Board of Management

Meeting	Board of Management
Date and time	Tuesday 17 December 2019 at 4.30 p.m.
Location	Room 202, 1 Inverness Campus

10 December 2019
Board Secretary

Welcome and Apologies

PRESENTATION - Knowledge Transfer Partnerships by Professor Chris O'Neil

ITEMS FOR DECISION

1.   **GOVERNANCE UPDATE (5)**
        a. Appointment of new Board of Management members
        b. Committee Chairs and Vice Chairs
        c. Recruitment Process Secretary to the Board of Management

2.   **MINUTES (15)**
        Covering paper regarding Board of Management Minutes – 10 October 2019
        Meeting of the Board of Management – 10 October 2019

3.   **OUTSTANDING ACTIONS (5)**
        Action List

4.   **AUDITED ACCOUNTS FOR YEAR END 31 JULY 2019 (20) - CONFIDENTIAL**
        a) Draft extract from Minutes of Meeting of the Joint Audit/Finance and General Purposes Committee - 5 December 2019
        b) Covering report by Director of Finance
        c) Draft Inverness College Annual Audit Report by Ernst & Young
        d) Letter of Representation
        e) Annual report and accounts for the year ended 31 July 2019
        f) Supplementary Report

5.   **AUDIT COMMITTEE ANNUAL REPORT TO THE BOARD OF MANAGEMENT (10)**
        Extract from Minutes of Meeting of the Audit Committee - 5 November 2019

6.   **(R) REVIEW OF RISK (CONFIDENTIAL)**
        a. **ANNUAL BOARD REVIEW OF RISK MANAGEMENT POLICY (5)**

b. RISK REGISTER (5)

Extract from Minutes of Meeting of the Audit Committee - 26 November 2019

7. **POLICIES (10)**

UHI Common Policy – Tertiary Learner Support Policy

UHI Common Policy – Student Code of Conduct Policy (including Gaelic version)

UHI Common Policy – Promoting a Positive Learning Environment (PPLE) Policy

ITEMS FOR DISCUSSION

8. **PRINCIPAL'S UPDATE (20) - CONFIDENTIAL**

Report by Principal

9. **STUDENT RECRUITMENT 2019-20 (5)**

Report by Depute Principal

10. **(R) MINUTES OF MEETINGS OF BOARD COMMITTEES (10)**

a) Chairs – 20 November 2019
b) Audit – 26 November 2019
c) Longman Disposal Project Board – 26 November 2019
d) New Campus Project Board – 26 November 2019
e) Human Resources – 28 November 2019
f) Learning, Teaching and Research – 3 December 2019

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ITEMS FOR NOTING

11. **UHI COURT – QUARTERLY UPDATE FROM UHI SMT AND ACADEMIC PARTNERS**

12. **AOCB**

13. **DATE AND TIME OF NEXT MEETING**

Thursday 20 February 2020 at 4.30 p.m.

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

University of the Highlands and Islands
Inverness College

Board of Management

Subject/Title:	Governance Update
Author: [Name and Job title]	Sarah Burton, Board Vice-Chair
Meeting:	Board of Management
Meeting Date:	17 December 2019
Date Paper prepared:	11 December 2019
Brief Summary of the paper:	a. Appointment of new Board of Management members b. Committee Chairs and Vice Chairs c. Recruitment Process Secretary to the Board of Management
Action requested: [Approval, recommendation, discussion, noting]	Approval items (b) & (c), noting item (a)
Link to Strategy: Please highlight how the paper links to, or assists with:: • compliance • partnership services • risk management • strategic plan • new opportunity/change	•
Resource implications:	None **If yes, please specify**:
Risk implications:	None **If yes, please specify:** Operational: Organisational: achieving student numbers targets
Equality and Diversity implications:	None **If yes, please specify:**
Consultation: [staff, students, UHI & Partners, External] and provide detail	

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

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

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

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

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

A. Appointment of new Board of Management Members

Following a recruitment process earlier in the Autumn five candidates have been offered Board roles - four new full Board Members and one Co-opted Board Member. The successful candidates are still undergoing the process of UHI Court approval. Once this is complete the Board will be asked to formally ratify the appointment of these five new members.

In terms of the process, ten applications were received, seven applicants were shortlisted and five applicants were offered roles. The interview panel consisted of the Chair and Chair Designate of the Board of Management, Vice Chair of UHI Court and Andrea Sillars as the panel's independent member. The panel's decision was unanimous.

B. Committee Chairs and Vice Chairs

Following the departure of two independent members and considering the imminent departure of the Board Chair and one independent member, the departure in May 2020 of one further independent member and the current Vice Chair stepping into the Chair role, there is a need to fill a number of consequentially vacant roles from 01 January 2020.

The Chair Designate has approached a number of current independent members who have agreed to take on the following roles, subject to Board approval:

1. Interim Vice-Chair – John Wilson.
2. Chair of Learning, Teaching and Research – Tom Speirs.
3. Chair of Human Resources – Innes Montgomery.
4. Chair of Finance and General Purposes – Gavin Ross.

The Board is asked to **approve** these recommendations.

The Board is asked to note that Committee Vice-Chair roles will be considered in the first half of 2020. This to follow the confirmed appointment of the above-mentioned Board Members whose appointments are currently under consideration by UHI Court.

C. Recruitment Process Secretary to the Board of Management

Following the departure of our previous Board Secretary, two processes were set in motion.

The first was a recruitment process through an agency for temporary cover to see us through what will be a busy period of activity running up to the end of February 2020. A panel consisting of the Chair Designate, Senior Independent Member and the Principal and Chief Executive interviewed three candidates on Friday 6th December. An appointment was made and our Interim Board Secretary, Bernie Moriarty, started on Tuesday 10th December. It is for the Board to approve appointments to this role and so the Board is requested to **ratify** this temporary appointment.

The second recruitment process, for a permanent Secretary to the Board of Management, was started on 2nd December 2019 with interviews expected in the second week of January 2020, aiming for a start in mid- to end February 2020.

BOARD OF MANAGEMENT

Subject/Title:	Governance Update
Author: [Name and Job Title]	Sarah Burton, Board Vice-Chair
Meeting:	Board of Management
Meeting Date:	17 December 2019
Date paper prepared:	11 December 2019
Brief summary of the paper:	a. Appointment of new Board of Management members b. Committee Chairs and Vice Chairs c. Recruitment Process Secretary to the Board of Management
Action requested: [Approval, recommendation, discussion, noting]	Approval items (b) & (c), noting item (a)
Link to Strategy: Please highlight how the paper links to, or assists with: • compliance • partnership services • risk management • strategic plan • new opportunity/change	
Resource implications:	None
Risk implications:	None
Equality and Diversity implications:	None
Consultation: [Staff, students, UHI & Partners, external] and provide detail.	
Status: [Confidential/Non- confidential]	Non-confidential
Freedom of Information: Can this paper be included in open business [yes/no]	Yes

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

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Board of Management

MINUTES of the MEETING of the BOARD OF MANAGEMENT held in room 202, 1 Inverness Campus on Thursday 10th October 2019

PRESENT:	Sarah Burton, Jaci Douglas, Robyn Kennedy, George Gunn, Tina Stones, Innis Montgomery, Chris O'Neil, Fiona Neilson, Tom Speirs, Neil Stewart, John Wilson, Kelly Mackenzie, Viv Mackie, Steve Walsh
CHAIR:	Neil Stewart
APOLOGIES:	Hazel Allan, Andy Gray, Gavin Ross
IN ATTENDANCE:	Depute Principal Planning and Student Experience
	Depute Principal Academic Development
	Director of Finance
	Director of Curriculum
	Director of Organisational Development
	Director of Student Services
	Board Secretary Erin Grant

The Chair advised the board that since the last meeting both Brian Henderson and Carron McDiarmid had resigned from the College Board. The Chair tankhed them both on behalf of the whole board for their service to the college.

The Chair welcomed George Gunn and Viv Mackie to their first meeting as board members.

Declarations of Interest – there were no declarations of interest.

The Chair advised that he would like to add an additional item of business and discuss it as item 1 on the agenda, namely HE target and Micro-RAM. This was agreed.

PRESENTATION ON PROMOTING EFFECTIVE TRANSITION
Lindsay MacLeod, Lecturer - Supported Learning, gave presentation on data which was supported by Board Member Kelly Mackenzie.

The Chair thanked Lindsay MacLeod and Kelly Mackenzie for a very informative presentation and looked forward to receiving further information as the project developed.

1. **DECLARAIONS OF INTEREST -** there were no declarations of interest**.**

2. **MINUTES**

The Minutes of the Meeting of the Board of Management held on 25 June 2019 were **AGREED** as a correct record, were **APPROVED** and were signed by the Chair.

3. OUSTANDING ACTIONS

The Board of Management **AGREED** which actions had been completed and could be signed off and those which were still outstanding and would remain on the list.

4. MATTERS FROM FINANCE AND GENERAL PURPOSES COMMITTEE HELD ON 26 SEPTEMBER 2019 FOR BOARD APPROVAL

The F&GP Committee meeting on 26 September 2019 was not quorate, therefore all items for decision were tabled to the board for approval. The Board of Management **APPROVED** all the matters tabled.

5. POLICIES

7a. DIGNITY IN THE WORKPLACE

The Board of Management **APPROVED** the Dignity in the Workplace policy.

7b. LEAVING INVERNESS COLLEGE

The Board of Management **APPROVED** the Leaving Inverness College policy.

7c. PERFORMANCE & IMPROVEMENT

The Board of Management **APPROVED** the Performance and Improvement policy.

7d. PROMOTING ATTENDANCE

The Board of Management **APPROVED** the Promoting Attendance policy.

7e. STAFF GRIEVANCE

The Board of Management **APPROVED** the Staff Grievance policy.

7f. TIME OFF IN LIEU

The Board of Management **APPROVED** the Time off in Lieu policy.

7g STAFF MEDIATION

The Board of Management **APPROVED** the Staff Mediation policy.

7h LEARNING, TEACHING AND RESEARCH ESSENTIAL SKILLS

The Board of Management **APPROVED** the Learning, Teaching and Research Essential Skills policy.

6. PRINCIPAL'S REPORT
A report by the Principal provided an overview of new and continuing activity including
- Budget and actions
- Workforce and curriculum
- Micro-RAM and the Partnership
- International and Partnership
- Strategic Plan 2020-25

The Board of Management **NOTED** the report and actions would be rolled forward to the January Board development session.

7. PROGRAMME BOARD RECOMENDATIONS
The Chair agreed to submit a collective response on behalf of Bom and asked all members to come back with feedback by COP on Friday 18 October 2019.

The Principal advised that the student workstream had not completed their contribution to the report but that will follow at later date.

8. STUDENT OUTCOMES AND SATISFACTION RATES FOR 2018-19
A report by the by the Depute Principal provided a provisional summary of high-level performance indicators (PI) relating to student outcomes and a summary of student satisfaction rates for the academic year 2018-19.

The Board of Management **NOTED** the report.

9. STUDENT ACTIVITY 2019-20 UPDATE
A report by the by the Depute Principal provided update on student recruitment so far in 2019-20.

The Board of Management noted the shortfall and were concerned. The mitigating actions consisted of an advertising campaign in January 2020.

The Board of Management **NOTED** the report.

10. WORKFORCE PLANNING
A report on workforce planning including performance indicators was presented by the Director of Organisation Development. She demonstrated the links and alignment to the finance strategy that had been approved at by the Finance and General Purposes Committee in February 2019 and the Organisation and Professional Development Strategy 2017 – 2020. The

report was welcomed by the Board as an update on the previous paper she presented in March 2019 and acknowledged the key areas of focus in the draft workforce plan for 2020-2025.

11. SPORTS PITCH BUSINESS CASE (CONFIDENTIAL)
A report by the Depute Principal provided a update following on from the meeting in March 2018. The board subsequently AGREED to the release of £250,000 from the AFL to support this development.

12. HEALTH AND SAFETY ANNUAL REPORT 2018-19
Extract from Minutes of the Meeting of the Audit committee held on 17 September 2019.

13. MINUTES OF MEETINGS OF BOARD COMMITTEES
The Board **NOTED** the minutes of the committee meetings as follows:
   a) Longman Disposal Project Board – 25 June 2019
   b) Human Resources Committee – 26 June 2019
   c) Longman Disposal Project Board – 30 July 2019
   d) Longman Disposal Project Board 27 August 2019
   e) Audit Committee – 17 September 2019
   f) Learning, Teaching and Research Committee – 24 September 2019

Items 14 and 15 were included in the agenda for noting only and therefore no discussion took place at the meeting.

14. NOTES OF MEETINGS OF BOARD COMMITTEES

15. UHI COURT – QUARTERLY UPDATE FROM UHI SMT AND ACADEMIC PARTNERS

16. AOCB

17. DATE AND TIME OF NEXT MEETING
17 December 2019 at 3.30 p.m.

Signed by the Chair: _____

Date: _____

University of the Highlands and Islands
Inverness College

Board of Management

Subject/Title:	Minutes of Board of Management Meeting - 11 October 2019
Author: [Name and Job title]	Secretary to BOM
Meeting:	Board of Management
Meeting Date:	17 December 2019
Date Paper prepared:	12 December 2019
Brief Summary of the paper:	Minutes of Board of Management Meeting 11 October 2019
Action requested: [Approval, recommendation, discussion, noting]	To note
Link to Strategy: Please highlight how the paper links to, or assists with:** • compliance • partnership services • risk management • strategic plan • new opportunity/change	•
Resource implications:	None **If yes, please specify**:
Risk implications:	None **If yes, please specify:** Operational: Organisational: achieving student numbers targets
Equality and Diversity implications:	None **If yes, please specify:**
Consultation: [staff, students, UHI & Partners, External] and provide detail	

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

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A. Minutes of Board of Management Meeting 11 October 2019

Following the resignation of the Secretary to the Board of Management minutes were not completed prior to her departure. Therefore, a shorted minute was produced.

The Board is asked to note the position.

Board of Management – List of Outstanding Actions

21 March 2019				
GDPR	Complete information security and GDPR training modules 2 members to complete	Hazel Allan	immediate	
Finance System	lessons learned needed to be documented, including the resource costs within Inverness College and across the partnership as a result of the delays in development of the new system by TechnologyOne.	Director of Finance	By ~~Mid June~~ August	
Workforce Planning	workforce planning report be updated to show how all the work which had been carried out came together	Director of Organisational Development	For next Board meeting – ~~June~~ October	On agenda within Principals report
25 June 2019				
Development Plan – Stakeholder engagement	two Board Strategic Planning events were proposed for the development of the Colleges next Strategic Plan (2020-25). The first in September/October 2019 would be a context-setting workshop to include engagement with key local, regional and national stakeholders. The Regional Outcome Agreement (ROA) would provide the backdrop to the workshop, the outcomes of which would inform both the Strategic Plan and the next iteration of the ROA.	Principal and SMT	January 2020 Away Day	
Risk Register	Comprehensive review of the risk register	Director of Finance	December 2019	On agenda

University of the Highlands and Islands
Inverness College

Board of Management

Subject/Title:	Draft Extract of Minutes of the Joint Audit/Finance and General Purposes Committee – 5 December 2019
Author: [Name and Job title]	Secretary to BOM
Meeting:	Board of Management
Meeting Date:	17 December 2019
Date Paper prepared:	12 December 2019
Brief Summary of the paper:	Draft Extract
Action requested: [Approval, recommendation, discussion, noting]	
Link to Strategy: Please highlight how the paper links to, or assists with:**:** • compliance • partnership services • risk management • strategic plan • new opportunity/change	•
Resource implications:	None **If yes, please specify**:
Risk implications:	None **If yes, please specify:** Operational: Organisational: achieving student numbers targets
Equality and Diversity implications:	None **If yes, please specify:**
Consultation: [staff, students, UHI & Partners, External] and provide detail	

Status – [Confidential/Non confidential]	Non confidential	
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1. **DRAFT AUDITED ACCOUNTS AND ANNUAL AUDIT REPORT 2018/19 (CONFIDENTIAL)**

   a) **Covering Report by Director of Finance**

   The Director of Finance spoke to her report which, as well as setting out the financial position for the year end, provided information in relation to governance arrangements, performance and planning.

   The Director of Finance briefly explained the adjusted deficit table in accordance with Scottish Funding Council (SFC) stipulations. Figures have been agreed with SFC.

   The Director of Finance advised that the FE recurrent grant increase, national pay bargaining and support staff job evaluation grant are included in these accounts. In relation to the support staff job evaluation she explained that the grant has not yet been received, and if the project doesn't conclude next year it will carry forward, so the figure will likely be adjusted in future accounts. College's Scotland have approximated that support staff job evaluation will have an impact of 6% for staff, and 3% for managers. IC are looking for College's Scotland to carry out a quality impact assessment.

   The Director of Finance advised that RAM and MicroRAM are to be reviewed. The Committee questioned if EO were providing shock cushioning, the Director of Finance responded that a UHI reserve had not been allocated to partners. The Depute Principal Planning & Student Experience confirmed PPF targets in 2019/20 were slightly lower (1618-1603).

   The expenditure increase, largely due to significant rise in staff costs, was explained by the Director of Finance. Chris O'Neil assured the Committee that IC were taking mitigating steps towards future staff cost increases. It was noted that swings in pension may occur again.

   The Director of Finance explained value-less-demolition in relation to Longman as a fixed asset and she advised that any deferred grants still on the balance sheet relating to Longman were to be released.

   Gavin Ross queried if depreciation of Group 2 is factored in, Director of Finance confirmed yes. She further explained that the NPD contract did not depreciate; capital payment increases, and interest decreases over the term of the contract.

   b) **Draft IC Annual Audit Report by Ernst & Young**

   Mr Reid provided an explanation of the external audit process undertaken by Ernst & Young and the report provided therein. Mr Reid noted some key points from the report:

   ▪ In 2018/19, IC was determined to be a smaller body thus a reduced scope of audit.
   ▪ Continued good relations with IC.

- Recommendation to address Finance team resources and enhance management, including a further recommendation to move the timetable of next year's audit to a more realistic period.
- In relation to the wider scope audit, financial sustainability was assessed as amber.
- In relation to governance and transparency, this was also assessed as amber.

Following questions from the Committee regarding timescale adjustments for future audits, Mr Reid advised that no detailed discussions had taken place yet and it was for Management to take forward. He stated that Ernst & Young would be hesitant to come on site any earlier.

The Chair questioned if the amber assessment of presentations and disclosure was born from the timing of audit or quality of papers, citing ongoing resources issue. Chris O'Neil confirmed additional resourcing for the Finance team, to be determined by the Director of Finance and Interim Director of Finance. The Committee were also advised of a Finance system upgrade purchase, ahead of the potential new UHI-wide system.

The Interim Director of Finance spoke to her concerns regarding the current system and resources within the team being further stretched with an upgrade, noting she is conscious staff have worked hard on the current system. and any upgrade involving more resources. It was confirmed that the Director of Organisational Development and Director of Finance are looking at a short-term resource to assist with implementation of the upgrade, this will shortly to go resource panel.

The Interim Director of Finance confirmed she would participate in Ernst & Young's audit debriefing and requested team training – Mr Reid confirmed that Ernst & Young would be happy to support this.

The Joint Committee agreed they were happy with the planned additional resourcing – one permanent Finance post and one short term resource for system upgrade implementation. The Director of Finance confirmed that a current vacant post had now been recruited with the new team member joining IC in January. It was noted that the additional resources will help but deadlines will continue to remain challenging.

Chris O'Neil provided an update on the marrying of the strategic plan and finance strategy.

Following a query from the Committee regarding the "shade" of amber assessed for financial sustainability, Mr Reid confirmed it to be solid amber. Chris O'Neil advised that changes through UHI/EO project board may bring changes.

Gavin Ross raised a query regarding resourcing of the action plan pertaining to the national fraud initiative. Mr Reid provided further information on the matter and the Director of Finance advised that 2018/19 was the first year of IC participation, and we are not as involved as some sectors. NFI is a biannual exercise so we have time to plan resources and increase the number of team members with access to NFI data.

The Chair of the Audit Committee thanked the Auditors for a clear and concise audit report and confirmed the Board responsibilities.

The Joint Committee agreed to recommend the Draft IC Annual Audit report and financial statements to the Board of Management for approval. The Director of Finance advised that minor amendments to the financial statements will be tidied up for final version to Board.

c) **Letter of Representations**
The Joint Committee agreed to recommend. The Chair of the Audit Committee, Chris O'Neil and the Director of Finance were all in agreement to sign.

d) **Annual Report and Accounts for the Year Ended 31 July 2019**
The Joint Committee **NOTED** the six recommendations within the Draft Annual Audit report for the year ended 31 July 2019 and **RECOMMENDED** it, together with the financial statements for the year ended 31 July 2019 and the letter of representations to the Board of Management for approval.

The Principal, Depute Principal Planning and Student Experience, Depute Principal Academic Development, Director of Organisational Development, Director of Finance and Interim Director of Finance left the meeting

University of the Highlands and Islands
Inverness College

Subject/Title:	Covering Report on the College Financial Statements for the Year Ended 31 July 2019
Author: [Name and Job title]	Fiona Mustarde, Director of Finance
Meeting:	Joint Audit and Finance and General Purposes Committee
Meeting Date:	Thursday 5 December 2019
Date Paper prepared:	27 November 2019
Brief Summary of the paper:	To summarise the key points reported in the financial statements for the year ended 31 July 2019.
Action requested: [Approval, recommendation, discussion, noting]	To discuss the financial statements for the year ended 31 July 2019 and recommend to the full Board of Management for approval.
Link to Strategy: Please highlight how the paper links to, or assists with:**:** - compliance - partnership services - risk management - strategic plan - new opportunity/change	Compliance – adherence to the Financial Memorandum with UHI as RSB, compliance with various accounting requirements.
Resource implications:	Yes / No **If yes, please specify**:
Risk implications:	Yes / No **If yes, please specify:** Operational: Organisational:
Equality and Diversity implications:	No **If yes, please specify:**
Consultation: [staff, students, UHI & Partners, External] and provide detail	N/A

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

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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.)	Until the Scottish Parliament have approved the annual accounts.

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University of the Highlands and Islands
Inverness College

Subject/Title:	Report on the final amendments to the College Financial Statements for the Year Ended 31 July 2019
Author: [Name and Job title]	Fiona Mustarde, Director of Finance
Meeting:	Board of Management
Meeting Date:	Tuesday 5 December 2019
Date Paper prepared:	27 November 2019
Brief Summary of the paper:	The Joint Audit and F&GP Committee on 5 December 2019 which received the College financial statements were advised that there were some minor amendments that would be required for the final version submitted to the full Board of Management for approval. This paper is to highlight the key amendments to the financial statements for the year ended 31 July 2019.
Action requested: [Approval, recommendation, discussion, noting]	To approve the financial statements for the year ended 31 July 2019.
Link to Strategy: Please highlight how the paper links to, or assists with:**:** • compliance • partnership services • risk management • strategic plan • new opportunity/change	Compliance – adherence to the Financial Memorandum with UHI as RSB, compliance with various accounting requirements.
Resource implications:	Yes / No **If yes, please specify**:
Risk implications:	Yes / No **If yes, please specify:** Operational: Organisational:
Equality and Diversity implications:	No **If yes, please specify:**
Consultation: [staff, students, UHI & Partners, External] and provide detail	N/A

Status – [Confidential/Non confidential]	confidential		
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Its disclosure would substantially prejudice the commercial interests of any person or organisation (S33)	X	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.)	Until the Scottish Parliament have approved the annual accounts.

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

University of the Highlands and Islands
Inverness College

Board of Management

Subject/Title:	Annual Audit Committee report to the Board of Management 2018-19
Author: [Name and Job title]	Fiona Mustarde, Director of Finance
Meeting:	Audit Committee (Joint Audit and F&GP)
Meeting Date:	5 December 2019
Date Paper prepared:	3 December 2019
Brief Summary of the paper:	The report highlights the membership of the Audit Committee, meetings held, those attending and the key reports presented during 2018-19. This includes both the work carried out by the Internal Auditor BDO for 2018/19, and the External Auditor Ernst & Young for the audit of the 2017/18 financial statements. Other key areas of the work of the committee are highlighted, specifically risk management, health and safety and approval of policies relevant to the terms of reference of the Committee.
Action requested: [Approval, recommendation, discussion, noting]	The Committee is requested to recommend the report to the Board of Management for approval
Link to Strategy: Please highlight how the paper links to, or assists with:**:** • compliance • partnership services • risk management • strategic plan • new opportunity/change	The Audit Committee is required, in accordance with Scottish Funding Council guidance to report annually to the Board of management. The report relates to the discussions and actions in relation to risk management Linked to Opportunity and Growth in Sustainability within the strategic plan, specifically managing our risks
Resource implications:	Not directly, but indirectly in relation to the management of risk
Risk implications:	Yes Operational: as outlined in the Risk register Organisational: as outlined in the Risk register
Equality and Diversity implications:	N/A
Consultation: [staff, students, UHI & Partners, External] and provide detail	No consultation carried out – report is a statement of work carried out by the Audit Committee throughout 2018-19

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

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

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

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Annual Audit Committee Annual Report to the Board of Management

Title	Inverness College UHI Audit Committee Annual Report 2018-19
Introduction	The Audit Committee is required, in accordance with Scottish Funding Council guidance to report annually to the Board of Management. This report covers the work of the Audit Committee during the 2018-19 Academic Year.
Membership	The Membership of the Committee during the 2018-19 academic year was as follows:- Hazel Allen, Chair Jaci Douglas, Vice chair Sarah Burton Innis Montgomery Fiona Neilson Steve Walsh Board Secretary – Fiona Ambrose (Clerk to the Committee)
Meetings	4 meetings were held throughout the year and the attendance was as follows:- **18 September 2018** Hazel Allen, Sarah Burton, Innis Montgomery, Steve Walsh **27 November 2018** Hazel Allen, Jaci Douglas, Innis Montgomery, Fiona Neilson, Steve Walsh **26 February 2019** Hazel Allen, Innis Montgomery, Fiona Neilson **28 May 2019** Hazel Allen, Sarah Burton, Jaci Douglas, Fiona Neilson, Steve Walsh Hazel Allen chaired all meetings The internal auditors, BDO, attended all four meetings in 2018-19 and by teleconference at the meeting in February 2019. Ernst & Young attended the meetings in November 2018 and May 2019.

	The Director of Finance attended every meeting, as did the Director of Organisational Development. The Principal attended the September 2018 and November 2018 meetings. The Depute Principal (Planning and Student Experience) attended three meetings, not attending the May 2019 meeting.
	Jason Thurlbeck, Head of UHI Audit, was copied in to all papers and had an open invitation to attend
Terms of Reference	The terms of Reference were reviewed in September 2017 and approved by the Board of Management at its meeting in October 2017. The terms of reference were further reviewed at the May 2019 meeting and no changes were required.
Internal Audit	**Provider**
	The Internal Auditors are BDO. They were appointed for the three year period 2017-2020 at a cost of £60,480.
	Audit committee assessment of performance
	The annual review of the performance of BDO was undertaken on 28 May 2019. This was the second year of the audit contract and the ratings from the committee on the key areas were as follows:- understanding – very good skills and experience - good communication - good performance – good
	Review of internal audit plan The Internal Audit Strategy 2017-2020 set out the programme of audits to be undertaken in each of the three years from 2017. The rationale for the inclusion of particular reviews was based on the Auditors initial review of the Colleges risk register, discussions with a number of key stakeholders and consideration of various documents, publications and information sources.
	Eight internal audit reviews and the follow up review were undertaken during 2018-19. Three of the eight are regulatory reviews, these being the Student Support Funds, FES Return and EMA. The outcomes of all reviews with the exception of the Research Governance and Business and Commercial Development has been presented to and discussed by Audit Committee. The remaining two reviews were awaiting finalisation in relation to management responses and shall be reported to the next Audit Committee. The initial conclusion is reflected in the summary table below and isnot expected to change.
	The plan was based on the proposed allocation of days for set out in the 2018-19 operational plan. There was no change in the time spent – Planned v budget. 45 days' work was undertaken.

Summary of Internal Audit reports 2018-19

	Overall Report Conclusions – see appendix I				
	RED	AMBER	GREEN	Design	Operational Effectiveness
Student Support Funds	0	0	0	n/a	n/a
Education Maintenance Allowance	0	0	0	n/a	n/a
FES Return	0	0	0	n/a	n/a
Business Continuity Management	0	3	3	Moderate	Moderate
Financial Planning	0	5	3	Moderate	Moderate
Curriculum Planning	0	0	1	Substantial	Moderate
Research Governance	0	1	2	Moderate	Moderate
Business & Commercial Development	0	2	1	Moderate	Moderate
Follow Up	n/a	n/a	n/a	n/a	n/a

Overall gradings were defined as follows

LEVEL OF ASSURANCE	DESIGN of internal control framework		OPERATIONAL EFFECTIVENESS of internal controls	
	Findings from review	Design Opinion	Findings from review	Effectiveness Opinion
Substantial (GREEN)	Appropriate procedures and controls in place to mitigate the key risks.	There is a sound system of internal control designed to achieve system objectives.	No, or only minor, exceptions found in testing of the procedures and controls.	The controls that are in place are being consistently applied.

Moderate (BLUE)	In the main there are appropriate procedures and controls in place to mitigate the key risks reviewed albeit with some that are not fully effective.	Generally a sound system of internal control designed to achieve system objectives with some exceptions.	A small number of exceptions found in testing of the procedures and controls.	Evidence of non compliance with some controls, that may put some of the system objectives at risk.
Limited (AMBER)	A number of significant gaps identified in the procedures and controls in key areas. Where practical, efforts should be made to address in-year.	System of internal controls is weakened with system objectives at risk of not being achieved.	A number of reoccurring exceptions found in testing of the procedures and controls. Where practical, efforts should be made to address in-year.	Non-compliance with key procedures and controls places the system objectives at risk.
No (RED)	For all risk areas there are significant gaps in the procedures and controls. Failure to address in-year affects the quality of the organisation's overall internal control framework.	Poor system of internal control.	Due to absence of effective controls and procedures, no reliance can be placed on their operation. Failure to address in-year affects the quality of the organisation's overall internal control framework.	Non compliance and/or compliance with inadequate controls.

Recommendation Significance	
High (RED)	A weakness where there is substantial risk of loss, fraud, impropriety, poor value for money, or failure to achieve organisational objectives. Such risk could lead to an adverse impact on the business. Remedial action must be taken urgently.
Medium (AMBER)	A weakness in control which, although not fundamental, relates to shortcomings which expose individual business systems to a less immediate level of threatening risk or poor value for money. Such a risk could impact on operational objectives and should be of concern to senior management and requires prompt specific action.

Low (GREEN)	Areas that individually have no significant impact, but where management would benefit from improved controls and/or have the opportunity to achieve greater effectiveness and/or efficiency.

Audit reports

Summary of Recommendations made	
High	0
Medium	11
Low	10
Total number of recommendations:	21

The Committee made specific comments on reports as follows:-

Business Continuity Management
- that the results of the next test exercise in terms of risk be reported back to the Audit Committee

Financial Planning
- The Chair raised particular concerns on the findings in relation to outturn monitoring. The Director of Finance confirmed that some areas had been identified and that work had already started to improve on practices. This included work on internationalisation and savings identified by reducing the opening hours of the main campus building. There would be outturn monitoring against the Finance Strategy which had recently been approved by the Board of Management in March 2019.
- The Director of Finance confirmed a number of actions had already commenced to improve a number of practices prior to the completion of the audit.
- The Committee discussed the lack of sensitivity analysis and reporting. The Board of Management had to be aware of the impact of targets not being made in individual areas such as internationalisation and the actions which would be put in place to mitigate against such. The Director of Finance is to prepare a quarterly report to the Board of Management outlining performance against the objectives within the finance strategy.

BDO were of the opinion that Management were conscientious in reviewing and commenting on their reports in a positive manner. The responses indicated that appropriate steps to implement recommendations are being put in place.

Risk Management

The Committee discussed each quarterly risk management report in detail. In summary, the key issues raised and agreed in 2018-19 were that:-

- Financial sustainability has been discussed at length, both in terms of causes and mitigating actions. It was discussed that in order for the Board to take a risk assessed view, it required a broad understanding of the wider issues which are taken into account by management when drawing up financial forecasts. It was agreed that information should be provided to the Board so that they were fully aware of best and worst case scenarios.
- Extensive discussion on the escalating risk associated with the delays in the UHI finance systems convergence project leading to Board approval to upgrade the existing finance system at IC.
- The Committee view that the mitigating actions in the risk register are mechanistic and required further reflection by SMT.

In addition to a report being submitted to each Audit Committee, the Standing Committees, namely Learning, Teaching and Research, Human Resources and Finance and General Purposes each considered the items of risk from the risk register with specific relevance to their remits.

Closed Meeting

The Audit Committee held a closed session with the Internal Auditors at the meeting held on 28 May 2019, as per the Code of Good Governance for Scotland's Colleges. The key points made were as follows:-

- *There was good discussion on the planned internal audit reports and good interaction with college staff*
- *Neither BDO nor College staff had perhaps fully understood the time needed to gather some information which was not held centrally, especially where a considerable amount of detail was required*
- *The knock on effect in the time available to test the assurances received.*
- *It had been helpful to have co-ordination of the timing of audits*
- *Management would request further clarification on why recommendations were being made. Positive feedback was sought to understand the rationale rather than resistance to the recommendations*

The Committee confirmed that it was satisfied that the scopes of the audits met what was needed and reports in turn provided the information to allow the College to continuously improve on procedures and practices

	Overall opinion of risk management, control and governance arrangements (draft) It was the opinion of BDO that "based on the reviews undertaken during the period, and in the context of materiality: • The risk management activities and controls in the areas which we examined were found to be suitably designed to achieve the specific risk management, control and governance arrangements. • Based on our verification reviews and sample testing (and with the exceptions noted above), the risk management, control and governance arrangements were operating with sufficient effectiveness to provide reasonable, but not absolute assurance that the related risk management, control and governance objectives were achieved for the period under review." At the time of writing, the Internal Audit Annual Report remains in draft form as the Business and Commercial Development review has not fully concluded.
External audit	**Ernst & Young** Ernst & Young completed their audit of the accounts for the year ending 31 July 2018. This was the second report by Ernst & Young who had been appointed by the Auditor General for Scotland as the external auditor for the financial years 2016/17 to 2020/21. The fee for the 2017-18 audit as per Audit Scotland's fee letter 2017-18 was £16,090. These accounts were submitted to and approved by the Board of Management on 18 December 2018. Ernst and Young's independent auditor's report provided an unqualified opinion that the financial statements • gave a true and fair view in accordance with the Further and Higher Education (Scotland) Act 1992 and directions made thereunder by the Scottish Funding Council (SFC) of the state of the affairs of the College and Group as at 31 July 2018 and of its deficit for the year then ended; • had been properly prepared in accordance with United Kingdom Generally Accepted Accounting Practice; and • had been prepared in accordance with the requirements of the Further and Higher Education (Scotland) Act 1992 and directions made thereunder by the Scottish Funding Council, the Charities and Trustee Investment (Scotland) Act 2005, and regulation 14 of The Charities Accounts (Scotland) Regulations 2006 (as amended). **Audit committee assessment of performance** The annual review of the performance of EY was undertaken on 26 February 2019 for the 2017-18 financial statements year. This was the second year of the audit contract and the ratings from the committee on the key areas were as follows:- Interaction with the committee – very good Overall view of quality of service – very good

	Closed Meeting
	
	The Audit Committee held a closed session with the External Auditors at the joint meeting held on 6 December 2018. The key points made were as follows:-
	
	• There had been a very positive attitude across the College with good interaction, particularly with the Director of Finance and the Finance team and a constructive relationship had been developed
	• A number of challenges in relation to resource had been identified and it was important that the College placed sufficient focus to resolve these challenges.
	• Members of the Joint Committee raised a number of general concerns re
	    o Ongoing resourcing issues in the Finance Team including the capability to undertake general finance processes
	    o The late receipt of papers across all Committees
	    o The lack of financial figures within recent committee reports
	    o The culture of financial responsibility and the perceived poor awareness of efficiency requirements across the organisation and the finance section resourcing potentially limiting the cultural change that was required
	    o The ongoing problem with the roll out of the new Finance System, the resource implications for the UAT phase and the deficiencies of the current system
	    o Assurance that the key financial risks were being addressed as part of an integrated curriculum planning process, including the ability to support research
	
	The Joint Committee was pleased to note that Ernst & Young acknowledged that there was a high level of understanding by the Board of the key issues to be addressed.
	
	Audit of annual accounts 2018-19
	
	During the Financial Year covered by this report the Auditors completed their audit of the accounts for the year ending 31st July 2019. These accounts will be submitted to the Board of Management on 17 December 2019 for approval. The fee for the 2018-19 audit as per Audit Scotland's fee letter 2018-19 is £17,378. The increase relates to work on wider scope aspects of the audit. It should be noted that it has been intimated by EY that additional costs have been incurred during the course of the audit and further fees are to be agreed.

Other work done	**Health and Safety** Health and Safety reports are submitted to each audit committee throughout the year. It has been another positive year for the College in terms of the Management of Health and Safety. We are now seeing a level of consistency in terms of reporting and seen some improvement in hand injuries since 2016-17 which was an area of concern and focus (48% in 2016-17). Utilising the HASMAP audit standard and the implementation of the SHE system have been key drivers in these positive results, however there are still some areas for improvement. The new Academic Management school structure is a significant opportunity for the Schools to take greater responsibility for the management of H&S within their areas.

Significant work had been carried out to address the number of hand injuries and a hand safety presentation was now continuously rolled out to staff. In 2018-19, hand injuries accounted for around 8% of reported accidents/incidents compared to 7% the previous year. Analysis shows that the first quarter of a new year is when most of these incidents occur and in addition to the year round campaign, there is additional focus at student induction.

- **Riddor**
  There was 1 Reported RIDDOR incidents during academic year 2018-19 compared with 3 for 2017-18. The incident related to an individual falling on the steps in the lecture theatre.

- **Accident/incident/near miss reporting**
  There was a further increase in the number of reports relating to accidents/incidents and near misses in comparison to the previous year. The increase in numbers was welcomed as this confirmed the increased awareness and reporting requirements.
  August 2018 - July 2019 No. of reports received 280
  August 2017 - July 2018 No. of reports received 340

Data Protection and Other Issues
The following key issues were considered by the Committee during 2018-19
- General Data Protection Regulation (GDPR) Compliance
- Cyber resilience certification
- UHI Finance system project
- Public bodies climate change report

Policies
The following key policies were reviewed during 2018/19
- Risk Management
- E mail usage and retention
- Freedom of Information
- Health and Safety policy and statement

The Annual report on Data Protection, Freedom of Information, Complaints and Public Interest Disclosure was presented to the committee in February 2019. No major issues were reported.

Value for Money and Procurement Annual Report 2018-19

The GDPR legislation which came into force in May 2018 has led to an increase in work due to contracts and suppliers having to be assessed for GDPR relevance.

<table>
<tr><td></td><td>

Value for Money
- The number of orders being placed through PECOS has increased by a further 20%
- All contract information was placed on the Hunter database to ensure that all contracted spend was captured and reported on
- The College are set to use the Scottish Government Einvoicing solution which delivers a financial saving for transactions that are processed via PECOS
- Spend on frameworks at 75% of relevant spend is well above the Scottish Government public sector target of 40%
- Local Cost Savings through devolved procurement activity delivered savings of £84,564.88, exceeding the college target of £75,000

Tendering activity
Collaborative savings have been achieved through national and regional exercises as follows –
BT1 Cash Savings £362,626.88
BT2 Cash Savings £131,378.63

Throughout 2018/19, the procurement team focused on non-compliance areas to ensure new contracts were placed to ensure compliance with all regulations.

Non-Compliant Regulated Procurements
In the FY18-19 period Inverness College UHI had eight occurrences of non-compliance. This occurred where historic suppliers had been used without a contract and the spend exceeded £50k over a 4 year period.

Other procurement activities
A number of other procurement activities were undertaken including working on innovative ways to reduce waste, local cost saving initiatives,
Participation in meet the buyer events, looking at whole life costing not just initial purchase.

Business Continuity Plan

An internal audit review took place in November 2018 which resulted in a number of recommendations. The remaining actions are to be completed in the coming months and the full BCP will be updated accordingly.

</td></tr>
<tr><td>**Other**</td><td>A review of risk and risk appetite was led by the Chair of the Audit Committee and considered at the Board of Management away day in January 2019.</td></tr>
<tr><td>**Opinion**</td><td>The Audit Committee is of the opinion that the risk management of activities and controls in the areas examined by BDO were found to be suitably designed to achieve the specific risk management control and governance arrangements.</td></tr>
</table>

	The Audit Committee concurs with the (draft) opinion of BDO that the risk management, control and governance arrangements were operating with sufficient effectiveness to provide reasonable, but not absolute assurance that the related risk management, control and governance objectives were achieved for the period under review.
Circulation	Copy to the Auditors once approved by the Board of Management
Conclusion	The Audit Committee is pleased to report to the Board of Management that in its opinion the College has adequate internal controls, procedures and systems in place Signed………………………………………… Chair, Audit Committee Date …………………………………………….

RISK MANAGEMENT POLICY

REFERENCE: PL/CS/2018/001

Policy Owner	Director of Finance
Lead Officer	Director of Finance
Review Officer	Director of Finance
Date first approved by BoM	10 December 2007
First Review Date	December 2010
Date review approved by BoM	18 December 2018
Next Review Date	November 2019
Equality impact assessment	N/A
Further information (where relevant)	

Reviewer	Date	Review Action/Impact
Director of Corporate Services	20.12.10	Review approved by BoM
Director of Corporate Services	02.12.14	Review approved by BoM
Director of Corporate Services	24.12.15	Review approved by Audit Committee
Depute Principal	22.03.18	Review approved by BoM
Director of Finance	18.12.18	Review approved by BoM

Contents

1 Policy Statement

The Board of Management of Inverness College UHI has adopted this policy for the management of risk at the College. This policy forms part of the governance arrangements of the University of the Highlands and Islands.

The current policy statements on risk were reviewed and agreed by the University Court on 20 September 2017. The College has adopted the statements:

The College's general approach is to minimise its exposure to risk. It will seek to recognise risk and mitigate the adverse consequences. However, the College recognises that in pursuit of its mission and academic objectives it may choose to accept an increased level of risk. It will do so, subject always to ensuring that the potential benefits and risks are fully understood before developments are authorised, and that sensible measures to mitigate risk are established.

1.2 Overview and Scope

Risk is inherent in all activity. Risk management is important to ensure that all significant, relevant risks are understood and prioritised as part of normal management practices. Information on risk must be organised in a way that is useful for management purposes and enables decisions to be taken based on the knowledge of risk versus reward.

Identification and management of risk on a consistent, appropriate and timeous basis is a requirement of the University Court, as regional Strategic Body, and of the Scottish Funding Council (SFC).

The recognition and management of risk is the responsibility of everyone who allocates and/or uses resources so all members of staff should have an awareness of the risks of the organisation.

1.3 Implementation and Monitoring

The policy will be implemented through the Senior Management Team (SMT) of the College. A report comprising the corporate/high level risk register will be presented to the committee of the SMT and to the Board of Management Audit Committee for review and monitoring at each meeting.

2 Legislative framework/related policies

2.1. Health and Safety Policy
2.2. ICT - UHI Partnership Information Security Acceptable Use Policy
2.3. Data Protection Policy
2.4. Financial Regulations
2.5. Data Protection Act 1998
2.6. General Data Protection Regulation (GDPR) (From 25 May 2018)
2.7. Business Continuity Plan.

2 Overview

Risk is inherent in all activity. Risk management is important to ensure that all significant, relevant risks are understood and prioritised as part of normal management practices.

Information on risk must be organised in a way that is useful for management purposes and enables decisions to be taken based on the knowledge of risk versus reward. Identification and management of risk on a consistent, appropriate and timeous basis is a requirement of the University Court, as regional Strategic Body, and of the Scottish Funding Council (SFC).

4 Scope

The scope of this policy was initially developed to apply to faculties and departments of Executive Office and also to create a model of good practice methodology that could be adopted by Academic Partners. The College, as an integral part of the University, has adopted the policy to cover all aspects of its activity and operations.

5 Risk Appetite

The College will take a portfolio approach to risk management: i.e. whilst at any one time it may be carrying a high level of risks in one or more parts of its business, it will ensure that the number of areas exposed to high risk at any time are minimised and balanced with a low risk approach in other areas.

The portfolio of risk will be regularly reviewed by the SMT, Audit Committee and Board of Management.

High risk areas will be very closely aligned to strategic priorities and aligned to high returns i.e. the College should not be exposed to high levels of risk if returns are likely to be minimal or if the activity is not business critical.

The elapsed time over which the College is exposed to a high level of risk in

any area should be minimised as much as possible.

6 Partnership Approach to Risk management

The University uses a standardised risk template and this has been adopted by the College. The template and the methodology for recording risks was developed and agreed through the Finance Directors Practitioners Group and the process for completing and sharing risk registers was endorsed by Academic Partners Principals.

The criteria for measuring the likelihood of risks occurring and the gross impact of risks is attached at Appendix 1.

7 Roles and Responsibilities

7.1 The Director of Finance is the policy owner.

The recognition and management of risk is the responsibility of everyone who allocates and/or uses resources, so all members of staff should have an awareness of the risks of the organisation.

Risks need to be evaluated in a controlled manner and the uncertainties involved need to be minimised. The approaches available to managing risk include:

- Terminate – avoid risk by doing something else
- Transfer – risk passed on to someone else e.g. outsourcing, insurance, subcontracting
- Treat – reduce risks by management action
- Tolerate – accept risk and manage appropriately

7.2 Board of Management

The Board of Management has a fundamental role to play in the management of risk. Its role is to:

- Set the tone and influence the culture of risk management within the institution. This includes determining the risk appetite of the institution, i.e. determining what risks are acceptable and which are not, and to provide a framework within which the appropriate level of exposure to risk can be determined in particular circumstances; and;

- Approve major decisions affecting the College's risk profile or exposure.

7.3 Finance and General Purposes Committee

The Finance and General Purposes Committee is responsible for:

- Ensuring that the major risks associated with specific proposals put to it have been properly considered and can be appropriately managed within the policy framework set by the Board.

7.4 Audit Committee

The Audit Committee is responsible for monitoring the College's general arrangements for risk management and specifically for:

- Ensuring that corporate risks are properly managed, reviewing evidence to this effect and ensuring measurement of results as appropriate.

- Advising the Board on the effectiveness of policies and procedures for risk assessment and risk management;

- Annually reviewing the College's approach to risk management and, if appropriate, recommending changes or improvements to key elements of its processes and procedures;

- Providing a statement to the Board annually indicating how the College has complied with good practice with regard to Corporate Governance and, in particular, in relation to effective risk management.

7.5 Role of Internal Audit

A "risk based" internal audit plan is prepared taking account of the College's risk register, strategic plan and wider operating environment.

The College aims to progress towards "risk managed" which is defined as "Enterprise approach to risk management developed and communicated".

Internal audit will:

- Report its findings to the audit committee

- Advise and make recommendations to senior managers as appropriate.

7.6 Senior Management Team

The Senior Management Team is responsible for:

- Implementing the Board's risk management policy and ensuring compliance

- Identifying, evaluating and managing strategic and operational risks in the College and bringing emerging corporate risks to the attention of the Board and/or its committees.

- Ensuring that everyone in each SMT member's area of responsibility understands their risk management responsibilities making clear the extent to which staff are empowered to take risks.

- Communicating College policy and information about the risk management programme to all staff and external partners as appropriate

IMPACT					
5 - Catastrophic	5	10	15	20	25
4 - Major	4	8	12	16	20
3 - Significant	3	6	9	12	15
2 - Minor	2	4	6	8	10
1 - Insignificant	1	2	3	4	5
	1 -Very	2 -	3 - Possible	4 - Likely	5 - Almost
	LIKELIHOOD				

LIKELIHOOD CRITERIA	TIMESCALE 3 YEARS	
Score	Descriptor	Probability
5-Almost Certain	More than likely – the event is anticipated to occur	>80%
4-Likely	Fairly likely – the event will probably occur	61-80%
3-Possible	Possible – the event is expected to occur at some time	31-60%
2-Unlikely	Unlikely – the event could occur at some time	10-30%
1-Very Rare	Remote – the event may only occur in exceptional circumstances	<10%

IMPACT - CRITERIA		**Financi**	TIMESCALE 3 YEARS	**Reputational (need to**
5 - Catastrophic	A disaster with the potential to lead to: •loss of a major UHI partner	> £500,0 00 or lead to	Likely loss of key partner, curriculum area or department Litigation in progress	Incident or event that could result in potentially long term damage to UHI's reputation. Strategy needed to manage the
4-Major	A critical event which threatens to lead to: major reduction in funding	£250,0 00 - £500,0 00 or lead to	•Possible loss of partner and litigation threatened •Major deterioration in quality/pass rates/delivery	Incident/event that could result in limited medium – short term damage to UHI's reputation at local/regional level.
3-Significant	A Significant event, such as financial/ operational difficulty in a department or	£50,00 0 - £250,0	General deterioration in quality/delivery but not persistent	An incident/event that could result in limited short term damage to UHI's reputation and
2-Minor	An adverse event that can be accommodated	£10,00 0 -	•Some quality/delivery issues occurring regularly	Low media profile Problem commented
1- Insignificant	An adverse event that can be accommodated	<£10,0 00	•Quality/delivery issue considered one-off	•No adverse publicity •Credibility unaffected

University of the Highlands and Islands
Inverness College

Subject/Title:	Risk Register
Author: [Name and Job title]	Fiona Mustarde, Director of Finance
Meeting:	**Audit Committee**
Meeting Date:	26 November 2019
Date Paper prepared:	26 November 2019
Brief Summary of the paper:	Risk Register.
Action requested: [Approval, recommendation, discussion, noting]	Discussion
Link to Strategy: Please highlight how the paper links to, or assists with:**:** • compliance • partnership services • risk management • strategic plan • new opportunity/change	Risk Management – demonstrates our understanding of the key risks facing Inverness College UHI and the steps taken to address these risks.
Resource implications:	
Risk implications:	Yes **If yes, please specify:** Operational: Organisational: Ineffective management of significant risks leading to adverse financial impacts
Equality and Diversity implications:	No
Consultation: [staff, students, UHI & Partners, External] and provide detail	N/A

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

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

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

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

University of the Highlands and Islands
Inverness College

Subject/Title:	UHI Common Policy – Tertiary Learner Support Policy
Author: [Name and Job title]	Lindsay Snodgrass, Director of Student Experience
Meeting:	BoM
Meeting Date:	17 December 2019
Date Paper prepared:	9 December 2019
Brief Summary of the paper:	This policy forms part of a suite of new policy/procedures to be drafted as part of the new common policy environment. The new policies have been drafted by an across partnership group and have had IC UHI representation and endorsement. This policy was approved at LTR committee on 3 December 2019 subject to one change of wording of 'disabled students' to 'student with a disability'. This has now been amended and is reflected in the enclosed paper.
Action requested: [Approval, recommendation, discussion, noting]	The committee is asked to approve the Tertiary Learner Support Policy prior to this being published.
Link to Strategy: Please highlight how the paper links to, or assists with:**:** • compliance • partnership services • risk management • strategic plan • new opportunity/change	
Resource implications:	Yes / No **If yes, please specify**:
Risk implications:	Yes / No **If yes, please specify:** Operational: Organisational:
Equality and Diversity implications:	Yes/No **If yes, please specify:**
Consultation: [staff, students, UHI & Partners, External] and provide detail	Following approval from BoM, the policy will be published.

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

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

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

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Inverness College, University of the Highlands and Islands

Tertiary Learner Support Policy

Reference: PL/LT/2018/001

Lead Officer (Post):	Director of Student Experience
Responsible Office/ Department:	Student Support
Responsible Committee:	Learning, Teaching & Resourcing Committee
Review Officer (Post):	Additional Support Needs Manager
Date policy approved:	18/12/2018
Date policy last reviewed and updated:	Click or tap to enter a date.
Date policy due for review:	01/05/2019
Date of Equality Impact Assessment:	01/05/2018
Date of Privacy Impact Assessment:	n/a

This policy covers the period (date) to (date).

For all our up-to-date policies, please visit our website.

Accessible versions of this policy are available upon request.

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Tertiary Learner Support Policy
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Policy Summary

Overview	This policy is required to set out a regional approach to learner support 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 support of learners.
Scope	This policy applies to all academic partners.
Consultation	This policy was developed by a Policy Ownership Group, made up of practitioners from across the University of the Highlands and Islands network. Endorsement was received from Senior Management Curriculum Team, Partnership Council and Further Educational Regional Board, before the policy went through local consultation and approval by College Boards of Management and UHI Academic Council.
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 and the Student Support team.
Risk Implications	The policy reduces risk for the University and academic partners by reinforcing the existing community of practice for staff and creating a streamlined process. Students will also benefit from a consistent approach across all partners.
Link with Strategy	This policy is linked to individual Access and Inclusion strategies and the Regional Outcome Agreement.
Impact Assessment	Equality Impact Assessment: Assessed – No further action to be taken.
	Privacy Impact Assessment:

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Tertiary Learner Support Policy
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1. Policy Statement

1.1　Inverness College UHI is committed to providing an inclusive learning environment in which every student can make the most of learning and development opportunities available throughout their student journey. All students have different learning needs, regardless of level of study.

1.2　The College/Institution will comply with the Equality Act 2010, and is committed to promoting equality of opportunity and fair treatment for those with protected characteristics.

1.3　Students will be given the opportunity to achieve their full potential through anticipation of service provision, ensuring reasonable adjustments will be made when and where required by Inverness College UHI.

2. Definitions

2.1　**Personal Learning Support Plan**: A Personal Learning Support Plan (PLSP) is a functional and confidential document which details the nature of a student's additional support need(s) and any support measures that have been agreed. PLSPs are drawn up in close consultation with students and regularly reviewed.

2.2　**Access and Inclusion Strategy**: Inverness College UHI has an Access and Inclusion Strategy, which can be found here. The purpose of this document is to 'define the inclusive service we provide and how we monitor its effectiveness and impact. It outlines the inclusive service we provide for students and sets out our ambitions' (from SFC guidance).

2.3　**Reasonable adjustment duty**: As set out in the Equality Act 2010, the reasonable adjustment duty is the legal obligation to remove as far as possible by reasonable means the disadvantage which a student with a disability experiences because of their disability. Further information from the Equality and Human Rights Commission is available here.

3. Purpose

3.1　The purpose of this policy is to create a supportive environment for learners in the College/Institution. This policy is intended to promote access and inclusion and wherever possible to provide parity of experience for learners at each stage of their student journey.

3.2　The College/Institution will work with learners to identify needs through a combination of pre-entry disclosure, on-course disclosure, needs assessment, student request, tutor identification and partnership working.

3.3　Students will be provided with a range of opportunities to disclose specific requirements. Disclosures of specific requirements will be followed up by staff at Inverness College UHI where reasonable and appropriate.

3.4　Disclosures can be made at any time from pre-application. All students and prospective students are encouraged to disclose any specific requirements at the earliest opportunity, in order that appropriate support can be identified as soon as is practicable.

3.5　**PLSPs**: The Partnership recognises the value of the PLSP as a functional and confidential document that details the support and adjustments, including those related to academic

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assessment, that have been approved in light of a student's specific needs. PLSPs should be used where appropriate, where it supports the learner and the situation warrants and/or necessitates the use of this tool. PLSPs are one source of evidence used internally and by awarding bodies to support the identification of alternative assessment needs.

3.6   Planning for reasonable adjustments will be undertaken collaboratively between the student, support and academic staff. The student will always be regarded and treated as a central figure in this process and will be kept appraised of progress.

3.7   **Awarding Bodies**: When reviewing additional support requests validated by another awarding body, the awarding body website and/or policies must be referred to. For example City & Guilds qualifications which are accredited by SQA Accreditation would require us to refer to their website and contact policy@cityandguilds.com.

3.8   **Use of Personal Data**: Personal data collected through the Inverness College UHI Learner Support process will be handled in accordance with the University's tertiary student document retention policy and the relevant privacy notice. Personal data will be anonymised and used for statistical purposes to monitor applications by age, disability, gender and gender reassignment, pregnancy and maternity status, ethnicity, religion and/or belief, sexual orientation, socio-economic background or care experience.

4. Scope

4.1   This policy applies to students undertaking FE and HE courses at the College/Institution, regardless of mode or level of delivery.

4.2   Whether it is reasonable for an education provider to make any particular adjustment will depend on a number of factors, including:
- The effectiveness of making the adjustment and whether it is practical to do so
- The financial resources available
- The availability of grants, loans and other assistance to students with a disability, such as Disabled Student Allowance, or charitable trusts
- The extent to which aids and services will be provided to students with a disability from other sources
- Health and Safety requirements – this means if the adjustment increased the risks to the health and safety of another person
- The relevant interests of other people – this means where the adjustment results in significant disadvantage for other people

5. Exceptions

5.1   Student personal health care is outwith the scope of this policy. Please see Partnership Matters for further information,

6. Notification

6.1   All staff are responsible for supporting learners through their student journey and should be aware of the policy.

6.2   Staff members responsible for providing specialist learner support will be briefed and trained on the policy and procedures.

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6.3   The policy will be publicly available on the College/Institution's website, along with other current policies.

7. Roles and Responsibilities

7.1   The College/Institution's Director of Student Experience has overall responsibility for the implementation of this policy.

7.2   All staff have a responsibility to provide support for the learner through their student journey.

7.3   The College/Institution's Additional Support Needs Team staff will provide services including, but not limited to:
- Contact with students and assessment of need
- Creation of PLSPs
- Signposting and coordinating support
- Liaising between student and academic staff
- Implementation of support
- Passing Summary of Support to the Personal Development Advisor (PDA)

7.4   The College/Institution's teaching staff staff will provide services including, but not limited to:
- Reading the Summary of Support and appropriate cascading to relevant members of staff on a need to know basis
- Compliance with Summary of Support
- Implementing learning and teaching adjustments
- Review and liaison with the Additional Support Needs Team on impact of learning and teaching adjustments
- Liaising with the Additional Support Needs Team where a student has not made a disclosure but may require support
- Adhering to confidentiality protocols

8. Legislative Framework
- Adult with Incapacity (Scotland) Act 2000
- Adult Support and Protection (Scotland) Act 2007
- British Sign Language (Scotland) Act 2015
- Children (Scotland) Act 1995
- Children and Young People (Scotland) Act 2014
- Data Protection Act 2018
- Disability Discrimination Act 2005
- Education (Additional Support for Learning) (Scotland) Act 2004
- Education (Additional Support for Learning) (Scotland) Act 2009
- Equality Act 2010
- General Data Protection Regulation (GDPR)
- Human Rights Act 1998

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- [Mental Health Act 2007](#)
- [Mental Health (Care and Treatment) (Scotland) Act 2003](#)
- [Protection of Vulnerable Groups (Scotland) Act 2007](#)
- [Scottish Strategy for Autism 2011](#)
- [Special Educational Needs and Disability Act 2001](#)
- [Scottish Care Leavers Covenant (2015)](#)

9. Related Policies, Procedures, Guidelines and Other Resources

- [British Sign Language (BSL): National Plan 2017 to 2023](#)
- [College Access and Inclusion Strategy](#)
- College Access to Assessment Policy
- College Admissions Policy
- College Corporate Parenting Plan
- [Disability Processes Privacy Notice](#)
- [Partnership Matters](#) - A Guide to Local Authorities, NHS Boards and Voluntary Organisations on Supporting Students with Additional Needs in Colleges and Universities in Scotland
- [UHI Equality and Diversity Reporting](#)
- [UHI Fitness to Study Guidelines](#)
- [UHI Recording of Taught Sessions Policy](#)
- UHI Tertiary Learner Support Procedures

10. Version Control and Change History

Version	Date	Approved by	Amendment(s)	Author
0				S Greig
1				
2				
3				

University of the Highlands and Islands
Inverness College

Subject/Title:	UHI Common Policy – Student Code of Conduct Policy (including Gaelic version)
Author: [Name and Job title]	Lindsay Snodgrass, Director of Student Experience
Meeting:	BoM
Meeting Date:	17 December 2019
Date Paper prepared:	9 December 2019
Brief Summary of the paper:	This policy forms part of a suite of new policy/procedures to be drafted as part of the new common policy environment. The new policies have been drafted by an across partnership group and have had IC UHI representation and endorsement. This policy was approved at LTR committee on 3 December 2019.
Action requested: [Approval, recommendation, discussion, noting]	The committee is asked to approve the Student Code of Conduct Policy prior to this being published.
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Risk implications:	Yes / No **If yes, please specify:** Operational: Organisational:
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Inverness College UHI, University of the Highlands and Islands

Student Code of Conduct

Purpose

The Student Code of Conduct sets out expectations for all students enrolled at Inverness College UHI, the University of the Highlands and Islands and all Academic Partners. All students are expected to conduct themselves in an appropriate manner to other students, staff and external organisations.

A breach of the Student Code of Conduct will be treated as misconduct and dealt with using the appropriate procedures identified using the decision tree in in Appendix 2 of the Promoting a Positive Learning Environment Policy.

The University and Academic Partners aim to act reasonably in dealing with alleged or actual student misconduct. We seek to balance the interests of all students, staff, local communities, businesses and other organisations with whom we seek to maintain good relationships.

Behaviour that is expected of students:

Students are expected to observe the Code of Conduct throughout their studies. The Code of Conduct applies to behaviour in both physical and online environments. Students are expected:
  - To take responsibility for their own actions and conduct;
  - To behave in a manner that fosters respect and understanding between all members of our community;
  - To act within the law and not to engage in any activity or behaviour that is likely to bring the University or Academic Partners into disrepute;
  - To value the good relationships Inverness College UHI the University and Academic Partners have with local communities, businesses and other organisations;
  - To avoid behaving or communicating in ways that are likely to cause offence, e.g. using abusive or obscene language or engaging in discriminatory or anti-social behaviour;
  - To treat all Inverness College UHI and University property with care;
  - To comply with requests of members of staff;
  - To adhere to Health and Safety policies and protocols (including fire alarms) and to comply with any temporary changes during maintenance or repairs.

Reporting suspected breaches of the Student Code of Conduct

Students can report suspected breaches of the Student Code of Conduct to any member of staff. Should the report be of a personal or sensitive nature, students can discuss the issue with a member of staff they trust or speak to a representative from the Highlands and Islands Students Association.

Students should remember that making vexatious or malicious allegations is a breach of the Student Code of Conduct.

Behaviour that will be regarded as misconduct

The table below sets out examples of behaviour that will be regarded as misconduct. These behaviours could be verbal, physical or written, in person or online. The list is not exhaustive and action may be brought against other unacceptable behaviours. Where there are reasonable grounds for suspicion that a student has breached the Code of Conduct, staff can take appropriate action to investigate.

People	
Disciplinary Offence	**Examples of Unacceptable Behaviour**
Physical Misconduct	· Use of weapons · Punching · Kicking · Slapping · Pulling hair · Biting · Spitting · Pushing · Shoving
Sexual Misconduct, Gender Based Violence and Indecency	· Sexual intercourse or engaging in a sexual act without consent · Attempting to engage in sexual intercourse or engaging in a sexual act without consent · Sharing private sexual materials of another person without consent · Kissing without consent · Touching inappropriately through clothes without consent · Inappropriately showing sexual organs to another person · Repeatedly following another person without good reason · Making unwanted remarks of a sexual nature · Stalking · Harassment or any unwanted conduct which has the purpose or effect of violating the dignity of an individual, or creating an intimidating, hostile, degrading, humiliating or offensive environment for them, relating to their gender, sexual orientation or gender identity (also refer to section below on gender based violence) · Engaging in any sexual acts on University or Academic Partner premises (excluding halls of residence)
Abusive, Threatening and Intrusive Behaviour	· Carrying of weapons · Threats to hurt another person · Radicalisation of others or sharing information related to extremism · Abusive comments relating to sex, sexual orientation, religion or belief, race, pregnancy/maternity, marriage/civil partnership, gender reassignment, disability or age · Bullying or victimisation (including cyber bullying) · Acting in an intimidating or hostile manner · Use of inappropriate language · Repeatedly contacting another person (by phone, email, text or on social media) against the wishes of the other person · Vexatious or malicious allegations

	· Unauthorised audio or video recording of staff or students without their knowledge and/or consent
Alcohol, Controlled Substances and Prescription Medication	· Supplying or being involved in the supply of controlled substances or non-prescribed medication · Supplying or being involved in the supply of alcohol to minors or areas where there is an alcohol ban · Use of controlled substances on any campus · Consume alcohol at any time prior to taking part in practical activities · Failure to advise staff of using prescription medication where side effects could pose a risk to the student, other students or staff
Academic Misconduct	- Collusion: working with others to complete an assessment when an assessment must be completed by individual students. - Copying from another student (including using ICT to do so) - Frivolous content – producing content that is unrelated to the assessment in question. - Offensive content such as the inclusion of inappropriate, offensive, discriminatory or obscene material in assessment evidence. - Inappropriate behaviour during an assessment that causes disruption to others. This includes shouting and/or aggressive behaviour or language. - Plagiarism: failure to acknowledge sources properly (including self-plagiarism), and/or the submission of another person's work as if it were the student's own. - Cheating: normally through the use of unauthorised aids. - Being in possession during an assessment of unauthorised materials including (but not limited to) mobile phones, MP3 players, notes. - Falsification or fabrication of data - Impersonation i.e. pretending to be someone else. · Academic misconduct will normally be investigated through the relevant Academic Misconduct procedure. Incidents may also be investigated under the Disciplinary Procedure, e.g. if they involve unauthorised use of property, threatening behaviour etc. · Academic Misconduct may result in the University or Academic Partner making a report to an external awarding body or Professional, Statutory and Regulatory Bodies (PSRB)

Property	
Disciplinary Offence	**Examples of Unacceptable Behaviour**
Damage to Property	· Causing any damage to property belonging to Inverness College UHI and/or the University, including staff and student property

Unauthorised Taking or Use of Property	· Unauthorised entry onto or unauthorised use of Inverness College UHI and/or University premises · Taking property belonging to another without permission · Misuse of Inverness College UHI and/or University property (for example computers, workshop and laboratory equipment)
Causing A Health or Safety Concern	· Behaviour or act causing a health or safety concern to people, animals or the environment · Act/omission/negligence that caused or could have caused harm on Inverness College UHI and/or University premises or during activities (for example, interfering with fire safety equipment, smoking cigarettes or vaping in non-designated areas, misuse of equipment, not following safety protocols)

Organisation	
Disciplinary Offence	**Examples of Unacceptable Behaviour**
Operational Obstruction	· Acts/omissions/statements intended to deceive Inverness College UHI and/or the University or to conceal the misconduct of others · Disruption of the activities of Inverness College UHI and/or the University (including academic, administrative, sporting and social) · Disruption of or interference with the functions, duties or activities of any student or employee or any authorised visitor to Inverness College UHI and/or the University · Fraud, forgery, unauthorised use of funds, financial impropriety, including activity related to student support funds, fee waivers, research funds, scholarships etc. · Bribery / attempted bribery · Breach of the Persistent and Vexatious Complaints Policy
Reputational Damage	· Behaviour which has caused damage, could have caused damage or may cause damage to the reputation of Inverness College UHI and/or the University · Behaviour which has caused damage, could have caused damage or may cause damage to the reputation of Inverness College UHI and/or the University

Gender Based Violence

Gender based violence (GBV) is a function of gender inequality, and is normally an abuse of male power and privilege. It takes the form of actions that result in physical, sexual and psychological harm or suffering to women and children, or affront to their human dignity, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or private life.

While it is acknowledged that gender based violence mostly affects women and that predominantly men are the perpetrators, it may impact individuals of any age, gender, sexual orientation, faith or ethnicity.

- Domestic abuse (including coercive control)

- Stalking
- Harassment or any unwanted conduct which has the purpose or effect of violating the dignity of an individual, or creating an intimidating, hostile, degrading, humiliating or offensive environment for them, relating to their gender, sexual orientation or gender identity.
- Rape and sexual assault
- Child and childhood sexual abuse
- Commercial sexual exploitation, including prostitution, pornography and trafficking
- Female genital mutilation
- Forced and child marriages
- Abuse by other family members, so called 'honour-based' and dowry-related violence crimes
- Threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or private life

Gender based violence is not condoned by the University or Academic Partners. We are committed to working in partnership with relevant local organisations to support victims of gender based violence, including assisting victims to report suspected crimes to the police. Allegations or incidents of gender based violence may also be treated as a breach of the Student Code of Conduct and relevant procedures followed.

Precautionary Action

In the event of an allegation of misconduct, a student may be excluded from Inverness College UHI until the investigation is completed if there is risk of harm to themselves, other students or staff. During this time they will be able to continue to study remotely and will receive any student support funds they are entitled to. This precautionary action is not a punishment, but is intended to protect the interests of all parties.

Disciplinary Action

Following an investigation disciplinary action that may be applied include, but are not limited to: written apology to the aggrieved party; compulsory attendance at a workshop/coaching session; restrictions/conditions on attendance; verbal warning; written warning; fines for wilful damage, theft or non-return of equipment; exclusion from the course; de-registration (postgraduate research students); removal of university award; permanent exclusion from the University and all Academic Partners.

The disciplinary action applied will be proportionate and take full account of the individual circumstances of the misconduct.

Multiple or repeated incidents of misconduct may be more serious than a single act of misconduct, and previous incidents may be taken into account when determining what disciplinary action should be applied.

Depending on the disciplinary action applied, students risk losing entitlement to student support funds and may be liable to pay their tuition fees in full.

Alleged misconduct which may constitute a criminal offence

Where alleged misconduct may constitute a criminal offence, Inverness College UHI, University and Academic Partners will use the following principles:

1) The criminal process will take priority and any internal disciplinary procedure will be suspended until further guidance is received from the police.

2) Precautionary action will be considered using the Safeguarding Lead Procedures. This involves a risk assessment which may result in reasonable and appropriate action being taken e.g. imposition of conditions, exclusion from some or all Inverness College UHI, University or Academic Partner premises, and/or removal of access to services.
3) Where necessary, appropriate support will be provided to all parties involved in the incident.
4) Irrespective of the outcome of the criminal process Inverness College UHI, University and Academic Partners may consider the alleged misconduct as an internal disciplinary matter.

With respect to 4), where a student is convicted of or cautioned or warned for a criminal offence, this may be relied upon as evidence in any disciplinary proceedings provided that the circumstances leading to that conviction are directly relevant to the allegation. Any sentence or order pronounced by a court may be taken into account in the imposition of any sanction.

Professional Standards and Fitness to Practise

Students on courses accredited by a Professional, Statutory and Regulatory Bodies (PSRB) are also subject to the professional standards and/or Codes of Conduct issued by the PSRB. The student will be advised if this is applicable at the start of their course.

Any breach of the Student Code of Conduct or professional standards may be reported directly to the PSRB and/or trigger a Fitness to Practise procedure.

This may lead to a student being withdrawn from their course, dismissed from their job, barred from employment in that profession, and/or a criminal investigation.

Inverness College UHI, Oilthigh na Gàidhealtachd agus nan Eilean

Còd Giùlain nan Oileanach

Rùn

Tha Còd Giùlain nan Oileanach ag innse na tha air a shùileachadh bho oileanaich a tha clàraichte aig Inverness College UHI, Oilthigh na Gàidhealtachd agus nan Eilean agus gach Pàirtear Acadaimigeach. Bidh aig gach oileanach ri iad fhèin a ghiùlan gu h-iomchaidh mu choinneamh oileanaich eile, luchd-obrach agus bhuidhnean bhon taobh a-muigh.

Bidh briseadh air Còd Giùlain nan Oileanach air a dèiligeadh ris mar mhì-ghiùlan agus thèid a làimhseachadh a rèir nam modhan-obrach iomchaidh air an togail bhon chraoibh-roghainn ann an Eàrr-ràdh 2 den Phoileasaidh A' Brosnachadh Àrainneachd-ionnsachaidh Dheimhinneach.

Tha an t-Oilthigh agus a Phàirtearan Acadaimigeach airson a bhith reusanta anns an dòigh a dhèiligeas iad ri casaid no mì-ghiùlan dearbhte oileanaich. Bidh sinn a' feuchainn ri cothromachadh maith gach oileanaich, luchd-obrach, choimhearsnachdan ionadail, ghnìomhachasan agus bhuidhnean eile leis a bheil sinn a' feuchainn ri deagh cheanglaichean a chumail.

Giùlan a tha air a shùileachadh bho oileanaich:

Tha e an dùil gun cùm oileanaich an Còd Giùlain cho fad 's a bhios iad ag ionnsachadh. Tha an Còd Giùlain a' bualadh air giùlan ann an suidheachaidhean corporra agus air-loidhne. Tha e air a shùileachadh bho oileanaich:

- Uallach a ghabhail airson nan gnìomhan agus a' mhodha aca fhèin
- Iad fhèin a ghiùlan ann an dòigh a bhrosnaicheas spèis agus tuigse eadar gach ball den choimhearsnachd againn
- A bhith ag obair taobh a-staigh an lagha agus gun a bhith ri gnìomh no cleachdadh a tharraingeas mì-chliù air an Oilthigh no a Phàirtearan Acadaimigeach
- Gun cuir iad luach air na deagh cheanglaichean a tha aig Inverness College UHI, aig an Oilthigh agus aig a Phàirtearan Acadaimigeach le coimhearsnachdan ionadail, gnìomhachasan agus buidhnean eile
- A bhith a' cumail air taobh a-staigh an lagha agus gun a bhith ri gnìomh no modh a dh'fhaodadh dìmeas a thoirt air an Oilthigh no na Pàirtearan Acadaimigeach
- Gun seachnaich iad dòigh-ghiùlain agus dòigh-bruidhinn a bheir oilbheum, m.e. a bhith ri droch-chainnt no cainnt dhrabasta no a bhith leth-bhreitheach no ana-shòisealta
- Gun làimhsich iad sealbh an Oilthigh agus gach Inverness College UHI le faiceall
- Gun gabh iad ri iarrtasan luchd-obrach

- Gun gabh iad ri poileasaidhean Slàinte is Sàbhailteachd agus pròtacalan (rabhaidhean teine nam measg) agus gun gabh iad ri atharrachadh sealach sam bith fhad 's a bhios càradh no ath-nuadhachadh a' dol air adhart

A' leigeil fios mu bhrisidhean air Còd Giùlain nan Oileanach

Ma tha oileanach den bheachd gun deach Còd Giùlain nan Oileanach a bhriseadh air dòigh air bith, faodaidh iad seo innse do neach-obrach.

Ma thachras gum bi rud pearsanta no nàireach ri innse, faodaidh oileanaich an gnothach innse do neach-obrach sa bheil earbsa aca no faodaidh iad bruidhinn ri riochdaire bho Chomann Oileanach na Gàidhealtachd agus nan Eilean.

Bu chòir do oileanaich a chuimhneachadh gur e briseadh Còd Giùlain nan Oileanach a tha ann a bhith a' cur chasaidean leamhadach no guineach an aghaidh neach.

Giùlan a bhios air a mheas mar mhì-ghiùlan

Tha an clàr gu h-ìosal a' toirt eisimpleirean den t-seòrsa giùlain a tha air am meas mar mhì-ghiùlan. Dh'fhaodadh an giùlan sin a bhith labhairteach, corporra no sgrìobhte, aghaidh ri aghaidh no air-loidhne. Chan eil an liosta seo iomlan agus faodaidh casaidean a bhith air an togail an aghaidh mì-ghiùlan eile. Far a bheil amharas reusanta ann gun do bhris oileanach Còd Giùlain nan Oileanach, faodaidh luchd-obrach rannsachadh a chur air dòigh.

Daoine	
Adhbhar Smachdachaidh	**Eisimpleirean de ghiùlan nach gabhar ris**
Mì-ghiùlan Corporra	· A' cleachdadh armachd · A' toirt dòrn · A' toirt buile coise · A' toirt sgleog · A' tarraing falt · A' bìdeadh · A' tilgeil smugaid · A' putadh · A' brùthadh a-null 's a-nall
Mi-ghiùlan Feiseil, Fòirneart air Sgàth Gnè agus Gairisneachd	· Ri feise no ri gnìomh feise gun chead · A' feuchainn ri bhith ri feise no a bhith ri gnìomh feise gun chead A' sgaoileadh stuthan feiseil prìobhaideach a bhuineas do neach eile gun chead · A' pògadh gun chead · A' suathadh gu mì-iomchaidh tro aodach neach eile gun chead · A' taisbeanadh buill-gineamhainn do neach eile gu mì-iomchaidh · Daonnan a' leantainn neach eile gun adhbhar · Ri cainnt dhrabasta nach eil daoine ag iarraidh · A' lorgachadh · Sàrachadh no dol air adhart sam bith a nì dimeas air spèis neach, no a chruthaicheas suidheachadh eagallach, nàimhdeil, tàmailteach, suarachail, no oilbheumach dhaibh, a tha a' buntainn dhan ghnè, dhan

	stèidheachadh gnèitheasach no dhan dearbh-aithne gnè aca (coimhead cuideachd air an earrain gu h-ìosal mu fhòirneart air sgàth gnè) · Ri gnìomhan feise air fàrdaichean an Oilthigh no nam Pàirtearan Acadaimigeach (chan eil seo a' gabhail a-steach thallachan-còmhnaidh)
Ana-chainnt, Bagairt, agus Mì-ghiùlan Sàithteach	· A' giùlan armachd · A' bagairt neach eile a ghortachadh · A' radaigeachadh feadhainn eile no a' sgaoileadh fiosrachadh co-cheangailte ri eastreamachas · Ana-cainnt a thaobh gnè, stèidheachadh gnèitheasach, creideamh no cràbhachd, cinneadh, leatromachd/màthrachas/com-pàirteachas sìobhalta, ath-bhuileachadh gnè, ciorramachd no aois. · Burraidheachd no claoidheachd (sìobar-burraidheachd nam measg) · A' maoidheadh no a' spochadh · Ri cainnt mì-iomchaidh · Daonnan a' conaltradh gun iarraidh ri neach eile (fòn, post-d, teacsa, no na meadhanan sòisealta) · Casaidean draghail no guineach · A' dèanamh clàradh claisteach no bhidio de luchd-obrach no oileanaich gun fhiosta dhaibh agus/no gun chead
Alcol, Stuthan Cuingealaichte agus Cungaidhean-leighis Òrdaichte	· A' solarachadh no an sàs ann an solarachadh stuthan ceannsaichte no chungaidhean-leighis neo-òrdaichte · A' solarachadh no an sàs ann an solarachadh alcol do dhaoine fo aois no ann an àrainnean far a bheil casg air alcol · A' cleachdadh stuthan ceannsaichte air campas sam bith · Ag òl alcol aig àm sam bith ro ghabhail pàirt ann an obair phragtaigeach · Gun a bhith ag innse do luchd-obrach mu bhuaidh chungaidhean-leighis òrdaichte far am faod seo an t-oileanach fhèin, oileanaich no luchd-obrach eile a chur ann an cunnart
Mì-ghiùlan Acadaimigeach	- Co-obrachadh mì-laghail: ag obair còmhla ri feadhainn eile gus measadh a choileanadh nuair a dh'fheumas measadh a bhith air a choileanadh leis an oileanach fhèin. - A' copaigeadh obair oileanach eile (le ICT cuideachd) - Susbaint ghòrach – a' cur a-steach stuth nach boin dhan mheasadh - Susbaint oilbheumach mar stuthan a tha mì-iomchaidh, oilbheumach, leth-bhreitheach no drabastach - Giùlan mì-iomchaidh a bhios a' dèanamh dragh do oileanaich eile fhad 's a tha measadh a' gabhail àite. Tha seo a' toirt a-steach èigheachd agus/no giùlan no cainnt ionnsaigheach. - Mèirle-sgrìobhaidh: gun aithne a thoirt gu ceart do thùsan (fèin-mhèirle-sgrìobhaidh na lùib), agus/no a' tabhainn obair neach eile mar an obair aig an oileanach fhèin.

	- Ri foill: mar as trice le goireas nach eil ceadaichte. - Fhad 's a tha measadh a' dol air adhart, stuthan nach eil ceadaichte a bhith aig neach, mar (ach, chan ann a-mhàin) fònaichean-làimhe, cluicheadairean MP3, notaichean. - A' dèanamh suas no a' breugnachadh dàta - A' leigeil ort gur e cuideigin eile a tha annad. · Thèid mi-ghiùlan acadaimigeach a rannsachadh anns a' chumantas a rèir a' mhodha iomchaidh airson dèiligeadh ri Mì-ghiùlan Acadaimigeach. Cuideachd, faodaidh tachartasan a bhith air an rannsachadh a rèir a' Mhodh Smachdachaidh, m.e. ma tha cleachdadh sealbh gun chead, no giùlan bagairteach na lùib agus m.s.a.a. · Faodaidh Mì-ghiùlan Acadaimigeach aithisg adhbhrachadh bhon Oilthigh no bhon Phàirtear Acadaimigeach a thèid gu buidheann dhuaisean a-muigh no gu Buidhnean Proifeiseanta, Reachdail agus Riaghlaidh no (PSRB).

Sealbh	
Adhbhar Smachdachaidh	**Eisimpleirean de ghiùlan nach gabhar ris**
Milleadh Seilbh	· A' dèanamh milleadh air sealbh sam bith le Inverness College UHI, agus/no dhan Oilthigh, a' toirt a-staigh sealbh luchd-obrach agus oileanaich
A' Falbh le no a' Cleachdadh Sealbh gun Chead	· A' dol a-staigh gu no a' cleachdadh fardaichean Inverness College UHI, agus/no leis an Oilthigh gun chead · A' falbh le sealbh neach eile gun chead · A' mì-chleachdadh sealbh Inverness College UHI agus/no an Oilthigh (mar eisimpleir compiutairean, uidheam às na bùthan-obrach agus às na h-obair-lannan)
Ag Adhbhrachadh Dragh mu Shlàinte no Tèarainteachd	· Giùlan no gnìomh a dh'adhbhraicheas dragh mu shlàinte no tèarainteachd dhaoine, bheathaichean no na h-àrainneachd. · Gnìomh/ rud nach do rinneadh/leibiteachd a dh'adhbhraich no a dh'fhaodadh cron adhbhrachadh air Inverness College UHI agus/no fardaichean an Oilthigh no fhad 's a tha tachartasan a' dol air adhart (mar eisimpleir, a' beantainn ri uidheamachd casg teine, a' smocadh thoitean, no a' bheupadh ann an àitean nach eil comharraichte, mì-chleachdadh uidheamachd, gun cumail ri protocolan tèarainteachd)

Buidheann	
Adhbhar Smachdachaidh	**Eisimpleirean de ghiùlan nach gabhar ris**
A' Cur Bacadh air Obair	· Gnìomhan/rudan nach do rinneadh/briathran a tha airson Inverness College UHI/no an Oilthigh a mhealladh no mì-ghiùlan feadhainn eile a chleith

	· Obair Inverness College UHI/no an Oilthigh a mhilleadh no a bhacadh (a' gabhail a-steach obair acadaimigeach, rianachd, spòrs, agus sòisealta) · A' bacadh obraichean, dleastanasan, no gnìomhan oileanaich no neach-obrach no neach aig a bheil cead-tadhail air Inverness College UHI agus/no an Oilthigh · Foill, meall-sgrìobhadh, a' cleachdadh maoin gun chead, mì-chleachdadh air maoin, a' toirt a-steach ghnìomhan co-cheangailte ri maoin-taic nan oileanach, tar-sgaoileadh tàille, maoin rannsachaidh, sgoilearachasan agus msaa. · Brìbearachd / oidhirp air brìbearachd · Briseadh Poileasaidh Ghearanan Sàrachail agus Leantainneach
Milleadh Cliù	· Giùlan a tha air milleadh a dhèanamh, a dh'fhaodadh milleadh a dhèanamh, no is dòcha a nì milleadh air cliù Inverness College UHI agus/no an Oilthigh

Fòirneart Air Sgàth Gnè

Tha fòirneart air sgàth gnè (GBV) na phàirt de neo-ionannachd gnè, agus anns a' chumantas 's e mì-chleachdadh cumhachd agus pribhleid nam fireannach a tha ann. Nochdaidh e ann an gnìomhan a nì cron gu corporra, gu gnèitheasach, agus gu saidhceòlach agus a bheir fulangas do bhoireannaich agus do chloinn, no a nì dì-meas air an uaisleachd daonna aca. Tha seo a' gabhail a-steach a bhith a' bagairt an leithid de ghnìomhan orra, fòirneadh no saorsa a thoirt bhuapa air thuairmeas, co-dhiù sa bheatha phoblaich no phrìobhaidich.

Ged a tha e aithnichte gu bheil fòirneart air sgàth gnè a' bualadh air boireannaich airson a' chuid as motha agus gur iad fir a nì seo, faodaidh seo bualadh air neach de aois, gnè, stèidheachadh gnèitheasach, creideamh no cinneadh sam bith.

- Droch-dhìol san dachaigh (smachd fòirnidh na lùib)
- A' lorgachadh
- Sàrachadh no dol air adhart sam bith a tha airson dìmeas a dhèanamh air spèis neach, no a chruthaicheas suidheachadh eagallach, nàimhdeil, tàmailteach, suarachail, no oilbheumach dhaibh, a tha a' buntainn dhan ghnè, stèidheachadh gnèitheasach no dhan dearbh-aithne gnè aca
- Èigneachadh agus ionnsaigh dhrabasta
- Droch-dhìol gnèitheasach air leanabh agus air leanabas
- Dubh-shaothrachadh gnèitheasach airson malairt, a' gabhail a-steach siùrsachd, pòrnografachd, agus trafaigeachd
- Milleadh buill-ghineamhainn boireannaich
- Pòsadh-sparraichte agus pòsaidhean chloinne
- Droch-dhìol bho bhuill an teaghlaich, eucoir fhòirneartach co-cheangailte ri 'onair' mar a tha aca air agus ri tochraichean
- A' bagairt an leithid de rud orra, fòirneadh no saorsa a thoirt bhuapa air thuairmeas, co-dhiù sa bheatha phoblaich no phrìobhaidich

Chan eil an t-Oilthigh no Pàirtearan Acadaimigeach a' gabhail ri fòirneart air sgàth gnè. Tha sinn gu mòr airson a bhith ag obair còmhla ri buidhnean ionadail iomchaidh gus taic a thoirt don fheadhainn

a dh'fhulaingeas fòirneart air sgàth gnè, agus tha seo a' toirt a-steach a bhith a' cuideachadh an fheadhainn a dh'fhulaing gus innse don phoileas mu eucoirean a shaoil iad a chaidh a dhèanamh. Cuideachd, faodar dèiligeadh ri casaidean no tachartasan de fhòirneart air sgàth gnè mar bhriseadh air Còd Giùlain nan Oileanach agus theid na modhan dligheach a chur an gnìomh.

Gnìomh Ro-shealltaineach

Far a bheil casaid de mhì-ghiùlan ann, dh'fhaodadh gum bi oileanach toirmisgte bho Inverness College UHI agus am bi an rannsachadh seachad ma tha cunnart ann dhaibh fhèin, no do oileanaich no luchd-obrach eile. Fhad 's a bhios seo a' dol air adhart, faodaidh iad cumail orra leis na sgrùdaidhean aca far a' champais agus gheibh iad maoineachadh sam bith air a bheil iad airidh mar oileanaich. Chan e peanas a tha anns a' ghnìomh ro-shealltaineach seo, ach tha e mar dhòigh airson gach taobh a dhìon.

Gnìomh Smachdachaidh

An dèidh an rannsachaidh, faodaidh smachdachadh a bhith ann mar, ach chan fheum e a bhith cuingealaichte ri: leisgeul ann an sgrìobhadh dhan neach a bha air a leimheachadh; òrdugh gus bùth-obrach/seisean coidsidh a fhrithealadh; bacaidhean/cumhachan air frithealadh; rabhadh labhairte; rabhadh ann an sgrìobhadh; càin airson milleadh a dh'aona-ghnothach, mèirle no uidheamachd gun a thilleadh; casg bhon chùrsa; call clàraidh (oileanaich-rannsachaidh for-cheumnach); call duais an oilthigh; buan-chasg bhon Oilthigh agus bho gach Pàirtear Acadaimigeach.

Bidh an gnìomh smachdachdaidh co-rèireach agus bheir e fa-near do gach iall den mhì-ghiùlan.

Faodaidh mì-ghiùlain tric a bhith na bu mhiosa na mì-ghiùlan a thachair aon turas. Faodaidh beachd a ghabhail air na thachair anns an àm a chaidh nuair a thèid beachdachadh air dè an gnìomh smachdachaidh a bu chòir a chur an sàs.

A rèir a' bhreithneachaidh, dh'fhaodadh oileanaich a bhith ann an cunnart maoineachadh-taic nan oileanach a chall agus dh'fhaodadh gun tèid iarraidh orra na tàillean taoitearachd aca a phàigheadh gu h-iomlan.

Casaid de mhì-ghiùlain a dh'fhaodadh a bhith na eucoir

Far am faod mì-ghiùlan a bhith air a mheas na eucoir, cleachdaidh Inverness College UHI, an t-Oilthigh agus Pàirtearan Acadaimigeach na prionnsabalan a leanas:

1) Gheibh modh-obrach airson eucoir prìomhachas agus thèid modh-obrach smachdachaidh a-staigh a chur gu aon taobh gus an tig tuilleadh stiùiridh bhon phoileas.
2) Thèid beachdachadh am bu chòir gnìomh ro-shealltaineach a chur an gnìomh a rèir Prìomh Mhodhan-obrach Dìon. Tha seo a' toirt a-steach measadh riosgan agus dh'fhaodadh seo adhbhrachadh gnìomhan reusanta agus co-rèireach a chur air dòigh m.e. cumhachan a chur an sàs, a' casg bho phàirt de no bho gach togalach leis an Oilthigh no na Pàirtearan Acadaimigeach, agus/no a' call cothrom air seirbhisean.
3) Far a bheil seo iomchaidh, dh'fhaodadh ceum reusanta, co-rèireach a bhith air a chur an sàs do gach taobh.
4) Ge bith dè thig às a' phròiseas laghail, dh'fhaodadh gun coimhead Inverness College UHI, an t-Oilthigh agus na Pàirtearan Acadaimigeach air a' gnhothach mar ghnothach smachdachaidh taobh a-staigh an Oilthigh.

A thaobh 4), far a bheil oileanach air a dhìteadh, air a chur air fhaiceall, no air rabhadh fhaighinn airson eucoir, faodar ghabhail ri seo mar fhianais ann an cùis smachdachaidh sam bith ma tha na gnothaichean ceangailte ris an dìteadh a' buntainn gu dìreach dhan chasaid. Faodaidh binn no òrdugh

sam bith a tha air a thoirt seachad le cùirt a bhith air a ghabhail a-steach nuair a thèid smachd-bhann sam bith a thoirt seachad.

Ìrean Proifeiseanta agus Freagarrachd airson Dreuchd

Tha oileanaich a tha air cùrsaichean barantaichte le Buidhnean Proifeiseanta, Reachdail, agus Riaghlaidh (PSRB) fo shlatan-tomhais proifeiseanta agus/no Còdan Giùlain a chuir PSRB a-mach. Gheibh an t-oileanach stiùireadh aig toiseach a' chùrsa aca ma tha seo a' buntainn dhaibhsan.

Faodar briseadh sam bith air Còd Giùlain nan Oileanach no na slatan-tomhais proifeiseanta a dh'aithris dhan PSRB gu dìreach agus/no rannsachadh Freagarrachd airson Dreuchd a thòiseachadh.

Le seo dh'fhaodadh oileanach a bhith air a tharraing bho chùrsa, an obair aca a chall, a bhith air an casg bho obair san dreuchd sin, agus/no dh'fhaodadh rannsachadh eucoir a bhith ann.

University of the Highlands and Islands Inverness College

Subject/Title:	UHI Common Policy – Promoting a Positive Learning Environment (PPLE) Policy
Author: [Name and Job title]	Lindsay Snodgrass, Director of Student Experience
Meeting:	BoM
Meeting Date:	17 December 2019
Date Paper prepared:	9 December 2019
Brief Summary of the paper:	This policy forms part of a suite of new policy/procedures to be drafted as part of the new common policy environment. The new policies have been drafted by an across partnership group and have had IC UHI representation and endorsement. This policy was approved at LTR committee on 3 December 2019.
Action requested: [Approval, recommendation, discussion, noting]	The committee is asked to approve the PPLE Policy prior to this being published.
Link to Strategy: Please highlight how the paper links to, or assists with:**:** • compliance • partnership services • risk management • strategic plan • new opportunity/change	
Resource implications:	Yes / No **If yes, please specify**:
Risk implications:	Yes / No **If yes, please specify:** Operational: Organisational:
Equality and Diversity implications:	Yes/No **If yes, please specify:**
Consultation: [staff, students, UHI & Partners, External] and provide detail	Following approval from BoM, the policy will be published.

Status – [Confidential/Non confidential]	~~Confidential~~/Non confidential		
Freedom of Information Can this paper be included in "open" business* [Yes/No]	Yes/~~No~~		
*If a paper should **not** be included within "open" business, please highlight below the reason.			
Its disclosure would substantially prejudice a programme of research (S27)		Its disclosure would substantially prejudice the effective conduct of public affairs (S30)	
Its disclosure would substantially prejudice the commercial interests of any person or organisation (S33)		Its disclosure would constitute a breach of confidence actionable in court (S36)	
Its disclosure would constitute a breach of the Data Protection Act (S38)		Other (please give further details)	
For how long must the paper be withheld? (express either as the time which needs to pass or a condition which needs to be met.)			

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

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

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

Inverness College UHI, University of the Highlands and Islands

Promoting a Positive Learning Environment Policy

POL

Lead Officer (Post):	Director of Student Experience
Responsible Office/ Department:	TBC
Responsible Committee:	TBC
Review Officer (Post):	TBC
Date policy approved:	Click or tap to enter a date.
Date policy last reviewed and updated:	n/a
Date policy due for review:	January 2019
Date of Equality Impact Assessment:	06/02/2019
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	The policy aims to promote a positive learning environment. This is set within the context of the broader framework of policies and related procedures.
Purpose	The policy seeks to promote, encourage and recognise a positive learning environment, and engender a culture of equality, diversity and openness. We expect conduct that helps to create a positive and safe learning environment that reinforces our culture. This policy fits into a broader framework of policies related to culture, conduct and discipline.
Scope	This policy applies to all current and prospective students regardless of level or mode of study, and applies to all areas of student engagement in their learning environment and/or which may affect other students and staff, including online activities.
Consultation	The policy has been developed by a group of practitioners from across the Academic Partners in the University of the Highlands and Islands to ensure that best practice is reflected in the policy and accompanying procedures.
Implementation and Monitoring	Academic Partners are responsible for ensuring that the policy and procedures are followed in their own organisation.
Risk Implications	This policy will reduce risk for Academic Partners by ensuring that best practice from across the partnership is being shared and followed.
Link with Strategy	This policy supports the University's commitment to provide a safe and supportive learning and working environment for all, aligned with the Strategic Theme of "Our Students", responding to the diversity of our student population.
Impact Assessment	Equality Impact Assessment: Completed 06/02/2019 – no further action required.
	Privacy Impact Assessment: n/a

1.   Policy Statement

1.1   Inverness College UHI aims to promote a positive learning environment. This is set within the context of the broader framework of policies and related procedures.

1.2   In developing this aim, Inverness College UHI recognises that the appropriateness, development and acceptability of certain conduct may be different depending on the background and maturity of the learner(s) involved, and that individuality and context will be recognised.

1.3   This policy sets out how we seek to promote and maintain a positive learning environment, with reference to the Student Code of Conduct, and procedures in the event of breach of the Code. The relevant Procedures explains the process that will be followed (see Appendix 1 – Disciplinary Framework).

1.4   This policy applies to the University of the Highlands and Islands and all Academic Partners.

2.   Definitions

2.1   **Behavioural misconduct**: Students are expected to conduct themselves in a professional and courteous manner, both on and off campus, in a manner which demonstrates respect for Inverness College UHI, its staff, fellow students and property, and for other members of the local community in general. Behavioural misconduct is a breach of this expected standard.

2.2   **Student Code of Conduct**: This is a document that is made available to and is applicable to all students that states Inverness College UHI 's expectations for student conduct. It gives examples of misconduct offences and the types of disciplinary action likely to occur.

2.3   **Academic misconduct/malpractice**: A generic term to describe any type of cheating or dishonest conduct in relation to a formal academic exercise. It may be deliberate or unintentional and may take different forms, including, but not limited to: plagiarism, cheating, collusion, falsification or fabrication of data, personation and bribery.

2.4   **Academic maladministration**: Any activity or practice which arises due to ignorance of Awarding Body requirements, or carelessness or neglect in applying the requirements. This results in non-compliance with an Awarding Body's requirements.

2.5   **Disciplinary Framework Decision Tree**: Located in Appendix 2, this is a document used to establish which Policy and Procedures should be used in order to set out a transparent process for students and staff.

2.6   **Exclusion from campus:** the removal of the student's access to all sites constituting the Inverness College UHI campus for a specified period of time in response to a disciplinary incident. In some circumstances this exclusion may extend to all University and Academic Partner campuses. The student may continue to study remotely throughout this period.

2.7   **Exclusion from studies**: the removal from the student's course of study in response to a disciplinary incident, resulting in the loss of registered student status and loss of access to all facilities.

In some circumstances this exclusion may apply to the University and all Academic Partners for a period of time deemed appropriate by the disciplinary process. In some cases this may result in any future applications from the student being rejected.

2.8   **Suspension of Studies**: A Suspension of Studies is not a disciplinary measure. When a student chooses to take a period of time out from their studies because of a change in their personal circumstances, with the intention to return at a later date.

3.   Purpose

3.1.   Inverness College UHI seeks to promote, encourage and recognise a positive learning environment, and engender a culture of equality, diversity and openness.

3.2.   We expect conduct that helps to create a positive and safe learning environment that reinforces our culture. Examples of unacceptable conduct can be found in the Student Code of Conduct.

3.3   This policy fits into a broader framework of policies related to culture, conduct and discipline. Please refer to Appendix 1 – Disciplinary Framework for further details.

3.4   All breaches of the Student Code of Conduct will be investigated in accordance with our disciplinary procedures. Any such instance which may also constitute a criminal offence will be reported to the police and may lead to separate criminal proceedings.

3.5   All disciplinary matters will be dealt with in strict confidence and all personal data will be dealt with following legislative guidelines.

4   Scope

4.1   This policy applies to all current and prospective students regardless of level or mode of study.

4.2   This policy applies to all areas of student engagement in their learning environment and/or which may affect other students and staff, including online activities.

4.3   This policy applies to students in accommodation managed by Inverness College UHI but may be brought into effect where a student residing in privately managed accommodation conducts themselves in a manner which brings Inverness College UHI into disrepute.

4.4   **School Link Programmes:** School Link pupils fall within the scope of the Promoting a Positive Learning Environment Policy when they are studying on University/Academic Partner campuses and are expected to observe the Student Code of Conduct.

4.5   Fitness to Practice and Fitness to Study are not explicitly within the scope of this Policy but are linked processes and as such are signposted within the Student Disciplinary Procedure and the Student Code of Conduct.

5   Exceptions

5.1   Students who are subject to disciplinary investigations related to official Highlands and Islands Student Association business are subject to the HISA Disciplinary Procedures.

6   Notification

6.1   All staff members will be notified of changes to the Policy and Disciplinary Procedures through the normal channels.

6.2   Staff responsible for overseeing the process should have a detailed knowledge of the Policy and Disciplinary Procedures.

6.3   Students will be made aware of the Policy, Student Code of Conduct and Disciplinary Procedures within four weeks of commencing their course.

6.4   The Policy and Disciplinary Procedures will be publicly available on the Academic Partner's website.

6.5   The Disciplinary Framework Decision Tree will be updated to reflect any changes in the Framework.

7   Roles and Responsibilities

7.1   Inverness College UHI's Board of Management are responsible for approving the policy and ensuring that it is followed. Inverness College UHI's Board of Management are also responsible for ensuring the strategic effectiveness of the policy.

7.2   The Senior Management Team are responsible for operational compliance with the policy. The Senior Management Team are also responsible for ensuring the operational effectiveness of the policy and making provision for training for all staff.

7.3   Line managers are responsible for ensuring staff participate in training and follow the policy and procedures in their day-to-day role.

7.4   All staff are responsible for familiarising themselves with the policy and procedures.

8   Legislative Framework

Data Protection:
- Data Protection Act 2018
- General Data Protection Regulation (GDPR) 2018

General:
- Equalities Act 2010

Protection of Vulnerable People:
- Adults with Incapacity (Scotland) Act 2005
- Adult Support and Protection (Scotland) Act 2007
- Children and Young People (Scotland) Act 2014
- Protection of Children (Scotland) Act 2003
- Protection of Children and Prevention of Sexual Offences (Scotland) Act 2005
- Protection of Vulnerable Groups (Scotland) Act 2007

Staff should also note the detailed list of policies specific to Safeguarding listed in that policy.

9 Related Policies, Procedures, Guidelines and Other Resources

Please add your own links to any local relevant polices, but avoid duplication of policies

- Academic Standards and Quality Regulations
- Approved Placement Policy
- Complaints Handling Procedures
- Fitness to Practice Guidelines
- Fitness to Study Guidelines
- IT Acceptable Use Policy
- Safeguarding Policy
- Student Code of Conduct
- Study Abroad Policy and Guidance (forthcoming)

10 Version Control and Change History

Version	Date	Approved by	Amendment(s)	Author
0				
1				
2				
3				
4				

University of the Highlands and Islands
Oilthigh na Gàidhealtachd
agus nan Eilean

Appendix 1: Policy Context

Further Education   **Higher Education**

Promoting a Positive Learning Environment Policy

Non-Academic Misconduct Procedures

Student Code of Conduct

UHI Academic Regulations

Academic Misconduct – Local Procedures or Awarding Body

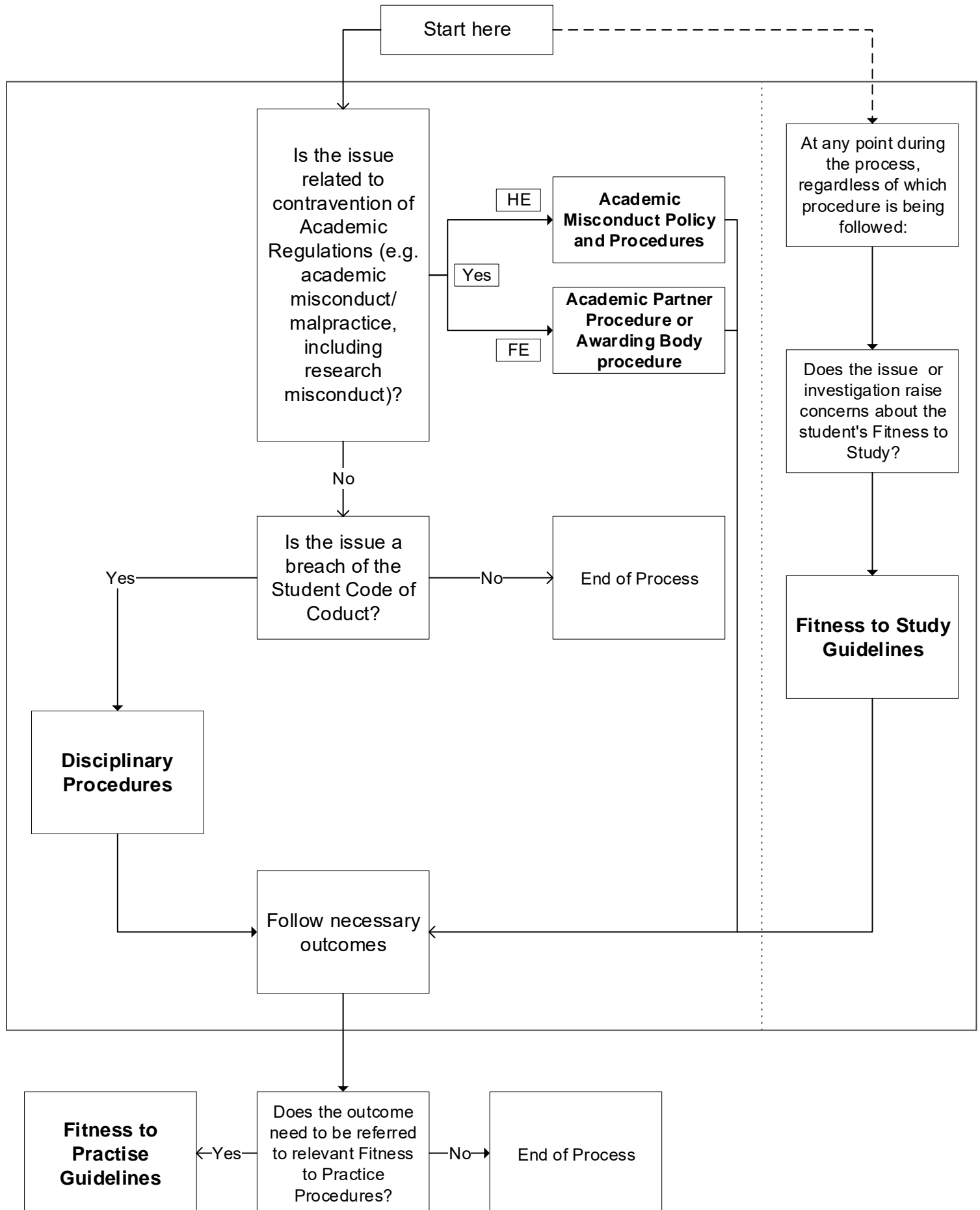HE Academic Misconduct Policy and Procedures

Fitness to Study Guidelines

Fitness to Practise Guidelines

![University of the Highlands and Islands / Oilthigh na Gàidhealtachd agus nan Eilean]

Appendix 2: What policy should I refer to?

Start here

Is the issue related to contravention of Academic Regulations (e.g. academic misconduct/ malpractice, including research misconduct)?

Yes → HE → **Academic Misconduct Policy and Procedures**

FE → **Academic Partner Procedure or Awarding Body procedure**

No ↓

Is the issue a breach of the Student Code of Coduct?

Yes ↓ — No → End of Process

Disciplinary Procedures

Follow necessary outcomes

At any point during the process, regardless of which procedure is being followed:

Does the issue or investigation raise concerns about the student's Fitness to Study?

Fitness to Study Guidelines

Does the outcome need to be referred to relevant Fitness to Practice Procedures?

Yes ← **Fitness to Practise Guidelines**

No → End of Process

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. **P, N, N/I**	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.

University of the Highlands and Islands
Inverness College

Subject/Title:	Principal's Report to Board
Author: [Name and Job title]	Prof Christopher O'Neil
Meeting:	Board of Management
Meeting Date:	17th December 2019
Date Paper prepared:	10th December 2019
Brief Summary of the paper:	This report provides the Board with an overview of new and continuing activity.
Action requested: [Approval, recommendation, discussion, noting]	Discussion and noting
Link to Strategy: Please highlight how the paper links to, or assists with:**:** • compliance • partnership services • risk management • strategic plan • new opportunity/change	• compliance • partnership services • risk management • strategic plan • change
Resource implications:	Yes **If yes, please specify**: Yes, but following subsequent actions
Risk implications:	Yes **If yes, please specify:** action is needed and will follow Operational: Organisational:
Equality and Diversity implications:	No **If yes, please specify:**
Consultation: [staff, students, UHI & Partners, External] and provide detail	

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

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

Its disclosure would substantially prejudice a programme of research (S27)		Its disclosure would substantially prejudice the effective conduct of public affairs (S30)	
Its disclosure would substantially prejudice the commercial interests of any person or organisation (S33)	X	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

University of the Highlands and Islands
Inverness College

Board of Management

Subject/Title:	Student Recruitment 2019-20 - Update
Author: [Name and Job title]	Roddy Henry, Depute Principal – P&SE
Meeting:	Board of Management
Meeting Date:	17 December 2019
Date Paper prepared:	9 December 2019
Brief Summary of the paper:	To provide the committee with an update on student recruitment in 2019-20.
Action requested: [Approval, recommendation, discussion, noting]	Discussion
Link to Strategy: Please highlight how the paper links to, or assists with:**: • compliance • partnership services • risk management • strategic plan • new opportunity/change	• Growth in the curriculum • Financial sustainability
Resource implications:	No **If yes, please specify**:
Risk implications:	Yes **If yes, please specify:** Operational: Organisational: achieving student numbers targets
Equality and Diversity implications:	No **If yes, please specify:**
Consultation: [staff, students, UHI & Partners, External] and provide detail	n/a

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

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

Its disclosure would substantially prejudice a programme of research (S27)		Its disclosure would substantially prejudice the effective conduct of public affairs (S30)	
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Its disclosure would constitute a breach of the Data Protection Act (S38)		Other (please give further details)	
For how long must the paper be withheld? (express either as the time which needs to pass or a condition which needs to be met.)			

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

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

Student Recruitment 2019-20 - Update

Executive summary

The current student activity indicates that:

- FE recruitment is down on last year and Semester 2 recruitment is crucial to making target.
- HE activity is well below target.

A summary of student recruitment for 2018-19 and trends over time is appended to provide additional context to the current student activity levels.

Background information

Student recruitment can be measured in several ways: enrolments, head-count, credits and full-time equivalents (FTE). For reporting purposes, and in line with funding methodologies, credits are used as the measurement for student activity at further education (FE) level and FTE is used for the measure at higher education (HE) level.

The college is allocated a FE credit target via the FE Regional Board (FERB). The allocation (or target) is a share of the total FE funding provided to the region by the Scottish Funding Council (SFC). There is also a small allocation of European Structural Investment Funds (ESIF) funding available for additional credits.

The majority of HE FTE is SFC funded undergraduate (UG) activity. Each year, the Academic Partners submit their UG funded FTE targets to the Partnership Planning Forum (PPF). These are collated to create the university's UG funded numbers target: the individual and collated targets are known as the *PPF targets*. 130 FTE of this target is funded through ESF this year, up from 67 last year.

Student activity against 2019-20 targets as at 27 November 2019

FE Activity

The FE core credit target for 2018-19 is 28,915, with an additional ESIF credit target of 296, making a total of 29,211.

FE	2018/19
Core Credit Target	28,915
ESIF Target	296
Total Target	29,211
Total Credits as at 9/12/2019	**22,426**
Total Credits as at 11/12/2018	*25,000*

The table above shows the current total credits on the student records system; however, a data clear-up will shortly pull through an estimated additional 2,000 credits from the

current enrolments, **making the estimated total 24,300 credits**. This is still some 700 credits below the position at this time last year.

Further FE enrolments will take place throughout the year, including Semester 2 programmes, Modern Apprentices and commercial courses.

The current forecast for FE activity is that the college will meet its credit target, however this may need to be revised if Semester 2 recruitment does not meet target. Application and admissions activity is being monitored closely.

Enrolments by fee status

The following tables provide a breakdown of FE enrolments by fee status, showing the number of enrolments from Scottish, International EU and Rest of UK students.

FE enrolments by Fee Status:

FEE STATUS	ENRs
EU	88
Scottish	3090
International	17
RUK	3
(blank)	15
Grand Total	**3213**

HE Activity

The HE (PPF) target for 2019/20 for undergraduate students with a fee status of 'Scottish' or 'European' is 1,603.9 FTE. This includes a cohort of 130 FTE funded through ESF grant.

As at 27 November 2019 the estimated FTE, counting by module attachment is 1,482 FTE. The 'count by Module attachment' FTE estimate is used by EO Student Records Office to provide a running total of FTE throughout the year: FTEs always accrue as the year goes on. However the estimated year-end position, providing Semester 2 recruitment goes well, is 1,550 FTE. This will still leave us well short of target.

PPF Target HE FTE (Undergraduate students, including SC and EU fee statuses, excluding PGDE)	**1,603.9**
Current HE students as at 27/11/2019 - count by Module attachment.	**1,482**
Estimated year-end FTE	**1,550**

Estimated HE FTE Against Targets and by Fee Status:

This table shows the **<u>estimated</u>** HE FTE by fee category based on current and planned enrolments, and against targets set by Partnership Planning Forum (PPF) and the Teacher Education Management Group (TEMG).

Level	PPF/TEMG Target	Current estimated FTE	Variance
Undergraduate Scottish & EU	1603.9	1550	**-53.9**
Graduate Apprentices	60	33.2	**-26.8**
Postgraduate Taught Scottish & EU	21.9	62.46	**40.56**
Undergraduate International & RUK	(2+19) 21	(9.8+19.8) 28.75	**7.75**
Postgraduate Taught Int & RUK	-	(0.33+8.16) 8.5	**8.5**
PGD Education (Primary & Secondary)	41	37	**-4**
TOTAL	**1747.8**	**1651.91**	**-27.89**

Semester 2 Applications

The status of applications for Semester 2 enrolment is shown in the tables below.

FE Applications at 29.11.19:

Subject Network	All Active Applications Total	No Offer Total	Reserve Total	Total 'Offer in Progress' and 'Accepted'
Business, Computing & Hospitality	**21**	**19**	**0**	**2**
Care, Health & Wellbeing	**26**	**4**	**9**	**13**
Construction & the Built Environment	**28**	**24**	**0**	**4**
Creative Arts	**51**	**27**	**0**	**24**
Education & Applied Sciences	**7**	**7**	**0**	**0**
Engineering Craft				
Engineering Technology	**30**	**30**	**0**	**0**
Total	**163**	**111**	**9**	**43**

HE Applications at 29.11.19:

Subject Network	Admissions Type	All Active Applications Total	No Offer Total	Reserve Total	Total 'Offer in Progress' and 'Accepted'
Applied Life Studies	Networked	8	5	0	3
	Not Networked	12	9	0	3
		20	**14**	**0**	**6**
Business, Management and Leisure	Not Networked	23	7	0	16
		23	**7**	**0**	**16**
Creative and Cultural Industries	Not Networked	1	0	0	1
		1	**0**	**0**	**1**
	Not Networked	8	3	0	5

Engineering and the Built Environment		**8**	**3**	**0**	**5**
Humanities Education & Gaelic	Networked	1	0	0	1
	Not Networked	3	1	0	2
		4	**1**	**0**	**3**
Science, Technology and the Environment	Not Networked	10	2	0	8
		10	**2**	**0**	**8**
Total		66	27	0	39

Roddy Henry
Depute Principal – P&SE

Student Recruitment 2018-19 and Trends Over Time

This report analysis student recruitment for 2018-19 by level and mode of study and provides a summary of trends over time.

Further Education (FE) activity is usually measured in credits, where 1 credit equates to 40 notional hours of learning. Higher Education (HE) activity is usually measured in full time equivalent (FTE) student numbers. However, enrolments and student headcount are also used to measure some aspects of provision.

1. Further Education (FE) Recruitment

The college delivered 100% of its total credit target of 29,211 credits in 2018-19, amounting to 25.7% of the region's credit allocation. Although the college has achieved its FE credit target for the fifth consecutive year, it has become increasingly more difficult to do so.

Table 1: Credits/WSUMs targets and actuals (core plus ESIF where applicable)

Year		Credits/WSUMs	Percentage
2015-16	WSUMs achieved	31,605	108.2%
	WSUM target	29,217	
2016-17	Credits achieved	30,972	104.5%
	Credit target	29,647	
2017-18	Credits achieved	29,548	100.1%
	Credit target	29,506	
2018-19	Credits achieved	29,212	100%
	Credit target	29,211	

Over the last two years the number of full-time FE enrolments has reduced, and the number of part-time enrolments has increased.

Credits by Mode of Delivery
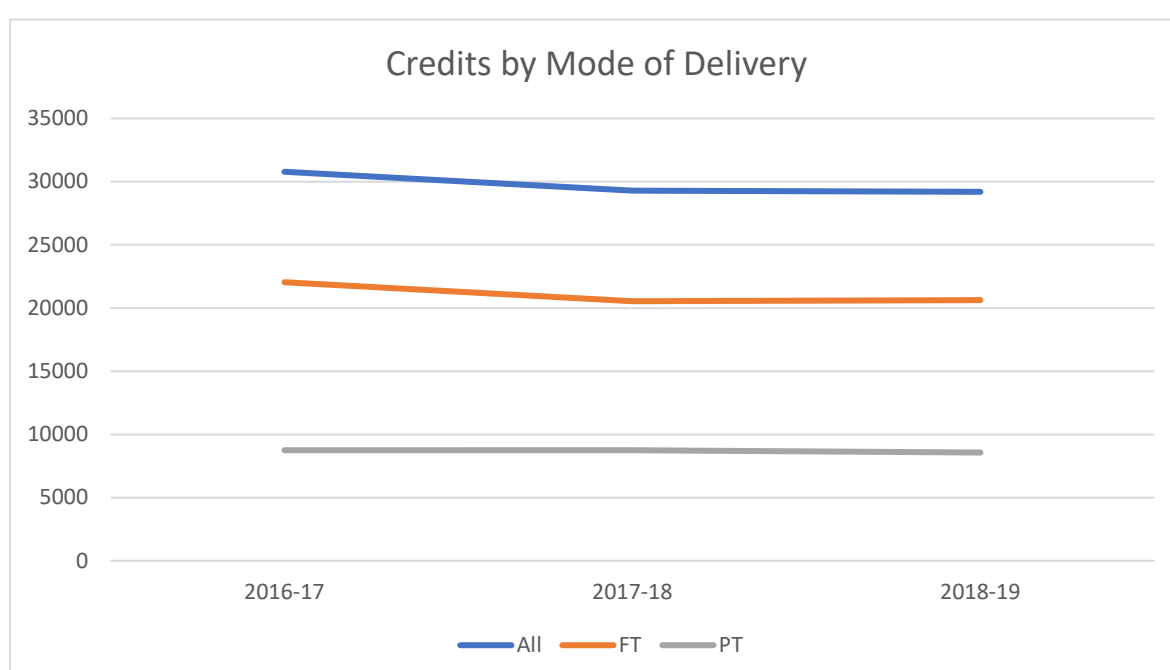
The reasons for this appear to be the changing demographic, with fewer 16-19 year olds, and the encouragement for pupils to stay on longer at school.

Most of the credit activity, around 70%, is delivered at SCQF levels 5 and 6. The proportion delivered at level 4 has increased over the last three years while the proportion delivered at level 6 has decreased over the same period.

Credits by SCQF Level

Legend: Level 2 — Level 3 — Level 4 — Level 5 — Level 6
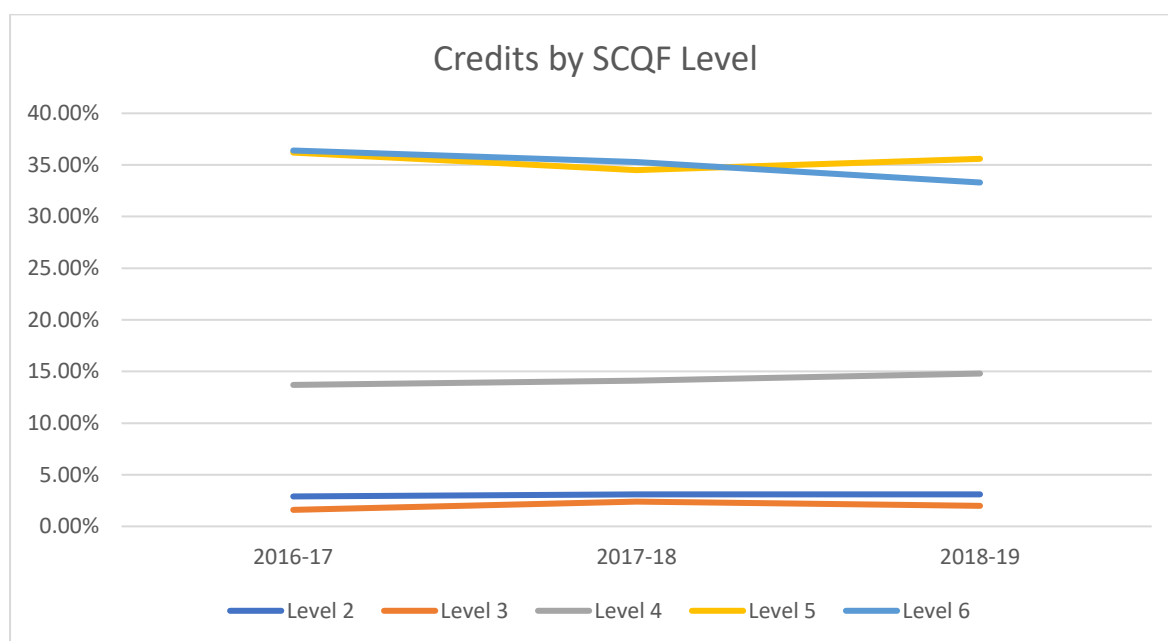
The number and the proportion of credits delivered to students between 16 and 19 years of age has fallen over the last three years (from 56.8% to 51.4%), while the number and proportion delivered to students aged 25 and over has risen (from 22.5% to 27.2%) in the same period.

Credits by Age Group

Legend: U16 — 16-19 — 20-24 — 25+
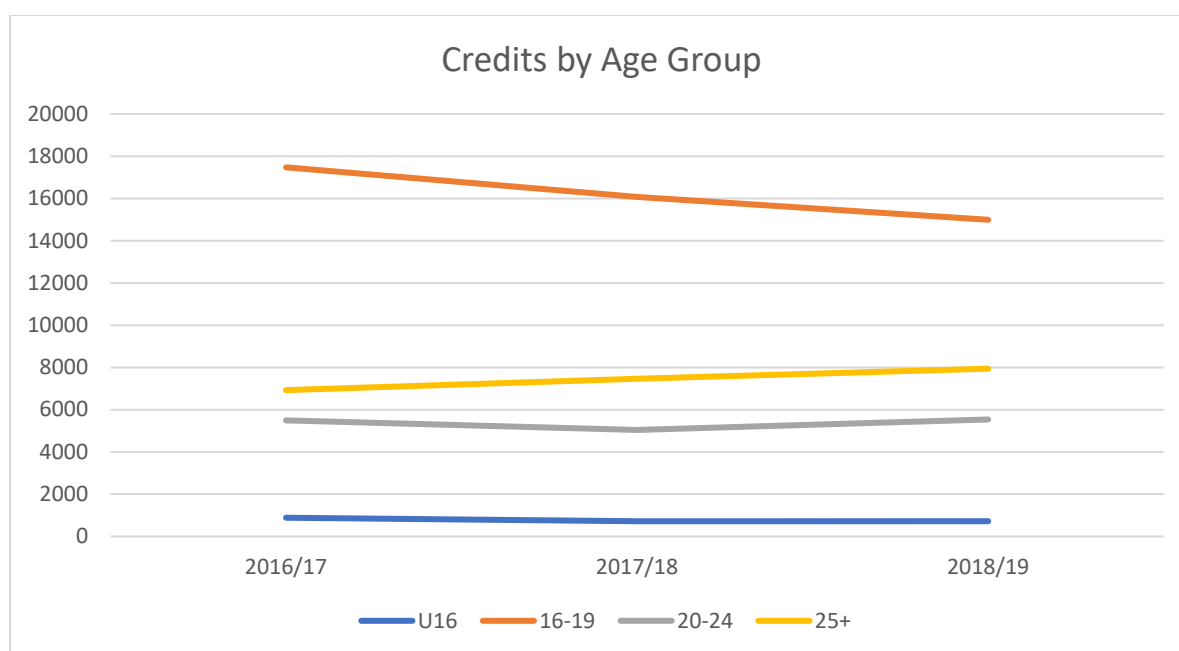
Credit activity for School Link programmes reduced slightly in 2018-19 (from 8.5% to 6.8% of total credit activity), as did the proportion of credits delivered to senior phase

pupils on the SFC's definition of 'senior phase vocational pathways' (from 3.1% to 1.4%). However, credit funding of Foundation Apprenticeships ceased at the end of 2017-18 so a comparison by credit activity is not reliable. The number of pupils enrolled on vocational pathways dropped only slightly, from 162 to 150, although the total number of school pupils enrolled across all programmes increased from 734 to 751. The percentage of credits delivered on STEM courses remains high at 36%.

The proportion of credits delivered to care experienced students remained high at just over 3%. 6% of credits were delivered to students from the 10% most deprived postcode areas, a slight increase on 2017-18 and in line with the local demographic. The proportion of credits delivered to students with a declared disability rose 3 points to 25.8%.

2. Higher Education (HE) Recruitment

HE recruitment overall has increased by over 25% since 2014-15 in terms of full-time equivalent (FTE) student numbers, including over 17% growth in undergraduate numbers. Undergraduate (UG) degree provision has increased by nearly 50% over the six-year period and Higher National (HN) provision has reduced. However, the rate of growth has flattened off in the last two years: the college did not make its SFC funded UG target numbers in 2018-19 and saw a drop in UG HE numbers for the first time in five years.

Postgraduate taught (PGT) numbers have seen a significant increase over the same period, with the PGDE Primary and Secondary qualifications and the MEd Critical Enquiry contributing strongly to this growth. Postgraduate research (PGR) activity has also increased significantly and steadily over the period: this activity is represented in the table below by headcount rather than FTE.

Table 2: HE activity over time by category[1]

Category	2014-15	2015-16	2016-17	2017-18	2018-19
All HE (FTE)	**1391**	**1564**	**1628**	**1711**	**1716**
All UG HE (FTE)	1356	1500	1545	1623	1597
HN (FTE)	725	760	752	734	674
Degree (FTE)	630	740	794	888	923
PGT (FTE)	36	64	82	88	119
PGR (Headcount)	4	7	8	13	18

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[1] Data from UHI Bridge Reports, extracted on 25 November 2019
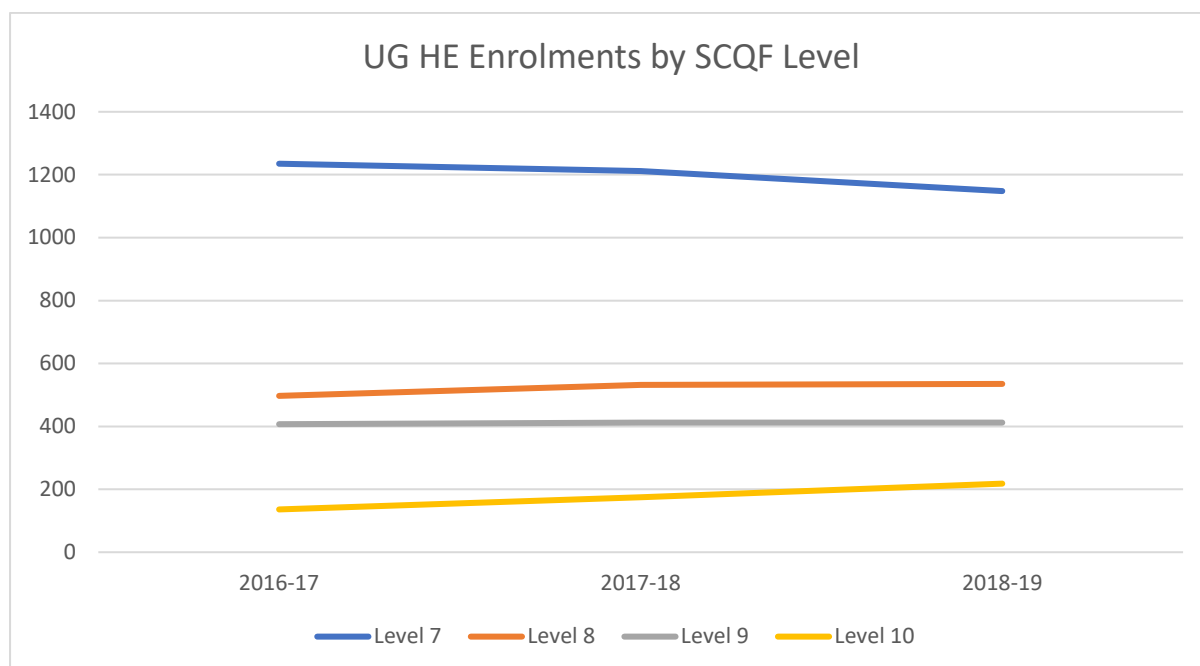
HE FTE Over Time by Category
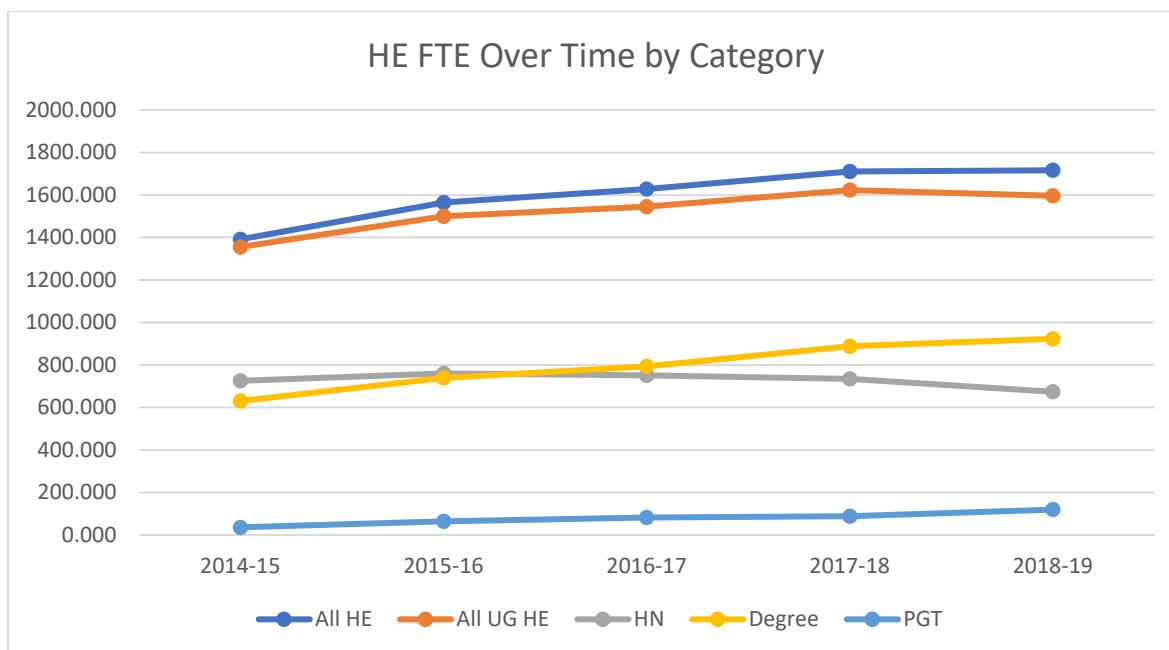
Around 45% of undergraduate enrolments in 2018-19 were from students over the age of 25, and this percentage has increased over the last three years. The percentage of enrolments from students aged between 20 and 24 has also increased (to 33%), while enrolments from students aged between 16 and 19 have declined from 25% to 21% since 2016-17.

UG HE Enrolments by Age Group
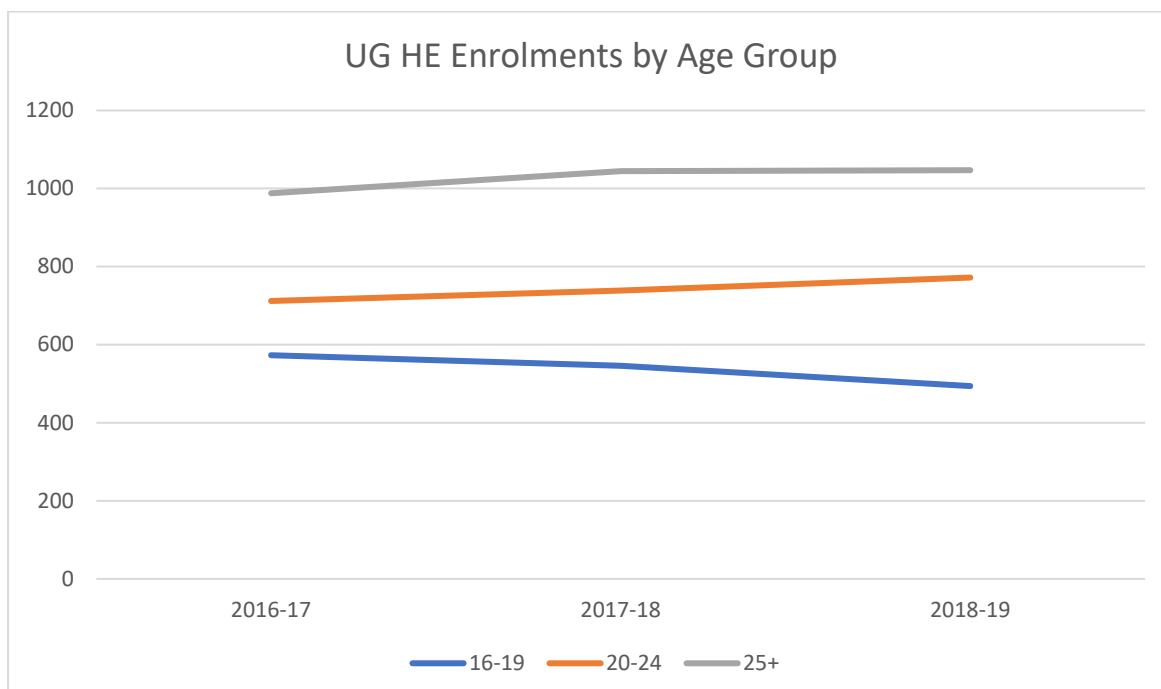
Around half of all UG HE enrolments in 2018-19 were at SCQF level 7, with 64% of those enrolled on HNC awards or units. However, the percentage enrolments at level 7 has decreased year-on-year. The largest increase in percentage enrolments is at

level 10, which has grown from 6% to 9.4% of all enrolments over the last three years.

UG HE Enrolments by SCQF Level

Level 7   Level 8   Level 9   Level 10

Committee	University Court
Subject	Academic Partner and University Senior Management Team Quarterly Status Updates
Action requested	☒ For information only For discussion For recommendation For approval
Brief summary of the paper	Update reports for period covering 01 September – 18 November 2019
Resource implications (If yes, please provide details)	No Click or tap here to enter text.
Risk implications (If yes, please provide details)	Yes Issues/ concerns captured in paper
Date paper prepared	19/11/2019
Date of committee meeting	27/11/2019
Author	University SMT and AP Principals (compiled by N Oakley)
Link with strategy Please highlight how the paper links to the Strategic Plan, or assist with: Compliance National Student Survey partnership services risk management other activity [e.g. new opportunity] – please provide further information.	Information sharing
Equality and diversity Does this activity/ proposal require an Equality Impact Assessment?	No If yes, please give details: Click or tap here to enter text.

Data Protection Does this activity/ proposal require a Data Protection Impact Assessment?	No If yes, please give details: Click or tap here to enter text.

Island communities Does this activity/ proposal have an effect on an island community which is significantly different from its effect on other communities (including other island communities)?	No If yes, please give details: Click or tap here to enter text.
Status (e.g. confidential)	Non-confidential
Freedom of information Can this paper be included in "open" business?*	Open
Consultation How has consultation with partners been carried out?	Described in paper

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

Its disclosure would substantially prejudice a programme of research	☐	Its disclosure would substantially prejudice the effective conduct of public affairs	☐
Its disclosure would substantially prejudice the commercial interests of any person or organisation	☐	Its disclosure would constitute a breach of confidence actionable in court	☐
Its disclosure would constitute a breach of the Data Protection Act	☐	Other [please give further details] Click or tap here to enter text.	☐

For how long must the paper be withheld? Click or tap here to enter text.

Contents

Introduction from the Interim Principal and Vice-Chancellor

The aim of this report is to provide members of the court and academic partner boards with a broad overview of some of the key activities, challenges, and opportunities that are taking place within the university, and to receive these updates directly from the senior management team and academic partner principals.

I'm pleased to present to Court members the latest quarterly report covering the period 1 September 2019 to 18 November 2019.

Key meetings I have participated in during this period:
- 2/9 Meeting SFC Edinburgh (funding scenarios)
- 6/9 Hosting UHI table with potential collaborators/benefactors at SCDI annual awards dinner. Institute of Health Research and Innovation and Argyll College UHI both received awards.
- 8/9 Kirking of the Council Inverness
- 11/9 Launch of BSC Applied Software degree with IBM, Inverness College.
- Strategic Dialogue Meeting in Shetland – Islands Deal 16/17 September
- Review of Regional Strategic Body by SFC 1 October
- Attended PC and MC graduations on 3 and 4 October, and WHC on 11 October
- Attended US Main Committee Meeting in Edinburgh on 23 October
- University of Stirling Graduation Ceremony on 1 November – evening dinner with Prof McCormac UoS in Inverness on 31 October
- Met with DFM in Edinburgh on 5 November
- 4 November met Diana Murray, new Chair of SAMS
- 6 November met with Jane Lewis, Principal for SC, in Inverness
- 7 November attended HITC and HIEP Board Meetings
- ROA Workshop scheduled for 25 November in Inverness
- Optometry - General Optical Council advised on 13 November that the Optical Programme has granted provisional approval of UHI's application – Optometry Board meeting in Inverness on 26 November
- Federation of Ophthalmology and Dispensing Meeting scheduled for 11 December in Inverness
- Various Programme Board internal meetings – Partnership Assembly scheduled for 29 November at CfHS
- Meeting with David Stewart MSP on 6 December – general discussion
- Queens Anniversary Prize for higher and Further Education application unsuccessful

On 14 November I gave a presentation to the University Foundation on the significant activities, challenges and opportunities for the institution in the context of the forthcoming 10th anniversary of achieving taught degree awarding powers and university title. I was pleased to report to Foundation members that the status and profile of the University has increased significantly over recent years and the institution was now regarded by Convention of Highlands and Islands (COHI) and key stakeholders as a key partner with the potential to facilitate positive impact and future development within and beyond the region as opposed to an aspiration project.

Crichton Lang
Interim Principal and Vice-Chancellor

Chief Operating Officer and Secretary

Prepared by Fiona M Larg

Notable accomplishments

- The university commenced its 2019 (Advance HE) Aurora programme which will help five female staff from across the partnership develop their leadership capabilities from c20 applications received.
- Intranet project report completed and delivered to project group, principal's executive group and partnership council.
- Project group formed for brand ambassador project.
- HESA student return submitted and accepted by the deadline.
- Web accessibility – The partnership one-web sites (with the exception of SAMS and SMO which fall outside this work) have had their accessibility checked by the webteam. This is a substantial step towards legislative compliance and has also reaped benefits in other areas of web performance.
- UKVI audit - The university passed the recent audit by UKVI on our compliance as a Tier 4 sponsor of international students. As well as the successful outcome, the audit helped identify areas of development which will be part of the continued monitoring process to ensure compliance.

Significant events/ awards

- Delivered and supported Professor Trish Gorely's inaugural lecture.
- This year's annual admissions conference attracted the largest audience yet. Practitioners from all academic partners, along with other colleagues, came together to share good practice and update skills and knowledge.
- As part of Interfaith week, the university held a public 'lunch-and-learn' session and CPD on cross-cultural communications. Both events were near to capacity and received positive feedback.

Collaboration with other academic partners

- Supported academic partners with another successful round of graduations including centrally designed and printed common programmes and graduation scroll tubes. The graduations included the student of the year awards, the first PhD and the first cohort of professional golf graduates. Perth College UHI were assisted with hosting HRH The Princess Royal at their graduation.
- Launch of new BSc (Hons) Applied Software Development, with Inverness College UHI, Moray College UHI and IBM. The first in a programme of workshops/open evenings to promote the course to young people have already taken place with good initial feedback.

Issues or concerns

- Dewar Centre – The timescales and potential costs of this project have slipped significantly mainly due to tying the procurement and construction to the larger and potentially more complex NHS elective care centre. The proposal is now to decouple the HIE Innovation Centre and the university's research facility from the NHS building and build in an adjacent plot thus preserving the collaborative and synergistic elements of the project but significantly reducing the risk in terms of cost and timescale. A revised schedule is being drawn up and procurement routes investigated which will allow ERDF funding to be drawn down, budgets to be met and original timescales for completion to be met.

Vice-Principal Further Education and Work-based Learning

Prepared by Diane Rawlinson

Notable accomplishments

The Regional Strategic Body (RSB) was required to submit to SFC an evaluation of the activities of the RSB in July, assessing the progress that has been made in fulfilling the role and responsibilities of the RSB as detailed in the Post-16 Education (Scotland) Act 2013. As a follow-up to this, SFC arranged a strategic dialogue event with the RSB and representatives of academic partners. This event was organised over the course of a day in September during which SFC sought evidence from the RSB and partners that this role was being effectively fulfilled. This was a very positive event which concluded with SFC congratulating the RSB on the excellent progress made.

SFC Guidance on the development of the 2020/2023 Regional Outcome Agreement was published in October, requesting an evaluation of progress made against ROA targets by October 31st. This exercise precedes the development of the ROA itself which is required in advanced draft form by 13th December. The evaluation of progress against further education ROA targets was written during October with academic partners being consulted through Partnership Council and SMCT and the submission reported to FERB in the November meeting. Good progress has been made against targets for both student activity and attainment. The regional strategy for enhancement of student attainment developed in 2018/19 was shown to be particularly impactful with the attainment gap between mainstream students and those residing in areas of multiple deprivation being removed and student success for care experienced students improved by 10 percentage points.

Following submission of the progress report, work has begun to develop targets that establish the region's ambition for 2020/23, alongside accompanying enhancement initiatives. Consultation is on-going with partners through SMCT and Partnership Council to agree these ahead of further negotiations with SFC.

The first meetings of the Carbon Management and Sustainability Project Board have been held to develop regional initiatives to support the achievement of carbon emission reduction targets. This group will be tasked to develop a Single Carbon Management Plan once Government guidance has been revised. The first meeting of the Health and Safety Practitioners Group has also been held with the aim of implementing a common regional Health and Safety Management System.

The WBL hub led the submission of a regional consortium bid to a CITB Onsite Experience Commission, demonstrating how the WBL Hub approach can support a partnership response to other emerging opportunities. Although this bid was unsuccessful - initial CITB feedback has suggested our proposal was clear and strong, but that the Commission's focus and funding model was not aligned well for our region. A new suite of Modern Apprenticeship monthly contract management reports have been developed to support partners in managing their apprenticeship caseloads.

Significant Events/ Awards

I attended an Islands seminar in Shetland, organised by Prof. Neil Simco bringing together local authority partners, the Islands College, SDS and HIE to discuss the development of closer working practices in addressing the skills needs of the Islands. This was a very positive, well-received event.

On behalf of the RSB I attended the feedback session at WHC's Education Scotland annual Progress Visit where the college received a very positive report on progress made against their enhancement plan and the college's engagement with both local and regional enhancement initiatives.

The Project Manager for the Single policy environment delivered a presentation to visitors from West University in Sweden seeking to understand more about the regional infrastructure being developed. The Project Manager also provided input through a presentation to the Admissions Conference at UHI to raise awareness of the newly approved admissions policy.

The WBL Hub has been successful in receiving an award of Foundation and Graduate Apprenticeship regional consortium contracts for new students starting in 2020 AY. The WBL managed the delivery of a Foundation Apprenticeship Community of Practice workshop to support evaluation of previous year's activity and future planning.

Collaboration with other academic partners

I joined the chair of Court, Chair of FERB and the University's Chief Operating Officer on a visit to Lewis Castle College to meet with members of the Board of Management and senior management team to discuss their action planning to address strategic and operational issues identified in 2018/19. The role of the RSB in supporting delivery of an action plan, through provision of additional senior staffing recourse was discussed.

Work is ongoing to provide support to the two Shetland institutions as they progress towards their merger. Although challenges remain, progress has been achieved through the establishment of a Shadow Board and appointment of a Principal Designate.

The Single Policy Environment Manager has initiative discussions with colleagues at Moray College and Inverness College, exploring opportunities to manage business-critical quality assurance processes through Sharepoint.

The WBL Hub has supported Shetland College in the development and promotion of local Foundation Apprenticeship offer, including attendance at Open Evening and meetings with key curriculum staff to address concerns regarding low take up of these awards.

Issues or concerns

Unsuccessful in bid to SDS to develop Engineering, IT Software and Business Management Graduate Apprenticeships – SDS has informed this is due to Scottish Government/SDS budgets and not the quality of our bid, but raises questions about the reliability of GA funding for the development of our HE Work-based Learning portfolio.

Vice-Principal Research

Prepared by Professor Neil Simco

Notable accomplishments

The University is the lead partner in a major bid which was submitted to the highly competitive UK Research and Innovation's Strength in Places fund in October. The bid, titled the Marine Economy and Technology Research and Innovation Cluster (METRIC) involves the Universities of Stirling and Heriot Watt, together with a wide range of industrial partners and seeks to draw down some £29M. The focus of the bid is the marine economy and if successful will have a transformational impact on a range of sectors. METRIC will increase the local economic value of the Marine Economy to £5Bn, supporting 3000 additional jobs and adding an estimated total net GVA impact of £270M to the H&I economy over the next 15 years.

Internally, there have been a number of developments: A student Intellectual Property framework has been drafted and supported by Partnership Council. A values framework for the University has been created and following discussion in a range of committees is to be considered at University Court. The University has launched a number of new MRes degrees, hence extending the portfolio of research degrees within the Graduate School.

Significant events/ awards

The biennial postgraduate research students' conference was held at North Highland College UHI in Thurso in early November. The theme of the conference was 'Preserving the Past and Building the Future' and the event provided an opportunity for research students across all disciplines to present their work. The conference was very well attended with a significant proportion of the University's 165 research students present.

In regard to the University's preparations for our submission to the national Research Excellence Framework 2021, our Code of Practice, which sets out the approach we are taking to identifying research outputs and the eligible staff cohort was fully approved in November 2019. In relation to our preparation, the current focus is on the second phase of the staff scoping exercise which will identify the cohort of staff across the partnership deemed to be in-scope, as well as progressing the impact case studies and collating information for the requirement to complete a return which articulates our submission intentions. On 14th November we held an event to scrutinise the draft environment statements which have been prepared for each of the 7 units of assessment.

Collaboration with other academic partners

The University is a member of a number of Scotland's research pools, and in regard to the Marine Alliance for Science and Technology in Scotland (MASTS), the University has been awarded five PhD studentships to commence in 2020. This is a significant achievement and builds our reputation within marine science further. We are looking to achieve further studentships through the Scottish Graduate School of Arts and Humanities. In relation to knowledge exchange activity, Inverness College were recently successful in a Knowledge Transfer Partnership (KTP) application, and the University now has two live KTPs.

Issues or concerns

There is considerable volatility in the external environment at the current time at national level, with a number of reviews running in parallel which may affect income streams and activity. Reviews include the national review of research pools, the subject price grouping review, and the Review of the Universities Innovation Fund, the latter of which I am a member of the national steering group. This is in addition to the uncertainty caused by BREXIT.

Vice-Principal International and External Engagement
Prepared by Professor Stuart Gibb

Notable accomplishments
International Student Recruitment – Phase 2 Project established: A time-boxed project-based approach to develop a partnership-wide approach towards growing numbers of fee paying students studying with the University; growing income, and reducing reliance on SFC funding. The project also seeks to: *'to secure joint ownership and responsibility and to progress goals, in a managed, robust and transparent manner within a formalised project structure'* and will operate across seven 'Workpackages' (WPs), each with an appointed 'owner' overseen by Steering Group:

- WP1 - Internationalised Curriculum
- WP2- Marketing and recruitment
- WP3 - Admissions and administration
- WP4 - Student support and satisfaction
- WP5 - Structures and Sustainable Finances
- WP6 - Embedding internationalisation beyond recruitment
- WP7 International recruitment strategy

Significant events/ awards
- Scottish Government's first Arctic Policy Framework (APF) Official Launch – Orkney: Sets out how Scotland develop cooperation and mutual learning with Arctic partners. UHI and region are ideally placed to contribute to, and potentially benefit from, APF. EO and SAMS represented on formative Steering Committee; baseline report provided by NHC & GCU.
- Visits to UHI include Swedish "New Ways"/"New Roads" delegation (including Chairman of the Parliamentary Education Committee, Swedish Parliament; Swedish Universities, Colleges and Councils, Centria University of Applied Sciences (Finland), University of Novi Sad (Serbia); St Petersburg State University and the Russian Zoological Institute (involving EO, SAMS, NHC, IC)

Collaboration with other academic partners
- International Student Recruitment Project – WP owners (see above) from EO, HISA, SAMS, PC, OC, IC; WP contributors from EO, HISA, WHC, SAMS, PC, OC, IC.
- International website development – (primarily) IC, PC.
- Curriculum and research mapping - University of Akureyri (EO,LCC) and University of Gibraltar (EO, NHC)
- UHI-Hunan micro-campus development – PC (+ IC, LCC, NHC)
- Erasmus support – IC, EO
- Summer School programme development – IC, NHC, EO

Issues or concerns
- Aspirations and expectations around international student recruitment needs to be balanced with, and in proportion to, the level of investment and resources available
- Ability of partnership to work coherently and collegially in a consistent manner, to communicate effectively and minimise risk (in an increasingly competitive external environment).

Vice-Principal Tertiary

Prepared by Lydia Rohmer

Notable accomplishments

Branding and Positioning Project

Following extensive consultation during Phase 1 of this project and agreement reached at Partnership Council and a joint FERB/Court workshop in February 2019, Phase 2 of the project progressing well with the consultant as well as the UHI project team:

- Following a comprehensive leadership engagement with Chairs and Principals in June/July testing options for change to deliver a more simplified and aligned approach to visual identity for UHI; the results of this consultation and the merging consensus have been presented to the interim Vice Chancellor, FERB and Partnership Council, and Court in September. The approach was fully approved, with options and costs for visual alignment currently being worked on for presentation in December/January.
- an internal brand ambassador programme is currently being set up, with a project group convened and an approach agreed. This will be rolled out across the whole partnership in the next few months, involving staff and student representatives from all parts of the academic partnership of the university
- following an initial successful an integrated marketing pilot for the UHI clearing campaign in the run up to AY 2019-20, a plan is currently developed for an integrated marketing approach.
- work is continuing with academic partners marketing and communications practitioners to further align collaborative efforts, and to develop a fully integrated marketing strategy for all of UHI.

This is a longitudinal project with multiple review points to ensure evaluation and validation of the approach to brand and positioning taken.

Curriculum Mapping Tool

The project was delayed to resolve procurement matters for this bespoke software tool in liaison with APUC. APUC support has now been secured and are now providing the bespoke procurement work for UHI to re-procure this project. Early engagement with potential providers is encouraging, with a number of relevant companies signaling interest. A market engagement day has been secured for 9 December, with full tender exercise to be completed thereafter. Despite delay, this project retains its strategic relevance, and with the right support now in place, is expected to be delivered fully in AY 19-20. Work is continuing on the tertiary curriculum pathways, in particular through SCMT on FE curriculum review.

School-College Liaison Strategic Review

Following consultation through a SCMT shortlife working group, a Strategy proposal was discussed and approved by Partnership Council in November. This proposal is now to move to implementation. This work is directly linked to the Branding/positioning project, as well as the Curriculum Mapping tool.

Widening/Fair Access

Work is continuing to refresh the University's approach to wider/fair access, including ensuring UHI's articulation data and articulation work is clearly reflected in SFC's refreshed national articulation database. Two recent meetings have taken place with SFC to agree and refine the approach to data capture and for UHI data to be integrated into the national articulation database and associated national reports. The National Articulation Forum report is due for publication in January 2020.

Significant events/ awards

Continued representation of UHI in the Learner Journey Review Implementation Groups and the National Articulation Forum

Collaboration with other academic partners

All the above work involves collaboration across multiple academic partners and colleagues in executive office.

Vice-Principal Strategic Developments

Prepared by Gary Campbell

Notable accomplishments

- Agreement reached that UHI is the sole provider of training and research in the Aviation and Advanced Technology Campus being developed as part of the Moray Growth Deal (MGD).
- Following a successful meeting with the RAF, Boeing, HIE and the Moray Council, Boeing have agreed in principle to support the development. Currently in negotiations with UHI on detail, Heads of Terms (HOT) for the (MGD) delayed due to the calling of the election.
- Presentation to Cabinet Secretary Sir Mark Sedwill, outlining the challenges and opportunities for UHI and the region. He was "*particularly impressed by your whole systems approach to learning*" in reference to academics working with the Educational Development Unit (EDU) Jacky Macmillan and industry liaison staff (CDEEOs) Nicola Smith.
- Engineering Task Force paper approved at Partnership Council, including: (i) outline strategy, (ii) Engineering Management Group,(iii) development of a network of 'advanced technology' centres and (iv) request to UHI Programme Board for mechanisms to recruit staff in a 'more university-like manner' when circumstances dictated.
- BAE systems approached UHI after a STEM meeting at RAF Lossiemouth and requested details of our developments with a view to potential partnership.
- UHI will be submitting an application for £2.5 Million as part of a joint application with HIAL, Orkney Islands Council and Ampaire for a Zero-Carbon flight test facility.
- Successful talk on Low Carbon airspace given to the Council of the Regions in Brussels, this has led to some of the developments outlined above and below.

Significant events/ awards

- After a presentation to the Future of Flight competition in Glasgow, UHI have been asked to submit a proposal to the relevant Knowledge Transfer Network and Cranfield University have requested a meeting to develop a strategic relationship and a MOU.
- UHI has been acknowledged as the key university partner in the development of the zero-carbon airspace in the HIAL region following a workshop in Inverness 5th November.
- National Manufacturing Institute for Scotland have proposed a collaborative agreement with UHI, meeting to discuss on 11th November.
- Following visit to University College Isle of Man – discussions are taking place regarding a potential partnership arrangement for provision of Higher Education.

Collaboration with other academic partners

- All this work is based on and with Academic Partners, Highlands and Islands Enterprise, Highlands and Islands Airports Limited

Issues or concerns

- The Moray Growth Deal HOT delayed by election.
- Some of these developments require staff to be recruited in a 'more university-like manner' than is currently possible.

Argyll College UHI

No report provided.

Highland Theological College UHI

Apologies submitted – no report provided.

Inverness College UHI

Prepared by Communications & Marketing Team

Notable accomplishments

- The 2020-21 prospectus is available online & in print.
- The ESES survey ran from 7th to 25th October. It achieved an overall college response rate of 43.9% & an overall satisfaction rate of 95.38%. The data has been made available to all staff & will be used by teams to evaluate performance & suggest improvements.
- Amanda Bryan attended the Tokyo University of Agriculture International student summit.
- SSF has been shortlisted to bid for an oversea forest practice tour in India which would include 70-90 probationers visiting every year for 3 years.
- Students & staff from the Care team attended a Scottish Government – Men in Early Years Seminar, celebrating diversity in the early years workforce. They reported on the CHAMP course piloted at Inverness College UHI.
- Around 92 exhibitors attended Freshers' Fair.
- Four apprentices will compete in the final of Worldskills UK in Birmingham, 21-23 November.

Significant events/ awards

- Around 320 students graduated over 2 ceremonies on 4 October - Arts, Humanities & Business in the morning & Faculty of Science, Health & Engineering in the afternoon. Overall, the ceremonies went well.
- Open Day Saturday 26 October, attracted over 80 potential applicants from across the UK & Northern Ireland. This involved promoting courses starting September 2020 as well as an extensive January 2020 offer which includes part time & online courses.
- Care Experienced Week, 19-26 October.
- Alasdair Sangster, an HND Forestry Management student, won the Tilhill Forestry Award for Best New Planting Application following a report he prepared on woodland & creation in his forestry policy & law module.
- The Scottish School of Forestry celebrated 'Forestry: Past, Present & Future' with an industry showcase on Saturday 7th September. The event marked 100 years since the Forestry Act was passed & was supported by industry partners.
- The Early Learning & Childcare Centre at Inverness College UHI won the Staff Training & Development Award at the Scottish Nursery Management Today Nursery Awards 2019.Judges said the centre had the "best interests of the children" at its heart & the whole team were engaged & motivated to "learn, develop & consistently challenge themselves to strive for excellence."
- Entries are open for the University of the Highlands & Islands' Business Competition. Closing date is January 2020.
- On Friday 20 September 2019, Inverness College UHI formally recognised & declared a climate emergency – a commitment to cut its greenhouse gas emissions & set timescales & targets for action. The announcement was made by Prof Chris O'Neil at the Global Strike for Climate protest in Falcon Square, Inverness, following discussions with the Highlands & Islands' Students Association (HISA) Inverness, which has been campaigning for action.
- Inverness College UHI & Highland Rugby Club have signed a Memorandum of Understanding that will see them work closely together to create opportunities to encourage young people to stay in the region & attract talent.
- Inverness College UHI electrical apprentice, Sean Davies, was named SECTT Electrical Apprentice of the Year for Scotland, seeing off competition from 700 other apprentices to take the Stage 1 Apprentice of the Year title. Sean, who works for Korrie Technical Services, has just gone into the 2nd year of his four-year Modern Apprenticeship in Electrical Installation, attending Inverness College UHI on block release.
- Inverness College UHI has moved into artist studio space within Wasps, Inverness Creative Academy. The 3 space will be used by students studying art programmes at Inverness College UHI.
- Inverness College UHI hosted a fund-raising dinner & ceilidh, A Feast & a Fling, on Friday 1st November. Over £22,000 was raised for Marie Curie.
- Around 500 pupils attended Inverness College UHI on 24 September for the Highlands & Islands UCAS fair. Thirty exhibitors attended, mainly universities, but some employers & armed forces were also in attendance.
- Inverness College UHI hosted an inaugural Professorial Lecture by Trish Gorely. We will host a further event on 27 November for Philomena de Lima.
- Inverness College UHI hosting a Learn through Work event on 13 November when we are expecting 450 S3 pupils to participate in interactive exhibits by employers & curriculum areas.

Collaboration with other academic partners

Optometry – Following considerable efforts by the optometry team, the report has been put forward for ratification by the General Optical Council on 13 November. Awaiting marketing material from EO colleagues.

Issues or concerns

There have been challenges in promoting online HE modules as these are not supported by the university website database. There is currently no module descriptor database. Workaround has been put in place, however, no detailed plan on how this issue will be addressed next year.

Lews Castle College UHI
Prepared by Iain Macmillan, Principal

Notable accomplishments

A small team of staff have come together to set up a Mental Health Network with the aim of building capacity within the College in relation to Mental Health First Aid, Suicide Awareness, and the promotion of positive mental health and well-being. The group are working on practical ways to make a difference.

The Technology team have been working together to broaden the skills of our current HNC Jewellery students. They are getting the opportunity to apply the metal forming skills they are learning in the Jewellery lab and applying it to a project on a larger scale in the Fabrication and Welding workshop to construct their own work benches out of sheets of metal.

The Engineering section has once again recruited a large cohort of students from France onto the BEng Hons Energy Engineering and BEng Hons Mechanical Engineering degrees. A total of 12 students have come from Technology Institutes in the Rhone Alps region including Chambery, Grenoble, Lyon, Saint-Etienne & Annecy.

Significant events/ awards

In October the College had a visit from two Chemistry lecturers from HEINRICH-HERTZ-BERUFSKOLLEG (HHBK), a vocational college in Düsseldorf, Germany. They spent a few days with College staff, touring the facilities, sitting in on lectures and working on the possibility of some Erasmus exchange projects for their students. The College will host students from Düsseldorf during the summer on a chemistry project using Gas Chromatography–mass Spectrometry to analyse various aspects of Whisky.

S5 and S6 pupils studying Gaelic at The Nicolson Institute got the opportunity to learn about the Gaelic degree-level courses offered at LCC during an open day held on Wednesday 30 October at our Stornoway Campus. They were given the opportunity to discuss poetry and literature with Dr Anne Frater and also hear about the many career opportunities available in Gaelic.

An NQ Personal and Vocational Studies student at LCC recently won the English entry of the UHI Writing Competition having written an exceptional poem on the specified topic New Beginnings.

The annual music scholarship award to attend Blazin' in Beauly was won by LCC BA Applied Music student Eoghan McManus. Eoghan spent the week taking part in workshops and masterclasses gaining an insight into different approaches to learning and playing tunes from different regions.

LCC welcomed Kate Forbes MSP, Minister for Public Finance and Digital Economy, to our Stornoway campus in September 2019. The Minister gave an introductory address to a Digital Roundtable event hosted by the Government at the College before going on a tour of the College to meet students and staff.   The tour provided the opportunity to demonstrate how College staff and students are embracing digital technology in activities ranging from meteorology to jewellery and fashion design.

Collaboration with other academic partners

Dr Alasdair Macleod Senior Lecturer at LCC attended the Hunan Institute of Engineering in October where he delivered two modules from our Engineering degree programme. This delivery was part of the initiative by Perth College to deliver the Engineering degree to regions in China.

Moray College UHI
Prepared by David Patterson, Principal

Notable accomplishments

Funding for Moray Growth Deal was announced jointly by the then UK 'Deputy' Prime Minister and the Scottish Government's Minister of FE, HE and Science at Moray College on 11 July. Moray College UHI is tasked with leading on two major projects within the Deal proposals.
Launch of new UHI Applied Software Development degree in association with IBM, jointly developed at Moray College, and GOC approval of new UHI Optometry degree also to be delivered at Moray College from September 2020.

Significant events/ awards

Moray College and UHI graduation on 4 October with Lorna MacNee, college alumnus and multi-award-winning chef as Guest Speaker.
Becky Poyner as HISA 'Most Inspiring Student' winner; Dr Suki Haider as HISA 'Best PAT/Learning Support Award winner.
Construction apprentices won a number of podium finishes (including two golds) in a range of Scottish and UK regional skills competitions.
Mary Hawco was also UHI 'Culture and Heritage Best Interdisciplinary Project' winner.

Collaboration with other academic partners

Growth Deal-related work continues with Perth regarding aircraft engineering and with a number of Academic Partners and Executive Office roles regarding Business, Enterprise and Entrepreneurship.

Issues or concerns

As well as the significant UHI developments outlined above; and delivering student performance now well above Scotland averages for student retention, achievement and progression to positive destinations; Moray also delivered a third consecutive Annual Underlying Operating Surplus in the third and final year of its recent Financial Recovery Plan.
It is therefore especially galling that the college has not yet been able to agree a 'balanced' budget and FFR at the start of the current year, this in the face of c.£1.0m adverse movements in funding and costs at the start of this period. While some of these movements are national issues (such as nationally agreed but unfunded cost of living increases for staff, and employers' teachers' pension cost increases), others are college- or region-specific changes relating to shortfalls in national bargaining funding, unplanned cost increases resulting from nationally agreed terms and conditions, and the removal of transitional funding.
The college continues to review its planning assumptions, is seeking to identify further in-year savings and income growth opportunities, and is in dialogue with the Vice Chancellor's office to agree a resolution to this issue.

North Highland College UHI

Prepared by NHC Marketing

Notable accomplishments

Graduate wins Young Highland Chef of the Year

A graduate of Burghfield House was awarded the Young Highland Chef of
the Year at the annual competition in Dornoch in October. Jamie Macleod,
from the Boath House, Nairn, won the competition with his outstanding menu.

Education Scotland Progress visit

Inspectors from Education Scotland met with a wide variety of staff, students, Board members and stakeholders during the Enhancement plan visit to Thurso on 5th and 6th November. The College was given a satisfactory progress outcome (Outcomes are either Satisfactory or Unsatisfactory)

Significant events/ awards

Diamond Anniversary Graduates

What a fantastic day we had celebrating Graduation on 14th September at
St Peter's and St Andrew's Church, Thurso followed by a reception at the
Pentland Hotel. It was great to see so many staff and students in attendance.

College Induction and Freshers Fayre

The College welcomed their new intake of 2019/2020 student intake at the
Annual Freshers Fayres at the start of September, which took place in Thurso,
The Rural Studies Centre in Halkirk, Dornoch and Alness campuses. The fayres
had a sports theme, with a fun quiz at the end.

Class Rep Away Day

This years new Class reps had their first team building and training away day at Brora golf Club in September.

General Secretary of STUC visits the College

Grahame Smith visited the Engineering, Technology and Energy Centre (ETEC) in Thurso in October as part of his visit to Caithness

Collaboration with other academic partners

Cyber Security joint venture

Cyber Security Scotland and North Highland College UHI have signed a Joint Venture Agreement to create a Cyber Security Institute.

Employer Fayre

At the end of October, the College held its Employer Fayre in the Main Hall at the Thurso campus. We had over 300 school pupils from 3rd to 6th year from Thurso High School as well as our own students visit the hall to chat to local employers. The hall had a slight makeover during the summer from our estates staff and it was great to see it so full.

Step into STEM event

The College held its second annual 'Step into STEM' event in our ETEC building, which saw over 150 S2 pupils from Thurso and Farr High schools attend the all day event. The event, a joint venture between the College, the Caithness Chamber of Commerce and Dounreay, encourages pupils to grow an interest in the STEM subject areas by taking part in a variety of hands on activities with exhibitors such as the Roya Navy, Army, Dunnett Bay Distillers, SDS and the Science Skills Academy. Activities included using a virtual welder, problem solving, designing remote control cars and DNA experiments.

UHI Post Graduate Research Conference

The Environmental Research Institute hosted the annual UHI Post graduate research conference in the first week of November, which was attended by over 50 Researchers from across UHI. The 3 day event opened with a welcome dinner and included sessions on progression opportunities, collaborations between scientists and artists our links with Europe/ The conference closed with a dinner and ceilidh.

Orkney College UHI
Prepared by Professor Edward Abbott-Halpin, Principal
Notable accomplishments

Ancient DNA study at The Cairns Lands Massive Whale Tale

Preliminary results of genetic research into whalebone from the University of the Highlands and Islands Archaeology Institute research site at The Cairns, South Ronaldsay, Orkney, show that some very large whale species were sourced for tools, vessels and equipment during the Iron Age.

In the early Summer 2019 Drs Vicki Szabo, (Western Carolina University) and Brenna Frasier (St Mary's University, Nova Scotia) collaborated with Dr Ingrid Mainland and Martin Carruthers at the UHI Archaeology Institute, to examine the collection of whalebone artefacts recovered from The Cairns and Mine Howe excavations, Orkney. The aim of the research was to obtain genetic information in order to provide an

Figure 3 Vicki preparing one of the larger whalebone artefacts from The Cairns excavation

assessment of what types of whalebone, or cetacean, were actually present at the sites. The research is part of a large project, which is investigating the use of whalebone in Western Atlantic society over the last 1000 years. Both Brenna and Vicki are following up on work completed in Orkney during February 2018 where they examined the whales found at Cata Sand and other whalebone artefacts from Orkney Museum. Martin Carruthers, Site Director

Figure 2 Brenna creating a sample from a whalebone artefact unearthed at The Cairns

Figure 1 The whalebone in situ at The Cairns, Orkney

at The Cairns archaeology excavation said, "Initial results from the study show some of the whale bones that were uncovered at The Cairns were from very large types of whale including sperm whale and humpback. One surprise, though, is the appearance of fin whale. Fin whales are the second largest species on the planet, after the Blue Whale itself, and can grow to 27 metres in length. In particular, one very significant artefact from the Cairns site is a very large vertebra from a fin whale, and that's an item that was carved into a vessel or container.

At the time of its discovery during the 2016 season it was found to contain a human jawbone and two neonatal lambs." Martin continued, "The vessel had been placed just outside the broch wall, very close to the entrance, when the broch was put out of use around the Mid- 2nd Century AD. As well as the whalebone vessel and jawbone, two red deer antlers had been propped against the vessel and a very large saddle quern, a grinding stone, had been positioned against the vessel to pin it firmly in place against the broch wall. All this treatment appears to have been part of the measures employed to perform an act of closure of the broch."

The discovery that this vessel is from a fin whale is fascinating in its own right, but there are several more Fin Whale items from the site so it should be possible to identify relationships between animals and also match bones across the site to the same animal. When more results are forthcoming from the study, it will be interesting to note any concentrations of fin whale from certain areas of the site, or phases. Martin suggests that it may be possible to effectively trace multiple items from the same animal and see how a carcass was distributed across the site.

Institute for Northern Studies

The first ever Virtual Island Summit was held last month. This entirely online event was the brainchild of INS Island Studies graduate, and UHI Postgraduate Student of the Year 2018, James Ellsmoor, founder of the consultancy firm Island Innovation. There were invited island speakers from places as diverse as Prince Edward Island, Iceland and the Aland Islands. It allowed islands to share their common experiences through a digital platform, allowing free access to world-class experts and many invited island speakers from places as diverse as Prince Edward Island, Iceland and the Aland Islands. There were a diverse range of viewpoints with speakers and attendees from 100+ island communities including the Arctic, Caribbean, Europe, Indian Ocean, Pacific Islands, and South America.

Sessions were interactive and included a range of highly relevant island themes such as Island Networks for Resilience, Green Technopreneurship, Financing a Blue-Green Economy and Digital Opportunities for Ambitious Islands. Such a wide range of themes involved a huge range of expert speakers including Giselle McWilliam Minister of Economic Development Curacao and Jeppe Jensen Project Coordinator for Clean Energy for the European Union Islands.

Perth College UHI

Prepared by Margaret Cook, Principal

Notable accomplishments

- Andrew Wardle – Took part in industry panel at the Audio Engineering Society Convention in New York in October.
- Yunior Aguiar Perdomo – 'Not an Archive' Exhibition of work at Primary in Nottingham 1 – 23 November 'Cuba Introspective' Exhibition of work at New Pesa of Rome October'19 – January'20.
- Lada Wilson selected to take part in an interdisciplinary artist residency at Hospitalfield.
- Lesley McKee has developed a series of External Stakeholder Projects for the Visual Communication Curriculum.
- Lisa Dods presented research poster presentation at SPARCs Conference in Edinburgh University. Lisa's poster presented her finding following an Evaluation of an Intergenerational Student Led Strength and Balance Programme in Care Homes.
- Perth College has appointed its first campus cycling officer to encourage more staff and students to take up cycling.
- Perth College UHI Community Sport Hub have reviewed and renewed Community Sport Student Link Framework resulting in commitment from sport and fitness students to deliver over 800 hours of volunteering in community sport.
- The first cohort of the newly approved networked MBA programme commenced in September.
- Very positive S3 taster days were provided to pupils across Perth and Kinross in developing mobile applications.
- Perth Prison: Design intervention to improve the visitor experience for children. Working in partnership with SPS; Families outside; Crossreach & Perth Autism Support.
- Growth Mindset Yeti: developing early years teaching packs for schools and parents to develop resilience within children.
- Crannog Centre: Design of a Graphic Novel of the local folklore targeted at tweens for resale within the visitor centre FE and HE students involved in a range of innovative hospitality event activities. Their aim is to raise funds to enhance their learning by experiencing an educational residential at Gleneagles Hotel in January 2020.
- First, second and third years of BA (Hons) Food, Nutrition and Textiles Education are all on placement. The placements are all around Scotland and in secondary schools home economic departments.
- FE and HE students have been on visits to Braehead Foods and The Botanics in Edinburgh.
- Professional Chef Gold students in partnership with Perth Farmers Market have had a field trip from farm to plate….including Hugh Grierson's Farm, Summer Harvest and Casella

Significant events/ awards

Perth College Graduation Ceremony took place at Perth Concert Hall on 3rd October 2019, with the Chancellor of UHI, HRH The Princess Royal presiding. 325 students graduated, and 1200 watched the ceremony. 20 Graduates received Individual Achievement Awards and all of these Graduates were individually introduced to the Chancellor, who then spent a good amount of time chatting with each of these award winners. The Alumnus of the Year went to Andrew Fairlie, posthumously. Andrew's widow, Kate Fairlie accepted the award on his behalf and gave a very moving acceptance speech. Andrew's restaurant at Gleneagles holds two 'Michelin Stars' and is currently the only two star restaurant in Scotland. The Guest Speaker was the award-winning writer and television presenter Cameron McNeish. Those receiving UHI Honorary Doctorates were John Keay, an historian who specialises in India, Southeast Asia and China and who also writes on Scotland and award-winning author, Peter May, who's books include the internationally best-selling Lewis Trilogy, a crime series set in the Outer Hebrides. The UHI Student of the Year for Perth College was Lewis Melloy, a BSc(Hons) Sport and Fitness student, who is now the College's Campus Cycle Officer.

Martin Price gave the opening keynote at the International Mountain Conference in Innsbruck, Austria and two keynotes at the 2nd Caucasus Mountain Forum in Ankara, Turkey. Ros Bryce attended the Arctic Circle meeting in Reykjavik, Iceland and the NPA conference on tourism in remote areas in Torshavn, Faeroes, and gave a presentation on the NPA-funded SHAPE project at each event. Diana Valero gave a presentation at the International Social Innovation Research Conference in Glasgow.

BAH Music Business and BAH Popular Music gained Scottish Music Industry Association Accreditation.

Language School gained high ranking in British Council Inspections.

Active Travel Design Consultation: Working with Urbantoo; PKC City planning and Sustrans. BAH Visual Communication students are assisting in the delivery of co-design workshops with School pupils regarding the cycle routes of Perth.

The Sport and Fitness team have been shortlisted for 3 Green Gown Awards. Awards Ceremony in November.

The Sodexho – Perth College partnership has been shortlisted for a Chamber of Commerce Business Star award.

Shortlisted for The Perth Chamber Star Awards for DYW category; results announced on 22nd November.

Our students requested a 'Meet the Employers' which was held on 23rd October. The student focused event attracted 18 employers who chatted with our students offering part time employment, work placements, shadowing/volunteering and information to help with their studies.

Collaboration with other academic partners

Centre for Recreation and Tourism Research (West Highland College UHI): NPA SHAPE project. Perth Contemporary Art students have collaborated with Inverness and Moray Students at the new Inverness Creative Academy for a workshop provided by Circus. Perth Contemporary Art students have collaborated with Inverness Students at Deveron Projects, Huntly in a workshop. Helen Roger is working with the V&A Dundee and collaboratively with Inverness College organise Design- Jams for High School pupils in both Perth and Inverness, co-hosted by our BAH Visual Communication Students.

Sabhal Mor Ostaig UHI
Prepared by Gillian Munro, Principal

Notable accomplishments

A significant increase in students registered for SMO Gaelic courses for 2019-20
A successful graduation event at SMO in October 2019
Appointment of a new Head of Research at SMO, which has speeded up REF processes
Setting up of new budget control measures during 2018-19, which should help avert a deficit budget in 2019-20.

Significant events/ awards

Sabhal Mòr Ostaig Annual Lecture: held in November in Edinburgh at National Museums Scotland, it featured two SMO staff and a museums staff member, and it celebrated a working partnership which produced the NMS national exhibition for 2019, *Wild and Majestic* – the European Romantic movement in Scotland and its portrayal of Scotland and the Highlands.

Collaboration with other academic partners

Principally, but not exclusively, ongoing collaboration with Lews Castle College regarding the Gaelic and Related Studies Scheme of undergraduate degrees.
Ongoing support of the Soillse 2 project, with links to the Language Sciences Institute at UHI. Representation on the UHI Gaelic and Gaelic Implementation Committees.

Issues or concerns

Financial sustainability, as reflected across the country in all colleges and universities in Scotland
Maintenance of buildings, again a national issue
Concern that the UHI Programme Board *Case for Change* is more appropriate to some academic partners than it is for SMO with its unique focus on Gaelic nationally and on its Gaelic-medium environment.

Scottish Association for Marine Science UHI
Prepared by Euan Patterson

Notable accomplishments
In September we welcomed the highest number of new students to our BSc Marine Science (38), not including incoming Erasmus exchange students. This has also given us our largest undergraduate community of 120.
On October 12, we marked 10 years since our first robotic underwater glider was launched into the Atlantic Ocean. Gliders are autonomous instruments that 'glide' through the water column to depths of around 1,000 metres, collecting oceanographic data. SAMS has regularly deployed gliders over the past decade and is among the European leaders in the use of this technology.
Technology designed by SAMS to measure sea ice in the polar regions has been trialled in the Cairngorms as an early warning system for avalanches and floods.

Significant events/ awards
In September, Dr Georgina Robinson was identified as rising star of UK research, when awarded a six-year UK Research and Innovation (UKRI) Future Leaders Fellowship worth £1.2m to address global food shortage by recycling waste from food production industries.
At September's graduation, PhD student Winnie Courtene-Jones gained the university's first PhD.

Collaboration with other academic partners
In September, the Scottish Government launched its Arctic Policy Framework in Stromness, Orkney. The Framework drew on contributions from UHI, and Prof Mark Inall of SAMS was on the Scottish Government Arctic Steering Group. The framework highlights UHI as a founding member of the University of the Arctic and identifies SAMS as having a leading role in Scottish Arctic research.
Dr Sally Rouse, is co-chairing UHI Energy Knowledge Exchange Hub alongside Benjamin Williamson from ERI. They will pool expertise in research topics such as energy, renewables, decommissioning and biomass and carry out horizon scanning.
Dr Adam Hughes led a UHI submission to the UKRI Strength in Places Fund. The METRIC proposal has 30 partners primarily based across the Scottish Highlands and Islands. It will build on UHI expertise in the marine economy to deliver economic growth within the region.

Issues or concerns
Our Head of Finance role is currently vacant and we are advertising the position.

Shetland College UHI

Prepared by Jane Lewis & Susan Berry

Notable accomplishments

Shetland College is pleased to have 96 new HE and 238 new FE students have been welcomed to the college as well as the return of 153 HE continuing students and 37 FE continuing students. 62 new Modern Apprentices have also started their learning with us.

Steady progress continues to be made towards the merger of NAFC, Shetland College and Train Shetland. Including arrival of new Principal Designate, agreement of name and an early draft of Ministerial business case. Shadow board continues to meet regularly and Chair for new board about to be advertised.

Significant events/ awards

18-21 September 2019: CRC Shoormal Conference, 134 attendees from across creative and cultural sectors for a variety of presentations and workshops. Excellent conference atmosphere and positive feedback received.

13th November: Open evening showcasing the offer across Shetland College UHI, NAFC Marine Centre UHI and Train Shetland, highlighting partnerships with industry and how the sector can continue to support development within Shetland.

Collaboration with other academic partners

Continued contribution to the development of single policy environment across UHI.

Islands Deal and Islands Strategy - working with EO, Orkney UHI and Lews Castle UHI to develop UHI approach to supporting Island Communities in delivering projects to support growth and development.`

Issues or concerns

Ongoing concerns with regards to allocation of network teaching on network programs.

NAFC Marine Centre UHI

Prepared by Willie Shannon

Notable accomplishments

NAFC has been successful in being awarded Heritage Lottery Funding for us to develop and support Citizen Science Projects to gather data to fill marine wildlife knowledge gaps, which can then feed into the Marine Spatial Plan and other organisations.

The fisheries team at NAFC have completed a busy field session and are continuing data analysis and reporting for the Gear Innovation Technology and Advisory Group. Dr Katie Brigden has been at sea with the pelagic fleet as part of the PANDORA Horizon 2020 project group working to facilitate fisher self-sampling to improve international stock assessment.

Significant events/ awards

The fully online CPD Aquaculture Management Course has its first enrolment starting January 2020. Our other online Fish Welfare and Containment Course are now being delivered in the southern hemisphere with students in Mexico.

Collaboration with other academic partners

Gregg Arthur has been involved in a collaborative interdisciplinary project with colleagues at the Centre for Health Studies, Rivers and Lochs Institute and Inverness College testing a novel therapeutic as a potential sea lice medication. The project was funded via the University Innovation Fund. Dr Beth Mouat has taken over from Dr Adam Hughes as the Chair of the UHI Aquaculture HUB.

Issues or concerns

NAFC is liaising with key stakeholders including UHI and SFC to address identified financial challenges.

The transitional funding for NAFC as part of the college merger process in Shetland has not been forthcoming to date.

West Highland College UHI

Prepared by Lydia Rohmer, Principal

Notable accomplishments

Centre for Science, Technology, Health and Engineering, Fort William
- Planning application granted by Highland Council in April 2019;
- RIBA Stage 4 report and building warrant now complete, making this project fully 'shovel ready'
- Project can proceed subject to capital funding, with Ministerial meeting scheduled for 20 November 2019
- The project is a key enabler for 'Fort William 2040', a master plan and delivery programme for Fort William and Lochaber with 20 strategic projects. FW2040 is a Scottish Government pilot for 'place based planning' (see https://highland.maps.arcgis.com/apps/MapSeries/index.html?appid=7aa7f360fb4f44d29281e0457a8cf545#)

SQA Star Awards, 15 November 2019
- A student currently studying on the School of Adventure Studies full-time non-advanced courses was a finalist in the SQA Star Awards, category – College Learner of the Year

CDN Awards 2019, 21 November 2019
The same student is also shortlisted as finalist in the CDN Awards in the category College Learner of the Year

West Highland College UHI Graduation, 11 October 2019
250 full-time further and higher education students were eligible to graduate in 2019. About 120 of them attended the graduation, together with friends and families about 400 people celebrated in a packed Nevis Centre in Fort William. Guest Speaker was Kate Forbes, MSP. The graduation also included the first ever PhD awarded for a WHC student, and included a record number of 1st class honours awards. The event also included a major expedition film created by SOAS staff and students of their Namibia exped, and musical interludes by students.

Significant events/ awards

- Sue MacFarlane, Depute Principal, commenced her 2 year UHI secondment at the end of September as Director of Transformation (FE).
- Fiona Grant, previously Assistant Principals, became Director or Academic Affairs at the end of September
- The college is currently recruiting for a new Chair of the Board.
- The college held an Open Day on 8 November. Traditionally aimed at School of Adventure Studies HE applicants, more than 35 applicants and their families were in attendance (largest ever turnout for this event). The event was supported by current students and HISA.
- The UHI SIF funded Chair of Tourism recruitment is progressing through AspenPeople, with interviews scheduled for 4 December 2019.
- Centre for Recreation and Tourism Research secured a major SNH project entitled: The Coast that Shaped the World, which they will lead for the next three years, supporting the Year of Coasts and Waters 2020, and Year of Storytelling 2021. CRTR continue Slow Adventure consultancy with European Travel Commission, working with 20 countries; CRTR also contributes to SG Arctic Policy.

Collaboration with other academic partners

The college works collaboratively in all aspects of its operation as a matter of routine.

The college continues collaboration with North Highland, Argyll and Lews Castle Colleges to develop a pilot model for networked further education courses.

The Principal is a member of the UHI Programme Board, representing rural non-incorporated colleges, and is working on the student experience equivalence workstream, as well as inputting to other workstreams as required.

Issues or concerns

Intensive discussions about routes to funding are continuing between SFC, HIE and WHC/UHI to secure the Centre for Science, Technology, Health and Engineering as a sub-regional hub for UHI in the face of no available capital funds for either college or university sectors