

# UHI | INVERNESS

Meeting	Board of Management
Date and time	Tuesday 24 June 2025 at 4.30 p.m.
Location	Hybrid Meeting in room 146/147 and via Microsoft Teams

Governance Officer  
24 June 2025

## 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 – 16:40    **1) RATIFICATION OF APPOINTMENTS OF NON-EXECUTIVE AND CO-OPTED BOARD MEMBERS**  
Report by Governance Officer
  
- 16:40 – 16:50    **2) REVENUE BUDGET – AY 25-26**  
Report by Director of Finance & Estates
  
- 16:50 – 17:00    **3) CAPITAL EXPENDITURE BUDGET – AY 25-26**  
Report by Director of Finance & Estates
  
- 17:00 – 17:20    **4) BOARD CREATIVE SPACE**  
  
**THE USE OF AI FOR STAFF AND STUDENTS AT UHI INVERNESS**  
  
Joint Verbal Presentation by Head of Professional Development & Digital Learning Lead
  
- 17:20 – 17:25    **5) MINUTES**

- a.) Meeting of the Board of Management held on 25 March 2025
- b.) Closed Session Note (CSN-01-032025) of the Board of Management held on 25 March 2025
- c.) Confidential Note (CN-01-032025) of the Board of Management held on 25 March 2025

17:25 – 17:30    **6) OUTSTANDING ACTIONS**  
 Actions List

17:30 – 17:40    **7) POLICIES FOR APPROVAL**

- a.) **FOI Policy**  
 Report by Chair of FGP
- b.) **UHI Student Support Funds Policy**  
 Report by Chair of FGP
- c.) **FE Fee Waiver Policy**  
 Report by Chair of FGP
- d.) **Reviewed Maternity & Parenting Leave Policy**  
 Report by Chair of HR
- e.) **New National Staff Disciplinary Policy**  
 Report by Chair of HR
- f.) **FE Academic Appeals Policy**  
 Report by Chair of LTR

#### **ITEMS FOR DISCUSSION**

17:40 – 18:00    **8) STUDENT DRUG AND ALCOHOL MISUSE POLICY (CONFIDENTIAL)**  
 Presentation from EMT & Wellbeing and Learning Support Manager

18:00 – 18:20    **9) PRINCIPAL’S REPORT**  
 Report from Principal

18:20 – 18:30    **10) UHI Court – OBC/FBC UPDATE (CONFIDENTIAL)**  
 Report by Further Education Regional Lead

18:30 – 18:40    **11) KPI MATRIX UPDATE**  
 Report by Operations and Commercial Manager

18:40 – 18:45    **12) GOVERNANCE UPDATE**  
 Report by Governance Officer  
 a.) BOM Development Plan  
 b.) BOM Action Plan Review

#### **FOR NOTING**

18:45 – 18:45    **13) DRAFT MINUTES OF MEETINGS OF BOARD COMMITTEES (CONFIDENTIAL)**

- a.) F&GP Committee held on 06 March 2025
- b.) LT&R Committee held on 11 March 2025
- c.) HR Committee held on 13 March 2025
- d.) Chairs Committee held on 29 May 2025
- e.) Audit Committee held on 03 June 2025
- f.) HR Committee held on 05 June 2025
- g.) LTR Committee held on 10 June 2025 – to follow
- h.) FGP Committee held on 12 June 2025 – to follow

#### **14) AOCB**

##### **14.a AN LOCHRAN LEASE AGREEMENT**

Verbal Report by VP Curriculum, Operations and External Relations

##### **14.b HR RELATED BUSINESS CASE APPROVAL (CONFIDENTIAL)**

Report by VP Curriculum, Operations and External Relations

#### **15) DATE AND TIME OF NEXT MEETING**

07 October 2025 at 4.30 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**

<b>Subject/Title:</b>	Ratification of Appointment of Non-Executive Members and Teaching Staff Board Members.
<b>Author:</b> [Name and Job title]	Ludka Orłowska-Kowal, Governance Officer
<b>Meeting:</b>	Board of Management
<b>Meeting Date:</b>	24 June 2025
<b>Date Paper prepared:</b>	17 June 2025
<b>Brief Summary of the paper:</b>	This paper provides the Board with the background to the appointment of new members.
<b>Action requested:</b> [Approval, recommendation, discussion, noting]	Ratification

<b>Link to Strategy:</b> Please highlight how the paper links to, or assists with:: <input type="checkbox"/> compliance <input type="checkbox"/> partnership services <input type="checkbox"/> risk management <input type="checkbox"/> strategic plan <input type="checkbox"/> new opportunity/change	New Opportunity/Change, Compliance		
<b>Resource implications:</b>	Yes / <b>No</b> <b>If yes, please specify:</b>		
<b>Risk implications:</b>	Yes / <b>No</b> <b>If yes, please specify:</b> Operational: Organisational:		
<b>Equality and Diversity implications:</b>	Yes/ <b>No</b> <b>If yes, please specify:</b>		
<b>Student Experience Impact:</b>	Yes/ <b>No</b> If yes, please specify:		
<b>Consultation:</b> [staff, students, UHI & Partners, External] and provide detail	N/A		
<b>Status – [Confidential/Non confidential]</b>	Non-Confidential		
<b>Freedom of Information</b> Can this paper be included in “open” business* [Yes/No]	Yes		
*If a paper should <b>not</b> 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](http://www.itspublicknowledge.info/web/FILES/Public_Interest_Test.pdf)

### **Appointment for second and third term of Non-Executive Members**

Following Board Members have been re-appointed and ratified by UHI Court:

- Arvinder Kainth - Non-Executive Member of the Board of Management – 2<sup>nd</sup> term
- Janette Campbell - confirmed as Non-Executive Member of the Board of Management – 1<sup>st</sup> term
- Jane Davidson - confirmed as Non-Executive Member of the Board of Management – 1<sup>st</sup> term
- Donald MacKenzie - Non-Executive Member of the Board of Management – 2<sup>nd</sup> term
- Innis Montgomery - Non-Executive Member of the Board of Management – 3<sup>rd</sup> term
- Sally Blyth - Non-Executive Member of the Board of Management – 2<sup>nd</sup> term

### **Appointment for first term of Teaching Staff Member**

Following a successful nomination process Heather Keyes, Curriculum Leader for Care, Art, Sport and Humanities has been appointed to the post of the Teaching Staff Member of the Board.

- Heather Keyes - Teaching Staff Member of the Board of Management – 1<sup>st</sup> term

<b>Subject/Title:</b>	Revenue Budget 2025/26
<b>Author:</b>	Niall McArthur – Director of Finance & Estates
<b>Meeting:</b>	Board of Management
<b>Meeting Date:</b>	24 June 2025
<b>Date Paper prepared:</b>	17 June 2025
<b>Brief Summary of the paper:</b>	To present to the Board of Management the revenue budget for 2025/26.
<b>Action requested:</b> [Approval, recommendation, discussion, noting]	Approval

<b>Link to Strategy:</b> Please highlight how the paper links to, or assists with:: <input type="checkbox"/> compliance <input type="checkbox"/> partnership services <input type="checkbox"/> risk management <input type="checkbox"/> strategic plan <input type="checkbox"/> new opportunity/change	Complying with Funding parameters Financial sustainability
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<b>Resource implications:</b>	Yes – monitoring of Financial Resources <b>If yes, please specify:</b>		
<b>Risk implications:</b>	Yes <b>If yes, please specify:</b> Financial Operational		
<b>Equality and Diversity implications:</b>	N/A		
<b>Student Experience Impact:</b>	None		
<b>Consultation:</b> [staff, students, UHI & Partners, External] and provide detail	None		
<b>Status – [Confidential/Non confidential]</b>	Non-Confidential		
<b>Freedom of Information</b> Can this paper be included in “open” business* [Yes/No]	Yes		
*If a paper should <b>not</b> 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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## Recommendation

That members of the Board of Management approve the 2025/26 draft revenue income and expenditure budget.

## Purpose of report:

To present to the Board of Management the revenue income and expenditure budget for the year to 31 July 2026. The Finance & General Purposes committee has recommended the budget to the Board for approval at its meeting on 12 June 2025.

The annual revenue income and expenditure budget is prepared each year, which is presented to the finance & general purposes committee and then, if recommended for approval, is presented to the Board for approval by the 31 July of each year and prior to the commencement of the new financial year.

## Background

The draft revenue budget for 2025/26 is being prepared at a time when there are significant and unprecedented financial pressures on all colleges and universities within Scotland, as well as financial sustainability issues for all UHI colleges within the UHI partnership.

Scottish Government announced in its indicative FE funding allocation in April 2025, a £13.2 million increase in the total allocation to the sector, to £656.2 million, an increase of 2.1%. However, this included pensions funding of £8.3 million and lecturers additional 1.14% funding of £4.5 million, so for UHI overall it was a reduction of £278,000 if these are excluded, as these funding allocations had already been built into core funding.

At a time where both FE and HE funding levels continue to fall below current inflation levels and consequently, year after year, lead colleges having real term cuts in their funding, rising staff and non-staff costs are making things even more difficult when trying to move to a more financially sustainable position.

There is a number of both sectoral and UHI specific additional costs/loss of income which are impacting on the budget for 2025/26 and these are shown below in tables 1 and 2 below, along with a brief explanation of each one.

**Please note that all costs/ reductions in income noted in table 1 and table 2 below relate to UHI Inverness alone.**

**Table 1 – Sectoral Issues**

SECTORAL ISSUES	AMOUNT	COMMENT
	£	
Unfunded pay increase	730,000	Actual cost for the college
Increase in employers NIC's	500,000	Actual cost for the college
Increase in employers pension contributions	160,000	Actual cost for the college
Lost HE tuition fee income	700,000	Estimated loss of income
<b>Total</b>	<b>2,090,000</b>	

Sectoral Costs/ Loss of Income

- Unfunded pay increases for 2025/26 - £730,000 – for a number years, the college sector has not received funding for the cost of living increases awarded to both academic and professional staff, even although they are set at a national level and colleges have no direct input into the setting of the increases. For 2025/26, they were set at 4.14%.
- Increase in employers national insurance contributions for 2025/26 - £500,000 – from April 2025, employers NIC's have increased due to changes in both the rates and levels at which NIC is paid.
- Increase in employers pension contributions (SPPA/ LGPS) for 2025/26 - £160,000 – increases due to higher staff costs, for both LGPS and SPPA pension schemes.
- Lost HE tuition fee income - £700,000 – since 2010/11, the HE fee for both HNC/HND (£1,285) and degree level (£1,820) have remained the same, with no inflationary increases. Assuming an increase of 2% each subsequent year from 2010/11, the college should be receiving an additional £700,000 in HE tuition fees, based on the colleges current HE numbers.

**Table 2 – UHI Issues**

<b>UHI ISSUES</b>	<b>AMOUNT</b>	<b>COMMENT</b>
	<b>£</b>	
UHI EO HE topslice	4,000,000	Actual reduction in HE grant
UHI EO FE topslice	600,000	Actual reduction in HE grant
UHI EO REG topslice	33,000	Actual reduction in HE grant
Lost FE credit funding	3,000,000	Estimated underfunding of FE grant
Lost Module leadership (ML) funding – direct costs	298,000	Actual loss of HE grant funding
Lost ML funding – opportunity cost	880,000	Estimated loss of HE grant funding
Lost Programme Leadership funding	29,000	Actual loss of HE grant funding
<b>Total</b>	<b>8,840,000</b>	

UHI Costs/ Loss of Income

- HE topslice - £4million – each year, prior to allocating the HE teaching grant to UHI partners, UHI EO topslice the total student income by 35% to cover UHI EO costs. The total EO HE topslice for 2025/26 across all partners is £13 million, with the estimated reduction in UHI Inverness HE grant being £4 million. These fund the services which are delivered by UHI EO, although UHI partners have no say in how or what services are delivered compared to the procurement of external contracts, where service specifications can be produced and where VFM is not being delivered, other service providers can be procured.  
Further details of how the overall top-slice is calculated and then allocation to UHI partners is shown at the end of this report.

## ITEM 02.

- FE topslice - £600,000 – each year, prior to allocating the FE teaching grant to UHI partners, UHI EO topslice the FE teaching grant, by taking 15% of the total topslice and using that to topslice the college FE grant.
- UHI EO Research Excellence Grant topslice - £33,000 – each year, prior to allocating the REG grant to UHI partners, UHI EO topslice total REG funding by 16%, which is used by UHI to offset costs of the research department in UHI.
- Lost FE credit income - £3,000,000 – in 2024/25, UHI Inverness had unmet demand of 8,200 credits split across the whole curriculum, with the 4 largest areas being engineering, languages & ESOL, special programmes and care. If all of these unmet credits were funded, that would equate to £3 million of additional FE teaching grant being allocated to the college. The additional impact of this is not meeting the needs of our communities and also not fulfilling our role as a college. The risk to the college is not meeting our future growth plans – we are currently meeting our FE credit target but not maximising the opportunities to grow our HE pipeline.
- Module leadership – direct cost £298,000 and opportunity cost - £880,000. The module leadership activities are delivered on behalf of UHI EO and partners are expected to carry out these activities without any funding being allocated to the college. The direct cost for these in terms of remitted hours is £298,000, with the opportunity costs/ lost income being significantly higher at £880,000, which relates to these hours being used to deliver FE & HE courses and therefore attract FE & HE teaching grant.
- Programme leadership – direct cost £29,000. The programme leadership activities are delivered on behalf of UHI EO and due to a reduction in the amount of overall grant, UHI Inverness is now receiving £29,000 less in funding for this activity. We were notified of this reduction by UHI after we delivered this activity in good faith.

**In total, for 2025/26, UHI Inverness is budgeting to lose income/incur additional costs of £10.930 million, on a turnover of £30.5 million, which equates to 36% of turnover. If you exclude the estimated figures in tables 1 & 2, the figure still comes to a total of £6,350,000.**

At the present time, there is very little UHI Inverness can do to change the sectoral funding issues noted above, which amount to £2.090 million. However, a change to the UHI topslice would make a significant difference to the deficit forecast in 2025/26.

As noted above, the UHI topslice on the college HE total student income is approximately £4 million. The table below shows the impact of a step change reduction of 5% in the top slice to the additional HE grant income the college would receive. (Note - figures below are estimates).

**Table 3 – Potential Reduction in UHI HE topslice**

UHI Topslice	Amount	Amount of additional HE Grant
	£	£
UHI EO HE topslice - 35%	4,000,000	0
UHI EO HE topslice – 30%	3,290,000	710,000
UHI EO HE topslice – 25%	2,770,000	1,230,000
UHI EO HE topslice – 20%	2,250,000	1,750,000
UHI EO HE topslice – 15%	1,730,000	2,270,000

As you can see from table 3 above, even a modest 5% reduction in the UHI HE topslice would result in an increase in HE grant of £710,000 for UHI Inverness, which would more or less bring the college back to a break-even position. If there was a further decrease of another 5%, the college would be budgeting for a surplus in 2025/26 and be able to invest further in all areas of the college, including staff development, curriculum development, estates developments, employer engagement, etc.

## UHI Partnership Financial Forecasts

Table 4 – UHI AP Financial Forecasts – 2024/25

<u>Academic Partner</u>	<u>SFC FFR (Jun 24) £m</u>	<u>Forecast Nov 24</u>	<u>Variance</u>	<u>SFC MYR Mar 25</u>	<u>Variance to FFR</u>
Inverness	(0.9)	(1.0)	(0.1)	(1.2)	(0.3)
Moray	(2.2)	(1.4)	0.8	(0.7)	1.5
NWH	(1.4)	(1.7)	(0.3)	(2.3)	(0.9)
Perth	(0.5)	(0.9)	(0.4)	(2.1)	(1.6)
Shetland	(1.2)	(0.7)	0.5	(0.8)	0.4
Orkney	(0.4)	(0.5)	(0.1)	(0.5)	(0.1)
Argyll	(0.5)	(0.1)	0.4	0.0	0.5
<b>Total Assigned/ Incorp Coll</b>	<b>(7.1)</b>	<b>(6.3)</b>	<b>0.8</b>	<b>(7.6)</b>	<b>(0.5)</b>
HTC	(0.1)	(0.2)	(0.1)	(0.2)	(0.1)
SAMS	(0.1)	(0.6)	(0.5)	(0.6)	(0.5)
SMO	0.1	0.1	0.0	0.0	(0.1)
<b>Total AP</b>	<b>(7.2)</b>	<b>(7.0)</b>	<b>0.2</b>	<b>(8.4)</b>	<b>(1.2)</b>
EO	(2.5)	(1.0)	1.5	(2.5)	0.0
<b>Total UHI partnership</b>	<b>(9.7)</b>	<b>(8.0)</b>	<b>1.7</b>	<b>(10.9)</b>	<b>(1.2)</b>

Table 4 above shows the current financial forecast for all partners and UHI EO for 2024/25. The original forecasts included in the forecast in the FFR in June 2024 was a total forecast deficit of £9.7 million. In the November forecast, this decreased to a deficit of £8 million, but increased in the forecast mid-year returns to a total of £10.9 million, with two partners and UHI EO forecasting deficits of over £2 million.

The total in-year cash advances to date are £5.2 million for the partnership and are expected to rise by a further £1.4 million by the end of the year, with further cash support required by UHI Perth, UHI Shetland and UHI HTC.

At the end of April 2025, partners have received a total of £13.6 million of funding support over the last 3 years, details are noted below:

- £2.5 million from UHI to Shetland and NWH, in the form of loans from unrestricted cash reserves, to support both colleges post-merger.
- £4.1 million from the SFC to provide initial liquidity support to the new merged college NWH, in 2023/24. This funding was sourced from waived HE clawback in 2021/22.

## ITEM 02.

- £5.2 million from SFC to 4 partners in financial distress, in the form of advances in core grant, to be repaid when the college is in a more stable financial position.
- £1.5 million from SFC in the form of loans to support both liquidity cover (at UHI Shetland) and VSS costs (UHI Moray). Both are to be repaid as and when the college is in a more sustainable financial position.

With the addition of a further £1.4 million between now and July 2025, as noted above, this will take the overall total financial support and increased debt for the UHI partnership to £15 million.

**It is clear that major changes are required in terms of the UHI funding model and the wider sectoral funding model as well. However, the above noted UHI EO topslice, which continues to be taken from partners for HE, FE and research activity, should be revised now. This alone would go a long way to reduce the operating deficits of all partners, and begin to move all partners to a position of financial sustainability.**

### **Draft Revenue Budget 2025/26**

The draft revenue budget operating deficit for 2025/26 is £792,000, compared with a budget deficit of £750,000 in 2024/25. The main variations in the 2025/26 budget compared to the 2024/25 budget are noted below:

- FE Grant – budget income of £10.310 million compared to £10.148 million in 2024/25, an increase of £162,000. The increase includes assumed additional SFC grant in relation to the additional employers NIC costs, to be announced in the SFC final allocations for 2025/26. Assumed amount is £190,000, which is 48% of additional costs.
- HE grant - budget income of £7.438 million compared to £6.324 million in 2024/25, an increase of £1.114 million. The increase is due to the forecast increase in our HE teaching grant due to the forecast increase in our HE numbers, mainly down to increases in our GA's.
- Tuition fees – budget income of £3.131 million, compared to £3.038 million in 2024/25, an increase of £93,000. The increase relates to the increase in our overall HE numbers.
- Research grants – budget income is £1.246 million compared to £1.332 million in 2024/25, a reduction of £86,000. Overall, research is forecasting a deficit of £72k for 2025/26.
- Refectory income - budget income of £0.634 million, compared to £0.591 million in 2024/25, an increase of £43,000.
- SDS income – budget income of £2.142 million, compared to £2.099 million in 2024/25, an increase of £43,000. The increase relates to new starts for 2025/26 which at this point are only estimates in terms of the amount of funding the college will drawdown from SDS.

## ITEM 02.

- Commercial income – budget income of £0, compared to £147,500 in 2024/25, a decrease of £147,500. Although there is a decrease within commercial income, there is commercial activity/ income within miscellaneous income, include several projects under a number of curriculum areas.
- Miscellaneous income - budget income of £0.877 million, compared to £0.593 million in 2024/25, an increase of £284,000. The increase is due to increased project income and it should be noted that the current forecast income for 2024/25 is over £800,000.
- Staff costs budget of £21.079 million, compared to £19.554 million in 2024/25, an increase of £1.525 million compared to the 2024/25 budget, due to a number of factors noted below:
  - Cost of living increases for staff, at 4.14% - £730,000
  - Increase in employers NIC - £500,000
  - Increase in employers pension contributions – £160,000
- Premises costs – budget costs of £1.933 million, compared to £1.935 million in 2024/25, a decrease of £2,000.
- Other operating costs - budget costs of £7.763 million, compared to £7.742 million in 2024/25, an increase of £21,000.

Committee members should be aware that incorporated colleges should seek to set a balanced budget each year. However, the current financial landscape with significant unfunded increases in staff and other costs, along with real term reductions in funding, are making it almost impossible for colleges to move to a more financially sustainable position.

The longer-term outlook for the college financial forecasts is shown in summary form in appendix 2 of the paper. The key points are noted below:

- Operational deficit to reduce over the next 5 years, 2029/30 deficit of £376,000. Any reduction in the EO topslice would help to offset the forecast deficits and return the college to budget break-even/ surplus position.
- Decreasing cash balances over the coming 5 years. Forecast balance at end of 2025/26 is £3.3million, with the cash balance forecast at 2029/30 being £1.3 million.
- Assumed increase of 3% COL in staff costs from 2026/27 to 2029/30.
- Forecast increase in HE numbers over the next 5 years.
- No increase in forecast FE numbers over the next 5 years.

Given the above forecast budget deficit for 2025/26, further work is being undertaken to draft a revised financial strategy for the college. The key element within the strategy will be a plan to move the college from its current forecast budget deficit to a financially sustainable position of at least break-even from a cashflow point of view. This will be achieved through a variety of measures, some of which are set out below:

- The college is currently forecasting to be above its FE target, both in 2024/25 and for 2025/26, in terms of the curriculum plan. Ongoing discussions with UHI/ SFC have been taking place regarding additional FE credit funding being reallocated from the FE sector to the college. No increase has been included in the financial forecasts going forward at this time.

## ITEM 02.

- The college is currently forecasting to be above its APC target for 2024/25 and is forecasting an increase in its HE numbers for 2025/26, mainly due to an increase in graduate apprenticeship numbers, which are forecast to be 332 fte in 2025/26, with the UHI total being 370 fte. Overall, UHI Inverness is now budgeting for the highest amount of HE fte's in the UHI partnership, the figure being 1,582 fte, from a total APC target of 5,069 fte.
- There continues to be discussions around the UHI EO top slice within the UHI Transformation project and the view that it continues to be too high and is diverting FE and HE teaching grant funding which would directly benefit the student experience. Currently, the FE top slice is £0.6 million and the HE top slice is £4.0 million.
- Within staff costs, there has been considerable work undertaken to review and adjust curriculum staffing to ensure it is in line with the curriculum plan for 2025/26. The college will also continue to review fixed term contracts, as well as any current vacancies and retirements, which could lead to additional savings in staff costs during the coming year and in future years.
- There continues to be work across all areas of the non-staff costs budgets to make savings, with work being carried out by procurement to increase the use of APUC frameworks.
- Within the UHI Transformation project, there is ongoing work related to partnership wide shared services across all the professional services and this has the potential to reduce professional services staff costs in the coming years.
- In terms of the research activity, there is a reduction in research grants of £92,000 compared to 2023/24, however expenditure has also decreased, and overall, research are currently budgeting for a small surplus. This will be closely monitored during the year to ensure any variances are dealt with as early possible.

## Appendix 1

1. Draft figures for the main FE teaching grant funding have been received. They are as follows:

2025/26	£9,999,959	Credit Target 26,442	Average £378
2024/25	£9,776,277	Credit Target 26,442	Average £370

It should be noted that the above budget FE grant includes funding for both SSPA additional pension costs and the additional 1.14% of academic staff pay costs.

The FE Credit target is the same as 2024/25 at 26,442 credits. The total SFC FE grant is £10.310million, which includes the assumed SFC grant for additional NIC's of £190,000 and the lifecycle grant of £109,802.

The annual estates maintenance funding from the SFC for FE has increased compared to 2024/25, from £104,279 to £109,802.

2. The SFC HE grant for 2025/26 is noted below:

2025/26	APC 1,582 HE FTE, Budget target 1,666	Budgeted £6,911,000
2024/25	APC 1,319 HE FTE, Budget target 1,390	Budgeted £5,740,000

The College had a target of 1,319 FTE (Full Time Equivalent Student Numbers) in 2024/25 and is projected to deliver 1,666 in 2024/25. The APC target for 2025/26 has been set at 1,582 FTE.

PGDE funding and other UHI funding is still to be finalised at the time of writing the report. Research Funding covers both Research Excellence Grant (REG) and University Innovation Funding (UIF). The final funding figure for REG for 2024/25 is £130,030, a decrease of £3,405 from the 2023/24 figure of £133,435. At present, we do not have the UIF allocation for the college.

3. Tuition fees -

The HE fees budget is based on delivering 1,582 UGT FTE.

Overseas fees are based on the outturn for 2023/24. Overall, the fees budget is £3,131,450, £93,000 above the 2024/25 budget figure.

4. Other Grant Funding – these are mainly research related and based on project income and PHDs in post. Overall, there is a decrease of £92,164 to £1,246,000, due to a reduction in forecast research grants and commercial research income.
5. Refectory and training restaurant Income – the budgeted income for the refectories assumes some events income, with the total income budget being £634,000, compared to £591,000 in 2024/25.
6. SDS Income – overall, this is forecast to be £43,000 above the 2024/25 budget.
7. Commercial Income – forecast to be £0 in 2025/26, although some commercial activity is included in miscellaneous income for 2025/26.

## ITEM 02.

8. Miscellaneous Income – overall, an increase in the forecast miscellaneous income for 2025/26, increased from £592,000 to £877,000, an increase of £285,000. The increase is due to additional project income and some commercial activities across a number of curriculum areas.
9. Unitary Charge funding is based on amounts being paid in respect of this.
10. Staff costs – total budget of £21.078 million, compared to £19.554 million in 2024/25, an increase of £1.524 million or 7.8%
  - Unfunded cost of living (COL) increase of £730,000
  - Employers NIC's increase
  - Employers pension contributions increase - £160,000
11. Premises costs – overall they have reduced by £2,000.
12. Other operating costs – overall, other operating costs have increased by £21,000.

### Risks Downside

- Continued rise in staff cost of living increases, which continue to be unfunded.
- UHI EO top slice continues to remain at the same level as in previous years.
- The HE target may be challenging, although current forecast admission data at present show an increased rate compared to previous years.
- The recent public sector final budget for the college sector for 2025/26 and flat funding for the Scottish Funding Council for the next five years.
- Research income continues to be uncertain, with increasing competition for grants within the UK.
- If the costs of Job Evaluation are greater than funding received from SFC, then the College will have a further pressure.

### Student Support Budget

Student Support funding is not part of the main college accounts. The College receives funding from the Scottish Funding Council (SFC) which is specifically for this purpose of Student Support. If there is an underspend on funding received, this is reimbursed to the SFC. Any such underspend cannot be used to support a deficit position in the College's main accounts. HE Hardship funding parameters are estimated. Overall, the FE student support funding has remained the same at £2,197,086 compared to the 2024/25 allocation.

### Other Comments

The SFC have recently sent out the request for the College Financial Forecast return for 2025, which is due to be completed by and returned to the SFC by 30 June 25. This will be based on the 2024/25 forecast figures and the budget for 2025/26.

**APPENDIX – UHI EO HE TOP-SLICE**

The table below shows how the overall UHI top-slice is calculated for 2025/26.

The core and premia grants give the total award and then the assumed fees for the UHI partnership are added to give the total student income or TSI, which is £43,945,892.

For 20205/26, there are 2 reductions to this figure for controlled numbers and non-RAMable courses, which are funded separately. (RAM = Resource Allocation Model).

This gives the TSI available for distribution, which is £43,002,288, and then UHI top-slice this by taking 35% of this to cover UHI EO costs, which totals £15,050,801. UHI then split the overall top slice figure of £15,397,006 between HE & FE, with the HE topslice being £13,087,455. This is then subtracted from the overall TSI, to give the funds available for distribution to UHI partners, which is £29,914,833 and once the assume fees are taken off this figure, (£7,913,956), the funding available for RAM distribution to UHI partners is £22,000,877.

The funding available for UHI partners is then allocated based on the HE fte student targets, which are agreed by the Academic Planning Committee (APC).

**SFC Teaching Grant to UHI HE and FE RAM – 2025/26**

	HE	FE	Total
Core	£33,535,632	£28,339,555	£61,875,187
Premia	£2,496,304	£20,326,400	£22,822,704
Uplifts		£2,162,564	£2,162,564
<b>Total Award</b>	<b>£36,031,936</b>	<b>£50,828,519</b>	<b>£86,860,455</b>
Assumed Fees	£7,913,956		£7,913,956
<b>Total Student Income (TSI)</b>	<b>£43,945,892</b>	<b>£50,828,519</b>	<b>£94,774,411</b>
<b>Deductions:</b>			
Controlled Numbers	£(221,307)		£(221,307)
non-RAMable courses*	£(722,297)		£(722,297)
<b>TSI Available for Distribution</b>	<b>£43,002,288</b>	<b>£50,828,519</b>	<b>£93,830,807</b>
<b>EO Topslice</b>	<b>£15,050,801</b>	<b>£346,205</b>	<b>£15,397,006</b>
85%/15% split HE/FE	£(13,087,455)	£(2,309,551)	£(15,397,006)
<b>Funds available for distribution after topslice</b>	<b>£29,914,833</b>	<b>£48,518,968</b>	<b>£78,433,801</b>
100% Fees paid to Partners	£(7,913,956)		
<b>Funding available for RAM</b>	<b>£22,000,877</b>	<b>£48,518,968</b>	<b>£78,433,801</b>

ITEM 02.

Note - The FE and HE top slice for all academic partners has increased for 2025/26, compared to 2024/25. Please see table below.

<b>Total UHI Topslice</b>	<b>2024/25</b>	<b>2025/26</b>
HE Topslice	12,424,795	13,087,455
FE Topslice	2,192,611	2,309,551
<b>Total</b>	<b>14,617,406</b>	<b>15,397,006</b>
<b>UHI Inverness Topslice</b>		
HE Topslice – (estimated)	3,800,000	4,013,000
FE Topslice	570,460	600,855
<b>Total</b>	<b>4,370,460</b>	<b>4,613,855</b>

Please note that we don't actually receive the actual HE topslice figure for each UHI partner, only the net grant that we actually receive.

As you can see, overall the topslice has increased from £14.617 million in 2024/25 to £15.397 million in 2025/26, with increases for both the HE & FE topslice for UHI Inverness.

## INVERNESS COLLEGE

PERIOD ENDED 31 JULY 2026

## BUDGET 25-26 INCOME AND EXPENDITURE ACCOUNT

	<b>Draft Budget 31-Jul-26</b>	<b>Budget 31/07/2025</b>	<b>variance</b>
<b>Income</b>			
Scottish Funding Council FE Grants	10,309,761	10,148,000	161,761
UHI	7,438,500	6,324,280	1,114,220
Tuition Fees	3,131,189	3,038,940	92,249
Other Grants - Research	1,246,037	1,332,090	(86,053)
Refectory and Training Restaurant	634,217	591,000	43,217
SDS	2,142,725	2,099,400	43,325
Commercial	0	147,500	(147,500)
Miscellaneous	876,887	592,740	284,147
Unitary Charge	4,903,884	4,903,884	0
	<u><b>30,683,200</b></u>	<u><b>29,177,834</b></u>	
<b>Staff Costs</b>			
Teaching	11,173,600	10,631,934	(541,666)
Teaching Support	1,570,274	1,454,561	(115,713)
Premises	349,644	338,907	(10,737)
Administration and Support	5,921,582	5,282,842	(638,740)
Hospitality	456,315	388,536	(67,779)
Research	1,109,450	979,115	(130,335)
Business Development	498,107	475,380	(22,727)
Provision			0
	<u>21,078,972</u>	<u>19,551,275</u>	
Other Staff Costs ( included above for 24-25)			
	<u><b>21,078,972</b></u>	<u><b>19,551,275</b></u>	
<b>Other Costs</b>			
Premises	1,932,909	1,935,590	2,681
Other Costs	7,763,142	7,741,822	(21,320)
	<u><b>30,775,023</b></u>	<u><b>29,228,687</b></u>	
Cash Position	(91,823)	-50,853	
NPD Capital	(897,592)	(897,592)	
<b>Cash Position after repaying loan capital</b>	<u><b>(989,415)</b></u>	<u><b>(948,445)</b></u>	
<b>Non RDEL</b>			
Deferred Grant Release	300,000	300,000	
Depreciation	-1,000,000	-1,000,000	
	<u><b>(791,823)</b></u>	<u><b>(750,853)</b></u>	

FORECAST INCOME AND EXPENDITURE - 2025/26 TO 2029/30

	Note	Budget 31-Jul-24	Budget 31-Jul-25	Budget 31-Jul-26	Financial Forecast 31-Jul-27	Financial Forecast 31-Jul-28	Financial Forecast 31-Jul-29	Financial Forecast 31-Jul-30
		£	£	£	£	£	£	£
<b>Income</b>								
Scottish Funding Council FE Grants	1	9,885,000	10,148,000	10,310,000	10,310,000	10,310,000	10,310,000	10,310,000
UHI	2	6,010,788	6,324,580	7,438,580	7,853,580	8,268,580	8,579,830	8,891,080
Tuition Fees	3	2,877,127	3,038,450	3,131,450	3,206,450	3,281,450	3,356,450	3,431,450
Other Grants - Research	4	1,424,254	1,332,090	1,246,090	1,246,090	1,264,090	1,289,090	1,314,090
Refectory and Training Restaurant	5	653,700	591,000	634,000	634,000	643,000	643,000	643,000
SDS	6	1,731,307	2,099,400	2,142,400	2,142,400	2,193,400	2,218,400	2,243,400
Commercial	7	442,500	147,500	-	-	12,500	12,500	12,500
Miscellaneous	8	515,480	592,740	876,740	726,740	754,740	764,240	773,740
Unitary Charge	9	4,903,884	4,903,884	4,903,884	4,903,884	4,903,884	4,903,884	4,903,884
		<b>28,444,040</b>	<b>29,177,644</b>	<b>30,683,144</b>	<b>31,023,144</b>	<b>31,631,644</b>	<b>32,077,394</b>	<b>32,523,144</b>
<b>Staff Costs</b>	10	18,225,593	19,553,731	21,078,731	21,348,731	21,739,193	22,141,369	22,545,610
Premises	11	1,963,771	1,935,590	1,932,590	1,935,590	1,940,590	1,940,590	1,940,590
Other Operating Costs	12	7,972,950	7,741,822	7,762,922	7,712,922	7,712,922	7,712,922	7,712,922
		<b>28,162,314</b>	<b>29,231,143</b>	<b>30,774,243</b>	<b>30,997,243</b>	<b>31,392,705</b>	<b>31,794,881</b>	<b>32,199,122</b>
Non RDEL								
Deferred Grant Release		300,000	300,000	300,000	300,000	300,000	300,000	300,000
Depreciation		(1,000,000)	(1,000,000)	(1,000,000)	(1,000,000)	(1,000,000)	(1,000,000)	(1,000,000)
		<b>(700,000)</b>	<b>(700,000)</b>	<b>(700,000)</b>	<b>(700,000)</b>	<b>(700,000)</b>	<b>(700,000)</b>	<b>(700,000)</b>
<b>Operational Deficit</b>		<b>(418,274)</b>	<b>(753,499)</b>	<b>(791,099)</b>	<b>(674,099)</b>	<b>(461,061)</b>	<b>(417,487)</b>	<b>(375,978)</b>
<b>Year-end Cash Balance</b>		<b>8,619,000</b>	<b>4,100,000</b>	<b>3,300,000</b>	<b>2,600,000</b>	<b>2,100,000</b>	<b>1,700,000</b>	<b>1,300,000</b>

**Notes on Income & Expenditure lines**

25/26 Op deficit - £0.791 million - if exclude increase in staff costs due to 4% COL & ER's NIC net increase & pension costs, op surplus is £200k.

FE grants - assumes SFC funding for ER's NIC increase - 48%, £190k

UHI HE grant - assumes HE fte target in 2025/26 - 1,666 ftes & increases in following years of 26/27-100, 27/28 - 100, 28/29 - 75 & 29/30 - 75

Tuition fees - assume extra fees in 25/26 from increase in HE fte's - £100,000 & 26/27-£75k, 27/28 - £75k, 28/29 - £75k, 29/30 - £75k

Research grants income - reduced by £100,000 and results in a deficit budget position of £72,000.

Refectory, SDS, Commercial & Misc stay same in 25/26 & 26/27

Staff costs - 3% COL, assumed 1% additional COL for 25/26, plus incr ER's NIC = £500,000. Further staff savings/ vacancy management - £100,000 +£100k sick cover.

Non-staff cost savings - assumed stays same in 25/26

Cash balance - reducing cash balance over forecast period due to forecast deficits. By 2029/30, £1,300,000 cash balance.

**UHI | INVERNESS**

<b>Subject/Title:</b>	Capital Budget – 2025/2026
<b>Author:</b>	Niall McArthur – Director of Finance & Estates
<b>Meeting:</b>	Board of Management
<b>Meeting Date:</b>	24 June 2025
<b>Date Paper prepared:</b>	27 May 2025
<b>Brief Summary of the paper:</b>	To present the capital funding budget for 2025/26 for both FE and HE capital grants.
<b>Action requested:</b> [Approval, recommendation, discussion, noting]	Approval by the Board

<b>Link to Strategy:</b> Please highlight how the paper links to, or assists with: <input type="checkbox"/> compliance <input type="checkbox"/> partnership services <input type="checkbox"/> risk management <input type="checkbox"/> strategic plan <input type="checkbox"/> new opportunity/change	Complying with Funding parameters Financial sustainability
<b>Resource implications:</b>	Yes – monitoring of Financial Resources <b>If yes, please specify:</b>

<b>Risk implications:</b>	Yes <b>If yes, please specify:</b> Financial Operational		
<b>Equality and Diversity implications:</b>	N/A		
<b>Student Experience Impact:</b>	None		
<b>Consultation:</b> [staff, students, UHI & Partners, External] and provide detail	None		
<b>Status –</b> [Confidential/Non confidential]	Non-Confidential		
<b>Freedom of Information</b> Can this paper be included in “open” business* [Yes/No]	Yes		
*If a paper should <b>not</b> 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](http://www.itspublicknowledge.info/web/FILES/Public_Interest_Test.pdf)

## Recommendation

That the Board approves the College's 2025/26 capital budget.

## Purpose of report

To present to the Board of Management the capital budget for 2025/26 and ask for approval.

## Background

There is an annual capital budget prepared each year and this is then presented for approval by the Board by 31 July of each year and prior to the commencement of the new financial year.

## Executive Summary

The capital budget parameters are slightly different from the revenue budget. The revenue budget has a year-end of 31 July, whereas the capital budget has a year-end of 31 March and therefore must commit to spend the full grant by 31 March and pay the subsequent invoices by 31 July each year.

Information on the allocations is given in appendix 1 of this report. These cover FE Lifecycle Maintenance, FE Backlog Maintenance; HE Capital; and SFC BIS (Research monies).

1. FE Lifecycle Maintenance - £109,102. This is increased from the 2024/25 allocation of £104,279. This has in previous years been used to fund repairs to buildings and IT hardware costs. At present this has been included in the Revenue Budget to support Estate Maintenance and IT Hardware spend, however, SFC have now indicated that this should only be used for capital expenditure in 2025/26.
2. FE Backlog Maintenance £8,018. This is the same as the 2024/25 allocation. This should be spent on issues raised from a SFC exercise and review of college estate for the whole college sector over five years ago.
3. HE Capital funding £37,360. This grant has increased by £4,277 or 13% from £33,083 in 2024/25. The SFC guidance states that this grant should only be spent on estates capital items.
4. BIS funding £28,551 – this funding is research orientated for buildings or equipment. The College still awaits final confirmation of this from the Scottish Funding Council via UHI Executive Office.

Work will now be undertaken to plan and prioritise the capital spend for 2025/26.

## INVERNESS COLLEGE

## Appendix 1

## CAPITAL BUDGET TO 31 JULY 26

	<b>FE Lifecycle Maintenance £</b>	<b>Total £</b>	<b>HE Capital £</b>	<b>FE Backlog £</b>	<b>Sub Total £</b>		<b>BIS Research £</b>	<b>BIS Total £</b>	
<b>2025-26</b>	<u>109,102</u>	<u><b>109,102</b></u>	<u>37,360</u>	8,018	<u><b>45,378</b></u>	*	<u>28,551</u>	<u><b>28,551</b></u>	45,378
<b>2024-25</b>	<u>104,279</u>	<u><b>104,279</b></u>	<u>33,083</u>	8,018	<u><b>41,101</b></u>		<u>28,551</u>	<u><b>28,551</b></u>	41,101
<b>2023-24</b>	<u>106,857</u>	<u><b>106,857</b></u>	<u>37,234</u>	8,018	<u><b>45,252</b></u>		<u>22,419</u>	<u><b>22,419</b></u>	45,252

**Note** SFC BIS research grant not yet confirmed by UHI EO, estimate only.

**Board of Management – List of Outstanding Actions**

<b>17 December 2024</b>				
<b>Health &amp; Safety</b>	<p>A detailed improvement plan in a form of a list for future Health &amp; Safety reports to be presented to the Board.</p> <p>Update June '25: Improvement plan presented to the FGP Committee with an action plan. All bar two items have now been completed, with the two outstanding ones to be implemented next academic year.</p>	Health, Safety and Sustainability Manager	<b>June '25</b>	<b>Complete</b>
<b>Equality, Diversity and Inclusion Policy</b>	<p>Policy to be updated in relation to wording clarifying number of legal sexes after the ruling of the Supreme Court.</p> <p>Update June '25: The UK Supreme Court judgement in relation to the case For Women Scotland v The Scottish Ministers clarifies that the term "sex" in the Equality Act 2010 refers to biological sex. This means that legal definitions of "woman" and "man" are based on the sex assigned at birth, rather than gender identity. The ruling does not invalidate or impinge on the Gender Recognition Act 2004; however, it outlines that such recognition does not alter the interpretation of 'sex' under the Equality Act. We have reviewed our EDI policy and the definitions of 'sex' and 'gender identity' do not need to be amended and our policy remains current. We are working through any other implications of the ruling and particularly around single-sex services/spaces.</p>	Vice Principal Curriculum, Student Experience & Quality	<b>June '25</b>	<b>Complete</b>

<b>11 February 2025</b>				
<b>Final Report 2023/24 Audit by Deloitte Recommendation 1</b>	It is recommended that a fixed asset register is created and maintained going forward.  Update June '25: Work is now almost completed on producing the college fixed asset register, with current year and prior years information having now been collated. Final checks are now being made, and the fixed asset register will be fully completed by the end of June 2025. The asset register will then be reviewed by the External Auditors, Deloitte. Completed document will be presented to the Audit Committee in September '25.	Director of Finance and Estates	<b>June '25</b>	<b>Ongoing</b>
<b>12 February 2025</b>				
<b>Board Away Day Strategic Vision</b>	Copy of reports being sent to SFC and Education Scotland, with updated student numbers and PIs, to be shared with the Chair of Audit.	Management Information Systems Manager	<b>March '25</b>	<b>Complete</b>
<b>Board Away Day Strategic Vision</b>	International student provision to be investigated.	Principal & BN	<b>June '25</b>	<b>Ongoing</b>
<b>Board Away Day Strategic Vision</b>	Creative Board Session to be scheduled – use of AI.	Gov Officer & IM	<b>June '25</b>	<b>Complete</b>
<b>25 March 2025</b>				
<b>Board Creative Space</b>	Board Creative Session to be organised where all initiatives and examples of support offered to students will be captured and celebrated.	Gov Officer	<b>June '25</b>	<b>Planned for October 2025</b>
<b>Health and Safety Policy</b>	The Health and Safety Policy to be updated in regard to EIA form, audit process and staff training around the Anti-Terrorism Act 2015.	VP Curriculum, Student Experience and Quality & H, S & S Manager	<b>June '25</b>	<b>Complete April 2025</b>
<b>Information Asset Owners Policy</b>	The Information Asset Owners Policy to be updated in regard to staff training around the Anti-Terrorism Act 2015.	VP Curriculum, Student Experience and Quality & ICT Services Manager	<b>June '25</b>	<b>Complete April 2025</b>

**ITEM 06.**

<b>Standing Orders</b>	Governance Officer to update section 3.2 and clarify attendance roles for college staff and students when attending Committee and Board meetings.	Gov Officer	<b>March '25</b>	<b>Complete</b>
<b>FE / HE Course Fees</b>	The variations of credit based funding across partnership to be raised with UHI.  Update June '25: The matter has been raised with the Chair of the Court. An update is expected after the next UHI Court meeting.	The Chair of the Board	<b>June '25</b>	<b>Ongoing</b>
<b>Student Recruitment Report</b>	Review the current online learning offer to reflect the needs of students and introduce demand led provision.	Chair of the Board & VP Curriculum, Student Experience and Quality	<b>June '25</b>	<b>Ongoing</b>
<b>Guinea TNE Project</b>	Detailed report regarding the next phase of the Guinea project, with detailed info about the company, their activities, sustainability and CSR to be put together.	VP Curriculum, Operations & External Relations	<b>June '25</b>	<b>Complete</b>

<b>Subject/Title:</b>	Policy Approvals
<b>Author:</b> [Name and Job title]	Quality
<b>Meeting:</b>	Board of Management Committee
<b>Meeting Date:</b>	24 <sup>th</sup> June 2025
<b>Date Paper prepared:</b>	13 <sup>th</sup> June 2025
<b>Brief Summary of the paper:</b>	The BOM Committee is asked to approve the reviewed <ul style="list-style-type: none"> <li>- FOI Policy</li> <li>- UHI Student Support Funds Policy.</li> <li>- UHI FE Fee Waiver Policy</li> <li>- Maternity &amp; Parenting Leave Policy</li> <li>- New National Disciplinary Policy</li> <li>- FE Academic Appeals Policy</li> </ul>
<b>Action requested:</b> [Approval, recommendation, discussion, noting]	Approval
<b>Link to Strategy:</b> Please highlight how the paper links to, or assists with:: <ul style="list-style-type: none"> <li>• compliance</li> <li>• partnership services</li> <li>• risk management</li> <li>• strategic plan</li> <li>• new opportunity/change</li> </ul>	Compliance
<b>Resource implications:</b>	No <b>If yes, please specify:</b>
<b>Risk implications:</b>	Yes <b>If yes, please specify:</b> Operational: Organisational: Policy review and development required to ensure compliance with legislation and regulations.
<b>Equality and Diversity implications:</b>	Yes <b>If yes, please specify:</b> Completed Equalities Impact Assessment included.
<b>Consultation:</b> [staff, students, UHI & Partners, External] and provide detail	PPRP has reviewed all policies. Maternity & Parenting Leave Policy went for staff consultation in April/May 2025 along with JCC. New National Disciplinary Policy has been distributed to JCC for noting.
<b>Status –</b> [Confidential/Non confidential]	Non-confidential
<b>Freedom of Information</b> Can this paper be included in “open” business* [Yes/No]	Yes

## ITEM

*If a paper should <b>not</b> 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

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# UHI | INVERNESS

## FREEDOM OF INFORMATION POLICY

**REFERENCE: PL/GO/2021/001**

Lead Officer	Governance Officer
Review Officer	Information Development Manager
Date first approved by BoM	9 June 2008
First Review Date	24 November 2009
Date review approved by BoM	29 June 2021
Next Review Date	June 2027
Equality impact assessment	May 2021
Further information (where relevant)	

Reviewer	Date	Review Action/Impact
College Secretary	24.11.09	Audit Committee
College Secretary	04.09.12	Audit Committee
College Secretary	24.11.15	Audit Committee
Secretary to the Board of Management	May 21	Change to Policy Review and Lead Officer, Legislation and related policies updated, Inclusion of 'social media' in information requests, EIR acronym has been expanded – Environmental information regulation, Section 3.5 Exemptions and 4.1 Compliance has been updated.
Governance Officer	26.11.24	Change of job title of Lead Officer, Legislation and related policies updated, Inverness College references amended to "UHI Inverness", Text adjusted to bring the policy up to date.

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## 1. Policy Statement:

UHI Inverness will comply with the requirements of the *Freedom of Information (Scotland) Act 2002* (the “Act”) and the *Environmental Information (Scotland) Regulations 2004* (the “EIRs”) which place obligations upon UHI Inverness as a designated Scottish Public Authority, to provide information to the public.

The Act aims to increase openness and accountability in government and across the public sector by ensuring people (anywhere in the world), have the right to access information held by Scottish public authorities.

This policy applies to all information held by the college, including information stored on the college’s behalf by another organisation or authority. Information can be held in a variety of media, including paper, analogue or digital formats.

Subject to certain conditions and exemptions, any person who makes a request for information in writing (or some other permanent form) to UHI Inverness will be entitled to receive it.

## 2. Legislative framework/related policies

- Freedom of Information (Scotland) Act 2002 (the “Act”)
- Environmental Information (Scotland) Regulations 2004 (the “EIRs”)
- General Data Protection Regulation (UK GDPR)
- UK Data Protection Act 2018

This policy should also be read in conjunction with the college’s:

- Data Protection Policy
- Section 61 Code of Practice on Records Management
- FOISA/EIR: Section 60 code of practice
- Complaints Policy
- Publication Scheme
- Email Retention and Usage Policy
- UHI Records Retention and Disposal Policy

## 3. Scope General

- 3.1 This policy applies to all information held by the college, including that contained within the Publication Scheme and information stored on the college’s behalf by another organisation or authority (including sub-contractors who may process information on behalf of the college).

Information can be held in a variety of media, including paper, analogue or digital formats.

- 3.2 It is the responsibility of Managers to ensure their staff are made aware of the existence and content of this policy.

#### 4. Information Requests

- 4.1 All FOISA requests, received by the college must be made in a permanent form (e.g. letter, e-mail, audio/video recording, or message received through official college social media channels). Environmental Information Regulation (EIR) requests do not need to be received in a permanent form.
- 4.2 Requests do not need to explain why the information is required or quote their rights under the Act or regulations to make a request for information.
- 4.3 Should an individual require help to make a request under FOISA, they may contact an Freedom of Information Officer via the [foi.ic@uhi.ac.uk](mailto:foi.ic@uhi.ac.uk) mailbox and leave a phone number for an Officer to call them or they may call the college switchboard on Tel: 01463 273000 and ask to be put through to the Governance Officer.

#### 5. Exemptions

- 5.1 UHI Inverness may refuse to provide information that it deems to be exempt under the Act or EIR regulation. In cases where the college considers a request could be subject to an exemption, due consideration will be given to the request, to determine if some or any of the requested information can be disclosed. This decision will be based upon the public interest test along with the FOISA exemptions, information rights of all data subjects, legal and contractual obligations and issues which may affect data security. Where information is found to be exempt, the college will issue a refusal notice to the requester, explaining why the information sought, is exempt from disclosure, in terms of the Act.

#### 6. Compliance

- 6.1 The college will appoint two Freedom of Information Officers to ensure all requests are processed within the legal deadlines. The college's Governance Officer is the Lead FOI Officer. All FOI activity undertaken by the Officers will be overseen by the Information Development Manager who will provide support as and when necessary.
- 6.2 The college will ensure the Officers receive appropriate training to develop competence and ongoing training as part of their continual professional development.

#### 7 Monitoring

- 7.1 Compliance with this policy will be monitored by the EMT who will receive a 6 monthly report from the Governance Officer. An annual FOI report will be submitted to the Board of Management (via the Finance and General Purposes Committee) summarising information requests received and the timescale for response in relation to the 20 day legal requirement.
- 7.2 The Freedom of Information policy and procedures shall be reviewed every three years.

Policy/Procedure: Freedom of Information  
 Review Due: December 2024  
 Date of Assessment: 26/11/24

Author/Owner: Governance Officer  
 Department/Section: Board of Management

Signature: *J. O'Neil*

Date: 27/11/2024

### Step 1

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

The policy and procedure have been brought up to date with language and current processes in operation. Language has been simplified and legislative and policy references have been updated.

- New
- Revised
- Existing

Who will be affected?	Who will be consulted?	Evidence available:
Anyone who is requesting information under FOISA including staff, students and external requesters	Data Protection Officer and current FOI Officers	Qualitative Evidence- FOI Annual Report including statistical data. Quarterly reports to the SIC.

### Step 2

Potential Positive/Negative/Neutral Impact Identified. <b>P, N, N/I</b>	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

## Step 3

## No Action to be taken

We will continue to work with all requesters to provide appropriate guidance and assistance to ensure requests for information are valid and that any request for a review is valid. We will work with all requesters to ensure we can identify and locate the information they seek and ensure that we seek clarification where appropriate. We will work with all Review Officers to ensure all reviews are fully completed and are done so in line with the process in place.

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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UHI Inverness College, University of the Highlands and Islands

## Student Support Funds Policy

PL/CS/2021/004

Lead Officer (Post):	<del>Assistant Principal – Finance &amp; Audit</del> <u>Director of Finance &amp; Estates</u>
Responsible Office/ Department:	Admissions, <del>Enrolment &amp; Student</del> & Funding
Responsible Committee:	Board of Management F&GP Committee
Review Officer (Post):	Admissions, <del>Enrolment &amp; Student</del> & Funding <u>Manager</u> <del>Team Leader</del>
Date policy approved:	30/06/2020
Date policy last reviewed and updated:	<del>29/06/2021</del> <u>12/12/2024</u>
Date policy due for review:	<del>28/02/2024</del> <u>01/12/2027</u>
Date of Equality Impact Assessment:	<del>28/02/2024</del> <u>01/12/2024</u>
Date of Privacy Impact Assessment:	n/a

This policy covers the period academic year ~~2024/25~~ to academic year ~~2025/26~~.For all our up-to-date policies, please visit the Policy homepage on our [website](#).

Accessible versions of this policy are available upon request.

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Commented [EB2]: Change to correct format

Commented [EB3]: IS this a yearly reviewed policy or will this cover 3 year period?

### Policy Summary

Overview	This policy is required to set out a regional approach to distribution of student support funds for Inverness College UHI and all academic partners in the University of the Highlands and Islands.
Purpose	The policy will provide a framework for a consistent and coherent methodology for the awarding of student support funds.
Scope	This policy applies to all academic partners.
Consultation	This policy was formulated by a Policy Ownership Group, made up of practitioners from across the University of the Highlands and Islands network. Endorsement was received from Partnership Council, before the policy went through local consultation and approval by College Boards of Management and Finance and General Purpose Committee.
Implementation and Monitoring	Academic partners will be responsible for implementing and monitoring the policy. Analysis will be carried out of the policy's impact by staff from the Vice-Principal for Further Education's office.
Risk Implications	The policy reduces risk for the University and academic partners by creating a streamlined process and reinforcing the existing staff community of practice.  Students will also benefit from a consistent approach across all partners.
Link with Strategy	This policy is linked to the Regional Outcome Agreement.
Impact Assessment	Equality Impact Assessment: <del>February 2021 – No further action required.</del> <u>December 2024</u>
	Privacy Impact Assessment: n/a

## 1. Policy Statement

- 1.1 The purpose of this policy is to outline the principles underpinning the College's process of assessing and distributing Student Support Funds. The overarching aim of this policy is to ensure that as many eligible students as possible have access to funds within allocated budgets.
- 1.2 Funds are distributed in compliance with the funding regulations as determined by the Scottish Funding Council and Student Awards Agency Scotland. Where discretion is given to the College to determine eligibility, this policy and the separate ~~Inverness College~~ UHI [Inverness](#) Student Support Funds Procedure specifies the rationale applied.

## 2. Definitions

- 2.1 Scottish Funding Council ("SFC") - SFC is the national, strategic body that is responsible for funding teaching and learning provision, research and other activities in Scotland's Colleges and universities. SFC gives funding to Colleges and universities with guidance on how the funds should be distributed to students.
- 2.2 Student Awards Agency Scotland ("SAAS") – SAAS is an agency of the Scottish Government giving financial support to eligible students doing a course of higher education in the UK. SAAS provides the University of the Highlands and Islands with funds and guidance for distribution of the Higher Education Discretionary Fund.
- 2.3 For the purposes of this policy, the following terms will be used:
- 2.3.1 The Further Education Bursary will be referred to as the "Bursary Fund".
- 2.3.2 The Educational Maintenance Allowance will be referred to as the "EMA".
- 2.3.3 The College and University Childcare Funds will be referred to the "Childcare Funds".
- 2.3.4 The Further Education Discretionary Fund will be referred to as the "FE Discretionary Fund".
- 2.3.5 The Higher Education Discretionary Fund will be referred to the "HE Discretionary Fund".
- 2.4 Further Education courses are normally up to and including Level 6 on the [SCQF Framework](#). Higher Education courses are normally Level 7 and above.

Field Code Changed

## 3. Purpose

- 3.1 The College will utilise the current guidance to ensure fair distribution of the Student Support Funds.
- 3.2 The College aims to distribute Student Support Funds within the conditions of the respective national policies in a fair and consistent manner to assist students who demonstrate financial need. The College undertakes to maximise the use of available funds to ensure as many students as possible benefit through the qualifying criteria.
- 3.3 **Bursary Fund**
- 3.3.1 As defined in the current SFC guidelines, available [here](#), the Bursary Fund may be offered where the student and their course meets eligibility criteria. There is no automatic entitlement to the Bursary Fund, even where eligibility is established.
- 3.3.2 The Bursary Fund constitutes the following:
- Maintenance Allowance
  - Dependant Allowance
  - Study Expense Allowance

Field Code Changed

- Travel Expense Allowance
- Additional Support Needs for Learning Allowance

3.3.3 Maintenance Allowance: the College follows the SFC guidance for this element.

3.3.4 Dependant Allowance: the College follows the SFC guidance for this element.

3.3.5 Study Expense Allowance: the College follows the SFC guidance for this element.

3.3.6 Travel Expense Allowance

- The College will determine the most appropriate and cost-effective route or mode of transport for Travel Expense Allowance.
- Travel expenses will only be paid for students residing 3 miles or more from the College.

3.3.7 Additional Support Needs for Learning Allowance: the College follows the SFC guidance for this element.

3.3.8 The attendance criteria for the Bursary Fund is based on the current SFC guidance. Where the guidance calls for institutional discretion to be applied, the process to be followed is agreed regionally and is available in the Attendance and Engagement Appendix.

#### 3.4 EMA

As defined in the current SFC guidelines, available [here](#), the EMA provides a weekly term time allowance for students normally aged 16-19 years old inclusive from low income households who are studying non-advanced courses.

3.4.1 The College follows the current SFC guidance.

3.4.2 The attendance criteria for EMA is based on the current SFC guidance. Where the guidance calls for institutional discretion to be applied, the process to be followed is agreed regionally and is available in the Attendance and Engagement Appendix.

#### 3.5 Childcare Funds (Further and Higher Education)

As defined in the current national policy and guidelines, available [here](#), Childcare Funds consist of two elements to help pay for formal or registered childcare expenses: the Lone Parents Childcare Grant and the Discretionary Childcare Funds.

3.5.1 The College follows the current national policy and guidelines for Childcare Funds.

3.5.2 The College may identify certain groups as priority for allocation of the Discretionary Childcare Funds element, based on assessment of need.

#### 3.6 FE Discretionary Fund

As defined in the current [SFC guidelines](#), the FE Discretionary Fund is "primarily for emergency use and instances of financial hardship".

3.6.1 The College follows the current guidance, available above.

3.6.2 The College distributes FE Discretionary Funds within allocated budgets in response to student need and circumstances.

3.6.3 The FE Discretionary Fund has priority areas including, but not limited to:

- Housing and accommodation costs
- Emergency aid for unforeseen and unmanageable circumstances

Field Code Changed

Field Code Changed

- Students at risk of financial hardship due to substantially higher-than-average utility costs

### 3.7 HE Discretionary Fund

As defined in the current [SAAS guidelines](#), the HE Discretionary Fund is intended to “provide non-repayable assistance for students in financial difficulties in order for them to access and/or continue in Higher Education”.

Field Code Changed

- 3.7.1 The College follows the current guidance, available above.
- 3.7.2 The College distributes HE Discretionary Funds within allocated budgets in response to student need and circumstances.
- 3.7.3 The HE Discretionary Fund has priority areas including, but not limited to:
  - Housing and accommodation costs
  - Students experiencing excessive travel costs, e.g. where the journey is greater than a reasonable commute
  - Childcare costs for part-time HE courses
  - Emergency aid for unforeseen and unmanageable circumstances
  - Students at risk of financial hardship due to substantially higher-than-average utility costs

### 3.8 Supporting Evidence

- 3.8.1 Students applying for financial support are required to produce documentary evidence in support of their application before an award can be considered.
- 3.8.2 Exception may be made for care experienced students and young estranged students who may encounter difficulty in providing documentation in support of their application, which could create or exacerbate financial hardship. In this case, confirmation of the student’s circumstances from a third party agency such as the local authority Social Work department will be accepted in place of the normal supporting documentation.

### 3.9 Eligibility

- 3.9.1 Eligibility criteria are in line with the relevant guidance/policy for each fund.
- 3.9.2 In addition, all applicants for student financial support will be checked for any outstanding debt to the College. Students with outstanding debt will be required to enter into a repayment agreement before additional funds will be released.
- 3.9.3 Where a student’s experiences an unforeseeable or unavoidable change to their circumstances during an academic year, the College may re-assess the student as appropriate.

### 3.10 Appeals (Informal and Formal)

- 3.10.1 Students are entitled to raise concerns related to the application of this policy and awarding of student support funds.
- 3.10.2 In the first instance, students should raise their concerns with College staff responsible for student support funds administration.
- 3.10.3 Should this not resolve the concerns; the student will be able to escalate the issue by means of an impartial review.
- 3.10.4 Further information is available in the accompanying Student Support Funds Procedures.

## 4. Scope

- 4.1 Financial support may only be offered if both the student and their course are eligible for support.

## 5. Exceptions

- 5.1 The policy identifies areas of discretion for Colleges and sets out priority areas for support. Ultimate authority for awarding of discretionary funds rests with the College, and decisions will be made in line with the policy and/or guidelines issued by SFC or SAAS.
- 5.2 As per the Education (Access Funds) (Scotland) Determination there are different arrangements for students living in the local authority areas of Orkney Islands and Shetland Islands. These students should contact the College at which they intend to study for further information.

## 6. Notification

- 6.1 Staff members engaging with Student Support Funds should be familiar with this policy and all relevant SFC/SAAS policies.
- 6.2 Annual changes to SFC/SAAS policies will be cascaded to staff by line managers and hyperlinks in the policy updated to reflect the most recent guidance.
- 6.3 Any changes in SFC/SAAS policy or national legislation will be reflected in this policy.
- 6.4 The policy will be publicly available on the College's website, along with other current policies.

## 7. Roles and Responsibilities

- 7.1 The ~~Assistant Principal – Finance & Audit~~ [Director of Finance & Estates](#) has overall responsibility for the implementation of this policy and the management of Student Support Funds.
- 7.2 The ~~Assistant Principal – Finance & Audit~~ [Director of Finance & Estates](#) is responsible for the approval of FE Discretionary Funds and HE Discretionary Funds.
- 7.3 The staff administering Student Support Funds are responsible for ensuring up-to-date local policies and SFC/SAAS guidance is followed.
- 7.4 The Admissions, [Enrolment](#) and ~~Student Funding~~ [Manager/Team Leader](#) is responsible for ensuring that all enrolled students receiving EMA support have a signed Learning Agreement.
- 7.5 The Admissions, [Enrolment](#) and ~~Student Funding~~ [Manager/Team Leader](#) is responsible for ensuring that student attendance information is passed to the [Funding Officers/SITS office](#) for recording on the College SITS system to satisfy the conditions of the relevant Student Support Fund award.
- 7.6 Students are responsible for informing the College of changes to their circumstances, including voluntary withdrawal from a course.

## 8. Related Policies, Procedures, Guidelines and Other Resources

- 8.1 This policy should be read in conjunction with SFC and SAAS policies and guidance. Links are provided above in Section 3.
- 8.2 Student Support Funds Procedures.
- 8.3 Student Support Funds Attendance and Engagement Appendix
- 8.4 Further Education Fee Waiver Policy.
- 8.5 [University of the Highlands and Islands Hardship Group Guidance](#)

Field Code Changed

Inverness College is known as UHI Inverness  
University of the Highlands and Islands

Student Support Funds Policy

- 8.6 [University of the Highlands and Islands Funding webpage](#)  
8.7 [Scottish Funding Council \(SFC\) website](#)  
8.7 [Student Awards Agency Scotland \(SAAS\) website](#)

## 9. Version Control and Change History

Version	Date	Endorsed by	Amendment(s)	Author
0	Nov 2018	Partnership Council	New single policy.	Student Support Funds Policy Ownership Group
1	Feb 2021	Partnership Council	Formatting changes and grammar corrections; 3.8.2: 'young estranged students' added; 3.10: Clarity added around informal steps before formal process initiated; 7.5: made more generic for local contextualisation.	Student Support Funds Policy Ownership Group
2	October 2023	TBC	Updated Links	Sheree Grant (Admissions and Funding Manager UHI Inverness)
3	<a href="#">Nov 2024</a>	<a href="#">PPRP</a>	<a href="#">Updated Links</a>	<a href="#">Sheree Grant Admissions, Enrolment and Funding Manager</a>
4				

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## University of the Highlands and Islands

### Student Support Funds Policy: Attendance Appendix

#### 1. Overview

1.1 This appendix sets out the regional approach for Further Education funding attendance requirements. The guidance will be used by all colleges in the UHI partnership to ensure parity of experience for students and to limit risk for colleges.

1.2 The guidance below is based on Scottish Funding Council (SFC) [guidance](#), and adds further information for the areas where there is discretion available. The appendix fulfils the SFC [Fund Management and Audit Information](#) requirement that colleges should:

- Implement their own rules for measuring satisfactory attendance, participation and engagement
- Produce their own guidance for authorised absence
- Operate these rules and guidance consistently across the college

1.3 Attendance can be a critical part of being a student and courses are designed on the principle of students attending all classes. Attendance, punctuality and personal timekeeping are valuable transferable skills for progression in academic studies or for employment.

#### 2. Guidance

2.1 The expectation set out by the SFC is for students to attend all their classes; this will be assessed through attendance monitoring. Student attendance will be expressed as a percentage of the overall classes attended.

2.2 Examples of authorised absences identified by SFC include, but are not limited to:

- Self-certificated absence because of illness. Medical certificates should normally be submitted for illnesses lasting for more than five working days.
- Religious holidays (but not other holidays).
- Work experience placements.
- Tutor agreed exam preparation.
- Attendance at children's hearing, court, meeting related to caring responsibilities or care needs, etc.
- Unexpected caring responsibilities, either for the student's child(ren) or an adult dependant, such as the illness of a child or dependant.
- Severe weather and transport breakdown.
- Attendance at a family funeral.
- Medical or dental appointments for either the student, or a child or adult who is dependent on the student. This can include non-emergency appointments if these cannot be arranged outside college hours, although every effort should be made to avoid clashes with classes.
- Fulfilment of an official position e.g. HISA representation
- Jury duty

As soon as a student becomes aware of an absence from the criteria above they should inform relevant staff via the College's official absence reporting processes.

Levels and patterns of authorised absences will be monitored to ensure the system is not abused.

2.3 Any absence that is not considered a valid authorised absence will be recorded as an unauthorised absence.

## 2.4 Attendance Thresholds

- 2.4.1 Students should aim to attend 100% of their scheduled activity. Both authorised and unauthorised absences will affect a student's attendance percentage.
- 2.4.2 The reporting period is the duration over which attendance is calculated. The payment schedules are the frequency that payments are made for different types of support fund.
- 2.4.3 If attendance falls below 100% of scheduled activity for the reporting period local informal interventions may be used to engage with students in order to reinforce the benefits of attendance and help improve it.
- 2.4.4 If attendance falls below 85% of scheduled activity for the reporting period formal interventions will commence.

2.5 Where students have failed to maintain the required attendance threshold set out above, staff will consider whether the student has taken reasonable steps to engage with their studies.

Examples of appropriate student engagement include, but are not limited to:

- Maintaining contact with relevant college staff, explaining the reasons for absence and the steps they are taking to engage with their studies.
- Keeping up to date with learning by obtaining lecture notes, online resources or other learning materials from college staff.
- Demonstrating that they have engaged in independent study to keep up to date with their learning.
- Handing in assignments or classwork in a timely fashion, unless there are mitigating factors.
- Continuing to meet their learning objectives.
- Engaging with the college in any other way which demonstrates that they are continuing to participate in their studies.

## 3. Attendance and Engagement Support Procedures

### Stage 1

3.1 Students falling below the attendance threshold set out in 2.4 and not maintaining appropriate engagement will be contacted by staff in order to discuss strategies for improving attendance. Local systems can be used to inform this engagement. Students will be able to confidentially disclose any barriers to attendance or engagement they may be experiencing.

3.2 Students will be informed that should their attendance not improve and they are not meeting engagement requirements they are at risk of having student support funds they are eligible for reduced or withdrawn, and any overpayments reclaimed. An agreed timeframe for improvement and the student's understanding will be recorded on local systems, along with any evidence from Learner Support and Academic staff regarding attendance and engagement.

3.3 Students who do not participate in the Stage 1 process will have their funding withdrawn, and any overpayments reclaimed, if they are not achieving appropriate engagement and will be required to arrange a meeting with the appropriate members of staff in order to discuss having their funding reinstated.

### Stage 2

3.4 If attendance does not improve, or improves and then declines within the same academic year, the student will be required to attend a formal meeting and agree an Attendance and Engagement Support Plan with staff.

3.5 Students who do not participate in the Stage 2 process will have their funding withdrawn, and any overpayments reclaimed, where they are not achieving appropriate engagement and will be

required to arrange a meeting with the appropriate members of staff in order to discuss having their funding reinstated.

### Stage 3

3.5 Students who have been through Stages 1 and 2 will not be invited to attend another meeting within the same academic year if issues continue or reoccur. **Instead, withdrawal or reduction of student support funds may initiate immediately if they are not achieving appropriate engagement.** The onus will then be on the student to engage with staff in order to agree a plan for improving attendance and engagement.

### Personal Learning Support Plans (PLSPs)

3.6 Where a student has complex circumstances or health issues (including mental health issues) which may impact on their attendance, the College may exercise particular flexibility with regards to attendance. The College will agree attendance and participation plans directly with the student in these circumstances and this will be reflected in the student's PLSP.

PLSPs are created in partnership with a student in response to a disclosed need. Attendance may form part of the PLSP, but issues around attendance alone would not justify the creation of a PLSP. There is local support available for students to access if they have concerns around how their personal circumstances may be affecting attendance and engagement. For further information, the local Student Support team should be contacted and the Learner Support Policy consulted.

### Legislative Responsibilities

3.7 All colleges in the UHI partnership have due regard to equalities legislation and the Children and Young People (Scotland) Act 2014 when considering the position of students with protected characteristics and care experienced students. Colleges may exercise increased flexibility when considering attendance issues for groups of students impacted by this legislation (for example Care Experienced students, Disabled students, Student Parents and those on Maternity/Paternity/Adoption leave). In addition, colleges will be mindful of their corporate parenting responsibilities under the Children and Young People (Scotland) Act 2014.

## 4. Monitoring and Changes to SFC Guidance

4.1 Colleges will utilise local means of monitoring and reporting on attendance. This information will be used as appropriate for regional level reporting and analysis.

4.2 Annual changes to SFC policy will be considered by the Student Support Funds Policy Ownership Group and any necessary amendments made to the Attendance and Engagement Appendix.

Policy/Procedure/Strategy: UHI Student Support Funds

Author/Owner: Admissions, Enrolment & Funding Manager

Signature: Sheree Grant

Review Due: December 2027

Department/Section: Admissions and Funding

Date of Assessment: December 2024

Date: 12<sup>th</sup> December 2024

### Step 1

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

Standardised University of the Highlands and Islands tertiary Student Support Funds Policy. The aim of the policy is to provide a consistent entitlement to Student Support Funds across all UHI partners.

- New
- Revised
- Existing

Who will be affected?	Who will be consulted?	Evidence available:
All students in receipt of Student Support Funds	- Academic Partner Local Staff Consultation including relevant staff and student groups - HISA Local Student Representatives	Email evidence available from Single Policy Environment Project Manager on practitioner engagement process. Partners will lead on the local engagement and consultation processes.

### Step 2

Potential Positive/Negative/Neutral Impact Identified. <b>P, N, N/I</b>	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

Step 3

Sustainability	N/I
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Step 4

No Action to be taken

**Ongoing monitoring of the student support fund use. Feedback to be collected from student surveys and complaints to allow for ongoing monitoring of the policy impact.**

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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## Further Education Fee Waiver Policy

PL/CS/2023/005

Lead Officer (Post):	Director of Finance <del>&amp; Estates</del>
Responsible Office/ Department:	Finance
Responsible Committee:	Finance & General Purposes Committee
Review Officer (Post):	<del>Finance Manager</del> Accountant
Date policy last reviewed and updated:	03/10/2023
Date policy due for review:	01/10/2024
Date policy last reviewed and updated:	16/08/2023
Date policy approved:	03/10/2023
Date of Equality Impact Assessment:	August 2023

This policy covers the 202~~53~~-2~~64~~ academic year.

For all our up-to-date policies, please visit our website [UHI Inverness](https://www.uhi.ac.uk).

Accessible versions of this policy are available upon request.

Policy Summary

Overview	This policy is required to set out a regional approach to Further Education Fee Waivers for <del>Inverness College</del> UHI <u>Inverness</u> and all academic partners in UHI.
Purpose	The policy will provide a framework for a consistent and coherent methodology for the awarding of Scottish Funding Council and discretionary fee waivers for further education courses.
Scope	This policy applies to all academic partners who run further education courses.
Consultation	This policy was developed by a Policy Ownership Group, made up of practitioners from across UHI. Endorsement was received from Partnership Council, before the policy went through local consultation and approval by college Boards of Management.
Implementation and Monitoring	Academic partners will be responsible for implementing and monitoring the policy.
Risk Implications	The policy reduces risk for the university and partners by creating a streamlined process and a community of practice for staff. Students will also benefit from a consistent approach across all partners.
Link with Strategy	Links with our obligations under the Regional Outcome Agreement.
Impact Assessment	Equality Impact Assessment: Assessed – No further action to be taken.
	Privacy Impact Assessment: n/a

## 1. Policy Statement

- 1.1 This document sets out the policy for the awarding of further education fee waivers in ~~Inverness College~~ UHI Inverness. This policy refers to Scottish Funding Council policy and guidelines on fee waivers, which is reviewed annually. A position is also set out for the awarding of discretionary fee waivers from a college's individual budget.

## 2. Definitions

- 2.1 Scottish Funding Council ("SFC"): SFC is the national, strategic body that is responsible for funding teaching and learning provision, research and other activities in Scotland's colleges and universities. SFC provides funding that colleges can claim for fee waivers.
- 2.2 Fee waiver: Some students will be able to access a fee waiver, which means they will not have to pay their own course fees. Eligibility for a fee waiver will be assessed at the start of the course, and the student may be required to produce evidence to support their application.

## 3. Purpose

- 3.1 This policy sets out a robust and transparent framework for the awarding further education course fee waivers ~~at~~ in ~~Inverness College~~ UHI Inverness.
- 3.2 The policy will create an equality of experience for students across the partnership, whilst allowing individual colleges the flexibility to respond to local needs.

### 3.3 SFC Funded Fee Waivers

The core of this policy is based on the SFC Fee Waiver Policy, associated annexes and appendices. The current SFC Fee Waiver Policy can be accessed on the UHI Inverness website here. The majority of fee waivers will be approved by the college and funded by SFC.

### 3.4 Discretionary Fee Waivers

Students attending UHI will have a parity of experience through the use of SFC fee waivers. Under exceptional circumstances and subject to individual budgets, colleges have the power to award discretionary fee waivers and for the college to pay the course fees.

3.4.1 Categories of Discretionary Fee Waivers include but are not limited to:

- Staff development, where a course is an essential part of an approved staff development plan;
- Where the college stipulates compulsory completion of an additional qualification as part of the main course;
- Exceptional requirements, where college senior management identify a local benefit to use of Discretionary Fee Waivers (being cognisant of 3.4.3).

3.4.2 Colleges should endeavour to create parity of experiences for students across the region through their use of discretionary fee waivers.

3.4.3 Due consideration should be given to the impact of discretionary fee waiver usage on other colleges in UHI.

### 3.5 SVQs

3.5.1 Students undertaking a part-time SVQ as a condition of their employment will not be awarded a fee waiver. In these circumstances, the employer is normally expected to meet the cost of the fees.

3.5.2 Students undertaking a SVQ where it is not a condition of their employment may be eligible for a fee waiver dependent on the course and their personal circumstances.

3.5.3 For students undertaking a part-time SVQ regardless of whether it is a condition of employment, their eligibility for fee waivers on additional courses will be assessed according to the current SFC Fee Waiver Policy, associated annexes and appendices.

## 4. Scope

4.1 This Policy applies to all applicants for further education courses (full-time and part-time), except for the courses set out in Section 5 below.

4.2 Applicants for higher education courses should refer to the [Higher Education Fees Policy](#). Higher education courses are normally Level 7 and above on the [SCQF Framework](#).

## 5. Exceptions

5.1 Courses outwith the scope of this policy are:

- Any non-credit bearing leisure courses, designed for hobby or personal interest
- All commercial courses, designed and delivered for a particular business/industry

5.2 Please refer to the accompanying Fee Waiver Procedures and eligibility flowchart for further information.

## 6. Notification

6.1 Staff engaging with fee waivers should be familiar with this policy and all relevant SFC policies.

6.2 Annual changes to SFC policies will be cascaded to staff by line managers and hyperlinks in the policy updated to reflect the most recent guidance.

6.3 Any changes in SFC policy or national legislation will be reflected in this policy.

6.4 The policy will be publicly available on the ~~in Inverness College~~ UHI ~~Inverness's~~ website, along with other current policies.

## 7. Roles and Responsibilities

7.1 The College's most senior financial officer has overall responsibility for the implementation of this policy and the management of fee waivers, including the approval of discretionary fee waivers.

7.2 Staff administering fee waivers are responsible for ensuring up-to-date SFC guidance is followed.

## 8. Legislative Framework

[Further and Higher Education \(Scotland\) Act 2005](#)

[Equality Act 2010](#)

[Scottish Government: Costs of Learning Student Funding Guide](#)

## 9. Related Policies, Procedures, Guidelines and Other Resources

- 9.1 This policy should be read in conjunction with SFC Fee Waiver policies and guidance. The up-to-date information can be accessed [on the UHI Inverness website. here-](#)
- 9.2 UHI Further Education Fee Waiver Procedures
- 9.3 UHI Further Education Student Funding Support Policy
- 9.4 [UHI Higher Education Fees Policy](#)
- 9.5 UHI Further Education Fees Policy (Forthcoming)

## 10. Other Conditions

10.1 The burden of proof is on the student to satisfy the college with evidence of the eligibility of their status. If the circumstances of the student change during the course so that the student becomes eligible for a part-time fee waiver when they were not previously, the college can (at their discretion) claim back the full fee from SFC and reimburse the student. The change must occur and be reported to the college by the student before the 'required date', which for AY 202~~53~~-264 is:

- For courses of 20 weeks or less: the date where 25% of the length of course has elapsed; and
- For courses of more than 20 weeks: 5 weeks after the course start date.

10.2 Please refer to SFC's [Credit Guidance](#) ~~Credit Guidance~~-AY 202~~53~~-264 for more information.

10.3 Changes to student circumstances occurring after this date cannot be claimed back from SFC. However, colleges are free to use their own discretion with college funds.

10.4 There is no upper or lower age limit on a student's eligibility for a fee waiver.

10.5 The college will be able to apply a fee waiver in respect of students who satisfy the eligibility rules for the course (as defined in the Credit Guidance), where the college is claiming credits for their activity in the current AY.

10.6 With the exception of any fee waivers for state school pupils who are undertaking college activities that form part of their school-based curriculum, additional part-time activity over and above full-time study will not be eligible for a fee waiver, although it may be eligible for credits (to determine if additional part-time activity is eligible, please refer to the Credit Guidance).

10.7 Students taking two or more part-time courses will be eligible for a maximum of one full-time fee waiver. The maximum amounts claimable for each student will be:

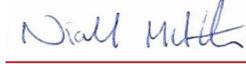
- The FE fee (£1,008 in AY 2023-24) for students taking FE courses.
- The FE fee (£1,008 in AY 2023-24) for students taking a mix of FE and part-time HE courses.
- The HE fee (£1,285 in AY 2023-24) for students taking part-time HE courses - fee waivers should not be claimed for full-time HE courses, as these are funded through [Student Awards Agency Scotland \(SAAS\)](#).

## 11. Version Control and Change History

Version	Date	Endorsed by	Amendment(s)	Author
0	May 2018	Partnership Council	New single policy	Fee Waiver Policy Ownership Group
1	March 2021	Partnership Council	Various formatting and grammatical changes through policy; 2.1: Clarity added around source of funding; 2.2: New definition added; 3.3: 'approved by college added'; 3.4: ' for the college to pay the course fees' added; 3.4.1: changes to three bullet points for clarity, including removal of 'significant' and addition of '(being cognisant of 3.4.3)' in third bullet point; 3.5: New section added bringing SVQs into scope of policy; 5.1: SVQs removed from exceptions, and additional information added to other exceptions; 7.3: section removed. 9.4 and 9.5: Removed Access and Inclusion Strategy and added HE Fees Policy and FE Fees Policy.	Fee Waiver Policy Ownership Group
2	June 2022	UHI Inverness	SFC link updated for academic year 2022-23.	Review Officer
3	August 2023	UHI Inverness	SFC link updated for academic year 2023-24. Section 10 Other conditions added – from 10.1 to 10.7.	Finance team

Policy/Procedure/Strategy: UHI FE Fee Waiver Policy

Author/Owner: Director of Finance & Estates

Signature: 

Review Due:

Department/Section: Finance

Date of Assessment: 19 May 2025

Date: 19 May 2025

## Step 1

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

To provide a consistent entitlement to FE fee waivers across all UHI Partners.

Who will be affected?

Who will be consulted?

Evidence available:

<u>All students in receipt of FE course fee waivers.</u>	<u>EMT</u>	<u>In line with current best practice across similar organisations and UHI partners.</u>
----------------------------------------------------------	------------	------------------------------------------------------------------------------------------

## Step 2

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

### Step 3

Sustainability	<a href="#">N/I</a>
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### 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

# UHI | INVERNESS

## MATERNITY & PARENTING LEAVE POLICY REFERENCE PL/HR/2024/001

Policy Owner	Vice Principal – <a href="#">Curriculum</a> , Operations and External Relations
Lead Officer	Head of HR
Review Officer	HR Business Partner
Date first approved by BoM	9 June 2008
First Review Date	26 March 2012
Date review approved by BoM	30 April 2020
Next Review Date	April 2023
Equality impact assessment	11 April 2012, 3 February 2017
Further information (where relevant)	

Reviewer	Date	Review Action/Impact
HR Manager	09/06/2008	Review approved by BoM
HR Manager	26/03/2012	Review approved by BoM
HR Manager	28/03/2017	Review approved by BoM
HR Manager	30/04/2020	Review approved by BoM

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**Commented [EB1]:** Update once track changes accepted

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## 1. Policy Statement

UHI Inverness recognises the importance of a positive approach to ensuring that, as far as reasonably practicable, employees are able to combine their career and family responsibilities, maintaining a healthy work-life balance. This will assist UHI Inverness in operating effectively through retaining a valued subset of the workforce, providing the necessary support to employees and ensuring that all employees are treated in a consistent and fair manner and in accordance with relevant legislation.

This policy sets out the arrangements for:

- Maternity leave and pay
- Adoption leave and pay
- Paternity leave and pay
- Fertility leave and pay
- [Shared parental leave and pay](#)
- [Neonatal leave and pay](#)

UHI Inverness is committed to supporting and maintaining a family-friendly environment that encourages individuals in their ongoing contribution to the organisation whilst supporting or starting a family.

The aim of this policy, and the supporting procedures, is to provide employees, line managers and HR staff with important information regarding:

- Working whilst pregnant.
- Eligibility and applying for maternity or other forms of parenting leave.
- What happens during maternity or other parenting leave.
- The assistance available.
- Rights regarding returning to work.
- Requests for Fertility Leave.

In addition, this policy aims to ensure consistency of approach in line with employment legislation and UHI Inverness' commitment to good employment practices.

## 2. Legislative framework/related policies

- The Employment Relations Act 1999
- The Maternity and Parental Leave (Amendment) Regulations 2002
- Additional Statutory Paternity Pay (weekly rates) Regulations 2010
- [Additional Paternity Leave Regulations 2010](#)
- [The Paternity Leave \(Amendment\) Regulations 2024](#)
- Shared Parental Leave Regulations 2014
- Parental Bereavement Leave Regulations 2020
- The Employment Act 2002
- The Employment Rights Act 1996
- The Equality Act 2010
- [UHI Inverness Special Leave Policy and Procedure](#)
- [The Neonatal Care \(Leave and Pay\) Act 2023](#)

Any circular which is issued under the provisions of the National Joint Negotiating Committee (NJNC) is binding on Inverness College UHI as a signatory of the National Recognition and Procedures Agreement.

## 3. Scope

This policy applies to all staff employed at UHI Inverness who qualify under the various eligibility criteria for the different types of parenting leave, as outlined in the Maternity & Parenting Leave Procedure.

## 4. Definitions

Type of Leave	Definition
Maternity Leave	A period of absence from work granted to a mother before and after the birth of her child.
Adoption Leave	A period of absence from work granted to a primary adopter before and after the adoption of their child.
Shared Parental Leave	Allows birth mothers to share a portion of maternity leave with their partners to care for a child from two weeks after birth until their first birthday.
Paternity Leave	A period of absence from work granted to a biological/adoptive father after or shortly before the birth of their child.

<a href="#">Neonatal Care Leave</a>	<a href="#">Allows parents up to 12 weeks leave to support employees whose baby is receiving, or has received, neonatal care within the first 28 days of birth and care has continued for a period of 7 consecutive days.</a>
Ordinary Parental Leave	Up to 18 weeks unpaid leave from work per child until the child is 18, up to a maximum of 4 weeks per year.
Fertility Leave	Paid time off to undergo fertility treatment.
KIT/SPLIT	"Keeping in Touch" Days or "Shared Parental Leave in Touch" Days.

## 5. Responsibilities

### 5.1. Human Resources (HR)

- Provide advice, guidance and support to managers and staff on parenting leave eligibility, application process, support available and return to work.
- Process applications for parenting leave, confirming eligibility to staff within a timely manner.
- Notify payroll of parental leave arrangements in a timely manner.
- Process KIT/SPLIT forms submitted following parenting leave, notifying payroll of hours to be paid.
- Enter parenting leave absences in the HR system to ensure accurate recording.

### 5.2. Line Managers

- Discuss with staff their plans to take parenting leave, negotiating dates for periods of leave where necessary and applicable and maintaining a supportive and family-friendly approach to requests.
- Implement risk assessment protocols and recommendations for pregnant employees.
- Refer pregnant employees to Occupational Health (OH) as required, where pregnancy is affecting attendance or performance at work.
- Progress OH recommendations as required for pregnant employees.
- Review and sign applications for parenting leave, before submitting to HR for processing.
- Maintain contact with employees during periods of parenting leave, ensuring they are kept informed of organisational updates or changes, particularly those affecting their contract of employment (e.g., staff consultation and national bargaining), or in relation to health & safety, or security.
- Respond to staff requests to take KIT/SPLIT Days.
- Review and sign KIT/SPLIT forms, submitting to HR once approved.
- Liaise with staff around return-to-work arrangements, ensuring HR are kept informed in advance of any return to work.

### 5.3. Staff

- Read this policy and associated procedure thoroughly prior to applying for a period of parenting leave.
- Follow notification requirements for parenting leave.
- Complete the appropriate form(s) when applying for parenting leave, submitting to the line manager for review in line with notification timescales.
- Complete pregnancy risk assessment, as applicable, in conjunction with the Health & Safety Manager.
- Agree arrangements for keeping in contact with line manager during periods of parenting leave.
- Follow notification requirements for amending leave dates or ending a period of leave early.
- Liaise with line manager about KIT/SPLIT days to be worked.
- Record KIT/SPLIT Days worked on the appropriate form, submitting to the line manager in a timely manner.

### 6. Compliance

This policy and associated procedure must be complied with and will be audited regularly with reports going to the appropriate committees.

This document is compliant with the statutory provisions outlined in the Maternity, Adoption, Ordinary Parental Leave and Shared Parental Leave Regulations as detailed in the 'Legislative framework/related policies' above.

### 7. Monitoring

Each College policy will be monitored, and its implementation evaluated. Appropriate procedures for monitoring and evaluation are the responsibility of the lead officer. These procedures will be subject to audit by the Quality Unit.

The following maternity or adoption Performance Indicators will be used to monitor implementation:

- Quarterly reporting of numbers of employees on maternity, paternity, fertility or adoption leave with associated data analysis.
- Utilisation of 'Keeping in Touch' Days.
- Average number of sick days per employee.
- Breakdowns will be by department.

### **8. Review**

This policy will be reviewed on a 3 yearly basis to ensure currency of content, or sooner if legislative change requires, and will be amended as a result of any agreed changes to the terms and conditions of academic and/or support staff as a result of agreements reached at National Joint Negotiating Committee.

Policy/Procedure/Strategy: Maternity & Parenting Leave policy

Author/Owner: Nicola Quinn/ Claire Barnett

Signature: 

Review Due: December 2026

Department/Section: Human Resources

Date of Assessment: February 2025

Date: 26/02/2025

## Step 1

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

UHI Inverness recognises the importance of a positive approach to ensuring that, as far as reasonably practicable, employees are able to combine their career and family responsibilities, maintaining a healthy work-life balance. This will assist UHI Inverness in operating effectively through retaining a valued subset of the workforce, providing the necessary support to employees and ensuring that all employees are treated in a consistent and fair manner and in accordance with relevant legislation.

This policy sets out the arrangements for:

- Maternity leave and pay
- Adoption leave and pay
- Paternity leave and pay
- Fertility leave and pay
- Shared parental leave and pay

It has been updated to include arrangements for Neonatal leave and pay, along with two additional legislative changes:

- The Paternity Leave (Amendment) Regulations 2024
- The Neonatal Care (Leave and Pay) Act 2023

Who will be affected?	Who will be consulted?	Evidence available:
This policy applies to all staff at UHI Inverness.	<ul style="list-style-type: none"> <li>• All staff at UHI Inverness.</li> <li>• 3 recognised Trade Unions – EIS, UNISON and GMB.</li> <li>• UHI Inverness’s EMT and Board of Management.</li> </ul>	

Potential Positive/Negative/Neutral Impact Identified. <b>P, N, N/I</b>	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	P	N/I	N/I	P	N/I
Advancing Equality of Opportunity	N/I	N/I	N/I	N/I	P	N/I	N/I	P	N/I
Promoting Good Relations.	N/I	N/I	N/I	P	P	N/I	N/I	P	N/I

### Step 3

Sustainability	Neutral Impact.
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### Step 4

No further 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

# UHI | INVERNESS

## STAFF DISCIPLINARY POLICY

**REFERENCE: (will be inserted by Quality)**

Lead Officer	Vice Principal – Curriculum, Operations & External Relations
Review Officer	Head of Human Resource
Date first approved by BoM	
First Review Date	
Date review approved by BoM	
Next Review Date	
Equality impact assessment	May 2025
Further information (where relevant)	National Policy which replaces local UHI Inverness Staff Disciplinary Policy.

Reviewer	Date	Review Action/Impact
HOHR	May 25	National Policy reviewed and related policies added.

Guidance,  
Empowering, Principles,  
Trade Unions  
National Bargaining,  
Scope,  
Employee Relations  
Resilient,  
Flexible, Staff Development  
Values, Fairness  
Communication, Purpose,  
Policies, Trust, Review,

**National Disciplinary Policy**  
**Effective from 1 August 2025**

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## 1. Introduction

This policy is designed to help and encourage all employees to achieve and maintain appropriate standards of behaviour and conduct for their, and their colleagues' safety and well-being. The policy provides a framework for dealing with potential misconduct with the focus on encouraging an employee whose conduct is unsatisfactory to improve.

The policy will be applied consistently and fairly to all employees, based on the circumstances of their case. Every case will be dealt with in a fair, transparent, reasonable, equitable and supportive way. This approach should allow employees to feel confident to have open and frank conversations with their manager if there is a concern, rather than fearing blame or repercussions. All disciplinary matters will be dealt in a sensitive and respectful manner, with the confidentiality of those involved maintained.

This policy should be read in conjunction with the model Disciplinary Procedure to fully understand the whole disciplinary process that provides a framework and minimum standards for the colleges to follow.

This policy was developed in partnership and agreement with the College Employers Scotland representatives and recognised trade unions. This policy and model procedure will be reviewed one year from launch date and thereafter every three years or earlier if required under legislative changes.

## 2. Scope

This policy applies to all employees.

In the event of an alleged disciplinary breach by a recognised trade union representative, formal disciplinary action will not be taken until the circumstances have been discussed with a full-time officer of the relevant union.

This policy does not apply where there is:

- An issue of competence or capability, this will be dealt with under the Performance Improvement Policy or equivalent.
- Ill health, this will be dealt with under the Sickness Absence policy or equivalent.

## 3. Key Principles

The following key principles will be applied in each situation and will be reflected in college procedures and practices:

- Disciplinary cases must be dealt with promptly without unnecessary delay, sensitively and respect the privacy of those involved.
- Many potential disciplinary issues can be resolved informally with appropriate, suitable support, counselling, or another approach, such as further training, to resolve problems. Managers should seek to resolve misconduct issues at the lowest possible level, and consider informal action, when appropriate, to resolve issues.

- Where an issue cannot be resolved informally, or it is not appropriate to do so, the disciplinary procedure must be followed. An employee will be:
  - Informed in writing, that they are the subject of a disciplinary investigation and advised of the disciplinary allegation(s).
  - Provided with a copy and/or link to this policy and to the procedure that will be applied.
  - Provided details of any Employee Assistance or counselling services available, as well as reviewing and considering the wellbeing of the employee throughout the process.
  - Given information on the next steps and indicative timescales for investigation to be completed.
- An investigation will be undertaken by an Investigating Officer who will be objective and impartial, to establish the facts relating to the disciplinary allegation(s).
- Following conclusion of the investigation, an appointed Nominated Officer will consider the investigation report and decide if a formal disciplinary hearing is required or no case to answer. In any event mutually agreed additional support may be required.
- An employee will be informed in writing of the disciplinary allegation(s) against them, along with a copy of the investigation (including statements and any other material information considered) in advance of the hearing.
- Employees have the right to be accompanied by: (1) an accredited representative of a trade union; (2) a work colleague; or (3) an official employed by a trade union. All the above will be referred to in the policy and accompanying procedure as the 'companion'.
- At the disciplinary hearing, the disciplinary allegations will be outlined (in the invite to the disciplinary hearing). The investigation will be presented, and the employee will be provided with the opportunity to state their case and respond to the investigation before a final decision is made.
- Employees will not normally be dismissed for a first offence except in cases of gross misconduct/negligence.
- Employees will have the right of appeal against any formal disciplinary action.
- Information relating to disciplinaries will be destroyed in line with colleges data retention schedule, subject to related legal requirements.
- When an employee raises a grievance during a disciplinary process, the disciplinary process may be suspended to allow the grievance to be heard. Where the grievance and disciplinary cases are related, it may be appropriate to deal with both issues concurrently. Each case will be considered on its own merits.
- The college will ensure managers have the appropriate training to undertake the roles described in this policy.

### **3.1 Reasonable Adjustments**

Colleges will ensure throughout the disciplinary that they do not discriminate against anyone because of a protected characteristic. For example, adapting procedures to accommodate if required or making reasonable adjustments to procedures to ensure that they do not put anyone with a protected characteristic at a substantial disadvantage. This might mean someone else attending the disciplinary process meetings in addition to the companion (see section 3). For example, a British Sign Language signer, a translator or a support worker or someone with knowledge of the employee's specific needs.

## 4. Roles and Responsibilities

### 4.1 All Employees will:

- Ensure they are familiar with the standards of conduct expected by the college. This may include reviewing the following policies, or their equivalents. For example: Code of Conduct for Employees, Internet, Social Media, and Email Policies (to be reviewed at a local level).
- Consider seeking advice and support from their trade union representatives at any point of the disciplinary process.
- Treat any information shared with them as part of a disciplinary investigation or part of the disciplinary process as confidential, except for discussing matters with their companion or trade union.

### 4.2 Managers will:

- Ensure that they and their staff are fully conversant with the disciplinary rules and procedures in place and can act in line with the procedures. Managers will make full use of the informal disciplinary stages, when possible, to prevent minor disciplinary problems from escalating unnecessarily.
- Always act promptly to deal with any misconduct on the part of employees. A failure to communicate to an employee that they do not meet the required standards may lead the employee to assume that their conduct is satisfactory.
- Ensure that they undertake appropriate training relevant to their role in the disciplinary process.
- Seek advice from Human Resources (HR) if they are unclear on a potential disciplinary issue.

### 4.3 HR Representatives will:

- Provide advice and support to managers and employees on the application of this Policy and on all stages of the disciplinary procedure.
- Provide advice and support to Nominated Officer on the processes and legal compliance on employment matters.
- Provide advice and support on consistency of application of the Policy and Procedure.
- Monitor formal disciplinary activity across the college.
- Inform the College Leadership/Management Team if there are areas of concern in relation to the application of this Policy and Procedure.

### 4.4 Trade Union Representatives/companion will:

- Provide advice and support to the employee throughout the disciplinary process.

## 5. Links to Other Policies/Documents

UHI Inverness publicly available documents can be accessed here: [About us - Publications](#).  
Internal UHI Inverness documents can be accessed via the Quality SharePoint site.

### Legislative framework/related policies:

- Data Protection Act 2018
- General Data Protection Regulations (GDPR)
- Public Interest Disclosure Act 1998
- Employment Relations Act 2004
- Employment Rights Act 1996
- Employment Act 2002 (Dispute Resolution) Regulations
- Equality Act 2010
- Health & Safety at Work 1974
- General Teaching Council Scotland Code of Professionalism and Conduct
- UHI Inverness Promoting Attendance Policy & Procedure
- UHI Inverness Staff Code of Conduct Policy & Procedure
- UHI Inverness Dignity in the Workplace Policy and Procedure
- UHI Inverness Supporting Probation Policy & Procedure
- UHI Inverness Professional Development Policy & Procedure
- UHI Inverness Financial Regulations
- UHI Inverness Protection Vulnerable Groups Scheme (PVG) for Staff Procedure
- UHI Inverness Public Interest Disclosure (Whistle Blowing) Policy & Procedure
- UHI Inverness Data Protection Policy & Procedure
- UHI Inverness Health and Safety Policy & Procedure
- UHI Inverness Information Security Policy & Procedure
- UHI Partnership Information Security Acceptable Use Policy
- UHI Inverness Use of College Equipment and Network Access Outwith the UK Policy
- UHI Inverness Professional Review and Development Policy & Procedure
- UHI Inverness HI Staff Grievance Policy & Procedure
- UHI Equality, Diversity and Inclusivity Policy & Procedure
- UHI Safeguarding Policy & Procedure
- UHI Inverness Anti-Fraud and Corruption Policy
- UHI Higher Education Academic Standards and Quality Regulations
- UHI Inverness Further Education Academic Standards and Quality Regulations
- Staff Contract of Employment
- ACAS Code of Conduct

## 5. Further Sources of Information

- a) All employees can access counselling if needed via <https://sqframework.eap.workplacewellbeing.com/>.
- b) Further information can be found here:
  - [Acas Code of Practice on disciplinary and grievance procedures | Acas](#)
  - [Dealing with problems at work | TUC](#)
  - [The Model Complaints Handling Procedures | SPSO](#)

## **Equality Impact Assessment – Disciplinary Policy and Procedure**

This document provides guidance when completing an Equality Impact Assessment (EIA). The completed EIA for the National Disciplinary Policy and Procedure can be found at the end of this document.

The National Joint Negotiating Committee for Colleges is committed to promoting equality and participation in all its activities.

We require to have due regard to the need to eliminate discrimination, advance equality of opportunity, and foster good relations when making decisions and developing policies. To do this, it is necessary to understand the potential impacts of the range of internal and external activities on different groups of people.

### **What is an Equality Impact Assessment (EIA) and why do we need to complete one?**

An equality impact assessment (EIA) is an evidence-based approach designed to help organisations ensure that their policies, practices, events and decision-making processes are fair and do not present barriers to participation or disadvantage any protected groups from participation. This covers both strategic and operational activities.

The EIA will help to ensure that:

- we understand the potential effects of the policy and procedure by assessing the impacts on different groups both external and internal
- any adverse impacts are identified, and actions identified to remove or mitigate them
- decisions are transparent and based on evidence with clear reasoning.

### **Who is responsible for completing and signing off the EIA?**

This EQIA was completed collaboratively with involvement of all members of the policy subgroup. Ultimate responsibility on whether an EIA is required and the evaluation decision(s) made after completing the EIA lies with the Central Committee.

## Evaluation Decision

There are four options open:

1. No barriers or impact identified, therefore activity will **proceed**.
2. You can decide to **stop** the policy or practice at some point because the evidence shows bias towards one or more groups
3. You can **adapt or change** the policy in a way which you think will eliminate the bias, or
4. Barriers and impact identified, however having considered all available options carefully, there appear to be no other proportionate ways to achieve the aim of the policy or practice (e.g. in **extreme cases** or where **positive action** is taken). Therefore you are going to **proceed with caution** with this policy or practice knowing that it may favour some people less than others, providing justification for this decision.

In most cases, where disproportionate disadvantage is found by carrying out EIAs, policies and practices are usually changed or adapted. In these cases, or when a change has been justified you should consider making a record on the project risk register.

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<sup>1</sup> [http://www.acas.org.uk/media/pdf/s/n/Acas\\_managers\\_guide\\_to\\_equality\\_assessments.pdf](http://www.acas.org.uk/media/pdf/s/n/Acas_managers_guide_to_equality_assessments.pdf)

## Equality Impact Assessment

This is an assessment based on agreed policy and draft procedure (January 2025)

Question	Response
1. Name of policy and procedure being assessed	Disciplinary policy and procedure.
2. Summary of aims and objectives of the policy and procedure	<p>This is a disciplinary policy to be used as the minimum standard for all National Joint Negotiating Committee (NJNC) colleges. There is also a model procedure which NJNC colleges can use, however, colleges can choose to continue to use their own procedure if they wish, providing it meets the minimum standard set out in the model procedure.</p> <p>The policy and procedure provide a framework for dealing with potential misconduct, with the focus to encourage an employee whose conduct is unsatisfactory to improve.</p> <p>A disciplinary policy and procedure are required as employers are legally obliged to have disciplinary procedures in place. It is the employer's responsibility to set and maintain standards of behaviour within the organisation and to put in place disciplinary rules and procedures to address instances of misconduct.</p> <p>Further, an effective disciplinary policy and procedure is key to good employment relations and to ensure that individuals are treated fairly and consistently in cases where standards of conduct and behaviour fall below an acceptable level.</p> <p>The policy and accompanying procedure comply with the Advisory, Conciliation and Arbitration Service (ACAS) Code of Practice on Disciplinary and Grievance Procedures and meet all current relevant legislation.</p>

<p>3. What involvement and consultation has been done in relation to this policy and procedure? (e.g. with relevant groups and stakeholders)</p>	<p>The development of this policy and procedure originated from the objectives and direction of the NJNC for colleges. A national policy working group subsequently formed a subgroup to progress the development of this policy and procedure.</p> <p>The subgroup has equal representation from management and staff side with secretariat support and input provided by College Employers Scotland. The subgroup has met a number of times from January 2022 to November 2024 to develop the policy, procedure and all related documents collaboratively.</p> <p>Evidence of all national working group meeting minutes, actions and consultation undertaken are available from College Employers Scotland.</p>
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<p>4. Who is affected by the policy and procedure?</p>	<p>The policy and, where adopted by a relevant college, the procedure, applies to all college employees covered by the National Recognition and Procedures Agreement (NRPA).</p> <p>There are circumstances where individuals not employed by a college may be impacted by the policy and procedure, for example an external witness or a companion asked to attend a disciplinary hearing.</p>
<p>5. What are the arrangements for monitoring and reviewing the actual impact of the policy and procedure?</p>	<p>The policy and procedure will be formally reviewed after 1 year by the Policy Working Group and thereafter every 3 years by the Policy Working Group. They will be actively considered for review if there are related employment legislation changes.</p>

Protected Characteristic Group	Potential for positive or negative impact?	Please explain and give examples of any evidence/data used	Action to address negative impact (e.g. adjustment to the policy)
Disability	Potentially negative	<p>It is possible that an employee's disability could impact on their behaviour at work and result in them facing disciplinary allegations.</p> <p>For example, the appendix of the procedure provides examples of behaviour viewed as misconduct/gross misconduct. The list is not exhaustive but could be taken subjectively. This may cause misunderstanding for example for a person with a neurodiverse disability considers to be obscene, offensive, or reasonable.</p> <p>Articles such as this in <a href="#">Personnel Today</a> highlight employment tribunal cases where <b>employers were shown not to have fully understood the nature of a person's disability before launching disciplinary proceedings that may lead to dismissal.</b></p>	<p>This potential negative impact has been addressed by inclusion of wording in the policy specifically stating that colleges will not discriminate against employees because of a protected characteristic and will make any reasonable adjustments to the process to remove any disadvantage faced by an employee with a disability. This places a positive obligation on colleges to consider protected characteristics, including disabilities, throughout the procedure and to take appropriate steps to address any potential disadvantage.</p> <p>It is recommended that ongoing and relevant Equality Inclusion and Diversity training is provided for managers involved in disciplinary matters to ensure that they are aware of their role and responsibilities under the Equality Act 2010. This will also assist managers in identifying any mitigating factors arising from disability which should be taken into account throughout the disciplinary process and to identify any required reasonable adjustments. This should further assist in addressing any potential negative impact.</p> <p>Careful monitoring on cases within colleges will be carried out and reported back to NJNC to enable this potential negative impact to be kept under review.</p>

<b>Gender reassignment*</b>	No known negative impact	We have not identified any evidence that the policy or procedure could disproportionately impact a person on the grounds of this Protected Characteristic.	Whilst no specific potential negative impact has been identified here, it is recommended that ongoing and relevant Equality, Diversity and Inclusion training is provided for all managers to ensure that they are aware of their role and responsibilities under the Equality Act 2010 when dealing with disciplinary matters. This will also assist managers in identifying any mitigating factors arising from this protected characteristic which should be taken into account throughout the disciplinary process.
<b>Marriage or civil partnership</b>	No known negative impact	We have not identified any evidence that the policy or procedure could disproportionately impact a person on the grounds of this Protected Characteristic.	Whilst no specific potential negative impact has been identified here, it is recommended that ongoing and relevant Equality, Diversity and Inclusion training is provided for all managers to ensure that they are aware of their role and responsibilities under the Equality Act 2010 when dealing with disciplinary matters. This will also assist managers in identifying any mitigating factors arising from this protected characteristic which should be taken into account throughout the disciplinary process.
<b>Pregnancy and maternity</b>	No known negative impact	While research <a href="#">Pregnancy and maternity discrimination research findings   EHRC (equalityhumanrights.com)</a> found evidence of unfair treatment during pregnancy there is no evidence to show there is a direct link to disciplinary action.	Whilst no specific potential negative impact has been identified here, it is recommended that ongoing and relevant Equality, Diversity and Inclusion training is provided for all managers to ensure that they are aware of their role and responsibilities under the Equality Act

			2010 when dealing with disciplinary matters. This will also assist managers in identifying any mitigating factors arising from this protected characteristic which should be taken into account throughout the disciplinary process.
<b>Race</b>	No known negative impact*	We have not identified any evidence that the policy could disproportionately impact a person on the grounds of this Protected Characteristic.	Whilst no specific potential negative impact has been identified here, it is recommended that ongoing and relevant Equality, Diversity and Inclusion training is provided for all managers to ensure that they are aware of their role and responsibilities under the Equality Act 2010 when dealing with disciplinary matters. This will also assist managers in identifying any mitigating factors arising from this protected characteristic which should be taken into account throughout the disciplinary process.
<b>Religion or belief</b>	No known negative impact*	We have not identified any evidence that the policy or procedure could disproportionately impact a person on the grounds of this Protected Characteristic.	Whilst no specific potential negative impact has been identified here, it is recommended that ongoing and relevant Equality, Diversity and Inclusion training is provided for all managers to ensure that they are aware of their role and responsibilities under the Equality Act 2010 when dealing with disciplinary matters. This will also assist managers in identifying any mitigating factors arising from this protected characteristic which should be taken into account throughout the disciplinary process.

<b>Sexual orientation</b>	No known negative impact*	We have not identified any evidence that the policy or procedure could disproportionately impact a person on the grounds of this Protected Characteristic.	Whilst no specific potential negative impact has been identified here, it is recommended that ongoing and relevant Equality, Diversity and Inclusion training is provided for all managers to ensure that they are aware of their role and responsibilities under the Equality Act 2010 when dealing with disciplinary matters. This will also assist managers in identifying any mitigating factors arising from this protected characteristic which should be taken into account throughout the disciplinary process.
<b>Sex (gender)</b>	No known negative impact*	We have not identified any evidence that the policy or procedure could disproportionately impact a person on the grounds of this Protected Characteristic.	Whilst no specific potential negative impact has been identified here, it is recommended that ongoing and relevant Equality, Diversity and Inclusion training is provided for all managers to ensure that they are aware of their role and responsibilities under the Equality Act 2010 when dealing with disciplinary matters. This will also assist managers in identifying in identifying any mitigating factors arising from this protected characteristic which should be taken into account throughout the disciplinary process.
<b>Age</b>	No known negative impact	We have not identified any evidence that the policy or procedure could disproportionately impact a person on the grounds of this Protected Characteristic.	Whilst no specific potential negative impact has been identified here, it is recommended that ongoing and relevant Equality, Diversity and Inclusion training is provided for all managers to ensure that they are aware of their role and responsibilities under the Equality Act

			2010 when dealing with disciplinary matters. This will also assist managers in identifying in identifying any mitigating factors arising from this protected characteristic which should be taken into account throughout the disciplinary process.
<b>Other (caring responsibilities)</b>	No known negative Impact*	We have not identified any evidence that the policy could disproportionately impact a person on the grounds of caring responsibilities.	Whilst no specific potential negative impact has been identified here, it is recommended that ongoing and relevant Equality, Diversity and Inclusion training is provided for all managers to ensure that they are aware of their role and responsibilities under the Equality Act 2010 when dealing with disciplinary matters. This will also assist managers in identifying in identifying any mitigating factors arising from this protected characteristic which should be taken into account throughout the disciplinary process.

\*Overall recommendation that equality data is collected from all those undergoing the disciplinary procedure within each college and that this data is analysed on a regular basis to highlight any negative impacts this policy and procedure may have on protected characteristic groups.

## Evaluation

Question	Explanation / justification
Is it possible the proposed policy and procedure could discriminate or unfairly disadvantage people?	<p>From our review there is limited evidence to show that application of the policy and/or the procedure could discriminate against or unfairly disadvantage employees with a protected characteristic.</p> <p>However, in order to reduce the risk of discrimination based on protected characteristics, it is recommended that ongoing and relevant Equality, Diversity and Inclusion training is provided for all managers. This will help ensure that managers are aware of their role and responsibilities under the Equality Act 2010 when addressing disciplinary issues. It will also assist in identifying any mitigating factors arising from protected characteristics which should be taken into account throughout the disciplinary process.</p>

	<p>Those subject to disciplinary action are entitled to be represented by a colleague or trade union representative throughout the process. This can help them during stressful situations, and also ensure there is someone else with them to help them understand the process, and aid their communication if needed by reading statements or helping them understand the questions.</p> <p>The policy also explicitly sets out colleges' responsibilities in terms of making reasonable adjustments due to personal circumstances or protected characteristics. For example, the presence of a translator or sign interpreter at formal meetings, or a change to timescales to better accommodate an employee's health.</p>	
<b>Final Decision:</b>	<b>Tick the relevant box</b>	<b>Include any explanation / justification required</b>
1. No barriers identified, therefore activity will proceed.	x	Consider suggested monitoring of disciplinary cases and ongoing training for managers involved.
2. You can decide to stop the policy or practice at some point because the data shows bias towards one or more groups		
3. You can adapt or change the policy in a way which you think will eliminate the bias		
4. Barriers and impact identified, however having considered all available options carefully, there appear to be no other proportionate ways to achieve the aim of the policy or practice (e.g. in extreme cases or where positive action is taken). Therefore you are going to proceed with caution with this policy or practice knowing that it may favour some people less than others, providing justification for this decision.		

Will this EIA be published* Yes/Not required (*EIA's should be published alongside relevant funding activities e.g. calls and events:	Yes
Date completed:	
Review date (if applicable):	

## Change log

Name	Date	Version	Change
	When published	1	January 2025

# UHI | INVERNESS

## Further Education Academic Appeals Policy

PL/QU/2022/001

Lead Officer (Post):	Vice Principal – Curriculum, Student Experience & Quality
Responsible Office/ Department:	Quality
Responsible Committee:	Learning, Teaching & Research
Review Officer (Post):	Quality Manager
Date policy approved:	17/08/2022
Date policy last reviewed and updated:	n/a
Date policy due for review:	17/08/2025
Date of Equality Impact Assessment:	18/04/2022
Date of Privacy Impact Assessment:	n/a

Accessible versions of this policy are available upon request. Please contact the Governance and Policy Officer on 01463 279000.

### Policy Summary

Overview	<p>Why is the policy required?</p> <p>This policy, together with the associated Academic Appeals Procedures, represents an appeals framework that ensures students can request a review of an assessment decision made by UHI Inverness, where there are grounds to do so.</p>
Purpose	<p>What will the policy achieve?</p> <p>The purpose of the policy is to set out the circumstances in which a student may wish to appeal against a decision provided during an assessment process or against a decision about progress between levels (e.g. a decision by a progression board).</p>
Scope	<p>Who does the policy apply to?</p> <p>This policy applies to all further education courses (normally up to and including SCQF Level 6)</p>
Consultation	<p>Who has been consulted on the policy, and who will be notified?</p> <p>The policy was developed by a group of practitioners made up from across the UHI partnership. All relevant staff and students will be notified.</p>
Implementation and Monitoring	<p>Who will be responsible for implementing and monitoring the policy, and what resources/ costs will be incurred?</p> <p>Colleges will be responsible for local implementation of the policy. The policy is part of the business-as-usual function of the college.</p>
Risk Implications	<p>What are the risk implications of this policy?</p> <p>Failure to adopt a strong policy and follow the procedures would undermine the student experience and the academic reputation of the college.</p>
Link with Strategy	<p>How is this policy linked to University strategy?</p> <p>n/a</p>
Impact Assessment	<p>Equality Impact Assessment: 18/04/2022– Assessed as having no negative impact, some positive impact and some neutral impact. Reviewed May 2025.</p>
	<p>Privacy Impact Assessment: n/a</p>

## 1. Policy Statement

- 1.1 This policy, together with the associated Further Education Academic Appeals Procedure, represents an appeals framework that ensures students can request a review of an assessment decision made by UHI Inverness, where there are grounds to do so.
- 1.2 The policy aims to ensure appropriate, fair and consistent treatment of all parties involved in any further education academic appeal across the partnership.

## 2. Definitions

- 2.1 **Academic appeal:** a procedure through which students may in certain circumstances ask for a review of a decision relating to their academic progress or award.
- 2.2 **Progression board:** a panel of staff from the College who consider and determine student awards and progression to a more advanced stage.
- 2.3 **Awarding body:** an organisation that designs, develops, delivers and awards the recognition of learning outcomes (knowledge, skills and/or competences) of an individual following an assessment and quality assurance process.

## 3. Purpose

- 3.1 The purpose of the policy is to set out the circumstances in which a student may wish to appeal against a decision provided during an assessment process or against a decision about progress between levels (e.g. a decision by a progression board).
- 3.2 The procedure allows the student to raise an appeal at an informal level and, if the outcome of this is not satisfactory, to use the formal procedure.

The internal formal Further Education Academic Appeal Procedure should be followed before escalation to external awarding body appeals processes. Students will be signposted to relevant external awarding body appeal processes at the start of their programme of study.

- 3.3 External appeals procedures vary, depending on the type of qualification for which the appeal is being made and the awarding body. The overriding principle is that all appeals will be treated fairly and objectively.
- 3.4 Without prejudice to the outcome of an appeal, a student may continue to attend classes and make use of the facilities of the college whilst their appeal is being heard.
- 3.5 Students who have completed their programme, who have grounds to appeal an award decision or programme progression board, will be unable to receive their award until the matter has been fully resolved.
- 3.6 The timescales set out in the Further Education Academic Appeal Procedure must be followed. Students and staff should note where there may be variations between awarding bodies.

## 4. Scope

- 4.1 This policy applies to students enrolled on courses normally up to and including SCQF Level 6 (see Section 4.2 for variations to this criteria). Academic appeals relating to National and Higher qualifications must follow the SQA Results Service process, as detailed on the SQA website.

[SQA \(Scottish Qualifications Authority\)](http://www.sqa.ac.uk)

- 4.2 Scottish Vocational Qualification (SVQ) courses at SCQF Level 7 are considered as Further Education courses for the purposes of the UHI Partnership. This policy applies to these students.
- 4.3 **Grounds for Appeal**  
Appeals against an assessment decision will normally only be considered on one or more of the following grounds:
- 4.3.1 That a student's performance in the assessment was adversely affected by illness or other factors. The student must have been unable to, or have a valid reason not to, divulge the information to their lecturer prior to assessment. In the case of a progression board, the information must have been unavailable at the time the determination was made. In these cases, the appeal must be accompanied by documentary evidence to the relevant member of staff (see Further Education Academic Appeal Procedure).
- 4.3.2 Evidence of college academic assessment administrative error or that an assessment was not conducted in accordance with the college's specific assessment policies/procedure.
- 4.3.3 That evidence is produced that some other material irregularity has occurred.

## 5. Exceptions

- 5.1 This policy does not apply to Higher Education students, e.g. normally those students studying courses at SCQF Level 7 and above (see Section 4.2 for variations to this). These students should refer to the UHI Academic Standards and Quality Regulations.
- 5.2 Appeals that question the academic judgement of a member of staff or an academic assessment body will not be considered.
- 5.3 Students undertaking non-regulated qualifications (NQs), have no further right of appeal against internal assessment decisions. The final decision rests with the college. External awarding bodies will not accept internal assessment appeals.
- 5.4 Appeals will not normally be permitted from third parties on behalf of a student.
- 5.5 SQA Post-results Services for National Qualifications and other external assessments. Please refer to relevant awarding body guidance for further details.
- 5.6 Exceptional Circumstances Considerations: please refer to relevant awarding body guidance for further details.

## 6. Notification

- 6.1 All staff members will be notified of changes to the Academic Appeals Policy and Procedure through the normal channels.
- 6.2 Teaching staff and staff advising students should have a detailed knowledge of the Further Education Academic Appeals Policy and Procedure.
- 6.3 Any changes to awarding body regulations will be reflected in the annual review process of this policy and associated procedure.
- 6.4 Students will be made aware of the policy within four weeks of commencing their course.
- 6.5 The policy will be publicly available on the college's website.

## 7. Roles and Responsibilities

- 7.1 College Boards of Management are responsible for approving the policy and ensuring that it is followed. Boards of Management are also responsible for ensuring the strategic effectiveness of the policy.
- 7.2 Principals / Executive Management Teams are responsible for operational compliance with the policy set by the Board of Management, and making recommendations to the Board about updates to the policy. Principals / Executive Management Teams are also responsible for ensuring the operational effectiveness of the policy and making provision for training for relevant staff.
- 7.3 Line managers are responsible for ensuring staff participate in training and follow the policy in their day-to-day role.
- 7.4 All relevant staff are responsible for familiarising themselves with the policy and procedure.

## 8. Legislative Framework

- [Data Protection Act 2018](#)
- [Equality Act 2010](#)
- [General Data Protection Regulations](#)

## 9. Related Policies, Procedures, Guidelines and Other Resources

- Academic Standards and Quality Regulations
- Further Education Academic Appeals Procedure
- Complaints Policy and Procedure
- Student Conduct Policy and Student Disciplinary Procedure
- Support to Study Procedure
- Tertiary Learner Support Policy and Procedure
- Progression Board Guidance

UHI Inverness publicly available documents can be accessed here: [About us - Publications](#).  
Internal UHI Inverness documents can be accessed via the Quality SharePoint site.

## 10. Version Control and Change History

Version	Date	Endorsed by	Amendment(s)	Author
0	January 2018	Partnership Council	New single policy.	FE Academic Appeals Policy Ownership Group
1	April 2022	n/a	Formatting changes and grammar corrections; changes related to UHI rebrand; 5.3: replaced 'academic partner' with 'college' for consistency; 7.3: replaced 'annual' with 'periodic' to reflect practice; 9: replaced 'Promoting a Positive Learning Environment Policy' with 'Student Conduct Policy and Student Disciplinary Procedure',	FE Academic Appeals Policy Ownership Group

Inverness College UHI is known as UHI Inverness  
Further Education Academic Appeals Policy

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			replaced 'Fitness to Study Guidelines' with 'Support to Study Procedure'.	
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# Appendix 4

# Equality Impact Assessment Form

Department/Section:

Date of Assessment:

Review Due:

Author/Owner:

Signature:

Date:

## Step 1

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

- New
- Revised
- Existing

Who will be affected?

Who will be consulted?

Evidence available:

## Step 2

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

## Step 3

Action to be taken:

### Summary of EIA Outcome – please tick

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

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

## Board of Management Meeting

<b>Subject/Title:</b>	<b>Principals Update</b>
<b>Author:</b> [Name and Job title]	Chris O'Neil
<b>Meeting:</b>	Board of Management
<b>Meeting Date:</b>	24 <sup>th</sup> June 2025
<b>Date Paper prepared:</b>	18 <sup>th</sup> of June 2025
<b>Brief Summary of the paper:</b>	Principals update for the end of the year covering the budget, UHI Inverness' growth, UHI Inverness good news
<b>Action requested:</b> [Approval, recommendation, discussion, noting]	Discuss
<b>Link to Strategy:</b> Please highlight how the paper links to, or assists with:: <ul style="list-style-type: none"> <li>• compliance</li> <li>• partnership services</li> <li>• risk management</li> <li>• strategic plan</li> <li>• new opportunity/change</li> </ul>	
<b>Resource implications:</b>	<b>If yes, please specify:</b>
<b>Risk implications:</b>	<b>If yes, please specify:</b>
<b>Equality and Diversity implications:</b>	<b>If yes, please specify:</b>
<b>Consultation:</b> [staff, students, UHI & Partners, External] and provide detail	

<b>Status – [Non confidential]</b>	Non- Confidential
<b>Freedom of Information</b> Can this paper be included in “open” business* [Yes]	

*If a paper should <b>not</b> 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](http://www.itspublicknowledge.info/web/FILES/Public_Interest_Test.pdf)

## Principal's Briefing

This has been a long and challenging year, as so many years are, but given the investment budget agreed by the Board to finance and enable our development of initiatives such as the Sustainable Construction Centre there has been a concerted effort and drive to ensure we fulfil the Board's confidence in us to deliver.

Our work has been further challenged by external factors such as the National Insurance increase, which is being only partly met through the SFC, unfunded wage and associated pension costs agreed through the National Pay Bargaining mechanism and increasing but unfunded demand, a small proportion of which we have felt it necessary to support through our FE credit allocation, which is too small.

The budget paper elsewhere in this agenda demonstrate that we will come very close to the agreed deficit/investment £750k budget and it also illustrates the impact of those external factors listed above. If we had not been subject to those external factors, our position would have been very different. I am copying and inserting the following charts from the Finance Director's paper into this report to focus attention on the question of long-term sustainability and any change required as a part of the transition project. The first chart illustrates sectoral challenges;

### Sectoral Issues and UHI Inverness impact

SECTORAL ISSUES	AMOUNT	COMMENT
	£	
Unfunded pay increase	730,000	Actual cost for the UHI Inverness
Increase in employers NIC's	500,000	Actual cost for the UHI Inverness
Increase in employers pension contributions	160,000	Actual cost for the UHI Inverness
Lost HE tuition fee income	700,000	Estimated loss of income
<b>Total</b>	<b>2,090,000</b>	

We also continue to be subject to internal UHI factors that impact upon our income. The following chart demonstrates the financial impact upon UHI Inverness as a direct consequence of the top-slice on both HE and FE, a top-slice on research income and direct costs we are obligated to, but not recompensed for, to ensure that the quality of HE provision is maintained through our staff who act as Programme Leaders and Module Leaders. The opportunity cost, or lost teaching capacity is very significant –

## UHI Issues and financial impact

UHI ISSUES	AMOUNT	COMMENT
	£	
UHI EO HE topslice (INV only)	4,000,000	Actual reduction in HE grant
UHI EO FE topslice (INV only)	600,000	Actual reduction in FE grant
UHI EO REG topslice (INV only)	33,000	Actual reduction in HE grant
Lost FE credit funding	3,000,000	Estimated loss of FE grant funding (unmet demand)
Unpaid Module leadership (ML) funding – direct costs	298,000	Actual loss of HE grant funding
Unpaid ML funding – opportunity cost	880,000	Estimated loss of HE grant funding
Underpaid Programme Leadership funding (post delivery)	29,000	Actual loss of HE grant funding
<b>Total</b>	<b>8,840,000</b>	

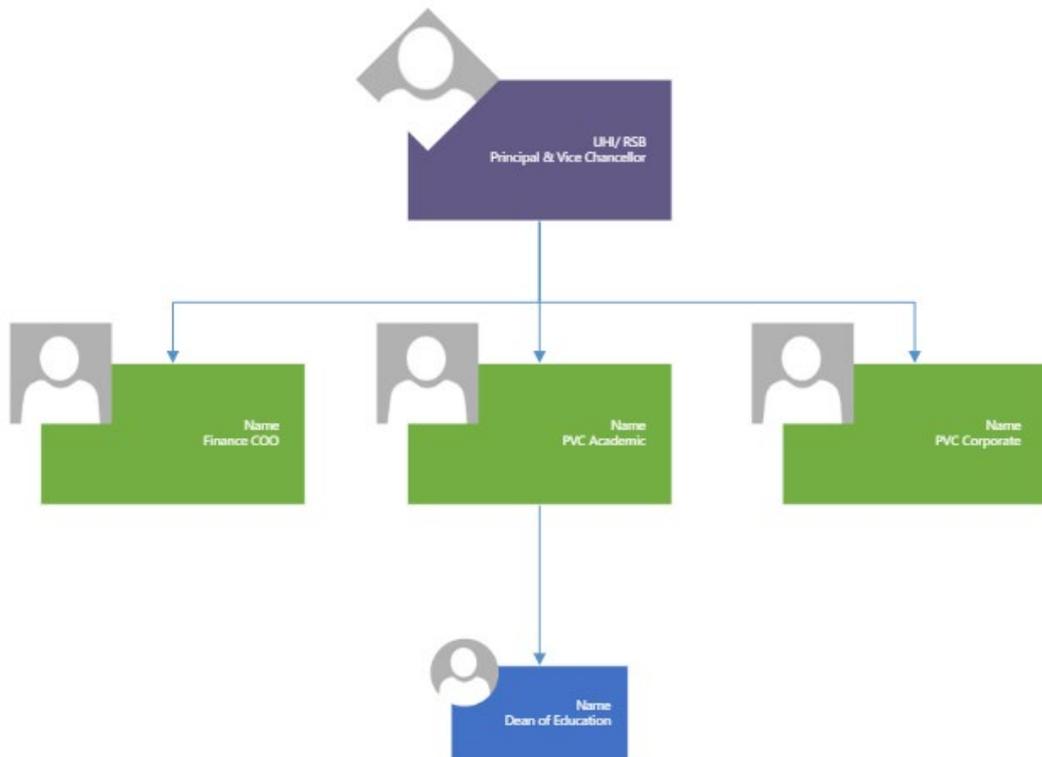
The Principal and Vice Principals recently hosted the Director of Transformation and laid out our vision for an evolutionary process (Option 3) that would lead to a unified and single UHI (Option 6) over a period of 5-10 years. The process of evolution would be built around efficiency and more focused and targeted spend upon the student with the first commitment being to reduce the top-slice. Our view is that the top slice should reduce from 35% and not exceed 20%, but even at 25% the impact upon UHI Inverness would be considerable.

### Potential Reduction in UHI HE topslice for UHI Inverness

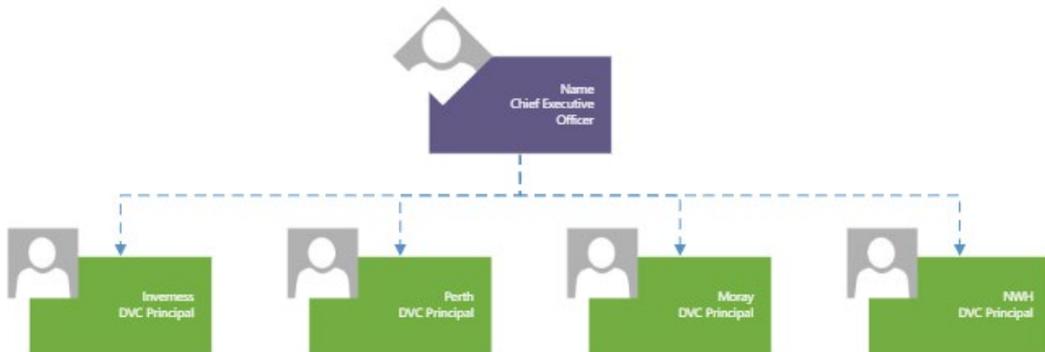
UHI Topslice	Amount	Amount of additional HE Grant
	£	£
UHI EO HE topslice - 35%	4,000,000	0
UHI EO HE topslice – 30%	3,290,000	710,000
UHI EO HE topslice – 25%	2,770,000	1,230,000
UHI EO HE topslice – 20%	2,250,000	1,750,000
UHI EO HE topslice – 15%	1,730,000	2,270,000

Our proposed structure would be as follows for the large partners with variance and tailored support for the smaller partners.

UHI & RSB (Executive Office)

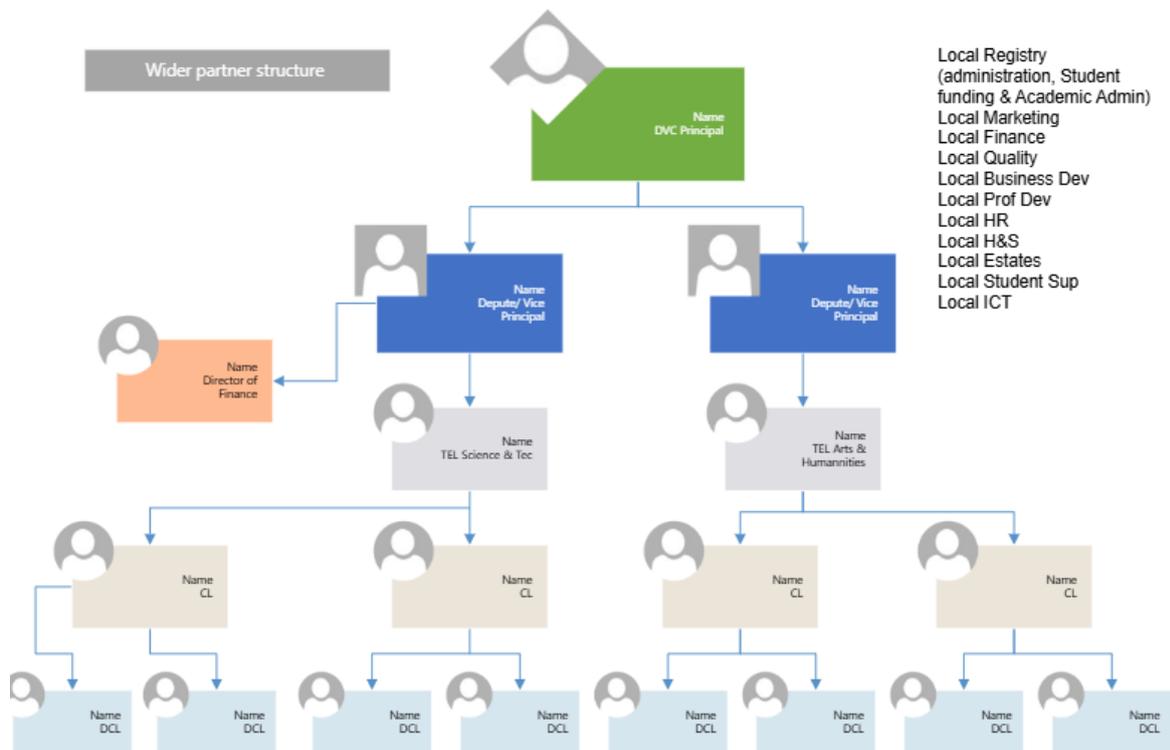


Wider partner structure



Associate DVC Principals outwith RSB





We believe this to be the only rational and considered way to address the current UHI combined deficit of around £11m, loans of £13.6m granted in the last three years and a shrinking income (from circa £138m to £125m over 5 years) because of under recruitment in the HE curriculum with significant and ongoing SFC clawback, despite shrinking allocation and rising costs.

However...

UHI Inverness is growing in the HE area. Not only do we have significant unmet demand for FE, but our long-term focus on Modern Apprenticeships has also given us a market advantage in developing Graduate Apprenticeships or GAs. We are expecting over 330 GAs in August, a number that is rising exponentially as we deliver 'repeat business' and bring on new GAs. GAs count as full HE (degree equivalent) students.



*Figures do not include the >300 Electrical & Plumbing MAs for Managing agents*

During the coming academic year and as a part of our own UHI Inverness internal curriculum review we will finalise the following courses as additional GA or work-based degrees, all of which have been market tested and supported by employers.

- GA Engineering
- GA Accounting
- Work-based degree in Forestry & Treescape Management

Developing (for 2026/27)

- Work-based degree Social Work

We have also discovered a significant appetite amongst senior phase students for HNC courses, which are classified as HE rather than FE courses. The significance of this is that the SFC will restrict FE delivery to senior phase pupils. Ours is around 12% and covers legitimate delivery through work-based learning (although this may be under threat) but parts of UHI are delivering at 50%. If restrictions are applied, we will be well placed to pick up any unused FE credit (we typically turn away 600-800 FE students) and we have a developing alternative offer with the HNC that is leading senior phase pupils directly into Graduate Apprenticeships.

So, to sum up the above, UHI Inverness is still a growing business because we are meeting local and national demand, but our financial position is under threat because of both external and internal structural and financial pressures.

### **Further Good News in brief.**

#### Medical School Access

We have met with senior representatives from the Aberdeen Medical School and have agreed to develop a 'Gateway' to Medicine which would incorporate a Foundation Apprenticeship. This will be delivered to senior phase pupils in

collaboration with Highland Council. As can be seen on Aberdeen University's web site, it will count an FA as a Higher equivalent and give access to a full medical degree as a part of a national initiative to broaden both the appeal and opportunities to those wanting to study medicine.

#### SSES and other stats

As can be seen in the LT&R papers in the pack for noting and approval, we have achieved 94.7% student satisfaction an improvement of 2.7% from last year which, as we commented at the time, was unprecedented and sector leading. I am immensely proud of our colleagues, their commitment ability and the value they add to the experience and growth of our student body. Their work is often hidden and unreported, when it is measured results such as 97% satisfaction with our library and services are extraordinary but often it is unreported or measured. Quiet, reflective and sensitive dialogue with sometimes troubled students is often life changing and happens on a daily basis.

#### Africa

We have delivered the first phase of our ESOL programme in Guinea West Africa for Anglo Gold Ashanti. We have assessed around a hundred managers and supervisors, had excellent feedback on the work carried out by our colleagues and the second phase and options around delivery of this growing and commercial relationship are being planned.

#### Texas

At the time of writing, we are hosting three study groups from Texas State University and their tutors. This is one part of an initiative that includes exchange and dual awards. We have created a joint MSc in Engineering and Built Environment Management for September 2026 with Texas State meaning that both our and their students will graduate with a dual award i.e. a Texas State and UHI award leading to US and European professional accreditation. Accreditation that will give graduates the ability to work either side of the Atlantic.

#### QAA review

UHI Inverness hosted its first QAA annual engagement visit in May following adoption of the new Tertiary Quality Enhancement Framework (TQEF) this AY. The engagement visit was very positive and had the dual focus of getting to know us as an organisation, our wider context, our strengths and challenges, as well as a broad discussion of our progress since our last external review by Education Scotland (May '24) and since the publication of our Self Evaluation and Action Plan (SEAP).

In addition, there has been a feedback meeting with SFC on the UHI partnership individual SEAPs. This was attended by colleagues from EO, as the regional strategic body, and unfortunately has meant that academic partners did not receive direct feedback, creating inequity with all other Scottish colleges. The limited feedback that has been indirectly shared about the Inverness SEAP has been very positive and we have since been approached by College Development Network

(CDN) with a request to develop a new resource for use across the tertiary sector. This will share our journey to developing our SEAP, the data sets we used, the evidence of impact, our quality culture, and our approach to enhancement planning, for example. It will be used as a guide for colleges and universities ahead of the next publication of institutional plans in November '25.

Finally, our building is 10 years old this year and as you can see from the following slides, we have achieved a great deal in terms of servicing students and our communities. And, our building continues to develop and evolve as our courses and provision change. From the establishment of the Bothy on the ground floor to support student wellbeing and mental health to the STEAM Centre in G1. A new creative arts centre on the second floor and the proposal to develop the Sustainable Construction Centre on Harbour Road.

## Big numbers, positive results

71,500

learners have studied at UHI Inverness since the Inverness Campus opened in 2015.

161,000

free meal portions have been served on campus to our students since 2022.

1,300

visitors were welcomed to Open Day events during this academic year.

1,900

secondary pupils connected with us during our first Schools Roadshow.



Subject/Title:	KPI Report
Meeting and date:	Board of Management 24 June 25
Author:	Martin Whyte
Decision, Discussion or Noting:	Noting / Discussion
Link to Strategic Plan:	<b>Links to all strategic objectives</b>
Cost implications:	<del>Yes</del> / No ( <i>delete as applicable</i> ) <b>If yes, please specify:</b>
Risk assessment:	<del>Yes</del> / No ( <i>delete as applicable</i> ) <b>If yes, please specify:</b> Financial: Operational: Organisational:

### Recommendation(s)

Note the performance measures year to date – period 10, May 2025.

### Main body of information

The KPI matrix for period 10, May 2025 accompanies the paper and presents performance for each measure in scope for the period. The YTD matrix is also attached.

A column has been added to the matrix detailing the sector benchmark for each measure where applicable. Some measures have sector benchmarks defined as TBC; for these measures further investigation is needed to confirm if sector data exists. The respective managers aim to identify if sector benchmark data is available for 25/26 reporting. N/A indicates that the measure and data is specific to UHI Inverness.

### Period Update

Nineteen measures were active in period 10.

Nine measures are satisfactory / met (Green).  
Six measures are unsatisfactory / not yet met (Red),  
Four measures are marginal / not yet met (Amber).

### YTD Update

Thirty-four measures are in scope year to date. Two HR measures (short- and long-term absence) are also reported but have no target.

Fifteen measures are satisfactory / met (Green).  
 Twelve measures are unsatisfactory / not yet met (Red).  
 Seven measures are marginal / not yet met (Amber).

### **Comment on In-Scope Measures – May 25.**

#### **HE Active Applications (next AY).** Serial 1. 97.4%. AMBER.

The number of active applications increased in May following April's decline which was due to the adjustment for BSc Oral Health Science applications. Active applications increased by 84 in the period.

Offer acceptance rates remain higher than last year. Current data is in the MIS Manager's report.

#### **FE Active Applications (next AY).** Serial 2. 94.1%. AMBER.

Active applications fell slightly behind plan for the period following school programme offers being completed. Many more schools/senior phase applications than available places were received. Many courses across our FE offer have reserve lists.

Unmet/suppressed demand data is being captured and shared with the RSB.

MIS Manager report contains up to date data.

#### **FE Credits.** Serial 3. 103.2%. GREEN.

SFC FE funded threshold has been exceeded. We have delivered 688 FE Credits beyond the SFC threshold which is the equivalent of 40 full-time FE students.

#### **Apprenticeship Starts.** Serial 4. 86.4%. RED.

26 new apprentice starts added in May. Pleasing start to the new SDS contract year. YTD new apprentice starts has reached 317.

While below the target, it has exceeded 2023/24 starts by 41, which means that our average number of apprentices in learning will remain high.

#### **Apprentices in Learning.** Serial 5. 104.5%. GREEN.

Average apprentices in learning are 31 over expectation. The high number of apprentices is reflected in SDS Apprenticeship income.

#### **Apprenticeship Income.** Serial 6. 113.9%. GREEN.

Apprenticeship Income YTD is 95% of the annual target with two claim periods remaining. Strong performance in apprenticeship income.

#### **Commercial Short Course Income.** Serial 8. 83.4%. RED.

Actual short course income YTD has increased to £69,473 from only £33,600 in March. Several commercial courses (primarily plumbing/net zero/oil gas) have been completed since Easter. Access to instructors has created the capacity. In addition, £40k worth of net zero training under 'Other Grant' funding has been carried out in the year.

#### **HE Enrolments.** Serial 9. 105.6%. GREEN.

Enrolment numbers reduced by 5 in the period to 2,101. Overall, HE headcount has been very good and reflects the efforts made across college to attract applications, convert and retain them.

**HE FTE (APC figure).** Serial 11. 99.5%. AMBER.

6 FTE below the APC FTE target. MIS Manager continues to work with student records colleagues (Inverness and EO) to ensure that all student course loadings are complete to ensure that FTE data is accurate. A small number of module/unit records require to be rolled forward to 24/25 for those students who have been retaking a module/unit.

**MA Successful Outcomes.** Serial 32. 54.3%. RED.

The measure has dropped because we have entered a new contract year and success rates effectively resume. Most MA programmes report results in June and through the summer. The data is also skewed by 18-month frameworks (e.g. Forestry) where students gather portfolio evidence holistically and outcomes reporting falls out of line with contract periods. However, regardless of contract vs academic year challenges, this measure is closely monitored by curriculum, Business Solutions, and EMT.

**Mental Health Support Appt.** Serial 35. 103.4%. GREEN.

100% of requests received an appointment within 3-10 working days in May. YTD 98.2% overall against 95% objective. The counselling team continue to deliver a tremendous service to our students.

**Learning Support Appt.** Serial 36. 105.3%. GREEN.

YTD 100% of ASN referrals have received an appointment within 6-20 working days. Outstanding achievement. Once again the number of referrals has been significant this year.

**PRD Completion.** Serial 44. 68.0%. RED.

PRD data for Q3 reported at 34% completed. Profile for 50% by this point. Many managers have been completing PRDs as the academic year ends. Key is to ensure that PRDs are completed, reviewed and signed by both parties and reports uploaded to CIPHR for retention and record.

**Number of Workplace Injuries.** Serial 47. 80.4%. GREEN.

This measure remains well below the previous year which is pleasing. 6 injuries in the period. Minor cuts are the main cause. HS&S Manager monitors this closely.

**Forecast Outturn Operational Surplus/(Deficit).** 124.6%. RED.

Forecast outturn is as at the end of period 8 as summarised in June F&GP paper. The updated paper for the Board of Management will detail the most recent forecast outturn. KPI will be updated accordingly.

**Room Occupancy – Frequency %.** Serial 59. 116.4%. GREEN.

Occupancy for the period was 34% reflecting the end of degree teaching and SQA exam period. Occupancy will decrease further as HN then FE teaching ends in June.

**CO2 Emissions on Utilities (gross Tonnes).** Serial 60. 77.5%. GREEN.

134 tonnes below expectation YTD which is very good. Estates and HS&S Manager continue to monitor energy use and energy mix data with GTFM.

**Estates Reactive Task Completion Rate %.** Serial 62. 98.8%. AMBER.

The team achieved 95% completion in the period, marginally below the expectation of 96%. Estates Manager monitors estates requests and completion rates. YTD average is 94.9% completion.

**GTFM % Reactive Task Completion Rate.** Serial 63. 99.4% AMBER.

GTFM met their objective in April delivering 96%. YTD average completion rate now stands at 94.4%. Completion rates are a key part of the contract management discussions that take place each month.

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 &amp; Board of Management

Measures - Linked to Profile and Actual sheets

AY Start	01 Aug 2024
Today	16 Jun 2025
Period Month	May
No.Periods Yr	10

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	Sector Benchmark
1 HE Active applications (next AY - Measure from Dec - Jul)	Monthly	1333	1,400.0	1,400	1,364	97.4%	N/A
2 FE Active applications (next AY - Measure from Dec - Jul)	Monthly	2281	2,300.0	2200	2,071	94.1%	N/A
3 FE Credits	Monthly	26543	26,442	26,300	27,130	103.2%	N/A
4 Apprenticeship starts	Monthly	276	374	367	317	86.4%	N/A
5 Apprentices in Learning (average in year)	Monthly	664	675	675	706	104.5%	N/A
6 Apprenticeship Income (excluding T&A)	Monthly	£1,222,884	£1,259,400	£1,053,220	£1,199,314	113.9%	N/A
8 Commercial Short Course Income	Monthly	£121,486	£100,000	£83,334	£69,473	83.4%	N/A
9 HE enrolments (head count)	Monthly	1,904	1,990	1,990	2,101	105.6%	N/A
11 HE FTE (APC figures) (from Oct)	Monthly	1,259.6	1,319.0	1,319.0	1,313.0	99.5%	N/A
32 Modern Apprenticeship successful outcomes (contract year)	Monthly	63.0%	75%	75.0%	40.7%	54.3%	72%
35 Mental Health Support appt (non-emergency) offered for within 3 - 10 working days	Monthly	99.0%	95.0%	95.0%	98%	103.4%	TBC
36 Learning Support appt offered for within 6 - 20 working days	Monthly	96.0%	95.0%	95.0%	100%	105.3%	TBC
44 PRD completion - full or review	Quarterly	57%	75%	50%	34%	68.0%	N/A
47 Number of workplace injuries	Monthly	138	138	138	111	80.43%	N/A
53 Forecast Outturn Operational Surplus/(Deficit)	Quarterly	£309,938	£750,000	£750,000	£934,472	124.6%	N/A
59 Room Occupancy - Frequency %	Monthly	36.0%	36.0%	37.8%	44.0%	116.4%	TBC
60 CO2 Emissions on Utilities (gross) Tonnes	Monthly	638	667	593	459	77.5%	TBC
62 Estates reactive task completion rate %	Monthly	95%	96%	96%	94.9%	98.8%	N/A
63 GTFM % reactive task completion rate	Monthly	95%	95%	95%	94.4%	99.4%	N/A

## Performance Measures

AY: 2024-2025

Performance Measures- EMT &amp; Board of Management

Measures - Linked to Profile and Actual sheets

AY Start	01 Aug 2024
Today	16 Jun 2025
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9 HE enrolments (head count)	Monthly	1,904	1,990	1,990	2,101	105.6%	N/A
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	1,319.0	1,313.0	99.5%	N/A
12 Research - Income less expenditure	Biannual	£140,043	£150,000	£150,000	£299,930	-200.0%	N/A
13 GA Programmes - New Enrolments	Monthly	92	122	122	191.0	156.6%	N/A
14 Senior Phase Enrolments	Annual	667	677	677	574.0	84.8%	N/A
18 Early Satisfaction & Engagement Survey (ESES)	Annual	96.0%	96%	96.0%	95.7%	99.7%	N/A
20 Student Satisfaction & Engagement Survey (SSES)	Annual	92.0%	94%	94.0%	94.7%	100.7%	89.70%
23 ESES % Response Rate	Annual	63.3%	60%	60.0%	61.0%	101.7%	N/A
24 SSES % Response Rate	Annual	57.0%	55%	55.0%	53.2%	96.7%	50%
32 Modern Apprenticeship successful outcomes (contract year)	Monthly	63.0%	75%	75.0%	40.7%	54.3%	72%
33 FE progression to further FE study	Annual	37.0%	40%	40.0%	39.6%	99.0%	TBC
34 FE progression to HE - actual	Annual	30.0%	35%	35.0%	29.7%	84.9%	TBC
35 Mental Health Support appt (non-emergency) offered for within 3 - 10 working days	Monthly	99.0%	95.0%	95.0%	98%	103.4%	TBC
36 Learning Support appt offered for within 6 - 20 working days	Monthly	96.0%	95.0%	95.0%	100%	105.3%	TBC
40 Sickness levels	Quarterly	2.98%	2.58%	2.67%	3.63%	136.3%	TBC
41 - Short Term	Quarterly	1.51%			1.55%		
42 - Long Term	Quarterly	1.47%			2.08%		
43 % Staff turnover	Quarterly	2.38%	3.01%	3.07%	2.33%	76.0%	TBC
44 PRD completion - full or review	Quarterly	57%	75%	50%	34%	68.0%	N/A
47 Number of workplace injuries	Monthly	138	138	138	111	80.43%	N/A
48 Number of RIDDOR reportable accidents and illness	Monthly	3			5		TBC
49 % of staff completed mandatory IHASCO (H&S) Trg	Quarterly	79%	80%	80.0%	80.9%	101.2%	N/A
53 Forecast Outturn Operational Surplus/(Deficit)	Quarterly	£309,938	£750,000	£750,000	£934,472	124.6%	N/A
59 Room Occupancy - Frequency %	Monthly	36.0%	36.0%	37.8%	44.0%	116.4%	TBC
60 CO2 Emissions on Utilities (gross) Tonnes	Monthly	638	667	593	459	77.5%	TBC
61 CO2 Emissions on Waste - Tonnes	Quarterly	11.0%	0.930	0.257	0.197	76.5%	TBC
62 Estates reactive task completion rate %	Monthly	95%	96%	96%	94.9%	98.8%	N/A
63 GTFM % reactive task completion rate	Monthly	95%	95%	95%	94.4%	99.4%	N/A

**CHI | INVERNESS**

<b>Subject/Title:</b>	Governance Update
<b>Author:</b> [Name and Job title]	Ludka Orłowska-Kowal Governance Officer
<b>Meeting:</b>	Board of Management
<b>Meeting Date:</b>	24 June 2025
<b>Date Paper prepared:</b>	11 June 2025
<b>Brief Summary of the paper:</b>	This paper provides the Board of Management with an update on all governance matters.
<b>Action requested:</b> [Approval, recommendation, discussion, noting]	Discussion and Noting.
<b>Link to Strategy:</b> Please highlight how the paper links to, or assists with:: <input type="checkbox"/> compliance <input type="checkbox"/> partnership services <input type="checkbox"/> risk management <input type="checkbox"/> strategic plan <input type="checkbox"/> new opportunity/change	Governance Compliance
<b>Resource implications:</b>	Yes / <b>No</b> <b>If yes, please specify:</b>

<b>Risk implications:</b>	Yes / No <b>If yes, please specify:</b> Operational: Organisational:		
<b>Equality and Diversity implications:</b>	Yes/No <b>If yes, please specify:</b>		
<b>Student Experience Impact:</b>	Yes/No If yes, please specify:		
<b>Consultation:</b> [staff, students, UHI & Partners, External] and provide detail	N/A		
<b>Status</b> – [Confidential/Non confidential]	Non-Confidential		
<b>Freedom of Information</b> Can this paper be included in “open” business* [Yes/No]	Yes		
*If a paper should <b>not</b> 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](http://www.itspublicknowledge.info/web/FILES/Public_Interest_Test.pdf)

## **Board Recruitment - Co-Opted Members**

A very successful recruitment campaign for Board's new Co-Opted Members took place in April 2025. Panel interviews took place in May 2025, with the Chair of the Board, Chair of Audit Committee, UHI Court representative and Independent member, and four successful candidates had been invited to join the Board.

- Anthony Standing – LTR Committee
- Conrad Copeland – Audit Committee
- John Pocock – LTR Committee
- Lindsay Ferries – HR Committee

All successful candidates have since accepted their appointments are currently undergoing PVG checks. They will be ratified by the Board at the meeting in October 2025.

## **Teaching Staff Board Member – Academic**

The Teaching Staff Member on the Board of Management, Matthew Millward has left college and stepped down from the position on Friday 9th May 2025. The Chairs Committee on 29<sup>th</sup> May had agreed the timeline for the election process and the timetable.

Nominations opened on Thursday 29<sup>th</sup> May and remained open till Thursday 12<sup>th</sup> June 2025. Heather Keyes, Curriculum Leader for Care, Art, Sport and Humanities has been nominated as the newest Teaching Staff Member on the Board of Management.

## **Timeline for the Principal's PRD Process**

In July 2025 the process for the Principal's PRD will begin again. The draft timeline for this process is as follows:

1. The Governance Officer will arrange an appraisal meeting for the Principal where his PRD will be carried out and targets for the year ahead will be agreed. The

Senior Independent Member (SIM) and the Chair of the Board of Management will carry out this appraisal meeting with the Principal.

2. A PR&R Committee Meeting has been scheduled for 10.00 a.m. on 28 August 2025. An appraisal report will be brought to this Committee.
3. The Principal will report on the agreed targets at the Board of Management meeting being held on 07 October 2025.
4. A 6-month review of the PRD will be held in January 2026.
5. Following this review a PR&R Committee will be held on 26 February 2026 where the SIM will update the Committee on the progress of the Principal's PRD.
6. In July 2026, the process will begin again.

### **Externally Facilitated Effectiveness Review**

In October/November 2025 UHI Inverness Board of Management will be undergoing an Externally Facilitated Effectiveness Review conducted by CDN. The review takes place every 3-5 years and the latest took place in autumn 2020. Initial scoping meeting has been scheduled for the beginning of August 2025.

The CDN confirmed that the Board does not need to conduct its annual Internal Evaluation Process in the year the external review takes place.

#### **a.) Board of Management Development plan – external review 2020**

To address recommendations from last review conducted in 2020 the Board has created development plan, copy attached as Appendix 1. Out of 12 actions eleven had been completed to date, with only action 8 remaining as outstanding:

8	Review the working relationship between the college governing board and UHI to ensure clarity, engagement, and contribution for the Inverness College governing board.  (EER Recommendations 11 & 13)	Links will continue to be built with the Chair of Court and the Vice Chancellor, UHI. We will remain mindful of the clear boundaries between IC governing and UHI.	Principal & Chair of Board of Management	Ongoing	<p>The Principal and the Chair of the Board of Management have met with the Vice Chancellor and the Principal will have a follow up meeting with him.</p> <p>December 2021 Review: The Principal and the Interim Chair of the Board of Management continue to meet and work with the Vice Chancellor and Principal of UHI and the Chair of Court.</p> <p>December 2022 Review: The Principal and Chair are continuing to work with Executive Office and partners in respect of UHI 2024.</p> <p>June 2023 Review: The Board noted that this action remains as ongoing whilst all workstreams within UHI 2024 are completed.</p> <p>June 2024 Review: The Board noted that this action remains as ongoing whilst all workstreams within UHI 2024 have been paused.</p> <p><b>Action remains ongoing</b></p>
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### b.) Board of Management Review of Good Governance Action Plan 2024-25

As a reminder, and planning for the External Efficiency Review, this action plan contains all actions going back to AY 2022/23. Status of all actions had been clearly stated and colour coded for the ease of the review process. Out of 18 actions 11 have been fully completed with the 7 outstanding actions being marked as partially completed. Each outstanding action has been updated with the rationale for the delay and a completion date. Copy of the action plan attached as Appendix 2.

3.	Further development of the support offered to members – so that members become a mutual point of contact for each other and support each other to grow and develop within their role.	Governance Officer (as part of the Board Development Plan)	December 2022 <b>(Completion date – August 2025)</b>	<p>June 2023: The Board noted that we are developing this action as part of our development plan.</p> <p>March 2025: Committee Champions to be appointed for each Committee.</p> <p><b>Action Marked as: Partially Completed</b></p>
4.	An additional training session on the Nine Principles of Public Life (and the Seven Nolan Principles) to be provided to members.	Governance Officer (as part of the Board Development Plan)	December 2022 <b>(Completion date – June 2025)</b>	<p>June 2023: The Board were advised that a training session on the Nine Principles of Public Life (and the Seven Nolan Principles) will be provided to members and that this training will be arranged and included within the Board Development Plan for the upcoming Academic Year.</p> <p>March 2025: Potential training providers being asked for quotes.</p> <p><b>Action Marked as: Partially Completed</b></p>

## ITEM 12.

6.	CDN Training for those on the PR&R Committee to be completed. A system will be put in place to ensure that this training is undertaken upon appointment to the Committee.	Governance Officer	December 2022 (Completion date – June 2025)	<p>June 2023: The Board was advised that the Governance Officer is liaising with CDN over pertinent members being enrolled onto this training module.</p> <p>March 2025: Training provision changed at CDN, clarification sought if module still provided.</p> <p><b>Action Marked as:</b> <b>Partially Completed</b></p>
13.	Work will recommence on the Partnership Agreement following the UHI 24 actions being delivered.	Principal to keep Board Updated	Following delivery of UHI 24 actions.	<p>June 2023: The Board noted that UHI 2024 Revitalisation work is still ongoing.</p> <p><b>Action Marked as:</b> <b>Partially Completed</b></p>
14.	Corporate Parenting Training	Governance Officer	June 2024 (Completion date – November 2025)	<p>Training took place on 13/05/2025 and was delivered by Who Cares Scotland. As only 5 members attended the session will be offered again in Oct/Nov 2025 as an evening session.</p> <p><b>Action Marked as:</b> <b>Partially Completed</b></p>
17.	Upcoming in-house, OSCR and CDN training	Governance Officer	March 2024 (Ongoing action)	<p>March 2025: The Board is being continuously updated about training sessions available.</p> <p><b>Action Marked as:</b> <b>Partially Completed</b></p>
18.	Corporate Governance Training – session with CDN to be organised.	Governance Officer	March 2024 (Completion date – September 2025)	<p>June 2025: Training to take place on 24<sup>th</sup> September 2025.</p> <p><b>Action Marked as:</b> <b>Partially Completed</b></p>

**BOARD OF MANAGEMENT DEVELOPMENT PLAN  
FROM EXTERNAL EFFECTIVENESS REVIEW AND REVIEW OF THE CODE OF GOOD  
GOVERNANCE**

*Updated June 2025 following Board Review*

	RECOMMENDATION	ACTION	RESPONSIBLE PERSON	TIMESCALE	UPDATES
<b>PRIORITY ACTIONS</b>					
1	<p>To develop, in conjunction with our strategy, a comprehensive business report for each Committee. This would allow for improved accountability for College performance and would include:</p> <ul style="list-style-type: none"> <li>• Variances from agreed targets.</li> <li>• Management interventions where necessary.</li> <li>• Anticipated impact.</li> </ul> <p><i>(EER Recommendation 1) (Review of Code of Good Governance Recommendation AY 20/21)</i></p>	<p>Finalisation and approval of our 5-year strategic plan (including the addition of KPI's).</p> <p>Development of a new schedule of submissions for each Committee and a review of the Terms of Reference for each Committee this will include review of appropriate KPI's at each Committee Meeting.</p>	<p>Principal</p> <p>Board Secretary and Committee Chairs.</p>	<p>30 June 2021</p> <p>30 June 2021</p>	<p>The Principal has held consultative meetings with local MSP's, MPs, and the Chamber of Commerce. Our strategy is being updated to take account of the feedback received from these meetings.</p> <p>High level KPI measures and strategy objectives have been drafted.</p> <p>December 2021 Review:</p> <ul style="list-style-type: none"> <li>• The Strategy and KPI Matrix are to be given final Board approval on 14 December 2021.</li> <li>• A yearly schedule of submissions is now available for all Committees.</li> <li>• All Committee Terms of References have been reviewed and are to be given final Board approval on 31 March 2022.</li> </ul> <p>December 2022 Review: The Terms of References for all Committees have been reviewed with Board approval provided on 31 March 2022.</p> <p><b>Action Marked as Completed</b></p>

2	<p>The development of a more influential, learner-focused Audit Committee through review of learner-facing systems and controls. Consideration of a wider membership for the Audit Committee to include additional Co-opted Members to achieve an independent and informed opinion.</p> <p><i>(EER Recommendations 2 &amp; 3)</i></p>	<p>The Audit Committee will be reviewed during the annual Committee evaluation process. As part of this the Committee will discuss whether further additions to the Committee membership is required.</p>	<p>Board Secretary &amp; Audit Chair</p>	<p>June 2021</p> <p><b>Partially Completed – Extended to December 2023 to allow for bespoke Effective Audit Committee Training to be carried out as part of the Board Development and Training Plan.</b></p>	<p>In February 2021 we appointed a new Chair of the Audit Committee as well as a co-opted member to the Committee. The structure of the Committee was strengthened further by the addition of new board members to the Committee.</p> <p>As part of the new EMT structure the Director of Finance now has the Job Title Assistant Principal Finance &amp; Audit. This ensures a more influential role within the Committee.</p> <p>December 2021 Review: Following a further recruitment drive we are looking to appoint 4 additional Non-Executive Members to our Board of Management as well as co-opted members. A Chairs Committee will be scheduled for January 2022 to look at the skills and experience of all members of the Board of Management and we will ensure that we have the appropriate skills allocated to the Audit Committee as well as the addition of a co-opted member to the Committee.</p> <p>December 2022 Review: The review of Committee Membership was carried out on 03 March 2022. Appropriate Audit Training has been identified and the Governance Officer will liaise with this organisation in respect of the delivery of a bespoke Effective Audit Committee Training Session.</p> <p>June 2023 Review: Discussions are ongoing with On Board Training and Consultancy Ltd who will provide members with a bespoke audit training session with a date to be set for October/November 2023.</p>
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3	<p>A review of the committee structure and committee performance to ensure each of the standing committees assists the governing board in the achievement of its responsibilities</p> <p><i>(EER Recommendation 4)</i></p>	<p>A review of each Committee will be carried out to ensure alignment with the new EMT Structure as part of this review we will develop a new schedule of submissions, review the Terms of Reference, and review how our agendas are structured to ensure that the relevant KPI's are considered.</p>	<p>Board Secretary and Committee Chairs</p>	<p>June 2021</p>	<p>Following the EMT restructure we will now have two members of the EMT as leads for each Committee.</p> <p>December 2021 Review: All Committee reviews have been carried out. Yearly schedule of submissions are available for all Committees and each agenda setting meeting will now be able to consider all relevant KPI's following the approval of the KPI Matrix on 14 December 2021.</p> <p><b>Action Marked as Completed</b></p>
4	<p>Development of college senior staff to achieve the production of succinct, analytical, accountable reports with clear recommendations to the governing board.</p> <p>Inclusion of 'learner and learning implications' and 'financial health' implications into our reporting format.</p> <p><i>(EER Recommendations 8 &amp; 9)</i> <i>(Review of Code of Good Governance AY 20/21 Recommendation)</i></p>	<p>Following the completion of the restructure formal training will be arranged for all Managers on report writing.</p> <p>EMT members will be consulted on the development of schedule of submissions for each committee.</p> <p>Review of our report template and consideration of a standard template for each report along with consideration to expected length of each report.</p> <p>Development of Reading Rooms within AdminControl to allow for additional background information to be available to Board Members.</p>	<p>Principal</p> <p>Board Secretary &amp; Committee Chairs</p> <p>Board Secretary &amp; Committee Chairs.</p> <p>Board Secretary</p>	<p>June 2021</p>	<p>EMT restructure has now been completed.</p> <p>December 2021 Review:</p> <ul style="list-style-type: none"> <li>Formal training on report writing is to be considered and discussed at the Board of Management meeting on 14 December 2021.</li> <li>Our yearly schedule of submissions is now in place.</li> <li>Our report template has been reviewed and updated.</li> <li>A reading room has been developed and is now available within the Board of Management page on Microsoft Teams.</li> </ul> <p>Following discussion at the Board of Management meeting on 14 December 2021 it was agreed that training on report writing is no longer required.</p> <p><b>Action Marked as Completed</b></p>

OTHER ACTIONS					
5	<p>Development of more and regular board creative time to support formal governing board decision making through the use of sessions to explore ways to address relevant educational and community development questions.</p> <p><i>(EER Recommendation 5)</i></p>	<p>Review of how agendas for each Committee are structured to allow for creative time to be built. Agendas to have sufficient time and space for EMT to share their thoughts with Board Members.</p> <p>Development of an annual programme to assist members to have meaningful time and dialogue with students.</p>	<p>Board Secretary &amp; Committee Chairs</p> <p>Board Secretary</p>	<p>June 2021</p> <p>August 2021</p> <p><b>Partially Complete – The Board Development Plan for AY 23/24 has been drafted but further updates are still required. The deadline is extended to December 2023 to allow for this plan to be fully finalised.</b></p>	<p>Board Members will be asked whether they would wish to participate and volunteer for the Community Garden.</p> <p>December 2021 Review: Creative time has now been built into all Committee agendas.</p> <p>An annual programme for members to have meaningful time and dialogue with the students is still to be drawn up. However, members of the LT&amp;R Committee have been able to visit the ABC Gardens and the School of Forestry as well as some Board of Management members being able to tour the campus.</p> <p>December 2022 Review: The draft Board Development and Training Plan for the Academic Year 2023-24 will be discussed at the Board of Management Meeting on 28 March 2023 with the final plan being available for Board approval at the meeting scheduled for 27 June 2023.</p> <p>June 2023 Review: The draft development plan has been discussed at the June 2023 Board of Management meeting. The Board noted that there remain some items still to be finalised but that it is expected that the plan will be in place for the beginning of the new Academic Year.</p>

6	<p>To support the newly appointed Board Secretary and Chair of the Board of Management, to develop a programme (which may include a mentor) to assist the first year in office for them and for future role holders.</p> <p><i>(EER Recommendations 6 &amp; 7)</i></p>	<p>Mentoring programme to be developed.</p> <p>A programme of induction for both the Chair and the Board Secretary roles to be developed.</p>	<p>Board Secretary</p> <p>Board Secretary &amp; Chair of BOM.</p>	<p>30 April 2021</p> <p><b>Partially Completed – Development of induction programme for Governance Officer is being undertaken by UHI Shared Services</b></p>	<p>The Board Secretary has a mentor in place and will develop an appropriate programme to follow.</p> <p>December 2021 Review: A mentoring programme is still to be developed for the Board Secretary.</p> <p>A programme of induction for both the Chair and the Board Secretary roles is to be developed. The programme of induction for the role of Chair will be prioritised in the New Year as we will be advertising for the role of Chair.</p> <p>December 2022 Review: The Assigned Colleges Officer for UHI has begun the development of an induction process for Governance Officers/Board Secretaries. This process will be shared with all partners. When this process is ready it will be shared with the Board and the process can be adapted where necessary. Mentoring is in place for the Governance Officer.</p> <p>The Chair is subject to the same induction process as all other members with additional support provided by the Chair of Court, UHI, Chairs from within the Partnership and the Principal.</p> <p>June 2023 Review: The Board was advised that there has been no update from UHI Executive Office as to the progress being made in respect of the development of this induction programme.</p>
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7	<p>To develop strategic action plans for the following annual reports – Health &amp; Safety, Equality and Diversity, Safeguarding</p> <p><i>(EER Recommendation 12)</i></p>	<p>A review of how our strategic action plans are reported to be carried out as part of the development of our schedule of submissions</p>	<p>Board Secretary, Committee Chairs &amp; EMT</p>	<p>June 2021</p>	<p>December 2021 Review: A yearly schedule of submissions is now available for all committees. Within this submission we have included where strategic action plans are required to be reviewed and brought to Committees for consideration.</p> <p><b>Action Marked as Completed</b></p>
8	<p>Review the working relationship between the college governing board and UHI to ensure clarity, engagement, and contribution for the Inverness College governing board.</p> <p><i>(EER Recommendations 11 &amp; 13)</i></p>	<p>Links will continue to be built with the Chair of Court and the Vice Chancellor, UHI. We will remain mindful of the clear boundaries between IC governing and UHI.</p>	<p>Principal &amp; Chair of Board of Management</p>	<p>Ongoing</p>	<p>The Principal and the Chair of the Board of Management have met with the Vice Chancellor and the Principal will have a follow up meeting with him.</p> <p>December 2021 Review: The Principal and the Interim Chair of the Board of Management continue to meet and work with the Vice Chancellor and Principal of UHI and the Chair of Court.</p> <p>December 2022 Review: The Principal and Chair are continuing to work with Executive Office and partners in respect of UHI 2024.</p> <p>June 2023 Review: The Board noted that this action remains as ongoing whilst all workstreams within UHI 2024 are completed.</p> <p>June 2024 Review: The Board noted that this action remains as ongoing whilst all workstreams within UHI 2024 have been paused.</p> <p><b>Action remains ongoing</b></p>

<p>9</p>	<p>Implementation of the plan to address aspects of the Code of Good Governance. It is suggested that a review of progress is undertaken every three months to check on progress and any issues arising from implementation.</p> <p><i>(EER Recommendation 14)</i></p>	<p>The annual review of the Code of Good Governance will be included within the schedule of submissions when developed.</p>	<p>Board Secretary</p>		<p>Development actions from the review of the Code of Good Governance will be addressed within this plan.</p> <p>December 2021 Review: The Review of the Code of Good Governance is included within the yearly calendar of submissions for the Board of Management. All recommendations from the review will be incorporated into the Board of Management Development Plan.</p> <p><b>Action Marked as Completed</b></p>
<p>10</p>	<p>All Board Members should be aware of the formal process for setting the Principal's remuneration.</p> <p><i>(Review of Code of Good Governance AY 19/21 Recommendation)</i> <i>(Review of Code of Good Governance AY 20/21 Recommendation)</i></p>	<p>An updated guide to the process will be developed and circulated to all Board Members.</p>	<p>Board Secretary</p>	<p>30 April 2021</p>	<p>The remuneration process in respect of the Principal's salary should be carried by the PR&amp;R Committee as some time has elapsed since it was last reviewed.</p> <p>December 2021 Review: The Principal's PRD took place on 29 October 2021. A further PRD meeting is to be scheduled in January 22. Following this the PR&amp;R Committee will meet and review an appraisal report and begin the process for the review of the salaries for both the Principal and the EMT.</p> <p>December 2022 Review: The PR&amp;R Committee commissioned the HR Manager to carry out a remuneration exercise in respect of the Principal and others. This remuneration exercise included backdating of salaries and pension implications. The PR&amp;R Committee</p>

					approved these increases on 18 July 2022 and 01 September 2022 respectively.  <b>Action Marked as Completed</b>
11	Development of the induction process to include online inductions.  <i>(Review of Code of Good Governance AY 19/21 Recommendation)</i> <i>(Review of Code of Good Governance AY 20/21 Recommendation)</i>	Review of the induction process to take place. This will include the inclusion of Board Members responsibilities as Charity Trustee's	Board Secretary	30 April 2021	The Board Secretary is currently carrying out a review of the induction process and papers. This has been delayed due to the cyber-incident  December 2021 Review: The Board Member induction process has been reviewed and all paperwork has been updated. All induction paperwork is now available to Board Members via SharePoint.  <b>Action Marked as Completed</b>
12	Enhancing diversity on the Board of Management	Review of where we advertise and publicise roles on the Board of Management to ensure that we reach the widest and most diverse range of possible candidates during a recruitment process.  Establishment of diversity targets.	Board Secretary	October 2021	The Board Secretary will ensure that the upcoming recruitment campaign is widely advertised and publicised.  December 2021 Review: We have had a wide variety of applicants for both the Autumn 2020 and Autumn 2021 recruitment campaigns.  <b>Action Marked as Completed</b>

**Action Plan Updated: 05/09/23 following decisions made at the Board of Management meeting on 27/06/23**

**BOARD OF MANAGEMENT**  
**REVIEW OF GOOD GOVERNANCE DEEP DIVE**  
**ACTION PLAN 2024-25**

*Updated June 2025 following Board review*

No	Action	Person Responsible	Timescale	Updates
1.	Approval of the Quality Assurance Enhancement Strategy	Board of Management	October 2022	<p>June 2023: The Board noted that the Quality and Enhancement Strategy was subject to Learning, Teaching and Research Committee Review and was formally approved by the Board of Management on 25 October 2022.</p> <p><b>Action Marked as:</b>  <span style="background-color: #00FF00;">Completed</span></p>
2.	Creation of a Board Development Plan	Governance Officer	December 2022	<p>June 2023: The Board noted that they had been provided with a copy of the draft development plan. Board Members noted that there are still some items to be finalised with</p>

				<p>the plan scheduled to be in place for the beginning of the new Academic Year.</p> <p><b>Action Marked as:</b> <b>Completed</b></p>
3.	Further development of the support offered to members – so that members become a mutual point of contact for each other and support each other to grow and develop within their role.	Governance Officer (as part of the Board Development Plan)	December 2022 (Completion date – August 2025)	<p>June 2023: The Board noted that we are developing this action as part of our development plan.</p> <p>March 2025: Committee Champions to be appointed for each Committee.</p> <p><b>Action Marked as:</b> <b>Partially Completed</b></p>
4.	An additional training session on the Nine Principles of Public Life (and the Seven Nolan Principles) to be provided to members.	Governance Officer (as part of the Board Development Plan)	December 2022 (Completion date – June 2025)	<p>June 2023: The Board were advised that a training session on the Nine Principles of Public Life (and the Seven Nolan Principles) will be provided to members and that this training will be arranged and included within the Board Development Plan for the upcoming Academic Year.</p> <p>March 2025: Potential training providers being asked for quotes.</p> <p><b>Action Marked as:</b> <b>Partially Completed</b></p>

## ITEM 12.b

5.	Stricter timescales for the prompt dissemination of agendas, minutes and papers to the website are to be set and adhered to.	Chair and Governance Officer	December 2022	<p>June 2023: The Board noted that stricter timescales for the prompt dissemination of agendas and signed minutes to the website are being adhered to.</p> <p><b>Action Marked as:</b> <b>Completed</b></p>
6.	CDN Training for those on the PR&R Committee to be completed. A system will be put in place to ensure that this training is undertaken upon appointment to the Committee.	Governance Officer	December 2022 (Completion date – June 2025)	<p>June 2023: The Board was advised that the Governance Officer is liaising with CDN over pertinent members being enrolled onto this training module.</p> <p>March 2025: Training provision changed at CDN, clarification sought if module still provided.</p> <p><b>Action Marked as:</b> <b>Partially Completed</b></p>
7.	Chairs to collaborate with the Principal and EMT on the industry event planned for the New Year.	Chairs, Principal and EMT	January 2023	<p>June 2023: The Board noted that the industry event has taken place.</p> <p><b>Action Marked as:</b> <b>Completed</b></p>
8.	Recruitment of Co-opted members with financial expertise to the Audit and F&GP Committees.	Governance Officer and S&N Committee	January 2023	<p>June 2023: The Board noted that a successful recruitment campaign had been undertaken with the appointment of one non-executive member and two co-opted members.</p>

				<b>Action Marked as:</b> <b>Completed</b>
9.	A stakeholder mapping exercise to be carried out by the Board of Management.	Chair and Governance Officer	February 2023	June 2023: The Board noted that the stakeholder mapping exercise had been undertaken as part of the 2023 Board Away Day.  <b>Action Marked as:</b> <b>Completed</b>
10.	The Board to conduct a review of the HISA Constitution.	Board and Governance Officer	February 2023	June 2023: The Board was advised that following discussion with the UHI Board Governance Professionals Group it was agreed that our contract with HISA is via our Regional Strategic Body (RSB) and that each individual partner would not be required to review the HISA constitution and instead would ensure that any changes made by HISA and the RSB are adhered to.  <b>Action Marked as:</b> <b>Completed</b>
11.	The annual Committee and Chair Evaluations are to become anonymised and will be completed through an online form rather than during the meeting.	Governance Officer	June 2023	June 2023: The Board was advised that this year's Committee and Chair Evaluations are being carried out anonymously via JISC survey.  <b>Action Marked as:</b>

				<b>Completed</b>
12.	Governance and Transparency Training	Governance Officer	June 2023	Training took place in November 2024.  <b>Action Marked as:</b> <b>Completed</b>
13.	Work will recommence on the Partnership Agreement following the UHI 24 actions being delivered.	Principal to keep Board Updated	Following delivery of UHI 24 actions.	June 2023: The Board noted that UHI 2024 Revitalisation work is still ongoing.  <b>Action Marked as:</b> <b>Partially Completed</b>
14.	Corporate Parenting Training	Governance Officer	June 2024 (Completion date – November 2025)	Training took place on 13/05/2025 and was delivered by Who Cares Scotland. As only 5 members attended the session will be offered again in Oct/Nov 2025 as an evening session.  <b>Action Marked as:</b> <b>Partially Completed</b>
15.	Finance Training – follow up session	Governance Officer	March 2024	Session took place in June 2024.  <b>Action Marked as:</b> <b>Completed</b>
16.	Health & Safety Training	Governance Officer	March 2024	All Board members have been enrolled onto H&S modules on IHASCO.  <b>Action Marked as:</b>

## ITEM 12.b

				<b>Completed</b>
17.	Upcoming in-house, OSCR and CDN training	Governance Officer	March 2024 (Ongoing action)	March 2025: The Board is being continuously updated about training sessions available.  <b>Action Marked as:</b> <b>Partially Completed</b>
18.	Corporate Governance Training – session with CDN to be organised.	Governance Officer	March 2024 (Completion date – September 2025)	June 2025: Training to take place on 24 <sup>th</sup> September 2025.  <b>Action Marked as:</b> <b>Partially Completed</b>

## Board of Management Meeting

<b>Subject/Title:</b>	An Lochran Lease
<b>Author:</b> [Name and Job title]	
<b>Meeting:</b>	Board of Management
<b>Meeting Date:</b>	24/06/2025
<b>Date Paper prepared:</b>	23/06/2025
<b>Brief Summary of the paper:</b>	This paper provides proposed Heads of Terms for a sub-lease between UHI and UHI Inverness.
<b>Action requested:</b> [Approval, recommendation, discussion, noting]	Approval for delegated authority to be provided for the Principal and CEO
<b>Link to Strategy:</b> Please highlight how the paper links to, or assists with:: <ul style="list-style-type: none"> <li>• compliance</li> <li>• partnership services</li> <li>• risk management</li> <li>• strategic plan</li> <li>• new opportunity/change</li> </ul>	Compliance
<b>Resource implications:</b>	<b>If yes, please specify:</b>
<b>Risk implications:</b>	<b>If yes, please specify:</b>
<b>Equality and Diversity implications:</b>	If yes, please specify:
<b>Consultation:</b> [staff, students, UHI & Partners, External] and provide detail	

<b>Status – [Non confidential]</b>	
<b>Freedom of Information</b> Can this paper be included in “open” business* [Yes]	
*If a paper should <b>not</b> 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](http://www.itspublicknowledge.info/web/FILES/Public_Interest_Test.pdf)

## Background

Since 2010, UHI Inverness has occupied a proportion of the An Lochran building which is owned by UHI. Our Institute for Biodiversity and Fresh Water Conservation has occupied laboratory space under an informal arrangement.

Rental of approximately £40K per annum has been paid by UHI Inverness to UHI for use of the space throughout this period.

UHI is in the process of selling its interest in the An Lochran back to Highlands and Islands Enterprise.

## Proposal

The area of An Lochran in which the laboratories are situated is being leased back from HIE by UHI. Consequently, we have been asked to enter a formal lease with UHI for the section that we wish to continue to occupy.

Following a successful negotiation on space, cost and length, we have agreed heads of terms (attached).

We have just received the final lease, incorporating the terms requested.

In order to complete the lease in line with UHI's timescales for selling its interest in An Lochran, permission is requested from the Board of Management for our Principal and Chief Executive Officer to be delegated the power to sign off the lease.

Landlord:	University of the Highlands and Islands (UHI) UHI House Old Perth Road Inverness IV2 3JH
Tenant:	Board of Management of Inverness College (known as UHI Inverness) 1 Inverness Campus Inverness IV2 5NA

Property:	<p>Ground Floor South, An Lòchran, 10 Inverness Campus, Inverness, extending to c.130.23 sqm (1,401.78 sqft) gross floor area. Plan 1 detailing the leased area is attached, outlined red.</p> <p>4 car parking spaces (pro-rata from UHI's total allocation of 14) allocated on the attached plan, shaded orange.</p> <p>The yard shaded light blue may be available on a shared or exclusive basis.</p> <p>A right of escape to be provided to UHI and HIE through the ground floor fire escapes.</p>
Common Areas:	<p>Access to common internal areas is included (corridor, toilets, comms room and risers) outlined green on Plan 1 as 'UHI common area'</p> <p>Access to common internal areas is included (shared street area, shower/change rooms, toilets, lift) outlined red on Plan 1 as 'Street' with shower/WC facilities in outlined orange along with external roads, bin store, EV chargers, etc.</p> <p>Within the leased area, a right of access will be required for UHI and HIE to access the various services for maintenance. This access will be controlled and appropriate notice given prior to access being taken.</p> <p>Shared meeting room space is not formally allocated under the lease however a separate arrangement with HIE may be possible for the use of their rooms, at cost.</p>
Duration:	3 year lease
Break Option:	Tenant option to break at end of year 2, subject to 14 months written notice.
Date of Entry/Lease Commencement:	The Lease shall commence on the date of sale of the property to HIE (currently planned for 01 August 2025)
Use:	To be used for Class 4 Office and Research & Development, for the use of Life Sciences and Education.
Landlord's Works	No works or changes are proposed by the Landlord.
Rent:	£20,867.25 per annum plus VAT if applicable, payable quarterly in advance.

Rent Review:	<p>The rent will be fixed for 3 years from the date of entry.</p> <p>Should the term be extended over 3 years, the rent will be renegotiated.</p>
Repairs:	<p>The Tenant will be responsible for the repair and maintenance of the leased subjects, with the common areas covered through the service charge. Where specific mechanical and electrical repairs for building systems are required, it is UHI's preference these are carried out by the building FM provider to ensure appropriate co-ordination, at the cost of the tenant.</p> <p>Shared common services within the suite will be serviced by UHI, with the cost recovered through the Service Charge.</p> <p>The Property is to be returned in good condition at the expiry of the lease, with all labs to be appropriately serviced, carpets replaced where required and walls redecorated.</p>
Service Charge:	<p>The estimated service charge costs for the space are £22,477.68 per annum plus VAT based on the 2024/25 budget.</p> <p>The cost is calculated on a pro-rata share of the total building services including common utility costs associated with, internal cleaning of common parts, fabric repair and maintenance, electrical services, gas heating, external landscaping including winter gritting and property management costs. Please note, these figures are an estimate, based on a pro rata cost of 26.08% of the current budget year's costs.</p> <p>Additionally, this includes a contribution to wider Campus costs such as security, landscaping maintenance, insurance, management, fabric repairs and maintenance to common parts.</p> <p>Water and Sewerage/drainage charges to be confirmed.</p>
Insurance:	<p>The costs of buildings insurance and loss of rent insurance will be recharged annually. The cost of this is included within the Service Charge.</p> <p>Should any increase in insurance premium be due related to the Tenant's use or activities, a separate charge will be required.</p>

Rateable Value:	<p>The Tenant will be responsible for all Business Rates levied as a result of their occupation of the property.</p> <p>The block is presently rated as a whole and will require to be reassessed by the Assessor.</p> <p>The Tenant is advised to make their own enquiries/obtain appropriate professional advice as to the revised Rateable Value</p>
Utilities:	<p>The Tenant is responsible for the costs for any electricity, water, water rates, sewerage and other utilities costs applicable to the direct supply to their area if applicable.</p>
Internet connectivity:	<p>The IT connection will be provided by UHI.</p> <p>Incoming IT supplies are via the shared comms room.</p>
Alienation:	<p>Sub-letting of part is not permitted.</p> <p>Assignment or sub-letting of the lease as a whole is permitted subject to written Landlord approval with any new Tenant or Sub-Tenant to meet the criteria for the building and the Campus.</p>
Legal Costs:	<p>Each party will be responsible for their own legal costs.</p> <p>The Tenant will be responsible for any applicable Land &amp; Buildings Transaction Tax along with the costs of registering the lease and obtaining registered copies.</p>
VAT:	<p>VAT is applicable on all costs.</p>
Solicitors Details:	<p>UHI:</p> <p></p> <p>Anderson Strathern 58 Morrison St Edinburgh EH3 8BP</p> <p>Tenant:</p> <p>TBC</p>

Other Conditions:	<p>The Tenant is to promote the Campus Active Travel Strategy and initiatives to their staff and visitors, to encourage a reduction in car use.</p> <p>To assist HIE's economic objectives for the Campus, the Tenant will provide annually on request, data such as: number of employees, average salaries, turnover, and export values attributable to the operations at the premises.</p> <p>The proposal to grant the lease will be subject to UHI's internal approval, and conclusion of legal documents in accordance with Scots Law. <i>These Heads of Terms are not intended to form part of a legally binding contract.</i></p>
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Plan 1

