UHI | INVERNESS

Meeting	Board of Management
Date and time	Tuesday 17 December 2024 at 4.30 p.m.
Location	Microsoft Teams and room 203/204

Governance Officer
10 December 2024

AGENDA

The timings on this agenda are indicative only and may extend beyond times highlighted.

Welcome and Apologies

Declaration of Interests and/or any Statement of Connections or Transparency Statements.

ITEMS FOR DECISION

16:30 – 16:35 **1) MINUTES**
  a.) Meeting of the Board of Management held on 01 October 2024
  b.) Closed Session Note (CSN-01-102024) of the Board of Management held on 01 October 2024
  c.) Confidential Note (CN-BoM-01-102024) of the Board of Management held on 01 October 2024
  d.) Confidential Note (CN-BoM-02-102024) of the Board of Management held on 01 October 2024

16:35 – 16:35 **2) OUTSTANDING ACTIONS - none**
  Actions List

16:35 – 16:45 **3) HEALTH AND SAFETY ANNUAL REPORT 2024**
  Report by Health, Safety & Sustainability Manager

16:45 – 16:55 **4) ANNUAL PROCUREMENT REPORT FY 2023/24**
  Report by the Director of Finance and Estates

16:55 – 17:10 **5) AUDITED FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 JULY 2024 (CONFIDENTIAL)**
Report by Director of Finance and Estates
a.) Audited Financial Statements for the Year-Ended 31 July 2023
b.) UHI Inverness College Annual Audit Report by Deloitte
c.) SFC Annual Report and Accounts for the year ended 31 July 2023 – to follow
d.) Letter of Representations to Deloitte – to follow

17:10 – 17:20 **6) REVISED RISK REGISTER (CONFIDENTIAL)**
Report by Director of Finance and Estates

17:20 – 17:30 **7) SUB-STRATEGIES & POLICIES FOR APPROVAL**

a.) Professional Review & Development Policy
Report by the Chair of HR Committee
b.) Marketing & Communications Policy
Report by Chair of FGP Committees
c.) Equality, Diversity and Inclusion Policy
Report by the Chair of LTR Committee
d.) Information Transfer Policy
Report by Chair of Audit Committees

17:30 – 17:35 **8) RATIFICATION OF APPOINTMENTS OF NON-EXECUTIVE AND TRADE UNION MEMBERS**
Report by Governance Officer

17:35 – 18:05 **9) PRINCIPAL'S REPORT (CONFIDENTIAL)**
Report by the Principal

18:05 – 18:15 **10) HARBOUR ROAD LEASE (CONFIDENTIAL)**
Report by Vice Principal Curriculum, Operations and External Relations

ITEMS FOR DISCUSSION

18:15 – 18.20 **11) KPI MATRIX**
Report by Operations and Commercial Manager

18:20 – 18:25 **12) GOVERNANCE UPDATE**
Report from Governance Officer

18:25 – 18:35 **13) UHI Court – OBC UPDATE**
Verbal Report by Further Education Regional Lead

18:35 – 18:40 **14) DRAFT MINUTES OF MEETINGS OF BOARD COMMITTEES (CONFIDENTIAL)**
a.) Audit Committee held on 10 September 2024
b.) Finance and General Purposes Committee held on 12 & 24 September 2024

c.) HR Committee held on 19 September 2024
d.) Learning, Teaching and Research Committee held on 24 September
e.) Chairs Committee held on 08 November 2024
f.) HR Committee held on 19 November 2024
g.) Joint Audit & FGP Committee held on 09 December 2024 – to follow
h.) Learning, Teaching and Research Committee held on 10 December 2024 – to follow

FOR NOTING

18:40 – 18:45   **15) 2023-24 COMPLAINT REPORT**
Report by Quality Manager

16) AOCB

17) DATE AND TIME OF NEXT MEETING
11 February 2024 at 4.15 p.m.

If any member wishes to add an item of business to the Agenda, please inform the Chair and the Governance Officer 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.

UHI INVERNESS

Board of Management – List of Outstanding Actions

UHI | INVERNESS   **Board of Management**

Subject/Title:	Health & Safety Annual Report 2024
Author:	Mark McKerral, Health, Safety & Sustainability Manager
Meeting:	**Board of Management**
Meeting Date:	17th December 2024
Date Paper prepared:	3rd December 2024
Brief Summary of the paper:	
Action requested:	Discussion
Link to Strategy: Please highlight how the paper links to, or assists with:**:** • compliance • partnership services • risk management • strategic plan • new opportunity/change	
Resource implications:	No **If yes, please specify**:
Risk implications:	No **If yes, please specify:** Operational: Organisational:
Equality and Diversity implications:	No **If yes, please specify:**
Consultation: [staff, students, UHI & Partners, External] and provide detail	Health and Safety Committee, comprising a cross section of the college including management, staff and trade union reps.

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	
Its disclosure would substantially prejudice the commercial interests of any person or organisation		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

Executive Summary

This report covers the period 1st December 2023 to 30th November 2024. There were five RIDDOR reportable incidents in this period, four involving students.

The overall number of incidents recorded has increased, with a significant increase coming from minor injuries to hairdressing students due to better reporting, rather than more incidents. However, there has been a decrease in other areas, likely due to underreporting.

Engagement with health and safety training has largely been good, but improvement could be made in completing some mandatory training.

We are experiencing some challenges with fire safety in relation to upgrading our fire alarm systems to account for a policy change from the fire service and in ensuring our fire doors are compliant.

RIDDOR Incidents

There were five incidents reportable to HSE under the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) during the reporting period, compared to two in the previous 12 months.

They include:
- Three incidents where apprentices cut their hands/ fingers with a bladed tool while participating in a practical activity. In each case, the student was taken directly from college to A&E to receive stitches. All were able to return to studies/ work within a few days.
- An incident where a student dislocated their knee during a movement class and had to be taken to hospital to receive treatment. The student had a history of dislocation and could return to studies.

These four incidents were all reportable due to including someone not in our employment who was injured on our site and transported directly to a hospital for treatment. If members of staff had sustained the same injuries, they would not have been RIDDOR reportable.

Whilst cuts to those using bladed tools will always be a risk, following those incidents, the department has reviewed its procedures relating to when and how bladed tools are used and the use of PPE for practical activities.

There was one incident involving a member of staff slipping on ice in the car park. The individual did not seek medical treatment until three weeks after the injury, at which point they were signed off work for more than seven days. It was another two weeks before the details of the incident were reported to UHI Inverness. This incident would have only been reportable if the condition of the car park had contributed to the incident. As so much time had passed, it was impossible to say one way or the other, so the incident was reported to HSE as a precaution. Whilst we don't know if the condition of the car park was a contributing factor, it did prompt a review of how we

manage snow and ice in the car parks and the introduction of new control measures, including additional signage displayed when the temperature is low.

All Recorded Incidents

A breakdown of all incidents reported during the reporting period, compared to the previous 12 months, is shown in the table below.

UHI Inverness Area	ILLNESS 23	24	Change	INJURY 23	24	Change	NEARMISS 23	24	Change	DAMAGE 23	24	Change	RIDDOR 23	24	Change	VIOLENCE 23	24	Change
Business and Creative Industries	11	8	-3	57	89	+32	4	2	-2	0	0	=	0	0	=	0	0	=
Care, Arts, Sport & Humanities	8	9	+1	11	19	+8	2	7	+5	0	1	+1	0	1	+1	0	2	+2
Construction & Engineering	1	4	+3	10	17	+7	4	10	+6	2	0	-2	1	3	+2	0	0	=
Estates	8	5	-3	7	7	=	9	27	+18	13	10	-3	0	1	+1	6	4	-2
Research	0	0	=	0	0	=	0	0	=	0	0	=	0	0	=	0	0	=
Science, Computing & Education	4	3	-1	1	3	+2	0	1	+1	0	0	=	0	0	=	2	0	-2
Scottish School of Forestry	0	0	=	2	1	-1	0	3	+3	1	1	=	0	0	=	1	0	-1
All Other Areas	2	1	-1	3	2	-1	4	5	+1	6	6	=	1	0	-1	3	1	-2
Total	34	30	-4	91	138	+47	23	55	+32	22	18	-4	2	5	+3	12	7	-5

A summary of the incidents, broken down by quarter, is included in Appendix 1 of this report.

Reported illnesses are largely related to students with pre-existing conditions who were seen by one of our first aiders. In many cases, they were advised to contact their GP/ Pharmacist. There has also been a growing trend of fainting episodes attended by college first aiders, these mostly relate to individuals in practical areas who have skipped a meal.

As with previous years, the injuries are all relatively minor. The significant number of injuries from Business and Creative Industries are almost exclusively hair-dressing students cutting themselves when practising with scissors. The increase in the number of reported injuries is thought to be due to better reporting rather than any trend of increased incidents. There may still be underreporting in some areas.

Near miss reporting has improved this year but should still be much higher for the number of injuries we have. This is something we will continue to work on.

The reduction in reported incidents involving property damage and violence this year is surprising and potentially caused by underreporting rather than an actual decrease in these types of incidents. Anecdotally, it would seem these incidents are occurring more frequently, possibly to the point staff do not think it is necessary to report each one. There is an upcoming piece of work in the college looking at encouraging positive student behaviour, which will hopefully reinforce the need to record and report incidents where behaviour is inappropriate.

Staffing

A new post has been created in the Health and Safety Team, Modern Apprentice Business Administration (Health and Safety). Following interviews in November, we have successfully appointed an MA who will start on 16th December. This two-year, fixed-term post will allow greater capacity to undertake project work to develop further and enhance our health and safety systems and processes.

Health & Safety Training

iHasco core training

We have identified five core health and safety training courses in iHasco, which are to be completed by all staff. Each will be repeated every two years. As of 22/11/24, completions are as follows:

Course Title	Percentage of Staff Complete
Accident Reporting	90% -Released in May '24 with June '24 deadline
Display Screen Equipment	86%
*DSE Workstation Assessment**	*78%*
Electrical Safety	95%- Released in January '24, with an Easter deadline.
Fire Awareness	87%
Slips, Trips and Falls	97%

*The DSE training module also includes a self-completed risk assessment of the individuals workstation. The DSE Assessment will only show as complete if the member of staff has answered all sections and their line manager has resolved any concerns raised.

The above figures do not include supply staff but include new starts and some who are on long-term leave.

iHasco Role-Specific Training

In addition to the mandatory all-staff training in iHasco, a number of role-specific training courses covering topics like COSHH, Working at Height, Risk Assessment, and Manual Handling have been made available. Over the past twelve months:

- 20 members of staff completed COSHH Training
- 14 members of staff completed Fire Warden Training
- 10 members of staff completed Food Safety & Hygiene (L2) Training
- 2 members of staff completed General Workshop Safety Training
- 1 member of staff completed Health & Safety for Managers and Supervisors
- 2 members of staff completed Manual Handling Training
- 3 members of staff completed Neurodiversity Awareness
- 38 members of staff completed PUWER Training
- 1 member of staff completed Risk Assessment Training
- 1 member of staff completed Working at Height Training

IOSH Training

IOSH training continues to be recommended for all staff directly involved in managing Health and Safety within UHI Inverness, including non-curriculum management, Technicians and lecturing staff involved in 'higher risk' curriculum delivery. During the past 12 months:

- 14 members of staff successfully completed IOSH Managing Safely
- 8 members of staff successfully completed IOSH Working Safely

Health and Safety Systems

We have been using the AssessNET system from RiskEx for the past 3 years. The current contract has one year left to run. The system was procured jointly with other UHI partners as a shared system. Unfortunately, this has both complicated and limited how we can use the system. Paying for our own instance of AssessNET is cost prohibitive, so we will be going out to market to look for an alternative over the next year.

Our contract with iHasco, the health and safety training system, is also due to expire in the next year. As part of procurement for the main H&S system, we will look for options that integrate training.

The Sypol system from EcoOnline for creating and managing COSHH assessments was introduced late last year and has worked well over the past 12 months. We now have over 150 of our hazardous substances logged on the system, with standardised COSHH assessments produced by Sypol for each.

Asset Management and PUWER

The process of streamlining our asset management processes in line with the Provision and Use of Work Equipment Regulations (PUWER)is continuing. Our Technicians have carried out a significant amount of work over the last year, checking our work equipment and completing PUWER assessments. The next stage of the process will involve reviewing those assessments and ensuring all outstanding actions have been closed. A Modern Apprentice has been recruited to join the H&S team, and this will form part of their work

Fire Safety

Last year's report highlighted a change of policy from the Scottish Fire and Rescue Service (SFRS) in how they respond to automatic fire alarms, which began in July 2023. At that time it was stated we had requested a change to our fire alarm systems to allow an automated response from SFRS but progress with GTFM on this had been slow. Unfortunately, a year later no meaningful progress has been made despite the fire alarm manufacturer confirming what we have asked for is possible with their hardware.

Further, concerns have been raised with GTFM about fire doors in 1 Inverness Campus. These include concerns that fire doors will not close correctly and that some fire doors have not been inspected and maintained appropriately.

Georgie Parker has written to the board of GTEIL outlining UHI Inverness's concerns with the fire alarm, fire doors and other areas.

As an interim measure, we have provided additional training and guidance to Estates Officers and Duty Managers around how to investigate the source of a fire alarm activation safely and to call 999 if necessary.

Portable Appliance Testing

Our Technicians group raised a concern about the quality of the Portable Appliance Testing (PAT) that had been carried out across our buildings in the summer. An investigation uncovered that the reporting provided by the contractor was inconsistent with our equipment and the tests that were required. We are working with APUC colleagues to identify a solution.

Regardless of the outcome of those discussions, we will adjust the way we approach PAT testing in future based on the lessons learned from this experience.

Health and Safety Management Profile

Work is underway to assess the possibility of utilising the Health and Safety Management Profile (HASMAP) from the Universities Safety and Health Association (USHA) to enhance and standardise our safety management system, as well as provide a stronger audit trail. The HASMAP standard is based on the HSE's model safety management system (HSG65) and is aligned to ISO45001, the international standard for safety management systems.

Appendix 1 Quarterly Incident Summaries

DECEMBER TO FEBRUARY

Business & Creative Industries- All injuries were minor cuts, most related to Hairdressing students cutting themselves whilst practising with scissors. Illnesses relate to pre-existing conditions; one required an ambulance.

Care, Arts, Sport & Humanities- One injury during a sports activity resulted in a student requiring an ambulance for a neck injury. One near miss relates to the diffuser from a light falling off.

Construction and Engineering- There was one RIDDOR injury, described above, and one manual handling injury. All other injuries were minor. One near miss relates to a piece of equipment that became damaged and released a small amount of mercury.

Estates- Most injuries and illnesses related to incidents on the Campus, but not in curriculum activity, that are attended by Estates Officers. One RIDDOR, described above. One of the violence incidents relates to alleged verbal abuse of a member of Pristine's staff by students. A property damage incident relates to a fire caused by a discarded cigarette in an external bin. One near miss is for an incident of alleged dangerous driving in the carpark; another relates to a discarded cigarette found in a toilet.

Other- Two incidents relate to damage to, or theft of, ICT equipment. One violence report relates to disruptive behaviour in the LRC.

Research- Nothing reported.

Science Computing & Education- The injury was a minor cut from a scalpel. The near miss relates to a school pupil who went onto the frozen lochan to test the ice and got wet feet.

Scottish School of Forestry- One minor cut which occurred outside of curriculum activity.

MARCH TO MAY

Business & Creative Industries- All injuries were minor, mostly cuts related to Hairdressing students cutting themselves whilst practising with scissors.

Care, Arts, Sport & Humanities- Violence incidents relate to altercations between students. Illnesses related to pre-existing medical conditions. The injuries were all minor.

Construction and Engineering- Injuries were all minor. The Illness involved a staff member, may have been a stress reaction.

Estates- Two near misses relate to fire alarm activations, one relates to dangerous driving in the car park and one relates to a blocked stairwell in pod 2. Illnesses relate to pre-existing conditions. One property damage has since been confirmed as a malfunction with no malice, the other relates to an attempted break in at the Balloch Campus.

Research- Nothing reported.

Science Computing & Education- The injury was sustained prior to attending college.

Scottish School of Forestry- One near miss relates to an activity being undertaken by a contractor, and the other relates to a concern for a vulnerable member of the public.

All Other Areas- One property damage incident relates to the theft of a computer keyboard and network cable, the other to damage of a table in the 2nd floor break out space. The near miss relates to damage of cables by incorrect use of a floor box.

JUNE TO AUGUST
Business & Creative Industries- One non-work related illness.
Care, Arts, Sport & Humanities- Near miss relating to a student who required additional support during fire evacuation.
Construction and Engineering- One minor injury related to workshop injury. Illness and other injury were not related to college activity.
Estates- All near misses- one from a set of unsafe ladders found with a current ladder tag indicating they were safe to use. One relates to an extension cable damaged by inappropriate use of a floor box to the extent the copper was exposed. One relates to evidence of overheating found in an electrical distribution board by a contractor working on an unrelated task. The final near miss relates to concerns raised about the working practices of another contractor.
Research- Nothing reported.
Science Computing & Education- Nothing reported
Scottish School of Forestry- Nothing reported
All Other Areas- Nothing reported

SEPTEMBER TO NOVEMBER
Business & Creative Industries- Illnesses all relate to fainting or generally feeling sick. Injuries all relate to minor cuts to hands and fingers from hairdressing scissors.
Care, Arts, Sport & Humanities- Illnesses include seizure episodes, fainting and headaches. Injuries include sporting injuries, slips/ trips, self-harm, a swallowed foreign object and one of the above RIDDORs. Near misses included an inspection report highlighting concerns with curtains in the PAS.
Construction and Engineering- Illness relates to a nosebleed. Injuries relate to two of the RIDDORs above and a slip/ trip. Two near misses relate to workshop housekeeping, one relates to the deliberate interference with a welding machine. The final one relates to an observation made during a Scottish Fire and Rescue visit where a fire door leading to a workshop was propped open.
Estates- Illness relates to fainting. Near misses include three separate incidents where a door lock failed in the locked position due to a mechanical failure within the locking mechanism, one of which resulted in a group of students being trapped in a room for about 20 minutes. One relates to dust covers being left on smoke detectors after construction work. One relates to flammable materials being stored in a cupboard with an electrical distribution board. The remainder relate to anti-social behaviour. One property damage relates to anti-social behaviour, the other to a suspected theft which was investigated and found not to be malicious. The violent incident relates to an incident where a young person not enrolled here was on campus and causing distress to a student who is taking part in a course with us.
Research- Nothing reported.
Science Computing & Education- Illnesses relate to existing conditions. The injury involved a hazardous substance splashing and going into the eye of an employee.
Scottish School of Forestry- Near miss relates to a report of a fire in the woodland adjacent to SSF. The fire was not on our land and the report was passed to Forest and Land Scotland. The property damage relates to a vehicle damaged in the car park.

All Other Areas- One near miss relates to a fire evacuation described below. Another relates to a faulty laptop that started smoking. The final one relates to ICT equipment being interfered with and left in an unsafe state. One property damage relates to vandalism of a laptop, the other relates to damage to a classroom wall.

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Subject/Title:	Annual Procurement Report 2023/24
Author:	Niall McArthur, – Director of Finance & Estates
Meeting:	Board of Management
Meeting Date:	17 December 2024
Date Paper prepared:	2 December 2024
Brief Summary of the paper:	To present the Annual Procurement Report for 2023/24, produced by APUC on behalf of UHI Inverness.
Action requested: [Approval, recommendation, discussion, noting]	Approval

Link to Strategy: Please highlight how the paper links to, or assists with:**:** ☐ compliance ☐ partnership services ☐ risk management ☐ strategic plan ☐ new opportunity/change	Financial Sustainability

Resource implications:	Yes – monitoring of Financial Resources **If yes, please specify**:
Risk implications:	Yes **If yes, please specify:** Financial Operational
Equality and Diversity implications:	N/A
Student Experience Impact:	None
Consultation: [staff, students, UHI & Partners, External] and provide detail	None
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 confident actionable in court (s36)	
Its disclosure would constitute a breach of the Data Protection Act (s38)		Other (Please give further details)	

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

Recommendation

For Board to approve the Annual Procurement Report for 2023/2024.

Purpose of report

To present the Annual Procurement Report for 2023/24 to the Board for approval and highlight the key sections of the report.

Annual Procurement Report 2023/24

The Annual Procurement Report for 2023/24 covers the period of 01 August 2023 through to 31 July 2024 and highlights performance and achievements in delivering the UHI Inverness procurement activities. It has been produced by APUC and reviewed by UHI Inverness.

The report is split into 9 sections and these are noted below, along with a summary of the key points included in each section.

1. Spend Profile – total non-pay expenditure of £9,368,295, of which £3,471,622 was deemed influential spend. The remaining non-influential £5,867,442 is split between GTFM £4,701,404 and £1,166,038 on others eg - Other public sector bodies / property leases.

2. Non-Compliance – UHI Inverness have identified 15 regulated categories that are non-compliant and will investigate these further.

3. National Framework Agreements – Against the Scottish Government target of 40% of non-pay spend being procured via National Frameworks Agreements, the College have achieved 63.7 % (2022/23 - 54.1%). UHI Inverness will maintain and try to increase opportunities to maximise the usage of Framework Agreements.

4. UHI Collaborations – In the reporting period UHI Inverness benefited from participating in 23 exercises, with a total contract value of £1,792,289.

5. Local Contracts – In the reporting period 46 contracts were completed worth an annual total of £674,951 and added to the College contracts register.

6. Non-Competitive Actions (NCA's) – The institution procurement policy recognises that there may be occasions where it is appropriate to award a contract for goods, services and works without following a competitive tendering process. This procedure is known as Non-Competitive Action (NCA) and can only be applied in **exceptional** circumstances. 8 Non-Competitive Actions were completed in this reporting period, worth an annual total of £106,270.

7. Savings – Savings are calculated and approved, using the Scottish Cross Public Sector Savings Methodology and for 2023/24, £244,909 of cash savings were made and £288,376 of non-cash savings.

8. Procurement policies & procedures – these are listed in the full report.

9. Continuous Improvements & Recommendations – there are 9 improvements & recommendations listed, which will be worked on in the coming months.

Procurement services at the College are provided via the APUC Shared Service Model, consisting of two FTEs based at the Inverness Campus. In addition, collaborative opportunities are delivered via a Shared Service Collaborative resource, which is jointly paid for by UHI Academic Partners. Strategic support is provided by the Shared Service Head of Procurement.

A copy of the full Annual Procurement Report for 2023/24 is attached to this report.

Operational Procurement Review (OPR) Report 2023/24

The colleges latest Scottish Government OPR Report for 2023/24 was carried out in October 2024 and the college received an overall score of 80%, compared to the previous score of 67% in 2021.

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Annual Procurement Report FY2023-24

Title	Annual Procurement Report FY2023-24
Date	September 2024
Version	0
Prepared by	Derek Cowie, Stuart Murray, and Amanda MacKenzie

UHI Inverness   - Annual Procurement Report (APR)

Executive Summary
This report covers the period of 01-August-2023 to 31-July-2024 and highlights performance and achievements in delivering the UHI Inverness procurement activities.

To assist with procurement compliance under the Public Procurement Regulations (2015) UHI Inverness uses the service of APUC Advanced Procurement for Universities and Colleges.

Spend Profile
The college reported a total Non-Pay Spend of £9,368,295, of which £3,471,622 was deemed influential spend. The remaining non-influential £5,867,442 is split between GTFM £4,701,404 and £1,166,038 on others eg - other public sector bodies / property leases. These figures are consistent with the last reporting period.

UHI Inverness had 389 active suppliers with whom it procured goods and services from during the reporting period. This supports the rationalisation of the supply base with a 13% reduction in active suppliers from last reporting period.

It is to be noted that 95 suppliers were recorded with an annual spend less that £500, where possible this should be reviewed as processing costs for setting up each new supplier is circa £40. This was a 8% reduction from the last reporting period.

FY23/24 Spend Data		National Framework Agreements / Local Contracts Percentage usage
Total Finance Spend	£9,368,295	
Compliant Influential Spend Total	**£2,850,875**	
National	£2,178,887	63.7%
Local	£671,988	19.7%
Non-Compliant Influential Spend Total	**£569,301**	
Non-Contract Spend	£545,128	
Credit Card Spend	£24,173	
Non-influential Spend Total	**£5,867,442**	
GTFM (non-influential)	£4,701,404	
Other non-influential	£1,166,038	

| Description	Number / Value
Number of Payment Request Forms received during FY23/24	143
Total Value (Ex-VAT) GBP £	£102,001
The above table denotes 143 requests for a one-off payment to non-finance system recorded suppliers of less that £1,000. It has been noted that there is misuse of this function, and the Procurement team will work with Finance and Stakeholders to reduce the impact.	

Description	Number
Number of New Supplier Request Forms received during FY23/24	23
The above table indicates the number of new suppliers added to the finance system that the College expect to have a reoccurring spend with. Unfortunately, misuse of this function has also been identified as requests are retrospective which is in breach of the College No PO - No Pay Policy in the Financial Regulations. The Procurement team will work with Finance and Stakeholders to reduce the impact.	

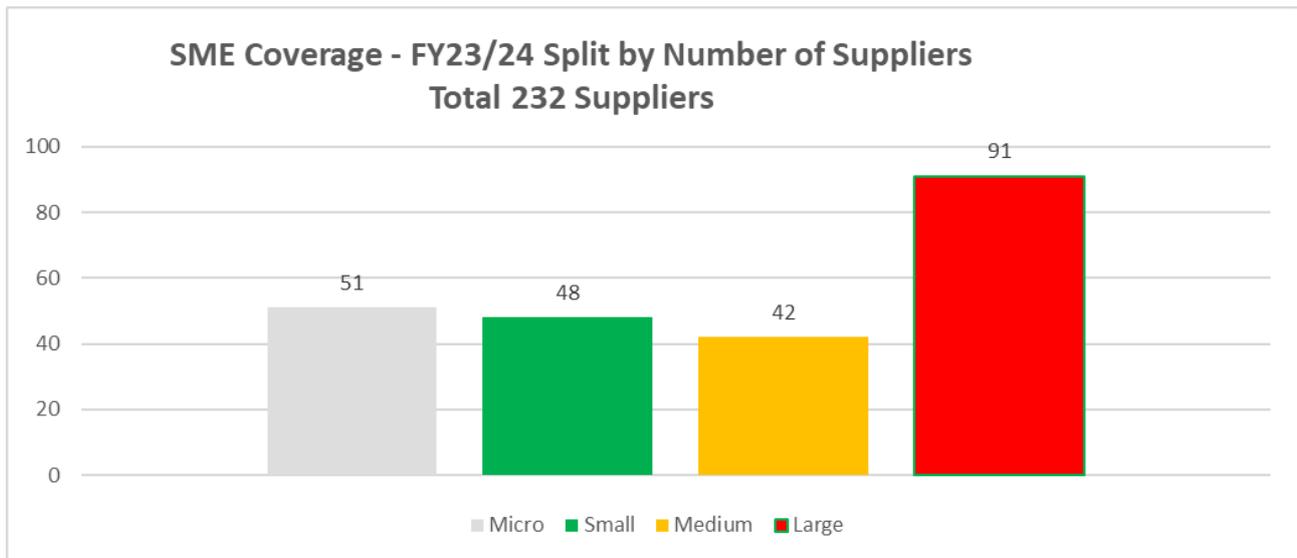| Description	Number / Value
Number of Retrospective Orders Directly into Finance System during FY23/24	324
Total Value (Ex-VAT) GBP £	£380,584
The above table indicates the number supplier payments that have been processed without prior authorisation. Unfortunately, as requests are retrospective this again is in breach of the College No PO - No Pay Policy in the Financial Regulations. The Procurement team will work with Finance and Stakeholders to reduce this though note some retrospective payments may be unavoidable.	

Purchase Order / Invoice Reconciliation

The split between invoices posted into PECOS and directly into the accounts system without an order is as follows:

Description	Total
Total number of invoices processed	5,516
Total number of PECOS order related invoices	5,192
Total number of invoices entered directly into Sun	324
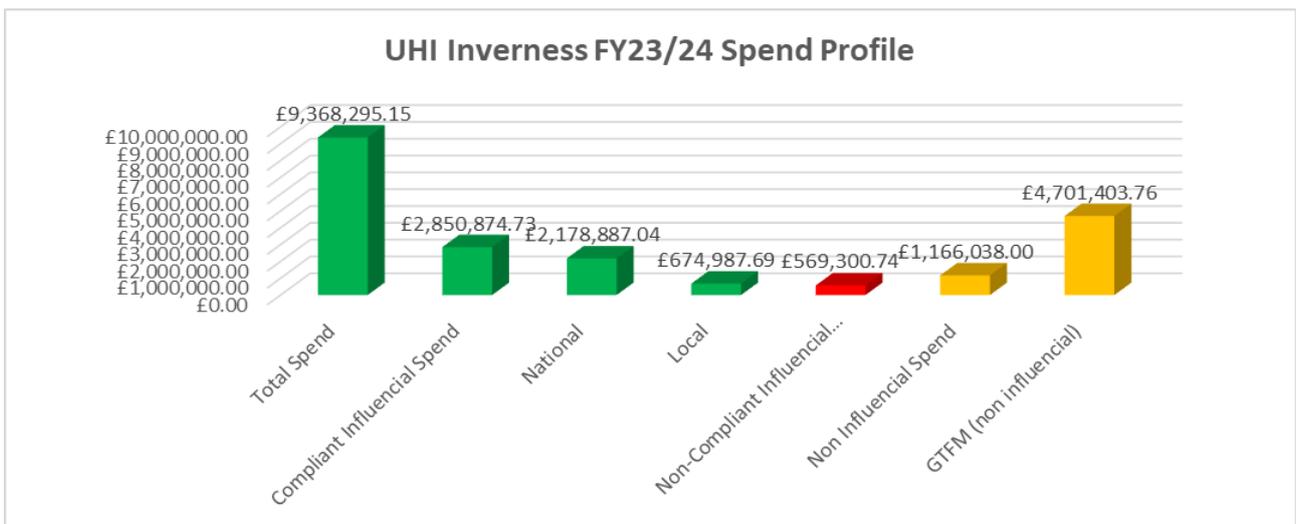
To meet the obligations under the Sustainable Procurement Duty the college is committed to involving Supported businesses, SMEs, and Third Sector Suppliers. To assist us better understand the volume of spend we have with SMEs, the College has been proactively

gathering status from the supply base. 60% of suppliers utilised by the college are classified as SME. An 11% reduction from last reporting period.

SME Coverage - FY23/24 Split by Number of Suppliers Total 232 Suppliers

- Micro: 51
- Small: 48
- Medium: 42
- Large: 91

*Table above is based on suppliers with an annual spend profile greater that £1250, which equates to 232 suppliers. These figures are consistent with last reporting period.

Facilities Management

The facilities management contract is with Galliford Try Facilities Management (GTFM) with a spend profile for FY23-24 of £4,701,404. A 4% increase from last reporting period. Contract performance and value for money is directly managed by the college estates department, any contract amendments are administered through an Authority Change Notice (ACN's) process.

Non-Compliance

The £569,301 spend is calculated from suppliers used with no compliant contract in place.

UHI Inverness have identified 15 regulated categories that are non-compliant. 13 categories fall within the Procurement Reform (Scotland) 2014 Act and 2 exceeds the GPA (Government Procurement Agreement) threshold. These have been added to the Forward Contracting Plan for further investigation. A 21% increase in non-compliance from last reporting period.

Further information is available in Appendix 1 – Non-Compliant Contracts.

National Framework Agreements

Against the Scottish Government target of 40% of non-pay spend being procured via National Frameworks Agreements, the College have achieved 63.7%. A 17% increase from last reporting period. UHI Inverness will maintain and try to increase opportunities to maximise the usage of Framework Agreements.

UHI Collaborations

UHI Inverness are committed to work with other academic partners, and they do this via the collaborative procurement resource. In the reporting period UHI Inverness benefited from participating in 23 exercises, completed with a total contract value of £1,792,289. An 81% increase in contract value from last reporting period.

Further information is available in Appendix 2 – UHI Collaborative Activity Report 23/24. Further information is available in Appendix 5c – UHI Collaborative Savings Report 23/24.

Inverness Campus Owners Association (ICOA) Collaborative Opportunities

Collaborative opportunities between UHI Inverness, Highland and Islands Enterprise (HIE), NHS Highland and the Scotland's Rural Colleges (SRUC) are ongoing.

In the Estates Category during FY23/24, the Grounds & Landscaping Services and Snow Clearing & Gritting were investigated with NHS Highland, and it was agreed to review again at a later date.

Both Responsible Procurement and Collaborative Opportunities are now a fixed agenda item at the ICOA quarterly meetings.

Local Contracts

In the reporting period 46 contracts were completed worth an annual total of £674,951 and added to the College contracts register. A 9% increase in contracts completed and a 24% increase in annual contract value from last reporting period.

Further information is available in Appendix 3 – UHI Procurement Exercises Completed

Non-Competitive Action (NCA) FY23/24

The institution procurement policy recognises that there may be occasions where appropriate to award a contract for goods, services and works without following a competitive tendering process. This procedure is known as Non-Competitive Action (NCA) and can only be applied in **exceptional** circumstances.

8 Non-Competitive Actions were recorded in this reporting period worth an annual total of £106,270. For transparency the details have been added to the College Contract Register.

Further information is available in Appendix 4 – UHI Non-Competitive Actions

Savings

The following BT1 AND BT2 Savings have been achieved in FY23/24. Savings are calculated and approved, using the Scottish Cross Public Sector Savings Methodology.

Dept	Saving Type	Cash	Non-Cash
National Collaboration	BT1	£99,410	
National Collaboration	BT2		£240,663
UHI Collaboration	BT1	£34,883	
UHI Collaboration	BT2		£47,570
Local Costs Savings	BT1	£110,616	
Local Costs Savings	BT2		£143

BT14 – Savings

BT14 – sustainability-based benefits Sustainability-based benefits where costs are not normally relevant, can be reported but will normally be described in written narrative including but not limited to the following areas:

➢ Reduction in waste – packaging and / or further use of residue from processes etc.
➢ Reduction in consumption - use of raw materials (consumables, utilities etc.)
➢ Recycling and/or reuse of products.
➢ Strengthen reputation and/or marketing opportunities.
➢ Community Benefits delivery.
➢ Carbon Reduction.
➢ Social, equality and / or environmental improvements.
➢ Staff and Student Training
➢ Students experience enhancement

Further information is available in Appendix 5a – 5d Savings Reports

Procurement Policies and Procedures

Procurement Strategy 2023 to 2026:
The UHI Inverness 4-Year Procurement Strategy 2023 to 2026 was approved by the Board of management in October 2023 and is published on the College website **Procurement-Strategy-2023---2026.pdf (uhi.ac.uk)**

The 4-year UHI Inverness Strategic Plan 2022 to 2026 was created by EMT and approved by the Board of Management in February 2022 and is published on the College website **UHI_Inverness_Strategic-Plan_2022-26-(1).pdf**

Sustainable Procurement Policy:
The UHI Inverness Sustainable Procurement Policy 2023 to 2026 was approved the Board of Management in June 2023 and is published on the College website **Sustainable-Procurement-Policy.pdf (uhi.ac.uk)**

To support the sector's Supply Chain and Ecological Emergency Strategy (SCCEES), in the coming year, procurement along with stakeholders will further develop a 10-year action plan to drive sustainable efficiencies from the supply chain (FNT2030).

This has now been endorsed by the USECEC and the CDN-CEED, and by the Universities Scotland Principals Group and the Colleges' Principals Group.

From Now To 2030 (FNT2030) Updates:

There was little progress made in FY23/24 against the following categories and for FY24/25, the Executive Management Team (EMT) and senior members of staff are requested to provide support to the procurement team in promoting and embedding climate and circular economy considerations into ITT Packages and their contracts.

| Category	Department
Estates Operations & Development	Estates
Catering	Hospitality, Food & Beverages
Furniture	Estates
Information Technology / Services (IT/S)	ICT
Laboratories	Research
Travel & Transport	Finance
Transport (Vehicle Management)	Estates
Energy and Construction	Estates

Public Bodies Climate Change Report
The Supplier Scope 3 Emissions Report for FY23/24 is now available via the Hunter Contracts Register.

Sum of MTCo2	Column Labels				
Row Labels	2022/23	2023/24	Grand Total	Difference from previous year	% Difference from previous year
Estates	2,901	3,312	6,213	▲411	▲14.1%
Information Services	360	604	964	▲244	▲67.5%
Laboratories	157	211	368	▲54	▲34.8%
Non Influenceable	31	32	63	▲1	▲2.5%
Professional Service - General	145	118	263	▼27	▼18.5%
Professional Service - HR	11	19	30	▲8	▲81.6%
Grand Total	3605	4,296	7,901	▲691	▲19.2%
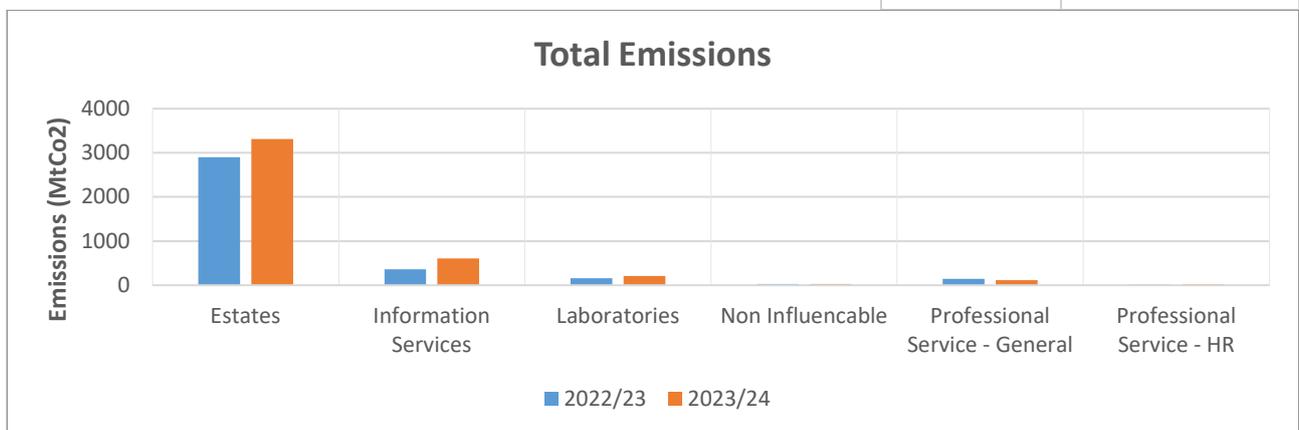
Sum of Total Spend	Column Labels				
Row Labels	2022/23	2023/24	Grand Total	Difference from previous year	% Difference from previous year
Estates	£6,787,036	£7,024,342	£13,811,378	▲£237,306	▲3.5%
Information Services	£722,092	£722,511	£1,444,604	▲£419	▲0.1%
Laboratories	£91,339	£127,705	£219,045	▲£36,366	▲39.8%
Non Influenceable	£100,871	£90,781	£191,652	▼-£10,090	▼-10.0%
Professional Service - General	£299,135	£328,136	£627,271	▲£29,001	▲9.7%
Professional Service - HR	£28,103	£58,975	£87,078	▲£30,872	▲109.9%
Grand Total	£8,028,576	£8,352,450	£16,381,027	▲£323,874	▲4.0%

Spend by Year
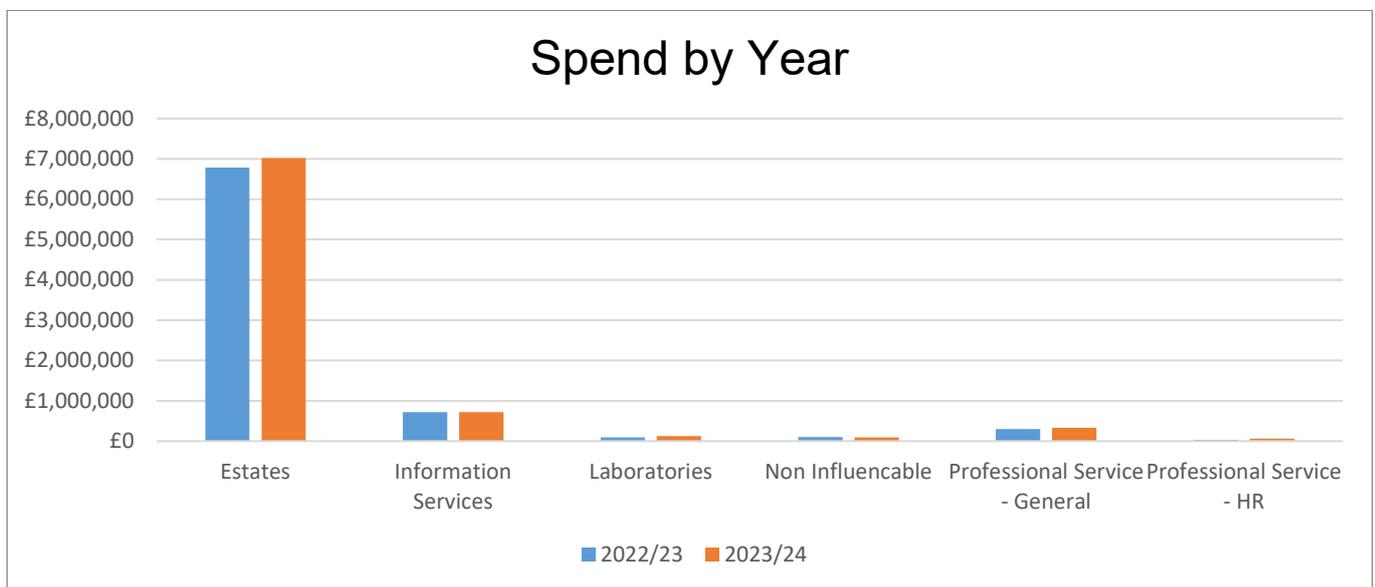
Continuous Improvements and Procurement Recommendations

➢ Define roles & responsibilities, by delivering a comprehensive procurement training programme to devolved staff during FY 23/24. Training to include end to end process.

➢ Review the use of current Framework suppliers, ensure that stakeholders are using them compliantly. This additional transparency will deliver more value for money to UHI Inverness.

➢ To maximise savings through the use of national framework agreements where appropriate.

➢ Further develop the use of collaboration with other public sector bodies.

➢ Increase the number of PECOS audits and provide a report on non-compliance.

➢ Review the volume of spend via the PECOS system with a view to increasing percentage from FY23/24 position.

➢ Rationalise the supply base to avoid non-compliant spend being processed retrospectively via payment request function.

➢ Review Procurement Risk Register through formal reviews with the Director of Finance and Estates and the Head of Procurement – UHI Shared Service.

➢ Focus on responsible procurement duties though developing the FNT2030 action plan.

Audit & Operational Procurement Review

The Scottish Government Operational Procurement Review (OPR) was conducted in September 2024, the report to follow.

No procurement internal audits were carried out in the reporting period.

Appendices
The following appendices can be found embedded below for further information -

Appendix 1 – Non-Compliant Contracts for UHI Inverness 2023–24
Appendix 2 – Collab Activity for UHI Inverness 2023–24
Appendix 3 – Procurement Exercises Completed for UHI Inverness 2023–24
Appendix 4 – Non-Competitive Action Report for UHI Inverness 2023–24
Appendix 5a – Local Savings Report for UHI Inverness 2023-24
Appendix 5b – National Savings Report for UHI Inverness 2023–24
Appendix 5c – Collaborative Savings Report 2023–24
Appendix 5d – BT14 Savings report for UHI Inverness 2023–24
Appendix 6 – Detailed Scope 3 Emissions Report for 2023-24

Appendices.zip

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Board of Management

Subject/Title:	Policy Approvals
Author: [Name and Job title]	Quality
Meeting:	Board of Management Committee
Meeting Date:	17/12/2024
Date Paper prepared:	10/12/2024
Brief Summary of the paper:	The BOM Committee are asked to approve the following Policy updates: - Professional Review & Development Policy - Marketing & Communications Policy - Equality, Diversity & Inclusivity Policy - Information Transfer Policy
Action requested: [Approval, recommendation, discussion, noting]	Approval
Link to Strategy: Please highlight how the paper links to, or assists with:**:** • compliance • partnership services • risk management • strategic plan • new opportunity/change	Compliance
Resource implications:	No **If yes, please specify**:
Risk implications:	Yes **If yes, please specify:** Operational: Organisational: Policies review and development required to ensure compliance with legislation and awarding body regulations.
Equality and Diversity implications:	Yes **If yes, please specify:** Policy EIAs included
Consultation: [staff, students, UHI & Partners, External] and provide detail	Staff
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

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PROFESSIONAL REVIEW & DEVELOPMENT POLICY

REFERENCE: PL/HR/2021/002

Lead Officer	Vice Principal – Curriculum, Student Experience & Quality
Review Officer	Professional Development Manager
Date first approved by BoM	29 June 2021
First Review Date	July 2024
Date review approved by BoM	
Next Review Date	
Equality impact assessment	March 2021
Further information (where relevant)	

Reviewer	Date	Review Action/Impact
Professional Development Manager	29.06.21	New Policy created and approved by BoM.

Contents

1.   Policy Statement

Definition of Professional Review & Development (PRD)
A process of self-evaluation against relevant standards followed by professional dialogue with a line manager to provide support and challenge and to plan further development. The process will include a recognition of how prior professional learning has impacted on practice and how future learning will enhance practice.

All staff
The purpose of the Professional Review & Development policy is to support and enhance the continued professional learning of all UHI Inverness staff with the aim of attracting, retaining, and developing high-quality and creative staff to meet the changing requirements of our students, our institutions and our communities.

This will be achieved by the provision of ongoing opportunities for staff to

- reflect on their practice and professional learning through self-assessment against relevant standards
- engage in supportive and challenging professional dialogue with their line manager in an atmosphere of trust and collegiality

Lecturing staff
As an institution within the University partnership, UHI Inverness is committed to supporting lecturers to comply with GTCS requirements for lecturer registration. Therefore, the policy includes the Professional Update process for lecturers which has two key purposes:

i.   To maintain and improve the quality of our lecturers as outlined in the Professional Standards for Lecturers in Scotland's Colleges and to enhance the impact they have on student learning.
ii. To support, maintain and enhance lecturers' continued professionalism and the reputation of the lecturing profession in Scotland.

The detailed procedures and guidance notes set out the process to be followed – PRD Procedure & Guidance

Definitions

- **Institution:** Any part of the University or twelve academic partners
- **University partnership:** The University of the Highlands and Islands and the twelve academic partners

- **Lecturing staff:** Any member of staff employed under lecturing terms and conditions as set by the [National Joint Negotiating Committee](#) and [National Recognition and Procedure Agreement](#)
- **General Teaching Council for Scotland (GTCS):** This is the professional body given statutory responsibility to promote, support and develop the professional learning of teaching and lecturing staff.
- **Registration:** All 'in scope' lecturing staff employed by University of the Highlands and Islands and the twelve academic partners are required to maintain registration with GTCS.
- **Professional Update:** An annual process of engagement in the PRD scheme, ongoing professional learning including reflection on own learning and the relevant Professional Standards, as well as an annual update of registration details on MyGTCS. Then on a 5-yearly basis, a signoff process between the member of staff and line manager confirmed to GTCS through the MyPL recording system.
- **Relevant standards:** These will vary depending on staff role. For lecturing staff these will be the [Professional Standards for Lecturers in Scotland's Colleges](#). For other staff the relevant standards may include those established by professional bodies or other organisations e.g. COSCA.

2. Legislative framework / related policies

2.1. Link to National Agreements https://njncscotlandscolleges.ac.uk/
2.2. Equality, Diversity & Inclusivity Policy
2.3. Supporting and Managing Performance Policy
2.4. Professional Development Policy
2.5. Staff Code of Conduct
2.6. Staff Disciplinary
2.7. Staff Grievance
2.8. Staff Recruitment and Selection
2.9. Staff Mediation Guidance
2.10. General Data Protection Regulations (GDPR) 2018
2.11. UHI PRD Framework
2.12. UHI [Learning and Teaching Enhancement Strategy](#)
2.13. Link to GTCS registration information [Professional Standards](#)
2.14. Performance management:

 2.14.1. Performance is managed separately to the PRD process, through the UHI Inverness Supporting and Managing Performance policy. However, learning and development captured in the PRD documentation may support staff to meet learning and development targets relating to performance.

3. Scope

This policy applies to all UHI Inverness employees regardless of their length of service. It does not apply to agency workers or self-employed contractors.

4. Compliance

This policy is a cross college policy and all staff must work to meet the requirements outlined within the policy. Compliance with the policy will be monitored through regular audits, with outcome reports being reported to the appropriate committee. This policy should be read in conjunction with the polices listed above.
Changes to this policy or the accompanying procedures should follow the usual UHI Inverness procedure and should also be discussed with the UHI Human Resources Practitioner Group as any amendments may impact the GTCS validation of the university partnership.

5. Monitoring

This policy will be monitored and its implementation evaluated. PRDs will be included in the annual planning cycle and the number of PRDs conducted will be reported , to the Executive Management Team committee, and the Board of Management HR committee.

6. Review

This policy and related procedures will normally be reviewed every three years to ensure they continue to meet UHI Inverness requirements within the legislative framework.

University of the Highlands and Islands — Inverness College

Equality Impact Assessment Form

Policy/Procedure/Strategy:	Professional Review & Development	Author/Owner: Fiona Gunn
Review Due: 18/02/2024		Department/Section: Professional Development
Date of Assessment: 18/02/2021		

Signature: _(signature)_

Date: 28/08/2024

Step 1

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

This policy aims to support and enhance the continued professional learning of all Inverness College UHI staff with the aim of attracting, retaining, and developing high-quality and creative staff to meet the changing requirements of our students, our institutions and our communities. The policy also aims to support lecturing staff to comply with GTCS requirements for registration.

- ⦿ New
- ○ Revised
- ○ Existing

Who will be affected?	Who will be consulted?	Evidence available:
All staff of Inverness College	All staff of Inverness College	Evidence available of development of policy from UHI common PRD framework.

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	P	P	P	P	P	P	P	P	P
Advancing Equality of Opportunity	P	P	P	P	P	P	P	P	P
Promoting Good Relations.	P	P	P	P	P	P	P	P	P

Step 3

Action to be taken

> PRDs will be included in the annual planning cycle and the number of PRDs conducted will be reported on an
>
> bi-annual basis to the EMT committee, and the Board of Management HR committee.
>
> Changes should not be made to this policy or the accompanying procedures without prior discussion with the UHI
>
> Human Resources Practitioner Group as any amendments may impact the GTCS validation of the university partnership.

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

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MARKETING AND COMMUNICATIONS POLICY

REFERENCE: PL/CS/2024/XXX

Lead Officer	Vice Principal – Curriculum, Operations & External Relations
Review Officer	Marketing and Communications Manager
Date first approved by BoM	21 March 2019
First Review Date	December 2020
Date review approved by BoM	29 June 2021
Next Review Date	June 2024
Equality impact assessment	December 2020
Further information (where relevant)	

Reviewer	Date	Review Action/Impact
Marketing & Communications manager	21.03.19	New Policy created and approved by BoM.

| Marketing & Communications manager | 29.06.21 | • Legislation and related policies updated
• Reference to University brand embedded throughout Policy.
• Updated departmental and job titles
• Marketing & Communications team responsibilities updated to include training for staff
• Managers responsibilities updated to included updating marketing on an changes to content in their area.
• Compliance updated to include updated reporting committees. |
| Marketing & Communications Manager | October 2024 | |

Contents

1. Policy Statement

1.1. The Inverness College UHI brand will be developed and enhanced in line with the overall branding of the University of the Highlands and Islands.

1.2. Inverness College UHI is committed to providing information about learning opportunities which are fair and accurate, timely, current, transparent and focused on the needs of the intended audiences.

1.3. Inverness College UHI is committed to providing clear, accurate, comprehensive and accessible information on its courses, entry requirements and associated marketing and communications procedures at relevant stages of the process.

1.4. Marketing and publicity information will be available and retrievable where intended audiences and information users can reasonably expect to find it; the format and delivery of information will take account of the access requirements of a diverse audience.

2. Legislative framework / related policies

- Data Protection Act 2018
- Disability Discrimination Act (2005)
- Equality Act 2010
- Freedom of Information (Scotland) Act 2002
- Consumer protection laws and regulations, including the Consumer Rights Act (2015)
- Admissions Policy
- Quality Policy
- Freedom of Information Policy
- Data Protection Policy
- ICT Code of Conduct
- Gender Action Plan
- EU General Data Protection Regulation (GDPR)
- UHI Partnership Information Security Acceptable Use Policy
- UHI Accessibility Statement (www.uhi.ac.uk/en/accessibility)
- Access and Inclusion Strategy
- Information Security Policy
- Public Interest Disclosure Policy

3. Policy Aims

3.1. To plan and deliver integrated student recruitment plans with the university and partners, through aligning visuals and messaging, sharing activities and resourcing new initiatives to deliver regional impact.

3.2. To attract learners to study at Inverness College UHI and to communicate positive messages to both internal and external stakeholders in a coherent, innovative and effective way in line with the university brand.

3.3. To promote all aspects of Inverness College UHI activities, including apprenticeships, events, short courses etc.

3.4. To provide advice on internal, external and corporate communications and media relations.

3.5. To maximise Inverness College UHI's relationships with external stakeholders in order to further enhance its reputation.

3.6. To support the Inverness College UHI Strategic Plan and complementary Marketing and Communication Strategy, through high quality marketing activities.

4. Scope

4.1. This policy applies to Inverness College UHI staff and relates to all marketing and communications.

5. Implementation

5.1. Marketing and Communications procedures that will form part of this policy include:-

5.1.1. Public Relations and Internal Marketing procedure
5.1.2. Website and Digital Marketing procedure
5.1.3. Promotions and Publications procedure
5.1.4. Social Media procedure

6. Responsibilities

6.1 The **Vice Principal – Curriculum, Operations & External Relations** is responsible for ensuring that:

6.1.1 The Marketing and Communications policy is reviewed and any changes are approved by the Executive Management Team and Board of Management.

6.2 The **Marketing and Communications team** is responsible for ensuring that:

6.2.1   Information provided by managers is included in the prospectus, and Inverness College UHI website and other promotional materials for all provision, including January start and evening/leisure courses.

6.2.2   Public relations activity promotes and enhances the profile and reputation of the college regionally, nationally and internationally.

6.2.3   Communication channels are utilised to engage stakeholders including staff, students and the wider community to promote the work of the college and maintain effective partnerships and relationships.

6.2.4   Information is kept up-to-date in a centralised repository around branding guidelines including use of the logo and consent for filming/photography.

6.2.5   Training and guidance is provided to staff who have been assigned responsibility to add and amend content on corporate communication channels by the Marketing and Communications Manager.

6.3   **Managers** are responsible for:

6.3.1   Ensuring that requests for support are in line with timescales in the marketing procedures.

6.3.2   Advising Marketing and Communications team of upcoming events, key dates, changes to content in their area and deadlines.

6.3.3   Identifying opportunities for articles, case studies and photographs/videos that will help to promote the full range of college activities and courses.

6.3.4   Ensuring that staff and students in their area are signposted to the Marketing and Communications policy and procedures.

6.4   **All staff** are responsible for supporting the College marketing and communications effort.

6.4.1   Staff should ensure that they familiarise themselves with the Marketing and Communications policy and procedures. Procedures specify responsibilities, tactics, timescales and channels.

7. Compliance

7.1   This responsibility for compliance with the Marketing and Communications policy lies with all staff. The policy will be regularly reviewed and reports submitted to the Executive Management Team.

8. Monitoring

8.1   The policy will be monitored and its implementation evaluated, and a monthly marketing progress report will be presented to Executive Management Team.

8.2 The marketing budget is monitored on a monthly basis (or whenever budget reports are received from Finance) by the Marketing and Communications Manager and the Assistant Principal – Operations & External Relations.

9. Review

9.1 The Marketing and Communications Policy will be reviewed on a 3 yearly basis, or sooner if legislative change requires.

Policy/Procedure/Strategy:	Marketing and Communications Policy	Author/Owner: Carol Sutherland	Signature:
Review Due:	30 July 2024	Department/Section: Marketing and Communications	
Date of Assessment:	23 November 2020		Date:

Step 1

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

To coordinate marketing and corporate communication activities on behalf of Inverness College UHI

To manage, improve and develop a range of printed and electronic assets, for internal and external audiences.

To manage a strong corporate identity for the college.

To communicate the work and shared objectives of the college.

○ New
○ Revised
◉ Existing

Who will be affected?	Who will be consulted?	Evidence available:
All staff and external stakeholders	All staff UHI Marketing and Communications HISA	The policy is aligned to the key aims of the Marketing and Communications strategy and the Strategic Plan, which is itself highly focused on providing equality and diversity within the college staff and student body. The policy embodies these principles. Internally we communicate key messages that are inclusive and sensitive to the needs of various groups, whilst also taking every opportunity to promote awareness. The Marketing and Communications team regularly meets with HISA executive and the Student Engagement Officer. Curriculum teams monitor data to observe any trends emerging in the balance of the study body that may require further investigation. The curriculum teams check these trends across the year and provide periodic feedback through the Quality team. The Marketing and Communications teamwork support curriculum teams to develop marketing materials to help underrepresented groups access our provision and to attract a diverse body of students. Audits as part of review of the Marketing and Communications Strategy.

Equality Impact Assessment Form

		Scrutiny Panel Staff survey Monthly report to EMT Monthly Marketing and Communication Snapshot available to all staff.

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	P	P	P	P	P	P	P	P	P
Advancing Equality of Opportunity	P	P	P	P	P	P	P	P	P
Promoting Good Relations.	P	P	P	P	P	P	P	P	P

Step 3

No Action to be taken

Actions identified and noted as part of the associated procedure review.

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

Equality, Diversity and Inclusion Policy

POL/XXX

Lead Officer (Post):	Vice Principal – Curriculum, Student Experience & Quality
Responsible Office/ Department:	Human Resources
Responsible Committee:	Learning, Teaching & Research & Human Resources committees
Review Officer (Post):	Head of HR
Date policy approved:	30/04/2020
Date policy last reviewed and updated:	20/04/2020
Date policy due for review:	June 2023
Date of Equality Impact Assessment:	01/11/2024
Date of Privacy Impact Assessment:	

Accessible versions of this policy are available. Please contact the University Governance Team.

Policy Summary

Overview	This policy demonstrates UHI Inverness's approach and commitment to equality for our students, staff, visitors, contractors and others who engage with us through any activity across the partnership.
Purpose	This policy sets out our vision and expectation that all individuals in the universities community are treated with dignity, fairness and respect. All individuals have a legal right (Equality Act 2010) and freedom to bring their true authentic selves to work and study at UHI Inverness in a supportive and inclusive environment.
Scope	This policy applies to all current and prospective students and UHI Inverness Staff. This includes temporary staff, agency staff, consultants, Board Members, volunteers and collaborators at the University of the Highlands and Islands and Academic Partners.
Consultation	The policy will be shared via the Equality, Diversity and Inclusion (EDI) Committee for consultation to appropriate UHI Inverness Staff and Committees. Consultation was available to the UHI EDI Committee, which represents all partners, and through UHI Inverness's EDI Committee. Approval will be sought from both the Human Resources and Learning, Teaching and Research Committee.
Implementation and Monitoring	The policy is implemented by all Academic Partners and the University of the Highlands and Islands. Each Academic Partner is responsible for ensuring the policy is adhered to within their organisation. The policy will be monitored on a strategic basis by the Equality, Diversity and Inclusion Committee.
Risk Implications	This policy will apply to UHI and Academic Partners in compliance with the Equality Act (2010), Equality Act (Specific Duties) (Scotland) Regulations 2012 and Human Rights Act (1998). Failure for UHI Inverness to comply with this policy may result in a breach of legal responsibility as set out in statutory obligations in Appendix 1. It would also have a negative impact on staff, student and communities' as well as reputational risk to UHI and Academic Partners.
Link with Strategy	Policy relates to statutory compliance and governance arrangements.
Impact Assessment	Equality Impact Assessment: November 2024

	Data Protection Impact Assessment: n/a

1. Introduction and Policy Statement

1.1   UHI Inverness is a progressive and unique tertiary partnership which seeks to cultivate a more inclusive working, learning, teaching and research environment for all members of its community.

1.2   This policy sets out our vision and expectation that all individuals in the universities community are treated with dignity, fairness and respect. All individuals have a legal right (Equality Act 2010) and freedom to bring their true authentic selves to work and study at UHI Inverness in a supportive and inclusive environment.

1.3   UHI Inverness aims to enrich experiences through collaborating with our communities, staff and students to support, promote and celebrate equality, diversity and inclusion. We believe that every individual has the right to feel valued, respected and supported.

1.4   The University and all Academic Partners are committed to meeting the legislative obligations set under the Equality Act 2010, creating a positive culture which fosters good relations and advances equality of opportunity for all. UHI Inverness will not tolerate unlawful discrimination, harassment, victimisation or any other prohibited conduct in all aspects of work, research and study.

1.5   UHI has launched a new Strategic Plan 2030 which highlights UHI's values and mission to have a transformational impact on our people, communities and economy.

2. Scope

2.1   This policy applies to all current and prospective students and employees of UHI Inverness. This includes temporary staff, agency staff, consultants, Board Members, volunteers and collaborators.

2.2   As a provider of education and employment, UHI Inverness values diversity and is committed to encouraging everyone to realise their full potential. To this end, UHI Inverness continues to work with students, staff, external agencies and the wider community to develop a positive and enabling culture of work and study.

2.3   The principles of non-discrimination and equality of opportunity apply to the way in which UHI Inverness staff and students, as well as visitors, contractors, subcontractors, temporary and agency staff, service providers, suppliers, former staff and students and any other persons associated with the functions of the university treat one another.

3.   Legislation

3.1.   This policy supports UHI to carry out its statutory duties under the Equality Act 2010 and Equality Act (Specific Duties) (Scotland) Regulations 2012.

3.2.   The Equality Act recognises the following protected characteristics
   •   Age

- Disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation.

3.3. Not all Academic Partners have a legal obligation to the Scottish Specific Duties (2012), but all Academic Partners should have **due regard** to:
- Eliminate unlawful discrimination, harassment and victimisation and other prohibited conduct.
- Advance equality of opportunity between people who share a relevant characteristic and those who do not.
- Foster good relations between people who share protected characteristics and those who do not.

3.4. UHI Inverness will conduct statutory duties under the Equality Act (Specific Duties) (Scotland) Regulations 2012, demonstrating our commitment to mainstreaming equality and diversity by:

3.2.1 Publishing and delivering equality outcomes which reflect how UHI Inverness plans to impact positively on our staff, students and communities, every four years.

3.2.2 Publishing a mainstreaming report, demonstrating our progress against our planned outcomes, showing the progress we have made to mainstream equality in our policies, practices and decision-making functions, every 2 years.

3.2.3 Monitoring the potential impact of our policies, procedures and practices on different protected groups to help tackle inequality, promote equality of opportunity and foster good relations.

3.2.4 Collecting, analysing and reporting on and improving the quality of student and staff protected characteristic data in line with public sector equality duties/sector best practice and Data Protection legislation, every 2 years.

3.2.5 Publish gender pay gap information annually and, future reporting commencing 2025, includes disability and ethnicity pay gap information.

3.2.6 Publish equality statements on equal pay and publish board member diversity information gathered by the Scottish Ministers.

3.2.7 Publish all requirements in a manner that is accessible and available to the public on UHI Inverness and Academic Partner websites.

3.2.8 Completing where appropriate Equality Impact Assessments, removing any potential barriers to access, learning, participation, retention and achievement of students and staff by making reasonable adjustments where appropriate.

3.2.9 Consider award criteria and conditions in relation to public procurement.

3.2.10 Creating inclusive and accessible learning and working environments that promote respect for all. These environments aim to prevent and challenge stereotyping, prejudice, discrimination and harassment and disadvantage.

3.2.11 Legislative Framework and Related Policies

3.2.11.1 This policy will be applied by UHI Inverness in accordance with relevant legislation and related policies:

- Dignity in the Workplace policy
- Staff and Student Code of Conduct policy
- Recruitment and Selection policy
- Admissions policy
- Reasonable Adjustment guidance
- Maternity and Parenting Leave
- Tertiary Learner Support policy
- Promoting Attendance policy
- Support to Study policy
- Special Leave policy
- Supporting and Managing Performance policy
- Supporting Probation policy
- British Sign Language (Scotland) Act 2015
- Children and Young People (Scotland) Act 2010
- Data Protection Act 2018
- Equality Act 2010
- Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012
- Employment Rights Act 1996
- Gaelic Language (Scotland) Act 2005
- Higher Education Governance (Scotland) Act 2016
- The Further and Higher Education (Scotland) Act 2005
- Islands (Scotland) Act 2018
- Human Rights Act 1998

3.2.12 This policy will be reviewed to consider any new relevant legislation.

4. Roles and Responsibilities

4.1   UHI Inverness Finance and General Purposes Committee is responsible for approving the policy and for ensuring that UHI Inverness complies with its statutory and moral obligations.

4.2   UHI Inverness will promote and proactively mainstream equality, diversity and inclusion across all its functions.

4.3   The Principal and senior management team in UHI Inverness are responsible for operational compliance of the policy. They must ensure that Managers, Staff and Students operate in an environment where they can fulfil their responsibilities in relation to the policy.

4.4   Line Managers are responsible for implementing this policy, ensuring that our commitment to equality is followed through and adequately communicated both internally and externally.

4.5   Line Managers are responsible for ensuring selection for recruitment, promotion, training and work allocation is carried out in a non-discriminatory manner and in accordance with the law.

4.6 All UHI Inverness staff are responsible for ensuring that selection for admission and ongoing assessment of students is carried out in a non-discriminatory manner.

4.7   The Equality, Diversity and Inclusion Committee is responsible for monitoring and reviewing this policy as well as developing and progressing our EDI legislative responsibilities and strategic goals.

4.8 Everyone at UHI Inverness has a responsibility to ensure the continuing success of this policy by:
- Treating everyone with dignity and respect irrespective of their protected characteristics.
- Bringing to the attention of management any suspected breaches of this policy.
- Working together to promote and prevent an environment that does not tolerate discrimination, harassment or victimisation.
- Proactively seek opportunities to identify, implement, share and reflect upon potential improvements to inclusive practice.
- Seeking opportunities to include staff and students who may be or feel peripheral to UHI Inverness community.

4.9   UHI Inverness will work in conjunction with HISA (Highlands and Islands Student's Association) to take forward their work on equality and diversity and to seek student feedback relevant to equality of opportunity and experience.

4.10   All current and prospective students and employees: this includes temporary staff, agency staff, consultants, Board Members, volunteers and collaborators are responsible for adhering to the principles of this policy in the context of their engagement with UHI Inverness.

4.11   UHI Inverness will take reports and allegations of discrimination, harassment, victimisation or any other relevant complaints seriously and will investigate such complaints, which may result in disciplinary action. Following investigation, allegations of discrimination, harassment or victimisation may result in action being taken as specified in related policy and procedures.

4.12   This policy will be available on UHI Inverness website and the all-staff Equality, Diversity and Inclusion SharePoint site.

5. Neurodiversity

5.1   Neurodiversity refers to the different ways the brain may work and interpret information. It highlights that people think about things differently. We have different interests, motivations, and natural strengths.

5.2   Most people are neurotypical, meaning that the brain functions and processes information in the way society expects – sometimes also described as allistic. Many

day-to-day tasks are designed in a 'neurotypical' way and therefore these may have an impact on someone who is 'neurodivergent'.

5.3   Neurodivergence includes (and is not limited to) Attention Deficit Disorders, Autism Spectrum Disorder, Dyslexia and Dyspraxia.

5.4   Neurodiversity encompasses all specific learning differences, many of which co-occur or overlap so individuals may experience the strengths and challenges associated with more than one of the specific types of neurodiversity.

5.5. There are many workplace adjustments and management strategies that may be considered and may be useful for a range of staff but particularly those who are neurodivergent. Staff should discuss with their line manager in the first instance.

6. Appendix: Definitions

6.1   This appendix provides definitions of key terms as well as links to guidance provided by Britain's equality and human rights regulator Equality and Human Rights Commission.

6.2   **British Sign Language (BSL)**: UHI Inverness recognises that BSL is a language in its own right (with its own vocabulary and syntax). We are required to meet the requirements of the British Sign Language (Scotland) Act 2015. Our BSL Plan 20242030 sets out our commitment and improved support for BSL users.

6.3   **Discrimination** occurs when you are treated less favourably than another person in a similar situation and this treatment cannot be objectively and reasonably justified. Discrimination can also occur if you are disadvantaged by being treated the same as another person when your circumstances are different (for example if you are disabled or pregnant).

6.4. Types of Discrimination

6.4.1   **Direct Discrimination** This is when you are treated worse than another person or other people because:

- you have a protected characteristic
- someone thinks you have that protected characteristic (known as discrimination by perception)
- you are connected to someone with that protected characteristic (known as discrimination by association)

6.4.2   **Indirect discrimination** occurs when an organisation has rules or policies, conditions or requirements, that are applied to everyone but leave a person with a particular protected characteristic at a disadvantage.

6.4.3   **Harassment** in general terms, is unwanted conduct related to protected characteristics, which are sex, gender reassignment (i.e. transgender status),

race (which includes colour, nationality and ethnic or national origins), disability, sexual orientation, religion or belief and age, that:

- has the purpose of violating a person's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that person; or
- is reasonably considered by that person to have the effect of violating their dignity or of creating an intimidating, hostile, degrading, humiliating or offensive environment for them, even if this effect was not intended by the person responsible for the conduct

6.4.4 **Victimisation** is treating someone less favourably because of something they have done under, or in connection with, equalities legislation.

Definitions

Diversity: is recognising, respecting and celebrating differences and similarities linked to personal characteristics, cultures, values, attributes, roles and workstyles.

Equality: refers to providing equal opportunities to everyone, making sure every person can make the most of their lives and talents, while protecting people against discrimination.
Equity: ensures that everyone's needs are met through reasonable adjustments and providing fair and additional support where required.

Equality Act (2010): The Equality Act brought together more than 116 pieces of legislation, simplifying legislation and harmonising protection for all and became law in 2010. It covers everyone in Britain and protects people from discrimination, harassment and victimisation.

Equality Mainstreaming Duty: means integrating equality into the day-to-day working of authority. This means taking equality into account in the way the university exercises its functions.

Equality Impact Assessment (EIA): assesses the potential impact of new or revised policies, practices or services against the requirements of general public sector equality duties. Conducting an EIA is a legal requirement for public bodies in Scotland and helps to ensure that everybody's needs are taken into account before changes are implemented. This allows University to proactively identify and mitigate against barriers to participation, attainment or wellbeing, and hopefully avert potentially negative experiences.

Gaelic Language: The Gaelic language is indigenous to the Highlands and Islands, among other areas. As such it is not covered under the definition of race/nationality as defined by the Equality Act 2010. University recognises responsibilities under the Gaelic Language Scotland Act (2005) to ensure that discrimination is not incurred by Gaelic speaking individuals and communities.

Gender Identity and Gender Expression: The Equality Act recognises sex as a binary characteristic (i.e. Male/ Female) and protects those who undergo or intend to undergo gender reassignment (i.e. from one gender to another). UHI Inverness recognises that gender identity and gender expression are not necessarily fixed or binary; we will treat

bullying and harassment on these grounds as seriously as if they relate to any protected characteristic as defined in the Act.

Positive Action: Anyone recruiting staff, students or volunteers can legally justify 'positive action' if a particular group is underrepresented in order to reduce inequality and promote diversity. This involves taking action to increase the likelihood of underrepresented groups participating.

Protected Characteristics: It is against the law to discriminate against someone because of their protected characteristics. There are nine protected characteristics which include:

Age: This refers to a person belonging to a particular age group, which can mean people of the same age (e.g. 32-year-olds) or range of ages (e.g. 18-30 year olds, or people over 50).

Disability: A person has a disability if she or he has a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities.

Gender Reassignment: Where a person undergoes, or proposes to undergo, a process for the purpose of reassigning their sex.

Marriage and Civil Partnership: Marriage is a union between a man and a woman or between a same-sex couple. Same-sex couples can also have their relationships legally recognised as 'civil partnerships'. Civil partners must not be treated less favourably than married couples (except where permitted by the Equality Act).

Pregnancy and Maternity: Pregnancy is the condition of being pregnant or expecting a baby. Maternity refers to the period after the birth, and is linked to maternity leave in the employment context. In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth, and this includes treating a woman unfavourably because she is breastfeeding.

Race: A race is a group of people defined by their colour, nationality (including citizenship) ethnicity or national origins. A racial group can be made up of more than one distinct racial group, such as Black British.

Religion or Belief: Religion refers to any religion, including a lack of religion. Belief refers to any religious or philosophical belief and includes a lack of belief. Generally, a belief should affect your life choices or the way you live for it to be included in the definition.

Sex: A man or a woman.

Sexual Orientation: Whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes.

Public Sector Equality Duty: as a publicly funded organisation, UHI Inverness has a statutory duty to fulfil both General and Specific Public Sector Equality Duties under the Equality Act (2010). The public sector equality duty as set out in the Equality Act 2010 is referred to as the 'general equality duty'.

General Equality Duties: refers direct the way UHI Inverness treats its staff, students and visitors and reflect all UK public bodies' responsibility to have due regard to meet the need to:

- Eliminate unlawful discrimination, harassment and victimisation between people who share a relevant protected characteristic and those who do not.

- Advance equality of opportunity between people who share a relevant protected characteristic and those who do not.

- Foster good relations between people who share a protected characteristic and those who do not.

Specific Duties: Scottish-Specific Duties relate to how public bodies carry out, evidence and present their commitment to enacting General Duties, and responds to ongoing changes identified by the Scottish Government.

Reasonable Adjustments: Where a disabled person is at a substantial disadvantage compared with people who are not disabled, there is a duty to take reasonable steps to remove that disadvantage by:

- changing provisions, criteria or practices
- changing or removing a physical feature or providing a reasonable alternative way to avoid that feature
- providing auxiliary aids

An adjustment should, as far as possible, remove or reduce any disadvantage faced by a disabled worker or service user. Please contact HR if you are a staff member and require any reasonable adjustments – hr.ic@uhi.ac.uk or if you are a student, please contact our Learning Support team - additionalsupport.ic@uhi.ac.uk.

7. Version Control and Change History

Version	Date	Approved by	Amendment(s)	Author
0			New policy for 2019	Equality, Diversity and Inclusivity Policy Ownership Group
1			Under review 2024	Head of Equality, Diversity and Inclusion and UHI EDI Committee
2				
3				
4				

Equality impact assessment (EIA)

Equality Impact Assessment is a legal requirement as set out in the Equality Act (2010) and the Equality Act 2010 (Specific Duties) (Scotland) regulations 2012 and may be used as evidence for cases referred for further investigation for compliance and governance issues.

This document has four sections. Please supply the required information for each section.

Section 1: EIA information

1. Department/section: Human Resources / Equality Diversity and Inclusion
2. Date of assessment: September 2024
3. Review date: September 2027
4. Author/Owner: Stephanie Kirkham
5. Signature: Stephanie Kirkham
6. Date: 20 September 2024

Section 2: background

1. What is the title of the proposed activity / decision / new or revised policy or procedure?
Equality, Diversity and Inclusion Policy Review 2024

2. What is the aim of proposed activity / decision / new or revised policy or procedure? Please provide as much detail as you can.
The Equality, Diversity and Inclusion Policy aims to serve students and staff of UHI and Academic Partners, the policy has been revised to include up-to-date legislation and information on responsibilities across all partners. This policy sets out our vision and expectation that all individuals in the universities community are treated with dignity, fairness and respect. All individuals have a legal right (Equality Act 2010) and freedom to bring their true authentic selves to work and study at UHI in a supportive and inclusive environment.

3. Who will be affected? Please add the appropriate letters (P for Positive, N for Negative and N/I for neutral impact) to show the impact of the proposed action on each characteristic or staff and students with relation to 1. Eliminating discrimination, 2. Advancing quality of opportunity and 3. Promoting and fostering good relations.

This policy applies to all current and prospective students and employees of UHI. This includes temporary staff, agency staff, consultants, Board and Court Members, volunteers and collaborators.

Impact	Age	Disability	Gender reassignment	Marriage / Civil Partnership*	Pregnancy and maternity	Race	Religion or belief	Sex	Sexual orientation	Socio-economic & Social Class
1. Eliminating discrimination	P	P	P	P	P	P	P	P	P	P
2. Advancing equality of opportunity	P	P	P	P	P	P	P	P	P	P
3. Promoting good relations	P	P	P	P	P	P	P	P	P	P

Section 3: impact

4. What evidence do you have for the potential negative impact on the protected characteristic or staff and students? Please consider what evidence has been or will be used to inform the proposed activity/decision/new or revised policy or procedure.

There will be no negative impact on protected characteristics, should any evidence arise the appropriate measures to reduce impact will be applied.

5. <mark>What evidence do you have to show a positive impact on the protected characteristic or staff and students? Please consider what evidence has been or will be used to inform the proposed activity/decision/new or revised policy or procedure.</mark>

The Equality, Diversity and Inclusion Policy demonstrates our approach and commitment to creating and upholding an equal, inclusive and diverse workplace and learning environment for staff, students, visitors' contractors and others who engage with us across the partnership. This policy will have a positive impact on all under-represented groups and protected characteristics, the aim is to ensure dignity and respect for all is upheld across the partnership.

Age: UHI is a tertiary organisation, offering a wide range of courses in further and higher education from ages under 16 to 60+. The impact of this policy on people of all ages would be positive as the policy promotes fair treatment of all ages, preventing discrimination on the grounds of age in employment, learning and other areas covered within the policy. In 2023, UHI staff age range was at its highest between the age of 40-44 and lowest between 16-24 and 65+. For HE students the age range was highest between 16-20 years in 2021 and in 2023 between 25-34 years. This policy will ensure different age groups have access to equal opportunities and challenge age-based discrimination.

Disability: This policy will have a positive impact on individuals with disabilities, it ensures that people who may require reasonable adjustments can have equal access to employment, services and education. HE enrolments by disability were highest in the form of mental health condition such as depression. Only 21 members of staff declared a disability, this EDI Policy will ensure staff are protected and feel safe to disclose to ensure appropriate support is accessed. Accessibility is fundamental to the fair and equal treatment of all individuals who may require reasonable adjustments. This policy will prevent discrimination on the grounds of disability at UHI.

Gender Reassignment: This policy would have a positive impact on gender-reassignment as it will protect individuals who are transitioning or have transitioned from discrimination in education and the workplace. Recent data from UHI confirmed that employees 'prefer not to say', this policy will ensure staff feel safe to disclose and could ensure appropriate facilities, confidentiality and address workplace discrimination.

Marriage/Civil Partnership: There would be a positive impact on Marriage and Civil Partnership as it would prevent discrimination or unfair treatment on the grounds of marital status or civil partnership, ensuring equal access to education, services and employment.

Pregnancy/Maternity: This policy would have a positive impact on pregnancy and maternity as it would ensure pregnant individuals and new mothers are protected against unfair dismissal and have access to maternity leave or related services/support without discrimination.

Race: This policy would have a positive impact on people of all racial and ethnic backgrounds as it aims to prevent racial discrimination and promote diversity in the workplace, education and UHI services. HE student enrolments by ethnicity recognises a disproportionate number of students are white compared to black, Asian and minority ethnic. Staff ethnicity in 2023 consists of a similar disproportionate number of white (Scottish/British) staff, this policy will ensure individuals are protected from racial harassment or bullying and encourage diverse hiring and recruitment practices. The EDI Policy should promote a culture shift, promoting awareness and understanding as well as promoting inclusion, respect and fairness.

Religion or Belief: This policy protects individuals from discrimination based on their religious beliefs or lack of belief. The policy will have a positive impact on this protected characteristic as it will ensure all religious practices are respected and may require flexible working, accommodation or accessible services.

Sex: This policy will have a positive impact on sex, it will also promote understanding on gender equality such as gender-neutral policies, address sexism and unfair treatment in hiring and promoting. The largest cohort of staff at EO is made up of women, this policy will ensure safeguarding against discrimination, promoting inclusive practice for all gender identities in the workplace, our services and education. Our up to date Gender Pay Gap information can be found: UHI Executive Office Gender Pay Gap

Sexual Orientation: At UHI there has been low reporting of sexual orientation, with 156 identifying as heterosexual, this is consistent with HE students. This policy would ensure all staff, students and visitors can bring their authentic selves to work and education by

protecting them from bullying and harassment as well as unfair treatment. It would, in time encourage disclosure of sexual orientation and promote inclusive practice for all sexual identities.

Socio-economic and social class: Although not a specific protected characteristic there are inequalities of access to opportunities within education, employment and other socio-economic services. This policy will protect people from lower socio-economic backgrounds and ensuring access to education, including scholarships and services which will close the attainment gap.

Further information can be found on the universities Public Sector Equality Reporting Duty Update 2023.

6.   Does the evidence show neutral impact, what evidence do you have to come to this conclusion?
No, the evidence demonstrates a positive impact.

7.   Who will be consulted? Please list the staff or groups involved in completing this EIA as well as any engagement with equality groups.
The policy will be shared via the Equality, Diversity and Inclusion Committee for consultation to appropriate UHI Staff and Committees. Consultation was available to the EDI Committee which represents all partners. Approval will be sought from Partnership Council. The Equality Impact Assessment has been completed by the Equality, Diversity and Inclusion Manager.

8.   Will the proposed activity / decision / new or revised policy or procedure be accessible for all?
Yes, this document has been reviewed and will be converted to accessible format.

Section 5: summary of EIA outcome

Highlight the appropriate outcome from the 4 outcomes below:

1.   No further action to be carried out.
2.   Amendments or changes to be made to the proposed activity / decision / new or revised policy or procedure.
3.   Proceed with awareness of adverse impact.
4.   Abandon process – stop and rethink.

Please forward completed EIA form to Nicholas Oakley, Governance and Policy Officer.

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Information Transfer Policy **REFERENCE: (will be inserted by Quality)**	

Lead Officer	ICT Services Manager
Review Officer	Information Development Manager
Date first approved by BoM	
First Review Date	
Date review approved by BoM	
Next Review Date	December 2027
Equality impact assessment	November 2024
Further information (where relevant)	

Reviewer	Date	Review Action/Impact
ICT Services Manager	25/09/24	Initial draft.

Contents

1. Policy Statement

Information is stored and maintained in systems for specific purposes and with specific access rights. In every transfer of information, both within the College and with external parties, there is a risk information could be lost, misappropriated, or accidentally released beyond its necessary audience.

The purpose of this policy is to outline the restrictions on transferring information to ensure the security of information, particularly personal data, is maintained.

The Information Transfer policy is part of the wider UHI Inverness Information Security Management System (ISMS).

2. Legislative framework / related policies
2.1.   UHI Inverness Information Security Policy
2.2.   UHI Inverness Information Security Management System
2.3.   UHI Inverness Data Protection Policy
2.4.   UHI Inverness Records Management Policy
2.5.   UHI Partners Acceptable Use Policy
2.6.   UK General Data Protection Regulation (UK GDPR)
2.7.   UK Data Protection Act 2018

3. Data Principles
3.1.   Personal data shall be:
    3.1.1. processed lawfully, fairly and in a transparent manner;
    3.1.2. collected for specified, explicit and legitimate purposes;
    3.1.3. adequate, relevant an limited to what is necessary;
    3.1.4. accurate and where necessary kept up to date;
    3.1.5. kept in a form which permits identification of data subjects for no longer than is necessary for the purposes for which those data are processed;
    3.1.6. processed in manner that ensures appropriate security of the personal data;

4. Scope
4.1.   The scope of this document policy is to ensure that staff are aware that any transfer of information should maintain its confidentiality, integrity, and availability. For the purpose of this policy, information includes data stored on computers (including mobile devices), transmitted across networks, printed out or written on paper, sent out by fax, stored on disk or tape, or, spoken in conversation or over the telephone, including voicemail & video recordings.

5. Definitions
5.1.   **Information** is defined as any data, records, documents, or other forms of knowledge created, processed, stored, or transmitted within UHI Inverness.

5.2. **Transfer** is defined as the movement of information from one location to another, including electronic, physical, or verbal transfer. Such as SharePoint content to an email attachment, moving a file to another Cloud storage outside UHI, printing content from the student information system and or sharing data with third party organisations (including contractors and sub-contractors).

5.3. **International Transfer** involves transmission of data to a country outside of the EU. Data protection and security arrangements for countries outside of the EU are not as stringent as required by the EU and UK GDPR. Therefore, we must comply with Articles 45-50 of the UK GDPR when considering international transfers.

6. Responsibilities

6.1. **The information owner** is responsible for the data being transferred. They must identify the sensitivity and classification of any data to be transferred, as well as ensuring the secure mode of transfer. Data should not be shared with any 3rd Party without a data sharing agreement being in place. The information owner is responsible for liaising with the Data Controller to seek advice prior to transfer of data, especially for any new processes, or unusual request for the transfer of data.

6.2. **All staff** should be aware that they should not transfer data, particularly sensitive data, without following a process provided by, or guidance on a one-off action, from the information owner.

7. Methods of Information Transfer

7.1. **Electronic transfer** – data should be transferred using encryption and specific services, such as UHI Dropbox, created for this purpose.

7.2. **System upload** – upload of data via a secure login to an external portal or cloud storage.

7.3. **System processing** – procurement of IT systems or software packages should include a GDPR assessment to assess the level of data security and the country in which the data is stored. This may involve international transfer for back up purposes.

7.4. **Paper transfer** – by default, personal data should not be printed. Where the information is only needed temporarily, it should be recycled in confidential waste to ensure it is shredded.

7.5. **Verbal transfer** – information that is processed by staff, particularly personal data is restricted. This restriction should be maintained and not discussed outside of these restrictions.

8. Guidelines and Principles

8.1. Staff should not assume someone is entitled to receive information just because they request it (irrespective of their position within the organisation). It is your responsibility to check the sharing of data is valid before releasing it.

8.2. Information must not be shared with 3rd parties without a data sharing agreement or contract being in place.

8.3. Information shared must be limited to what is necessary for the purpose (see data principles). Care must be taken when working with spreadsheets.

Spreadsheets containing hidden columns or pivot tables should not be shared. Good practice is to always extract the relevant information and send in a new document.

8.4. Personal data shared, must be limited to the necessary data fields. Where possible, data must be anonymised.

8.5. If in doubt about sending personal data, escalate to your line manager or the Data Controller.

8.6. Personal data must not be transferred outside of the college and /or UHI network without permission of the college Data Controller. This includes emailing data, sending in written form, moving data to another system or storage method or saving to an external drive, such as USB pen drive.

8.7. Personal data should not be moved to another location even within current storage method, such as SharePoint, as it may not be subject to the same permission controls in place.

8.8. Personal data should not be disclosed over the phone without confirming the identity and authority of the recipient.

8.9. Personal identifiable information should not be openly discussed if you have any concerns about being overheard.

9. Compliance

9.1. This policy is a cross-wide college policy; and all staff must work to meet the requirements outlined within the policy. Non-compliance should be reported the Data Controller to mitigate any impact and escalate accordingly.

9.2. events in issuing personal data and / or confidential information to an unintended recipient must be reported to the College Data Controller to allow an Information Security Incident to be raised.

10. Monitoring

10.1. This college policy will be monitored, and its implementation evaluated against data loss and incidents that are a result of not following the information contained within.

10.2. Breaches of data or exposure of data outside intended audiences is reported by the Data Controller to the college executive team monthly, or immediately where it requires more urgent escalation e.g. being reported to the Information Commissioner's Office.

11. Review

11.1. This policy will be reviewed every 3 years.

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Equality Impact Assessment Form

Policy/Procedure/Strategy: Information Transfer Policy   Author/Owner: Martin Robinson   Signature: *MJM*

Review Due: Department/Section: ICT Services

Date of Assessment: Date: 25/10/24

Step 1

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

To replace guidelines that were out of date and less visible. The policy was needed to comply with information management security standards based on ISO 27001. That is, the controls in place to reduce the risk of information being transferred inappropriately.

- ⦿ New
- ○ Revised
- ○ Existing

Who will be affected?	Who will be consulted?	Evidence available:
Staff.	Data Controller to ensure meets Data Protection requirements.	Collaboration in the creating of the policy.

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

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Step 3

Sustainability	N/I

Step 4

No 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

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Subject/Title:	Ratification of Appointment of Non-Executive Members and Appointment of Academic Trade Union Representative.
Author: [Name and Job title]	Ludka Orlowska-Kowal, Governance Officer
Meeting:	Board of Management
Meeting Date:	17 December 2024
Date Paper prepared:	25 November 2024
Brief Summary of the paper:	This paper provides the Board with the background to the appointment of new members.
Action requested: [Approval, recommendation, discussion, noting]	Ratification

Link to Strategy: Please highlight how the paper links to, or assists with:**:** ☐ compliance ☐ partnership services ☐ risk management ☐ strategic plan ☐ new opportunity/change	New Opportunity/Change, Compliance
Resource implications:	Yes / <mark>No</mark> **If yes, please specify**:
Risk implications:	Yes / <mark>No</mark> **If yes, please specify:** Operational: Organisational:
Equality and Diversity implications:	Yes/<mark>No</mark> **If yes, please specify:**
Student Experience Impact:	Yes/<mark>No</mark> If yes, please specify:
Consultation: [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 confident actionable in court (s36)	
Its disclosure would constitute a breach of the Data Protection Act (s38)		Other (Please give further details)	

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

Appointment of Non-Executive Members

As you are aware we undertook a successful recruitment campaign at the start of this academic year and have recommended two candidates to University Court for appointment to the Board of Management. All necessary recruitment checks have been completed and it is recommended that the Board ratify the position of the following members:

- Barbara Nelson - Non-Executive Member of the Board of Management
- David Stewart - Non-Executive Member of the Board of Management

Appointment of Academic Trade Union Representative

New legislation that allowed trade union nominees on boards of incorporated colleges and regional strategic bodies had come into force on 31st January 2024. The EIS FELA college branch had been in touch in October 2024 to inform the Board that Dr Paul Shanks had been elected as an unopposed representative for a term of four years.

It is recommended that the Board ratify the position of the following member:

- Paul Shanks – Trade Union Representative Academic Staff

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Board of Management

Subject/Title:	KPI Report
Meeting and date:	Board of Management 17 Dec 24
Author:	Martin Whyte
Decision, Discussion or Noting:	Noting
Link to Strategic Plan:	**Links to all strategic objectives**
Cost implications:	~~Yes~~ / No *(delete as applicable)* **If yes, please specify:**
Risk assessment:	~~Yes~~ / No *(delete as applicable)* **If yes, please specify:** Financial: Operational: Organisational:

Recommendation(s)

Note the year-to-date performance measures as of period 4, November 2024.

Main body of information

The KPI report for period 4, November 2024, accompanies the paper and presents performance for each measure against the respective targets profiled for the period.

Twenty-six measures are in scope year to date. Thirteen are satisfactory (Green), nine are unsatisfactory (Red), and four are marginal (Amber).

Comments on specific performance measures

FE Credits. Serial 3. 103.2%. Green.
743 Credits ahead of plan as at the end of November. Additional credits are expected from further apprentice enrolments as students return for study blocks. January FE starts are also expected.

Apprenticeship starts (contract year). Serial 4. 80.4%. Red.
209 starts against YTD objective of 260. The outturn for new starts is expected to fall below the target. The Business Solution Manager shall provide an update and forecast in the OER report in January which feeds to the next F&GP. Note, although new starts are expected to be lower the average apprentices in learning has increased from 23-24 and is set to continue which maintains the apprentice income.

Apprentices in Learning (average in year). Serial 5. 108.8%. Green.
735 average number of apprentices in learning YTD against a target of 675. Strong performance.

Apprenticeship Income. Serial 6. 103.1%. Green
Approximately £15,000 ahead of plan YTD. FIPS tracker indicates that funding claims are being submitted in a timely manner which reduces the risk of claims being declined and income matching the profile.

Commercial Short Course Income. Serial 8. 59.9%. Red
£19,960 against plan £33,332 YTD. Fewer courses completed than had been anticipated primarily due to staffing restrictions. In addition, UKSPF funding provides free places to clients on Heat Pump courses. This funding falls out with the 'commercial short course income' category as it appears under (Other Govt/Local Auth Grants). The activity is attributed to Business Solutions who recruit and fill places on these courses. Not all UKSPF funding features in the revenue budget as capacity to deliver was a factor. However, activity has been completed YTD and payment is awaited from the local authority. Further courses are scheduled to take place in Q1 2025.

HE Enrolments (Head Count). Serial 9. 104.3%. Green.
1,982 HE heads enrolled compared with planned 1,900. 8 short of annual objective with Semester 2 enrolments to add.

HE Enrolments (year one starts). Serial 10. 91%. Red.
637 against plan 700. Additional year 1 starts are expected in Q1 2025 for Semester 2 new starts. Outturn is expected to be below the planned 700. However, year one starts is part of the picture with HE FTE (serial 11) determining the funding received for HE student enrolments and is based on status (full-time, structured or unstructured part-time).

HE FTE (APC figures). Serial 11. 100.7%. Green.
METIS data reports 1,208 FTE based on loading against target 1,200 FTE. Loading of HN units is not yet complete and will increase the FTE figure. Furthermore, some courses (e.g. EECC GA) are currently loaded at 0.5 FTE rather than 1 FTE as SEM 2 modules are still to be selected and loaded. Expect to achieve HE FTE.

GA Enrolments – New Enrolments. Serial 13. 164.8%. Green.
First year measuring against a target. Planned 122 new GA starts for the period to end of November, actual starts are 201. Excellent performance. As identified in other reports, GA provides an opportunity for HE growth.

Senior Phase Enrolments. Serial 14. 82%. Red.
Substantially lower recruitment to Senior Phase in 24-25 compared to 23-24. 555 enrolments against plan of 667. 23-24 actual enrolments were 667. Now that the early withdrawal window has passed, TELs / MIS / Ops / Marketing / Schools team will review recruitment activity and identify lessons to apply for 25-26 recruitment. More than enough applications are received to meet the objective.

ESES Results. Serial 18**.** 99.7%. Amber.
Actual ESES result 95.7% against plan of 96%. A fraction below the objective but still an excellent performance.

ESES Response Rate %. Serial 23. 101.7%. Green.
61% response rate vs 60% objective. Excellent result and congratulations to the various departments and subject areas. Our charity partner received a £1,000 donation as a result.

MA Successful Outcomes (contract year). Serial 32. 84.1%. Red.
Performance as of the end of November was 65.2%, average for YTD of 63.1%, which is below our objective of 75%. Outcome reporting is variable due to timing differences in resulting, verifying, or in some cases due to limitations imposed by SDS. Assessors and Business Solutions keep a close eye on this key activity, particularly as 40%-50% of SDS MA funding is based on completion.

FE Progression to further FE study. Serial 33. 99.0%. Amber.
Progression in 24-25 was 39.6% or 99% of our objective of 40% progression. Progression increased by 2.6 percentage points from 23-24, which is pleasing.

FE Progression to HE – actual. Serial 34. 84.9%. Red.
Actual progression was 29.7% of HE recruitment was from FE progressing students. Objective is 35%. The figure is 0.3 percentage points lower than 23-24. There is potential for growth in HE student numbers from our existing FE student population.

Mental Health Support appt. Serial 35. 102.1%. Green.
97% of all enquiries receive an appointment within 3-10 working days. Objective is 95%. The counselling team continue to deliver a fantastic service to our students.

Learning Support appt offered for 6-20 working days. Serial 36. 105.3% Green.
YTD performance is 100% of ASN appointments receiving an appointment within 6-20 working days. Tremendous.

Number of workplace injuries. Serial 47. 94.4%. Green
YTD 67 reported injuries compared to expectation of 71 based on previous reporting. Pleasing to see that numbers are lower than 23-24. HS&S Manager will continue to monitor and identify trends.

% of staff completed mandatory iHASCO Training. Serial 49. 99.8%. Green.
Almost 100% of objective. Plan is for 80% completion which accounts for absence or other reasons. Focus on this remains high.

Forecast Outturn Operational Surplus/(Deficit). Serial 53. 158.4%. Red.
Q1 review suggests £1.188 million operational deficit vs £750k budgeted deficit. Q1 budget monitoring report and forecast as at end of October presented to joint F&GP and Audit Committee. The report RAGs variances in income and expenditure with commentary on causes and mitigating actions.

Room Occupancy – Frequency %. Serial 59. 88.7% Red.
Occupancy percentage 30.4% YTD, 35% for November. Some measured rooms remain unavailable as modifications are underway.

CO_2 Emissions on Utilities (gross) tonnes. Serial 60. 92.8%. Green.
YTD 9 tonnes under expectation, 116 tonnes vs 125 tonnes as at the end of October. November data to be provided which will be required for a more accurate read of how we

are performing as the temperature dropped in the month. 1.5 days closure may have a bearing on the emission data for November.

CO_2 Emissions on Waste – Tonnes. Serial 61. 176.5%. Red.
Quarterly report, next update due in January as of the end of December. First quarter report was high as a large volume of WEEE was disposed of in our first quarter that had not been predicted.

Estates reactive task completion rate %. Serial 62. 98.4% Amber.
94.5% YTD against plan 96%. Supervisor to monitor task completion. The team are short of one officer who will be off for a couple of months. Supply estates cover has been approved.

GTFM reactive task completion rate %. Serial 63. 99.7%. Amber.
94.8% YTD completion rate against 95% objective. Estates to continue to monitor and work with GTFM to sustain or improve this measure. New contracts officer in post who will ensure close scrutiny of activities and this objective.

Total % Capital expenditure budget committed. Serial 64. 200%. Green.
Capital budget is 100% committed for the year, ahead of schedule.

The information is accessible to all department managers and board members via SharePoint at: IN Management Information > Documents > KPI Matrix

Performance Measures
AY: 2024-2025

Performance Measures- EMT & Board of Management

Measures - Linked to Profile and Actual sheets

AY Start	01 Aug 2024	Key:
Today	11 Dec 2024	
Period Month	November	
No.Periods YTD	4	

Key	
B = Not yet in scope	
R = Not Achieved	
A = Partially Achieved	
G = Achieved	

	Measure	Measurement Frequency	2023/24 Actual	2024/25 Target	YTD Profile	YTD ACTUAL	YTD ACTUAL v PROFILE RAG
3	FE Credits	Monthly	26543	26,442	23,500	24,243	103.2%
4	Apprenticeship starts	Monthly	276	374	260	209	80.4%
5	Apprentices in Learning (average in year)	Monthly	664	675	675	735	108.8%
6	Apprenticeship Income (excluding T&A)	Monthly	£1,222,884	£1,259,400	£475,767	£490,291	103.1%
8	Commercial Short Course Income	Monthly	£121,486	£100,000	£33,332	£19,960	59.9%
9	HE enrolments (head count)	Monthly	1,904	1,990	1,900	1,982	104.3%
10	HE enrolments (year one starts)	Annual	697	700	700	637	91.0%
11	HE FTE (APC figures) (from Oct)	Monthly	1,259.6	1,319.0	1,200.0	1,208.0	100.7%
13	GA Programmes - New Enrolments	Monthly	92	122	122	201.0	164.8%
14	Senior Phase Enrolments	Annual	667	677	677	555.0	82.0%
18	Early Satisfaction & Engagement Survey (ESES)	Annual	96.0%	96%	96.0%	95.7%	99.7%
23	ESES % Response Rate	Annual	63.3%	60%	60.0%	61.0%	101.7%
32	Modern Apprenticeship successful outcomes (contract year)	Monthly	63.0%	75%	75.0%	63.1%	84.1%
33	FE progression to further FE study	Annual	37.0%	40%	40.0%	39.6%	99.0%
34	FE progression to HE - actual	Annual	30.0%	35%	35.0%	29.7%	84.9%
35	Mental Health Support appt (non-emergency) offered for within 3 - 10 working days	Monthly	99.0%	95.0%	95.0%	97%	102.1%
36	Learning Support appt offered for within 6 - 20 working days	Monthly	96.0%	95.0%	95.0%	100%	105.3%
47	Number of workplace injuries	Monthly	138	138	71	67	94.37%
49	% of staff completed mandatory IHASCO (H&S) Trg	Quarterly	79%	80%	80.0%	79.8%	99.8%
53	Forecast Outturn Operational Surplus/(Deficit)	Quarterly	-£309,938	-£750,000	-£750,000	-£1,188,000	158.4%
59	Room Occupancy - Frequency %	Monthly	36.0%	36.0%	34.3%	30.4%	88.7%
60	CO2 Emissions on Utilities (gross) Tonnes	Monthly	638	667	125	116	92.8%
61	CO2 Emissions on Waste - Tonnes	Quarterly	11.0%	0.930	0.409	0.722	176.5%
62	Estates reactive task completion rate %	Monthly	95%	96%	96%	94.5%	98.4%
63	GTFM % reactive task completion rate	Monthly	95%	95%	95%	94.8%	99.7%
64	Total % of Capital expenditure budget committed (Aug - March)	2 monthly	100%	100%	50%	100.0%	200.0%

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Subject/Title:	Governance Update
Author: [Name and Job title]	Ludka Orlowska-Kowal Governance Officer
Meeting:	Board of Management
Meeting Date:	17 December 2024
Date Paper prepared:	09 December 2024
Brief Summary of the paper:	This paper provides the Board of Management with an update on all governance matters.
Action requested: [Approval, recommendation, discussion, noting]	Discussion and Noting.
Link to Strategy: Please highlight how the paper links to, or assists with:: ☐ compliance ☐ partnership services ☐ risk management ☐ strategic plan ☐ new opportunity/change	Governance Compliance
Resource implications:	Yes / <mark>No</mark> **If yes, please specify**:

Risk implications:	Yes / <mark>No</mark> **If yes, please specify:** Operational: Organisational:
Equality and Diversity implications:	Yes/<mark>No</mark> **If yes, please specify:**
Student Experience Impact:	Yes/<mark>No</mark> If yes, please specify:
Consultation: [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 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/web/FILES/Public_Interest_Test.pdf

Chair Appointment

Victoria Erasmus has been appointed as the new Chair and will start on 01 January 2024.

Board Recruitment & Appointments

Following a successful recruitment campaign in October two new Non-Executive Board members had been appointed:

• Barbara Nelson - Non-Executive Member of the Board of Management
• David Stewart - Non-Executive Member of the Board of Management

Trade Union Nominees on Boards

The EIS FELA college branch had been in touch in October 2024 to inform the Board that Dr Paul Shanks had been elected as an unopposed representative for a term of four years from 01 December 2024.

Resignations

Since the last meeting in October, three members have handed in their resignations:
• Russell Edwards – Non-Executive member, with effect from 08 November 2024
• Gillian Galloway - Non-Executive member, with effect from 31 December 2024
• Amy Goodbrand – Co-Opted member of the Audit Committee, with effect from 31 December 2024

The Search & Nominations Committee will be scheduled to take place in the New Year to look at Committee's Membership and Skills Matrix in order to plan new recruitment campaign.

Committee Membership

Due to recent resignations and new members being appointed the Committee Membership will be evaluated in the New Year and Board members will be approached with invitations to join the existing Committees to ensure that we meet the membership numbers laid out in our Terms of Reference.

Code of Good Governance Review & Board Evaluations

This year's review and evaluation process has been extended till end of January 2025 due to low participation numbers. Emails will be sent out asap to offer additional times and dates and Board members are being encouraged to take up this opportunity for feedback and development purposes. Full report will be presented to the Board on 11th February 2025.

College Development Network (CDN)

CDN has been in touch to inform that a new training suite has been created for all Board members. All current members should have received their own individual emails with login details, with new members being added once ratified.

Subject/Title:	Complaints Report for Quarter 1 (Aug - Oct) 2024-25
Meeting and date:	Tuesday 17 December 2024
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)* **If yes, please specify:**
Risk assessment:	Yes / **No** *(delete as applicable)* **If yes, please specify:** Financial: Operational: Organisational:

Recommendation(s)

Note

Purpose of report
Analysis of complaints received in Quarter 1 of 2024-25

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

Main body of information
See attached.

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Summary Report: Complaints 2024-25 (Q1)

Introduction

Complaints are received all year round from several different sources although the primary source tends to be from students. Complaints are received via a variety of mechanisms including direct emails, complaints forms and the Red Button. UHI Inverness uses the SPSO categories and sub-categories to classify complaints. The outcomes from complaint resolution are reported to UHI (HE) and published on the UHI Inverness 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 in Quarter 1 of 2024-25.

Complaints by Category

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

Customer Category: Current Year (Quarter) 2024/25	YTD CY	Q1, CY	Q2, CY	Q3, CY	Q4, CY
C1: Customer Care	5	5			
C2: Applications to Progression	1	1			
C3: Course Related	5	5			
C4: Services	2	2			
C5: Facilities	1	1			
C6: Others	0	0			
TOTAL	14	14			

Customer Category: Previous Year (Quarter) 2023/24	YTD PY	Q1,PY	Q2,PY	Q3,PY	Q4,PY
C1: Customer Care	25	13	4	4	4
C2: Applications to Progression	3	1	1	1	0
C3: Course Related	27	9	7	6	5
C4: Services	3	2	1	0	0
C5: Facilities	0	0	0	0	0

C6: Others	0	0	0	0	0
TOTAL	58	25	13	11	9

Complaint Categories by Quarter
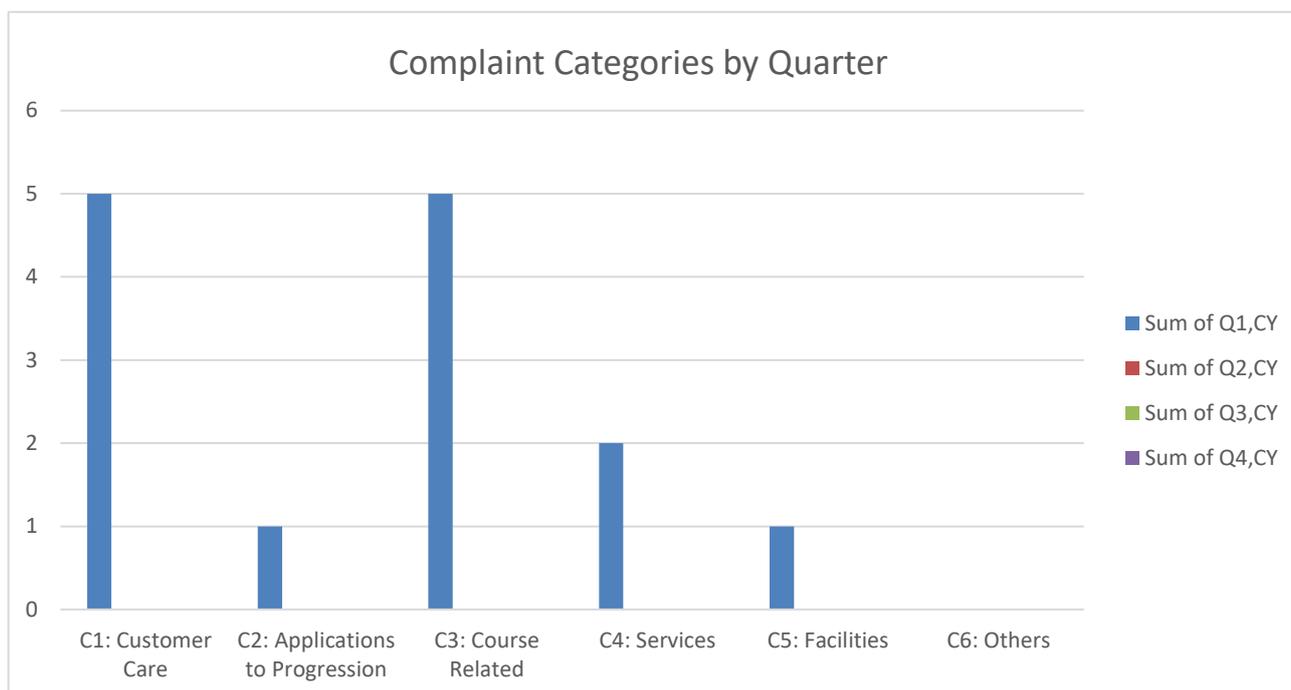
A total of fourteen complaints were received in Q1, compared to twenty-five in the same quarter last year. In Q1 last year there were seven complaints concerning the impact of ASOS and withdrawal of course provision, which was not a concern raise this year and explains in part the variance between Q1 this year and last.

The category of 'Customer Care' received five complaints in Q1, compared to thirteen complaints for the same period last year. Three fell within the 'staff conduct' subcategory and related to the verbal communication used by staff towards students. One complaint related to a data protection concern and one related to student behaviour. Overall there has been a reduction in complaints citing staff conduct and student conduct compared to Q1 last year.

The 'Course Related' category received five complaints compared to nine in Q1 last year. Three complainants from the same cohort were dissatisfied with the relocation of their studio space from WASPs to the main campus. One complaint related to the lack of structure within their course and one related to classes being cancelled due to staff illness. The decrease in complaints compared to Q1 last year is largely due to the reduction in ASOS related complaints received last year.

The other four categories received between zero and two complaints.

Complaints by Mode of Delivery

In relation to the level of delivery in Q1, a high percentage (57%) of complaints were submitted by Members of the Public and Stakeholders. Four complaints were submitted by parents of FE students, two complaints related to UHI provision (student accommodation and graduate outcome survey) but were investigated by UHI Inverness

staff, one complaint was received from a prospective student and one related to a student's social media post. The nature of the complaints was varied with no overarching theme.

Four complaints (29%) relate to HE programmes, with three of these complaints (75%) related to the same issue. All of the HE complaints achieved 'Resolved' outcomes.

Two complaints (14%) relate to FE programmes, one concerned staff conduct and one concerned the cancellation of classes.

Complaints by Department

Care, Arts, Sport and Humanities received the greatest number of complaints in Q1 with five in total, three were from classmates reacting to the same issue, the relocation of their studio space to the main campus from WASPs. One complaint was from a member of public relating to a social media post and one was a staff conduct concern. No other department (curriculum area or professional service) received more than one complaint and these covered a variety of concerns.
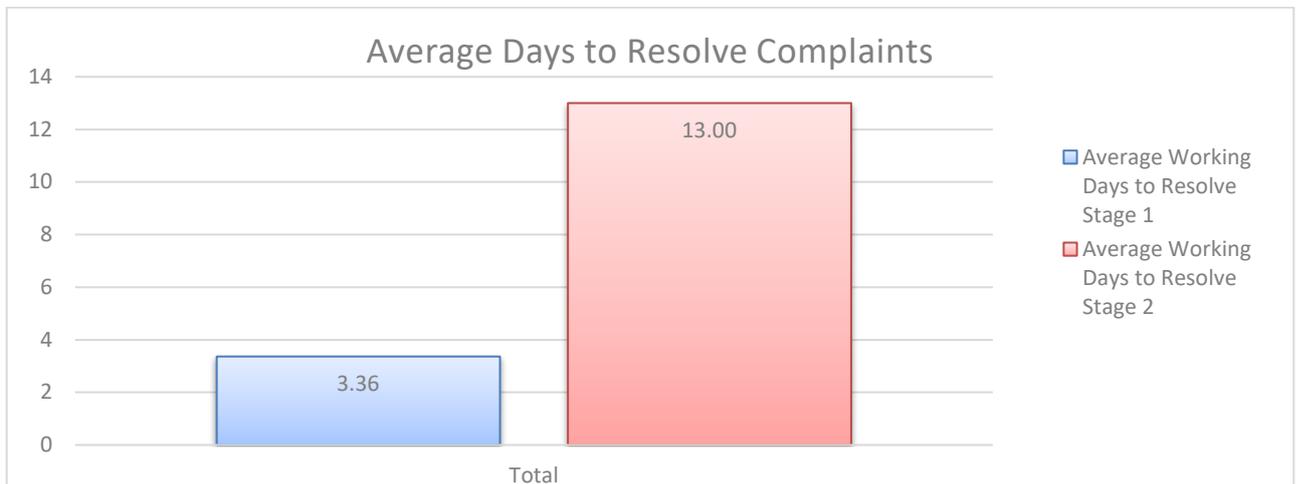
Complaint Outcomes

The table below shows the breakdown in stage 1 and stage 2 complaints in Q1. It identifies whether they have been resolved, upheld, partially upheld, not upheld or other outcome, and differentiates between FE, HE and Member of Public/Other.

Outcome	Stage 1	Stage 2	Total
Resolved	6 (60% of St 1) *FE: 1, HE: 1, MoP/Other: 4.*	4 (100% of St 2)* *HE: 4*	10 *FE: 1, HE: 5 MoP/Other: 4.*
Not upheld	0 (0% of St 1) *0*	0 (0% of St 2) *0*	0 *0.*
Partially upheld	0 (0% of St 1)* *0*	0 (0% of St 2) *0*	0 *0*
Upheld	3 (30% of St 1) *MoP/Other: 3.*	0 (0% of St 2) *0*	3 *MoP/Other: 3.*
Still under Investigation	1 (10% of St 1) *MoP/Other: 1.*	0	1 *MoP/Other: 1.*
Total	10	4	14

- 71% of complaints received in Q1 achieved 'Resolved' outcomes. In Q1 last year 44% of outcomes were 'Resolved'.
  Note* - Three HE complaints with Stage 1 outcomes of 'Partially Upheld' were escalated to Stage 2 and received 'Resolved' outcomes. The final outcome is therefore recorded as 'Resolved'.
- 30% of complaints were 'Upheld' compared to 20% in Q1 last year.

Complaint Timescales

SPSO guidelines state pre-defined timescales of a 5 working day turnaround for Stage 1. An extension of 5 working days is permissible for stage 1 complaints subject to approval from the Quality Manager to complete an investigation but where escalation to a stage 2 is not required. For a Stage 2 complaint the timeframe for completion is 20 working days. As part of the Stage 2 process, where the complaint is complex and may take longer than 20 working days, an extension can be authorised by the Quality Manager, should this happen updates must be provided to complainants.

The chart above displays the average number of days taken to determine a complaint outcome Q1.

The range of days taken to resolve Stage 1 complaints in Q1 is between 2 - 5 days.
The range of days taken to resolve Stage 2 complaints in Q1 is between 8 – 17 days.

All complaints were completed within the 5 day turnaround for Stage 1 complaints, this equates to 100% of stage 1 complaints being completed within the required timeframe.

All Stage 2 complaints were completed within the 20 day deadline, this equates to 100% of Stage 2 complaints being completed with in the required timeframe.

Three complaints were escalated from Stage 1 to Stage 2. The average number of working days to resolve these complaints after escalation was 13 days. All three escalated complaints had 'Resolved' outcomes.

One complaint was still under investigation at the end of Q1.

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.

Two responses were received in Q1. The outcomes from this small sample are summarised below:

- Both complainants felt they received prompt acknowledgement of their complaint, were treated courteously, believed it was taken seriously and investigated thoroughly and closed off satisfactorily within the appropriate timescale.
- One complainant was not aware of the complaints process prior to submitting a complaint but was able to obtain assistance and subsequently found it easy to submit their complaint.
- One complainant did not feel they received a fair and objective response to their complaint

Two (anonymous) text comments were submitted, one felt there was no clear complaint outcome initially, but this had been rectified and the final outcome was clear. The second stated the complaint was emailed directly so no complaint form was used.

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 during Q1.

- Communications between Estates team, curriculum managers and curriculum teams regarding building renovations is to be clearer to minimise the impact of any change. This has been actioned through the Executive Management Team with regular updates on estate works progress. Earlier discussions with curriculum teams will be put in place to allow expectations and communications to be managed more effectively.
- Customer Service Training completed by selected staff.
- Document created for Staff on who to contact when incidents are taking place within the Student Support Centre (SSC). Signage created to identify staff and their roles within SSC.
- Course plan implemented and Focus Group completed.

Themes emerging from complaints in Q1

The 'Resolved' complaint outcome continues to enable many complaints to be dealt with swiftly and effectively when approached proactively by staff. Over 70% of complaints achieved a 'Resolved' outcome in Q1.