

UHI | INVERNESS

Meeting	Learning, Teaching and Research Committee
Date and time	Tuesday 5 December 2023 at 4.30 p.m.
Location	Virtually – via Microsoft Teams

Governance Officer
31 October 2023

AGENDA

Welcome and Apologies

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

ITEMS FOR DECISION

1. **MINUTES**
 - a. Note of the Creative Space Session (CSS-LTR-062023) of the Learning, Teaching and Research Committee held on 13 June 2023
 - b. Minutes of the Learning, Teaching and Research Committee held on 13 June 2023
2. **OUTSTANDING ACTIONS**

ITEMS FOR DISCUSSION

3. **ANNUAL REVIEW OF SUB-STRATEGIES**

Report by Vice Principal Student Experience & Quality

- a) Quality Assurance Enhancement Strategy
- b) Student Partnership and Engagement Strategy
- c) Access and Inclusion Strategy
- d) Digital Transformation Strategy

- e) Tertiary Education Strategy
- f) Learning and Teaching Enhancement Strategy

- 4. STUDENT OUTCOMES FORECASTING AND PROGRESS TO DATE**
Report by Vice Principal Student Experience & Quality & Information Systems Manager
- 5. EARLY STUDENT EXPERIENCE SURVEY**
Verbal Report by the Quality Team
- 6. HISA UPDATE**
Verbal Update from Student's Association President
- 7. CORPORATE PARENTING PLAN 2023-26**
Joint Report by Vice Principal – Student Experience and Quality and the Access and Progression Manager
- 8. COMMITTEE AND CHAIR EVALUATION FEEDBACK**
Report by Governance Officer

ITEMS FOR NOTING

- 9. LEARNING & TEACHING REVIEW**
Report by Quality Manager
- 10. QUARTERLY COMPLIANTS REPORT**
Report by Quality Team
- 11. MINUTES FROM COMMITTEES - CONFIDENTIAL**
 - a) Minutes of the Student Journey and Enhancement Committee held on 13th June 2023.
 - b) Minutes of the Student Journey and Enhancement Committee held on 20th September 2023.
 - c) Minutes of the Student Journey and Enhancement Committee held on 25th October 2023.
- 12. AOCB**
- 13. DATE OF NEXT MEETING – 12 March 2024 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.

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	<p>The Vice Principal – Student Experience and Quality to liaise with Executive Office, in respect of how the Tertiary Education Framework can be developed.</p> <p>The Vice Principal – Student Experience and Quality has requested to join the newly formed Short Life Working Group around the Tertiary Education Framework</p>	VP – SE&Q	Sept 2023	

A person in a dark jacket and shorts stands on a large, dark rock, with their arms raised in a gesture of triumph or achievement. The background is a dense forest of trees with some yellowing leaves, suggesting an autumn setting. The lighting is warm, with a bright glow from the left side, possibly the sun low on the horizon.

Quality Assurance & Enhancement Strategy

Academic Years 2021/22 – 2025/26

Academic Years 2021/22 – 2025/26

How to use this Strategy

It is intended that this strategy will provide clear information to the Board of Management, staff, students and other stakeholders of UHI Inverness on our strategic approaches to working with students as partners in continuous improvement.

Staff should make use of this strategy when creating or amending policies and procedures, developing their Enhancement Plans and setting team objectives.

Context

UHI Inverness identify identified five strategic themes in its Strategic Plan 2021-2025. Each theme has a strategic aim and objectives that will inform operational planning throughout the strategic plan cycle. The five strategic themes are:

- Tertiary Education
- Organisational Development
- Research and Innovation
- Student Experience
- Finance & Sustainability

A suite of strategies underpins these themes to inform and drive policy, procedure and practice. The Quality Assurance and Enhancement Strategy relates to the strategic aims and objectives under all five of the above themes as well as other UHI Inverness strategies.

The aim of this strategy is to ensure there is a clear structure and purpose to our quality arrangements to support our vision for UHI Inverness to be recognised as a centre of excellence for educational provision.

The objectives in this strategy are ordered under five areas:

- Data management and analysis
- Complying with and monitoring awarding body regulations
- Award approval
- Quality monitoring
- Quality enhancement

Strategic Objective 1:

To use data effectively to support the monitoring and evaluation of the quality of the student experience

We will achieve this by:

- Maintaining robust and effective systems and mechanisms to gather, process and use student data in line with relevant regulations and guidance.
- Continuing to identify relevant data sets and information for analysis and comparison with internal, sector and/or regional benchmarks.
- Continuing to make relevant data on student and college performance easily accessible to staff and presented in a way that supports continuous evaluation and improvement
- Ensuring that staff receive training in line with their role to enable them to access and use data appropriately and effectively to support evaluation, planning and improvement.

Strategic objective 2:

To maintain a culture of robust quality assurance to support improvement

We will achieve this by:

- Maintaining a robust and effective internal verification process that ensures:
 - awarding and professional body requirements are upheld.
 - learning, teaching and assessment approaches are in line with college policy and best practice and assessment judgements are valid.
 - improvement actions are implemented in a timely way.
- Maintaining a robust internal audit schedule to ensure compliance with appropriate academic regulations, awarding body requirements and college internal verification policy and procedure.
- Ensuring staff have the necessary knowledge and skills to both lead and participate effectively in the internal verification process.
- Utilising the outcomes from internal audit systematically to further enhance quality assurance and improvement.

Strategic objective 3:

To maintain robust processes to support programme approvals

We will achieve this by:

- Maintaining a robust programme approval process for new and amended awards ensuring the curriculum remains relevant, valued, progressive and sustainable, and that students have access to high quality resources and support.

- Ensuring the programme approval process is flexible to be agile and responsive to curriculum review processes as well as the needs of our communities, employers and other stakeholders, whilst maintaining its integrity.
- Ensuring the programme approval process includes the effective communication of decisions and outcomes with final approval for new provision confirmed by the Executive Management Team, and UHI where applicable.

Strategic objective 4:

To further enhance our culture of quality monitoring.

We will achieve this by:

- Maintaining a calendar of quality monitoring arrangements aligning with operational activities across the entirety of the student journey.
- Ensuring quality monitoring arrangements encompass all aspects of our provision.
- Continuing to make effective use of a wide range of evidence to systematically inform self-evaluation and improvement activity.
- Developing and implementing a risk-based approach to quality monitoring to ensure the efficient and effective deployment of resource helping to maximise impact.

Strategic objective 5:

To maintain a focus on quality enhancement

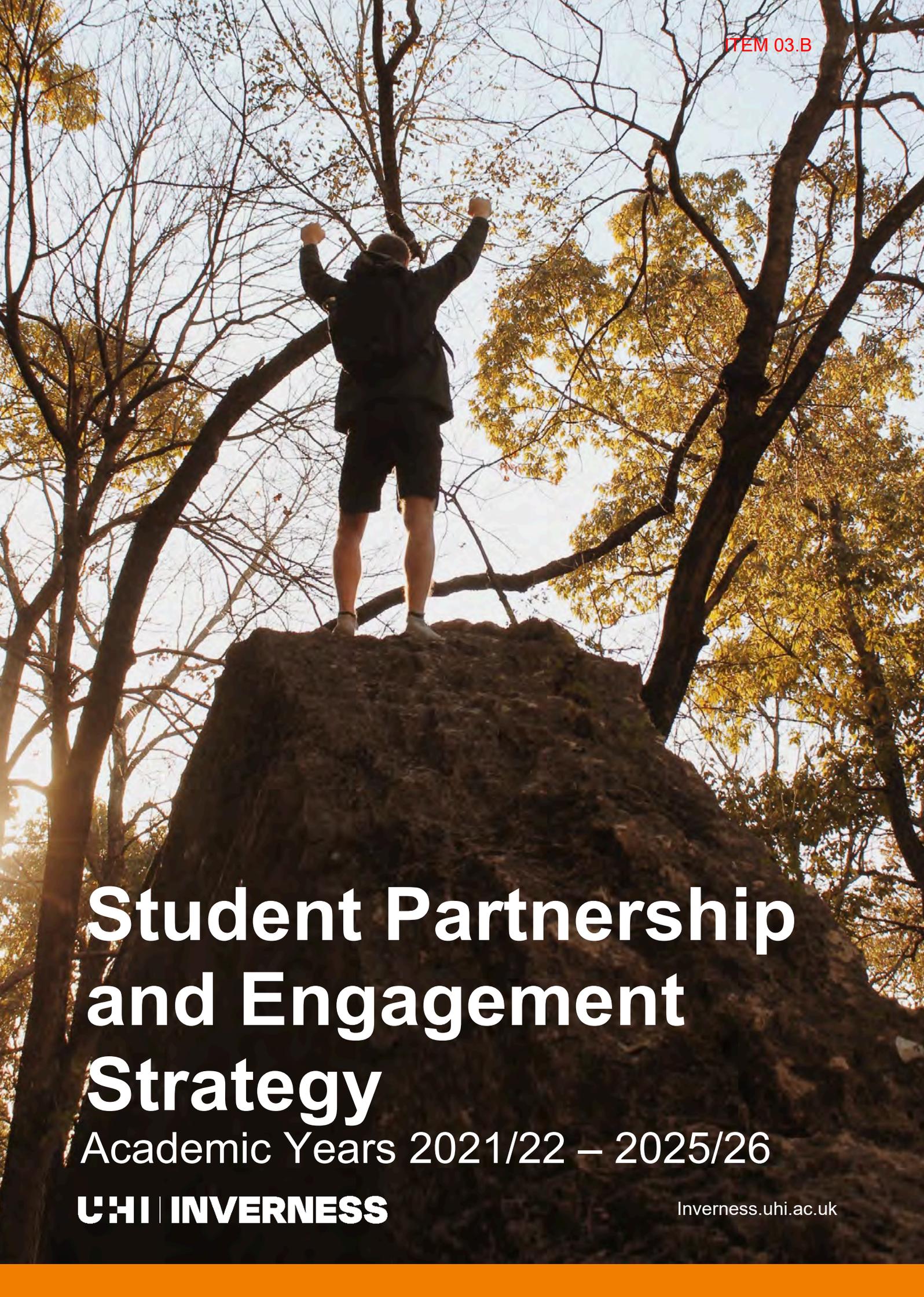
We will achieve this by:

- Maintaining a culture of continuous improvement by empowering and supporting all staff to be reflective, evaluating their personal performance and being cognisant of professional development needs.
- Extending our learning and teaching peer observation programme to identify emerging best practice and provide support and professional development
- Ensuring that our quality arrangements effectively support further enhancement and continuous improvement across our provision and services and remain allied to the development of a Tertiary Quality Framework.
- Systematically using evidence-based approaches, using a range of sources, to identify strengths and areas for development to support continuous improvement.
- Continuing to work collaboratively with other UHI academic partners and external agencies and stakeholders to learn from emerging practice and to further enhance the student experience.

Key Performance Indicators

Our institutional key performance indicators are set annually and monitored against profiled targets on a monthly basis. KPI reports are accessible to all staff and are reviewed regularly by relevant Board committees, as a mechanism for monitoring progress against our strategies.

KPI Measures
Early Satisfaction & Engagement Survey (ESES)
National Student Survey (NSS) (previous AY)
Student Satisfaction & Engagement Survey (SSES)
Post Graduate Taught Experience Survey (PTES)



Student Partnership and Engagement Strategy

Academic Years 2021/22 – 2025/26

Academic Years 2021/22 – 2025/26

How to use this Strategy

It is intended that this strategy will provide clear information to the Board of Management, staff, students and other stakeholders of UHI Inverness on our strategic approaches to working with students as partners in continuous improvement.

Staff should make use of this strategy when creating or amending policies and procedures, developing their quality enhancement plans and setting team objectives.

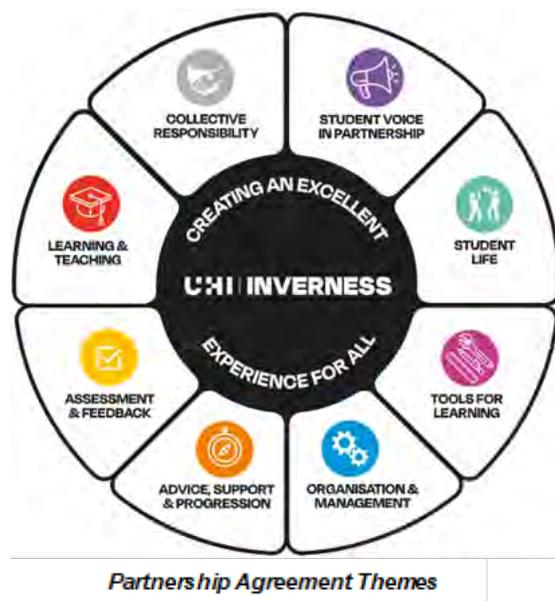
Context

UHI Inverness recognises the importance of engaging with students as true partners in the goal of enhancing the quality of the student experience and continuous improvement. We recognise this means going beyond students simply giving feedback and instead involves engaging students in recognising any areas for development, in analysing data and evidence, and in identifying solutions and actions leading to improvement. The approaches support our way of working, where our students are empowered to work with us together as partners to achieve our shared goals.

Sparqs Student Partnership Staircase



UHI Inverness recognises that students need to be actively involved on an equal basis in all aspects of our self-evaluation and improvement processes and to actively shape their experience across the student journey:



The strategy is underpinned by four objectives across the themes of:

- Supportive institution
- Influencing learning
- Culture of partnership and collective responsibility
- Supporting student representation

Strategic Objective 1:

To ensure students feel part of a supportive institution maximising participation, transition, and progression

We will achieve this by:

- Maintaining our partnership working with schools and external stakeholders to further enhance our transition planning arrangements ensuring all students are fully supported throughout their student journey.
- Further develop ways of communicating with applicants prior to admission, better identifying their needs, preparing them for their studies, and supporting their early student experience.
- Continuing to work with the students' association to ensure that the Highlands and Islands Student Association (HISA) are involved in welcoming new students during induction, providing them with information about being a member of HISA, the role of Student Voice Representatives, and wider student life.
- Providing students with a range of high-quality services that support their participation and success, including services related to funding, wellbeing, and learning support.
- Recognising and celebrating on-going student success in a variety of ways.

Strategic objective 2:

To support students to engage and influence their own learning, developing the range of skills and attributes they need to be successful in work and life

We will achieve this by:

- Providing the skills and opportunities for students to extend and enhance their learning through participation in activities such as peer review, structured reflection on progress and planning next steps.
- Providing opportunities for students to lead learning activities at all levels.
- Providing opportunities for students to feel empowered to reflect on and influence their learning.
- Embedding practice across the curriculum that supports the development of students' independence in learning.
- Providing high quality facilities and resources to support learning and skills development at curriculum and cross College levels.

Strategic objective 3:

To develop a culture of partnership and collective responsibility among staff and students across the work and life of the college

We will achieve this by:

- Further developing our partnership working with the students' association using the *Partnership Agreement* to steer collaboration on improvements across the student experience.
- Maintaining a variety of mechanisms to capture and analyse student views about their overall student experience, ensuring they are involved in identifying the areas for improvement and the actions required.
- Working with the students' association to ensure that Student Voice Representatives are recruited, prepared, and equipped to undertake their roles effectively.
- Supporting the students' association, to schedule and run effective Student Representative Council (SRC) meetings as a forum for students, the students' association, and UHI Inverness staff to engage with cross-college issues and facilitate open and productive discussion to support continuous improvement.

Strategic objective 4:

To support student representation by ensuring compliance with quality and governance arrangements

We will achieve this by:

- Continuing to support the students' association to maintain elections and democratic processes to underpin effective student representation at both class and college level.
- Continuing to provide support for the students' association elected officers and Student Voice Representatives (SVRs) to undertake their roles and responsibilities effectively,

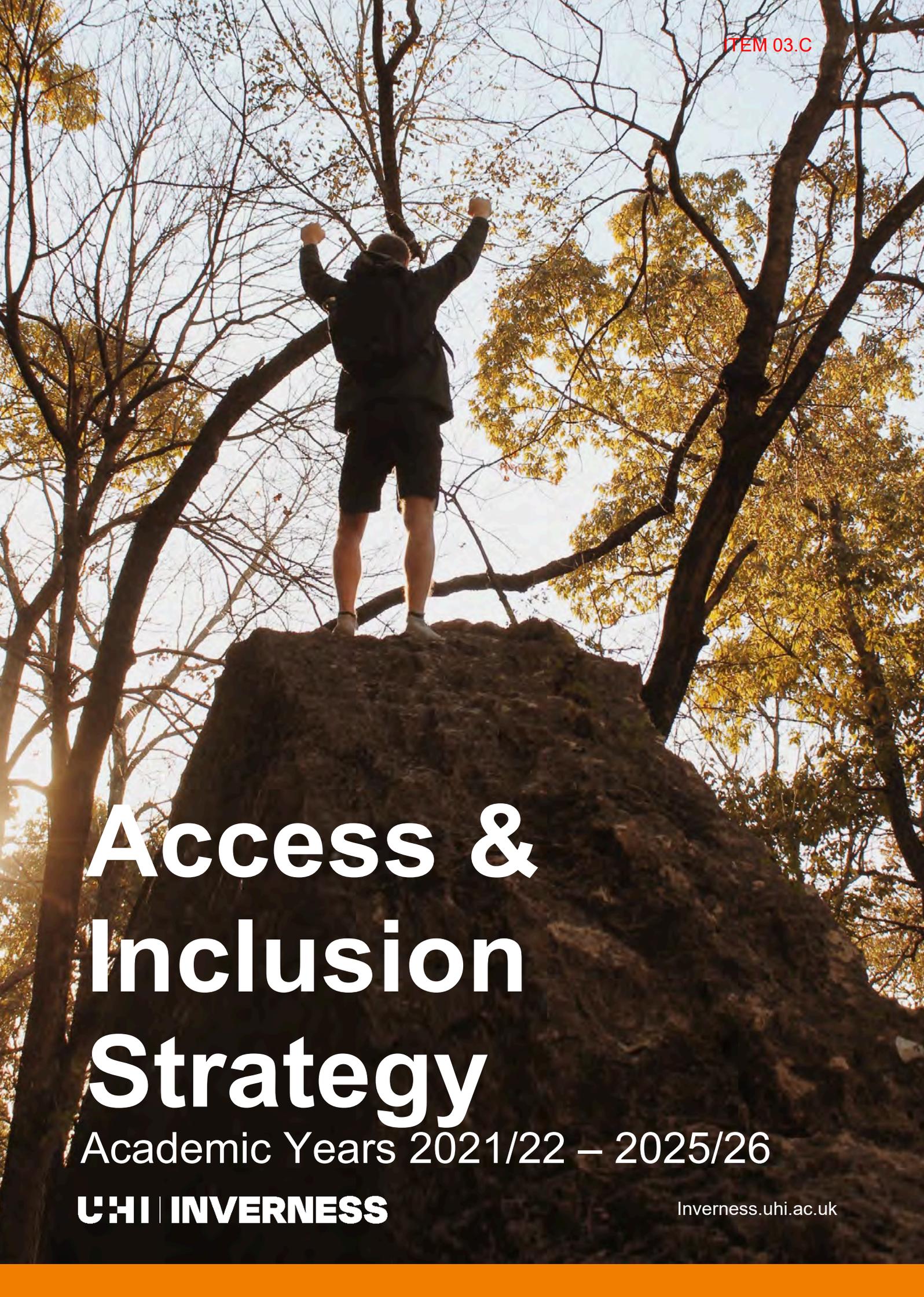
including support to participate effectively in college forums, committees, and Board of Management.

- Providing informal and formal opportunities for students to liaise with the Principal and staff, while maintaining the independence and integrity of the student voice.
- Continuing to provide appropriate financial support and resources to the students' association
- Involving elected student representatives in key committees and on operational working groups to ensure the student voice contributes to and informs operational decision making.

Key Performance Indicators

Our institutional key performance indicators are set annually and monitored against profiled targets on a monthly basis. KPI reports are accessible to all staff and are reviewed regularly by relevant Board committees, as a mechanism for monitoring progress against our strategies.

KPI Measures
Early Satisfaction & Engagement Survey (ESES)
National Student Survey (NSS) (previous AY)
Student Satisfaction & Engagement Survey (SSES)
Post Graduate Taught Experience Survey (PTES)



Access & Inclusion Strategy

Academic Years 2021/22 – 2025/26

Academic Years 2021/22 – 2025/26

How to use this Strategy

It is intended that this strategy will provide clear direction to the Board of Management, staff, and stakeholders of UHI Inverness on our strategic approaches Access and Inclusion. Staff will make use of this strategy when creating their quality enhancement Plans and setting team objectives.

Context

Our approach to Access and Inclusion underpins and guides all we do, thus providing an umbrella under which every aspect of the student journey is encompassed. Our students are at the centre of all we do, and we recognise the individuality of students and their intersecting needs. As such, our approach to access and inclusion is integrated throughout all services across the organisation and the student journey.

The principles of access and inclusion are firmly embedded in our Strategic Plan and embedded across the work and life of UHI Inverness. Our Access and Inclusion Strategy applies to all our students but is of particular importance to introductory and access level provision, up to SCQF Level 4, and to our students from priority learner groups who may require extra consideration:

- Care experienced young people
- Students with caring responsibilities
- Students from the 10% most deprived backgrounds (SIMD10)
- Students with a disability
- Estranged students
- Veterans and ex-armed forces and their families

The objectives in this strategy are ordered under five areas:

- To further embed our effective use of data to support improvement
- To further enhance our accessible curriculum and our approach to inclusion
- To extend early identification and intervention to support the needs of individuals
- To further enhance our suite of on course high quality and tailored support
- To extend the accessibility of our campus facilities

**Strategic Objective 1:
To further embed our effective use of data to support improvement**

We will achieve this by:

- Maintaining robust and effective systems and mechanisms to gather, process and use student data in line with relevant regulations and guidance.
- Continuing to identify relevant data sets and information for analysis, comparison, and target setting with internal, sector and/or regional benchmarks.
- Continuing to make relevant data on student and college performance readily accessible to staff and presented in a way that supports continuous evaluation and improvement
- Ensuring that staff receive training in line with their role to enable them to access and use data appropriately and effectively to support evaluation, planning and improvement.
- Using national and regional data to identify our priorities around access to learning within our tertiary environment and targeting specialist support where required to achieve outcomes.

**Strategic objective 2:
To further enhance our accessible curriculum and our approach to inclusion**

We will achieve this by:

- Considering the evolving needs of learners from our priority groups to inform the way we approach curriculum planning, course design, and learning, teaching, and assessment, to best support learner needs and outcomes.
- Creating flexible pathways throughout our courses and programmes to ensure our curriculum is responsive to the needs of individuals.
- Working with external partners to explore further opportunities to expand our curriculum to meet the needs of those furthest from education and individual priority learner groups.
- Extending staff opportunities for professional development around inclusive and trauma-informed practice, and sharing emerging and best practice through the work of the Learning and Teaching Enhancement Team
- Continuing to work with the local authority and UHI partners to deliver a coordinated approach to access for Senior Phase pupils, which removes duplication and provides a coherent and comprehensive offer to learners

**Strategic objective 3:
To extend early identification and interventions to support the needs of individuals**

We will achieve this by:

- Continuing to promote our positive declaration environment which encourages early disclosure of the needs of individuals.
- Maximising applications from disadvantaged learners by proactively promoting the access thresholds to the relevant schools, pupils, parents, local authorities, and teachers.
- Continuing to liaise with external partners and our secondary schools to identify and support applicants and students with enhanced transition needs
- Extending our pre-start engagement with applicants to ensure individuals are ready to continue studying with the appropriate level of early intervention and wrap-around support to meet their needs.
- Supporting our staff to recognise and respond to the needs of individuals through further professional development opportunities and the sharing of best practice.

**Strategic objective 4:
To further enhance our suite of on course high quality and tailored support**

We will achieve this by:

- Continuing our organisational commitment to, and recognition of, the value of services to support learning as a key element in supporting student successful outcomes.
- Continuing to use Learning Support Plans (PLSP) and Transitions Plans as the conduits in providing tailored support to individuals whilst continuing to monitor their effectiveness.
- Expanding our responsive suite of student support made available to all students throughout their student journey and delivered through *The Bothy* both on campus and online.
- Continuing to be responsive to the wellbeing and mental health needs of our students through the provision of tailored support solutions.
- Reviewing our model of support across our tertiary provision to ensure we remain responsive to changing needs and provide equitable support across the student body.

Strategic objective 5: To extend the accessibility of our campus facilities

We will achieve this by:

- Continuing to make adaptations to both our campus building and grounds to ensure we maximise accessibility for all students.
- Extending our arrangements for out-of-hours service provision to continue to support students during campus closure periods.
- Extending our provision of flexible learning spaces and the use of technology enhanced learning to maximise accessibility to learning.
- Continuing to be responsive to the demand for quiet spaces on campus providing a supportive environment to learners experiencing mental health challenges or distress.

Key Performance Indicators

Our institutional key performance indicators are set annually and monitored against profiled targets on a monthly basis. KPI reports are accessible to all staff and are reviewed regularly by relevant Board committees, as a mechanism for monitoring progress against our strategies.

KPI Measures
Early Satisfaction & Engagement Survey (ESES) – by priority groups
Student Satisfaction & Engagement Survey (SSES) – by priority groups
FE FT Successful Outcomes – by priority groups
HE FT Successful Outcomes – by priority groups
Mental Health Support appt (non-emergency) offered for within 3 - 10 working days
Learning Support appt offered for within 6 - 20 working days



Digital Transformation Strategy

Academic Years 2021/22 – 2025/26

Academic Years 2021/22 – 2025/26

How to use this Strategy

It is intended that this strategy will provide clear information to UHI Inverness' Board of Management, staff, students, and other stakeholders on our strategic approach to digital transformation and the underpinning development of our digital infrastructure and digital skills of our staff and students.

Staff should make use of this strategy when creating or amending policies and procedures, developing their quality enhancement plans, and setting team objectives.

Context

Digital transformation is critical to the sustained development of UHI Inverness. Staff and students evolving the necessary capabilities to support this development is a core aim in our strategy and aligns with the UHI Learning & Teaching Enhancement Strategy. Digital transformation in this document is intended to encapsulate an organisation-wide effort. Specifically: continuing to develop a robust digital infrastructure, using system and process automation to enhance the experience of the human element within the organisational system, and the development of the wider digital capabilities that will be needed to action the intended digital transformation in the years to come. This means a focus on the scholarship of teaching and learning to support staff and students, using research-based approaches that have been evidenced to equip us all to function more effectively in the ever-changing digital world.

The strategy is underpinned by four objectives:

- To equip our students with the digital capabilities - knowledge, literacies, skills - and the self-efficacy they will need to succeed in life, learning and work.
- To equip our staff with the digital capabilities - knowledge, literacies, skills - and the self-efficacy they need to succeed in life, learning and their work at UHI Inverness.
- To continue to develop a digital campus with the technologies to support learning and collaboration in our hybrid learning environment, further enhancing the UHI value of 'connecting learning across communities' both inside and outside the campus.
- To develop the digitisation of our processes, systems, and procedures where they support effective working practices.

Strategic Objective 1:

To equip our students with the digital capabilities - knowledge, literacies, skills - and the self-efficacy they will need to succeed in life, learning and work.

We will achieve this by:

- Embedding digital skills throughout the curriculum to support the development of students as skilled digital learners.
- Developing students' self-efficacy in digital use via coaching and course development, ensuring users embrace lifelong digital learning.
- Supporting our students across their digital learning journey, from online enrolment to academic research, ensuring the development of an enfranchised and engaged student population.
- Finding the balance between online safety and the experimentation needed to embody the UHI value of supporting 'the development of our students as reflective practitioners, as investigators, and as researchers' [Supporting innovation - Learning and Teaching Enhancement Strategy \(uhi.ac.uk\)](https://uhi.ac.uk/supporting-innovation-learning-and-teaching-enhancement-strategy)
- Educating our students on the implications of their digital actions for their future online life and developing knowledge of digital footprint, online conduct, and data use by digital corporations.

Strategic objective 2:

To equip our staff with the digital capabilities - knowledge, literacies, skills - and the self-efficacy they need to succeed in life, learning and their work at UHI Inverness.

We will achieve this by:

- Recognising the value of individual digital skills development as central to ongoing professional learning that enables all staff to successfully fulfil their individual roles.
- Supporting staff to access ongoing learning opportunities, in a variety of formats, contextualised to enhance their individual digital capabilities.
- Providing high quality facilities and resources to support staff learning and skills development across the organisation.
- Enabling our lecturing staff to continue their journey from *Threshold* to *Exemplar* in their teaching practice on the Brightspace VLE in line with the [LTA Benchmark information](#) by offering a variety of development opportunities.
- Supporting lecturing staff to embed teaching practice that develops students' digital capabilities and subsequently their independence in learning, in line with [Supporting innovation - Learning and Teaching Enhancement Strategy \(uhi.ac.uk\)](https://uhi.ac.uk/supporting-innovation-learning-and-teaching-enhancement-strategy)

Strategic objective 3:

To continue to develop a digital campus with the technologies to support learning and collaboration in our hybrid learning environment, further enhancing the UHI value of 'connecting learning across communities' both inside and outside the campus.

We will achieve this by:

- Providing a modern wireless network to support the use of mobile devices across our campuses; supporting staff and students to bring their own devices to study and communicate when in our buildings.
- Providing digital equipment and support to facilitate the hybrid learning environment with flexible learning and working spaces.
- Supporting all students with the equipment and facilities they need so they are not disadvantaged whilst studying.
- Providing online tools and a Virtual Learning Environment which enables flexible and student-centred learning, supporting positive student outcomes.
- Supporting students to ensure that diverse and individual digital needs are met, supporting digital equity.

Strategic objective 4:

To develop the digitisation of our processes, systems, and procedures where they support effective working practices.

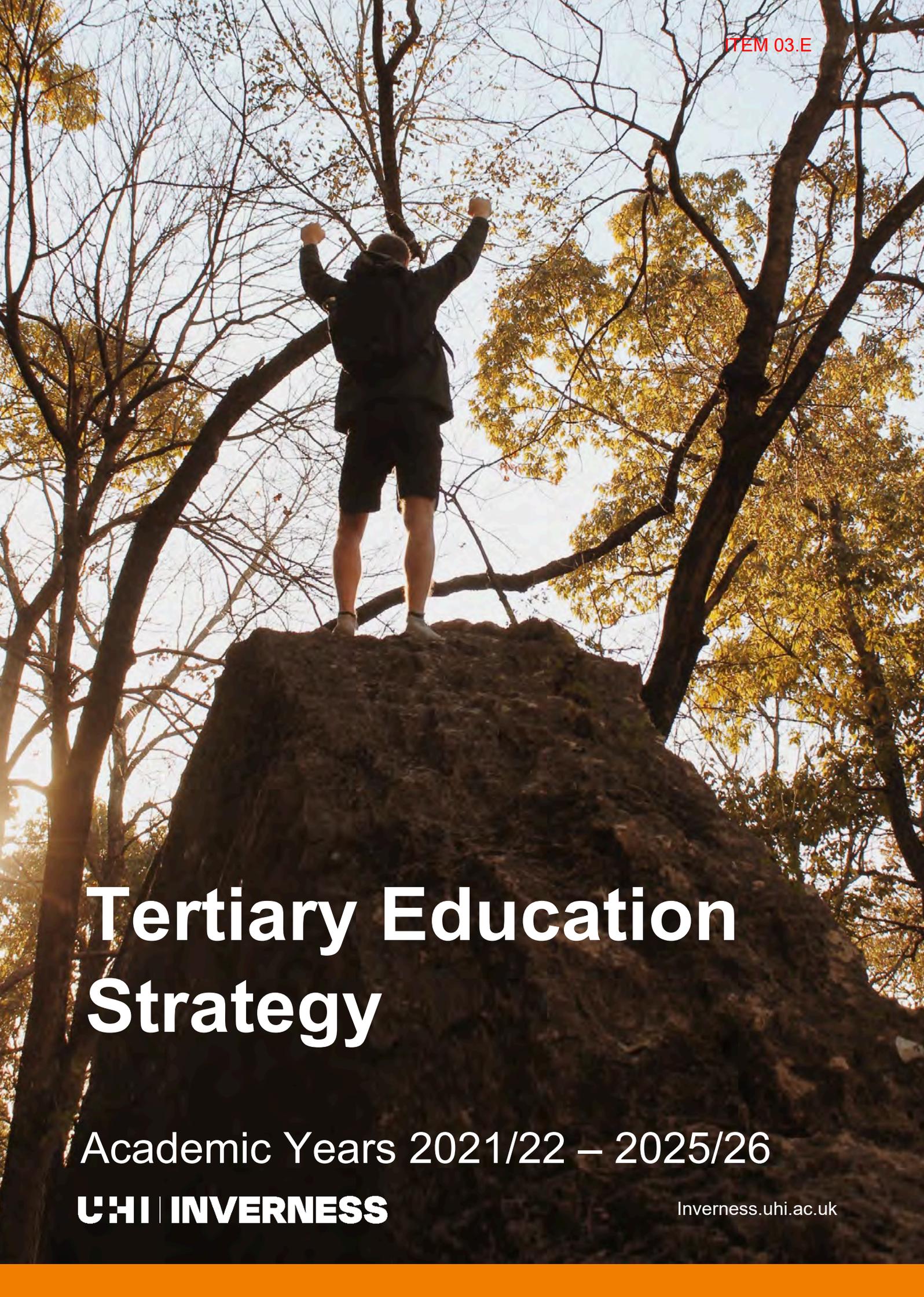
We will achieve this by:

- Recognising the value of flexibility in the use of technology to support continuous improvement and change.
- Supporting the use of technology as a tool for improving processes and creating efficient systems that seek to ease rather than complicate working, teaching, and learning practices.
- Working with partners and the wider technology sector to share and learn from best practice which we can adapt to our unique context.
- Recognising that digital is not a substitute for human interaction and is a critical tool which can enhance the effectiveness of our work, supporting the wellbeing of our staff and students.

Key Performance Indicators

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KPI Measures
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Student Satisfaction & Engagement Survey (SSES)
Post Graduate Taught Experience Survey (PTES)

A person in a dark jacket and shorts stands on a large, dark rock, with their arms raised in a celebratory gesture. The background is filled with trees, some with bare branches and others with vibrant autumn foliage in shades of yellow and orange. The scene is captured from a low angle, looking up at the person and the trees against a bright sky.

Tertiary Education Strategy

Academic Years 2021/22 – 2025/26

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[Inverness.uhi.ac.uk](https://www.inverness.uhi.ac.uk)

Academic Years 2021/22 – 2025/26

How to use this Strategy

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Staff should make use of this strategy when creating or amending policies and procedures, developing their quality enhancement plans and setting team objectives.

Context

UHI Inverness identified five strategic themes in its Strategic Plan 2022-2025. Each theme has a strategic aim and objectives that will inform operational planning throughout the strategic plan cycle. The five strategic themes are:

- Tertiary Education
- Organisational Development
- Research and Innovation
- Student Experience
- Finance & Sustainability

This Tertiary Education strategy aims to deliver an innovative, adaptive and flexible curriculum, capable of delivering the education and training needs for growing sector requirements in the region, and to address global and local challenges. The strategy for tertiary education shares a vision with the Research and Innovation strategy and this shared vision inspires the way we will deliver an ambitious, bold and creative learning environment.

Vision for the Tertiary Education and Research environment

We will be nationally and internationally recognised for impactful, interdisciplinary research and teaching in biodiversity, ecology, sustainability, culture, equity and social justice that informs innovative tertiary education. This will deliver on sustainable development goals which address the biodiversity and climate emergencies and empower communities across our region.

Our curriculum teams will work towards delivery of the strategy through PARCS:

Pathways

Creating innovative pathways to and through our tertiary curriculum, ensuring seamless progression and preparation for continuing and onward careers.

Academic Excellence

Developing an embedded culture of academic success through our quality enhancement approaches in evaluation, review and continuous improvement in all areas of our tertiary curriculum

Research Informed Curriculum

Embedding research and scholarship into the tertiary curriculum, offering routes for staff development and student engagement in research, and ensuring new discoveries and insights through research are enlivening and informing the curriculum at all levels.

Community

Ensuring opportunities for learning reach all people from our local communities and stakeholders

Sustainability

Providing innovative ways in which sustainability is an integral part of learning throughout our Tertiary curriculum

Strategic Aim:

To increase our reputation and reach by offering a progressive and accessible tertiary curriculum that is relevant and attractive to local, national and international students, and which enables personal development, economic growth and social cohesion.

Strategic Objective 1:

To become a destination of choice for local, national and international students, supporting inclusive sustainable development and encouraging inward investment.

We will achieve this by:

- Promoting diversity, inclusion and accessibility throughout our curriculum.
- Creating and informing through research excellence and knowledge exchange unique and high-profile discipline expertise.
- Continuing our active collaborations with sectors and employers ensure our students can contribute to development of sustainable economies.
- Ensuring our curriculum offer for senior phase school pupils is ambitious and creative and provides access to tertiary education.
- Growing our international student community through a unique curriculum offer and excellent student experience.

Strategic objective 2:

To engage with stakeholders to develop a tertiary curriculum which meets the emerging skills, employment and cultural needs of our communities

We will achieve this by:

- Working with our sector advisory groups to identify knowledge and skills gaps.
- Review and implementation of our sector development plans.
- Contributing to national and regional review of curriculum pathways.
- Embedding enterprise and entrepreneurship skills throughout our curriculum.
- Facilitating the growth of Knowledge Transfer Partnerships through our research centres and with sector stakeholders, identifying areas for emerging skills and education needs

- Ensuring that knowledge creation and exchange with our research Centres fully informs and enhances our vibrant and diverse curriculum

Strategic objective 3:

To deliver a stimulating and innovative tertiary curriculum, informed by research, professional best practice and a recognition of our changing world.

We will achieve this by:

- Ensuring that excellent professional practice is embedded across our tertiary curriculum.
- Enabling our staff to engage in research and scholarship, informing our pedagogy and discipline knowledge.
- Being ambitious and bold in promoting the expertise and excellence of our research informed teaching.
- Delivering education and training that address the twin challenges of the climate and biodiversity emergencies.

Strategic objective 4:

To continually evolve our tertiary curriculum, to provide flexible opportunities for life-long learning.

We will achieve this by:

- Annually reviewing and analysing the curriculum plan with data and modelling.
- Creating opportunities and pathways for training and education enabling our students to fulfil their ambitions.
- Promoting our curriculum, and enthusing communities and sectors with our ambitious, innovative and interdisciplinary approach to education and training.
- Embedding the principles and practice of sustainability throughout our curriculum.
- Ensuring our education and training delivery is flexible and adaptive to fit the needs of life-long learners.

Strategic objective 5:

To ensure that our tertiary curriculum equips every student with the attributes and skills, to support their success in learning, life and work

We will achieve this by:

- Ensuring our learning pathways are inspiring and filled with opportunities for career enhancement and personal enrichment.

- Maintaining and developing a matrix of essential skills across our curriculum including in sustainability, critical analysis and circular economy.
- To embed the evolving needs of learners from our priority groups in all aspects of our curriculum planning and design.
- Enabling our students through their learning journey to connect and contribute to the heart of their communities.

Key Performance Indicators

Our institutional key performance indicators are set annually and monitored against profiled targets on a monthly basis. KPI reports are accessible to all staff and are reviewed regularly by relevant Board committees, as a mechanism for monitoring progress against our strategies.

KPI Measures
HE Active applications (next AY - Measure from Dec - Jul)
FE Active applications (next AY - Measure from Dec - Jul)
FE Credits
Apprenticeship starts (contract year)
Apprentices in Learning (average in year)
Apprenticeship Income (Excluding T&A)
FWDF Income
Commercial Short Course Income
HE enrolments (head count)
HE enrolments (year one starts)
HE PPF FTE (from Oct)
FE progression to further FE study
FE progression to HE - actual
FE FT Engagement - Insight

Learning and Teaching Enhancement Strategy

Making learning mean more



CHI

Acknowledgements

The development of the LTES was led by Professor Keith Smyth, Dr Heather Fotheringham and Ann Tilbury of the Learning and Teaching Academy, in collaboration with the undernoted LTES Development Group who were partners in the scoping, authoring, reviewing and revising of the strategy. Particular thanks go to the members of the LTES Development Group, and to the staff and students from across the university who engaged in the wider strategy development activities.

LTES Development Group

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Consultation participants

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Purpose

The Learning and Teaching Enhancement Strategy 2022/23 – 2026/27 has been designed and developed as an enabling strategy for enhancement and innovation in learning, teaching and assessment across the tertiary education spectrum of UHI, in ways that are befitting of our unique structure and mission, our geographically and digitally distributed nature, and our ‘Where learning means more’ ethos.

Specifically, the Learning and Teaching Enhancement Strategy (which carries the prefix ‘Making learning mean more’) seeks to articulate, exemplify and support the development and embedding of learning and teaching practices that embody and help us to realise both the ‘Where learning means more’ ethos, and the ambitions of UHI’s ‘Daring to be Different’ Strategic Plan. The Tertiary Education pillar within the Strategic Plan states “We will deliver a high-quality connected curriculum built on personalising the learner journey with more content, to more people, through more channels”.

The Learning and Teaching Enhancement Strategy presents a shared direction for the further development of creative, student-centred, impactful learning and teaching at UHI, in ways that align with our own ambitions, with what we want our students to experience, and which are contemporary and innovative in relation to how tertiary educational practices are now developing and evolving in the wider sector.

The LTES is intended to be a fluid, living strategy that will further develop as it is implemented and evaluated, and in response to changing needs and emerging opportunities both internally and within the wider sector. Internally, this will include the implementation of the Strategic Plan, curriculum review and development, and evolving our modes of delivery post-pandemic. Externally, this will include the development of new digitally enabled approaches to learning and teaching which we strive to be at the forefront of within the sector, and the move towards a single tertiary enhancement environment for Further and Higher Education in Scotland.

Development of the Learning and Teaching Enhancement Strategy

This strategy was developed between December 2021 and May 2022, through a wide and iterative process of consultation with staff and students across the university partnership. Consultation activities included: online briefing webinars at key stages in the development of the strategy, focus groups with different categories of staff, student focus groups, meetings and workshops with various UHI groups and



committees, consultation meetings with senior management within the Academic Partners.

The consultation activities explored various issues, with key questions focused on (i) the aspects of the previous Learning and Teaching Enhancement Strategy that colleagues felt were useful and successful, (ii) the relevance of the learning and teaching enhancement values in the previous strategy, and (iii) what it was felt the 'defining characteristics' of the learning and teaching experience for our students should be going forward (drawing also upon lessons learned from the pandemic). Findings from the consultation activities were used to inform:

- + The new set of LTE values
- + The description of these values, ensuring their tertiary focus and relevance to staff and student priorities
- + The activities outlined in the implementation plan which stakeholders identified as vital to the success of embedding the Strategy

The subsequent authoring of the Learning and Teaching Enhancement Strategy 2022-23 – 2026/27 was undertaken by a LTES Development Group that comprised staff representatives from across the university, led by the Dean of Learning and Teaching and coordinated through the Learning and Teaching Academy.

Key components of the strategy

The Learning and Teaching Enhancement Strategy comprises five key components:

- + Ten Learning and Teaching Enhancement Values (LTE Values) that provide the basis of the strategy, and for enhancement and innovation in learning, teaching and assessment at UHI. The LTE Values define the aspects or dimensions of learning and teaching that all of our students should experience during their time with UHI, regardless of what they are studying, level of study, which Academic Partner they are studying with, and their mode of study.
- + A set of four 'Enabling Practices' which define the professional practices or activities that colleagues with learning and teaching responsibilities should engage in, or be supported to engage in, both to inform their own teaching and also to contribute to the wider enhancement of learning and teaching.
- + An implementation plan for the Learning and Teaching Enhancement Strategy to enable the embedding of the LTE Values and Enabling Practices in policy, practice and professional development provision across UHI, in order to drive learning and teaching enhancement over the five-year timescale of the strategy.

- + Exemplars of effective embedding of the LTE Values from across UHI, drawn from current Further Education and Higher Education provision, to provide an insight into different ways each of the LTE Values can be embedded in practice.
- + Mapping of the LTE Values to key internal and external strategies and benchmarks, to articulate the internal and external applicability of the values.

LTES SharePoint site and resources to support implementation

A number of resources have been produced to support colleagues in engaging with and implementing the Learning and Teaching Enhancement Strategy.

These include:

- + Document version (PDF) of the LTES (this document)
- + Document version (PDF) of the LTES Implementation Plan
- + LTES 'strategies on a page' for both staff and students
- + LTES website that is openly accessible with direct access to various resources (including document version of LTES and the strategies on a page for staff and students)
- + An interactive SharePoint site (accessible to staff across the UHI partnership) that allows colleagues to explore the strategy in further detail, access a further range of exemplars, and access the document version of the LTES implementation plan.

Further resources to support engagement with the LTES will be produced during the initial stages of the strategy being implemented across Academic Year 2022/23.





LTE Values

Below are the ten Learning and Teaching Enhancement Values (LTE Values) that were co-constructed and refined by staff and students in the development of the LTES. They provide the basis for the strategy, and for enhancement and innovation in learning, teaching and assessment at UHI that the strategy and associated implementation activities will support. The LTE Values define the aspects or dimensions of learning and teaching that all of our students should experience during their time with UHI, regardless of what they are studying, level of study, which Academic Partner they are studying with, and their mode of study.

While the extent to which each of the values is embedded and experienced will vary within and across different subjects, levels and contexts, they are all expected to have their place in the experience of each our students while they are at UHI. In Section 8, you can find exemplars from across the university relating to where the various values are being effectively embedding in our tertiary learning and teaching.

Value	Ethos
Supporting the learner as an individual	Our learning, teaching and assessment practices will ensure all students have the opportunities and support they require to succeed, and that diverse and individual student needs are met through inclusive and equitable approaches to curriculum design and delivery, personalised support and wellbeing.
Supporting flexible and student-centred learning	Our students will have an equitable learning experience regardless of their place or mode of study, will have flexibility in how they study with us, and will have appropriate choice and negotiation in the individual and collaborative activities that they undertake.
Learning for personal growth and employment	We will engage our students in learning activities and experiences that support their personal aspirations and reflect and replicate how they will work, study and collaborate in the vocation, profession or field they are preparing for. As a student progresses through their studies, they will engage in activities that will develop learner autonomy and provide them with the knowledge, skills and literacies needed for life, learning and work.
Authentic assessment and meaningful feedback	Assessment will be rich and varied and place an emphasis on forms of assessment and coursework that are directly aligned with the vocation, profession or field of practice students are preparing for. Formative assessment, feedback and feedforward should allow students to reflect upon and refine their work, and to make decisions about how to progress within their studies.

<p>Engaging students in reflection and research</p>	<p>We will support the development of our students as reflective practitioners, as investigators, and as researchers in ways that are appropriate to their subject and level of study. Reflection on practice, including in relation to professional standards, will be embedded throughout the learning experience. As students progress through different levels of study, there will be an increasing focus on research activities that have a real-world relevance and value.</p>
<p>Celebrating diversity through learning and teaching</p>	<p>We will recognise and celebrate diversity and diverse voices within and through the design and delivery of our curricula, in the resources and readings we direct our students to engage with, in the examples that we use in our teaching and materials, and in the assessed work we ask students to undertake.</p>
<p>Connecting learning across communities</p>	<p>We will create opportunities within and across our curricula for students to engage and learn with peers inside and across cohorts, to engage in multidisciplinary and interdisciplinary learning, to engage with the professional and scholarly communities to which they belong or will come to join, and to engage with and contribute to our wider communities locally and beyond.</p>
<p>Enriching learning through digital practices</p>	<p>We will harness digital technologies and spaces for learning, teaching and assessment to support active engagement in individual and collaborative learning, and to enable students to have a meaningful and connected learning experience regardless of their place or mode of study. This will incorporate authentic digital practices whereby students use technology to create and share resources, to evidence their learning, and develop their digital literacies.</p>
<p>Harnessing open education approaches</p>	<p>We will develop and further develop online and other forms of open education approaches in supporting and enhancing learning and teaching. This could include using, creating and sharing open educational resources, engaging our students in openly sharing some of the outcomes of their own learning and scholarship, and through widening access to formal and informal learning opportunities.</p>
<p>Integrated and sustainable learning and teaching</p>	<p>We will develop more integrated and sustainable approaches to learning, teaching and assessment through practices including designing assessments that bring together work from related units and modules; implementing joint learning and teaching activities that are relevant across levels and cohorts; engaging students in peer support and review; and in using, creating and sharing open educational resources and other repurposable content.</p>



Enabling Practices

Below are the four staff-facing 'Enabling Practices' which define the professional practice/activities that colleagues with learning and teaching responsibilities should engage in, or be supported to engage in, to inform their own teaching and also to contribute to the wider enhancement of learning and teaching.

As with the LTE Values, the Enabling Practices were co-constructed in consultation with staff from across the university, including with colleagues who directly support others in the development of effective, evidence-based learning and teaching practices that align to external professional requirements.

Within the university, the Learning and Teaching Academy provides central support for staff to engage in the various Enabling Practices identified below, and which complements the support available within Academic Partners including annual professional review. In Year 1 of the LTES, the university will seek to strengthen the linkages and alignments between existing and new professional development opportunities and both the LTE Values and Enabling Practices.

Practice	Ethos
Research and evidence-based educational practice	Our approaches to learning, teaching and assessment will be informed by existing research and scholarship relating to effective educational practice, through feedback received from our students and evidence relating to their engagement and success, and through staff undertaking their own educational research and scholarship.
Engaging in reflective practice for continuous enhancement	At individual, team, departmental, and institutional level we will engage in professional reflection and review processes concerning the effectiveness of our learning, teaching and assessment practices, to identify areas for enhancement and to actively plan a better educational experience for current and future students. Our collaborative review processes will be inclusive of academic staff, professional service teams and colleagues, and students.
Active and collaborative professional development	Staff will be provided with and supported to engage in a range of relevant continuing professional development activities, including events, short courses and peer mentoring, that are focused on enhancing and sharing effective educational practices, and which are open to all colleagues who directly support student learning or wider aspects of the student experience.

Embedding professional standards in learning and teaching

Staff with teaching and student-related responsibilities will be supported to reflect upon and evidence where their practices align with and embed both the LTES values and relevant internal and external professional standards for learning, teaching and assessment.





Implementation Plan

Reach

The purpose of the implementation plan is to successfully embed the strategy in the day-to-day business of UHI by identifying a wide range of opportunities for staff and students to meaningfully engage with the strategy, the LTE Values and the Enabling Practices. This plan sets out a range of ways in which the strategy, the values, and the practices will be implemented and operationalised in the guidance, policies and resources in learning, teaching and assessment.

This approach builds on the implementation of the previous strategy where the embedding of the previous set of learning and teaching values in existing processes, policies and professional development opportunities related to learning and teaching provided a highly successful mechanism for staff to effectively engage with the strategy and extends this by seeking greater engagement opportunities for our students and for specific staff communities who contribute to the student experience.

Implementation through distributed responsibility

The implementation plan recognises that most colleagues are engaged, to a greater or lesser extent depending on their role, in enhancing learning and teaching and the student experience. The implementation plan will seek to distribute responsibility for the operationalisation of the strategy by identifying deliverables/outcomes and those best placed to take lead responsibility for each deliverable at UHI.

Implementation timeline and objectives

The full Implementation Plan for the LTES can be accessed via the [LTES SharePoint site](#) (this site is accessible to staff across the UHI partnership).

The Implementation Plan covers the five year period of the strategy. Each year of the Implementation Plan includes key implementation actions and objectives and evaluative activities. As implementation progresses, additional objectives are likely to be identified through the evaluation process and newly identified priorities. This will ensure the currency and relevance of the strategy.

As with the overall LTES, the Implementation Plan will develop over time, and be reviewed, evaluated for impact and refined from one year to the next. To this end, the following implementation objectives within the plan are provided in full and proposed final detail for Year 1, in detail, 2 and as an outline for Years 3, 4 and 5.



Overview of key stages in Implementation Plan

Year 1 (Academic Year 2022/23)

Confirmed objectives for Year 1. See full Implementation Plan for further detail.

- + Objective 1. Approval and initial operationalisation of implementation plan.
- + Objective 2. Establishing distributed responsibility for implementation of strategy
- + Objective 3. Initial dissemination of strategy to staff and students. Plan future engagement.
- + Objective 4: Establishing evaluation process and progress reporting on evaluation criteria

Year 2 (Academic Year 2023/24)

Key activities for Year 2. See full Implementation Plan for further detail.

- + Review evaluation findings and report to inform Year 2 of Implementation Plan
- + Identify 'owners' / 'leads' to take forward the identification of new or emerging areas to embed the strategy, LTE Values and Enabling Practices in Year 2 including employers / industry links / community links
- + All Academic Partners have adopted, in principle, the strategy.
- + Appropriate opportunities have been provided throughout the academic year to enable engagement with the strategy.
- + Harness the strategy and related implementation activities (including revised programme approval and re-approval processes) to initiate an exploration of how the university will respond to and determine our position on the embedding of education about and for sustainability within our curricula
- + By the end of Year 2 ensure all programmes have articulated how the LTE Values are embedded in learning, teaching and assessment (means for this to be determined in consultation with Academic Partners, Quality Assurance and Enhancement Committee and Academic Council)
- + End of Year 2 evaluation of impact and reporting including a review of priorities for Year 3 informed by UHI and Academic Partner learning and teaching strategic priorities

Year 3 (Academic Year 2024/25)

Key activities for Year 3. See full Implementation Plan for further detail.

- + Review of evaluation findings and report to inform Year 3 implementation plan



- + All academic partners can demonstrate the extent of their engagement / adoption of the strategy, through the sharing of good practice case studies and the impact of engaging with the strategy to date.
- + Identify 'owners' / 'leads' to explore the identification of 'targets' for specific aspects of the strategy, for example the further development and implementation of open education or micro credential offerings
- + End of Year 3 evaluation of impact and reporting including a review of priorities for Year 4 informed by UHI and Academic Partner learning and teaching strategic priorities

Year 4 (Academic Year 2025/26)

Key activities for Year 4. See full Implementation Plan for further detail.

- + Review of evaluation findings and report to inform Year 4 implementation plan
- + Appropriate opportunities have been provided throughout the academic year to enable engagement with the strategy.
- + All academic partners can demonstrate the extent of their engagement / adoption of the strategy, through the sharing of good practice case studies and the impact of engaging with the strategy to date.
- + Identify 'owners' / 'leads' to explore the identification of 'targets' for specific aspects of the strategy, including the learning and teaching practices to be prioritised for further development in the final two years of the strategy
- + End of year 4 evaluation of impact and reporting including a review of priorities for Year 5 informed by UHI and Academic Partner learning and teaching strategic priorities

Year 5 (Academic Year 2026/27)

- + Review of evaluation findings and report to inform Year 5 implementation plan
- + Undertake robust summative evaluation on the impact of the strategy including recommendations for the further evolution of learning and teaching at UHI and for the evolution of related strategy beyond the formal conclusion of the LTES 2022/23 – 2026/27.



Examples of effective embedding of the LTE Values

In this section of the LTES we provide examples of effective embedding of the LTE Values from across UHI, drawn from current provision. These examples demonstrate how each value has been successfully embedded to support the enhancement of learning and teaching. The examples are discipline-specific and are drawn from across FE and HE and across the academic partnership. It is recognised that how these values are currently embedded in practice – and how they come to be embedded in practice in the future – will vary across disciplines, different levels of study, and within the context of how specific units, modules and programmes are delivered. Examples will continue to be collected and shared as part of an ongoing LTES engagement programme.

Value	Examples
Supporting the learner as an individual	<p>Launched in 2014 and updated annually, the Essential Student Skills portal hosts a single set of online induction resources for all UHI students to use to their advantage throughout their student journey.</p> <p>The Essential Student Skills portal (created by the EDU with the help of writers from around the partnership) is updated annually over the summer months to be fresh for the next academic year. The portal is designed to offer structure for in-person inductions and/or be used flexibly online. Although introduced and used primarily at induction, the resources cover concepts relevant throughout the entire student journey, including career planning.</p> <p>The New Opportunities team at UHI Perth provides flexible learning pathways, and support for learners facing challenges to make changes to their lives through education. Various courses are offered, designed to enable learners to build core skills for progression, personal and employability skills and experience a range of college tasters to allow them to make informed decisions about their future. Crucially, the department can work with learners in community settings, in partnership with organisations supporting them. The success of this team represents a whole-college approach, with support from student records and a variety of other college teams, as well as external partners.</p>
Supporting flexible and student-centred learning	<p>'The Bothy' is a one-stop-venue accessible to all learners at UHI Inverness. The venue facilitates holistic engagement across student support teams to maximise opportunities to support students and ensure an equitable learning experience.</p> <p>Colleagues at Argyll UHI have created a joint assessment for Higher/National 5 English designed to allow students to be assessed early in the course, to ensure that they are enrolled at the appropriate level of qualification. Whilst this could result in students</p>



	<p>'The Bothy' provides a venue for: one-to-one study support appointments and drop-in guidance from support and core skills staff; workshop delivery- a changing programme of wellbeing and learning skills workshops are offered for all; facilitated peer support/study groups to meet; a supportive, low-sensory environment for students who find campus over-stimulating.</p> <p>'The Bothy Online' was created in Brightspace during the pandemic to provide a virtual support space where students could access information, guidance and support resources, such as recorded workshops.</p>	<p>transferring from one qualification to another, this is a far better outcome than them struggling to achieve and then potentially leaving the college without completing the qualification.</p> <p><u>Alison Johnston</u> has examples of those who have benefited from this approach, which involved content mapping, and close working relationships with the Learning Support team and other colleagues, to ensure that good practice was shared.</p>
<p>Learning for personal growth and employment</p>	<p>The BSc (Hons) Optometry, a networked course, includes placements, clinical practice and project-based/team-based learning activities designed to provide a wide range of learning opportunities in a range of professional contexts (including NHS services, specialist clinics and commercial business settings). Learning design focuses on problem-based and team-based learning, with a spiral curriculum. Clinical skills videos and interactive content are embedded in Brightspace.</p>	<p>The Ranger course at UHI West Highland was developed for the countryside ranger practical skills required in a fast-changing industry. This holistic approach with a 50/50 delivery split between employer and the college exemplifies the aims of the Developing the Youth Workforce (DYW) strategy through dynamic course co-creation on an ongoing basis between partner-organisations, students and college staff.</p> <p>A partnership delivery approach between the college and employers provides highly successful outcomes whilst serving the industry with exactly what it needs. Students benefit from the highly practical experiential learning, with significantly enhanced work experience, industry certification, multiple employer engagement and apprenticeship opportunities.</p>
<p>Authentic assessment and meaningful feedback</p>	<p>Recognising the importance of engagement with opportunities in the online world, particularly during the pandemic, BA Applied Music (networked degree) developed an online residency in music synchronisation (the use of a piece of music in conjunction with moving images. e.g. TV shows, adverts, movies). Students participated in a week of intensive workshops with leading professionals in the sector, who provided authentic and meaningful feedback on their creative outputs. Through discussion with industry conference leaders Highland organization <u>XpoNorth</u> and Northern Irish music creation company <u>Score Draw Music</u>, we established that music synchronization is an area of growth especially with the exponential growth of online visual content. The success of this</p>	<p>As part of their assessment for the Level 10 module Na Dualchainntean Gàidhlig (Gaelic Dialects) at Sabhal Mor Ostaig students are required to undertake a fieldwork exercise involving interviews with three Gaelic speakers. As COVID-19 made this time-constrained formative task very difficult, the Module Leader invited four speakers to join the regular video-conference class, where the students could take each of them through the questionnaires which would normally happen in a face-to-face setting. This change had several benefits beyond solving a logistical problem. It fostered collaboration between the students as they chose to consult with each other to avoid overlapping, it encouraged timely preparation, as they all had a common deadline to prepare for. As the interviews were spread over 2 to 3 classes observing other students' questions was also a formative experience: students could see which styles of question</p>



	<p>residency has led to ongoing industry partnerships and the development of a new module.</p>	<p>elicited the most effective responses, they had time to reflect on their own questions and adjust them before the next interview. As a joint exercise with their peers, students rapidly developed confidence in what they were doing. The Webex recordings were easily available to the whole class and were also an easy means of providing evidence in an accessible, high-quality format for initial marking, moderation, and for the External Examiner. Most of all, students found the experience affirming, enjoyable, and rewarding. The former, individual process had the potential for some students to feel isolated or unsure, with no feedback possible before submitting the written-up work. Now at all stages of the process they now have greater feedback, peer support, a sense of the benefits of collaboration, early affirmation and encouragement and enhanced opportunities for reflective learning and benchmarking.</p>
<p>Engaging students in reflection and research</p>	<p>At the heart of the Graduate Apprenticeship in Early learning and Childcare (GAELC) programme at UHI Inverness is reflexive practice which takes place through the development an online portfolio. Using the video functions within Brightspace as a way of evidencing reflexive accounts facilitated deeper reflexive practice.</p> <p>Students were able to cover more within a shorter period of time without being restricted to word counts as in a paper. Students began using the video notes within the discussion boards facilitating a more engaged community. Those with additional needs also felt more able to express themselves without the fear of 'getting the wording wrong'. Staff valued the more holistic view facilitated by hearing the student's voice and observing body language. The use of video notes has been time saving, making marking more sustainable.</p>	<p>Students participating on the BScH Marine Science programme at SAMS UHI have a very real and tangible contact with the research environment. SAMS organises and participates in an oceanographic long-term monitoring survey in the North Atlantic. Although not formally part of the programme, undergraduate students can participate and help collect oceanographic data used in UK climate monitoring assessments. As part of the BSc Marine Science Oceanography and Robotics pathway students actively assist in the design, testing, and implementation of new robotic vehicles in the ocean. The ImpYak autonomous surface vehicle is based on work by the level 9 Marine Robotics students. This vehicle is being used in local waters for funded research.</p> <p>These examples of research-led teaching aid in students developing 'real world' experience of research. Participating in offshore cruises builds valuable and unique experience and helps develop networks. Students also feedback their experiences via blogging, social media. This helps the team at SAMS both in marketing the degree and also in reflecting on these experiences when designing new module content or recognising new student opportunities.</p>
<p>Celebrating diversity through learning and teaching</p>	<p>Research being undertaken by the programme team for MA Health & Wellbeing & Pg Cert Healthcare Quality Improvement (networked programme) will explore and widen the representation of resources used within the programme so that students can benefit from studying in an inclusive environment, whilst diversifying and decolonising the curricula.</p>	<p>A series of presentations were designed and presented by a Graduate Practicum student from the University of Victoria in Canada and delivered to students enrolled on UHI's FE and HE programmes in 'Early Learning and Childcare' and 'Childhood Practice' at UHI Inverness. This international collaboration provided a valuable learning and teaching opportunity, celebrating cultural diversity and promoting an enhanced</p>

	<p>The research will produce a report with resources for the team and the wider Applied Life Studies Subject Network. Module reading lists and content will be reviewed to ensure increased representation to include authors outside the Western 'classical' canon, wider variety in topics and teaching from a diverse range of academics to facilitate inclusion. In turn it is then hoped this will increase the diversity of ethnicity, gender and age groups of students who study these postgraduate programmes.</p>	<p>sense of cultural competence and integrity in students. The use of digital technologies enabled international collaboration through virtual learning and teaching methods and increased accessibility and flexibility. Lecturers involved also reflected on the valuable benefits of collaborative working and further opportunities for own personal and professional development.</p>
<p>Connecting learning across communities</p>	<p>Over the last decade there has been a growing demand for remote access to the Theological Studies programme at Highland Theological College, with face-to-face classes correspondingly decreasing in size. A team-wide policy has developed several small, manageable and flexible events that aim to develop a learning community amongst the students and to remove divisions created by modular segregation and remote learning with its limited class contact.</p> <p>Examples of this policy in action are: informal face to face gatherings during induction week to supplement the online inductions for new students, returning students and recent alumni; on-campus seminars once per semester on a topic or issue that is not tied to a specific module which is practical and stimulates reflection on 'real world' scenarios; a weekly worship event for staff and students which provides another opportunity for social interaction; evening Webex meetings for larger subject area groups (i.e. containing several related modules across different levels of study) providing a less formal opportunity for chat and connecting material across modules and levels, open Q&A library events in the evening and a fortnightly book club. Once again this gives the opportunity for students to chat outside formal teaching, while also reflecting upon and developing their research skills.</p>	<p>During 2021-22, a programme of guest speakers was launched to coincide with COP 26 and the start of the new MA Art & Environment module. Led by UHI Orkney Art & Design, the Environmental Dialogues seminars were open to all MA creative students. The aim was to facilitate cross-disciplinary dialogue around important environmental themes, connecting world- leading guest researchers and artists with students and staff from UHI courses including Art and Environment, Art and Social Practice, Contemporary Art and Archaeology, and Music and the Environment, and Creative Writing. The format of the seminars involved a guest presentation followed by Q&A and student-speaker dialogue. Students were able to reflect on, and develop, their practice and interactions with their community and their environment. A broad range of practices and processes were shared – with inspiring information on a range of specialisms, projects, research and the impact it can have on thinking around environmental issues and in turn, society's awareness and perceptions of place and their surroundings. One of the key emerging themes was the importance anchoring regional creativity when it comes to environmental and social solutions.</p>
<p>Enriching learning through digital practices</p>	<p>The virtual residency was developed in 2014 as a mechanism to facilitate accessibility, skills development, interdisciplinary engagement and cultural exchange for students on the BA</p>	<p>Virtual School (VS) is an innovative and sustainable tri-partnership initiative that delivers technology-enhanced, remote learning and teaching across UK's largest council area. Three colleges (UHI West</p>



	<p>Applied Music and MA Music and the Environment. (both networked degrees). Students file share to co-create new music in response to a given brief which is generated by engaging with external partners, communities and disciplines. Examples include collaborating with film students in Senegal to develop a series of films and a commission to write a song to commemorate 10 years of Community Land Scotland. The engagement with online digital practices has enriched learning through the development of a range of skills associated with music from file sharing and recording to communication, collaboration, networking. Use of online portfolios enables reflective practice, and evidencing and showcasing of student outcomes.</p>	<p>Highland, UHI North Highland and UHI Inverness), and 29 High Schools (many with fewer than 200 pupils), serve these remote and rural communities. Prior to this initiative Senior Phase pupils had a limited choice of curriculum. Only some pupils endured lengthy travel to attend college courses, often hampered with poor winter weather.</p> <p>The colleges led the development of the VS model with the Local Authority, which now delivers 20 qualifications to pupils based anywhere in the Highlands. VS provides an accessible and inclusive curriculum designed for remote delivery, which seamlessly continued when the country went into lockdown in March 2020.</p> <p>VS includes five Foundation Apprenticeships which are delivered using the same inclusive approach, with virtual work placements in businesses who work nationally and further afield. Pupils gain such a wide skills base, not only by learning this way, but from working collaboratively with employers or other pupils online.</p>
<p>Harnessing open education approaches</p>	<p>Funded by the Churchill Fellowship, Dr Leah Macaden, Churchill Fellow and formerly Senior Lecturer from the Department of Nursing & Midwifery, created multiple resources for open distribution in the field of dementia education with support from the EDU. This initiative was in response to the Churchill Fellowship's COVID 19 Action Plan to support dementia care excellence in care homes through education and training during the pandemic and the resources will become part of the COVID-19 Knowledge Bank in the UK.</p> <p>The focus of the learning resources was on person-centred and assets-based dementia care and sets of interactive workbooks were created for a variety of audiences for blended learning. These resources have been successfully used with a blended approach for training social care practitioners in Scotland, nurse academics & practitioners in India, South Korea and USA.</p>	<p>The university is committed to Open Educational approaches to help staff realise the efficiencies that can be achieved from using and reusing freely available digital content and by sharing locally created content. Staff and students may wish to use Open Educational Resources (OER) to support learning and teaching, including images, audio or video resources, animations, teaching notes, handouts, multimedia materials and others. Staff may also wish to create and publish their own resources as OERs.</p> <p>To help staff and students navigate the wealth of Open Educational Resources, an easily searchable database is managed by the Learning and Teaching Academy (LTA) that enables staff to quickly filter OER sources by type, topic, keyword.</p> <p>Link: UHI database of resources</p>
<p>Integrated and sustainable</p>	<p>Virtual field trips have been an integrated and sustainable element of multiple archaeology modules at UHI for the past decade (delivered from UHI Orkney, UHI Shetland and UHI</p>	<p>For the teaching of IT subjects within Business, Administration and Accounting HN units at UHI Moray, online videos are used to aid student understanding. Prior to COVID when units were taught solely face to</p>

UHI

Learning and teaching

Outer Hebrides primarily). First delivered to students in 2012, but updated and added to at various points since, these flexible, online versions of traditional, face to face, field trips have made it possible for students based anywhere in the partnership to receive an equitable experience to those based in the field trip locales (which have included Orkney, North Uist and Argyll).

There is no fixed route through the multiple panoramic images, which are embedded with further information in the form of images, readings, reflective activities and recorded interviews with many of the UK's leading lights in the neolithic period. The tours have been used by multiple modules over the past decade and have inspired others to create similar resources.

face, tutors would demonstrate what they were covering in class that day, trying to maintain a pace that captured as many students as possible. Students then relied on notes (ones they made themselves and handouts provided) along with in-class support to complete practical exercises.

As a result of moving much teaching online during COVID, a bank of online videos has been created to supplement each class. Students can refer to these as often as they need and also catch up in their own time using these videos as a resource to replicate the teaching should they miss a class. Seeing on the screen how a function is completed in e.g. Excel, Access, Word is often more meaningful than just following notes. Those who pick up skills quickly may not need to refer to the videos, but those who are slower in class, or who would previously have felt 'left behind' can now work more confidently at their own pace. This has had a positive impact on students' learning and more significantly on their confidence.



Mapping to key frameworks

The mappings provided in this section of the LTES below align the LTE Values and Enabling Practices with key internal and external policies and benchmarks. The purpose of these mappings is to articulate the wider relevance of the strategy and the values therein, in order that it can support the overall aims of the university, and align directly with values and aspirations for learning and teaching within the wider sector (including those which relate directly to professional registration and recognition e.g. GTCS Professional Standards for Lecturer's in Scotland's Colleges standards, and the Advance HE UK Professional Standards Framework for supporting learning and teaching in Higher Education).

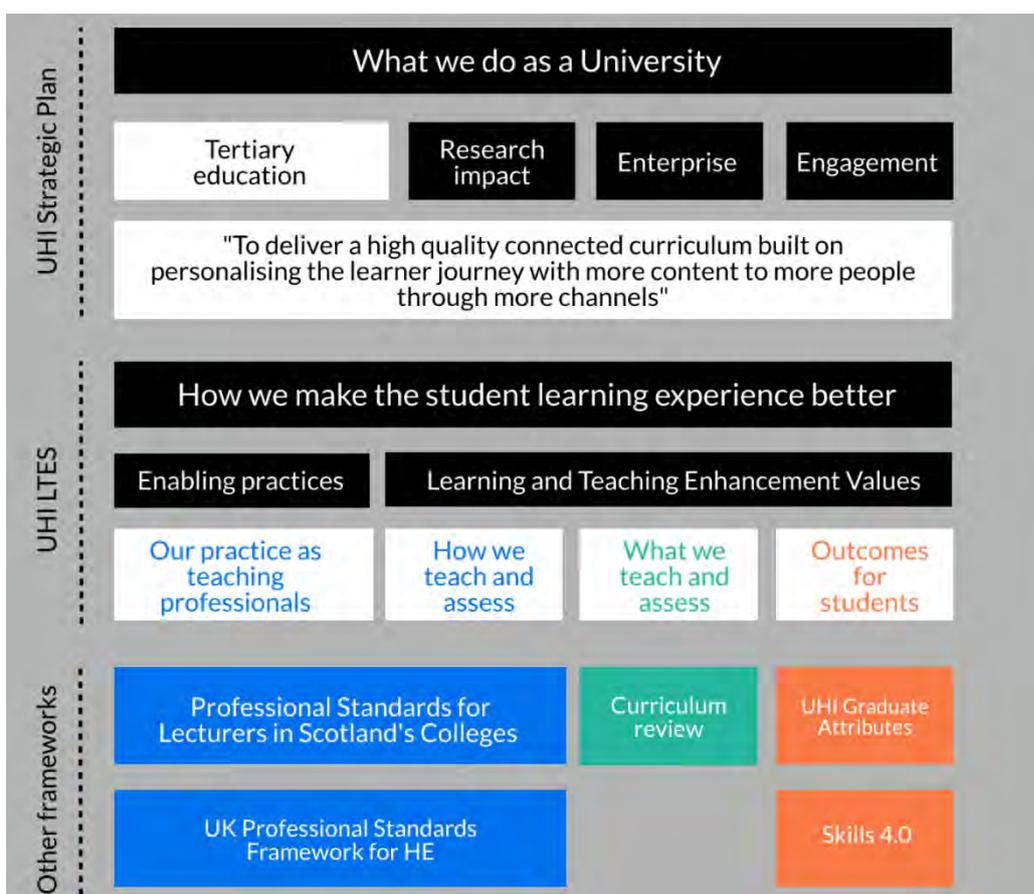


Figure 1: How the LTES relates to internal and external frameworks

Our starting point is the UHI Strategic Plan. Although learning and teaching activities sit within the Tertiary Education pillar of the university's work, we have also shown where some values and enabling practices link to the other three pillars. As an articulation of the university's commitment to innovation and

enhancement in learning and teaching, the values and enabling practices within the strategy talk about: the knowledge, values and skills of our teaching professionals; the methods and techniques we use to teach and assess our students; the curriculum (the content of what we teach) and the outcomes we wish our students to achieve.

This four-dimensional aspect of the LTES means that it can be mapped on to various frameworks that may cover only one or two of these dimensions individually. The mappings also reveal where there are unique features in the LTES (for example, our commitment to open education practices) that are not currently mirrored within key external benchmarks. The strategy therefore encompasses a range of learning and practices, from the well-established through to the emerging and the aspirational, at UHI.

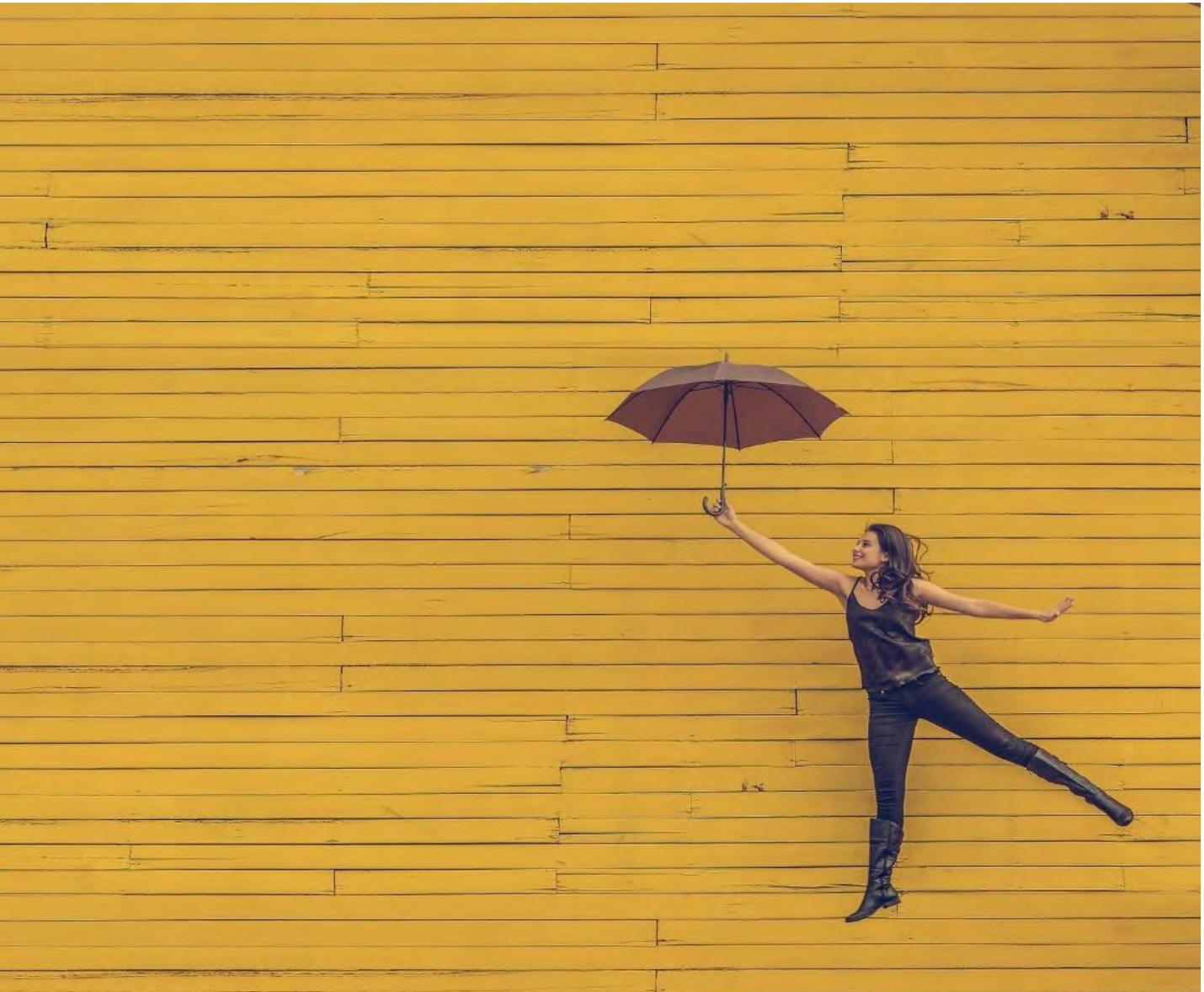


Mapping to Strategic Plan 2021-2025

The LTES sits within the Tertiary pillar of the university's Strategic Plan, so all of the LTE Values are mapped to this pillar. We have also indicated where certain values relate to other pillars within the Strategic Plan, and to the university's core values of Collaboration, Openness, Respect and Excellence.

LTE Values and Enabling Practices	UHI Strategic Plan 2021-25				
	Tertiary education	Research impact	Enterprise	Engagement	Core values
Supporting the learner as an individual	✓				Respect
Supporting flexible and student-centred learning	✓				Openness
Learning for personal growth and employment	✓		✓	✓	
Authentic assessment and meaningful feedback	✓		✓	✓	
Engaging students in reflection and research	✓	✓		✓	
Celebrating diversity through learning and teaching	✓			✓	Respect
Connecting learning across communities	✓		✓	✓	Collaboration
Enriching learning through digital practices	✓			✓	Openness
Harnessing open education approaches	✓			✓	Openness
Integrated and sustainable learning and teaching	✓				Collaboration
Research and evidence-based educational practice	✓	✓		✓	Excellence
Engaging in reflective practice for continuous enhancement	✓				Excellence

Active and collaborative professional development	✓				Collaboration
Embedding professional standards in learning and teaching	✓			✓	Excellence



Mapping to Professional Standards for Lecturers in Scotland’s College

The Professional Standards for Lecturer’s in Scotland’s Colleges were developed by the College Development Network (CDN) and the General Teaching Council of Scotland (GTCS). They are designed as a benchmark for learning and teaching, and to enhance and promote professional learning. Registration with the GTCS, against the standards below, is a requirement for many colleagues within our Academic Partners. The mapping of our LTE Values and Enabling Practices to the Professional Standards for Lecturer’s in Scotland’s Colleges will allow colleagues to see where our own values align with key areas and specific points within the standards.

Professional Standards for Lecturers in Scotland’s Colleges			
LTE Values and enabling Practices	Professional Values	Professional Knowledge and Understanding	Professional Practice
Supporting the learner as an individual	1.1 Students at the centre 1.2 Leadership of learning	2.2 Learning, teaching and assessment theory and approaches 2.4 Student pathways and transitions within the wider education community	3.2 Effective and inclusive practice and engagement with students and partners 3.3 Creates innovative curriculum design and learning and teaching
Supporting flexible and student-centred learning	1.1 Students at the centre	2.2 Learning, teaching and assessment theory and approaches 2.3 Technologies and resources for learning, teaching and work 2.4 Student pathways and transitions within the wider education community	3.2 Effective and inclusive practice and engagement with students and partners 3.3 Creates innovative curriculum design and learning and teaching
Learning for personal growth and employment	1.1 Students at the centre	2.1 Political, social and economic drivers 2.2 Learning, teaching and assessment theory and approaches	3.2 Effective and inclusive practice and engagement with students and partners 3.3 Creates innovative curriculum design and learning and teaching
Authentic assessment and meaningful feedback		2.2 Learning, teaching and assessment theory and approaches	3.2 Effective and inclusive practice and engagement with students and partners 3.3 Creates innovative curriculum design and learning and teaching 3.4 Effective application of digital technologies to learning, life and work

Engaging students in reflection and research	1.2 Leadership of learning	2.2 Learning, teaching and assessment theory and approaches	
Celebrating diversity through learning and teaching	1.1 Students at the centre	2.2 Learning, teaching and assessment theory and approaches	3.2 Effective and inclusive practice and engagement with students and partners
Connecting learning across communities	1.1 Students at the centre	2.2 Learning, teaching and assessment theory and approaches 2.4 Student pathways and transitions within the wider education community	3.3 Creates innovative curriculum design and learning and teaching
Enriching learning through digital practices		2.3 Technologies and resources for learning, teaching and work	3.2 Effective and inclusive practice and engagement with students and partners 3.3 Creates innovative curriculum design and learning and teaching 3.4 Effective application of digital technologies to learning, life and work
Harnessing open education approaches			
Integrated and sustainable learning and teaching	1.1 Students at the centre 1.2 Leadership of learning	2.2 Learning, teaching and assessment theory and approaches	3.2 Effective and inclusive practice and engagement with students and partners 3.3 Creates innovative curriculum design and learning and teaching
Research and evidence-based educational practice		2.2 Learning, teaching and assessment theory and approaches 2.3 Technologies and resources for learning, teaching and work	3.1 Ongoing professional learning 3.5 Critical reflective and collaborative practice in learning and teaching
Engaging in reflective practice for continuous enhancement	1.3 Continuous professional development	2.2 Learning, teaching and assessment theory and approaches 2.3 Technologies and resources for learning, teaching and work 2.5 The principles, processes and purposes of quality assurance and improvement	3.1 Ongoing professional learning 3.5 Critical reflective and collaborative practice in learning and teaching

Active and collaborative professional development	1.3 Continuous professional development	2.5 The principles, processes and purposes of quality assurance and improvement	3.1 Ongoing professional learning 3.5 Critical reflective and collaborative practice in learning and teaching
Embedding professional standards in learning and teaching	1.3 Continuous professional development	2.2. Learning, teaching and assessment theory and approaches 2.5 The principles, processes and purposes of quality assurance and improvement	3.1 Ongoing professional learning 3.5 Critical reflective and collaborative practice in learning and teaching



Mapping to UK Professional Standards Framework

The UK Professional Standards Framework (UKPSF) was developed by Advance HE and provides a comprehensive set of professional standards and guidelines for everyone involved in teaching and supporting learning in HE. The framework has been designed to be applied to personal development programmes at an individual, institutional or national level to improve teaching quality and celebrate success. At UHI, the UKPSF also provides the framework against which colleagues apply for recognition as Associate Fellow/Fellow/Senior Fellow of the Higher Education Academy through the university’s ALPINE scheme (Accredited Learning, Professional development and Innovation in Education).

UK Professional Standards Framework			
LTE Values and enabling Practices	Areas of Activity	Core Knowledge	Professional Values
Supporting the learner as an individual	A4 Develop effective learning environments and approaches to student support and guidance	K2 Appropriate methods for teaching, learning and assessing in the subject area and at the level of the academic programme K3 How students learn, both generally and within their subject/ disciplinary area(s)	V1 Respect individual learners and diverse learning communities V2 Promote participation in higher education and equality of opportunity for learners
Supporting flexible and student-centred learning	A1 Design and plan learning activities and/or programmes of study A4 Develop effective learning environments and approaches to student support and guidance	K2 Appropriate methods for teaching, learning and assessing in the subject area and at the level of the academic programme	V1 Respect individual learners and diverse learning communities V2 Promote participation in higher education and equality of opportunity for learners
Learning for personal growth and employment	A3 Assess and give feedback to learners A4 Develop effective learning environments and approaches to student support and guidance	K1 The subject material K2 Appropriate methods for teaching, learning and assessing in the subject area and at the level of the academic programme K3 How students learn, both generally and within their subject/ disciplinary area(s)	V4 Acknowledge the wider context in which higher education operates recognising the implications for professional practice
Authentic assessment and meaningful feedback	A3 Assess and give feedback to learners A4 Develop effective learning environments and approaches to student support and guidance	K2 Appropriate methods for teaching, learning and assessing in the subject area and at the level of the academic programme	V2 Promote participation in higher education and equality of opportunity for learners

UK Professional Standards Framework			
LTE Values and enabling Practices	Areas of Activity	Core Knowledge	Professional Values
Engaging students in reflection and research	A4 Develop effective learning environments and approaches to student support and guidance	K2 Appropriate methods for teaching, learning and assessing in the subject area and at the level of the academic programme	
Celebrating diversity through learning and teaching			V1 Respect individual learners and diverse learning communities V2 Promote participation in higher education and equality of opportunity for learners
Connecting learning across communities			V4 Acknowledge the wider context in which higher education operates recognising the implications for professional practice
Enriching learning through digital practices		K4 The use and value of appropriate learning technologies	
Harnessing open education approaches		K4 The use and value of appropriate learning technologies	V4 Acknowledge the wider context in which higher education operates recognising the implications for professional practice
Integrated and sustainable learning and teaching	A4 Develop effective learning environments and approaches to student support and guidance		
Research and evidence-based educational practice	A5 Engage in CPD in subjects / disciplines and their pedagogy, incorporating research, scholarship and evaluation of professional practices	K5 Methods for evaluating the effectiveness of teaching	V3 Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development
Engaging in reflective practice for continuous enhancement	A5 Engage in CPD in subjects / disciplines and their pedagogy, incorporating research, scholarship and evaluation of professional practices	K5 Methods for evaluating the effectiveness of teaching	V3 Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development

UK Professional Standards Framework			
LTE Values and enabling Practices	Areas of Activity	Core Knowledge	Professional Values
Active and collaborative professional development	A5 Engage in CPD in subjects / disciplines and their pedagogy, incorporating research, scholarship and evaluation of professional practices		V3 Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development
Embedding professional standards in learning and teaching	A1 Design and plan learning activities and/or programmes of study A4 Develop effective learning environments and approaches to student support and guidance	K6 Implications of quality assurance and enhancement for academic and professional practice with a particular focus on teaching	V4 Acknowledge the wider context in which higher education operates recognising the implications for professional practice



Mapping to UHI Graduate Attributes

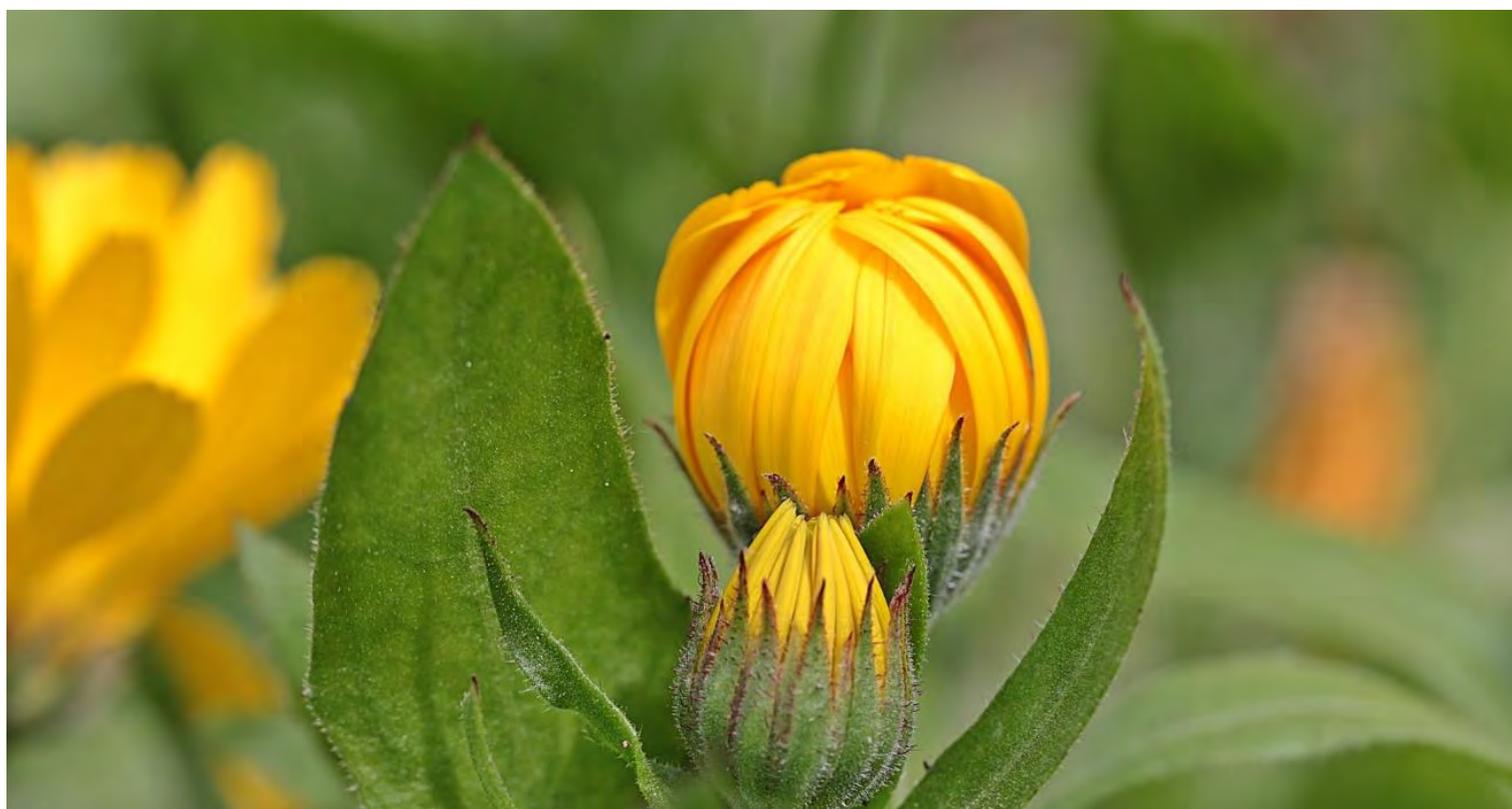
The table below provides examples of how the Learning and Teaching Enhancement values and the UHI Graduate Attributes can align in teaching and learning practice. The graduate attributes provide a common language to explore and reflect on the skills students develop through learning at UHI. They are intentionally broad and have been designed to accommodate UHI's diverse subject areas and levels of curriculum.

Graduate attribute	Indicative content	Example of overlap between LTE values and graduate attributes		
Academic skills	Application of knowledge	Engaging students in reflection and research	Enriching learning through digital practices	Supporting the learner as an individual
	Willingness to learn			
	Problem solving	Research skills	Application of knowledge	Willingness to learn
	Research skills			
	Reflective practice			
Knowledge of plagiarism and copyright	Willingness to learn	Problem solving	Reflective practice	
Self-management	Planning study time	Engaging students in reflection and research	Learning for personal growth and employment	Supporting flexible and student-centred learning
	Developing resilience			
	Taking initiative			
	Developing efficiency and effectiveness	Planning study time	Taking initiative	Developing efficiency and effectiveness
	Positive attitude	Taking initiative	Developing efficiency and effectiveness	Developing confidence
	Developing confidence	Developing efficiency and effectiveness	Positive attitude	Developing confidence
Interpersonal skills	Contributing to group projects	Connecting learning across communities	Authentic assessment and meaningful feedback	Integrated and sustainable learning and teaching
	Emotional intelligence			
	Honesty and reliability	Contributing to group projects	Giving and receiving feedback constructively	Working with difference and diversity
	Working with difference and diversity			
	Giving and receiving feedback constructively			
Social awareness	Volunteering	Celebrating diversity in learning and teaching	Connecting learning across communities	Harnessing open education approaches
	Undertaking work placements	Global awareness	Volunteering	Global awareness
	Ethical behaviour			
	Community engagement			
	Global awareness			
	Equality and diversity	Equality and diversity	Undertaking work placements	Ethical behaviour
		Community engagement		

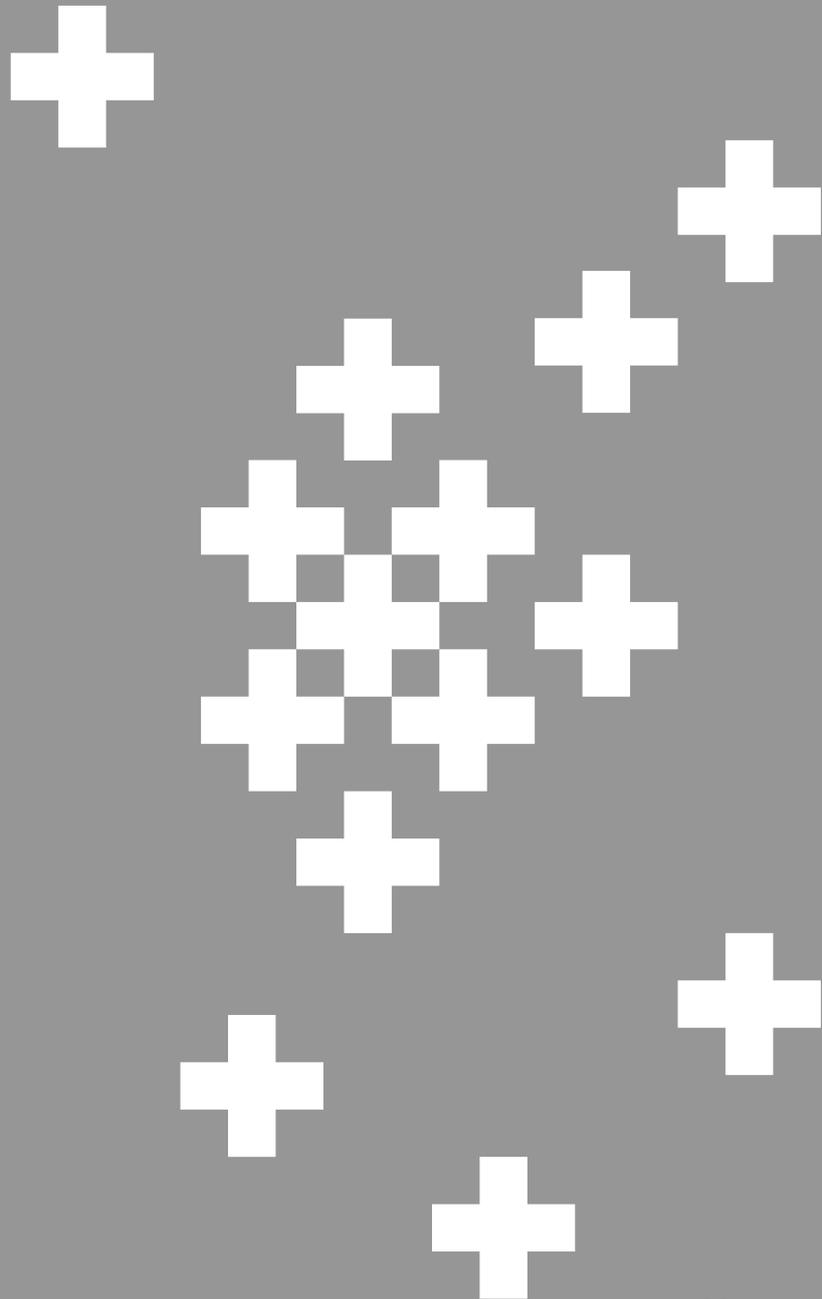
Mapping to Skills 4.0

The table below provides examples of how the Learning and Teaching Enhancement values and the skills outlined in Skills 4.0 can align in teaching and learning practice. Developed by Skills Development Scotland, Skills 4.0 provides a model of the skills that individuals will require to excel personally, and that the nation requires to drive Scotland's future.

Skills 4.0	Indicative content	Example of overlap between LTE values and Skills 4.0		
Social Intelligence	Communicating Feeling Collaborating	Celebrating diversity in learning and teaching	Integrated and sustainable teaching practices	Connecting learning across communities
	Leading	Feeling: Social conscience	Collaborating: Teamwork and collaboration	Leading: Inspiring others
Self-management	Focussing Integrity Adapting	Authentic assessment and meaningful feedback	Supporting flexible and student-centred learning	Supporting the learner as an individual
	Initiative	Initiative: Enterprising	Adapting: Self-learning	Integrity: Self-awareness
Innovation	Curiosity Creativity	Learning for personal growth and employment	Engaging students in reflection and research	Harnessing open education approaches
	Sense making Critical thinking	Critical thinking: Logical thinking	Curiosity: Information sourcing	Creativity: Idea generation



Thank you
Tapadh leibh



Learning, Teaching and Research Committee

Subject/Title:	STUDENT OUTCOMES FORECASTING
Author: [Name and Job title]	Lindsay Snodgrass, Vice Principal Student Experience & Quality Jane Maclennan, MIS Manager
Meeting:	Learning, Teaching & Research Committee
Meeting Date:	5 th December 2023
Date Paper prepared:	3 rd October 2023
Brief Summary of the paper:	To provide an overview of our forecast for student outcomes for AY 23-24
Action requested: [Approval, recommendation, discussion, noting]	Discussion
Link to Strategy: Please highlight how the paper links to, or assists with:: <ul style="list-style-type: none"> • compliance • partnership services • risk management • strategic plan • new opportunity/change 	Strategic Plan: Student Experience Risk Management Strategic Plan
Resource implications:	No If yes, please specify:
Risk implications:	Yes If yes, please specify: Operational: risk to operational effectiveness if appropriate improvement and enhancement in student outcomes is not being achieved Organisational: risk to organisational reputation, impact on recruitment / finance if student outcomes not as they should be
Equality and Diversity implications:	Yes If yes, please specify: reference to student outcomes across priority groups/sector benchmarking
Consultation: [staff, students, UHI & Partners, External] and provide detail	Key managers consulted

ITEM 04.

Status – [Non confidential]	Non-confidential		
Freedom of Information Can this paper be included in “open” business* [Yes]	Yes		
*If a paper should not be included within “open” business, please highlight below the reason.			
Its disclosure would substantially prejudice a programme of research (S27)		Its disclosure would substantially prejudice the effective conduct of (S28)	
Its disclosure would substantially prejudice the commercial interests of (S29)		Its disclosure would constitute a breach of confidence actionable in (S30)	
Its disclosure would constitute a breach of the Data Protection Act (S31)		Other (please give further details)	
For how long must the paper be withheld? (express either as the time which needs to pass or a condition which needs to be met.)			

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

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

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

STUDENT OUTCOMES FORECASTING AY 23-24

Executive Summary

The report provides an update on student outcomes forecast for 2023/24.

The early withdrawal date for FE full time students has been brought forward from 1st November to 3rd October in line with SFC guidance. At the time of writing, Early Withdrawals for FE Full time students is at 2.5%. A verbal update on the early withdrawal rates will be provided at the meeting.

Targets have been established for withdrawal/retention, partial success and successful outcomes at a college level and for FE courses that are over 160 hours, and for HNC and HND courses in line with SFC publications.

Main Body of Information

Targets 2023/24	% Completed Successful	% Partial Success	% Withdrawal
Outcomes for FE on recognised qualifications (full-time)	71.0%	11.0%	18.0%
Outcome Totals for FE on recognised qualifications (part-time)	87.0%	7.0%	6.0%
Outcomes for HE on recognised qualifications (full-time) HNC & HND	65.0%	15.0%	20.0%
Outcome Totals for HE on recognised qualifications (part-time) HNC & HND	79.0%	12.0%	9.0%

Outcomes for FE on recognised qualifications (full-time)

Year	Scotland			UHI Inverness		
	% Completed Successful	% Partial Success	% Withdrawal	% Completed Successful	% Partial Success	% Withdrawal
18-19	65.2%	10.1%	24.7%	69.9%	7.3%	22.8%
19-20	66.0%	13.2%	20.8%	67.0%	13.6%	19.4%
20-21	60.9%	11.7%	27.3%	59.9%	9.9%	30.1%
21-22	59.0%	11.7%	29.3%	58.0%	12.5%	29.5%
22-23 Target				66.0%	12.0%	22.0%
22-23 Actual				63.7%	10.4%	19.4%
2023-24 Target				71.0%	11.0%	18.0%

Our **FT FE successful outcomes rate is our leading KPI** and used to benchmark performance across the sector. The ongoing impact of action short of strike action means it is not currently possible to accurately determine overall success and partial success for students. **Results entered show 63.7% has been achieved in FT FE.** However, it is anticipated that we have exceeded our target of 66% for FT FE and **will achieve 68.9% successful outcomes, an improvement of 10.9% on last year's out-turn.** Based on this, a **target of 71% for this AY** feels appropriate.

Outcome Totals for FE on recognised qualifications (part-time)

Year	Scotland			UHI Inverness		
	% Completed Successful	% Partial Success	% Withdrawal	% Completed Successful	% Partial Success	% Withdrawal
18-19	79.7%	11.0%	9.3%	83.0%	10.5%	6.5%
19-20	78.0%	12.5%	9.5%	86.1%	6.6%	7.3%
20-21	76.2%	13.7%	10.1%	79.8%	9.1%	11.1%
21-22	76.3%	13.0%	10.7%	85.0%	8.4%	6.6%
22-23 Target				83.0%	9.0%	8.0%
22-23 Actual				85.8%	5.9%	6.5%
2023-24 Target				87.0%	7.0%	6.0%

Outcomes for HE on recognised qualifications (full-time) HNC & HND

Year	Scotland			UHI Inverness * not published		
	% Completed Successful	% Partial Success	% Withdrawal	% Completed Successful	% Partial Success	% Withdrawal
18-19	69.8%	11.7%	18.5%	65.0%	13.8%	20.1%
19-20	73.4%	11.7%	14.9%	71.0%	10.4%	18.6%
20-21	71.6%	10.9%	17.6%	55.7%	21.3%	23.0%
21-22	62.5%	13.9%	23.6%	58.8%	19.9%	21.3%
22-23 Target				72.0%	11.0%	17.0%
22-23 Actual				56.8%	14.8%	19.6%
2023-24 Target				65.0%	15.0%	20.0%

Outcome Totals for HE on recognised qualifications (part-time) HNC & HND

Year	Scotland			UHI Inverness *not published		
	% Completed Successful	% Partial Success	% Withdrawal	% Completed Successful	% Partial Success	% Withdrawal
18-19	78.9%	12.1%	9.0%	83.7%	10.7%	5.1%
19-20	78.2%	13.7%	8.2%	76.5%	15.3%	8.2%
20-21	80.9%	9.9%	9.2%	75.3%	13.1%	11.6%
21-22	78.8%	11.7%	9.5%	77.0%	13.2%	9.8%
22-23 Target				82.9%	8.5%	8.8%
22-23 Actual				69.6%	9.8%	13.0%
2023-24 Target				79.0%	12.0%	9.0%

HE outcomes are slightly harder to predict given the higher volume of outstanding outcomes across the UHI partnership due to ASOS. However, we are predicting a slight downturn in our HE full time outcomes which has been taken into consideration in our target setting. Based on results to date we **predict an out-turn of 60% in FT HE for AY 22-23**. This is below the sector benchmark and as such we need to pay attention to what is happening with HE and set an **incremental improvement target of 65%**.

Outcomes by priority learner group on courses lasting 160 hours or more

	Scotland *Includes HN 21-22 published			UHI Inverness 22-23 Actual * FE Only published			UHI Inverness 23-24 Target		
	% Completed Successful	% Partial Success	% Withdrawal	% Completed Successful	% Partial Success	% Withdrawal	% Completed Successful	% Partial Success	% Withdrawal
10% Most deprived postcode areas	60.1%	13.7%	26.3%	64.7%	12.0%	23.3%	65.0%	13.0%	22.0%
20% Most deprived postcode areas	60.8%	13.5%	25.6%	65.7%	11.4%	22.9%	66.0%	12.0%	22.0%
Ethnic minority	68.9%	13.7%	17.5%	63.0%	19.6%	17.4%	69.0%	14.0%	17.0%
Disability	61.6%	14.4%	24.0%	67.1%	11.5%	21.4%	68.0%	11.0%	21.0%
Care Experienced	52.5%	17.8%	29.6%	61.9%	8.6%	29.5%	62.0%	15.0%	23.0%

As part of our commitment to equity of opportunity and outcomes, we also set targets for specific priority learner groups. UHI Inverness performs well across the sector across all priority learner groups with the exception of ethnic minority. Stretch targets have been set for each of the priority groups.

The targets will be monitored on a monthly basis through School data presentations, the SJEC committee and routinely through EMT.

Learning, Teaching and Research Committee

Subject/Title:	Corporate Parenting Plan 2023-26
Author: [Name and Job title]	Lindsay Snodgrass, Vice Principal Student Experience & Quality Louise Martin-Theyers, Access & Progression Manager
Meeting:	Learning, Teaching & Research Committee
Meeting Date:	05.12.23
Date Paper prepared:	5 th October 2023
Brief Summary of the paper:	To provide an overview of our quality enhancement plan for AY 2023-24 and the areas of particular focus
Action requested: [Approval, recommendation, discussion, noting]	Discussion
Link to Strategy: Please highlight how the paper links to, or assists with: <ul style="list-style-type: none"> • compliance • partnership services • risk management • strategic plan • new opportunity/change 	Strategic Plan – Student Experience
Resource implications:	No If yes, please specify:
Risk implications:	Yes If yes, please specify: Legislative: risk to not upholding legislation around care experienced young people Operational: risk to operational effectiveness if appropriate improvement and enhancement planning not in place Organisational: risk to organisational reputation if organisation does not identify how it is supporting care experienced young people Financial: risk to financial position through poor retention / outcomes of care experienced young people
Equality and Diversity implications:	Yes If yes, please specify: reference to student outcomes across one of our priority groups
Consultation: [staff, students, UHI & Partners, External] and provide detail	Key managers consulted and external stakeholders Shared with all staff

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

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

Corporate Parenting Plan 2023-26

Executive summary

Our new Corporate Parenting Plan 2023-26 supports the continued improvement of outcomes for care experienced young people.

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”.

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 Statement of Ambition 2020, sets out expectations of equal outcomes by 2030.

The UHI Inverness 2023-26 plan is the third of our plans (2016-20; 2020-23) which provide a commitment to our support of care experienced young people over the next 3 years.

By comparison to the sector, UHI Inverness care experienced outcomes are very positive. However, we are aware of further improvement being needed to support equal outcomes by 2030.

Our 2023-26 plan focuses action around three main themes:

- Increasing opportunities for the learning, development, and progression of care experienced learners to impact positively on their outcomes and life chances.
- Communication, Representation, and the Care Experienced Voice.
- Improving financial support for care experienced learners.

UHI | INVERNESS

Corporate Parenting Plan

2023-2026

inverness.uhi.ac.uk

We are one of the largest partners of the University of the Highlands and Islands, a partnership of regional colleges and research institutions comprising Scotland's newest university.

UHI Inverness is at the heart of the community. Working closely with businesses and stakeholders, our curriculum and research capacity is designed to meet the ever-evolving needs of industry and support the strengths and ambitions of the region.

As the leading tertiary education provider, we deliver both further and higher education courses which offer flexibility and choice to study a wide range of subjects from access level right through to PhD. We adopt a personalised approach to help our learners discover the pathway which is right for them, and provide a combination of qualification, job-ready skills, support, and guidance to help our learners experience success in their studies and beyond into the workplace

UHI Inverness has locations at Inverness and Balloch Campus and represents a growing hub for research, innovation and enterprise set within a 215-acre site. UHI Inverness is honoured to be a Corporate Parent and acknowledges this as a great privilege with significant responsibilities. We have made a firm commitment to continue the positive and successful work that has been carried out to date and will remain steadfast in striving for excellence as we work to ensure our institution is safe, accessible, and inclusive for all learners.

We endorse the commitment made in The Promise and dedicate our endeavours to ensure that individuals who have lived care experience will have the opportunity to

'grow up loved, safe and respected'.

We recognise our setting as a vital access route in providing opportunities for further learning and employment for care experienced learners leaving school and are aligned to meeting the ambitious targets set by the Scottish Funding Council's Ambition for care experienced learners 2 to achieve equal outcomes to their peers by 2030.



Our Corporate Parenting Duty

Our care-experienced learners have experiences that have involved social work intervention from before birth, being adopted, fostered, living in kinship care, or having supervision orders. They have also experienced different levels of support and engagement from their local authorities and social workers, through care / after care teams, third sector and wider governmental agencies.

Whilst we fully appreciate the lifelong impact that care-experience can have, we also need to recognise an increasing number of learners who experience significant childhood challenges which place them on the periphery of care or result in estrangement from their family. In both instances learners report having experiences and perspectives which are similar to our care-experienced learners in terms of living with trauma, feeling isolated, and struggling to navigate the transition from school into further or higher education and then navigating 'student life' and beyond.

Estranged learners or those with extra consideration needs may not have experienced the same support or intervention from statutory services, and often require a broad range of support and care similar to that of care experienced learners. We also recognise the strength and resilience of these learner groups and acknowledge the shared sense of determination each possesses to direct their own future success. The inclusion of estranged and extra consideration learners in this corporate parenting plan does not detract from the unique sets of circumstances that care-experienced children, young people and adults navigate. However, we wish to enable an understanding of how current and future provision at UHI Inverness can meet the unique and shared needs of each group at every stage of the student journey.

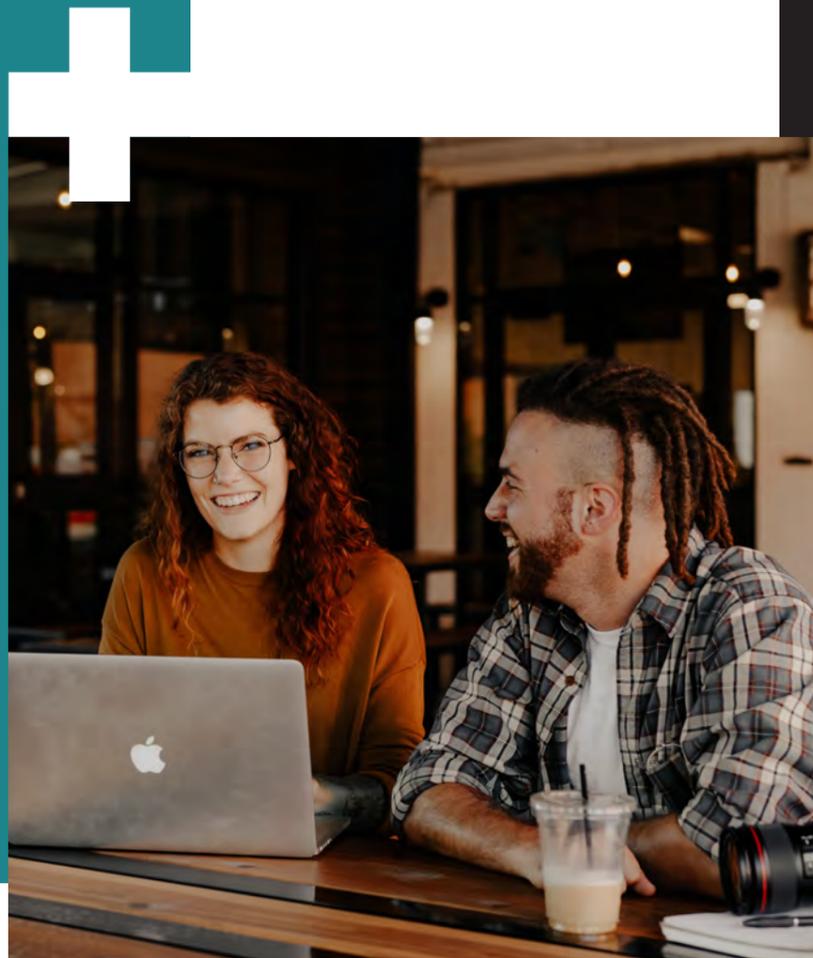
Whilst corporate parenting is a legislative responsibility to our care-experienced applicants and learners it can be argued that it is a moral issue to extend the same level of care and support to our estranged and extra consideration applicants and learners.

Intersectionality and promoting equality, diversity and inclusion

We recognise and value the unique lived experiences of each of our learners and acknowledge that amongst our learners who identify as care-experienced or estranged there may be those who require additional consideration and support due to the intersectionality they experience.

Intersectionality relates to the interconnected nature of social categorisations such as race, class, gender, sexuality, and identity, and can also include learners who identify as having a learning difference or disability, mental health condition or physical health issue, which increases the opportunity for discrimination and disadvantage.

By acknowledging that intersectionality exists we can grow our understanding of the challenges faced by our learners and be better equipped to holistically support the needs of our learners and create an environment where every learner is provided with an equal opportunity to thrive.



Our Vision



Ambitious

In ensuring our learners receive the right help, support, and guidance to help them reach their potential and meet the goals they set for themselves



Bold

In setting aspirational targets for change, both within our organisation and in collaboration with our corporate parenting partners



Creative

In designing innovative programmes and approaches to increase the aspirations and opportunities to engage with learning beyond statutory education

Our Guiding Principle

At UHI Inverness we have created a culture of compassion and care which is founded on research of the developmental process, the impact of trauma and early adverse childhood experiences and which informs our approach to teaching and learning and is the foundation of our professional service delivery.

We take a rights-based approach to ensure our practice is established on principles of non-discrimination, equality, accountability, transparency, participation, and empowerment.

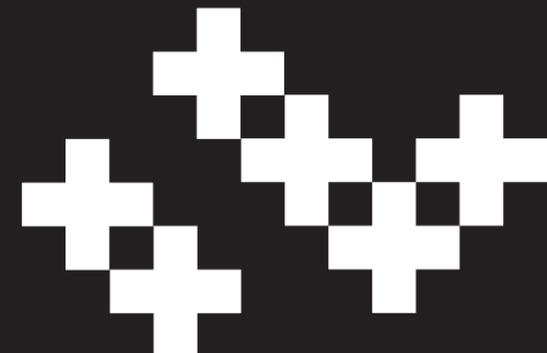
We place the needs of our care experienced, estranged learners and extra consideration learners at the heart of our strategic planning and encourage learners to actively contribute and inform this process.

We promote an inclusive and accepting environment where all learners feel heard, valued, and safe, and support them through the entirety of their student journey, from initial enquiry and beyond graduation with sustained and supportive relationships which are 'nurturing, patient, kind, compassionate, trusting and respectful'. **The Care Review (2020) 3.**

We recognise that care experienced, estranged and extra consideration learners are experts in recognising their own needs and capable of directing support which is meaningful to them.

We understand the impact that retelling a personal history can have on our learners. We take a 'one-person, one-story approach' which enables a key person to coordinate services and support once information has been shared and avoids the re-traumatisation of individuals.

We strive for excellence in demonstrating leadership in our commitment to being corporate parents amongst our partners, shareholders and within our community.



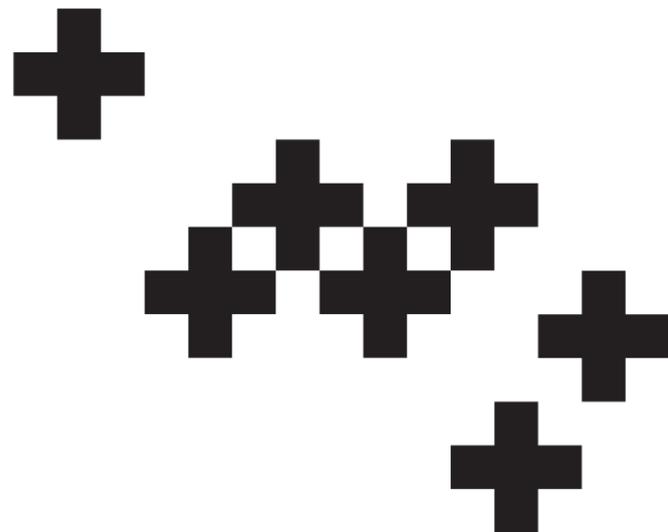


National Outcomes

Using the Scottish data, we know that care experienced young people are:

- + Considerably less likely to attain at the higher levels of statutory education where the gaps widen. 38% of school leavers 'looked after' within the last year of school left with one or more qualifications at SCQF level 5 or better, in comparison to 88% of all school leavers.
- + Less likely to go on to a 'positive initial destination'. 86% of young people 'looked after' within the last year of school went on to a positive destination after leaving school in 2020/21, compared with 95% of all school leavers. This drops to 67% for those progressing to college, university, or employment in sharp contrast to 91% for all school leavers. 4
- + More likely to achieve lower success on full time FE courses compared to their peers.
- + Currently represent just 13% of care leavers who enter HE by their 19th birthday, compared to 45% of the wider population.
- + One of the most under-represented groups within higher education 5.

Such poor educational outcomes also correlate to other socioeconomic issues experienced by this learner group including higher unemployment, homelessness, criminalisation, and poor health.



Outcomes at UHI Inverness

UHI Inverness performs exceptionally well by comparison to the national benchmark for care experienced learners across FE and HNs with successful outcomes, 14.6% above sector average and in line with the outcomes of all enrolments in AY 19-20. Our much lower rates of withdrawal by comparison to the national benchmark is also noteworthy.

During the pandemic we noted that, despite the on-going high level of support offered to our care experienced learners, the sustained and unpredictable nature of the pandemic meant that many struggled to engage with remote or blended learning and found it hard to manage the subsequent disruption and change. In addition, much of the

community-based support stopped in March 2020 and the online environment of support was not adequate for this learner group. The unprecedented and continually evolving challenges of the COVID-19 pandemic, including the challenges presented to our setting to complete provision within the restrictions and guidelines, meant that measures of success since 2018-19 have been significantly affected. Through sector level discussions we are aware that the concerns about re-engaging care experienced learners and closing the attainment gap is not unique to Inverness, however, we remain determined to refocus our efforts in order to meet the ambitious target set by the Scottish Funding Council of equal outcomes for learners by 2030.2.

Values		2019/20	2020/21	2021/22	2022/23
FE Students	Early WD %	3.91%	8.30%	6.11%	5.88%
	Further WD%	4.89%	12.11%	12.21%	7.49%
	Partial Success %	8.80%	10.38%	6.49%	5.88%
	Success %	82.40%	69.20%	75.19%	80.75%
FE Care Experienced	Early WD %	0.00%	4.55%	28.57%	7.14%
	Further WD%	15.00%	27.27%	14.29%	28.57%
	Partial Success %	10.00%	18.18%	14.29%	14.29%
	Success %	75.00%	50.00%	42.86%	50.00%
HE Students	Early WD %	5.11%	4.32%	4.46%	6.27%
	Further WD%	4.29%	8.64%	9.13%	7.23%
	Partial Success %	5.11%	16.16%	19.53%	14.70%
	Success %	85.48%	70.88%	64.76%	63.86%
HE Care Experienced	Early WD %	0.00%	0.00%	25.00%	0.00%
	Further WD%	50.00%	0.00%	12.50%	0.00%
	Partial Success %	0.00%	40.00%	12.50%	25.00%
	Success %	50.00%	60.00%	50.00%	50.00%

Our commitment from 2020 onwards has been one of recovery and re-adjustment post pandemic, we have worked hard to re-establish in-person outreach activities and increase the social experience of campus life in order to accomplish or exceed the highest levels reached prior to the impact of the pandemic. Therefore, moving forward, our initial targets for full-time FE and HE care experienced learners to successfully achieve a recognised qualification will be 75% and 60% respectively.

Building on a Firm Foundation

Over the past 6 years we have evidenced a significant and positive increase to the services and support available to our care experienced, estranged and extra consideration learners.

At UHI Inverness we have built a firm foundation of support throughout the student journey from encouraging early college experiences whilst young people are still in school at pre-application and enrolment, throughout the learning journey and beyond into employment.

We work proactively with corporate parenting partners across the region to build early relationships which allow us to be guided by the needs of each individual.

Pre-Entry & Application Support

UHI Inverness operates a positive declaration environment and encourages declarations of care experience at the earliest point to enable timely and appropriate support.

We work with partner agencies and schools to support the transition of care experienced learners from as early as S1. Care experienced learners are invited to discuss their requirements for an effective transition and the Access and Transition Coordinator creates a person-centered Transition Plan based on the needs of the individual. This draws together any relevant support needed both from UHI Inverness and from external partners.

Prior to applying for a course, care experienced learners are provided with preparatory support such as help in identifying suitable routes of study, completing application forms, writing personal statements, preparing for interview, tours of the campus setting and accommodation.

UHI Inverness applies contextualised admissions for all applicants with care experience to ensure a guaranteed interview and an offer of a place on the course of choice, or a suitable alternative.

Over the summer months, UHI Inverness offers a tailored programme to support transitions including advice around funding and accommodation, budgeting and financial planning, and ongoing support arrangements which, wherever possible, are put in place prior to enrolment.

Support Throughout Learning

Robust data sharing agreements with our corporate parenting partners allow us to;

- + **clearly identify care experienced, estranged and extra consideration learners who reside in halls**
- + **keep informed and updated with any concerns raised out of hours**
- + **extend the support we offer to learners who require it through a shared monitoring and information sharing process.**
- + **Give learners confidence that we will only share information about them with their permission.**

During the academic year, FE learners have timetabled weekly pastoral support with their Personal Development Advisor and additional 1:1 support as required. HN / HE learners have their Personal Academic Tutor as a point of contact throughout the year and additional access to the Student Support Team and the Access and Transitions Coordinators.

As part of our continued commitment to improving outcomes for care experienced, estranged and extra consideration learners, we regularly monitor the attendance and engagement of all FE FT learners through the INSIGHT monitoring and tracking system. Care experienced learners, amongst other priority learner groups, are flagged for additional consideration. Early interventions are made for learners who show signs of struggling with engagement. Following discussion with the PDA / PAT, referrals to various forms of support are made, for example, wellbeing; funding; additional learning support, to provide the learner with the necessary support required to get back on track.

Ongoing Support

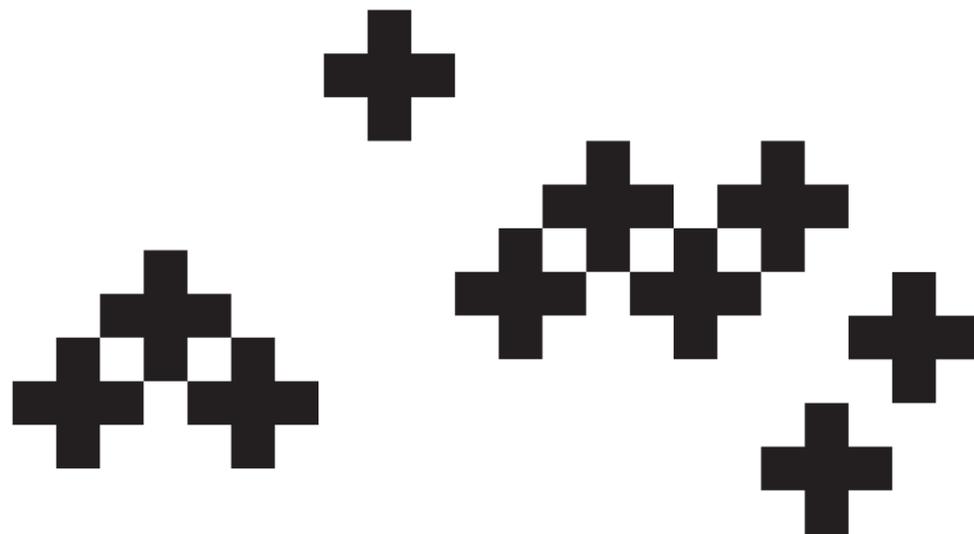
Transition Plan Review meetings are held between the Access and Transitions Coordinators and learners twice each year. This ties in with the key stages of the learner journey and are designed to review and update any support measures in place. Where learners do not have an active Transition Plan in place, contact at key stages of the learner journey are in place to check in on student wellbeing and remind learners of the support available to them.

UHI Inverness welcomes the views of care experienced learners, and their voice is captured at several points through the academic year including through student surveys and specific focus groups.

Towards the end of the course of study, Personal Development Advisors / Personal Academic Tutors hold exit interviews to discuss progression opportunities or to provide support in taking the next steps to employment. Learners are supported to create a skills profile and find employment opportunities utilising 'My World of Work' or 'Future Me' engagement activities, 1:1 career advisor meeting with SDS coaches, and attendance at careers and employability events organised at both departmental and college level.

Financial support is offered to ensure care experienced and estranged learners can attend graduation and celebrate their success alongside their peers.

The outcomes and destinations of our care experienced learners are carefully monitored, analysed and used to inform future planning



Community Partners

We have partnered with MCR Pathways who regularly attend our staff conference to recruit and train staff to become mentors to care experienced young people within our local community.

UHI Inverness produces a Holiday Toolkit of resources and events for learners to support them during holiday periods. Online mental health and wellbeing support is available out of hours with our specialist provision 'Spectrum life'. UHI Inverness also hosts a weekly summer club throughout the academic holidays to maintain contact with care experienced learners.

The Access and Transition Coordinators work collaboratively with Barnardos and Highland Council's employability team to find meaningful employment for care experienced learners and to offer social days, pizza making and football within the community and on campus throughout the year but particularly during holiday periods.

UHI Inverness lead the Highland Corporate Parenting Steering group which comprises of representatives from education, local authority, social work and the third sector.

The My Future My Success team at Highland Council and UHI Inverness co deliver a course and outreach work to re-engage high school pupils with less than 70% attendance back into learning.

Awards

Through our approach to transitioning care experienced young people, UHI Inverness was commissioned by the local authority to create and run a 2-year pilot programme for care experienced learners aged 16-22 not currently engaged in learning or employment. The LEEP Ahead programme is founded on nurture principles, human developmental awareness, and trauma informed practice. The outcomes have been a resounding success and the programme will now be adopted into our mainstream delivery. We have also been recognised in the following regional and national awards.

UHI Student Initiative Awards 2022 Highly Commended

The judges' comments:

What an inspiring project. Anything that allows people to realise their potential is always worthwhile.

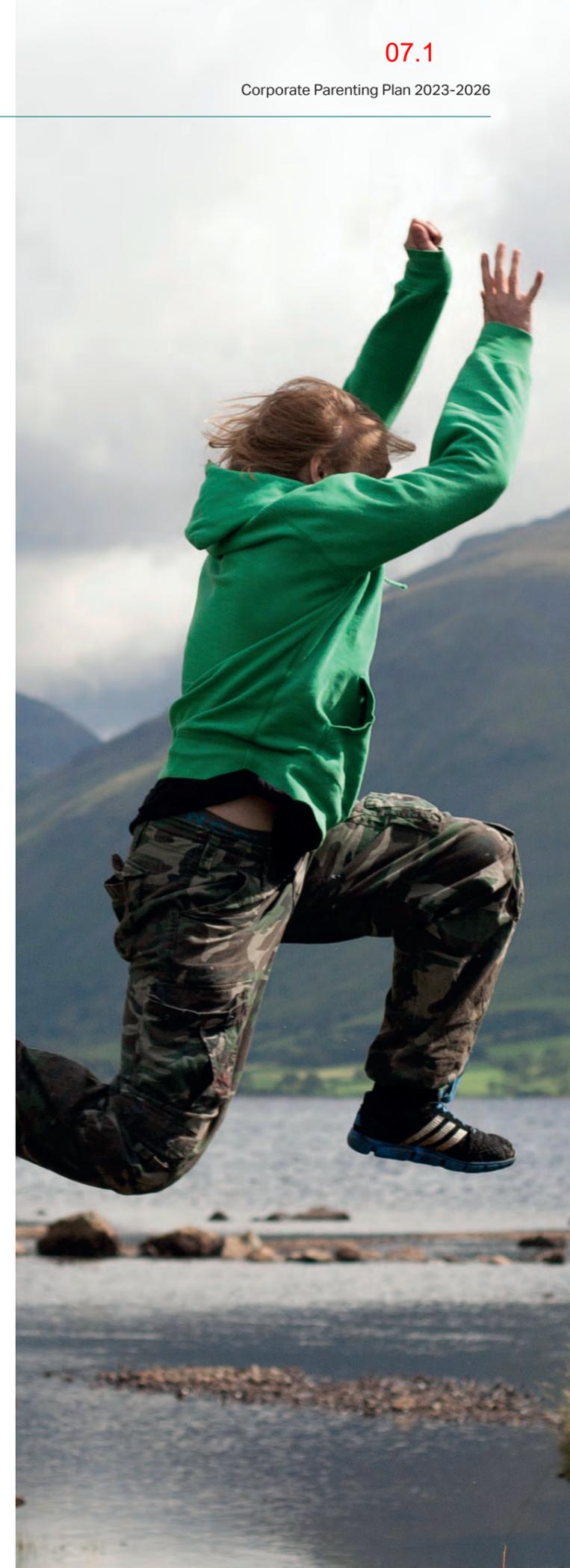
Sounds like a very worthwhile programme for some of the most disadvantaged in society.

This initiative is excellent as it addresses the needs of an often forgotten about group of learners. Giving them the skills and confidence to feel that they can enter education is a massive step. Really wonderful.

College Development Network Inclusive College Award 2022 Commended

The Herald Education Awards 2023 Widening Access Award

Winner



What do our learners say?

98%

of our care experienced learners reported that they had a positive early experience.

74%

said they were progressing on to the next year of their course

93%

said they knew how to access support and were satisfied with their transition support.

95%

said they felt fairly treated by staff

95%

said they knew how to access mental health and wellbeing support.

100%

were satisfied with the support offered through The Bothy

Cost of Living

We understand that care experienced, estranged and extra consideration learners can face the greatest hardships in relation to essential needs. At UHI Inverness we are committed to ensuring the essential needs of all of our learners are met so that they are free to focus on learning.

- + We offer accommodation 365 days a year with flexible payment arrangements.
- + Emergency accommodation in case of relationship breakdowns and unexpected homelessness
- + Home starter kits complete with bedding, pans, crockery and cutlery
- + Support with digital devices, digital literacy and IT services
- + The Bothy – offers a wide range of academic, wellbeing and learning support, advice and guidance
- + The Cubby– offers a selection of free toiletries and sanitary products
- + The Larder – offers food items, recipes and online cookery classes to support healthy eating
- + Free breakfast (toast and beans) and lunch (soup and a roll) every day in term time
- + Free warm winter clothing, keep warm kits, gloves and scarves

Moving Forward For 2023-2026

Our new Corporate Parenting Plan draws on feedback and engagement with care experienced learners and extended corporate parenting partners across the region, our partners in the local authority including the Through Care and Aftercare teams and staff involved in supporting care experienced learners.

Our 2023-26 plan will focus on the following overarching themes:

Theme 1:

Increase opportunities for the learning, development, and progression of care experienced learners to impact positively on their outcomes and life chances.

Theme 2:

Expand opportunities to hear and represent the voice of care experienced learners and ensure they are represented in ways which are meaningful to them. We will also seek to develop the quality of communication we have when working with and referring to care experienced learners.

Theme 3:

Improve the financial support for care experienced learners



As a Corporate Parent, we have an ongoing responsibility to the following duties as set out in the Children and Young People (Scotland) Act 2014:

Corporate Parenting duties



Be **alert** to matters which, or which might, adversely affect the wellbeing of looked after children and care leavers.



Assess the needs of those children and young people for services and support.



Promote the interests of those children and young people.



Seek to provide looked after children and care leavers with **opportunities** to participate in activities designed to promote their wellbeing.



Take action to help looked after children and care leavers **access** opportunities and make use of the services and access support they provide.



Take any other action you consider appropriate for the purpose of **improving** the way in which you exercise your functions in relation to looked after children and care leavers.

Image: Who Cares? Scotland <https://www.whocarescotland.org/resources-learning/corporate-parents/>



ACTIONS

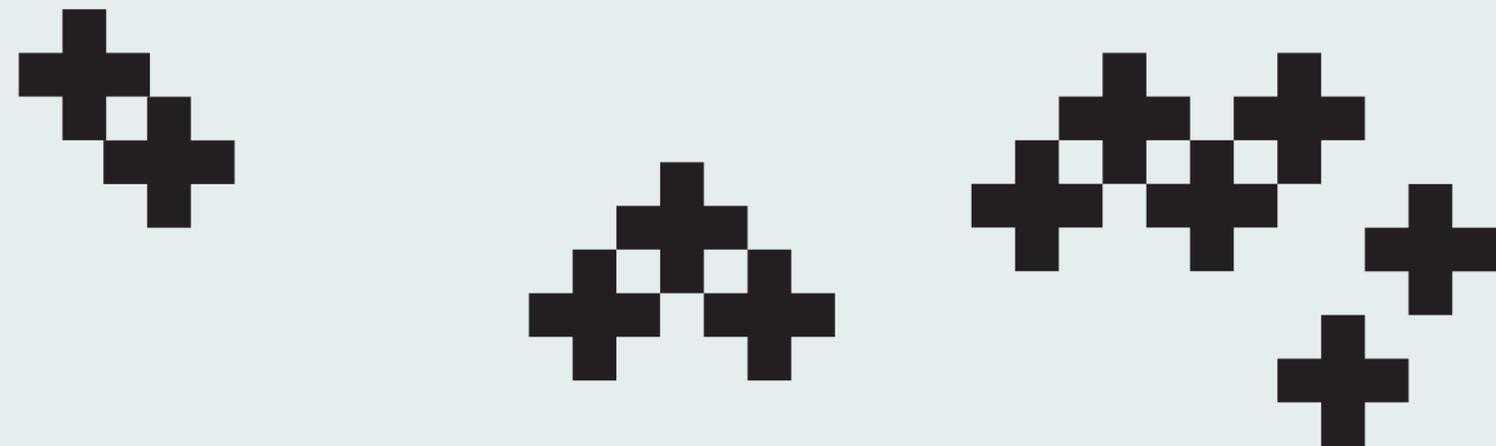
Increase opportunities for the learning, development, and progression of care experienced learners to impact positively on their outcomes and life chances.

What will success look like?	Timescale
Embed the process of monitoring engagement and attendance of all care experienced learners to ensure contact is made after one absence to support early intervention.	June 2024
Encourage a supportive and inclusive learning environment which promotes positive relationships and restorative approaches to ensure that the exclusion of care experienced learners only takes place when all other approaches have been exhausted.	June 2024
Increase the number of care experienced learners engaging in the Student Voice Representative role and the new Student Ambassador role	December 2025
In collaboration with Highland Council Employability Team and Skills Development Scotland, offer all exiting care experienced learners Employability coaching and interview preparation to support meaningful employment opportunities.	June 2025
Building on the waiving of graduation fees, celebrate the success of care experienced learners in ways which are meaningful to them, including ensuring a known support attends graduation and other celebratory events.	June 2025
Embed the new programme design principles for all L4/5 programmes to support flexible pathways and improved outcomes for care experienced learners.	June 2026
Embed target setting across all FE FT programmes for curriculum teams to support improved outcomes for care experienced learners along with other with other priority groups	June 2026
Establish a team of staff Care Experienced Champions who will act as mentors to provide additional mentorship and support to learners	June 2026
Working in partnership with community-based providers, offer on-going support to care experienced young people exiting their programme to ensure their on-going needs are met, such as Housing and mental Health services.	June 2026
Establish a pilot programme to run in conjunction with selected secondary schools to raise the ambitions of S1-3 care experienced learners through a collaborative programme to increase engagement with learning beyond statutory education.	June 2026

ACTIONS

Communication, Representation, and the Care Experienced Voice

What will success look like?	Timescale
Engage with Each and Every Child to provide a programme of professional development to shift how our staff communicate when speaking about care experience to influence public opinion and build support for The Promise being realised.	June 2024
Participate in the College Development Network National Trauma Training Programme to extend our work on trauma informed practice across our setting.	June 2024
Create opportunities for care experienced learners to get together, should they want to, by holding regular action group meetings, study groups, and social group sessions across the academic year led by the suggestions of our care experienced learners.	June 2024
Further extend the opportunities to raise staff awareness of our responsibilities to care experienced learners from point of staff induction to on-going professional development.	June 2025
Embed stories from care experienced staff and learners in marketing materials and promotional activity to support the care experienced voice.	June 2025
Care experienced learners will receive a designated support pack outlining the support available to them - shared with applicants at point of interest or application.	June 2026
In partnership with the Quality team, continue to monitor the care experienced voice through our routine surveys and feedback channels in order to continuously improve their experiences.	June 2026



ACTIONS

Improving financial support for care experienced learners

What will success look like?	Timescale
Offer a Home Starter pack to care experienced learners who moving into halls of residence and who require this or to those requiring an emergency placement during the academic year.	June 2024
Establish a system with the UHI halls team to ensure that any care experienced learner who defaults on their rent payment are flagged immediately and offered early financial support to prevent them from falling into debt.	June 2025
Continue to prioritise care experienced learners for hardship and discretionary funding.	June 2026
Ensure care experienced learners are aware they can access food, toiletries, and sanitary products throughout the summer.	June 2026
Ensure all care experienced learners are aware of and can access an additional year of SFC FE funding to allow greater flexibility of choice over learning opportunities.	June 2026

Corporate Parenting Partners of UHI Inverness



HIGHLAND
THIRD
SECTOR
INTERFACE



**POLICE
SCOTLAND**
Keeping people safe
POILEAS ALBA



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References

1. Home - The Promise
2. SFC's National Ambition for Care-Experienced Learners Issue Date: 13 January 2020 Reference: SFC/CP/01/2020
3. The Care Review (2020)
4. The National Network for the Education of Care-Leavers (NNECL) June 2022
5. Widening participation in higher education: 2020 - GOV.UK (www.gov.uk)

-  inverness.uhi.ac.uk
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-  [@UHIinverness](https://www.facebook.com/UHIinverness)
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-  [UHI Inverness](https://www.youtube.com/UHI_Inverness)

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Subject/Title:	Governance Update
Author: [Name and Job title]	Ludka Orłowska-Kowal Governance Officer
Meeting:	Learning, Teaching & Research Committee
Meeting Date:	05 December 2023
Date Paper prepared:	27 November 2023
Brief Summary of the paper:	This paper provides the LT&R Committee with an update on Committee & Chair evaluation feedback
Action requested: [Approval, recommendation, discussion, noting]	Discussion and Noting.
Link to Strategy: Please highlight how the paper links to, or assists with:: <input type="checkbox"/> compliance <input type="checkbox"/> partnership services <input type="checkbox"/> risk management <input type="checkbox"/> strategic plan <input type="checkbox"/> new opportunity/change	Governance Compliance
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:		
Student Experience Impact:	Yes/ 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)	
Its disclosure would substantially prejudice the commercial interests of any person or organisation (s33)		Its disclosure would constitute a breach of confident actionable in court (s36)	
Its disclosure would constitute a breach of the Data Protection Act (s38)		Other (Please give further details)	

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

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

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

Committee and Chair Evaluation Feedback

To ensure our commitment to the Code of Good Governance we undertake an annual evaluation of our Committee and Committee Chairs. Following feedback received as part of last year's Committee and Chair Evaluations it was agreed that future evaluations would be completed individually via an online survey. Members of each Committee were provided access to the relevant surveys.

Response rates were as follows:

Committee	Chair Evaluation Responses	Committee Evaluation Responses
LT&R Committee	3	5

A summary of the LTR Committee Evaluation is attached as appendix 2.

When evaluating individual survey questions Committee members responded with Yes to 11 out of 21 questions:

1. Does the Committee meet regularly in accordance with the Board Standing Orders?
2. Does the Committee consistently have a quorum?
3. Does at least one of the Committee members have a background relevant to the remit of the Committee?
4. Does the Committee report regularly to the Board?
5. Does the Committee have written terms of reference?
6. Does the Committee have a mechanism to keep it aware of topical legal and regulatory issues?
7. Does the Committee monitor to ensure risk is controlled?
8. Does the Committee regularly review relevant strategic plans?
9. Does the Committee consider the level of detail and information it receives appropriate?

Free comment: I would suggest that sometimes we receive a little too much detail.

10. Is the Committee addressing all matters delegated to it by the Board and under its terms of reference?
11. Are Committee papers distributed in sufficient time for members to give them due consideration?
12. Are Committee meetings scheduled prior to important decisions on specific matters being made?

Following questions, 10 out of 21, had a variety of responses with free comments added:

1. Does all Committee members attend meeting regularly?
Four members responded with Yes, with free comment: I'm not entirely sure.
2. Does the Committee have enough members?
Four members responded with Yes, one with No, with free comment: We should have someone with expertise in Research.
3. Have new Committee members received all necessary training?
Three members responded with Yes, one with N/A, with free comment: Unsure.
4. Do the terms of reference include all aspects of the Committees role?
Four members responded with Yes, with free comment: Don't the terms of reference set the role of the Committee?
5. Does the membership of the Committee need to be changed?
One member responded with Yes, three with NO and one with N/A.
6. Are the terms of reference adopted by the full Board and reviewed biannually?
Three members responded with Yes, one with N/A, with a free comment: Not sure.
7. Are appropriate internal performance measures monitored by the Committee?
Four members responded with Yes, one with N/A.
8. Does the Committee have an independent secretary?
Three members responded Yes. One No, and one N/A.
9. Is the timing of Committee meetings discusses with all involved?
Four members responded Yes, with free comments: ?

Following items will be investigated:

- Terms of reference will be shared with all members
- Current and outstanding training details will be checked

Evaluation of Learning, Teaching and Research Committee

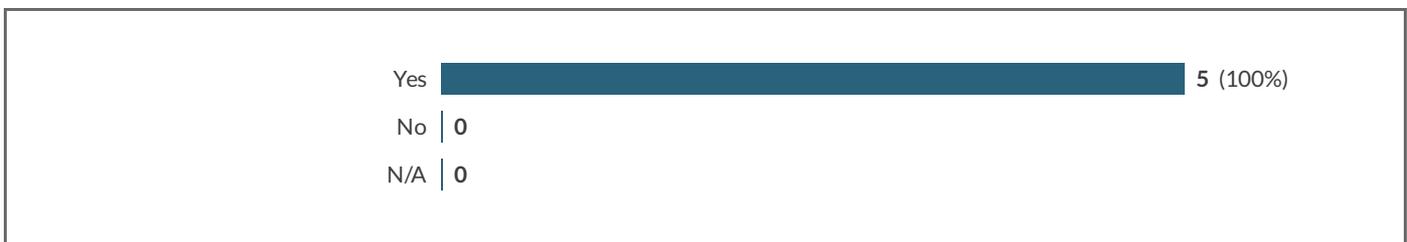
Showing 5 of 5 responses

Showing **all** responses

Showing **all** questions

Response rate: 62%

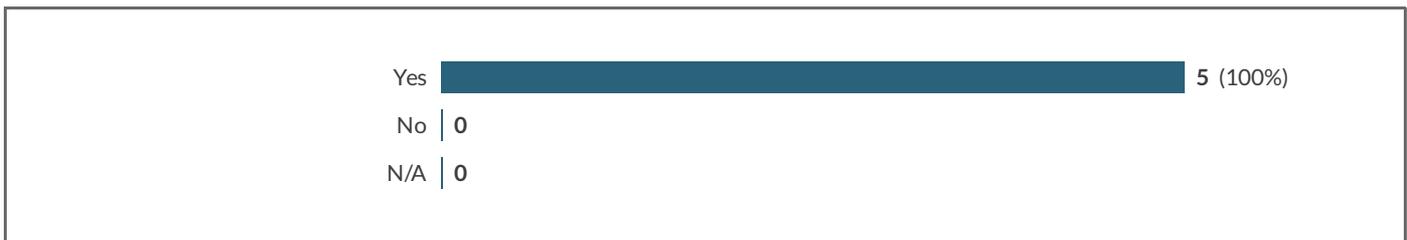
1 Does the Committee meet regularly in accordance with the Board Standing Orders?



1.a Comments:

No responses

2 Does the Committee consistently have a quorum?



2.a Comments:

No responses

3 Do all Committee Members attend meetings regularly?



3.a Comments:

Showing 1 response	
I'm not entirely sure.	1063679-1063661-111877011

4 Does the Committee have enough members?



4.a Comments:

Showing 1 response	
We could use someone with expertise in research.	1063679-1063661-111877011

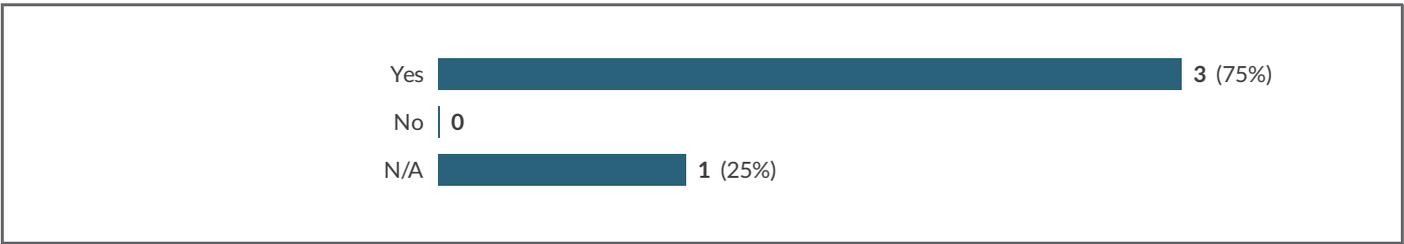
5 Does at least one of the Committee members have a background relevant to the remit of the Committee?



5.a Comments:

No responses

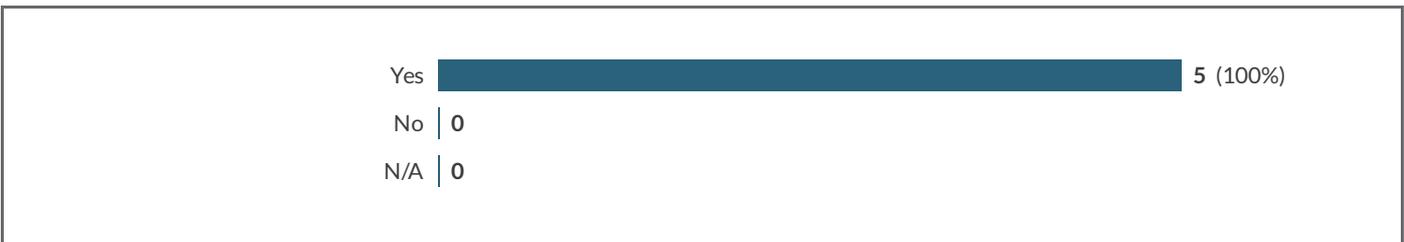
6 Have new Committee members received all necessary training?



6.a Comments:

Showing 1 response	
Unsure	1063679-1063661-112611190

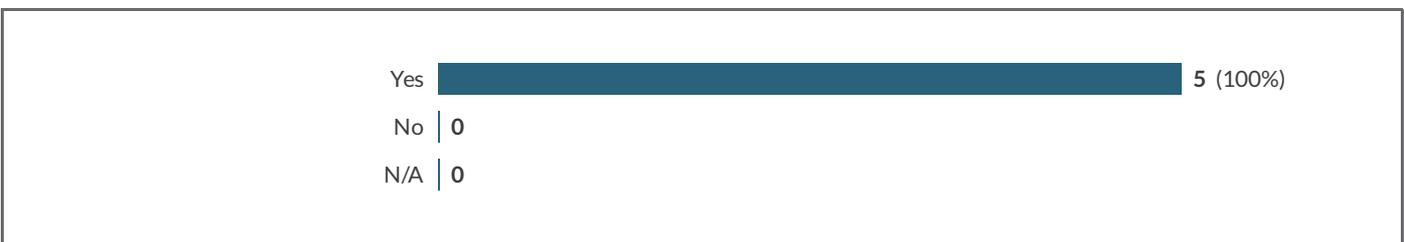
7 Does the Committee report regularly to the Board?



7.a Comments:

No responses

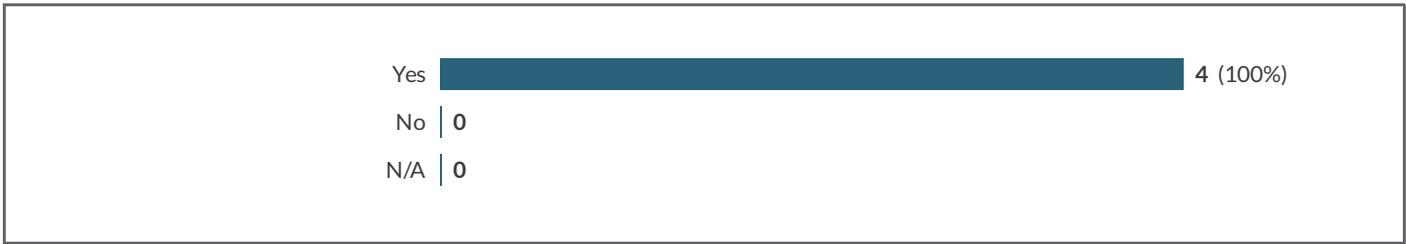
8 Does the Committee have written terms of reference?



8.a Comments:

No responses

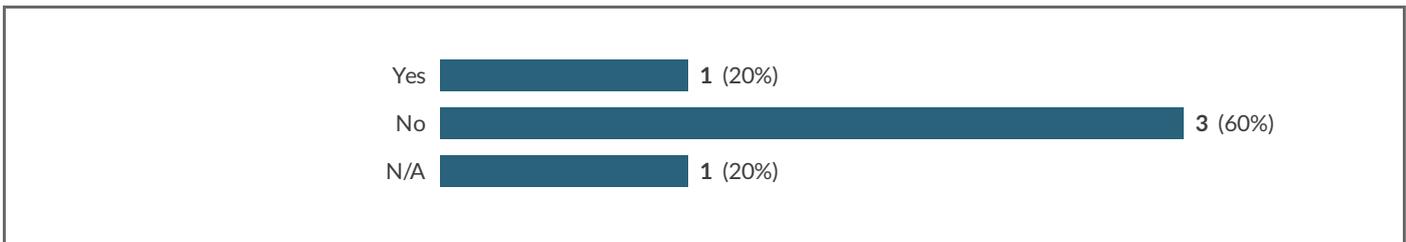
9 Do the terms of reference include all aspects of the Committee's role?



9.a Comments:

Showing 1 response	
Don't the Terms of Ref set the role of the Committee?	1063679-1063661-111877011

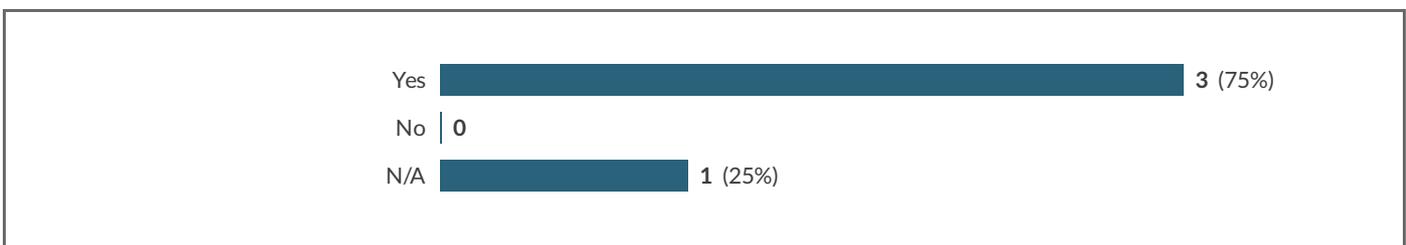
10 Does the membership of the Committee need to be changed?



10.a Comments:

No responses

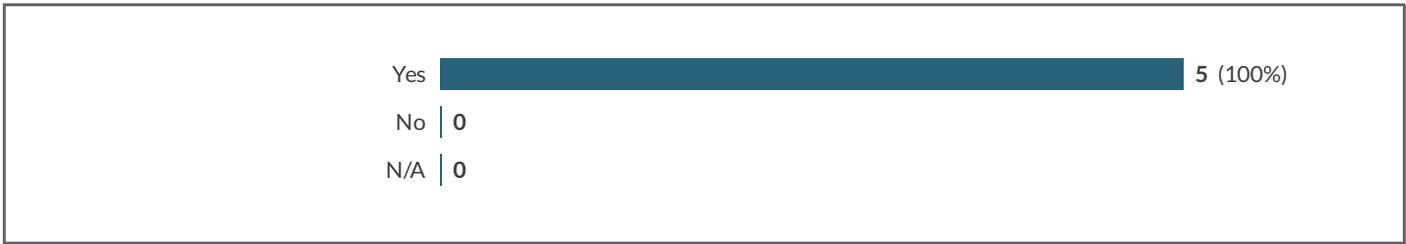
11 Are the terms of reference adopted by the full Board and reviewed biannually?



11.a Comments:

Showing 1 response	
Not sure.	1063679-1063661-111877011

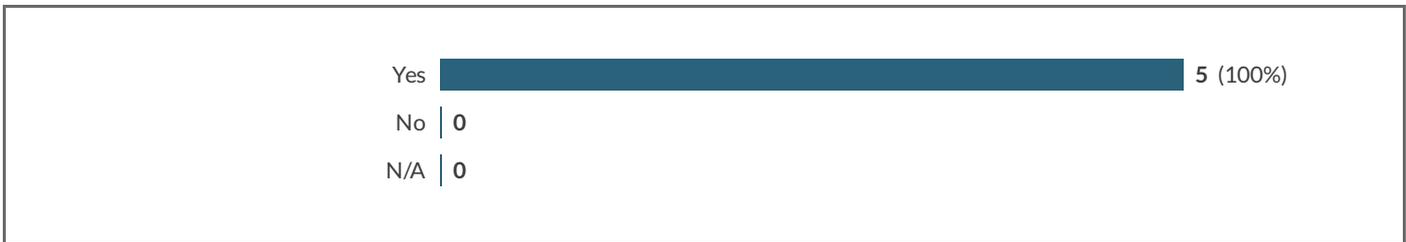
12 Does the Committee have a mechanism to keep it aware of topical legal and regulatory issues?



12.a Comments:

No responses

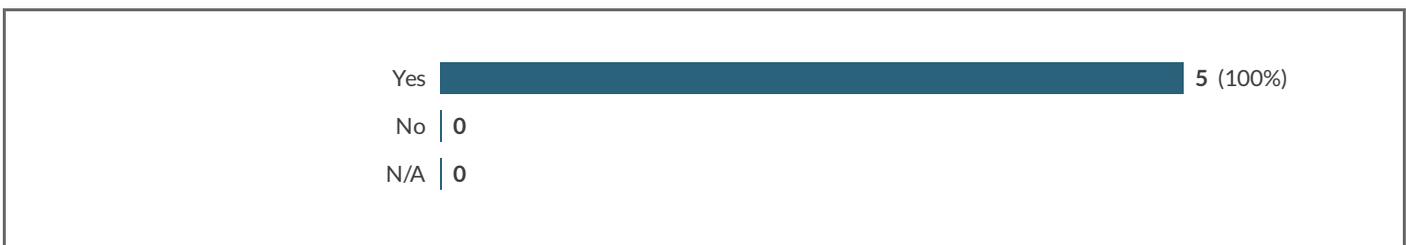
13 Does the Committee monitor to ensure that risk is controlled?



13.a Comments:

No responses

14 Does the Committee regularly review relevant strategic plans?



14.a Comments:

No responses

15 Does the Committee consider the level of detail and information it receives appropriate?

Yes  5 (100%)
No | 0
N/A | 0

15.a Comments:

Showing 1 response

I would suggest that sometimes we receive a little too much detail.

1063679-1063661-111877011

16 Are appropriate internal performance measures monitored by the Committee?

Yes  4 (80%)
No | 0
N/A  1 (20%)

16.a Comments:

No responses

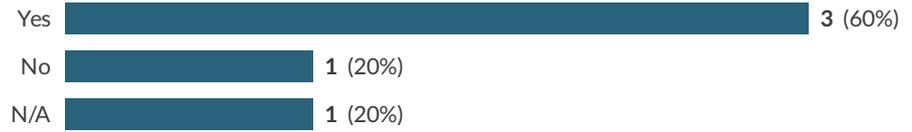
17 Is the Committee addressing all matters delegated to it by the Board and under its terms of reference?

Yes  5 (100%)
No | 0
N/A | 0

17.a Comments:

No responses

18 Does the Committee have an independent secretary?



18.a Comments:
No responses

19 Are Committee papers distributed in sufficient time for members to give them due consideration?



19.a Comments:

Showing 1 response	
Yes. Usually.	1063679-1063661-111877011

20 Are Committee meetings scheduled prior to important decisions on specific matters being made?



20.a Comments:
No responses

21 Is the timing of Committee meetings discussed with all involved?



21.a Comments:

Showing 1 response	
?	1063679-1063661-111877011

22 Thank you for completing this evaluation.

Showing all 5 responses	
a85cbdadd5504d879c35deb1bf1b674b	1063679-1063661-111659771
bf79114290c34bb0bc646642eb7f64f2	1063679-1063661-111877011
33c9dbece90d4b8399e4eb1054d0801f	1063679-1063661-112048732
e574b55117f14a32b5c0262b6240b6cf	1063679-1063661-112611190
10fa42248c3d4df9b218525fbb18ef01	1063679-1063661-112618656

Learning, Teaching and Research Committee

Subject/Title:	Quality Enhancement Planning AY 2023-24
Author: [Name and Job title]	Lindsay Snodgrass, Vice Principal Student Experience & Quality
Meeting:	Learning, Teaching & Research Committee
Meeting Date:	24 th October 2023
Date Paper prepared:	4 th Sept 2023
Brief Summary of the paper:	To provide an overview of our quality enhancement plan for AY 2023-24 and the areas of particular focus
Action requested: [Approval, recommendation, discussion, noting]	Discussion
Link to Strategy: Please highlight how the paper links to, or assists with:: <ul style="list-style-type: none"> • compliance • partnership services • risk management • strategic plan • new opportunity/change 	Strategic Plan – Student Experience
Resource implications:	No If yes, please specify:
Risk implications:	Yes If yes, please specify: Operational: risk to operational effectiveness if appropriate improvement and enhancement planning not in place Organisational: risk to organisational reputation, impact on recruitment / finance / student outcomes
Equality and Diversity implications:	Yes If yes, please specify: reference to student outcomes across priority groups
Consultation: [staff, students, UHI & Partners, External] and provide detail	Key managers consulted Shared with all staff

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

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

Quality Enhancement Planning

Executive summary

Our Quality Enhancement Plan (QEP) reflects on the previous academic year and identifies the key areas of further development to ensure our continuous improvement. We recognise last AY was a year of resetting and readjusting in the first academic year post pandemic. UHI Inverness has seen a recovery across all key measures including:

- Student recruitment
- Retention
- Successful outcomes
- Satisfaction

Our QEP for AY 23-24 identifies the following four themes:

- Improvement in successful outcomes.
- Sharing emerging practice in learning and teaching to support retention and successful outcomes.
- Improvement in the consistent use of learning technologies to support learning & teaching.
- Improvement in student voice representation & working with students in partnership.
- Develop a common approach to skills delivery and visibility across curriculum.

Background

Education Scotland place importance on the quality enhancement planning process within colleges and will use this to structure their on-going engagement throughout the academic year and during their scheduled annual review. Although the QEP formally covers our Further Education provision only (HN provision is not included in the scope of Education Scotland's remit for UHI colleges) our plan is truly tertiary and the ethos of our QEP and our quality enhancement processes cover the entirety of our provision. As such, we have adopted the QAA tertiary enhancement topic and signposted where it aligns in our QEP. The QAA tertiary enhancement topic is *"the future of learning and teaching: defining and delivering an effective and inclusive digital/blended offering"*.

Education Scotland Quality Assurance Arrangements

Our link HM Inspector has confirmed that UHI Inverness will have made sufficient progress in AY 22-23 and will not be subject to a full Progress Review. Instead, we will have a combination of on-going engagement activity through our link Inspector coupled with a more formal Annual Review by a team. Our first engagement with our link Inspector is on 21st September to agree our schedule of engagement and to review our QEP.

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Enhancement Plan

AY 2023-2024

Context Setting and Reflections

UHI Inverness viewed AY 2022-23 as a period of **resetting and readjusting as we moved into the post pandemic environment. Our priorities and our focus were driven by the challenges posed to learner recruitment, retention and outcomes due to the **cost-of-living crisis**, the pull of a **buoyant local employment market**, and the **on-going challenges to the mental health and resilience of our student body**.**

In March 2023 Education Scotland noted our staff as being highly committed and going the extra mile. Our external review was overwhelmingly positive across all five themes of the How Good is Our College framework with many aspects of positive practice being identified across various aspects of our work. Some particular highlights included:

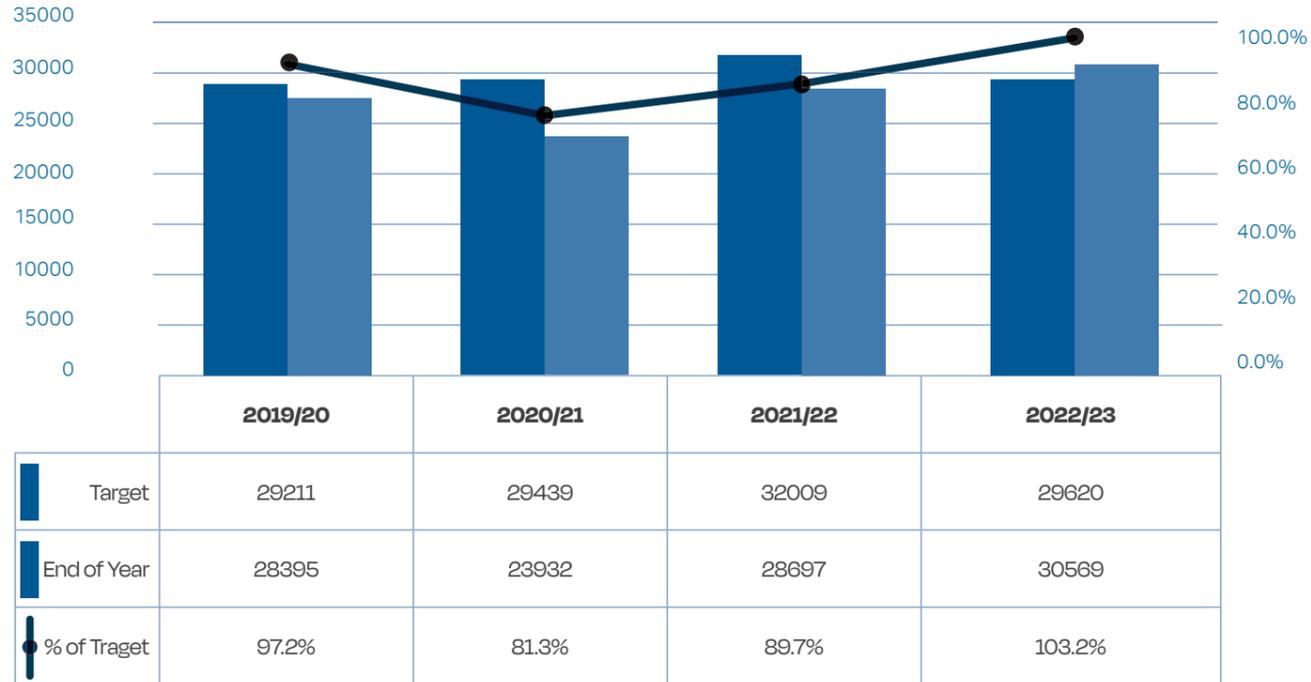
- ✓ Curriculum staff track learner attendance, retention, and progression effectively and make good use of weekly meetings with Personal Development Advisers to share issues and initiate early interventions.
- ✓ The college proactively provides support to learners to alleviate financial hardship.
- ✓ Staff take swift action to provide learners with access to wellbeing and counselling services and these arrangements work well and have reduced waiting times.
- ✓ Almost all learners know which members of staff to contact for academic or pastoral support and are happy with the level of support they receive.
- ✓ Data tracking facilities are used well by staff and curriculum teams make effective use of colleges systems to analyse information and follow up actions for improvement.
- ✓ All curriculum areas adjust assessment arrangements effectively to accommodate the needs of individual learners.
- ✓ Staff provide learners with good access to advice and information to support their progression to further learning or employment.
- ✓ The number of FE learners progressing to a positive destination is high.

This has been reflected in an improvement across all key performance indicators in AY 22-23, including recruitment, retention, successful outcomes and student satisfaction.



Recruitment

UHI INVERNESS CREDITS TO TARGET

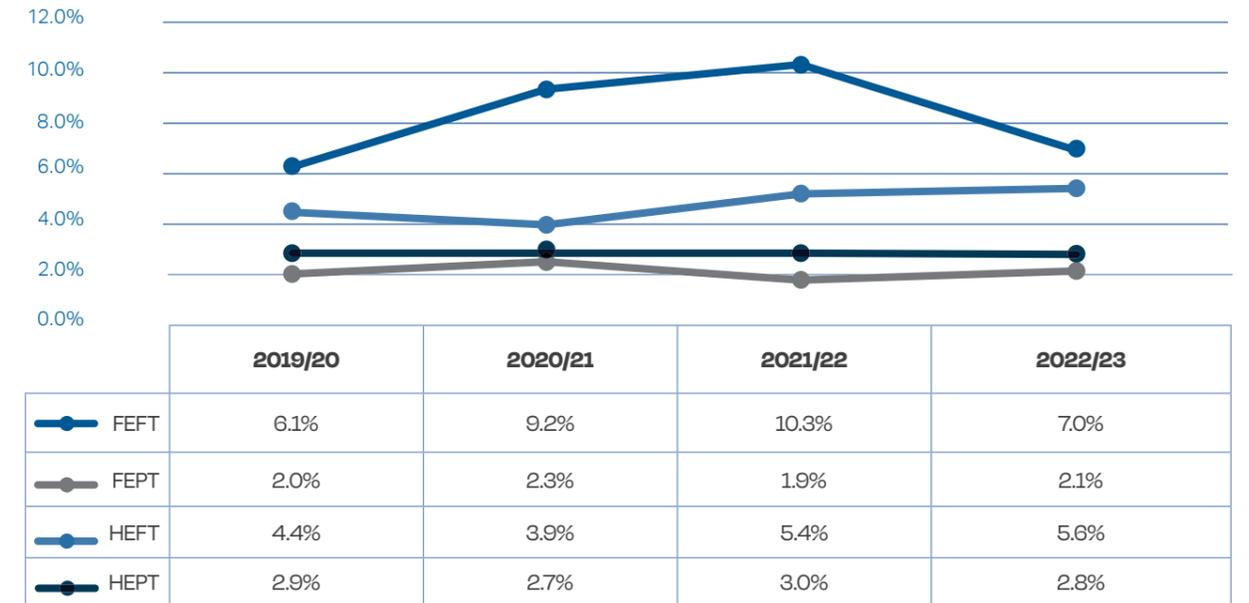


Following 3 years of under delivery, our FE credit target was exceeded by 3.2% in 2022-23. Following a reduction in our credit allocation this AY, we are anticipating exceeding our target again.



Retention

EARLY WITHDRAWAL YTD



FURTHER WITHDRAWAL YTD



Retaining our students and finding mitigations to combat the cost-of-living crisis and the pull of our buoyant local employment market has been a focus in AY 2022-23. Early and Further withdrawals declined in 2022/23 for FE full time students.

Successful Outcomes

Impact of the Pandemic and Recovery in AY 22-23

The challenges to student retention have had a significant negative impact on our successful outcomes which dropped in FT FE from 67.8% in AY 2019-20 to 61.7% in AY 2020-21, and to 59% in AY 2021-22. We have however started to see a recovery in our FT FE outcomes in AY 2022-23. Due to ASOS, at the time of writing, it is not currently possible to accurately determine overall success and partial success for either FE or HE students. However, based on the results and outcomes that have been entered to date it is anticipated we should achieve our target success rate for FE full time students of 66%. This will be an improvement of 7% on AY 21-22.

Student Satisfaction

Student participation and satisfaction have also seen a recovery in AY 2022-23 with satisfaction sitting at 95% in the Early Experience Survey (ESES) in Oct '22, and 93% in the Student Satisfaction and Engagement Survey (SSES) in March '23. Participation in these surveys was one of our key priorities and 55% of our students completed the ESES, an increase of 20% on the previous AY, and 53% complete the SSES, also an increase of 20% on the previous AY.



Our Challenges and Priorities in AY 2023-24

Despite such clear signs of recovery and improvement across our key performance indicators, and an overwhelmingly positive endorsement from Education Scotland through our annual engagement visit, we are conscious of the need for further improvement across some key aspects of our work. In shaping our priorities for AY 2023-24 we have considered our Education Scotland review, our on-going evaluative activity, external horizon scanning, and the priorities identified in the Programme for Government for AY 23-24. Our chosen enhancement themes will provide steppingstones in continuing to improve student retention and successful outcomes and the overall quality of our student experience.

Tertiary Quality Framework

As a tertiary institution, delivering across the entirety of the Scottish Credit and Qualifications Framework (SCQF), we are also cognisant of the SFC Guidance to Colleges and Universities for AY 2023-24. In anticipation of the development of a new national tertiary quality framework (TQF) being implemented in AY 2024-25, our enhancement themes cover the entirety of our provision, where applicable, and our approach to quality assurance and enhancement is organisation wide. As such we have adopted the tertiary enhancement topic for continuation in 2023-24 – ***The future of learning and teaching: defining and delivering an effective and inclusive digital/ blended offering.***

Alignment is signposted with * to show where our enhancement themes dovetail with the tertiary enhancement topic.

The college enhancement themes will help to inform team level goals and priorities in the Quality Enhancement Tracker and regular updates will be provided to all staff via Wee Connect, All Staff EMT presentations and via various committees.



Enhancement Themes and Targets for AY 2023-24

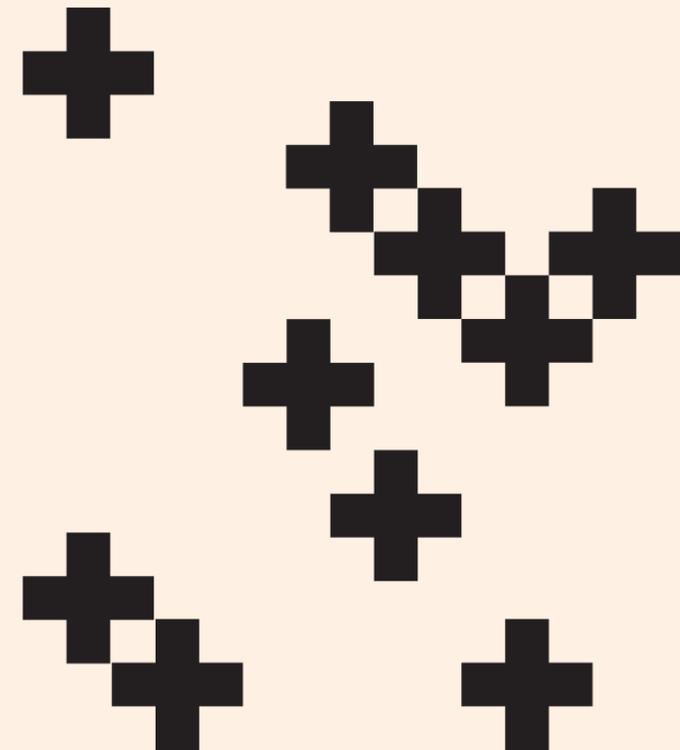


ENHANCEMENT THEME

Improvement in Successful Outcomes

TARGET

- + Improve student retention from AY 22-23 across FT FE and FT HN programmes – see programme level and Education Scotland category targets for retention. *
- + Improve attainment rates / successful outcomes on FT FE and FT HN programmes - see programme level and Education Scotland category targets for successful outcomes. *
- + Recognise the ongoing challenge posed by the cost-of-living crisis and provide on-going and additional proactive support to individuals in need through:
 - + Continuation of the free breakfast/lunch provision
 - + Continuation of The Cubby and The Larder
 - + Commitment to providing 24/7 student support through Spectrum Life helpline for a variety of support, including financial advice, legal assistance, and wellbeing advice
 - + Establish a new partnership with Highlife Highland to provide a subsidised programme of fitness and exercise classes for students on campus
- + Running regular staff awareness raising campaigns about the support available to students / how to signpost.
- + Pilot the use of the On Trend review process for selected underperforming programmes at L4/5 building on analysis from 2021-22 and 2022-23 *
- + Embed the college wide curriculum design principles for L4/5 programmes *
- + Engage with Each and Every Child to roll out a programme of professional development on framing and trauma informed practice to support an improvement in the outcomes of care experienced learners.



ENHANCEMENT THEME**Sharing emerging practice in Learning and Teaching to support retention and successful outcome****TARGET**

- + Introduce an on campus Professional Development Learning Hub to support staff engagement in formally sharing emerging learning and teaching practice.*
- + Introduce new Curriculum Quality Leads (CQLs) across the four Schools to help identify and support the sharing of emerging practice in learning and teaching and to support our quality culture. *
- + Further embed the principles of inclusive learning and teaching practice and extending to the use of accessibility tools such as the Inclusive Practice Toolkit and the Mental Health Toolkit *
- + Further embed and extend the programme of peer observation (Learning & Teaching Review) to support the further development of excellent learning and teaching and improved retention and successful outcomes.*
- + Continuing our commitment to fund lecturers to complete recognised teaching qualifications – PDA Teaching Practice in Scotland’s Colleges (level 9) and the Teaching Qualification in Further Education (level 9 & level 11).
- + Continuing to support all lecturers to gain full or provisional registration with General Teaching Council Scotland and to continually engage with the Professional Standards for Lecturers in Scotland’s Colleges as reflective practitioners.

**ENHANCEMENT THEME****Improvement in the consistent use of learning technologies to support Learning & Teaching****TARGET**

- + Pilot the development of an overarching framework and guidance for Brightspace use, drawing on existing good practice
- + Pilot the use of a new Feedback brand identity and an interactive feedback notification centre on Bright Space. Formative and effective feedback plays a significant role in learning and teaching impacting on motivation, self-confidence, attendance and ultimately success. *
- + Develop staff ‘How to Guides’ on the use of Brightspace and other technologies and which are mapped to the GTCS professional standards, UHI LTES and UHI accessibility standards*
- + Extend the suite of digital skills support provided to all lecturers to maximise the effective use of learning technologies*



ENHANCEMENT THEME

Improvement in student voice representation & working with students as partners

TARGET

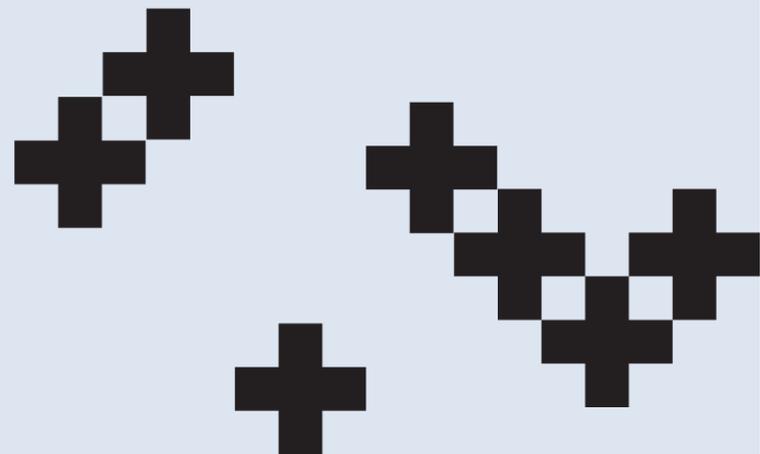
- + Work with HISA to recruit a Student Voice Representative (SVR) for every programme of study (160+ hours) in each School to return to pre-pandemic levels of SVRs across Schools.
- + Work with HISA to ensure SVRs receive training to support them in their role.
- + Pilot the roll out of a new Student Engagement Representative (SER) role to provide a range of opportunities for students to engage with areas which are linked to their intended progression and interests.
- + Improve participation and satisfaction rates in key surveys and in line with SFC expectations:
- + Early Student Experience Survey (ESES) response rate target of 55%, overall satisfaction rate of 95%
- + Student Satisfaction Survey (SSES) – response rate target of 55%, overall satisfaction rate of 95%
- + National Student Survey (NSS) – response rate target of 82%, overall satisfaction rate target of 85%
- + Continue to engage with sparqs to pilot aspects of a tertiary approach to quality assurance and enhancement as part of the 'Evaluating and Enhancing Student Partnership' project.*

ENHANCEMENT THEME

Develop a common approach to Skills delivery and visibility across curriculum

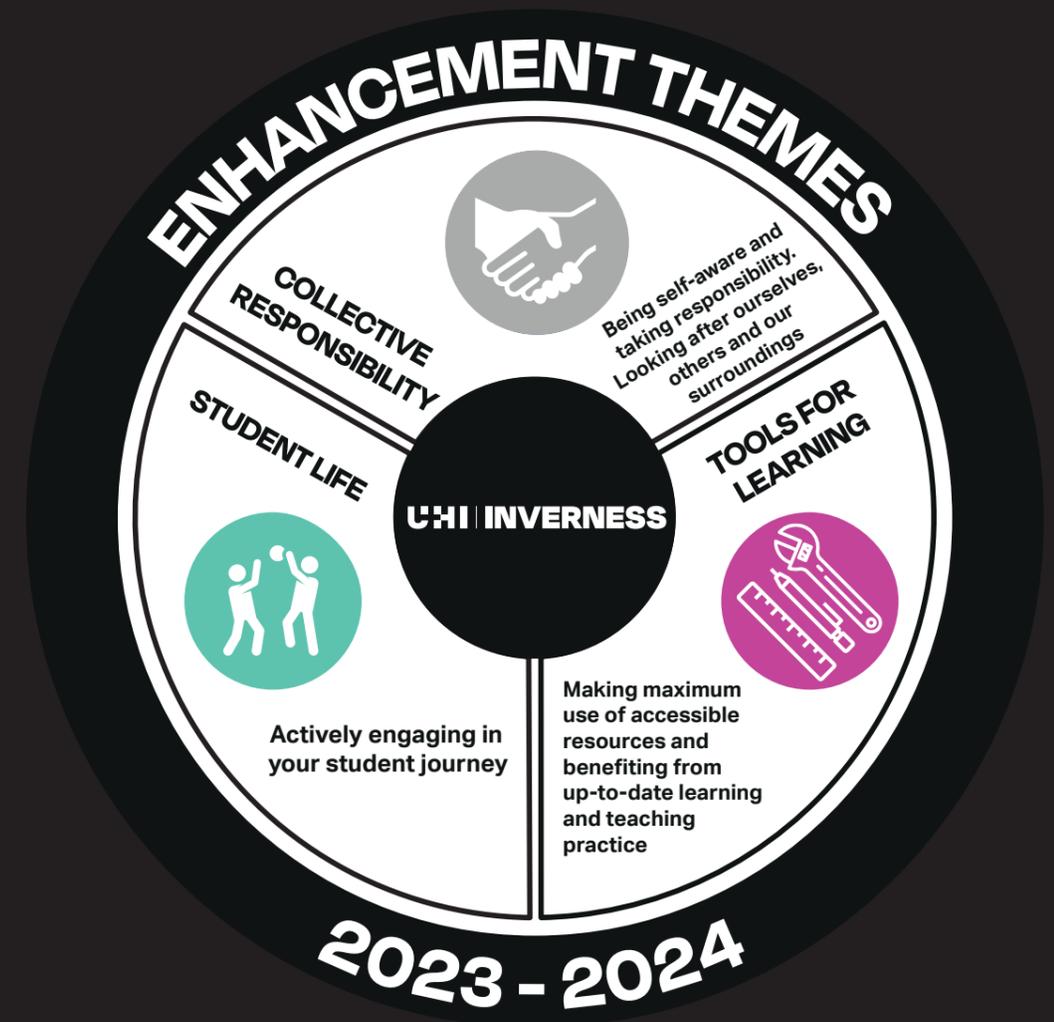
TARGET

- + Develop a Skills profile for each FT FE programme incorporating meta-skills and core skills which are badged on Bright Space to improve the visibility and ease by which students can identify where and how they are developing a variety of skills.*



Working with Students as Partners to Support Improvement

To complement the UHI Inverness college wide enhancement themes above, we will also work in partnership with HISA focussing on 3 aspects of the student experience. These have been informed by student feedback and chosen in conjunction with HISA. Our 3 partnership themes for AY 23 - 24 are:



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 inverness.uhi.ac.uk

 [@uhi_inverness](https://www.tiktok.com/@uhi_inverness)

 [@UHIinverness](https://www.facebook.com/UHIinverness)

 [@UHI_Inverness](https://twitter.com/UHI_Inverness)

 [@uhiinverness](https://www.instagram.com/uhiinverness)

 [UHI Inverness](https://www.youtube.com/UHI_Inverness)

Subject/Title:	Complaints Report for 2022-23 incorporating Q4
Meeting and date:	September 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 (<i>delete as applicable</i>) If yes, please specify:
Risk assessment:	Yes / No (<i>delete as applicable</i>) If yes, please specify: Financial: Operational: Organisational:

Recommendation(s)

Note

Purpose of report

Analysis of complaints received in the year 2022-23, incorporating data for Q4.

Background

Reports are required to ensure compliance with SPSO requirements and identify areas of service that 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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Annual Report 2022-23

Introduction

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

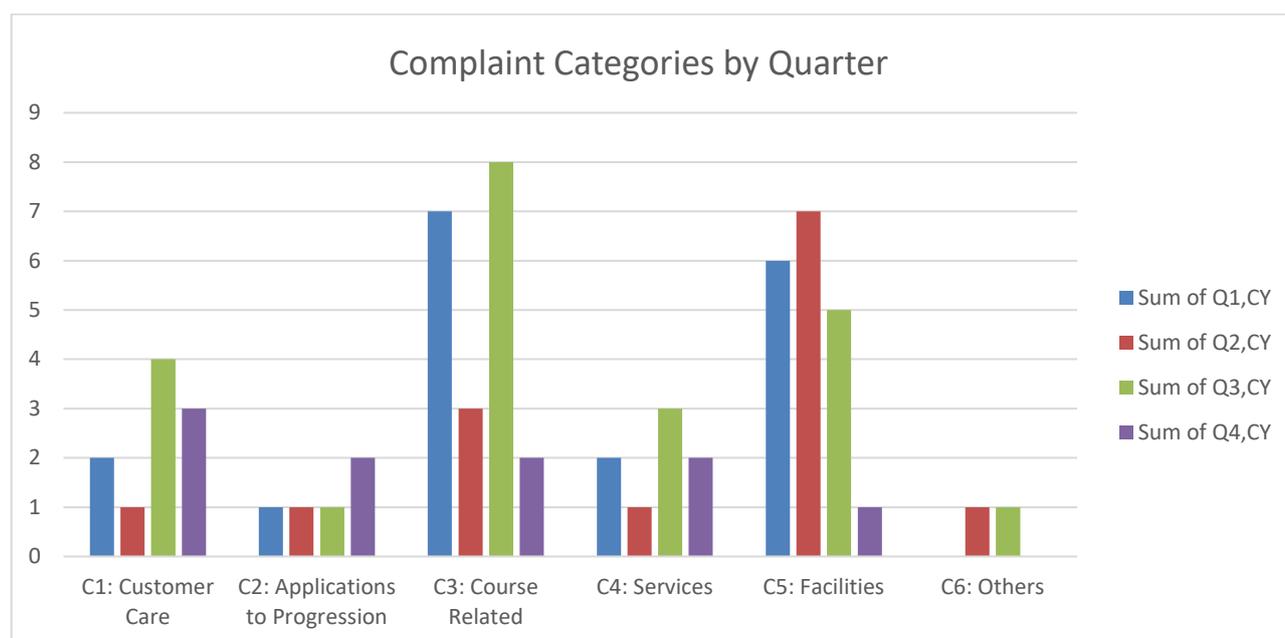
Complaints are grouped into quarters depending on the time of year in which they are received. The quarter dates are detailed below:

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

This report provides an overview of the complaint categories and outcomes across academic year 2022-23 (Q1 – Q4) including Q4 statistics.

Complaints by Category

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	10	2	1	4	3
C2: Applications to Progression	5	1	1	1	2
C3: Course Related	20	7	3	8	2
C4: Services	8	2	1	3	2
C5: Facilities	19	6	7	5	1
C6: Others	2	0	1	1	0
TOTAL	64	18	14	22	10

Customer Category: Previous Year (Quarter) 2021/22	YTD PY	Q1,PY	Q2,PY	Q3,PY	Q4,PY
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

A total of 10 complaints were received in Q4, compared to 11 in the same quarter last year.

The category of ‘Customer Care’ received 3 complaints in Q4, compared to 1 complaint for the same period last year. These all fell within the ‘staff conduct’ sub category, and referred to the verbal communication used by staff towards students.

The ‘Course Related’ category received 2 complaints compared to 7 in Q4 last year. Both related to a lack of feedback from staff.

The ‘Application to Progress’ category received 2 complaints, both related to the cancellation of courses for 2023-24.

The ‘Services’ category received 2 complaints, both were issues with SAAS funding.

The final complaint in Q4 was in the ‘Facilities’ category and concerned the lighting in the counselling rooms.

In 2022-23 there was a 11% decrease in complaints, and complaint numbers remain below the pre covid levels, which averaged 109 complaints per year in the four years between 2015-16 and 2018-19.

The category of ‘Course Related’ received the greatest number of complaints again for the year 2022-23, however there was a 36% reduction compared to last year. No overarching theme is evident with complaints which include poor communication and feedback, out of date course materials, dissatisfaction with course structure or delivery and insufficient ASN provision.

The category of ‘Facilities’ unusually received the second highest level of complaints in 2022-23, an increase of 375%. This was in part due to two instances of ‘block complaints’ from specific cohorts, one receiving 6 complaints relating to the suitability of room 204 for lectures and the second receiving 3 complaints regarding a broken coffee machine at the School of Forestry. The remaining complaints related to a range of facility issues, i.e. facilities being too hot or cold, squeaking doors etc. The persist parking of cars by students in the nursery drop off area received one complaint despite the facilities team frequently receiving comments in relation to this.

Following the cyber-attack in 2021-22 the category ‘Applications to Progression’ saw a 69% decrease in complaints this year, more closely reflecting the yearly average for this category. All other categories received the same number, or fewer, complaints in 2022-23 compared to last year.

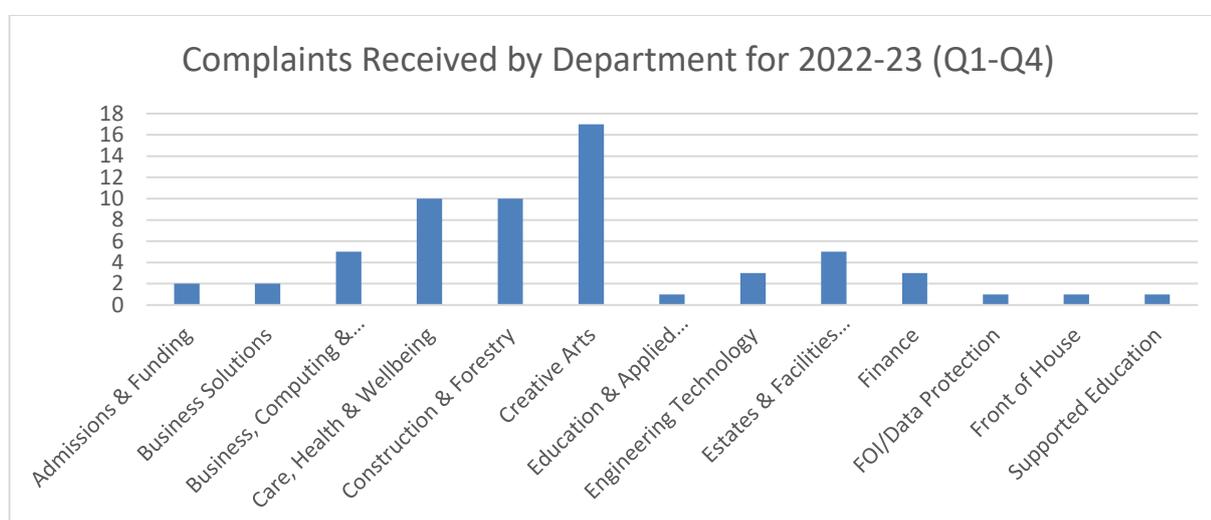
The table below shows the full breakdown of complaint categories and sub-categories, including the year to year shift.

Category	2021-22	2022-23	Change
C1: Customer Care	2021-22	2022-23	Change
C1S01: Health & Safety	0	0	0
C1S02: Security	0	0	0
C1S03: Diversity & Equality	1	1	0
C1S04: Data Protection	1	1	0
C1S05: Environmental	0	0	0
C1S06: Staff Conduct	5	7	+2
C1S07: Student Conduct	2	0	-2
C1S99: Other	1	1	0
C2: Applications to Progression	2021-22	2022-23	Change
C2S01: Marketing	0	0	0
C2S02: Application, Admission, Interview, Enrolment, Induction	10	5	-5
C2S03: Progression, Articulation, Withdrawal	4	0	-4
C2S99: Other	1	0	-1
C3: Course Related	2021-22	2022-23	Change
C3S01: Learning & Teaching	3	8	+5
C3S02: Environment/Resources	1	1	0
C3S03: Course Management	19	6	-13
C3S04: Facilitated Learning & Support	7	1	-6
C3S05: Assessment, Exams & Certification	2	3	+1
C3S99: Other	1	1	0
C4: Services	2021-22	2022-23	Change
C4S01: Finance	3	2	-1
C4S02: Funding / Bursary	4	4	0

C4S03: Student Records	2	0	-2
C4S04: Providing Learning Support	4	0	-4
C4S05: Library / Learning Technology	0	2	+2
C4S06: Quality etc.	0	0	0
C4S99: Other	0	0	0
C5: Facilities	2021-22	2022-23	Change
C5S01: Catering	1	3	+2
C5S02: Student Accommodation	0	0	0
C5S03: Maintenance, Lifts, Car Parking	1	7	+6
C1S05: Environmental	0	0	0
C5S99: Other	2	9	+7
C6: Others	2021-22	2022-23	Change
C6S01: Others	1	2	+1
C6S99:	0	0	0
TOTAL	72	64	-8

Complaints by Department

The graph below displays the number of complaints received by department throughout academic year 2022-23. Creative Arts received the greatest number of complaints, with 17 in total, an increase from 8 last year, however this included 6 'duplicate' complaints from one cohort in Q2. Six further complaints related to poor communications and course structure with the remaining complaints covering diverse issues. Care, Health & Wellbeing, received 8 complaints, a decrease of 3 from last year, and there was no overarching theme. Construction and Forestry also received 8 complaints, the same as last year, 3 related to facilities at the SSF (broken coffee machine) and 2 related to problems accessing software. The remainder centred on communication and course delivery issues. Admissions received just 2 complaints, down from 12 last year which was impacted by the Cyber-attack. Estates recorded an increase from 2 complaints to 5 which reflects the increased on site presence post covid. Other departments received the same or fewer complaints than last year.



Complaints by Mode of Delivery

In relation to mode of delivery in Q4 only, HE and Members of Public accounted for 40% of complaints each with FE and Other both on 10%. 3 complaints from Members of Public were parents of FE students, submitting complaints on their child's behalf.

In 2022-23 (Q1-Q4) 33% of complaints were submitted by FE students, 44% by HE and 23% by Members of Public and Other.

The table below provides a breakdown for 2021-22 and 2022-23.

FE / HE	No. Received 21/22	No. Received 22/23
FE	19	21
HE	41	28
Members of Public/Other	12	15
Total	72	64

Complaint Outcomes

In Q4, 4 complaints were resolved, 1 was not upheld, 1 was partially upheld, 3 were upheld and 1 is still under investigation.

The table below shows the breakdown in stage 1 and stage 2 complaints in 2022-23 (Q1-Q4) and whether they have been resolved, upheld, partially upheld, not upheld or other outcome.

- Resolved – 45.3%
- Not upheld – 10.9%
- Partially upheld – 21.9%
- Upheld – 17.3%
- Other – 4.6%

Outcome	Stage 1	Stage 2	Total
Resolved	29 (66% of St 1) <i>FE: 14, HE: 8, MoP/Other: 7.</i>	0	29 <i>FE: 14, HE: 8, MoP/Other: 7.</i>
Not upheld	3 (7% of St 1) <i>FE: 2, HE: 1,.</i>	4(20% of St 2) <i>FE: 0, HE: 3, Mop/Other: 1.</i>	7 <i>FE: 2, HE: 4, MoP/Other: 1.</i>
Partially upheld	2 (4% of St 1) <i>FE: 1, HE: 1,</i>	13 (65% of St 2) <i>FE: 2, HE: 7, MoP/Other: 4</i>	15 <i>FE: 3, HE: 8, MoP/Other: 4.</i>
Upheld	8 (18% of St 1)	3 (15% of St 2) <i>HE: 3.</i>	11

	FE: 1, HE: 5, Other: 2.		FE: 1, HE: 8, Other: 2
Withdrawn		-1 (5% of St 2) FE: 1.	-1 FE: 1,
Still under Investigation	1 (18% of St 1) Other: 1.		1 Other: 1.
Not Investigated*	1 (18% of St 1) FE: 1.	.	1 FE: 1.
Total	44	20	64

*Complaint submitted but insufficient details provided to undertake investigation.

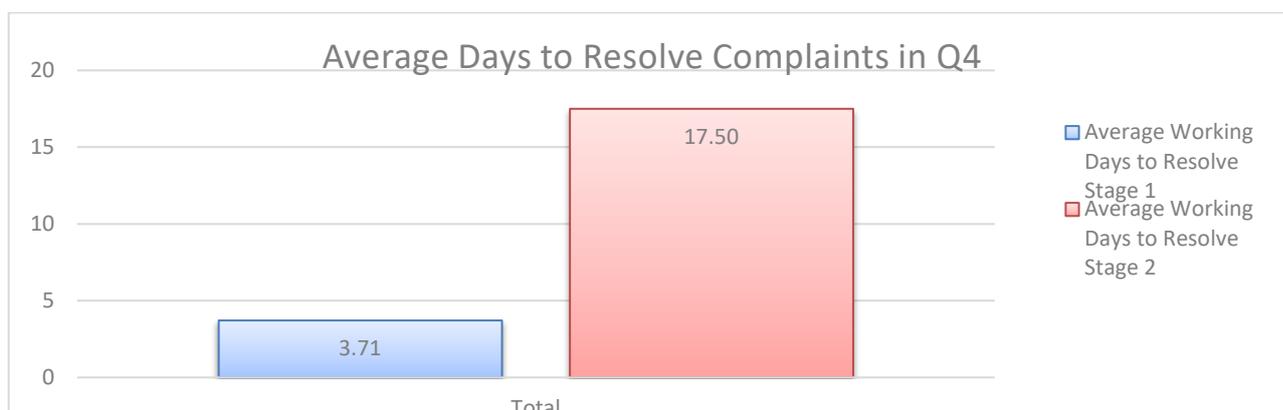
In 2022-23, 16 complaints were received directly at Stage 2, with 5 complaints (31%) escalated from Stage 1 to Stage 2, however one complaint was withdrawn by the complainant before the outcome was confirmed.

In 2022-23 the number of complaints that were 'Resolved' increased to 45.3% from 36.1% the previous year. The percentage of 'Not Upheld' outcomes decreased from 23.6% in 2021-22 to 10.9% this year. The percentage of 'Upheld' and 'Partially Upheld' outcomes remained very similar from last year to this.

Within the academic year 2022-23 no complaints were escalated to SPSO.

Complaint Timescales

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



The chart above displays the average number of days taken to resolve complaints in Q4.

The range of days taken to resolve Stage 1 complaints in Q4 is between 1 – 10 days. The range of days taken to resolve Stage 2 complaints in Q4 is between 4 – 31 days.

A stage 1 complaint and a stage 2 complaint were granted extensions to complete thorough investigations, in both situations the complainants were kept informed.

The chart below displays the average number of days taken to resolve complaints in 2022-23 (Q1-Q4).



The range of days taken to resolve Stage 1 complaints in 2022-23 is between 1 – 10 days. 38 complaints (86%) were completed within the required 5 days. Staff availability either planned (staff working part time and annual leave) or unplanned (illness) were the reasons for exceeding the 5 working day timeframe.

The range of days taken to resolve Stage 2 complaints in 2022-23 is between 4 – 31 days. 15 complaints (71%) were completed within the required 20 days. Five Stage 2 complaints exceeded the 20-day timeframe and the complainant received notification of the delay. The delays were the result of the complexity of the complaint and the additional time required to complete a thorough investigation.

The average number of working days to resolve a complaint after escalation from Stage 1 to Stage 2 is 16 days. 3 of the escalated complaints were Partially Upheld (75%) and 1 was Upheld (25%). 1 complaint was withdrawn prior to the Stage 2 outcome being determined and is therefore not included in the average number of working days.

Complaint Follow Up Survey

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

Twelve responses were received in 2022-23. The outcomes from this small sample are summarised below:

- 75% were not aware of the complaints process prior to submitting a complaint.
- 67% found the complaints process easy to access.
- 83% found the complaint form easy to use.

- 50% were able to obtain assistance in making the complaint. 33% did not require assistance.
- 100% felt they received a prompt acknowledgement of their complaint.
- 50% felt their complaint was taken seriously, 41% did not and 9% (1 complainant) responded 'not applicable'.
- 50% agreed that their complaint was thoroughly investigated, 41% did not and 9% (1 complainant) responded 'not applicable'.
- 50% felt they were not kept informed during the process of the investigation, 41% did feel informed and 9% (1 complainant) responded 'not applicable'.
- 50% felt they did not receive a fair and objective response to their complaint. 41% felt they did receive a fair and objective response and 9% (1 complainant) responded 'not applicable'.
- 50% felt they received a clear response to their complaint. 41% did not and 9% (1 complainant) responded 'not applicable'.
- 67% received a response within the appropriate timescale.
- 83% felt they were dealt with courteously.
- 50% did not feel that the complaint was closed off satisfactorily. 42% did and 9% (1 complainant) responded 'not applicable'.

Eight (anonymous) text comments were also submitted, these were primarily expressions of dissatisfaction at their complaint outcome, and that their complaint was not taken seriously.

Learning from Complaints

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

Below are examples of actions taken as a result of complaints received during 2022-23

- UHI's website is not in line with HEI guidance. The investigating officer contacted the website owners at UHI to ensure it is updated.
- A student was not informed they would be on site for their studies, changes have been made on the website to ensure confusion over delivery does not happen again.
- A meeting was convened between a complainant, staff member and investigating officer to discuss perceived inappropriate language used by the lecturer. The complaint was Resolved following the meeting.
- A focus group for Forestry students was held by TEL and Quality Officer to identify concerns regarding ongoing communication issues and implement solutions.
- The Graduation Team is to confirm the list of students "graduating in absentia" in the future.
- An ESOL class timetabled to use room 204 have been rescheduled to a different room as room 204 has no Smart Board or White Board.
- A focus group was arranged to clarify concerns from students struggling with course work and access to funding.

- Business Solutions reviewed the process of CMI registration and certification with UHI Perth.
- 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.
- 1. Credit Control Team to use central account for all communications (instead of individual accounts) - mitigate against staff absence causing issues to escalate.
2. Credit Control Team to escalate to Finance Team Leader/Manager where there is confusion around payment of course fees.
3. Review of support detailed on course fee invoices and associated reminders.
- Staff member to be reminded to be cautious of language used when talking to students, however well intentioned.
- The assessment feedback timeframes should be followed, or if they cannot, then communications must be sent to students to explain why and with a revised deadline.
- Signage to be added to counselling rooms to advise how to use dimming switch for lights.

Longer term actions

- The links to the HE Fees Policy in the student offer letter are not easy to follow, requiring applicants to find and click on appropriate embedded links. This is a longer term action to be resolved between UHI Finance and UHI Admissions.

Themes emerging from complaints through the academic year 2022-23:

The Resolved complaint outcome continues to enable many complaints to be dealt with at source when approached proactively by staff, thereby preventing escalation of the complaint. 45% of all complaints now have a Resolved outcome, compared to 36% in 2021-22.

Whilst the category of 'Course Related' received the most complaints for the fourth year in succession, there was a significant drop in the 'Course Management' and 'Facilitated Learning & Support' sub-categories reported.

The number of complaints has not risen to pre lockdown levels as might be expected as on campus activities resume.

Raising Awareness of Complaints Process

Students are made aware of the complaints handling process during orientation week and can be advised by college staff how to submit a complaint if required. The complaints

process is available on the UHI Inverness website and can be accessed via the Red Button tile on MyDay. Student Support staff update students during their induction how they can access the complaints guidance information and submit a complaint.

External stakeholders can access the complaint process via the college website or by contacting the college directly.

All complainants are asked to complete an Equality, Diversity and Inclusion form or in the case of enrolled students, consent was requested to obtain this information from their student record. Only 4 complainants (6.4%) provided either full or limited details, and the remainder did not provide a response or did not give permission to obtain this information from student records. Of the respondents who provide full or partial details, none identified with one or more of the characteristics listed.

Staff Training

A training resource is available on the Professional Development Brightspace shell, located in the mandatory training area. 164 staff completed the training in 2022-23, bringing the overall total to 224 or 41.5% of all staff. The link to the training is here: [Complaints Handling Procedure Guidance - UHI Inverness Mandatory Staff Training](#)

Twenty six current staff have completed the SPSO complaint investigation training course, this assists staff tasked with undertaking complaint investigations (Stage 2) to complete the investigation thoroughly and provide an outcome whilst adhering to SPSO guidelines. Having sufficient trained staff across all departments enables the distribution of complaint investigations amongst a larger number of staff and allows trained staff to support colleagues as required. Quality Officers continue to provide support to investigating officers throughout the complaint process.

Further Information

Further information on the complaint handling process can be found here: [About us - Complaints handling \(uhi.ac.uk\)](#) or by contacting quality.ic@uhi.ac.uk

FE Quarterly and Year End reports can be found here: [Complaints handling - Complaints Handling Reports \(uhi.ac.uk\)](#)

The link to SPSO is here: [We are Scotland's Ombudsman | SPSO](#)