] | Non Confidential |
| **Freedom of Information**<br>Can this paper be included in "open" business* [Yes/No] | Yes |

*If a paper should **not** be included within "open" business, please highlight below the reason.

| | | | |
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## Overview and Offer

The Senior Phase delivery at Inverness College UHI seeks to enhance the Curriculum for Excellence in offering a breadth of subjects to pupils from S4 to S6 including opportunities to extend learning beyond Highers level into degree based learning. The OECD Review, Scotland's Curriculum for Excellence: Into the Future (2021), recognises the importance of choice and opportunity in creating a range of flexible pathways, qualifications and specialisms for pupils.

The programme provides a balanced approach between professional and technical work based learning by offering a valuable insight into industry and higher education pathways whilst pupils are still in school. As industry specialists we have the opportunity to be responsive to new growth areas such as renewables and energy as well as responding to skill shortages in areas such as health, social care, hospitality and tourism.

The programme currently offers over 50 courses at SCQF levels 1-9 to home educated learners and pupils from 24 schools across the Highland region from Ullapool to Kingussie.

The **main offer** incorporates a range of vocational courses (National Progression Awards, Skills for Work) in addition to Nationals, Highers and degree modules and extends to delivery 'in school' for a number of secondary partners. Additionally, 5 of the 2 year Foundation Apprenticeship frameworks are available including; Healthcare, Children and Young People, Business, Creative & Digital and Civil Engineering.

The **S6 Experience** offers a range of courses specifically designed to be studied 'anytime anywhere' and is aimed at S6 pupils with flexible timetables. Pupils can choose from online courses at SCQF levels 4-8 delivered by colleagues across the UHI partnership.

The **Virtual Schools** offer provides courses aligned to Highland Council Virtual schools timetable. Teaching is synchronous via Google classroom, delivered at set times in the week and is reliant on common timetables of participating schools.

## Application and Enrolments

Applications and enrolments have been impacted by Covid 19 although they have not reached a level where courses could not run. The uncertainty around face to face delivery has contributed to a lower number of pupils enrolling this year and anecdotally we understand that pupils were encouraged to stay in school to complete lost learning rather than engage in college study which may account for the reduction in applications and enrolments for AY21-22. Pupils found online study during Covid, particularly of vocational subjects, a significant challenge however most adapted well to online learning and the efforts made by curriculum teams to engage their classes. Despite these challenges the overall percent of enrolled pupils achieving success remains above 80%.

There has been an increase in interest from schools this year which may suggest that this trend is short lived and supports the renewed emphasis by Scottish Government to place school – college programmes as a key part of the senior phase.

**Senior Phase**

| | APPLICATIONS | ENROLMENTS | EARLY WITHDRAWALS | FURTHER WITHDRAWAL | PARTIAL SUCCESS | SUCCESS |
|---|---|---|---|---|---|---|
| 2017/18 | 804 | 589 | 33 | 70 | 71 | 415 |
| 2018/19 | 642 | 604 | 31 | 42 | 89 | 442 |
| 2019/20 | 769 | 605 | 31 | 52 | 77 | 412 |
| 2020/21 | 754 | 500 | 28 | 72 | 77 | 323 |
| 2021/22 | 512 | 404 | | | | |
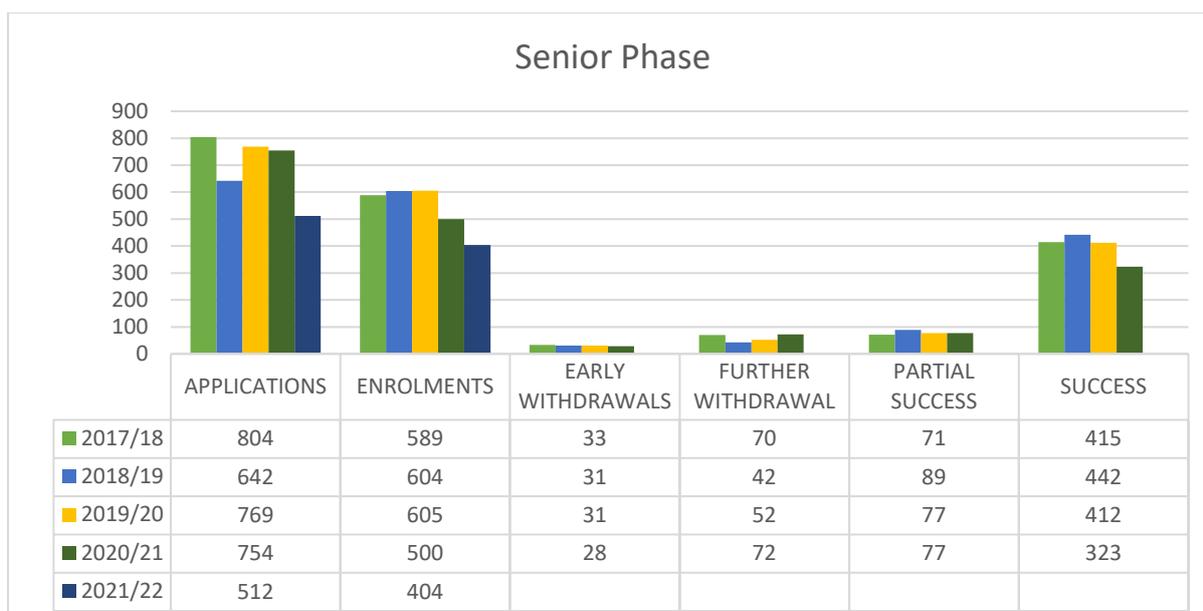
**Pupil Satisfaction**

There is a reasonable rate of progression from the senior phase programme directly to FE however this is challenging to monitor in its entirety as the data only captures those who continue directly to college courses. Pupils may return to school for another year before moving to study at either FE or HE.

**Senior Phase Progression**

| | 2017/18 to 2018/19 | 2018/19 to 2019/20 | 2019/20 to 2020/21 | 2020/21 to 2021/22 |
|---|---|---|---|---|
| Progression to FE | 196 | 233 | 179 | 128 |
| Progression to HE | 15 | 21 | 46 | 21 |
| No Progression | 378 | 350 | 380 | 351 |
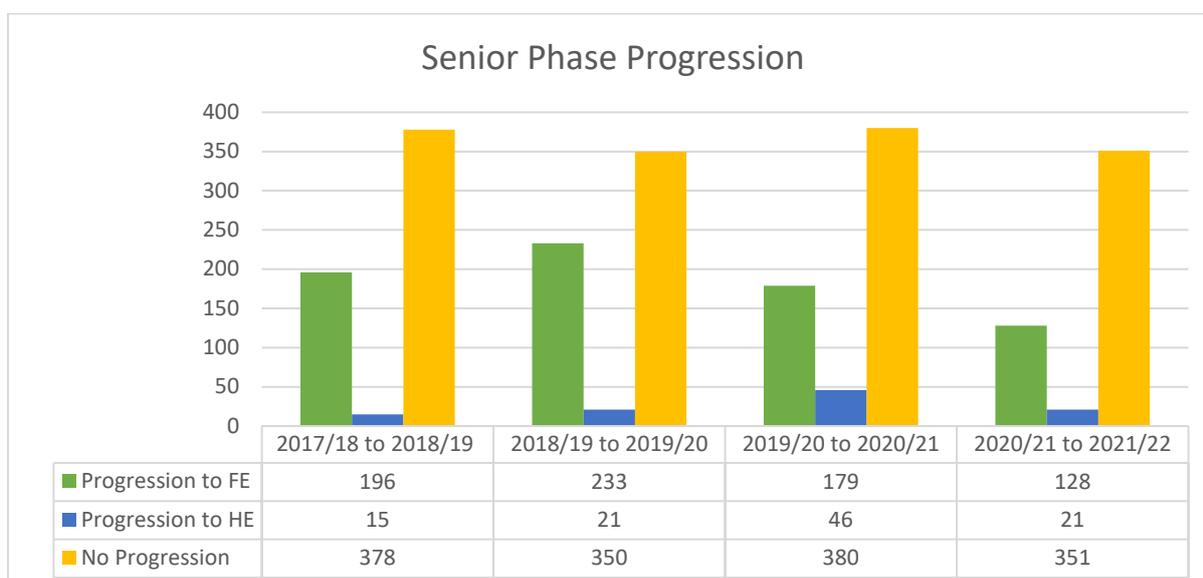
Despite the challenges of the last 18 months, 98% of pupils in the ESES survey said they were satisfied with their college experience and 100% felt they were safe at college and treated fairly and equally by staff.

**Apprenticeship Programme**

The Foundation Apprenticeship programme has seen a steady growth of around 25% each year since it was launched however it has also been impacted by the events of the past 18 months in particular the placement element of the award. During Covid 19, SDS and the SQA worked to find alternatives to placement, which our employers have been very supportive of and ensured pupils could still

achieve. Despite these challenges, we are encouraged to see repeat business from our partners this year who are delivering support across a number of different frameworks.

There have been changes to the funding of the award and additional pressures to delivery which have necessitated a reduction in the number of frameworks we offer from 8 to 5. We are also aware of the rising competition within our geographical area of private training providers who are able to offer in house placements, school based delivery and greater timetable flexibility.

**Developments**

The **Highland Senior Phase** is a collegiate partnership ensuring pupils across the Highlands receive a coordinated approach from all three Highland colleges. The team worked together to create a specialised website to showcase college study to pupils and includes videos, case studies and testimonials from staff, pupils and employers. The work of the team was recognised in the 2021 TES awards where we were awarded winners of the, 'outstanding use of technology in delivering remote teaching and learning 'category.

As partners of our senior phase delivery, Highland Council review and pre-approve the number of pupils we are able to accommodate each year in line with their travel budget. The Scottish Government have announced that anyone under the age of 22 will have access to free travel from 2022, which we hope will lead to a new way of working and greater autonomy over the number of pupils we can enrol onto our programmes.

We hope to increase the senior phase offer by 20 new programmes delivered both in school and on campus in AY22/23 which will respond to growing interest and provide wider opportunities in each curriculum area.

We are currently working with 10 newly appointed DYW coordinators who work within schools across the region. This partnership, although new has generating increased marketing opportunities and accessibility to pupils and their parents/guardians.

**Ambitious Highland**

We are also involved in the Ambitious Highland project which is designed to:

- Strengthen support for mentoring young people and upskilling mentors
- Develop the MA scheme for our most vulnerable school leavers
- Expand training skills and learning opportunities and deliver in partnership with UHI/SDS including vocational and formal qualifications.
- Targeted support for Social Enterprise and recognise the Third Sector.
- Work Placement programme linking to the public sector.

# University of the Highlands and Islands
## Inverness College

**Learning Teaching and Research Committee**

| | |
|---|---|
| **Subject/Title:** | Curriculum and Academic Development Report December 2021 |
| **Author:**<br>[Name and Job title] | Carrie Higgins and Sharon MacFarlane, Tertiary Education Leaders |
| **Meeting:** | LTRC December 2021 |
| **Meeting Date:** | 7th December 2021 |
| **Date Paper prepared:** | 24th November 21 |
| **Brief Summary of the paper:** | This report provides an overview of developments and activities that affect all Schools within IC as well as specific developments within each school.<br><br>• FE credits are currently 22,572 against an annual target of 30,695 and HE enrolments are currently at 1355.8 FTE against and annual target of 1556.3 FTE. Actions are underway to improve<br>• Monthly data presentation meetings have commenced, where each curriculum area presents their analysis of key data<br>• An update on the UHI curriculum review is provided<br>• Headline updates are provided for each curriculum area<br><br>This report has been prepared by the Tertiary Education Leaders and has been informed by planning cycles (e.g. via PPF) and dialogue with EMT, Heads & Deputes. |
| **Action requested:**<br>[Approval, recommendation, discussion, noting] | Discussion |
| **Link to Strategy:**<br>Please highlight how the paper links to, or assists with:**:**<br>• compliance<br>• partnership services<br>• risk management<br>• strategic plan<br>• new opportunity/change | Opportunity and Growth in Curriculum<br>Opportunity and Growth in Student Life<br>Opportunity and Growth in Organisational Development<br>Opportunity and Growth in Sustainability<br>Opportunity and Growth in Professional Practice<br>Opportunity and Growth in Research and Innovation |
| **Resource implications:** | ~~Yes /~~ No<br>**If yes, please specify**: |

| | General update: resource implications will be considered separately |
|---|---|
| **Risk implications:** | ~~Yes /~~ No<br>**If yes, please specify:**<br>Operational:<br>Organisational:<br>General update – risks will be considered within planning processes |
| **Equality and Diversity implications:** | ~~Yes~~/No<br>**If yes, please specify:** |
| **Consultation:**<br>[staff, students, UHI & Partners, External] and provide detail | EMT, Heads & Deputes, Quality. |
| **Status –** [Confidential/Non confidential] | Non confidential |
| **Freedom of Information**<br>Can this paper be included in "open" business* [Yes/No] | Yes |

*If a paper should **not** be included within "open" business, please highlight below the reason.

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| Its disclosure would substantially prejudice the commercial interests of any person or organisation (S33) | | Its disclosure would constitute a breach of confidence actionable in court (S36) | |
| Its disclosure would constitute a breach of the Data Protection Act (S38) | | Other (please give further details) | |
| For how long must the paper be withheld? (express either as the time which needs to pass or a condition which needs to be met.) | | | |

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http://www.itspublicknowledge.info/web/FILES/Public_Interest_Test.pdf

**[Curriculum and Academic Development Report – November 2021]**

**Overview of Developments Affecting all Schools**

**1.  Student Recruitment Performance**

**Table 1: Further Education Credits (at 25ᵗʰ Nov 21)**

| LEVEL_OF_STUDY | Values | ENRs | PASS | CREDITS | FTE |
|---|---|---|---|---|---|
| FEFT | | 950 | 871 | 15380 | 939.0 |
| FEPT | | 2235 | 2196 | 7192 | 784.6 |
| **Grand Total** | | **3185** | **3067** | **22572** | **1723.6** |

Credits in FE are broadly in line with the KPI profile however we are aware that FE recruitment is less than expected. The annual credit target remains 30,695 and discussion are ongoing. There are more apprentice groups still to start and we are also looking at other ways to increase credits across all FE provision. Taster courses and other enhancements are being added to delivery plans for semester 2.

**Table 2: Higher Education FTE YTD (at 25ᵗʰ Nov 21)**

| LEVEL_OF_STUDY | Values | ENRs | PASS REQ DATE | FTE |
|---|---|---|---|---|
| HEFT | | 1180 | 1129 | 1131.2 |
| HEPT | | 504 | 489 | 224.6 |
| **Grand Total** | | **1684** | **1618** | **1355.8** |

There have been fewer enrolments at HE than planned, we would expect 1400 FTE by this stage of the year, our PPF target remains 1556.3 FTE. We are currently analysing the data; early indications suggest that we have been affected by improved secondary school results and other HEI's returning to campus. Another key factor is Brexit and increased employment market for skilled and non-skilled workforce.

**2.  Curriculum Plan/Target setting**

From September we initiated monthly data presentations where the Heads and Deputes for each School present data to the Tertiary Education Leaders, Operations and Commercial Manager, Quality Manager and representatives from EMT. The data reviewed varies in line with operational and planning calendar and focuses on key performance measures such as compliance with attendance reporting, recruitment, retention, budgets and apprenticeship compliance. This information is helping inform areas for development as well as supporting curriculum planning.

In addition, the MIS Manager has provided information on trends for application, offer, enrolment, and conversion ratios which along with other enhanced reports are being reviewed and used to support curriculum planning for AY2022/23.

Work has been carried out by Operations and Commercial Manager to include curriculum costing information within the curriculum planning tool and so the planning for AY 2022/23 included very visible information on costs, income and overall contribution of courses. This will be used to help assess long term investment and growth.

### 3. MicroRam and Module Splits

We are currently reviewing the module split allocation provided by UHI for semester 1 and semester continuous. This information will be returned to UHI by the 3<sup>rd</sup> December 21 for agreement. At present the position of Inverness College is positive.

### 4. UHI Curriculum Review

The aim of the Curriculum review is to reduce unnecessary duplication at module and unit level and to develop a more effective collective annual programme planning process. Since the review started, consultations have taken place with staff and students in both formal and informal contexts.

Phase 1

- Align the HE Curriculum into the planning categories: Local, Regional Core, and Inward Attractors. This is to make planning and marketing of shared curriculum more effective.
- Identify modules and units which could be removed from the curriculum without significant impact on the breadth of the curriculum or our ability to meet programme outcomes. This is aimed at reducing the levels of unnecessary duplication and to begin the move to greater levels of programme viability. These proposals have been categorised into green (simple to implement) 104 programmes identified, amber (further discussion required) 37 Programmes identified and red (significant disagreement at this stage) 21 programmes identified.

This work is progressing and will be presented to Partnership Council in November, and Academic Council in December 2021.

Phase 2

In addition to this, the development of an annual regional process has been discussed with a wide range of colleagues with an early outline being presented here for discussion.
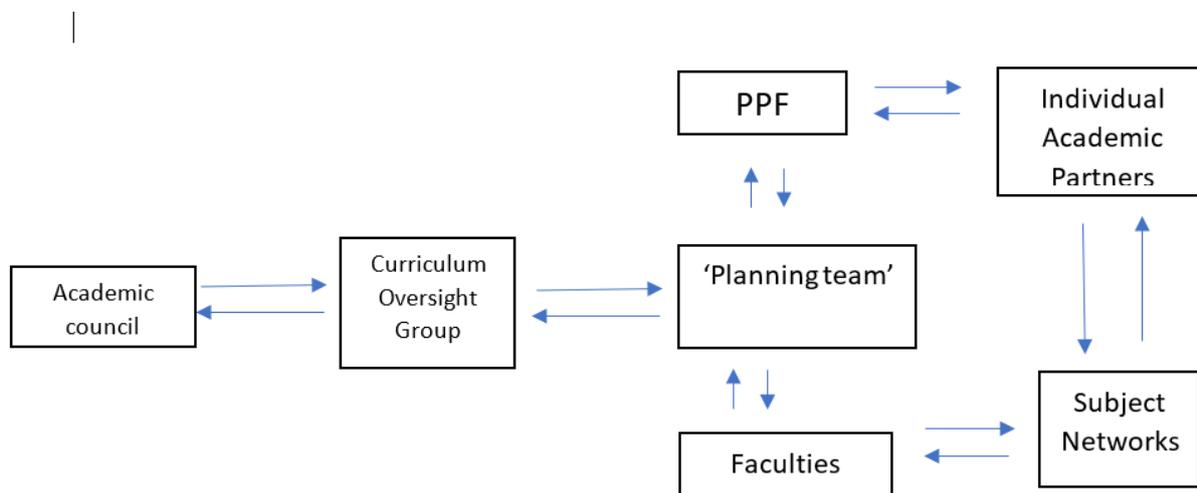


**Diagram 1: Annual curriculum planning process for regional higher education**

This process will be taken to Academic Council in December 2021 for discussion and approval. The first iteration of Phase 2 is planned for spring 2022 with initial implementation for 2022/23 but as programme changes, including the recruitment cycle takes time, full implementation will not start until 2023/24.

## 5. Quality Enhancement Plan

Inverness College have introduced an updated approach to self-evaluation and quality enhancement. The new quality enhancement tracking tool will provide a visual focus for most of the evaluation and enhancement activity carried out across the college. The tool and the supporting documents will help to track enhancement goal setting, progress towards goal completion and attainment of goals, all matched against key external frameworks. Concurrently, the tracking tool will provide a rich resource for completing end of year evaluation reports. The Quality Enhancement Plan will link College enhancements, Schools and teams' enhancements and link to the 'How Good Is Our College (HGIOC)' Quality framework (Education Scotland). We are underway with the first part of the quality review cycle with the initial goals set at School and team level.
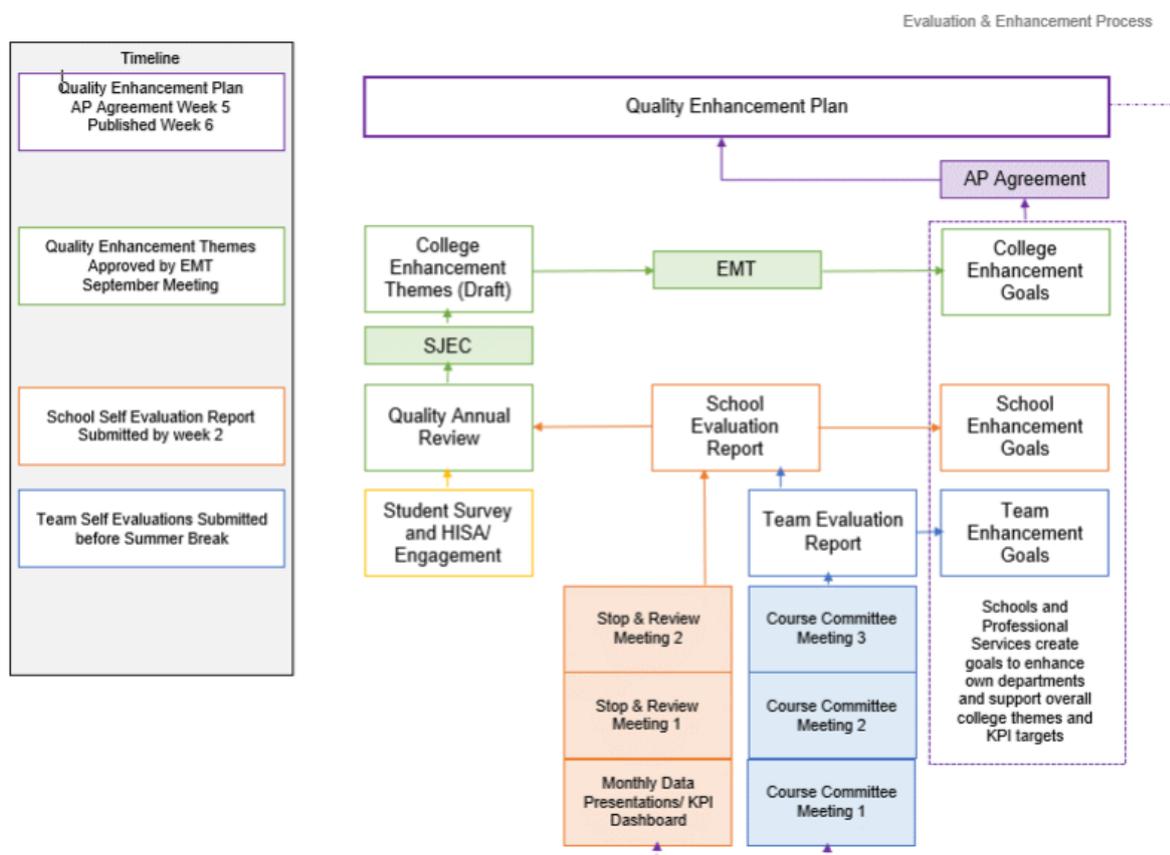


**Diagram 2: Self-evaluation and Quality Enhancement Plan Process (Academic)**

## 6. Staff Development

All lecturers covered by the national agreement who hold a TQFE or other GTCS recognised qualifications have received an invitation to register with GTCS. We have made changes to local policies, procedures and guidelines to be compliant with the standards General Teaching Council for Scotland (GTCS) expect Colleges to meet. As part of this work the annual Professional Review and Development (PDR) discussion has been replaced with a Professional Review & Development (PRD) discussion. Managers and staff have been provided with training on the new process which is to be held as a coaching discussion and support staff to meet the professional standards expected by GTCS.

# University of the Highlands and Islands
## Inverness College

**Board of Management**

| | |
|---|---|
| **Subject/Title:** | **HISA Report & Student Partnership Agreement Update** |
| **Author:** [Name and Job title] | Ruth McFadyen, HISA Student President IC UHI & Lindsay Snodgrass, Assistant Principal Student Experience & Quality |
| **Meeting:** | Learning, Teaching & Research Committee |
| **Meeting Date:** | 7th December 2021 |
| **Date Paper prepared:** | 29h November 2021 |
| **Brief Summary of the paper:** | To provide an update of developments around student experience and aspects of partnership working |
| **Action requested:** [Approval, recommendation, discussion, noting] | Discussion |
| **Link to Strategy:** Please highlight how the paper links to, or assists with:**:** <br>• compliance <br>• partnership services <br>• risk management <br>• strategic plan <br>• new opportunity/change | Strategic Plan - Opportunity and growth in student life <br><br> To further embed the student voice to ensure its contribution to all aspects of college life. |
| **Resource implications:** | No <br> **If yes, please specify**: |
| **Risk implications:** | No <br> **If yes, please specify:** <br> Operational: <br> Organisational: |
| **Equality and Diversity implications:** | No <br> **If yes, please specify:** |
| **Consultation:** [staff, students, UHI & Partners, External] and provide detail | NA |

| Status – [Non confidential] | |
|---|---|
| **Freedom of Information**<br>Can this paper be included in "open" business* [Yes] | Yes |

*If a paper should **not** be included within "open" business, please highlight below the reason.

| Its disclosure would substantially prejudice a programme of research (S27) | | Its disclosure would substantially prejudice the effective conduct of public affairs (S30) | |
|---|---|---|---|
| Its disclosure would substantially prejudice the commercial interests of any person or organisation (S33) | | Its disclosure would constitute a breach of confidence actionable in court (S36) | |
| Its disclosure would constitute a breach of the Data Protection Act (S38) | | Other (please give further details) | |
| For how long must the paper be withheld? (express either as the time which needs to pass or a condition which needs to be met.) | | | |

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http://www.itspublicknowledge.info/ScottishPublicAuthorities/ScottishPublicAuthorities.asp and

http://www.itspublicknowledge.info/web/FILES/Public_Interest_Test.pdf

**Student Partnership**

**Executive summary**

To provide a brief overview of progress made with student engagement and the enhancement themes identified within the Partnership Agreement for academic year 2021-22.

Progress has been stunted on enhancement work this AY to date due to changes in key staffing in both HISA and the Quality team. This has meant that we have been delayed in setting our specific actions and in undertaking some of our planned work. A bullet point overview indicates our areas of focus thus far.

**Background**

The Partnership Agreement was developed in 2018 to further embed the collegiate working between the college and the students' association. It has been, and continues to be, an important tool in levering out improvements across the student journey, as well as helping us to ensure the student voice is embedded across the life and work of the college.

Each academic year we collectively choose three enhancement themes informed by student feedback and other sources of evidence. The enhancement themes chosen for academic year (AY) 2021-22 are:

- Student Life
- Advice, Support & Progression
- Learning & Teaching

We have continued to have a collective focus on the immediate and emerging priorities surrounding the on-going return to more on campus delivery. HISA have played a key role within our weekly Covid monitoring group helping to shape our response to changing government guidelines and restrictions and their impact on the student experience.

**Student Life**

- HISA continued input into Covid monitoring group
- Continued student campaign around complying with restrictions
- Increasing number of students on site – under constant review
- Procurement of new study pods in Learning Resource Centre
- Procurement of new atrium furniture
- Student Voice representative recruitment – first Student Voice meeting this month

Despite ongoing restrictions to our on-site delivery, feedback suggests the early student experience has been a positive one this year with 92% satisfaction among students. This is indicative of the gradual and sustained return to more stability and more face-to-face learning.

**Advice, Support & Progression**

- Digital poverty – continued focus
- New Wellbeing Activities Officer appointed – student halls support
- 16 days of activism campaign against gender-based violence
- Paws for Stress campaign
- The Bothy student support space launched – one stop 'drop in' for all learning support needs

**Learning & Teaching**

- Programme of lecturer observations underway
- Roll out of Ally tool – accessibility tool to audit materials in Brightspace
- Early steps in the development of the Learning & Teaching Enhancement team

![University of the Highlands and Islands - Inverness College logo]

**LTR Committee**
**Confidential**

| | |
|---|---|
| **Subject/Title:** | Safeguarding Annual Report, AY 2020-21 |
| **Author:**<br>[Name and Job title] | Assistant Principal Student Experience & Quality<br>Lindsay Snodgrass |
| **Meeting:** | Learning, Teaching and Research Committee |
| **Meeting Date:** | 7th Dec '21 |
| **Date Paper prepared:** | 29th Nov '21 |
| **Brief Summary of the paper:** | This **confidential paper** sets out the number and nature of safeguarding disclosures received and the ongoing partnership working as a member of multi-agency public protection arrangements. |
| **Action requested:**<br>[Approval, recommendation, discussion, noting] | Discussion |
| **Link to Strategy:**<br>Please highlight how the paper links to, or assists with:**:**<br>• compliance<br>• partnership services<br>• risk management<br>• strategic plan<br>• new opportunity/change | Compliance<br>Risk Management |
| **Resource implications:** | No<br>**If yes, please specify**: |
| **Risk implications:** | Yes<br>**If yes, please specify:**<br>Operational: protection of children and vulnerable adults<br>Organisational: incident management, confidentiality, reputational |
| **Equality and Diversity implications:** | Yes<br>**If yes, please specify:** balancing safeguarding and providing a safe environment with delivering an educational experience that supports access and inclusion |
| **Consultation:**<br>[staff, students, UHI & Partners, External] and provide detail | |

| Status – [Confidential/Non confidential] | **Confidential** | | | |
|---|---|---|---|---|
| **Freedom of Information** Can this paper be included in "open" business* [Yes/No] | No | | | |

*If a paper should **not** be included within "open" business, please highlight below the reason.

| Its disclosure would substantially prejudice a programme of research (S27) | | Its disclosure would substantially prejudice the effective conduct of public affairs (S30) | x |
|---|---|---|---|
| Its disclosure would substantially prejudice the commercial interests of any person or organisation (S33) | | Its disclosure would constitute a breach of confidence actionable in court (S36) | x |
| Its disclosure would constitute a breach of the Data Protection Act (S38) | X | Other (please give further details) | |

| For how long must the paper be withheld? (express either as the time which needs to pass or a condition which needs to be met.) | 5 years |
|---|---|

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University of the
Highlands and Islands
Inverness College

| Subject/Title: | Complaints Report (YTD) |
|---|---|
| Meeting and date: | November 2021 |
| Author: | Stephen Wells, Quality Officer |
| Decision, Discussion or Noting: | Noting |
| Link to Strategic Plan: | Paper assists with compliance as the College is required to monitor complaints as per SPSO requirements. |
| Cost implications: | Yes / **No** *(delete as applicable)* <br> **If yes, please specify:** |
| Risk assessment: | Yes / **No** *(delete as applicable)* <br> **If yes, please specify:** <br> Financial: <br> Operational: <br> Organisational: |

**Recommendation(s)**

Note

**Purpose of report**
Analysis of complaints received year to date, covering Quarter 1 of 2021-22

**Background**
Reports are required to ensure compliance with SPSO requirements and identify are of service than require improvement. Summary outcomes are published on the Inverness College website (FE) and UHI website (HE)

**Main body of information**
See attached

# Summary Report: Complaints 2021-22 year to date (YTD)

## Introduction

Complaints are received all year round, from a number of different sources although the primary source tends to be from students. Complaints are received via a variety of mechanisms including direct emails, complaints forms, Red Button. IC UHI uses the SPSO categories and sub-categories to classify complaints, which allows us to feed into sector wide data. The outcomes from complaint resolution are reported to UHI (HE) and published on the IC UHI website (FE).

In April 2021 the 'Resolved' outcome was incorporated into the UHI Tertiary Complaints Handling Procedure (TCHP) to reflect changes in SPSO's Model Complaints Handling Procedure (MCHP). The introduction and reporting of this additional outcome category will increase the total number of complaints received so comparisons with previous quarters should be considered with this in mind, until a full year of reporting has occurred.

The outcomes from complaint resolution are reported to UHI (HE) and published on the IC UHI website (FE).

Complaints are grouped into quarters depending on the time of year in which they are received. The quarter dates are detailed below:

- Quarter 1 (Q1): August – end of October,
- Quarter 2 (Q2): November – end of January,
- Quarter 3 (Q3): February – end of April,
- Quarter 4 (Q4): May – end of July.

This report provides an overview of the complaint categories and outcomes across academic year 2021-22 for Quarter 1.

## Complaints by Category

29 complaints have been received in Q1, an increase of 18 compared to the same quarter last year, this represents an increase of 8 if the new resolved category is excluded for comparison purposes. This reverses the trend of fewer complaints received following the implementation of the Covid 19 campus lockdown.

The graphs below display the sum of quarterly complaints received for each category.

| Customer Category: Current Year (Quarter) 2021/22 | YTD CY | Q1,CY | Q2,CY | Q3,CY | Q4,CY |
|---|---|---|---|---|---|
| C1: Customer Care | 4 | 4 | 0 | 0 | 0 |
| C2: Applications to Progression | 13 | 13 | 0 | 0 | 0 |
| C3: Course Related | 8 | 8 | 0 | 0 | 0 |
| C4: Services | 3 | 3 | 0 | 0 | 0 |
| C5: Facilities | 1 | 1 | 0 | 0 | 0 |
| C6: Others | 0 | 0 | 0 | 0 | 0 |
| TOTAL | 29 | 29 | 0 | 0 | 0 |

| Customer Category: Previous Year (Quarter) 2020/21 | YTD PY | Q1,PY | Q2,PY | Q3,PY | Q4,PY |
|---|---|---|---|---|---|
| C1: Customer Care | 9 | 0 | 3 | 2 | 1 |
| C2: Applications to Progression | 8 | 3 | 1 | 1 | 4 |
| C3: Course Related | 35 | 6 | 5 | 11 | 13 |
| C4: Services | 8 | 2 | 2 | 2 | 2 |
| C5: Facilities | 2 | 0 | 2 | 0 | 0 |
| C6: Others | 4 | 0 | 0 | 0 | 1 |
| TOTAL | 63 | 11 | 16 | 16 | 21 |
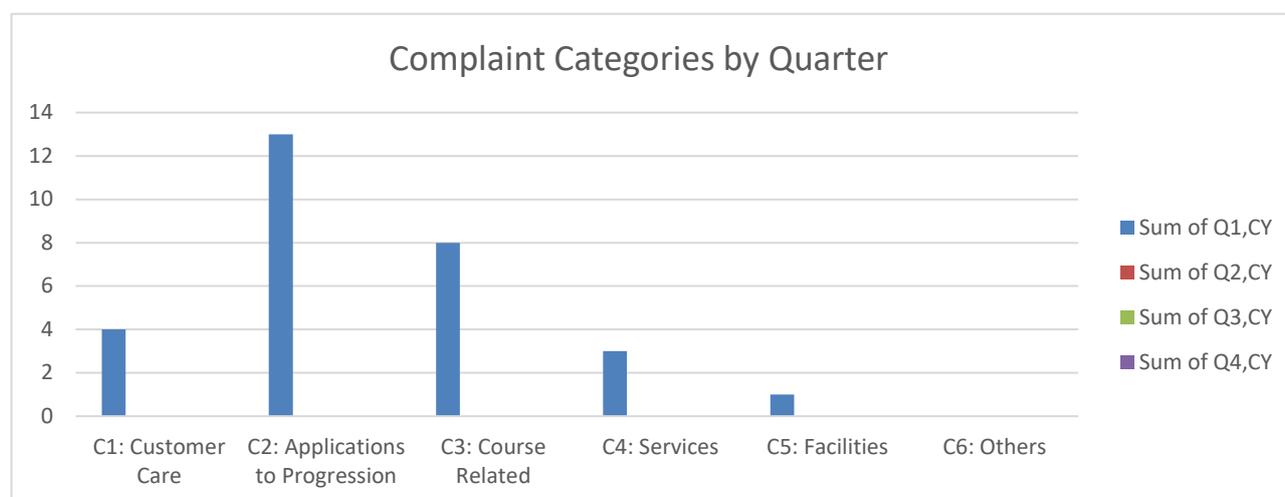


The category of 'Applications to Progression' received the highest number of complaints in Q1, replacing 'Course Related' which had received the most complaints for each quarter last year. This represented a 333% increase in complaints in this category. A core theme is the dissatisfaction with communications at a time when the cyber-attack had severely restricted staff access to the essential tools required to undertake their roles effectively. The dissatisfaction with communication was not restricted to 'Applications to Progress' but was a common core theme across all complaint categories.

Course Related received the second highest number of complaints with 8, which represents a 33% increase on Q1 last year.

In relation to the level of delivery in Q1, 51.7% of complaints relate to HE programmes, 20.7% of complaints relate to FE programmes and 27.6% of complaints came from members of the public.

Of the 15 HE complaints received, 2 resulted from courses being cancelled, 1 complaint centred on the course delivery being online this year, 3 were funding issues, 7 centred on communications issues with various teaching and support departments, 1 related to staff conduct and 1 was a certification issue.

Of the 6 FE complaints received, 2 related to communications concerns regarding course applications, 1 related to assessment arrangements, 2 were funding concerns and 1 was an estates issue.

Of the 8 complaints received from members of public, 5 were from relatives of students, 2 came from prospective students and 1 from a member of public using the campus grounds. 7 of the complaints related to a lack of, or poor communications, and 1 related to dangerous driving by a student on campus.

## Complaint Outcomes

The graph below details the complaint outcomes.

34.5% of the complaints received in Q1 were resolved, there is no comparative figure for Q1 last year. 24.1% of complaints were not upheld, compared to 44.4% in Q1 last year. 13.8% of complaints have been partially upheld compared to 33% in Q1 last year. 27.6% of complaints were upheld compared to 22.2% in Q1 last year.

One complaint that was still under review by SPSO at the end of 2020-21 was not upheld.

| Outcome | Stage 1 | Stage 2 | Total |
|---|---|---|---|
| Resolved | 10 | 0 | 10 |
| Not upheld | 6 | 1 | 7 |
| Partially upheld | 1 | 3 | 4 |
| Upheld | 6 | 2 | 8 |
| Still under investigation | 0 | 0 | 0 |
| Escalated to Stage 2 | 1 | | 1 |

## Complaint Timescales
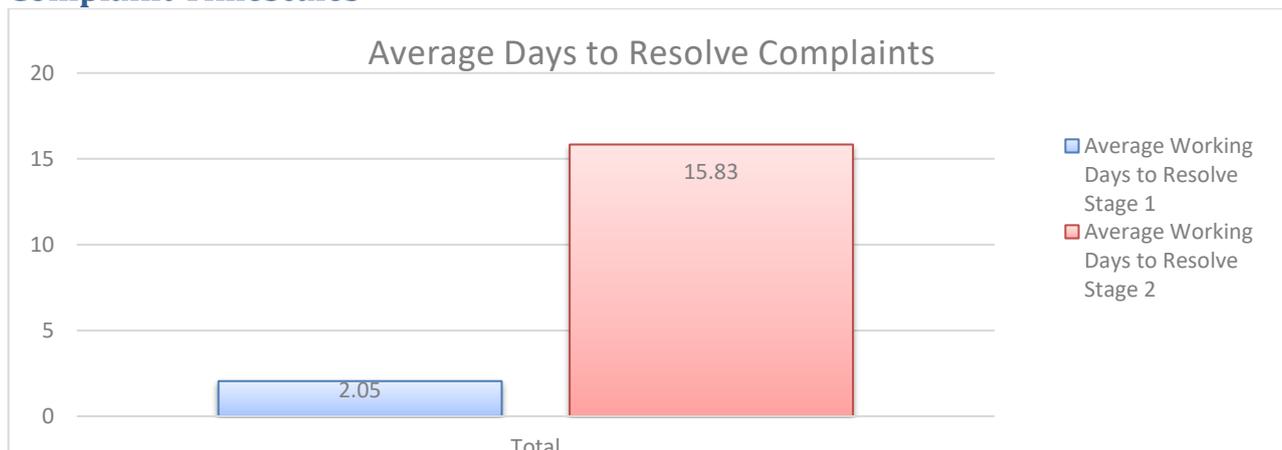


The chart above displays the average number of days taken to resolve complaints in this quarter.

The range of days taken to resolve Stage 1 complaints in Q1 is between 1 – 5 days.
The range of days taken to resolve Stage 2 complaints in Q2 is between 5 – 20 days.

SPSO guidelines state pre-defined timescales of a 5 day turnaround for Stage 1, and 20 days for Stage 2.  As part of the Stage 2 process, updates are provided to complainants where the complaint is complex and may take longer than 20 working days.


## Complaint Follow Up Survey

Within 6 weeks of receiving the complaint outcome, complainants (unless the complaint was received anonymously) are sent a link to a short survey asking them for feedback on their experience of the complaints process and to rate their satisfaction levels against thirteen aspects of the process. The survey is anonymous unless the complainant chooses to identify themselves.

Three responses were received in Q1. The outcomes from this small sample were polarised with one complainant satisfied with the process and outcome, whilst two were mostly satisfied with the process and interaction with the Quality team but did not feel their complaint was taken seriously and the complaint was not closed off to their satisfaction.


## Learning from Complaints

Complaints often result in reviews of processes and procedures and they also allow us to identify opportunities for staff development.  The Quality team continues to identify any learning points from each complaint in order to identify themes emerging.  Programme and support teams use complaints as part of their evidence bank to inform their evaluative activities aimed at improving the student experience.

Below are examples of actions taken as a result of complaints received in Q1:

- Course details on the website relating to work placements were revised to ensure prospective students are accurately informed prior to applying.
- When evidencing communications between students and staff, a written audit trail is helpful but this must be balanced with operational needs.
- Courses that are to be cancelled must be agreed by the May preceding the course start date, confirmed by Vice Principal Strategic Development at UHI.
- Duty Manager Process updated to ensure Tannoy announcement made in the evenings to notify people that the building and car park will close. Lecturers also reminded to keep students updated on building/car park closing times. Estates to do thorough check of the campus grounds when any car left in car park.

# University of the Highlands and Islands
## Inverness College

| | |
|---|---|
| **Subject/Title:** | Education Scotland Quality Assurance Arrangements |
| **Author:**<br>[Name and Job title] | Lindsay Snodgrass, Assistant Principal Student Experience & Planning |
| **Meeting:** | LTR Committee |
| **Meeting Date:** | 7th December 2021 |
| **Date Paper prepared:** | 16th November 2021 |
| **Brief Summary of the paper:** | This paper provides an overview of Education Scotland's quality assurance arrangements which the college will be subject to during AY 2021-22 |
| **Action requested:**<br>[Approval, recommendation, discussion, noting] | Noting |
| **Link to Strategy:**<br>Please highlight how the paper links to, or assists with::<br>☐ compliance<br>☐ partnership services<br>☐ risk management<br>☐ strategic plan<br>☐ new opportunity/change | - Risk management<br>- Compliance<br>- Strategic plan |
| **Resource implications:** | **No** |
| **Risk implications:** | **Yes**<br>Organisational and reputational risks in not engaging effectively in quality assurance and enhancement activity |
| **Equality and Diversity implications:** | **No** |
| **Consultation:** | No |

| [staff, students, UHI & Partners, External] and provide detail | |
|---|---|
| **Status –** [Confidential/Non confidential] | Non-confidential |
| **Freedom of Information** Can this paper be included in "open" business* [Yes/No] | Yes |

| *If a paper should **not** be included within "open" business, please highlight below the reason. | | | |
|---|---|---|---|
| Its disclosure would substantially prejudice a programme of research (S27) | | Its disclosure would substantially prejudice the effective conduct of public affairs (S30) | |
| Its disclosure would substantially prejudice the commercial interests of any person or organisation (S33) | | Its disclosure would constitute a breach of confidence actionable in court (S36) | |
| Its disclosure would constitute a breach of the Data Protection Act (S38) | | Other (please give further details) | |
| For how long must the paper be withheld? (express either as the time which needs to pass or a condition which needs to be met.) | | | |

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**Background**

In March 2020, Education Scotland took a number of steps to relieve pressure on the education system, including **pausing scrutiny activities** and extending this for the duration of AY 2020-21. Since then, link HM Inspectors have worked closely with individual colleges to understand their **approaches to the provision of remote and blended learning**, and to identify and promote best practice approaches. This culminated in the publication of Education Scotland's [Remote learning in Scotland's Colleges (education.gov.scot)](#) as well as [case studies and cameos](#) which Inverness College featured in.

Engagement with Education Scotland since the pandemic has informed the approach to assurance and improvement for the coming academic year and recognises that **AY 2021-22 is a continuation of interim recovery arrangements**.  AY 2021-22 will be an interim year as Education Scotland develops a **new quality framework and quality arrangements for planned implementation in AY 2022-23**.

Education Scotland have confirmed they will undertake three main aspects of quality assurance and enhancement in colleges during AY 2021-22:

- **Ongoing engagement** through regular dialogue with colleges through the link inspector. This could include both in-person and virtual visits/engagement meetings. This engagement will continue be led by the Assistant Principal Student Experience & Quality and the Quality Manager.
- **Thematic Reviews** across the sector – Education Scotland will undertake a **programme of thematic reviews** with themes to be agreed with SFC and with **at least one theme being undertaken jointly with Quality Assurance Agency for Higher Education Scotland (QAA)**. Each thematic review will result in the publication of a national report.
- **Progress Visits** – only 18 of the planned 27 college Progress Visits (PV) were concluded in AY 19-20 and the remainder ceased due to college closures and the pausing of scrutiny activity. Inverness College were one of the 18 colleges to have a progress visit in 2019-20.  During 2021/22, HM Inspectors will recommence PVs prioritising those colleges who were not visited during AY 19-20. Our lead inspector has confirmed the **Inverness College visit is expected to be in March 2022**. Each visit will result in feedback regarding the effectiveness of the college's self-evaluation reporting, identification of what is working well and what requires improvement. The **college has the benefit of having four Associate Assessors who have been involved in external reviews during AY 19-20** and who are likely to be involved in other PVs over the coming months. This will help to inform our planning ahead of our own PV.

  Our **new whole college approach to the Quality Enhancement Plan (QEP) will be critical** in underpinning the dialogue we will have during our progress visit and in helping to outline our overall progress, areas of strength, and priorities for development.

**Reporting on Progress**

Following our PV, a written report will be produced and shared with the college and the SFC. The report will not however be published, unlike the last formal reporting in AY 19-20. Approximately five weeks after the PV is completed, **a final written report will be provided to the college and the Lead HM Inspector will make arrangements to share the report with the college Board**. For multi-college regions, a representative of the Regional Strategic Body (RSB) will be invited to attend, and the report will also be shared with the RSB.