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Meeting	Learning, Teaching and Research Committee
Date and time	Tuesday 13 June 2023 at 4.30 p.m.
Location	Virtually – via Microsoft Teams

Governance Officer
06 June 2023

AGENDA

Welcome and Apologies

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

CREATIVE SPACE SESSION – HISA

Presentation from Student Voice Manager

ITEMS FOR DECISION

1. **MINUTES**
   a. Note of the Creative Space Session (CSS-LTR-022023) of the Learning, Teaching and Research Committee held on 21 March 2023
   b. Minutes of the Learning, Teaching and Research Committee held on 21 March 2023

2. **OUTSTANDING ACTIONS**

3. **POLICY FOR APPROVAL**
   Gender Based Violence Policy

ITEMS FOR DISCUSSION

4.   STUDENT RETENTION REPORT
Joint Report by Vice Principal – Student Experience and Quality and Management Information Systems Manager

5.   SCHOOLS/SENIOR PHASE ENGAGEMENT
Report by Access and Progression Manager

6.   END OF YEAR STUDENT SURVEY (SSES)
Report by Vice Principal – Student Experience and Quality

7.   HISA ELECTIONS
Report from HISA

8.   HISA END OF YEAR SUMMARY REPORT
Report from HISA

9.   CORPORATE PARENTING PLAN UPDATE
Report by Vice Principal – Student Experience and Quality

10.   COMMITTEE AND CHAIR EVALUATION PROCESS
Report by Governance Officer

ITEMS FOR NOTING

11.   QUARTER 3 - COMPLAINTS REPORT
Report by Quality Team

12.   MINUTES FROM COMMITTEES - CONFIDENTIAL
a) Minutes of the Student Journey and Enhancement Committee held on 13 December 2022
b) Minutes of the Student Journey and Enhancement Committee held on 17 January 2023
c) Minutes of the Student Journey and Enhancement Committee held on 14 February 2023
d) Minutes of the Student Journey and Enhancement Committee held on 14 March 2023
e) Minutes of the Student Journey and Enhancement Committee held on 25 April 2023
f) Minutes of the Student Journey and Enhancement Committee held on 16 May 2023

13.   AOCB – Change of Committee Name

14.   DATE OF NEXT MEETING – 19 September 2023 at 4.30 p.m.

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

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DRAFT MINUTES of the MEETING of the LEARNING, TEACHING AND RESEARCH COMMITTEE held via Microsoft Teams on Tuesday 21 March 2023

PRESENT:	Dee Bird, Russell Edwards, Chris O'Neil, Stephen Sheridan, Arvinder Kainth, James Millar, Matthew Millward and Kelly MacKenzie
CHAIR:	Dee Bird
APOLOGIES:	William Campbell
ATTENDING:	Vice Principal – Student Experience and Quality
	Director of Research – Centre for Living Sustainability
	Director of Research – Biodiversity and Freshwater
	Professional Development Manager
	Seconded Learning and Teaching Enhancement Leads
	Information Systems Manager
	Governance Officer

The Governance Officer confirmed that this meeting was quorate.

The Chair welcomed everyone to the meeting.

There were no declarations of interests, statements of connections or transparency statements noted.

Committee Creative Space

A creative space session took place which provided the Committee with an opportunity to discuss Learning and Teaching Enhancement (Note of Session: CSS-LTR-032023).

The Professional Development Manager and Seconded Learning and Teaching Enhancement Leads left the meeting.

1.   **MINUTES FOR APPROVAL**

   a.) Note of the Creative Space Session (CSS-LTR-122022) held on 06 December 2022

   The Note of the Creative Space Session (CSS-LTR-122022) of the Learning, Teaching and Research Committee held on 06 December 2022 was **AGREED** as a correct record.

   b.) Minutes of the Meeting held on 06 December 2022

   The Minutes of the Meeting of the Learning, Teaching and Research Committee held on 06 December 2022 were **AGREED** and **APPROVED** for signature by the Chair.

2.   **OUTSTANDING ACTIONS**

   - Corporate Parenting Plan – The Governance Officer advised that this would be included within the Board Development Plan which will be brought to the Board of Management for discussion.
   - QAA Presentation – The Committee was advised that there was a newly appointed staff member within Executive Office and the Committee noted that the Vice Principal – Student Experience and Quality would liaise with them over the Tertiary Education Framework.
   - Creative Sessions – the Chair advised that she had met with the Interim HISA CEO who has confirmed that he would be happy to attend a future Committee Meeting. The Committee noted that this will be arranged for the June meeting.

3.   **POLICY FOR APPROVAL**

   UHI Student Criminal Offence Data Policy

The Vice Principal – Student Experience and Quality provided the Committee with the background to this new common policy highlighting the role which we have had in developing this policy. The Committee noted that this policy compliments our existing safeguarding policy and procedure and is aligned to our Gender Based Violence Policy, Protecting Vulnerable Groups Policy and the Student Code of Conduct.

The Committee acknowledged the recent high-profile cases within the news around the data which institutions hold in respect of students and noted that the development of this policy will ensure that there is a robust system in place for how we manage this type of information.

The Committee enquired as to whether the policy has been tested against case studies to ensure that it meets all known challenges. The Committee was advised that our Safeguarding Group have applied the policy to a number of scenarios.

Decision: The Committee **RECOMMENDED** this policy to the Board of Management for final approval.

4. **STUDENT RETENTION**

The Information Systems Manager joined the meeting.

The Information Systems Manager spoke to her report highlighting:
- That Early Withdrawals for FE FT is at 7.1% which is below the end of year totals for the past two years.
- The levels and trends within the different curriculum areas over the past 5 Academic Years.
- That both early and further withdrawals are monitored monthly within all schools.
- That the reasons for withdrawal continue to remain high in respect of health and financial reasons. The Committee noted that there is also an increase in withdrawals due to course expectations not being met

The Committee thanked the Information Systems Manager for her report.

The Committee enquired as to the interventions which may have led to reduced withdrawals and noted that the introduction of a number of support packages for students is thought to have been a contributing factor.

The Committee noted that target setting at programme level has been introduced and that the Tertiary Education Leaders and Depute Heads of Schools are monitoring the progress of this.

The Committee noted that steps have been taken to identify students who have only partially completed units to ensure that we support them to fully complete their course.

The Committee again gave their thanks to the Information Systems Manager for this report.

The Information Systems Manager left the meeting.

5. **RESEARCH AND INNOVATION STRATEGY 2023-27**

The Directors of Research provided the Committee with the background to the development of the Research and Innovation Strategy highlighting that the strategy incorporated the principles of collaborative leadership. The Committee noted that the strategy had been subject to a rigorous consultation process. The Directors of Research took the Committee through the strategy, highlighting:

* That in conjunction with the Tertiary Education Leaders, we had defined the research areas and identified themes within each research centre.
* The strategy defines our ambition in respect of impactful research, sustainability goals, societal changes including climate emergency and biodiversity crisis.
* The strategy will ensure that we are developing a healthy submission for the next REF.

- The key objectives, subobjectives and activities within the strategy:
- That KPI's have been developed to monitor all objectives.
- Plans to encourage more staff to enter into research and align this with improvements to teaching and practice.

The Committee welcomed the inclusion of KPI's within the strategy and the leading role which the College is playing in terms of research within the Sector.

The Committee thanked the Directors of Research for this report.

The Director of Research – Centre for Living Sustainability left the meeting.
The Director of Research – Biodiversity and Freshwater left the meeting.

6.   EDUCATION SCOTLAND – ANNUAL ENGAGEMENT VISIT

The Vice Principal – Student Experience and Quality provided the Committee with a confidential verbal update in respect of our recent Education Scotland Annual Engagement Visit. The Committee noted that Education Scotland will formally publish their report in the upcoming months.

The Committee noted that initial feedback received in respect of the visit was positive but that it is expected that the final report will highlight some areas for further development.

The Committee noted that a full discussion on the report will take place at the Board of Management in June 2023.

7.   SHORT LIFE WORKING GROUP UPDATE

The Vice Principal – Student Experience and Quality spoke to her confidential report which provided a final update in respect of the Short Life Working Group following the completion of all items within the Action Plan.

Decision: The Committee **RECOMMENDED** that this item be taken to the Board of Management on 28 March 2023 for Board Approval in respect of the dissolution of the Short Life Working Group.

8. **WORKING IN PARTNERSHIP**

The Vice Principal – Student Experience and Quality provided the Committee with a verbal update in respect of:

- NSS Survey: The Committee was advised that work is continuing to ensure eligible students complete the survey. The Committee noted that the current participation rate is lower than last year.
- SSES Survey: The Committee was advised that our Charity Partner for this year was James Support Group. The Committee noted that high targets have been set and it is hoped that we will meet 75% of this target.
- HISA Elections: The Committee noted that nominations and elections for posts are underway.

9. **COMMITTEE DISCUSSION ON HISA**

Decision: The Committee **AGREED** that no discussion on HISA would take place and that we would instead wait to speak to the Interim HISA CEO at the June 2023 meeting.

10. **QUARTER 2 – COMPLAINTS REPORT**

The Committee noted the contents of the Quarter 2 – Complaints Report.

11. **MINUTES FROM COMMITTEES**

The Committee noted the minutes of the Student Journey and Enhancement Committee Meetings held on 20 September, 25 October and 15 November 2022 and the minutes of the Equality, Diversity and Inclusion Committee Meeting held on 22 November 2022.

12.   DATE OF NEXT MEETING: TUESDAY 20 JUNE 2023 AT 4.30 P.M.

Signed by the Chair: _____	
Date: _____	

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Outstanding Actions from LT&R Committee Meetings

Item	Action	Responsibility	Timeline	ACTIONED
15 March 2022				
Corporate Parenting Plan	The Board Secretary will organise appropriate Corporate Parenting Training for all Board Members. This will form part of the Board Development Plan. The previous LT&R Chair has introduced the appropriate members of the Highland Council to liaise with.	Gov Off	June 2023	
27 September 2022				
QAA Presentation	The Vice Principal – Student Experience and Quality to liaise with Executive Office, in respect of how the Tertiary Education Framework can be developed.	VP – SE&Q	June 2023	
Creative Sessions	We will continue to liaise with HISA over a presentation to the June Committee Meeting.	Gov Off	June 2023	

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Board of Management

Subject/Title:	Gender Based Violence Policy
Author: [Name and Job title]	Lynsey Mason – Wellbeing & Learning Support (Review Officer) Lindsay Snodgrass – Vice Principal (Lead Officer)
Meeting:	BOM LTR Committee
Meeting Date:	June 2023
Date Paper prepared:	6th June 2023
Brief Summary of the paper:	The BOM LTR Committee is asked to approve the new GBV Policy. The GBV policy was approved at Policy & Procedure Review Panel in April and EMT Committee in June 2023.
Action requested: [Approval, recommendation, discussion, noting]	Approval
Link to Strategy: Please highlight how the paper links to, or assists with:**:** • compliance • partnership services • risk management • strategic plan • new opportunity/change	This policy supports UHI Inverness's policy to provide a safe and supportive learning and working environment for all, aligned with the Strategic Theme of 'Student Experience'.
Resource implications:	No **If yes, please specify**:
Risk implications:	Yes **If yes, please specify:** Operational: Organisational: This policy will reduce risk for UHI Inverness by ensuring that best practice is being shared and followed to educate, protect, and support students effectively
Equality and Diversity implications:	Yes **If yes, please specify:** EIA Attached
Consultation: [staff, students, UHI & Partners, External] and provide detail	Staff

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

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

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

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

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

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

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UHI Inverness Gender Based Violence (GBV) Policy **REF: T**o be confirmed once approved

Lead Officer	Vice Principal Student Experience & Quality
Review Officer	Wellbeing & Learning Support Manager Access and Progression Manager
Date first approved by BoM	
First Review Date	
Date review approved by BoM	
Next Review Date	June 2024
Equality impact assessment	May 2023
Further information (where relevant)	

Reviewer	Date	Review Action/Impact

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Preventing and Responding to Gender Based Violence (GBV) Policy

Policy Summary

Overview	The policy highlights UHI Inverness's approach to Gender Based Violence (GBV), including the expectations and responsibilities of staff and students. This is set within the context of the broader framework of policies and related procedures pertaining to student and staff safeguarding and conduct.
Purpose	The policy seeks to highlight and promote a culture across the institution where GBV is not accepted or facilitated by staff or students. Where a student or staff member is subject to GBV (past, present, or potential), the policy seeks to ensure appropriate support is provided and UHI Inverness meets its duty of care.
Scope	This policy aims to serve all employees and enrolled students of UHI Inverness and is not limited to term-time or on-campus activity. We recognise that every member of staff at UHI Inverness has a role to play in preventing GBV.
Consultation	This policy has been developed by the UHI Inverness GBV Working Group, which has membership from across UHI Inverness and HISA Inverness. UHI Inverness has also benefitted from the ongoing GBV work being achieved at partnership level and acknowledges the input of the UHI Student Support Officer for GBV. Input has also been sought from the UHI Inverness Human Resources team, the Equality, Diversity, & Inclusion Committee, and from external partner agencies within the Highland Violence Against Women Partnership and Emily Test.
Implementation and Monitoring	The Wellbeing and Learning Support Manager and the Access and Progression Manager are responsible for implementing this policy. The Quality Manager is responsible for the ongoing monitoring of this policy.
Risk Implications	This policy will reduce risk for UHI Inverness by ensuring that best practice is being shared and followed to educate, protect, and support students effectively.
Link with Strategy	This policy supports UHI Inverness's policy to provide a safe and supportive learning and working environment for all, aligned with the Strategic Theme of 'Student Experience'.
Impact Assessment	Equality Impact Assessment: Completed May 2023. No action required.
	Privacy Impact Assessment: n/a

1. Policy Statement

1.1   UHI Inverness recognises the severity of risk and harm that Gender Based Violence (GBV) presents, and has a duty of care to protect, and respond to, students and staff members who: have past experiences of GBV; are currently experiencing GBV; and/or are at risk of potential GBV. UHI Inverness affirms its stance that GBV is unacceptable and that victim/survivors are not to blame, by raising awareness of GBV to ultimately prevent or reduce harm.

1.2   GBV is not uncommon. Tens of thousands of incidences of domestic abuse[1] and sexual crimes[2] are recorded annually by Police Scotland, with women aged between 16-24 years experiencing the highest level of domestic abuse[5]. This is significant given the demographic profile of student populations. 1 in 7 female students in the UK experience serious physical or sexual assault, and 68% experienced sexual harassment during their studies[3] [statistics correct in 2023]. This policy seeks to ensure that UHI Inverness is familiar with the prevalence and scale of GBV, and that our approaches and responses reflect this.

1.3   UHI Inverness's approach aligns with the themes set out in the Scottish Government's Equally Safe Strategy[4] and the Equally Safe in Higher Education (ESHE) Toolkit[2], most notably:
- An ecological framework
- A gendered analysis
- An understanding of intersectionality

1.4   UHI Inverness recognises that its responsibilities in relation to Gender Based Violence are closely linked with its duty to eliminate discrimination and harassment, and to advance gender equality in line with the Equality Act 2010. For that reason, this policy should be viewed across all GBV contexts. We commit to demonstrating UHI Inverness's core value of openness in our GBV approach, including by adopting an "It Happens Here" stance and communicating anonymous statistics where appropriate; and by reflecting on and sharing learning from incidents.

2. Definitions

2.1   **Gender Based Violence (GBV)**: an umbrella term that reflects forms of violence predominantly carried out by men against women and girls, although men and all/no genders can also be victim/survivors of GBV. GBV *can* include, but is not limited to and is not always indicated by;

- physical, sexual, and psychological violence occurring within the family and/or intimate partner relationships (including domestic abuse and coercive control)
- sexual harassment
- stalking
- non-consensual intimate image sharing
- drink spiking

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[1] Scottish Government (2021). Domestic abuse: statistics recorded by the Police in Scotland 2020/21. Available here.
[2] Scottish Government (2020). Recorded crime in Scotland 2019-20. Available here.
[3] NUS (2011). Hidden Marks. Available here.
[4] Scottish Government (2018). Equally Safe: Scotland's Strategy for preventing and eradicating violence against women and girls.

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- rape and sexual assault
- commercial sexual exploitation
- sex trafficking
- child sexual abuse including child sexual exploitation
- so called 'honour based' violence including female genital mutilation (FGM) and forced marriage

2.2   **Duty of Care:** Our responsibility to use professional expertise and judgement to protect and promote the best interests of students and staff, and to ensure that we exercise an appropriate level of care towards them, as is reasonable within the parameters of our relationship.

2.4   **Disclosing:** When a person or persons claims to have experienced or witnessed GBV whether historical, current, or suspected, and tells a member of UHI Inverness staff, or a third party about this, whether via online tools, in-person, by email, during an appointment, phone call, or by other means. Different from 'Reporting'.

2.5   **Reporting:** when a person or persons choose to use formal channels for the purposes of an investigation process by either UHI Inverness or police, usually to pursue action against the alleged party.

2.6   **Confidentiality:** We are committed to keeping information confidential as far as possible. As such, information will usually only be shared with relevant individuals/entities, internal or external, with the explicit agreement of the person/s seeking support. UHI Inverness may be under obligation to share information without this agreement in exceptional circumstances to protect somebody from serious harm and/or to maintain safeguarding duties.

2.7   **Ecological Framework:** A model of acknowledging a range of risk factors that perpetuate and facilitate GBV, from the individual to the cultural and political. Using this framework shows an understanding that GBV is not just caused by personal qualities, but by, for example, social and cultural norms and the wider global context. This highlights that preventative activities can span across the framework and tackles risk factors at various levels.

2.8   **Gendered Analysis:** This analysis recognises that gender inequality is both a cause and consequence of GBV. Rather than excluding men from support, it acknowledges that gender inequality, 'traditional roles' and stereotypes can negatively impact people of all genders and that those identifying as women disproportionately experience abuse related to this. GBV can involve people punishing others when they don't behave in ways that are expected of their gender, meaning the LGBTQ+ community are also at risk of GBV.

2.8   **Intersectionality:** *"*The concept of intersectionality identifies additional factors which interact with gender along other axis of power and discrimination to exacerbate the risk of experiencing GBV: including race, gender identity, sexual orientation, disability, age, poverty and areas of cultural diversity including religion, belief or ethnicity"[5]. For example, LGBTQ+ and BAME students can face additional barriers in accessing support and safety following GBV due to racism and unconscious bias, language barriers, and/or immigration status.

2.9   **Victim/Survivor:** Refers to the person/people, named or otherwise, who claim, or it is claimed, have been subject to GBV past or present, regardless of if a report has been made or investigation

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[2] Donaldson A., McCarry M. and McGoldrick R. (2018) Equally Safe in Higher Education Toolkit: Guidance and Checklist for Implementing a Strategic Approach to Gender-based Violence Prevention in Scottish Higher Education Institutions.

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carried out. Note that not all victim/survivors will disclose or report to UHI Inverness and may remain unknown.

2.10   **Third Party:** refers to a disclosure and/or report received by UHI Inverness and made by someone other than the victim/survivor.

2.11   **Alleged party:** refers to the person/people, named or otherwise, whom a victim/survivor, or third party, claims has instigated, carried out, or in some instances facilitated, an act of GBV. This may be a student, staff member, or external person(s).

2.12   **Precautionary Action**: In the event of an allegation of GBV misconduct, or if we become aware of information as part of our Student Criminal Offence Data policy, a student may be excluded from UHI Inverness until more information is known and/or if there is risk of harm to themselves, other students, or staff. During this time, the alleged party will be able to continue to study remotely (if possible and if appropriate), will continue to receive student support funds, and continue to access support services. Similarly, a staff member may be suspended from work for a reasonable period to investigate any allegation of GBV misconduct, as per the Staff Disciplinary Procedure. During any period of suspension, the staff member will continue to receive full salary and all benefits due under their contract of employment. This precautionary action is not a pre-judgement but is intended to protect the interests of all parties. To maintain the safety of the victim/survivor, and the validity of any investigation, UHI Inverness must take steps to limit potential contact between the alleged party and the victim/survivor, including online, on campus, and in UHI residences.

3. Our Responsibilities

3.1   Staff GBV Awareness

This policy seeks to improve the knowledge and confidence of all staff. We are committed to providing our staff with mandatory training to support awareness of our GBV approach and to be able to support, signpost or refer others appropriately. We acknowledge the variety of roles, remits, and expertise of our staff across the entire institution and, as such, training and learning opportunities are tailored. It is key that all staff and our Board of Management are aware of what GBV is, UHI Inverness's GBV approach, and how and when to signpost or refer others.

3.2   Student GBV Awareness

UHI Inverness has a responsibility to ensure all students are aware of their own responsibilities in relation to adherence to the Student Code of Conduct, which specifies behaviours of Gender Based Violence that are unacceptable. Students may have additional responsibilities in relation to their behaviour if Fitness to Practice guidelines or Student Criminal Offence Data Policy applies. Students are given the opportunity to engage with the online Gender Based Violence Student Training Module, as well as internal targeted activities and campaigns.

3.3   GBV Prevention through Awareness

This policy highlights our prevention responsibilities. Our GBV prevention goal is to raise awareness of GBV amongst staff, students, and our communities, to ultimately prevent behaviours that perpetuate GBV. Our approach to prevention is guided by the ecological framework and relies on partnership working and promotion of appropriate and impactful internal and external campaigns. Whilst we may share prevention or safety 'advice', we acknowledge that responsibility for GBV lies with those who

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perpetrate it and not with victims/survivors or bystanders. This policy, along with relevant signposting, will be highlighted on the student and staff-facing webpages.

All staff can engage in opportunities that raise awareness of the policy, our approach, and of GBV in general. These opportunities may be arranged internally or externally, and Student Support Managers or deputised staff may participate in Violence Against Women Partnerships to discover local opportunities for such. The Marketing and Communications team will be instrumental in ensuring messaging aligns with the approaches laid out in this policy, and reaches students appropriately, e.g., via social media.

3.4   GBV and the Curriculum

UHI Inverness endeavours to promote awareness of GBV, and values of equality and diversity, across our curriculum. Furthermore, where students participate in courses linked with potential front-line responses to GBV (such as Education, Health and Social Care, and Criminal Justice), we will endeavour to embed the themes and principles relating to GBV.

3.5   GBV Disclosures

This policy recognises that incidents of GBV are grossly underreported[6]. We therefore actively encourage disclosures by increasing awareness, availability, and accessibility of GBV disclosure and reporting routes.

3.6   GBV Support & Intervention

We recognise that all types of GBV can cause harm and trauma. UHI Inverness has a duty of care to protect the health, safety, and welfare of its students and staff. Student victim/survivors should not find that their studies end, and chances of success decline, because trauma-informed support was not offered to them. UHI Inverness will strive to ensure that a high level of intervention support is provided to victim/survivors.

4. Exceptions

This policy applies without exceptions, exclusions, or restrictions to all employees and enrolled students.

5. Notification

5.1   All staff members will be notified of this policy and any changes to it and any related guidance through the normal channels.

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[6] Rape Crisis Scotland (2020). Annual Report 2019-2020. Available here.

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6. Roles and Responsibilities

6.1   The Learning, Teaching and Research committee is responsible for approving the policy and ensuring that it is followed. This committee are also responsible for ensuring the strategic effectiveness of the policy.

6.2   The Executive Management Team are responsible for operational compliance with and effectiveness of the policy, by ensuring that staff operate in an environment where they can fulfil their responsibilities in relation to the policy.

6.3   The Access and Progression Manager is responsible for collecting anonymised data regarding GBV, e.g., number of disclosures made, and number of student disciplinary cases or staff conduct cases involving GBV. They will be asked to share this anonymous data as part of UHI Inverness's annual Safeguarding report to the Learning, Teaching and Research committee.

6.4   Line managers should ensure that staff can access the policy and are supported to implement it in practice. In support of this, line managers should also ensure their staff can access appropriate emotional and development support given the sensitive nature of GBV. Where staff report a personal situation of GBV, line managers should seek advice from HR in offering support and implementing appropriate safety arrangements for the workplace.

7. Knowledge & Training Responsibilities

7.1   All staff are responsible for familiarising themselves with the policy and any associated guidance.

7.2   All staff must undertake the GBV E-Learning Module available on Brightspace every 2 years, as part of mandatory LIST training.

7.3   The GBV Working Group, with support from the Professional Development team, are responsible for developing and/or arranging GBV training from external agencies for staff to access the appropriate level of training for their role.

8. Legislative Framework

- Adults with Incapacity (Scotland) Act 2005
- Adult Support and Protection (Scotland) Act 2007
- Children and Young Person (Scotland) Act 2014
- Data Protection Act 2018
- Domestic Abuse (Scotland) Act 2018
- Equalities Act 2010
- Forced Marriage etc. (Protection and Jurisdiction) (Scotland) Act 2011
- General Data Protection Regulation (GDPR) 2018
- Human Trafficking & Exploitation (Scotland) Act 2015
- Mental Health (Care and Treatment) (Scotland) Act (2003)
- Mental Health (Scotland) Act 2015
- Police and Fire Reform (Scotland Act 2012
- Protection of Children (Scotland) Act 2003

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- Protection of Children and Prevention of Sexual Offences (Scotland) Act 2005
- Protection of Vulnerable Groups (Scotland) Act 2007
- Sexual Offences (Scotland) Act 2009
- Victims and Witnesses (Scotland) Act 2014

9. Related Policies, Procedures, Guidelines and Other Resources

- UHI Complaints Handling Procedures
- UHI Concerned Parent Protocol
- UHI Fitness to Practise Guidelines (course-specific)
- UHI Mental Health Strategy
- UHI Placement and Externally Supported Learning Policy (Tertiary)
- UHI Policy on Protecting Vulnerable Groups (PVG) Scheme membership for students
- UHI Safeguarding Policy
- UHI Safeguarding Procedure
- UHI Staff Guidance for Responding to Student Disclosures of GBV
- UHI Student Code of Conduct
- UHI Student Conduct Policy
- UHI Student Criminal Offence Data Policy
- UHI Student Disciplinary Procedure
- UHI Student Mental Health and Counselling Policy
- UHI Suicide Intervention and Risk Management Policy and Guidance
- UHI Inverness Dignity in the Workplace
- UHI Inverness Promoting a Positive Learning Environment Policy
- UHI Inverness PVG Scheme for External Stakeholders and Support Staff Procedure
- UHI Inverness PVG Scheme Procedure for New and Existing Staff
- UHI Inverness Staff Code of Conduct
- UHI Inverness Staff Disciplinary Policy
- UHI Inverness Staff Disciplinary Procedure
- UHI Inverness Tertiary Support to Study Procedure
- Equally Safe: Scotland's Strategy to Eradicate Violence Against Women
- Equally Safe in Higher Education Toolkit: Guidance and Checklist for Implementing a Strategic Approach to Gender-based Violence Prevention in Scottish Higher Education Institutions.
- LGBT+ People and Sexual Violence
- Respect UK Toolkit for Work with Male Victims of Domestic Abuse
- SafeLives DASH Risk Checklist
- UHI Gender Based & Sexual Violence Webpages
- UHI GBV staff SharePoint training and resources
- UHI Student Survivor Tool Procedures

10. Version Control and Change History

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

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Subject/Title:	**Student Retention 2022/23**
Author: [Name and Job title]	Lindsay Snodgrass, Vice Principal – Student Experience and Quality Jane Maclennan, Information Systems Manager
Meeting:	Learning, Teaching and Research Committee
Meeting Date:	13 June 2023
Date Paper prepared:	5 June 2023
Brief Summary of the paper:	To provide the committee with an update on withdrawals for 2022/23.
Action requested: [Approval, recommendation, discussion, noting]	Discussion
Link to Strategy: Please highlight how the paper links to, or assists with:**:** a) compliance • partnership services • risk management • strategic plan • new opportunity/change	This paper links to the strategic plan, particularly in relation to the student experience and the curriculum.
Resource implications:	Yes
Risk implications:	Yes – quality of the student experience Yes – financial risk of poor retention / impact on funding
Equality and Diversity implications:	Yes – equity of the student experience
Consultation: [staff, students, UHI & Partners, External] and provide detail	n/a

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

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

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

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

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

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

Student Retention – Review of Withdrawals 2022/23

Executive summary

The report provides an update on withdrawals for 2022/23.

Early withdrawals for FE Full time students are at 7.0% which is below end of year totals for the past 2 years. Further withdrawals are also lower for FE Full time (FEFT).
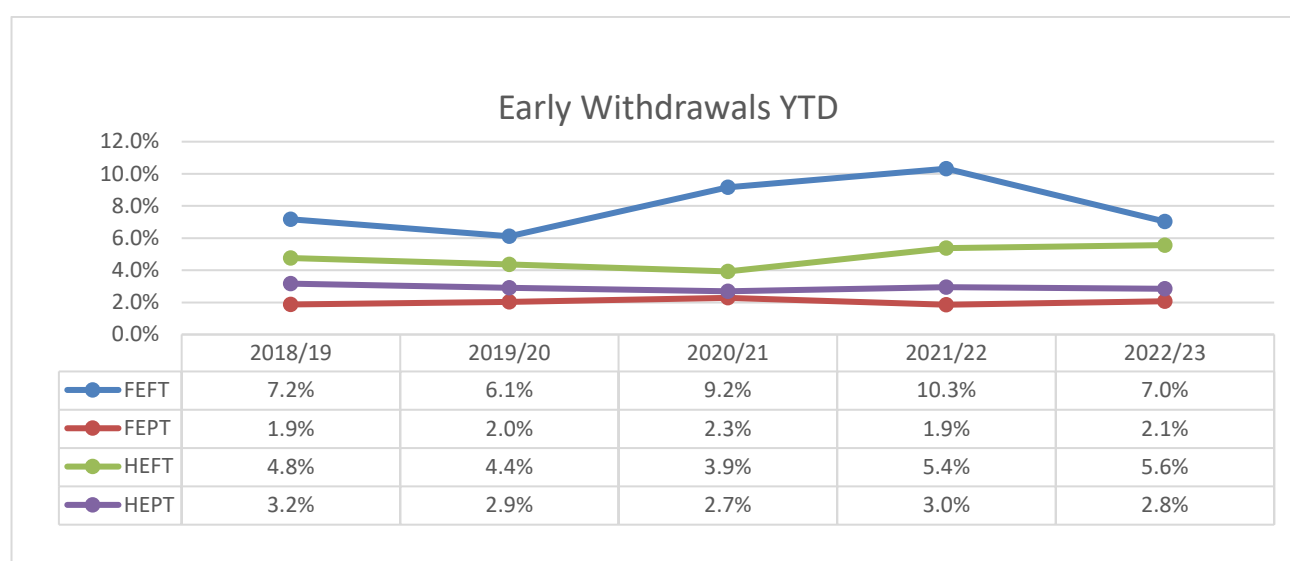
Early withdrawals are marginally higher than last year for HE Full time students, but lower for further withdrawals.

Both FE and Full time Further withdrawals have declined over the past two years.

Main body of information
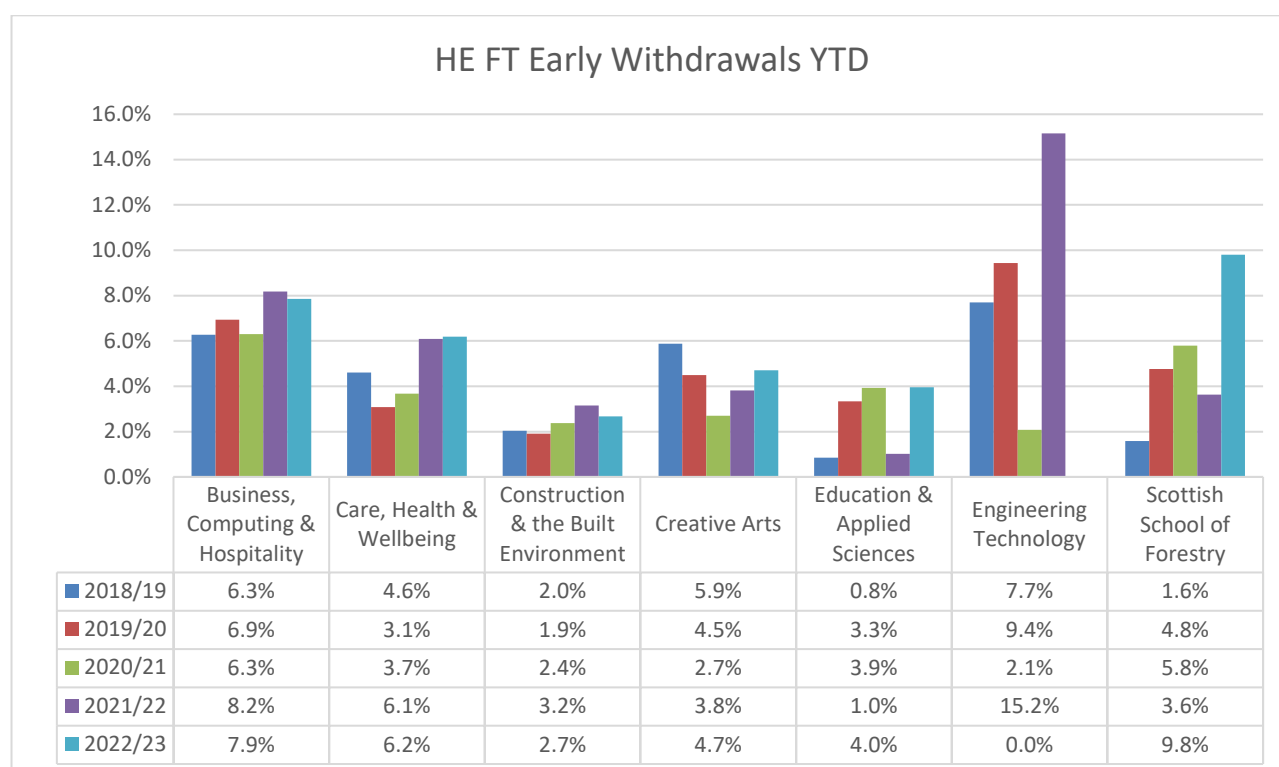
Early Withdrawals

Following a decline, early withdrawals increased for FE full time students increased in 2020/21 and 2021/22. The chart below shows the end of year figures for previous years and the year to date for 2022/23 (5th June 2023).

Early Withdrawals YTD

	2018/19	2019/20	2020/21	2021/22	2022/23
FEFT	7.2%	6.1%	9.2%	10.3%	7.0%
FEPT	1.9%	2.0%	2.3%	1.9%	2.1%
HEFT	4.8%	4.4%	3.9%	5.4%	5.6%
HEPT	3.2%	2.9%	2.7%	3.0%	2.8%

At the time of writing the FE full time early withdrawals are below end of year totals of the past 2 years. It is expected that these will remain lower than the peaks of 2020/21 and 2021/22.

Early withdrawals for HE full time students are marginally higher than last year.

The charts below show the early withdrawal percentages by Curriculum area for FE and HE over the past 5 years (2022/23 is as at 5th June 2023).

FE FT Early Withdrawals YTD

	Business, Computing & Hospitality	Care, Health & Wellbeing	Construction & the Built Environment	Creative Arts	Education & Applied Sciences	Engineering Technology	Scottish School of Forestry
2018/19	10.3%	5.3%	5.1%	7.8%	10.7%	5.6%	4.5%
2019/20	5.5%	9.2%	3.9%	4.9%	6.8%	5.6%	9.5%
2020/21	11.8%	12.1%	0.0%	8.6%	6.3%	2.1%	36.4%
2021/22	11.5%	17.3%	2.2%	8.8%	10.1%	9.5%	9.8%
2022/23	12.2%	6.6%	2.0%	6.0%	13.2%	5.4%	0.0%

HE FT Early Withdrawals YTD

	Business, Computing & Hospitality	Care, Health & Wellbeing	Construction & the Built Environment	Creative Arts	Education & Applied Sciences	Engineering Technology	Scottish School of Forestry
2018/19	6.3%	4.6%	2.0%	5.9%	0.8%	7.7%	1.6%
2019/20	6.9%	3.1%	1.9%	4.5%	3.3%	9.4%	4.8%
2020/21	6.3%	3.7%	2.4%	2.7%	3.9%	2.1%	5.8%
2021/22	8.2%	6.1%	3.2%	3.8%	1.0%	15.2%	3.6%
2022/23	7.9%	6.2%	2.7%	4.7%	4.0%	0.0%	9.8%

Further Withdrawals

The chart below shows the end of year figures for previous years and the year to date for 2022/23 for Further Withdrawals (5th June 2023).

Further Withdrawals YTD

	2018/19	2019/20	2020/21	2021/22	2022/23
FEFT	15.1%	12.8%	18.6%	17.7%	15.8%
FEPT	3.2%	3.8%	5.8%	3.2%	4.1%
HEFT	8.4%	6.2%	8.8%	7.6%	7.0%
HEPT	7.7%	3.8%	5.6%	5.5%	6.1%

Both FE and Full time Further withdrawals have declined over the past two years.
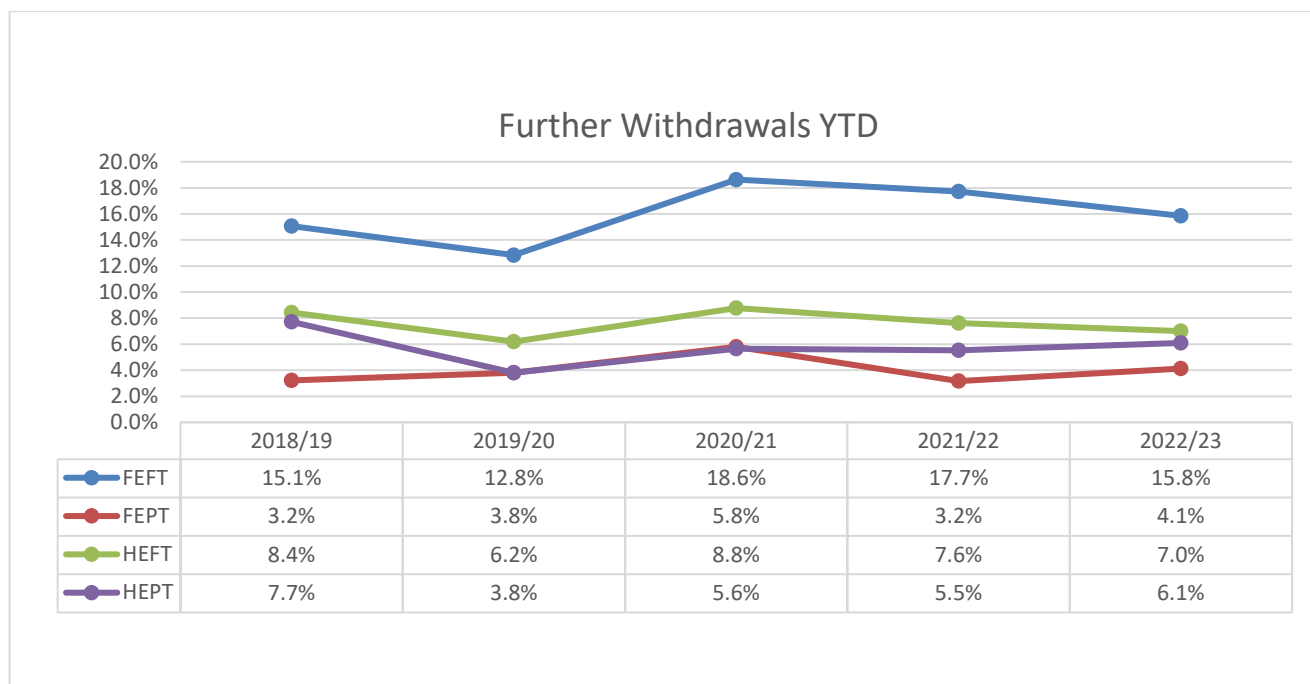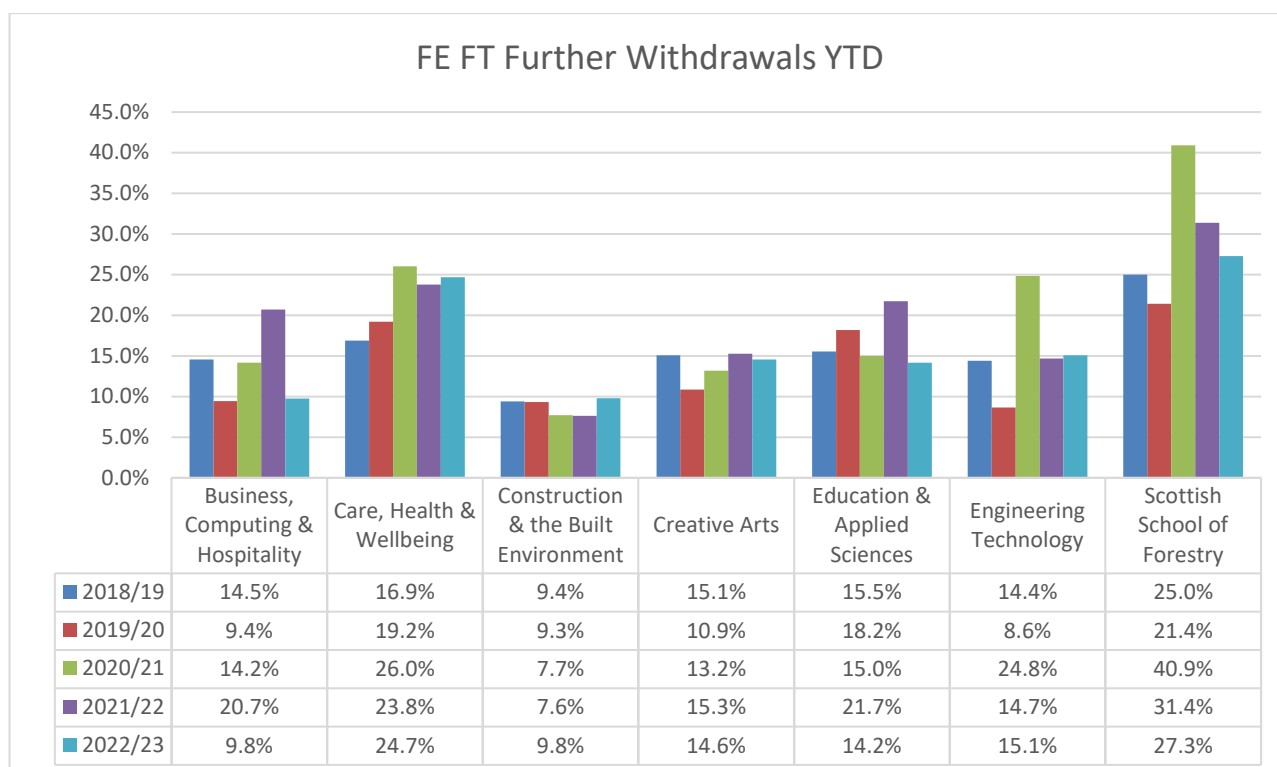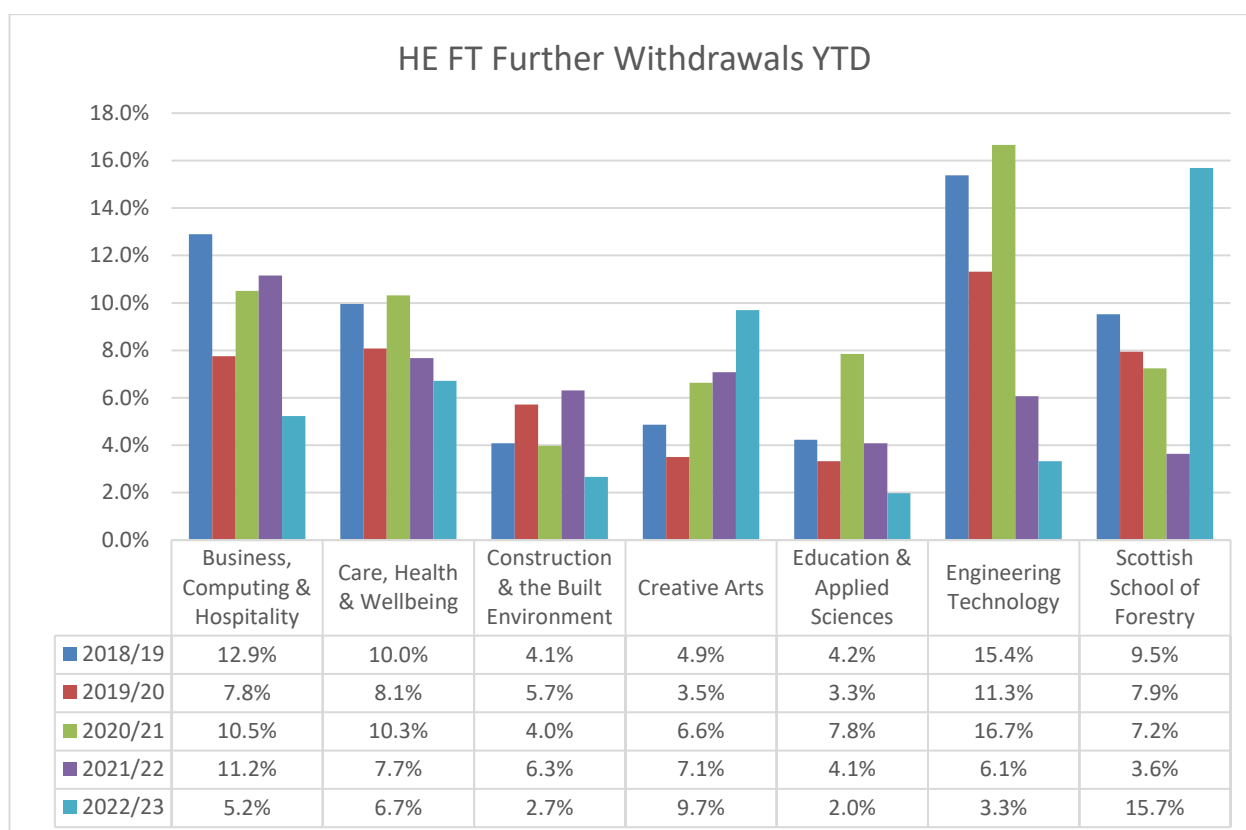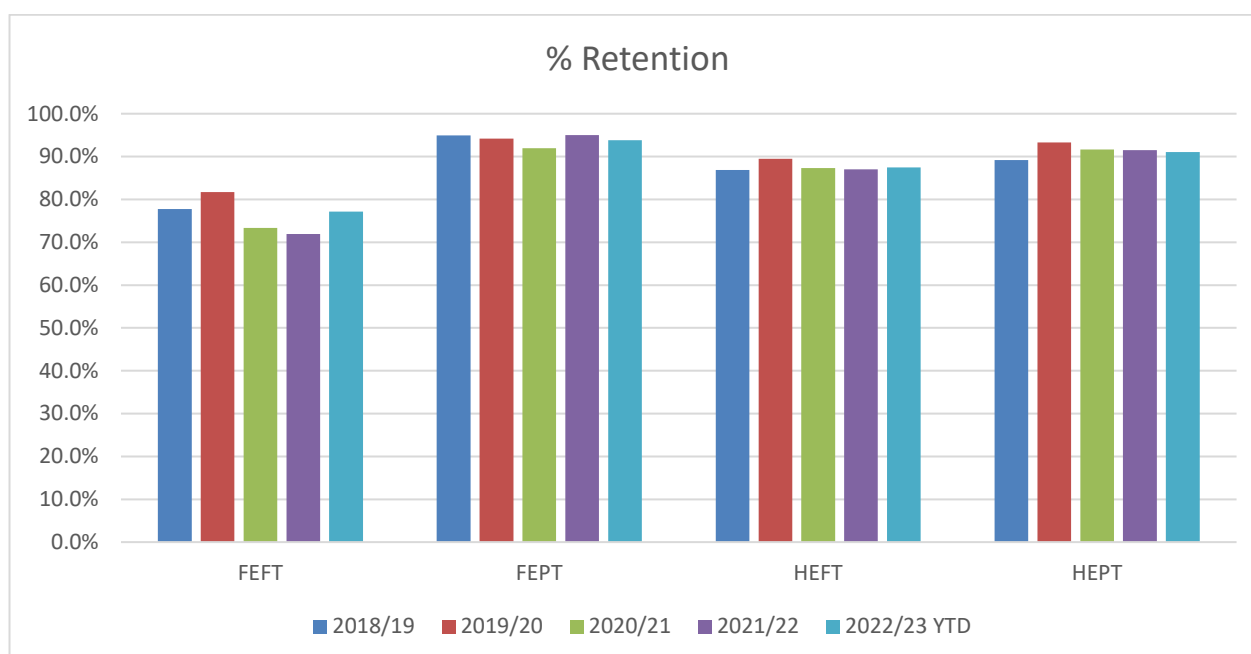
The charts below show the further withdrawal percentages by Curriculum area for FE and HE over the past 5 years (2022/23 is as at 5th June 2023).

FE FT Further Withdrawals YTD

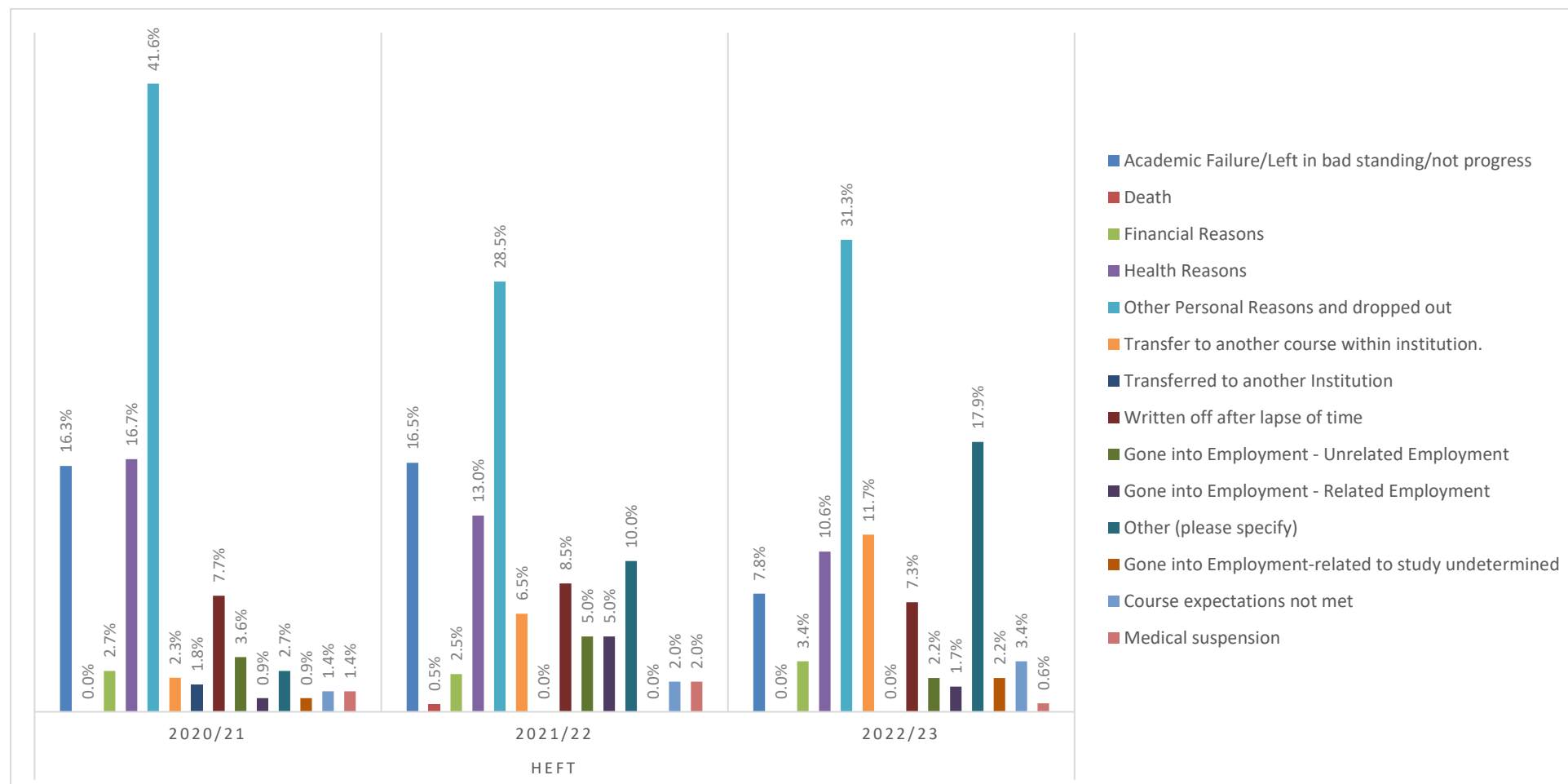|	Business, Computing & Hospitality	Care, Health & Wellbeing	Construction & the Built Environment	Creative Arts	Education & Applied Sciences	Engineering Technology	Scottish School of Forestry
2018/19	14.5%	16.9%	9.4%	15.1%	15.5%	14.4%	25.0%
2019/20	9.4%	19.2%	9.3%	10.9%	18.2%	8.6%	21.4%
2020/21	14.2%	26.0%	7.7%	13.2%	15.0%	24.8%	40.9%
2021/22	20.7%	23.8%	7.6%	15.3%	21.7%	14.7%	31.4%
2022/23	9.8%	24.7%	9.8%	14.6%	14.2%	15.1%	27.3%

HE FT Further Withdrawals YTD

	Business, Computing & Hospitality	Care, Health & Wellbeing	Construction & the Built Environment	Creative Arts	Education & Applied Sciences	Engineering Technology	Scottish School of Forestry
2018/19	12.9%	10.0%	4.1%	4.9%	4.2%	15.4%	9.5%
2019/20	7.8%	8.1%	5.7%	3.5%	3.3%	11.3%	7.9%
2020/21	10.5%	10.3%	4.0%	6.6%	7.8%	16.7%	7.2%
2021/22	11.2%	7.7%	6.3%	7.1%	4.1%	6.1%	3.6%
2022/23	5.2%	6.7%	2.7%	9.7%	2.0%	3.3%	15.7%

The chart below shows overall retention.

% Retention

FE Full time: Reasons for withdrawal

Whilst **Health Reasons continues to drop** in 2022/23, **Financial Reasons continued to remain** an issue, and there has been a rise in Course Expectations not met, which was introduced as reasons for withdrawal in 2021/22 in line with SFC guidance.
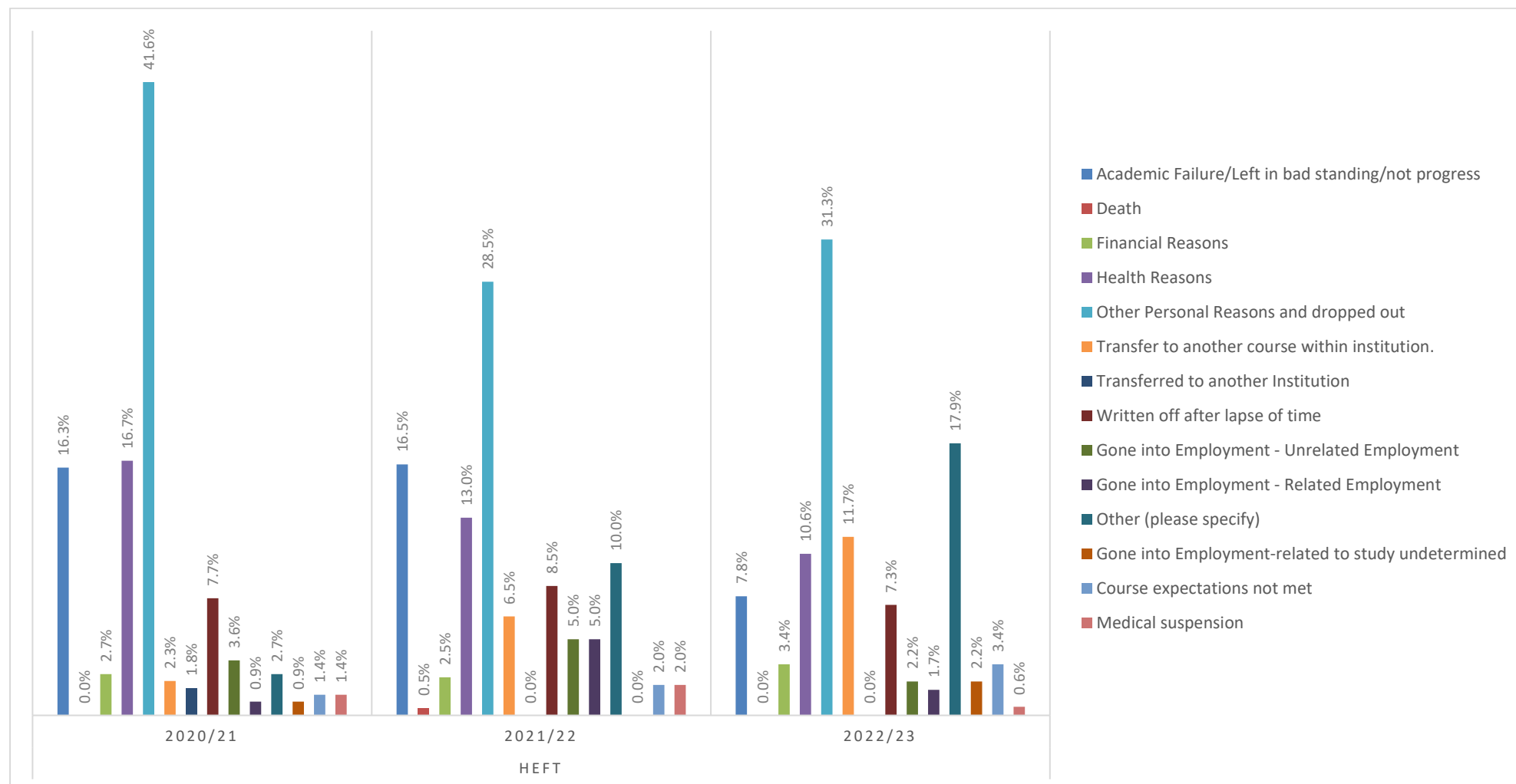
HE Full time: Reasons for withdrawal

The majority of HE students withdraw for personal reasons. Health reason has dropped in 2022/23 but as with FE it continues to remain an issue.

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Subject/Title:	**Schools/Senior Phase Curriculum**
Author: [Name and Job title]	Lindsay Snodgrass, Assistant Principal, Student Experience and Quality Louise Martin-Theyers, Access and Progression Manager
Meeting:	Learning, Teaching and Research Committee
Meeting Date:	13th June 2023
Date Paper prepared:	31st May 2023
Brief Summary of thepaper:	• An update on the Senior Phase Programme for academic year 2023/24
Action requested: [Approval, recommendation, discussion, noting]	Discussion
Link to Strategy: Please highlight how thepaper links to, or assists with:**:** ☐ compliance X partnership services ☐ risk management X strategic plan ☐ new opportunity/change	Partnerships with Highland Council and secondary schools support our student recruitment targets and the Senior Phase provides a vital pipeline into our mainstream tertiary provision.
Resource implications:	Yes / **No** **If yes, please specify**:
Risk implications:	**Yes** / No **If yes, please specify:** Operational: Organisational: risk of low recruitment to Senior Phase programmes as pipeline into mainstream provision
Equality and Diversity implications:	Yes/**No** **If yes, please specify:**
Student Experience Impact:	Yes/No If yes, please specify:

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

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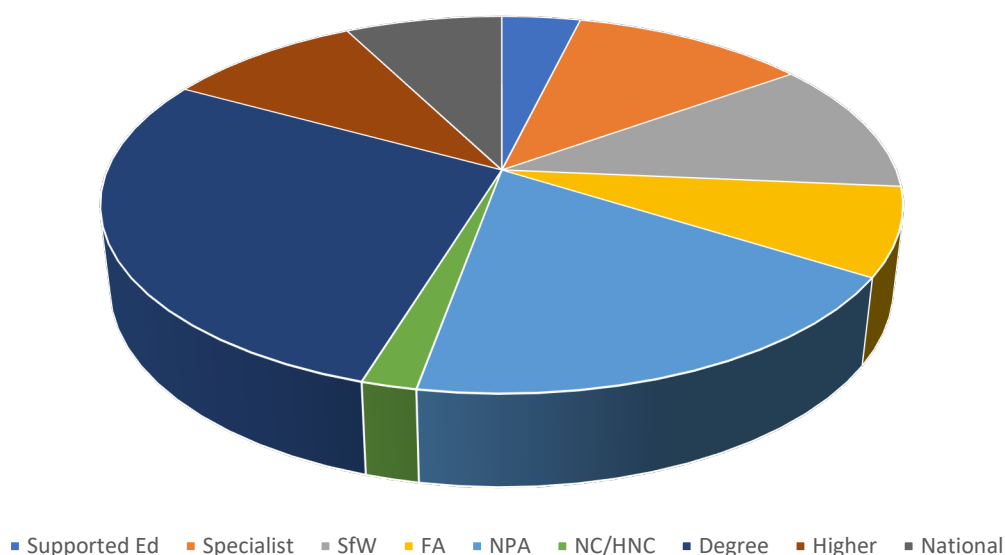
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Context

UHI Inverness, has a pivotal role to play in ensuring pupils from across the Highlands have access to vocational and specialist courses which enhance the senior phase programme. The senior phase programme at UHI Inverness provides a wide range of programmes and courses which offer opportunities across the Scottish Credit and Qualifications Framework (SCQF) from level 2 to level 7. Our senior phase programmes and recruitment to them also provide a vital pipeline into our mainstream tertiary provision.

It is worth noting that 93% of Level 6 qualifications are *not* Highers. UHI Inverness makes use of the many other learning pathways which are available to colleges, and which support the attainment, success, and positive destinations of Highland's young people. These are often aligned to regional priority skills needs and can lead to apprenticeships, qualification progression or employment.

As well as a range of N4, 5 and Highers, our provision to school pupils encompasses:

- Supported Education specialist programmes for learners with specific learning disabilities (SCQF level 2 and 3)
- Specialist courses (SCQF Levels 4,5,6)
- Skills for Work and Vocational programmes supporting the pipeline into apprenticeships and regional skills gaps (SCQF level 4/5)
- Foundation Apprenticeships (SCQF levels, 4, 5, 6)
- National Progression Awards (SCQF levels, 4, 5, 6)
- NC and HNCs (SCQF levels 6 and 7) which dovetail into our degree provision
- Degree modules (SCQF level 7)

Programmes offered at Senior Phase By UHI Inverness

Supported Ed • Specialist • SfW • FA • NPA • NC/HNC • Degree • Higher • National

UHI Inverness Senior Phase Enrolment

The senior phase programme continues to expand in order to provide greater breadth and depth to the Curriculum for Excellence for pupils in S4-S6 and home educated young people across the Highland region.

Senior phase enrolments have experienced a steady increase over the past 4 years with the most significant increases expected in AY 23/24:

Application Trends Senior Phase
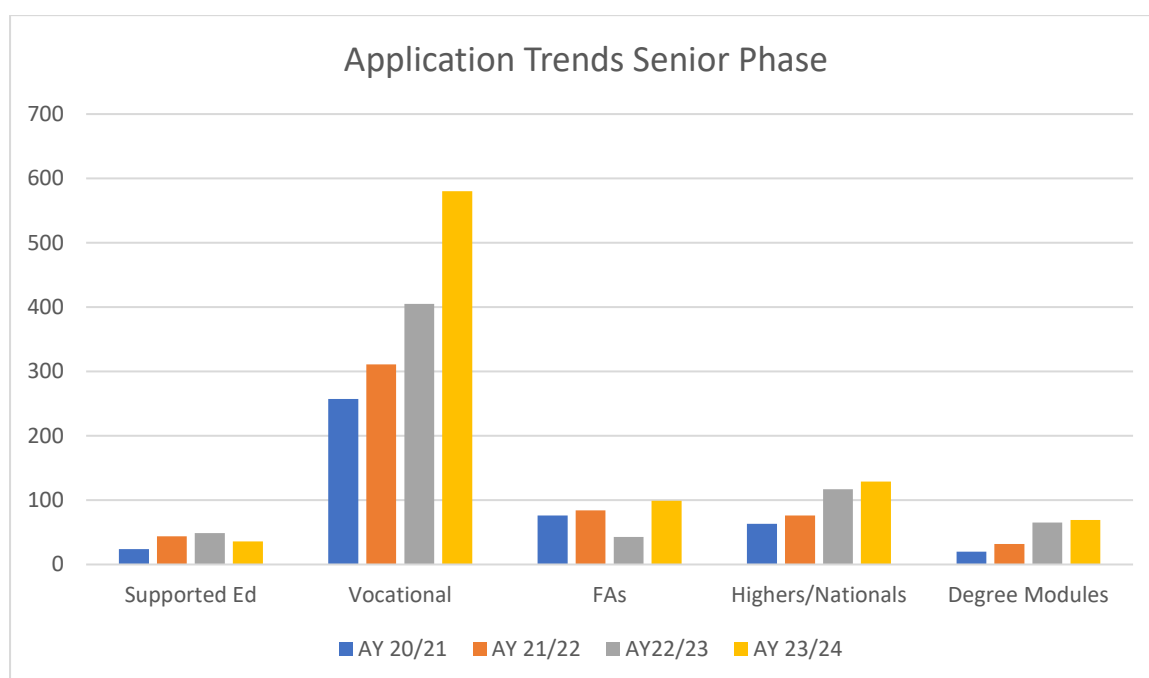
Supported Learning programmes	50% increase
Vocational programmes	126% increase
Foundation Apprenticeships	30% increase
Highers/Nationals	105% increase
Degree Modules	245% increase

Growth for 2023/24

In 2023/24 the following new courses will be offered to school pupils (in addition to the existing senior phase programme) providing an additional 100 learner places:

- Engineering Drawing for Industry
- National 5 Numeracy
- Higher Application of Maths
- Community Learning and Development: Social Science Approaches and Additional Support Needs: Lifelong Learning
- NPA Bakery

- NPA Esports
- NPA Costume: An Introduction to cutting, sewing and surface decoration
- UAL Photography & Digital Arts
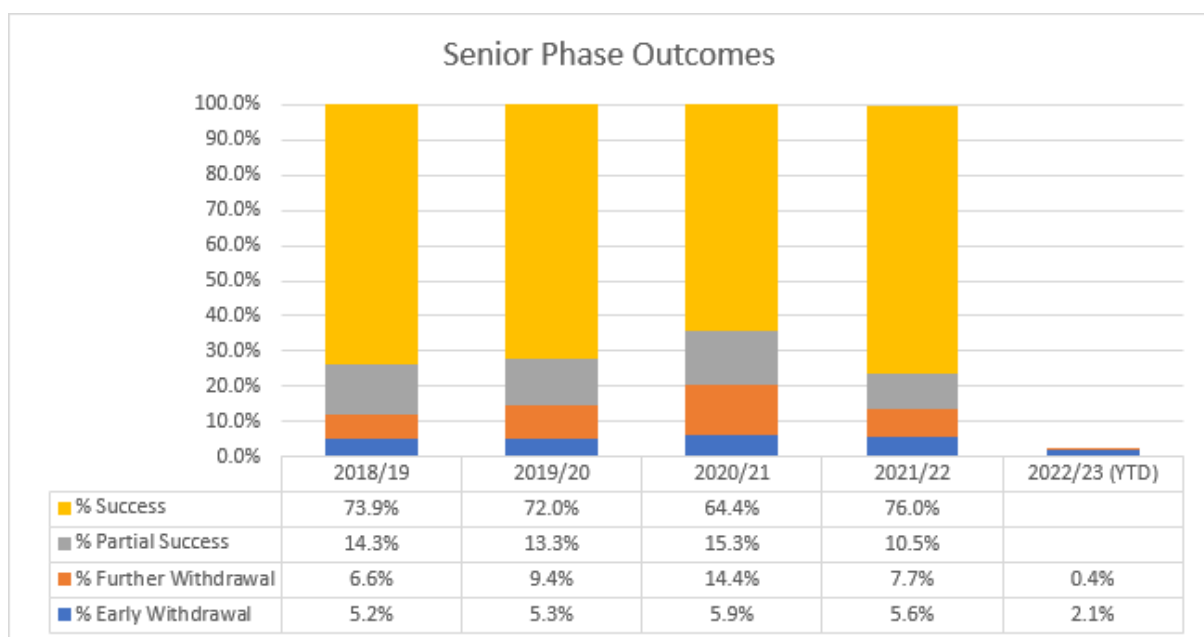
Pupil Satisfaction

The number of pupils engaging in the ESES survey has increased by 271% since AY22/21 from 86 in 2020/21 to 319 in the 2023/24 survey. Despite the significant increase in survey engagement, satisfaction levels remain high at 97%.

Promotion

The DYW Promotions Officer has continued to build and develop relationships across the Highland schools throughout 2022 and 2023. 15 schools actively hosted events in collaboration with UHI Inverness which reached over 5,000 pupils in total from S2-S6.

UHI Inverness worked collaboratively with DYW to provide 3 'Inspiring Young Minds' events designed to promote future employment and education pathways to school pupils from S1- S6 within central Inverness. In total, 2,849 young people attended the events.

Figure 4: Successful Outcomes & Withdrawals

Senior Phase Outcomes

	2018/19	2019/20	2020/21	2021/22	2022/23 (YTD)
% Success	73.9%	72.0%	64.4%	76.0%	
% Partial Success	14.3%	13.3%	15.3%	10.5%	
% Further Withdrawal	6.6%	9.4%	14.4%	7.7%	0.4%
% Early Withdrawal	5.2%	5.3%	5.9%	5.6%	2.1%

UHI Inverness is among the highest performing colleges in Scotland with outcomes above sector benchmark. However, there is further work to be done on the parity of esteem with which college programmes are regarded by comparison to school-based programmes to support retention and successful outcomes.

Supporting Interrupted Learners - Ambitious Highland: My Future My Success (MFMS)

In the post pandemic period, the volume of pupils classed as 'interrupted learners' and/or those disengaged from school has significantly increased. In response to this we have piloted a new programme with the council, 'My Future, My Success (MFMS)', designed to increase both opportunities and outcomes for these specific learner groups. Using learning from our LEEP Ahead programme, pupils from across Inverness central and southern region commenced a new course in November 2022.

Feedback from parents and pupils has been excellent, with many saying that Wednesday and Thursday are their favourite days of the week as the young people are enthusiastic and engaged in attending their course. 17 pupils remaining on the course will all achieve SQA awards at levels 3, 4 and 5.

Looking Ahead

UHI Inverness is working together with North and West Highland colleges and with Highland Council to re-launch a refreshed Highland Senior Phase strategic plan to support future developments as well as to tie in with our own and the UHI 24 curriculum reviews.

Subject/Title:	**Student Satisfaction and Experience Survey 2023**
Author: [Name and Job title]	Vice Principal Student Experience & Quality, Lindsay Snodgrass Quality Officer, Emma Baillie
Meeting:	Learning, Teaching and Research Committee
Meeting Date:	06.06.23
Date Paper prepared:	02.06.23
Brief Summary of the paper:	This paper sets out a high-level overview of participation and satisfaction rates in our second all student survey of AY 22-23.
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 – student experience / reputation / retention / recruitment • Strategic plan – excellent experience for all • New opportunity/change – identifying aspects of best practice / further development
Resource implications:	No
Risk implications:	Yes **If yes, please specify:** Organisational: reputational risk of poor student satisfaction, impact on recruitment, retention and outcomes
Equality and Diversity implications:	Yes **If yes, please specify:** equity across learner groups / protected characteristics
Consultation: [staff, students, UHI & Partners, External] and provide detail	NA

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

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

Executive Summary

The following provides a high-level overview of participation and student satisfaction in the second of our annual all student surveys, the *Student Satisfaction and Experience Survey* (SSES) which concluded in March.

The SSES asked **thirteen questions set by the Scottish Funding Council** to enable sector benchmarking, as well as additional questions to gauge satisfaction with the quality of our various professional services. The survey data shows that:

- **Participation** in the survey has improved with the overall response rate being **53%, up 20%** on the previous academic year.
- Student **satisfaction is high at 93%, up 4%** on the previous academic year.
- There are **no significant anomalies** in participation or satisfaction across learner groups/protected characteristics.
- The results show that **FE students are more satisfied (94.2%) than HE (90.5%).**

Background

Charity Partnership

Improving student participation in our student surveys has been one of our key objectives this academic year as we move back to a level of normality across our student experience and expectations of student engagement. We set ourselves a **target of 50% response rate** for our two key surveys, in line with the Scottish Funding Council target. We have exceeded this in both the Early Student Experience Survey (October) and the Student Satisfaction and Engagement Survey.

Our previous **successful and innovative approach to working with a charity partner** in our earlier ESES was replicated for the SSES, with students choosing the [James Support Group](#). It was agreed that a donation would be given to the James support Group based on the response rate. As well as positively **incentivising students to complete** the survey and providing feedback, our approach has also helped to **raise funds and the profile** of the James Support Group and **key messaging around suicide prevention** and positive mental health. We have established an excellent partnership with the James Support Group and have plans in place for their **input at student inductions** in August/September.

Response Rate Summary

The **overall response rate for the SSES in 2022-23 was 53%.** This represents a 20% increase by comparison to last academic year (33%) and above SFC target (50%).

The SFC target has been **exceeded in three of our four modes of study groupings,** FE FT, FE PT, and HE FT groups. HE PT was the only group which did not reach this target. Response rates below target are primarily in degree programmes which are fully remote, or programmes which are fully work based, or where we are not the managing agent.

School	Sample Size	Number of Responses	% Response Rate
Business, Computing & Hospitality	336	255	76%
Care, Health & Wellbeing	755	362	48%
Construction & Forestry	660	300	45%
Creative Arts	797	476	60%
Education & Applied Sciences	308	191	62%
Engineering Technology	363	121	33%
Grand Total	**3219**	**1705**	**53%**

Figure 1. Sample size and response rate by School.

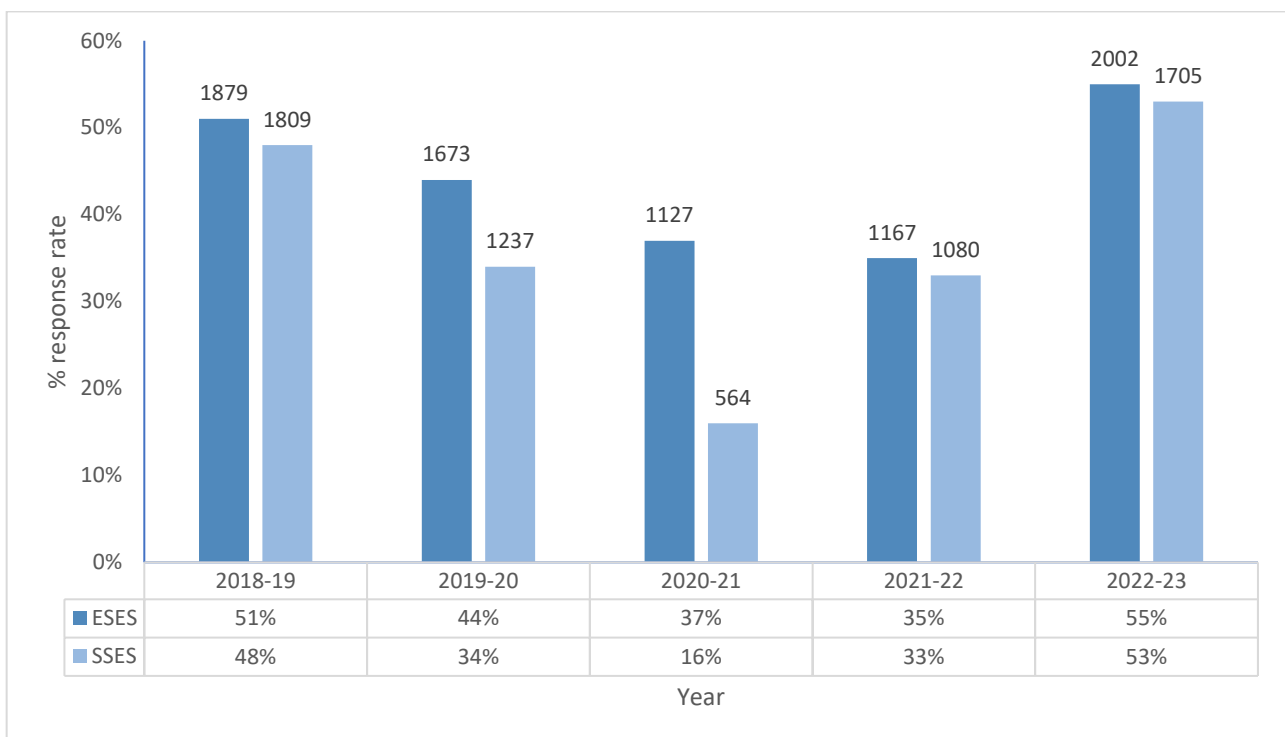|	2018-19	2019-20	2020-21	2021-22	2022-23
ESES	51%	44%	37%	35%	55%
SSES	48%	34%	16%	33%	53%

Figure 2. ESES & SSES participation 5-year trend.

Our **participation rates** exceed pre-pandemic norms and are the **highest across a 5-year period**, reflective of the positive impact of working with our charity partners.

Satisfaction Rates

Overall satisfaction is 93%, up 4% on last academic year. Satisfaction between the ESES (October) and the SSES (March) always drops slightly, however the drop for this academic year has been reduced to only 2% which is positive and correlates with the push to make **in-year improvements.**
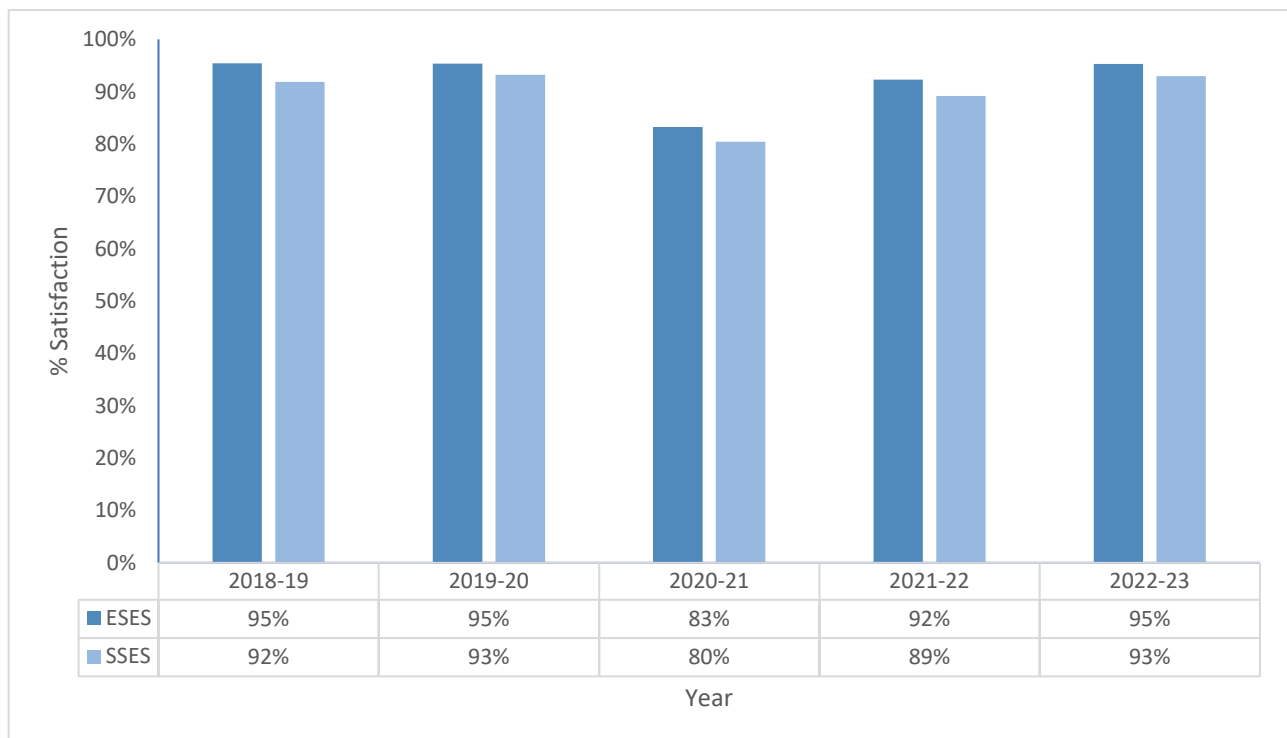

	2018-19	2019-20	2020-21	2021-22	2022-23
ESES	95%	95%	83%	92%	95%
SSES	92%	93%	80%	89%	93%

Year

Figure 3. ESES & SSES overall satisfaction 5-year trend.

The results show that **FE students are more satisfied (94.2%) than HE (90.5%)** which is indicative of the greater influence we have over FE and the lack of networked students. Although there are no concerning anomalies in satisfaction across curriculum Schools or learner groups / protected characteristics, it is worth noting that our **care experienced students are among the most satisfied**, with 98% satisfaction.
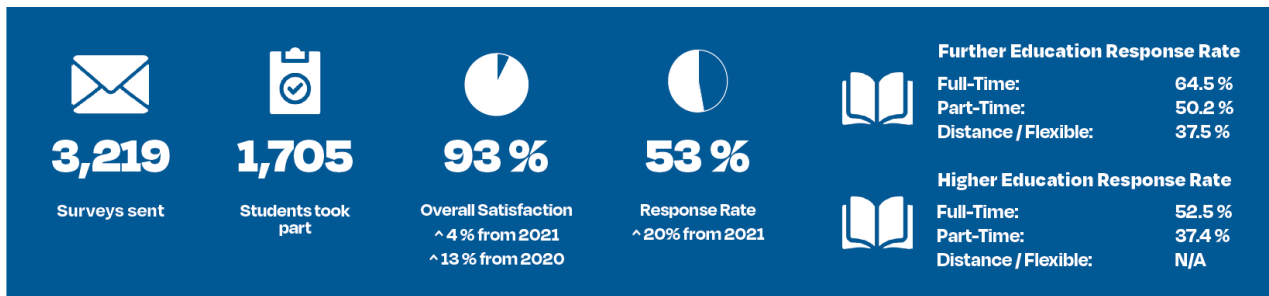
3,219 Surveys sent

1,705 Students took part

93% Overall Satisfaction
^ 4% from 2021
^ 13% from 2020

53% Response Rate
^ 20% from 2021

Further Education Response Rate
Full-Time:	64.5%
Part-Time:	50.2%
Distance / Flexible:	37.5%

Higher Education Response Rate
Full-Time:	52.5%
Part-Time:	37.4%
Distance / Flexible:	N/A

Figure 4. Summary of survey statistics shared with all students.

Future Focus

Emerging Themes:	
Particularly high satisfaction	**Needs more work**
Share the Warmth initiatives (free breakfast, free soup, the Cubby)	Lack of student social life / community feeling (including HISA and their clubs and societies)
Learning and teaching	Timetabling of some classes – some classes finishing early/stood down without prior notice.
Overall support from lecturers and professional services staff	Accessibility and standardisation of Brightspace (the virtual learning environment)

All managers routinely review survey data and plan for improvements. However, we have been keen to wider this out and **support all staff awareness**. All staff now have access to the **newly created SSES results dashboard** so they can reflect upon the satisfaction rates and comments for the team/service/programme to identify potential areas for further enhancement.

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Board of Management

Subject/Title:	Students' Association End of Year Report
Authors: [Name and Job title]	William Campbell, Inverness President, Regional President-elect Sophie MacGregor, Assistant Voice Manager, Inverness region
Meeting:	Learning Teaching and Research Committee
Meeting Date:	13/06/2023
Date Paper prepared:	18/05/2023
Brief Summary of the paper:	To provide an update of the Students' Association activity for the academic year 2022-23
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	*Strategic Plan -* Opportunity and growth in student life *To further embed the student voice to ensure its contribution to all aspects of college life; to create a lively community of staff and students; and develop further student participation in clubs, societies and other activities, and engagement with the wider community.*
Resource implications:	No **If yes, please specify**:
Risk implications:	No **If yes, please specify:** Operational: Organisational:

Item 08

Equality and Diversity implications:	No **If yes, please specify:**	
Consultation:		
[staff, students, UHI & Partners, External] and provide detail.		
Status – [Non confidential]	Confidential	
Freedom of Information Can this paper be included in "open" business* [Yes]	No	
*If a paper should **not** be included within "open" business, please highlight below the reason.		
Its disclosure would substantially prejudice a programme of research		Its disclosure would substantially prejudice the effective conduct of public affairs (S30)	
Its disclosure would substantially prejudice the commercial interests		Its disclosure would constitute a breach of confidence actionable in court (S36)	
Its disclosure would constitute a breach of the Data Protection.	Y	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

Subject/Title:	Corporate Parenting Plan 2020-23
Author: [Name and Job title]	Vice Principal Student Experience & Quality, Lindsay Snodgrass
Meeting:	Learning, Teaching and Research Committee
Meeting Date:	06.06.23
Date Paper prepared:	05.06.23
Brief Summary of the paper:	This paper sets out a high-level reflective overview of our corporate parenting plan 2020-23 and insights into the development of our new plan 2023-26
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	• Strategic plan – excellent experience for all; tailored support
Resource implications:	No
Risk implications:	Yes **If yes, please specify:** • Risk management – legislative duties around care experienced young people. • Organisational: reputational risk of poor student satisfaction, impact on recruitment, retention and outcomes.
Equality and Diversity implications:	Yes **If yes, please specify:** equity across learner groups / protected characteristics
Consultation: [staff, students, UHI & Partners, External] and provide detail	NA

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Executive Summary

The following provides a high-level overview of progress to date on our 2020-23 Corporate Parenting Plan as we approach the end of the current reporting cycle.

Part 9 of the Children and Young People (Scotland) Act 2014 identifies all public bodies as corporate parents. The definition of corporate parenting is:

"An organisation's performance of actions necessary to uphold the rights and safeguard the wellbeing of a looked after child or care leaver, and through which physical, emotional, spiritual, social and educational development is promoted."

The definition used by the Scottish Funding Council **defines care experienced learners** as:

> *"Anyone who has been or is currently in care or from a looked-after background at any stage in their life, no matter how short, including adopted children who were previously looked-after".*

Our Corporate Parenting plan outlines specific improvement actions to ensure that UHI Inverness supports care experienced learners to achieve the best possible outcomes.

Background

There is a significant gap in the outcomes and life chances of care experienced young people by comparison to their non-care peers. Every college and university were tasked by the SFC in 2016 to devise a Corporate Parenting plan outlining how they would provide greater support to care experienced young people to close the attainment gap. The SFC National Statement of Ambition 2020, sets out expectations of equal outcomes by 2030.

The UHI Inverness 2020-23 plan is the second of our plans (2016-20 first plan) and has supported significant change in how we support care experienced young people over the last 3 years, reflective in **very high satisfaction of this learner group at 98% in this year's SSES.**

Our 2020-23 plan identified **areas of development across the student journey**:
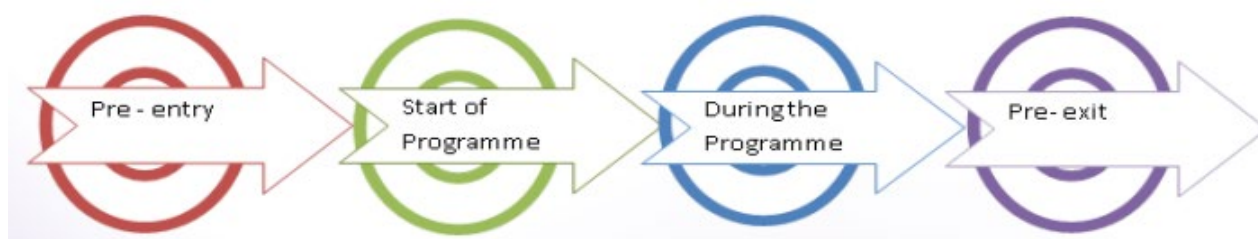
Aspects of **positive practice** have included, for example:

Working with Partners

- Positive relationships established with all our **feeder high schools** to ensure transitions support for care experienced young people is proactive through UHI Inverness representation at 16+ meetings.
- The **Corporate Parenting Steering group** is now well-established meeting bi-annually. and with extended membership to include local residential homes, Barnardo's, the local authority transitions service and third sector through care and after care support agencies.
- Improved **partnership working with halls**, supported by a data sharing agreement, to ensure we collectively **identify care experienced residents, share information, and monitor any emerging concerns**. Weekly meetings established between the residencies team and the Access and Progression Manager.
- We are also a **key member of the regional Promise Board** supporting positive changes across corporate parents.

Support

- UHI Inverness partnership with MCR Pathways since June 2022 to **provide mentorship to care experienced school aged young people** in our local communities.
- Development of a **Holiday Toolkit** of resources and events for care experienced learners to support them during holiday periods, including out of hours and online mental health and wellbeing support.
- Establishing a **summer club** every week throughout holidays to maintain contact with care experienced learners.
- **Additional Access and Transition Coordinator** appointed to support our work partnership working with Barnardo's and Highland Council's Employability team to offer social events within the community and on campus to support the social networks of care experienced young people.
- **A specific monitoring and tracking dashboard** has been established for care experience learner group data to track the conversion, retention, progression, and successful outcomes of care experienced learners from application onwards.

Care Experienced Voice

- The **Care Experience Action Group** formed in 2021 and meets monthly to provide a platform for care experienced students to discuss how we represent them and issues which affect them.
- The **LEEP Ahead programme** designed and run in collaboration with Highland Council's Employability team to support at risk care experienced young people not engaged in learning or employment. The first year of the 2-year pilot was delivered in AY 2021/22 with very high retention, successful outcomes, and progression rates. The second year of the pilot began in January '23 and this programme will now continue to run as part of our core provision going forward.

The Impact

- Care experienced voice is being heard and acted upon.
- Our LEEP programme is nationally recognised as being excellent and **won the 2023 Herald Awards** in the Widening access category.
- **50 UHI Inverness staff are MCR Pathways mentors** to school aged care experienced young people within our communities.
- Care experienced learners have **very high student satisfaction at 98%** in this year's SSES.
- The has been an **86% increase in the participation** of care experienced learners in our most recent survey showing higher levels of engagement.
- **Successful outcomes** for care experienced learners improved by 3.71% between AY 18-19 and 19-20. However, the **pandemic disproportionately impacted this group** of learners, and we are still seeing ongoing detrimental effects of that. **Successful outcomes for care experienced learners were particularly hard hit** in AYs 2020-21 and 2021-22, falling by 16.19% in AY 20-21 and 15% in AY 21-22. We are however seeing green shoots again and signs of recovery with care experienced early withdrawals reducing from 8.67% in AY 18-19 to just 4% this AY.

Planning for 2023-26

Work will be done over the summer to develop our new Corporate Parenting Plan which will reaffirm our commitment to supporting care experienced learners. Whilst our first two plans have focussed on laying the foundations of our corporate parenting work, our new plan seeks to build on and further enhance this work ensuring that we continue to stay at the forefront of national developments.

Emerging Themes:
Earlier transitions planning – pilot programme planned with selected secondary schools to work with S1-3 care experienced young people
LEEP programme – review of programme design to support greater flexibility and options for participation
Care experienced young offenders / those at cusp of crime - discussion with Highland Youth Justice Partnership regarding potential new programme
Trauma informed practice - whole staff professional development so the impact of childhood trauma is better understood
FE level 4/5 programme design principles: limited number of rooms, lecturers, flexible pathways
Greater level of ongoing budgeting support to manage the care experienced bursary

UHI INVERNESS

Subject/Title:	Committee & Chair Evaluation
Author: [Name and Job title]	Lisa Ross Governance Officer
Meeting:	LT&R Committee
Meeting Date:	13 June 2023
Date Paper prepared:	07 June 2023
Brief Summary of the paper:	Annual Learning, Teaching and Research Committee and Chair Evaluation Exercise
Action requested: [Approval, recommendation, discussion, noting]	The Committee is requested to individually undertake the Committee and Chair Evaluation Exercises which have been made available to them via JISC Survey.
Link to Strategy: Please highlight how the paper links to, or assists with:: • compliance • partnership services • risk management • strategic plan • new opportunity/change	The Code of Good Governance for Scotland's Colleges establishes standards of good governance practice for all boards and provides the essential foundations for compliance within the legislative framework. One of the five principles around which the code has been developed is effectiveness. Paragraph D24 states that "The board must agree a process for evaluating the effectiveness of the board chair and the committee chairs"
Resource implications:	
Risk implications:	Yes/No Operational: required for the proper Governance of the College
Equality and Diversity implications:	N/A
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.)			

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

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

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

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Following feedback received as part of last year's Committee and Chair Evaluations process, it was agreed that future evaluations would be completed individually via an online survey. Members of the LT&R Committee have been provided with access to these evaluations via the confidential JISC Survey with emails already having been sent to members. Members are requested to complete this process by **5.00 p.m. on 14 June 2023.**

Any actions highlighted as part of these evaluations will be brought to the Board of Management and feedback on the Chair will be discussed as part of the separate Board Member Evaluation Process.

UHI INVERNESS

Subject/Title:	Complaints Report for Quarter 3 (Feb-Apr) 2022-23
Meeting and date:	Learning, Teaching and Research Committee 13 June 2023
Author:	Stephen Wells, Quality Officer
Decision, Discussion or Noting:	Noting
Link to Strategic Plan:	Paper assists with compliance as the College is required to monitor complaints as per SPSO requirements.
Cost implications:	Yes / **No** *(delete as applicable)* **If yes, please specify:**
Risk assessment:	Yes / **No** *(delete as applicable)* **If yes, please specify:** Financial: Operational: Organisational:

Recommendation(s)

Note

Purpose of report
Analysis of complaints received in Quarter 3 of 2022-23

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

Main body of information
See attached

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Summary Report: Complaints 2022-23 (Q3)

Introduction

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

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

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

This report provides an overview of the complaint categories and outcomes across academic year 2022-23 for Quarter 3.
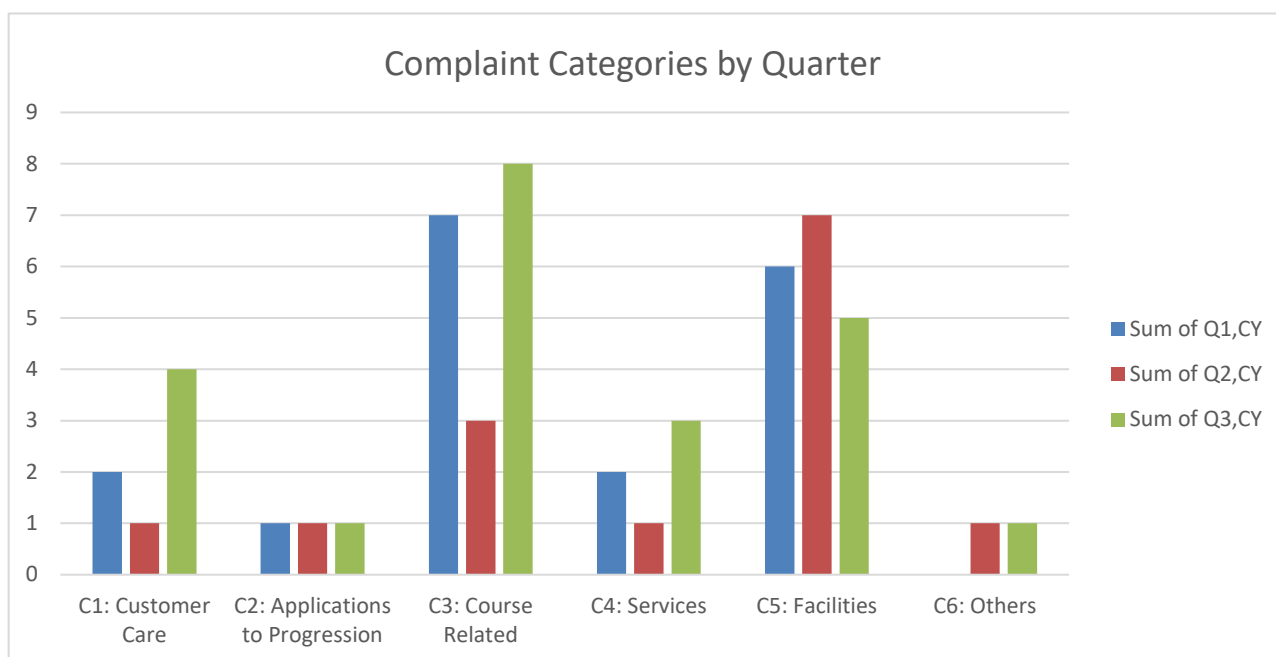
Complaints by Category

22 complaints were received in Q3 compared to 19 received in the same quarter last year and 8 more than Q2.

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

Customer Category: Current Year (Quarter) 2022/23	YTD CY	Q1,CY	Q2,CY	Q3,CY	Q4,CY
C1: Customer Care	7	2	1	4	0
C2: Applications to Progression	3	1	1	1	0
C3: Course Related	18	7	3	8	0
C4: Services	6	2	1	3	0
C5: Facilities	18	6	7	5	0
C6: Others	2	0	1	1	0
TOTAL	54	18	14	22	0

Customer Category: Previous Year (Quarter) 2021/22	YTD CY	Q1,CY	Q2,CY	Q3,CY	Q4,CY
C1: Customer Care	10	4	2	3	1
C2: Applications to Progression	16	13	2	1	0
C3: Course Related	33	8	7	11	7
C4: Services	8	3	1	3	1
C5: Facilities	4	1	1	1	1
C6: Others	1	0	0	0	1
TOTAL	72	29	13	19	11

The category of 'Course Related' received the highest number of complaints in Q3 with 8 complaints. These included dissatisfaction with the delay in receipt of a certificate, the difficulties of accessing emails and editing images, issues with teaching styles, concerns that a lecture was not recorded, errors in course materials and general poor course organisation. Other complaints in this category included a student not being advised in time of their final module score to submit an Academic Appeal, and a broad complaint which included concerns that the course content had not been taught in full, the support available was inadequate, the advertising of the course was inaccurate, and students had been told not to attend their final Highers exam by their PDA.

The category of 'Facilities' received the second highest number of complaints with 5, this compares with the 7 received in Q2 of this year and 1 in Q3 last year. 3 complaints were received on the same day and related to a broken coffee machine at the School of Forestry, the remaining complaints concerned the persistent parking of vehicles in the drop off/pick up zone outside the nursery and a student who wanted a basketball court to be accessible at all times.

The 'Customer Care' category received 4 complaints, 3 more than in Q2 and 1 more than Q3 last year. The complaints related to concerns regarding staff conduct, the HR staff interview process, a data protection concern and poor experience on a residential course.

The 'Services' category received 2 complaints regarding the lack of specialist software on the PC's following a classroom change, and a funding query.

The remaining categories received a single complaint each, one relating to the course interview process which was perceived as not following protocol and one from an ex-student who was prevented from receiving their Alumni award.

In relation to the mode of delivery, 22.7% of complaints relate to FE programmes, 50% of complaints relate to HE programmes and 22.3% of complaints came from members of the public.

Of the 5 FE complaints received, 3 complaints were from the same cohort concerning a broken coffee machine at the School of Forestry, 1 related to staff conduct and the last concerned the delay in receiving their certificate.

There were 11 complaints received from HE students, of these 6 were course related and included concerns with teaching styles and poor communication, that a lecture was not recorded and an issue with lack of access to a historic email address. 1 complaint was forwarded to HR for them to investigate in line with their HR processes. 3 HE complaints related to Services, 2 of these were accessing software and 1 was a funding concern. The remaining HE complaints related to sports facility access and poor experiences on a residential course.

6 complaints were received from members of public, these were concerns related to students parking in the nursery drop off area, HR staff interview procedures, a perceived data protection issue, course interview protocol, an ex-student being denied an alumni award and a parent concerned about the delivery of their child's Highers course.

Complaint Outcomes

The graph below details the complaint outcomes.

36.4% of the complaints received in Q3 had a Resolved outcome, compared to 47% in the same quarter last year. 9% of complaints were not upheld, compared to 15.7% in Q3 last year. 27% of complaints have been partially upheld compared to 21% in Q3 last year. 9% of complaints were upheld, compared to 16% in Q3 last year. 4 HE complaints are still under investigation at the end of the quarter.

1 complaint was withdrawn shortly after submission and before an investigation could take place and outcome achieved. It has therefore not been included in the figures.

Outcome	Stage 1	Stage 2	Total
Resolved	8	0	8
Not upheld	1	1	2
Partially upheld	1	5	6
Upheld	1	1	2

Still under investigation	0	4	4
Withdrawn	0	0	0
Escalated to Stage 2 *	2		2

* Received at stage 1 and escalated to stage 2. Does not include received directly at stage 2.

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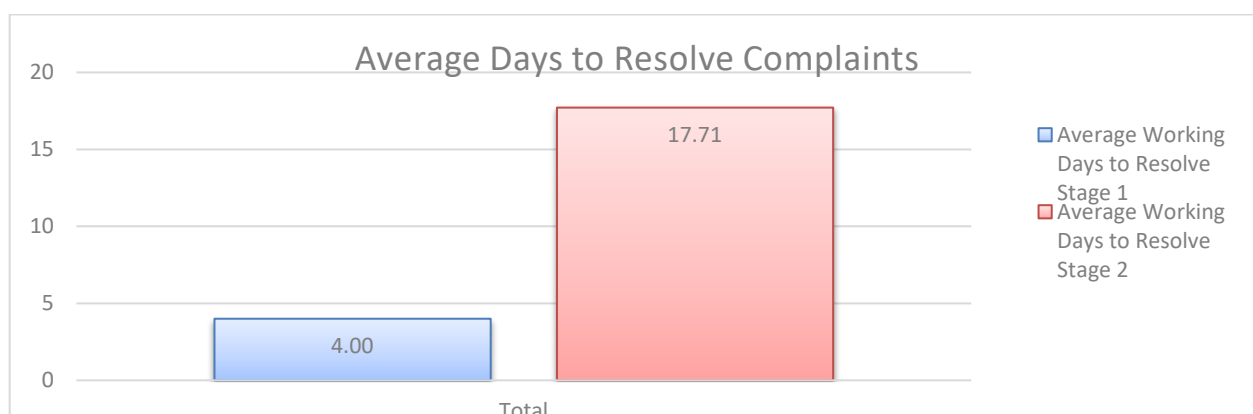
The chart above displays the average number of days taken to resolve complaints in this quarter.

SPSO guidelines state pre-defined timescales of a 5 working day turnaround for Stage 1, which can be extended to 10 working days if authorised by the Quality Manager. For a Stage 2 complaint the timeframe for completion is 20 working days. As part of the Stage 2 process, where the complaint is complex and may take longer than 20 working days, an extension can be authorised by the Quality Manager, should this happen updates must be provided to complainants.

The range of days taken to resolve Stage 1 complaints in Q3 is between 1 – 8 days. The range of days taken to resolve Stage 2 complaints is between 7 and 31 days.

Two complaints exceeded the 5-day turnaround for a Stage 1 complaints, however both were completed within the 10-day extensions agreed.

Two Stage 2 complaints exceeded the 20-working day timeframe. The first complaint was received from an Academic Partner 12 days after the initial submission which delayed the investigation, and the second was a complex complaint received just prior to the Easter academic break which restricted the investigations progress until staff returned and could be interviewed.

Complaint Follow Up Survey

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

Three responses were received in Q3. One complainant reported being dissatisfied with most aspects of the complaints process other than receiving a prompt response and being treated courteously. A summary of their comment was that they had to chase for a response, the complaint had not been thoroughly investigated and was a waste of time. They would not recommend any student to file a formal complaint as it was not taken seriously, and nothing will ever get done.

The second respondent was satisfied with the process and the service provided however, they 'disagreed' that they had received a fair and objective outcome, that they had received a clear response or that it was closed off to their satisfaction. The comments received included, "The response letter contradicts itself and I question how well an organisation will conduct an investigation into itself and find fault."

The third respondent found accessing the complaints process on the website challenging but was satisfied with all other aspects of the process. Their comments included the following "Consider a more obvious "complain here" or easy path from the homepage for such an issue. Once started the UHI complaints process was first rate."

Learning from Complaints

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

Below are examples of actions taken as a result of complaints received in Q3:

- Business Solutions to review the process of CMI registration and certification with UHI Perth.
- Confirmation by HR that only interviewed candidates will receive feedback must be included in application responses. This action is yet to be confirmed.
- The wording of subject related qualifications and educated to degree level needs to be made clearer. This action is yet to be confirmed.
- Appropriate senior members of staff will be included in any UHI award panel / endorsement stages.
- Care experienced student's parent or guardian income is not required for calculation of bursary purposes. This is to be excluded from the online funding application process.
- Funding guide and website updated to include alternatives for submission of household income and evidence.
- Student Code of Conduct has been updated to ensure references to UHI Acceptable Use Policy.
- Members of staff dealing with requests for first aid should ensure they introduce themselves, stating what type of first aid training they hold, if any.