

Meeting	Learning and Teaching Committee
Date and time	Tuesday 30 May 2017 at 8.30 a.m.
Location	Boardroom, 1 Inverness Campus

College Secretary
23 May 2017

AGENDA

Welcome and Apologies

Declarations of Interest

ITEMS FOR DECISION

1. **MINUTES**
Meeting of the Learning and Teaching Committee held on 7 March 2017
2. **SUPPORTING STRATEGIES**
 - a. **Research**
Covering report by Head of Research and Development
 - b. **Access and Inclusion**
Covering Report by Head of Student Services

ITEMS FOR DISCUSSION

3. **UHI LEARNING AND TEACHING STRATEGY**
Report by Depute Principal
4. **EXTERNAL VERIFICATION SUMMARY 2016-17**
Report by Head of Curriculum
5. **END OF YEAR STUDENT SURVEY**
Report by Quality Manager
6. **STUDENT RECRUITMENT AND CURRICULUM PLANNING**
Report by Depute Principal
7. **STUDENT PARTNERSHIP AGREEMENT UPDATE**
Report by Head of Student Services
8. **OUTCOMES REPORT FOR LOOKED AFTER CHILDREN & CARE LEAVERS 2015-16**
Report by Head of Student Services

- 9. RESEARCH REPORT**
Report by Head of Research and Development
 - 10. RISK REGISTER ANNUAL REVIEW**
Report by Depute Principal
 - 11. STUDENTS' ASSOCIATION UPDATE**
Report to follow
-

ITEMS FOR NOTING

- 12. AOCB**
- 13. DATE OF NEXT MEETING**
TUESDAY 26th September 2017 (provisional)

Board of Management

MINUTES of the MEETING of the LEARNING AND TEACHING COMMITTEE held in the Boardroom, 1 Inverness Campus on Tuesday 7th March 2017

PRESENT: Jaci Douglas, Louise James, Ryan McAdam, Helen Miller, Gavin Ross, Gabriel Starr, Kate White

CHAIR: Louise James

APOLOGIES: Diane Rawlinson, Steve Walsh

ATTENDING: Depute Principal
Head of Curriculum
College Secretary

1. MINUTES

The Minutes of the meeting of the Learning and Teaching Committee held on 6 December 2016 were **AGREED** as a correct record, were **APPROVED** and signed.

Matters arising

Item 3 – Quality Enhancement processes

The Chair suggested that the presentation by the Depute Principal be included in the new member induction material.

Item 8 – External Quality Arrangements

The Depute Principal confirmed that the two documents referred to had been finalised and would be circulated.

2. SUPPORTING STRATEGIES - LEARNING AND TEACHING, QUALITY ASSURANCE AND ENHANCEMENT AND STUDENT ENGAGEMENT

The Chair referred to the three strategies which were to be discussed and congratulated management on the very readable and user friendly format.

The Depute Principal advised that these were the first of the five supporting strategies which would be presented to the Committee at this and the next meeting at the end of May. The new Access and Inclusion Strategy was linked to the Regional Outcome Agreement and a draft had to be submitted to the Scottish Funding Council by the end of March. The final strategy was Research and this was an update from the current strategy.

The strategies also identified the key performance indicators (KPIs) that would help to evidence the impact of the objectives. KPIs 1 – 8 in the covering report by the Depute Principal were high level KPIs across the college, the remaining KPIs, 9 – 17 were specific to a particular strategy.

The Depute Principal elaborated on each of the objectives within the three strategies, highlighting the particular actions which would be taken to achieve the objectives.

On the Student Engagement Strategy, the Vice President (Engagement) gave an example of student led marketing being very effective elsewhere and asked if this was something which could be considered. The Depute Principal confirmed that he would discuss this proposal in the first instance with the Director of Business Development.

The Chair thanked everyone involved for the considerable work which had been put into all three strategies.

The Committee asked a range of questions on each of the strategies and

1. requested that targets be set for some of the KPIs
2. that cross references be made to other strategies as appropriate and
3. **AGREED** to recommend the Learning and Teaching, Quality Assurance and Enhancement and the Student Engagement strategies with the supporting KPIs to the Board of Management for approval.

3. STUDENT RECRUITMENT 2016-17

A report by the Depute Principal provided an update of student recruitment for 2016-17 and a summary of applications received to date for 2017-18. The FE credit target for 2016/17 was 29,647. As at 24th February, the FE enrolments totalled 3,472. These were generating 29,862 credits – 215 above the target. However, early withdrawals from January start FE programmes had still to accrue, as had enrolments on some rolling programmes so this was still an interim figure.

The HE target for 2016-17 was 1664.6 FTE. As reported previously, the College would not make its HE undergraduate student activity target although the HE FTE activity would still be higher than in previous years for both undergraduate and postgraduate provision.

Student recruitment for 2017-18 was well underway and applications were looking very positive at this time. Applications for 2017-18 would be monitored closely through the college committee structures.

The Committee **NOTED** the positive report.

4. STUDENT PARTNERSHIP AGREEMENT

A Report by the Head of Student Services provided an update on the progress made in the Student Partnership agreement across the 4 aspects of:-

- Student Representation
There was now a full complement of student volunteer officers as well as 227 class representatives. In addition, attendance at the monthly Student Representative Committee (SRC) had been healthy and had continued to provide an effective forum for individuals to receive updates but also to express any feedback they had from their class.
- Student Community
The student community continued to develop and this had been identified as one of the LEAD management projects. The LEAD project would consider the results of a survey of the student residents to gauge interest in various out of hours services. There had also been a meeting with representatives from the Dingwall Sub-Aqua Clu who were keen to provide support in the establishment of an Inverness College UHI Sub Aqua Club. The annual university student health event - Healthy, Happy

You had been very successful and the Live, Study, Play group was piloting a project of active collaboration with business to arrange specific deals and events for students

- **The College Welcome**
Induction for January start programmes went smoothly during the week of 25th January 2017. Attention was turning to session 2017-18 and the early student experience.
- **Learning and Teaching**
Students had attended around two thirds of course committee meetings where they could provide feedback on their courses and programmes. Improved attendance would be a focus for next year to help maximise the student voice.

The Committee **NOTED** the progress being made.

5. CUSTOMER SERVICES EXCELLENCE FINAL REPORT

A report by the Head of Student Services provided an update on the outcome of the recent review of Customer Service Excellence, which was conducted in Dec 2016.

The outcome was very positive with the College being re-accredited with the Customer Service Excellence Award. 23 areas of good practice had been identified which had impacted positively on the customer experience. Some minor areas for improvement had been identified and work had begun on these ahead of the next annual review.

The Committee were pleased to **NOTE** the very positive outcome of the review.

The following items were included in the agenda for noting only and therefore no discussion took place at the meeting.

6. 2015-16 COLLEGE PERFORMANCE INDICATORS

A report by the Depute Principal provided confirmation of the published college, region and sector performance indicators (PI) for further education (FE) programmes for 2015-16. The report contained success rates for full-time and part-time FE programmes overall and by subject area, and an analysis of early withdrawal, further withdrawal and partial success rates for full-time programmes.

7. STUDENTS' ASSOCIATION REPORT

A report by the Vice President Equality provided an update on the range of activities undertaken by the Students' Association in the last quarter.

8. DATE OF NEXT MEETING

Tuesday 30 May 2017 at 8.30 a.m.

Signed by the Chair: _____

Date: _____

Board of Management

Subject/Title:	Research and Innovation Strategy		
Meeting and date:	Learning and Teaching Committee, 30 May 2017		
Author:	Melanie Smith, Head of Research Development		
Link to Strategic Plan:	Yes		
Cost implications:	No		
Risk assessment:	Yes If yes, please specify:		
Status – Confidential/Non confidential	Non confidential		
Freedom of Information Can this paper be included in “open” business	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.)			

Recommendation:

The committee is asked to discuss and approve the draft strategy for Research and Innovation.

Purpose of report / Summary

This report introduces the Research and Innovation Strategy for consideration by the committee.

Background

An extensive strategic planning process involving the Board, staff, students and external stakeholders resulted in the publication in January 2017 of the college’s Strategic Plan

2017-20. The plan focusses on 'opportunity and growth' over the next three years of the college's development under six strategic themes:

- student life
- curriculum
- professional practice
- organisational development
- research and innovation
- sustainability

A number of supporting strategies have been revised or created to ensure the strategic aims are reflected in specific college strategies and then embedded in operational planning and activity. The Board of Management asked for the supporting strategies to be considered through the relevant Board committees. The strategies to be considered by the Learning and Teaching Committee are as follows:

- Learning and Teaching Strategy
- Quality Assurance and Enhancement Strategy
- Student Engagement Strategy
- Access and Inclusion Strategy
- Research and Innovation Strategy

At the meeting on 7 March, the Committee considered the first three strategies listed. The Access and Inclusion Strategy and the Research Strategy are for consideration on the 30 May. There is a level of interdependency between all the supporting strategies, and there are strong links between the supporting strategies to be considered by the Learning and Teaching Committee.

Each strategy identifies a number of objectives relating to the strategic plan themes, and outlines how the college will achieve those objectives.

The **Research and Innovation Strategy** relates to several strategic plan themes and includes objectives relating to research excellence, widening staff engagement in research and scholarship, knowledge exchange and innovation and growing our postgraduate research community.

The strategies also identify the key performance indicators (KPI) that will help to evidence the impact of the objectives. The table below shows a summary of the KPIs identified for the research and innovation strategy:

KPI	
1	Staff inclusion in Research Excellence submission
2	Postgraduate research students
3	Research – teaching links
4	Staff research profile
5	Research and innovation grant funding

The Research and Innovation Strategy is appended to this report.

Research and Innovation 2017-2020

How to use this Strategy

It is intended that this strategy will provide clear direction to the Board of Management, staff and stakeholders of Inverness College UHI on our strategic approaches to opportunity and growth in research and innovation.

Staff should make use of this strategy when creating their Operational Plans.

Context

Since 2007 Inverness College has been committed to the development of research as a core part of its growth as a partner in the University of the Highlands and Islands. Over this period the Research Strategy has been implemented in two phases; Phase 1 2007-2012 and Phase 2 2012-17. Both of these phases met targets which have resulted in the organisation and growth of research capacity; and development of a culture of research in the dual sector education environment of UHI. This phased approach has ensured research is now an integral part of the College Strategic Plan and, with the opportunities presented by the move to the Inverness New Campus in 2015, it is a key component of driving academic excellence throughout the organisation.

The environment for research in the college encourages and supports research and scholarship across the breadth of curriculum. The College Research Hub is a dedicated research base for staff and postgraduate researchers. This provides a forum for the development of multi-disciplinary research, in the College, in UHI and with other institutions in the UK and internationally.

The College has specialist strengths in freshwater and fisheries science, forestry, literature, social sciences and rural policy, and has growing research activity in education, sport science, health, psychology and sustainable built environments.

There are three centres of research:

- Rivers and Lochs Institute
- Centre for Remote and Rural Studies
- Scottish School of Forestry

The College encourages and supports individual staff in furthering their research through several mechanisms, including remitted time from teaching responsibilities

where research will lead to consideration for inclusion in the Research Excellence Framework (REF), time allocation for undertaking a Ph.D., and a Research and Scholarship Scheme open to all staff in the College.

Research at Inverness College has grown in close alignment with the UHI Research Strategy and through partnership working with centres of research in other partners in the university. In the 2013 REF three members of staff were submitted into three Units of Assessment.

The research postgraduate community (including College staff undertaking Masters and Doctoral research) has grown steadily, with relatively small but strategically important numbers in key discipline areas.

Inverness College UHI is well placed to deliver innovative, internationally relevant, and applied research, that aims to make a significant contribution to the growth of a knowledge based economy in the heart of the Highlands and Islands of Scotland.

Strategic Objective 1:

To build upon our established platform of research excellence, expanding activity in our research centres and across academic teams.

We will achieve this by:

- Continuing to support the growth of the Inverness College research centres and research active staff.
- Focusing on the delivery of research excellence and impact in the 2019/20 REF.
- Working with colleagues in UHI to facilitate appropriate and effective engagement in research and scholarship, with associated staff development support, for staff in the university.

Strategic objective 2:

To ensure our research has relevance, application and impact through development of innovative partnerships with schools, key sector partners and academic partners, and through effective communication of results.

We will achieve this by:

- Expanding and strengthening our collaborations and partnerships with partners in key sectors, for example in freshwater and wild fisheries management, ensuring our innovative research has direct relevance and application.
- Developing strong links with schools, giving both primary and senior phase students the opportunity to find out about research, and potential research careers on their doorstep.
- Continuing to develop and expand inter-disciplinary research partnerships and collaboration in the College, with other partners in UHI and with national and international academic institutions.

Strategic objective 3:

To maximise the opportunities for growing our postgraduate researcher community, creating a strong research culture for our early career researcher development.

We will achieve this by:

- Continuing to grow and support the research postgraduate community in the College, ensuring delivery of quality in supervision and the research environment.
- Growing the numbers of staff with experience and expertise to supervise research students across target areas of curriculum in the College.
- Providing research studentship opportunities for students graduating from College undergraduate programmes.
- Fully participate in delivery of high quality provision for research postgraduates, meeting and exceeding quality standards.

Strategic objective 4:

To ensure research is embedded across our curriculum presenting opportunities for staff and students to be challenging and innovative in their professional practice and supporting integrated career progression.

We will achieve this by:

- Promoting and develop research-teaching linkages to ensure enhancement of the learning and teaching environment for students at all levels of the curriculum.
- Developing professional MRes programmes, including PGCert exit awards, in specialist areas aligned with our research centres.
- Contributing to the development of taught Masters and Honours degree provision, supporting staff in growing areas of core research expertise to link directly to the delivery of subject specialisms for which the College has a growing reputation.

Strategic objective 5:

To expand and develop innovative research and entrepreneurship and grow our knowledge exchange activity.

We will achieve this by:

- Continuing to fully engage with, and develop our knowledge exchange activity, working with national and international stakeholders, local communities and through participation in public engagement activity.
- Focusing on growth of innovative research, directly linked to and applied to relevant sectors, supporting entrepreneurship and enterprise.
- Continuing to achieve financial sustainability whilst developing research capacity.

Key Performance Indicators

KPI
Staff inclusion in Research Excellence submission
Postgraduate research students
Research – teaching links
Staff research profile
Research and innovation grant funding

Cross Reference to Strategic Plan

This strategy links to the following strategic aims:

Cross Reference	Strategic Aim
X	We will build a vibrant campus community that all of our students are proud of, and within which they are engaged and supported to reach their potential. We will strengthen our existing relationships between our students, staff, employers and the wider community to further increase student participation and the student voice
X	We will offer a progressive curriculum that is valued by our students, employers and the communities we serve, and that is delivered in a variety of ways to make it accessible to all. We will ensure the curriculum remains relevant, responsive to demand and aligned with employment opportunities, providing a range of progression pathways that contribute to the economic growth and social cohesion of our region.
X	Recognising that people have the greatest influence on our success, we will operate in a positive culture where we stretch ourselves to deliver the highest standards of service, support and delivery that exceeds expectations.
X	As a highly regarded organisation, we will attract and retain talented employees committed to achieving shared goals. We will create a supportive, collaborative and dynamic environment where students and staff are inspired to learn and develop. Our high performance culture will be underpinned by a dispersed leadership model, within which teams are empowered to deliver and share accountability for outcomes.
X	We will build upon our successes in research by strengthening our impact and excellence and growing our regional and international reputation. We will continue to support and grow an innovative and inspired postgraduate researcher community. Our research will directly inform innovation and entrepreneurship activity in key sectors regionally and internationally
X	We will ensure our continuing financial stability by developing income streams and promoting efficient, effective service delivery. We will work collaboratively to enhance the prosperity of the regional economy. We are committed to acting responsibly by protecting our environment, maintaining and developing our infrastructure and managing our risks.

Board of Management

Subject/Title:	Access and Inclusion Strategy		
Meeting and date:	Learning and Teaching, 30 th May 2017		
Author:	Lindsay Snodgrass, Head of Student Services		
Link to Strategic Plan:	Yes		
Cost implications:	Yes		
Risk assessment:	No		
Status – Confidential/Non confidential	Non-confidential		
Freedom of Information Can this paper be included in “open” business	Yes		
If a paper should not be included within “open” business, please highlight below the reason.			
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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.)	NA		

Recommendation(s)

The committee are asked to *discuss* this report and recognise future changes to our funding around access and inclusion, traditionally referred to as extended learning support, and to the way in which we report on the *impact* of our spend.

Purpose of report / Summary

To update the committee on the development of the Access and Inclusion Strategy which was submitted to the Scottish Funding Council (SFC) in March '17.

Background

Following the Review of Extended Learning Support undertaken by the Scottish Funding Council during 2015-16, each College was tasked to develop an evidence based Access and Inclusion Strategy as part of their Outcome Agreement for 2017-18. The content and format of this particular strategy has been driven by the SFC and so is quite distinct to our other College strategies.

The strategy evidences how we will use our funding as well as evidencing the impact that funding has on supporting learners. This is a step change to the way in which extended learning support will be funded but also to the role that student support is seen to play in relation to student outcomes. This step change is also evident in the new Education Scotland framework.

Main body of information

The College Access and Inclusion Strategy has 4 elements: -

- **Defining our Approach to Access and Inclusion** - looks at how we approach access and inclusion including how we assess and meet the needs of students
- **Financial Overview of our Spend** - provides a high level overview of our across College spend for access and inclusion
- **Expected Impact of the College's Access and Inclusion Strategy** on Performance Indicators - provides the narrative around the trend in our Performance Indicators over the last 3 academic sessions. It also details the expected impact of our approach on our priority groups including our intake and outcomes.
- **Future Enhancements around Access and Inclusion** - provides an overview of our future plans and developments around access and inclusion which culminate in an access and inclusion action plan.

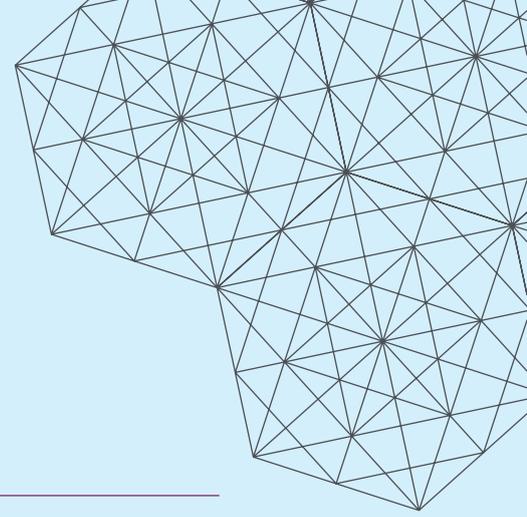
This new approach to access and inclusion will result in a greater scrutiny of specific learner groups. We currently gather and analyse data around specific groups such as –

- Care experienced students
- Student Carers
- Students experiencing multiple challenges and poverty – SIMD 10
- Disability
- Ethnicity
- Age
- Price group 5 (Supported Education programmes)

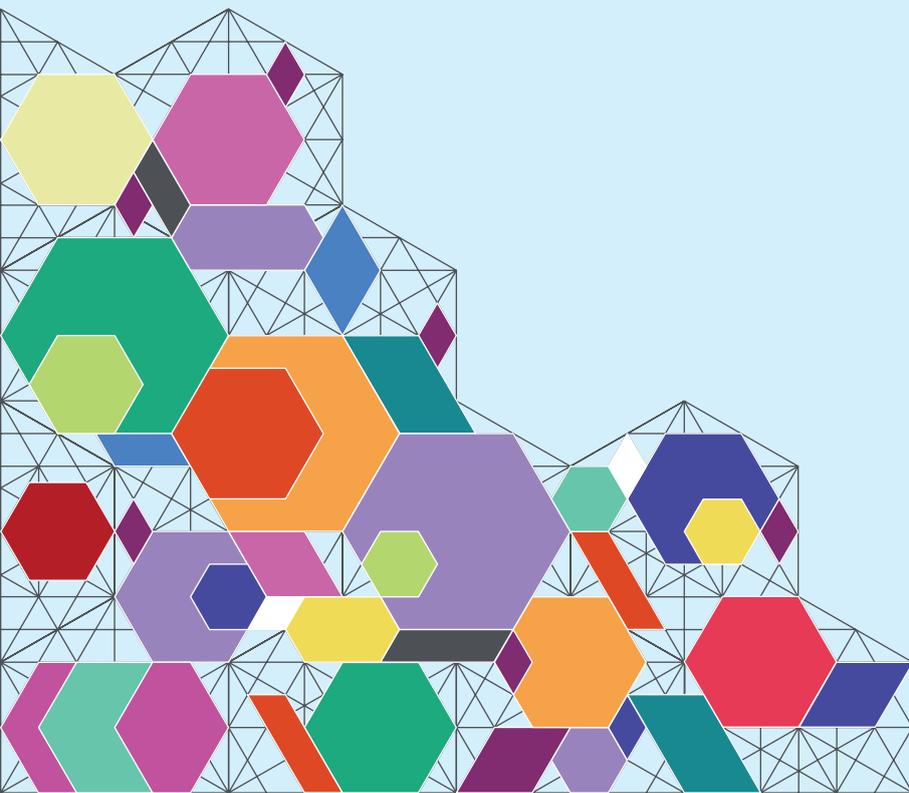
The strategy has required each College to set targets for their ambitions for the priority groups around enrolments and successful outcomes (p26-27 of the Access and Inclusion Strategy). Although there will be no change to our access and inclusion funding for session 2017-18, it should be noted that moving forward these funds will be allocated on the basis of a funding model and will not be allocated on the basis of previous ELS claims. The new approach will be implemented in session 2019-20. Further details of this are yet to come. With this new evidence based approach to funding it has been important to set achievable realistic targets whilst continuing to be ambitious.

The College now has to consider how we monitor the impact of the Access and Inclusion Strategy at curriculum team level and how we further deepen our analysis of data around the priority groups.

START
TOMORROW
TODAY



Access & Inclusion Strategy



University of the
Highlands and Islands
Inverness College

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Introduction and Context

Inverness College UHI is the main provider of education and skills development in the Highland region and touches the lives of many. In August 2015 the College relocated to the setting of Inverness Campus, and re-developed the Scottish School of Forestry in Balloch. We also have a footprint in Badenoch and Strathspey with the Falcon Centre hosting our community based learning hub for the area.

The College has an income of approximately £25m and provides education and training for approximately 6,500 students, with over 2,600 of them attending on a full-time basis. In the last four years our higher education provision has grown significantly and, as the presence of the University of the Highlands and Islands in Inverness, we are the key provider of higher education in the region. The College's provision however spans all Scottish Credit and Qualification (SCQF) levels from foundation through to doctoral level study and as an organisation we pride ourselves on our ability to support the needs of all of our students, no matter what their level of study. In this sense, our provision is truly accessible and inclusive.

At the heart of our organisation is a commitment to parity of esteem for vocational and academic study. We value both equally and indeed seek to blur the boundaries between the two, providing meaningful experience that properly equips our students for progression to higher level study or to employment and a rewarding career. We provide work-based learning pathways that stretch from the school Senior Phase through to graduate-level study. We provide Supported Education programmes for some of the most vulnerable in our community, as well as post-doctoral research opportunities in state-of-the-art laboratories. We aim to be the first port of call for anyone in the Highlands or beyond seeking post-compulsory education and training and as such we sit at the heart of the community, working in close partnership with regional agencies.

Our Strategic Plan for 2017 – 20 sets out our ambitions of how the College will develop during the next three years and how we intend to contribute to the realisation of the University of the Highlands and Islands' strategic vision, as set out in the UHI Strategic Plan. Our focus is on providing seamless pathways that blur the boundaries between school and college, and college and university; and that support all of our students in the development of rewarding careers, and our region in its continued prosperity.

Our approach to Access and Inclusion is guided by our Strategic Plan, by the Scottish Funding Council's Guidance, and by our legal responsibilities as outlined in the Equality Act 2010. Our vision is to –

Be recognised as a centre of excellence, working with partners to deliver a coherent education system founded upon:

- Inclusive practice that encourages participation and closes the attainment gap;
- Courses of excellent quality that respond to industry demand;
- Seamless pathways through all levels of education;
- Research that informs teaching and drives regional innovation.

Our approach to Access and Inclusion underpins and guides all we do and provides an umbrella under which every aspect of the student journey is encompassed. The student is at the centre of all we do and as such our approach to Access and Inclusion is cross cutting throughout all services within the College. The principles of Access and Inclusion are firmly embedded in our Strategic Plan¹ and across the workings of the College. Our Access and Inclusion Strategy applies to all students but is of particular importance to introductory and access level provision up to SCQF Level 4.

Our Strategy takes account of a range of different strands and influences in Scottish Education such as –

- Delivering Excellence and Equity in Scottish Education²
- Education Scotland new Quality Framework for Inspection and Review 2017
- IC UHI Corporate Parenting Plan³
- Career Education Standard (3-18)
- IC UHI Additional Support Needs Policy⁴
- IC UHI Additional Support Needs Procedure⁵
- IC UHI Framework for Excellent Learning and Teaching⁶
- Getting it Right for Every Child to improve outcomes for all
- Curriculum for Excellence
- National Youth Work Strategy
- SFC Gender Action Plan
- Developing the Young Workforce
- Teaching Scotland's Future
- Scottish Attainment Challenge
- The National Improvement Framework and the 6 drivers –
 - Performance Information
 - School / College Improvement
 - Assessment of Progress

¹ [Strategic Plan 2014-17 and 2017-2020](#)

² [Delivering Excellence and Equity in Scottish Education, Scottish Government](#)

³ [IC UHI Corporate Parenting Plan](#)

⁴ [Additional Support Needs Policy](#)

⁵ [Additional Support Needs Procedure](#)

⁶ [IC UHI Framework for Learning and Teaching](#)

- Parental Engagement
- Teacher Professionalism
- School / College Leadership

As a College we are cognisant that an individual's circumstances – where they live, their gender, their support needs, their family's circumstances – still have a disproportionate impact on their chances of success. As a College we are keen to do all we can to ensure that there is *equity in opportunity* for individuals. However, we are keen to put in place any additional support we can to ensure there is also *equity in outcome* for individuals so their circumstances do not disadvantage them. We have gathered data on our 20 per cent most deprived postcodes and have recently narrowed this to look at 10 per cent most deprived. To supplement this, we have also started to use the Socio-Economic Performance (SEP) Index and the 8 Fold Rurality Index which we have linked to our Equalities data on our Enrolment Dashboard.

Our improvement agenda around access and inclusion focuses our action around the three core aims as identified in *Delivering Equity and Excellence in Scottish Education* –

- Closing the attainment gap
- Ensuring we have a responsive curriculum
- Empowering our communities

We will use our Access and Inclusion Fund to support the achievement of these core aims through inclusive practices which will support all of our students. Our Strategy will be identifiable within our Regional Outcome Agreement (ROA) and will identify what our funding is used for as well and its impact.

Our Access and Inclusion Strategy has 4 elements: -

1. Defining our Approach to Access and Inclusion

This section looks at how we approach access and inclusion including how we assess and meet the needs of students

2. Financial Overview of our Spend

This section provides a high level overview of our across College spend for access and inclusion

3. Expected Impact of the College's Access and Inclusion Strategy on Performance Indicators

This section provides the narrative around the trend in our Performance Indicators over the last 3 academic sessions. It also details the impact of our approach on our priority groups including our intake and outcomes.

4. Future Enhancements around Access and Inclusion

This section provides an overview of our future plans and developments around access and inclusion which culminate in our access and inclusion action plan.

Our Access and Inclusion Strategy sits alongside various other Inverness College UHI strategies which all align in terms of their ambitions –

- Human Resources
- Staff Development
- Learning and Teaching
- International
- Marketing
- Enterprise
- Estates and Infrastructure
- Procurement
- ICT & Assistive Technology
- Student Engagement
- Quality Enhancement and Engagement

Consultation and Engagement

We have consulted with a wide range of internal and external stakeholders in the writing of our Access and Inclusion Strategy. These have included –

Internal Stakeholders	External Stakeholders
IC UHI Board of Management	Community Planning Partnership
IC UHI Staff	Third Sector and Charitable Organisations
IC UHI Student's Association	Highland Council Schools
	Skills Development Scotland

Each of these stakeholders have had opportunity to feed into our Strategy and provide their views on it. This Strategy has also been overseen by the Regional Strategic Board.

1 Defining our Inclusive Approach

We have a firm commitment to making our College accessible and inclusive to all learners and this approach penetrates every aspect of our student experience from start to finish. We strive to provide access to education, employment, services, programs, and activities to all persons, regardless of physical or mental disabilities. As such, members of the College work together in an effort to create solutions to any barriers that may exist for an individual with a disability or a need for additional support.

Across the entirety of the student journey we have taken steps to ensure that individuals feel supported through our positive declaration environment and are further supported by the processes which follow.

Placing the learner at the centre of all we do is the overarching principle which guides our work and helps us to encourage students to take an active role in their learning. Our Student Services Teams, in conjunction with curriculum colleagues, ensure that students are holistically supported throughout their learner journey.



Supporting Individuals at Each Step

- *Initial Enquiry* – website information is accessible and available in a range of formats
- *Disclosing Accessibility Barriers* – we have a positive declaration environment⁷ where individuals are encouraged at various points to declare if they have any learning need which they will require support with
- *Assessing an Individual's Needs* – we have a thorough needs assessment to enable us to accurately assess what support needs to be put in place for learning⁸
- *Putting Support in Place*⁹ - following the needs assessment, we have a clear process in place to ensure that relevant staff are informed of how best to support an individual
- *Monitoring Support Measures* – we regularly monitor individuals through the role of the Personal Academic Tutor¹⁰
- *Supporting learning through Technology* - assistive technology hardware and software tools are suggested to some individuals to meet the needs of students with various disabilities
- *Exam Arrangements* – adjustments to exams can be made in order to support an individual's chances of successful completion¹¹
- *Creating Accessible Content* – Inclusive learning and teaching practices are promoted and embedded within our Framework for Excellent Learning and Teaching
- *Monitoring Successful Outcomes* – our PI dashboard ¹² enables us to disaggregate our outcomes by protected characteristic so we can closely monitor progress by group. Our INSIGHT Monitoring and Tracking Process¹³ provides the tool for us to monitor attendance and progress of individuals on a weekly basis and put timely interventions in place when required.

1.1 Contextualised Admissions

Improving access to higher education, and education in its widest sense, for people from the widest possible range of backgrounds, is a key priority of The Scottish Funding Council and is addressed in the UHI outcome agreement. As a College we are committed to ensure that there are no barriers to entrants from protected characteristic groups such as age, gender, ethnicity, disability, care leavers; SIMD areas and SHEP schools.

⁷ [ASN Policy](#)

⁸ [ASN Procedure Flow Chart](#)

⁹ [ASN Procedure](#)

¹⁰ [PAT Guide to Supporting Students](#)

¹¹ [Exam Arrangements](#)

¹² PI Dashboard - [P:\Staff\Student Records\Reports](#)

¹³ [INSIGHT Procedure](#)

Contextualised Admissions¹⁴ is one of our key principles in terms of ensuring there are no barriers to access during the admissions process.

Each applicant who has positively disclosed information related to indicators 1 to 3 on their application form, will be flagged in SITS as '*contextualised admissions*'.

- *Indicator 1 – Applicants with experience of being looked after / in care for a period of time*
- *Indicator 2 – Applicants whose parents or guardians have not previously attended university*
- *Indicator 3 – Applicants who have participated in outreach activity or access programmes*

As a College we record our contextualised admissions, showing the number of applicants identified in this group, by programme of study and outcome of applications. Our Admissions Team work closely with our Students Records and MIS Manager to ensure individuals who have made disclosures are flagged and supported appropriately.

1.2 Partnership Working

Partnership working is critical to the holistic way in which we support our students and runs through every aspect of the College. In terms of access and inclusion, we identify that partnership working is critical around transition planning. Our transition planning is focused around –

- School pupils transitioning into College as part of their Senior Phase
- Care Experienced Individuals transitioning into College
- School pupils transitioning into Price Group 5 Supported Education programmes as part of their Senior Phase
- Students transitioning into employment or further study

Transition Planning for School Pupils

We visit each of our local secondary schools to provide an overview of the Senior Phase provision which we offer. This input starts in S3 and continues annually through S4, S5 and S6. We also work closely with the Highland Council to shape our curriculum offering to ensure it meets the needs of the young people coming from schools. We currently offer provision from SCQF level 1 to 9¹⁵.

We have many vulnerable young people transitioning from school to college and who benefit from enhanced support. An estimate of 5 transition visits per week take place for these pupils at key times, whether current or prospective students, which provides extra support.

¹⁴ [Admissions Flow Chart](#)

¹⁵ [Senior Phase Brochure](#)

The Schools for Higher Education Programme (SHEP) is funded by the Scottish Funding Council. Our local provider, ASPIRE North, provides support in 10 schools across the North of Scotland that traditionally have low progression rates to higher education. ASPIRE North encourages young people to make more positive and better informed decisions about their post-school educational choices. Inverness College UHI works closely with this partner to input into their programme for pupils from Highland schools including –

- Providing tasters for S3 pupils to enable young people to experience college / university life and to help motivate them to continue with their school education and progress to post school further or higher education
- Supporting the S4 residential weekend giving a guest lecture and helping to inspire young people to reach their educational goals
- Providing study skills sessions to S6 pupils helping to ease their transition between school and college / university

The College Access and Progression Manager is the Regional Chair for ASPIRE North contributing to both the strategic and operational planning and management of the programme.

We will also work with partner schools to ensure that at point of application we are receiving adequate information relating to an individual's support needs. We have regular meetings with Head Teachers and Guidance Teachers and transition planning is firmly on the agenda. We will move to an online application process for school pupils coming to us as part of their Senior Phase. This will enable us to gather data around support needs at point of application and support us in putting necessary support measures in place. This will also enable us to record this data on our student records system.

Transition Planning for Supported Education Students

We have robust transition arrangements for school pupils coming to College as part of their Senior Phase. Transition planning includes visits to the campus and opportunities to meet college teaching and support staff; liaison with school pupil support assistants (PSAs) who are offered campus visits to allow arrangements for personal care needs to be in place; flexible arrangements with schools to release PSAs to provide 1:1 support for individuals including medical and personal care for those attending the College Link programme. We have developed close partnerships with schools who send pupils to the College Link programme.

Robust transition planning is also in place for individuals coming from other providers such as third sector and charitable groups like L'Arche, Richmond Fellowship, Key or those who come under the care of Community Psychiatric Nurses. Separate open events are run for individuals coming to Price Group 5 programmes to make it more accessible for them. Individual lecturers also go out to deliver taster sessions within familiar surroundings to assist future students in becoming more comfortable with the prospect of coming to College. At point of initial needs assessment, we gather information which is relevant to the individual such as medical protocols and

previous care plans from agencies. Once enrolled we have initial settling in discussion with the individual, and any support worker who accompanies them in College, to establish if they are being supported appropriately.

Transition Planning for Care Experienced Individuals

Currently Inverness College UHI have highly effective working relationships with Barnardos and other third sector organisations, Highland Council Social Work department, and Highland schools working with young people in care. We have a data sharing agreement with Barnardos which helps us to fully support young people who are either in or about to come out of care.

Our care experienced students make up a small percentage of the total population of the College cohort, however their support need is often high. We have a dedicated Transitions Co-ordinator who works to support this vulnerable group in a range of different ways across many aspects of their life at College. Individuals who actively use the service will usually access support weekly and engage with other support services such as Guidance, ASN and counselling / wellbeing. We have robust systems and processes in place which means that individuals are fully supported from point of disclosure¹⁶. As a College we have recently published our Corporate Parenting Plan¹⁷ which provides corporate parenting support for individuals who are looked after at their 16th birthday. We have chosen to remove the upper age of this support entitlement to enable any individual with a care experienced background to receive enhanced support.

Students transitioning into Employment or Further Study

We provide a high level of support to individuals who are transitioning either out of College into employment or into further study¹⁸. Our aim is to help to prepare students for further study and/or employment. Throughout the year we offer workshops that can be delivered in a classroom situation relating to progression, careers and employability and we encourage Personal Academic Tutors to book these workshops for their student groups. We also encourage students to drop into the Student Services Centre to arrange one to one support in job searching, completing applications, personal statements and CVs and also advise about academic progression either within Inverness College UHI or in other universities and colleges.

Our ambition is to work with academic departments to ensure that all students leaving Inverness College are work ready and have an up to date CV and Personal Statement.

¹⁶ <https://www.inverness.uhi.ac.uk/students/student-support/care-leavers>

¹⁷ [Corporate Parenting Plan](#)

¹⁸ [Guidance Workshop Booklet](#)

1.3 Commitment to Ongoing Continued Professional Development

We invest in our staff resource to support our approach to access and inclusion and the continued professional development of our staff is critical to ensure we have highly trained specialised staff. This is a focus within our Learning and Teaching and Organisation and Professional Development Strategies.

The Inclusive Classroom

Inclusive learning and teaching practices are promoted and embedded within our Framework for Excellent Learning and Teaching¹⁹. Within each of the 8 characteristics, the underlying principles put learners at the centre and as our primary focus, ensuring the learning of each individual is both accessible and inclusive. The framework is also underpinned by our opportunities for continuous professional development which support colleagues to develop themselves as skilled professionals who share emerging practice.

A variety of development opportunities are provided for staff throughout the academic year and all staff also participate in 4 specified college-wide development days per year. On staff development days, relevant workshops focus on topics such as Autism Awareness, Mental Health First Aid, Diversity & Inclusion and Corporate Parenting. We therefore put a real emphasis on staff development around access and inclusion.

Professional development is also enhanced through participation in informal groups which are led by the Learning and Teaching Working Group and provide a platform for staff to share best practice.

Staff Induction

All of our staff complete a mandatory induction programme²⁰ which covers Safeguarding, Health & Safety and Corporate Parenting. This ensures that all of our new staff coming in have an immediate awareness of the importance of access and inclusion for our students. Teaching staff complete a further mandatory induction programme²¹ which includes sessions on Building a Rapport with Students; Supporting Students; The Inclusive Classroom. This induction programme also incorporates digital skills training for staff on the use of Smartboards and our Blackboard Virtual Learning Environment. This training ensures that these technologies can be used by all teaching staff to enhance their practice and aid inclusivity in their classrooms. Our Learning Technologist also provides training on assistive technology during induction so that all teaching staff are aware of what is available to students.

¹⁹ [Framework for Excellent Learning and Teaching](#)

²⁰ [New Staff Induction Programme](#)

²¹ [New Staff Learning and Teaching Induction Programme](#)

Professional Development to Support Students with Additional Support Needs

With the College we have a highly skilled ASN Team who work first hand with individuals with additional support needs. Two members of staff hold the *PDA in Inclusiveness*, an SQA qualification at Level 9. A third member of staff is in the last stage of this training. All members of our ASN Team have gone through BRITE training.

DSA Needs Assessors attend at least three training courses per academic year to ensure their practice is current, particularly around developments in technology and the compensatory strategies that can be recommended to students.

Staff across the ASN, Student Funding and Admissions, and Guidance Teams have been trained in supporting students with mental health difficulties, counselling needs, Autism, Dyslexia, other specific learning difficulties as well as hearing and visual impairments²². We also have four trained counsellors who between them support individuals with mental health difficulties. The College supports them to keep their qualifications and registration up to date. The College has also invested in professional development for our Guidance Team who are qualified at SVQ3 level in Guidance and who have also gone through Introduction to Counselling, Careers Coaching and Mental Health First Aid. This enables us to provide a first level Guidance and support service out with the formal counselling service. Informally, all members of the Guidance and ASN Teams take part in on-going CPD through College Development Network and third sector agencies to help keep their practice and skills relevant.

Teaching staff are supported by the Learning Technologist and the Digital Skills Training Officer in creating accessible content for use in the classroom and online. Our Technology Enhanced Learning Studio provides the equipment necessary to create a variety of materials using different media. Ongoing staff development and digital skills training takes place throughout the academic year²³.

New and experienced teaching staff work together informally to observe and to share best practice in all areas of pedagogy²⁴. Creating and maintaining an inclusive classroom is a strong theme within these groups and they help to raise awareness and embed excellent learning and teaching across all vocational areas.

1.4 The Services We Provide

Inverness College UHI provides a range of services to ensure equity of opportunity for individuals in terms of their access and inclusion in College life and the outcomes they achieve. The Early Experience Student Survey²⁵ provides some context to the feedback we gather and receive from our students around their experience.

²² [Staff Development Matrix](#)

²³ [TEL Staff Development Opportunities Overview](#)

²⁴ [LED overview](#)

²⁵ [Early Experience Student Survey](#)

Student Services Centre

We have consciously decided to make our Student Support Services visible and accessible within our campus to ensure our students feel they have easy access to the services they rely on for support. The Centre provides a triage type facility to students to provide support across a broad spectrum. Our Access, Progressions and Guidance Team, our ASN Team and our Admissions and Student Funding Team are all visible within the Student Services centre and are on hand to provide support.

Additional Support Needs Service

The College has a dedicated team who support anyone with additional support needs. Support is provided through the Personal Learning Support Plan which is devised as part of a needs assessment²⁶. We have a growing number of individuals who disclose an additional support need and who are supported through a PLSP. This upward trend is likely to continue as we further improve our pre-course information, our transition planning and our positive declaration environment. We also provide bespoke one to one support to those who have a visual or hearing impairment.

Disclosures	Application	Enrolment	Student	Grand Total	PLSPS per session	
2015	950	1353	821	3124	2014/15	183
February	35			35	2015/16	288
March	85			85	2016/17	363
April	82			82	Total	834
May	109	1		110		
June	163	391	4	558		
July	172	446	262	880		
August	121	376	401	898		
October	51	55	87	193		
November	46	41	39	126		
December	86	43	28	157		
2016	1111	1502	2165	4778		
January	163	80	142	385		
February	158	26	113	297		
March	228	42	136	406		
April	268	14	254	536		
May	184	1	109	294		
June	104	335	70	509		
July		591	496	1087		
August	1	273	629	903		
October		42	127	169		
November		41	46	87		

²⁶ [ASN Policy](#) and [Procedure](#)

December	5	57	43	105	
2017		63	141	204	
January		55	127	182	
February		8	14	22	

We also provide enhanced support for those with Autism or Anxiety and run support groups for individuals with these conditions. Our Autism Support group is run in partnership with third sector agency Autism Initiatives. Students with Autism can settle into their new surroundings at Inverness College UHI quickly, and flourish in their chosen paths, thanks to the Support Group. The initiative, which aims to provide a weekly forum where students with the condition can share their experiences, took the University of the Highlands and Islands Student Support Initiative Award in 2016. This support group, among others, provide a high level of support to individuals and provide a valuable service which helps them sustain their studies. There has been a significantly positive improvement on student outcomes for those who have disclosed Autism. Over a three year period there has been an improvement in success rates from 74% to 88%. The cause of this is unclear but participation in the support group is likely to be one of the factors for this.

Health and Wellbeing and Counselling Services

We operate a triage system for students who are referred to counselling. Students requesting counselling or wellbeing are offered a Wellbeing Consultation. In this solution-focused session, counselling referral and/or other options will be discussed. Specialist wellbeing support for any student experiencing significant or enduring difficulties. We regularly liaise with external services (such as local NHS hospitals and community teams) to ensure students are able to access appropriate support, and co-ordinate support so that impact on studies is minimised²⁷.

Access, Progression and Guidance

Our students are supported by our Access, Progression and Guidance Team who provide a wide range of support in house but also signpost individuals to external services as well. The Guidance Team provide support on an individual and class basis on a range of aspects including information, guidance and advice on progression; funding advice; careers and employability advice; accommodation information; support with applications; and personal support.

Support through the Personal Academic Tutor

All students are assigned a Personal Academic Tutor (PAT)²⁸ who will support them throughout their studies. This role is not only key to the face to face on-going support which individuals need but also critical in signposting individuals to other services when required. The PAT has dedicated time allocated on a weekly basis to carry out their support duties.

²⁷ [Well Being Service](#)

²⁸ [PAT Guide to Supporting Students](#)

Support for Care Experienced Young People

We are committed to supporting individuals with a care experienced background to ensure they have equal access to opportunities and to success. We have chosen to extend the support we provide to –

- Those of any age with a care experienced background (government recommendations are up to the age of 26)
- Young carers
- Other young people deemed to be vulnerable

We offer 1:1 support for care experienced young people, young carers and other vulnerable young people and have a dedicated member of staff who will provide support from the initial enquiry stage. We have a Corporate Parenting Plan in place to demonstrate our commitment to this group and have an action plan which is reviewed quarterly. All of our staff have now completed Corporate Parenting training to ensure care experienced young people are given full understanding of their situation and needs.

Library, Learning Resource Centre and SkillZone Services²⁹

We have an accessible library service and offer a [Postal loans service](#) for students who cannot physically access the Library due to mobility or transport issues, or to those who are distance learners. We are also keen to take a holistic approach to our approach to health and well-being and as such we signpost any students with mental health issues to our Reading Well book collection, a collection of self-help literature put together by our Health and Well Being Team. Due to the nature of many of our programmes, we offer [24/7 access to resources through provision of online resources](#) such as ebooks, journals and online collections. Many of these resources have accessibility features such as coloured overlays, audio and large print making them fully accessible for those with additional support needs.

We also have a dedicated drop in facility for those who require study support of any kind. This is very wide ranging and includes support around –

- ESOL support from literacy tutor
- ECDL materials which can be accessed from home, so students only need to come to College for assessments
- Print copies of support guides available as well as online versions – all aspects of study skills covered such as Referencing, Essay Writing, Note Taking, Time Management, Managing Deadlines and so on
- [Social media](#) presence to make this facility accessible and proactive
- Core suite of Study Skills workshops available, but bespoke sessions also available, for class tutors to book

²⁹ [Library Guide](#)

Accessible Infrastructure

As a new building, our infrastructure and facilities are fully accessible and inclusive. We have taken cognisance of learners who may have additional requirements in terms of our infrastructure and the environment they learn in and have introduced a Multi Faith Room and a Quiet Room in response to student feedback.

1.5 Investment in ICT and Assistive Technology

As a College we provide a wide range of ICT devices and software to support student's learning needs and to make learning accessible to all –

- Literacy software on all PCs: assisting staff and students with dyslexia, other learning difficulties or those whose first language is not English;
- Provide a bank of laptops that are tailored to individual student need, where the student has additional learning requirements;
- A range of interactive screens to provide interactive content, as well as a touch screen for students to contribute to classes via touch as well as vocally;
- Hearing loops are provided in the core multimedia and VC rooms as well as at Reception and in the Library
- The College also has a Technology-Enhanced-Learning Studio. The purpose of this resource is to improve the digital skills of staff, the quality of blended learning materials being developed, and the subsequent engagement of students through more inclusive content.

We also have a Learning Technologist who can produce teaching materials in accessible formats for individuals with specific needs.

1.6 Providing Bespoke Individualised Support

As a College we run a range of bespoke supported programmes within Price Group 5 for individuals with complex needs³⁰. These programmes fall within our Supported Education department and all receive a high level of support through classroom assistant input for all groups. We also work in partnership with external agencies who support individuals through support workers in class. We provide a high level of support to these groups and all individuals have a personal support plan to help track and support progression. As a College we have a very clear progression pathway for individuals coming through our Supported Education programmes with a focus on building knowledge, skills and independence. We have built good links with local schools and provide a senior phase pathway for individuals in S4-6 who have more sever and complex needs. Our College Link programme has been designed to enable school pupils to attend College 1 day a week in preparation for commencing a part time programme with us when they leave school.

³⁰ [Supported Education Provision](#)

We are also beginning to track individuals who are subject to welfare guardianship and will include that in the data we collect from 2017-18 applications. This will enable us to ensure that Carers are included in information and decisions in the best interest of prospective and current students.

As a College we have considerable spend in terms of making College accessible to students. Students who require transport to College are supported by College staff to

access a taxi service paid for through bursary funds. Whilst we do not provide personal care for students, we liaise very closely with external agencies to ensure that individuals are aware of the accessible facilities we have to help support the delivery of personal care³¹.

1.7 Assessing Students' Learning Needs

The way in which we assess a students' learning needs is clearly stated in our ASN Policy and procedure³². Students who disclose a disability or learning support need at point of application are automatically flagged on our Student Records system and invited to make a personal learning support plan (PLSP) with a specialist needs assessor. A confidential, student centred, holistic approach is taken and covers the nature of the difficulties; the student's educational background and history of support; the difficulties experienced previously and at present; the student's learning style and perceived strengths and weaknesses; and the strategies employed to date. The needs assessor then recommends learning strategies for the student to try and agrees with them what information will be forwarded to the lecturing staff via the Personal Academic Tutor (PAT). Where relevant, use of assistive technology (AT) is discussed and demonstrated to the student and access to this arranged.

The PLSP is recorded in the student HUB so that they can view at any time what was agreed and request any changes that arise during the course. The student's progress is reviewed three times per session through the PAT³³ and ASN with their needs being assessed at this point. Any additional support which they may require is then followed up on through our referral system to Student Services³⁴.

1.8 Meeting Students' Learning Needs

The way in which we meet the learning needs of individuals is determined by the needs assessment which individuals are invited to and are outlined in our ASN Procedure³⁵. The College provide reasonable adjustments in certain circumstances where a student or prospective student would otherwise be disadvantaged by a provision, criterion or practice operated by the College. The relevant matters to which such adjustments might relate to include:

- Deciding who is offered admission as a student

³¹ See previous page – *Accessible Infrastructure*

³² [ASN Policy](#) and [Procedure](#)

³³ [PAT Review Forms](#)

³⁴ [Student Services Referral Form](#)

³⁵ [ASN procedure](#)

- Provision of education
- Access to a benefit, facility or service

Whether it is reasonable for an education provider to make any particular adjustment will depend on a number of factors, including:

- The effectiveness of making the adjustment and whether it is practical to do so
- The financial resources available
- The availability of grants, loans and other assistance to disabled students, such as Disabled Student Allowance, or charitable trusts
- The extent to which aids and services will be provided to disabled students from other sources
- Health and safety requirements – this means if the adjustment increased the risks to the health and safety of another person
- The relevant interests of other people – this means where the adjustment results in significant disadvantage for other people

The College also has a dedicated facility for students to receive additional study support, the SkillZone³⁶. Students' learning needs are identified by PATs, other lecturers, ASN, SkillZone or the Guidance Team and they are referred to the SkillZone for additional support with their studies. This could be in the form of -

- PATs/Lecturers identify areas in which their groups need support and book visits from SkillZone or Guidance to facilitate this.
- PATs/Lecturers identify areas with which an individual student requires support and via the Student Referral Form, requests this from SkillZone.

1.9 INSIGHT Monitoring and Tracking

As a College we are committed to supporting all students to achieve a successful outcome. Our INSIGHT Attendance and Progress Monitoring Procedure³⁷ is a whole college approach to supporting student attendance, progress and attainment and supports successful outcomes for all students. The key purpose is to ensure that all students are fully supported to sustain their studies and are provided the opportunity to do their best to achieve their qualification. In particular, INSIGHT helps us to predict when an individual is at risk of not sustaining their studies and enables us to put interventions in place in a timely manner to help support them. A whole college approach is taken to supporting student success and positive outcomes for all. Key principles of INSIGHT include –

- Appropriate support is identified and provided to those who need it
- Interventions and support is provided in a timely manner

³⁶ [SkillZone Offering](#)

³⁷ [INSIGHT Procedure](#)

- Individuals feel fully supported and equipped to continue their studies and achieve success.

INSIGHT helps us to pay particular attention to those we deem most at risk –

- Individuals who are Care Experienced Leavers / Looked After Children
- Individuals with outstanding funding evidence
- Individuals who have declared an additional support need

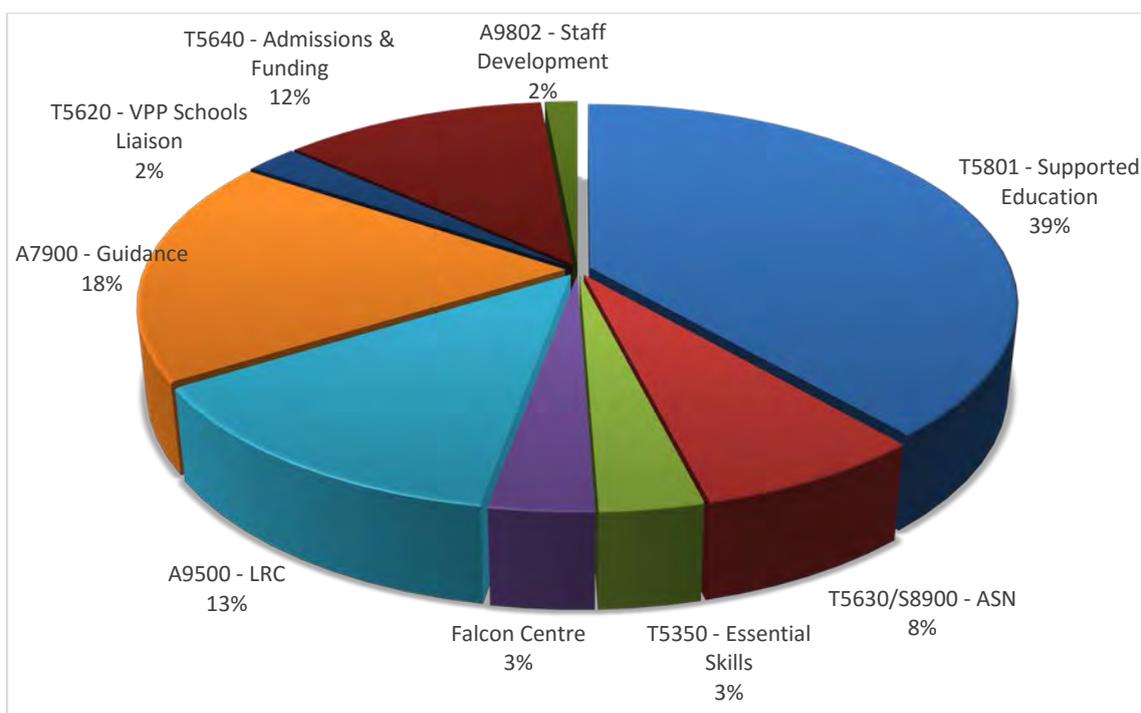
INSIGHT operates a flagging system whereby those falling within these categories are highlighted to the attention of the Personal Academic Tutor. This raises awareness of the PAT around the increased challenges which these individuals may face and also prompts them to keep a close check on their attendance and progress. A series of automatic communications have been established for individuals who fall below the thresholds for attendance and or progress. This enables us to put interventions in place which are timely and appropriate and reduces the risk of the individual withdrawing. The Student Services referral form has helped us to streamline the process in terms of the way in which we meet direct students accordingly to help meet their needs. Support and intervention is timely and targeted through this system³⁸.

³⁸ [Student Services Referral Form](#)

2 Financial Commitment to our Inclusive Approach

We have a significant spend on access and inclusion across College which has had a positive impact on our student recruitment and outcomes, as demonstrated in 1.12. A high level financial overview has been provided which highlights how our funds are used to support our inclusive practices. A more detailed breakdown has also been provided³⁹. Our access and inclusion spend accounts for approx. 21% of our SFC FE grant.

Access and Inclusion Commitment 2015-16		
Pay Costs		2015/16
	T5801 - Supported Education	427,800
	T5630/S8900 - ASN	81,779
	T5350 - Essential Skills	37,072
	Falcon Centre	37,229
	A9500 - LRC	147,040
	A7900 - Guidance	203,202
	T5620 - VPP Schools Liaison	25,401
	T5640 - Admissions & Funding	130,458
	A9802 - Staff Development	15,972
Pay Total		1,105,953
Non-Pay Costs	Supplies to Deliver	62,735
	Fees – software and specialist services	56,324
Non-Pay Total		119,059
	Overhead allocation at 30% of staffing	331,786
Non-Pay including Overheads		450,845
Total including Overheads		1,556,798
SFC FE Grants		7,407,169
% spend on A&I of total SFC FE Grant		21%



³⁹ [High level overview of our spend](#)

3 Expected Impact of the College's Access and Inclusion Strategy

The approach we take to access and inclusion has made a significant, positive contribution to student recruitment and outcomes over the last three years.

- **Student Recruitment**

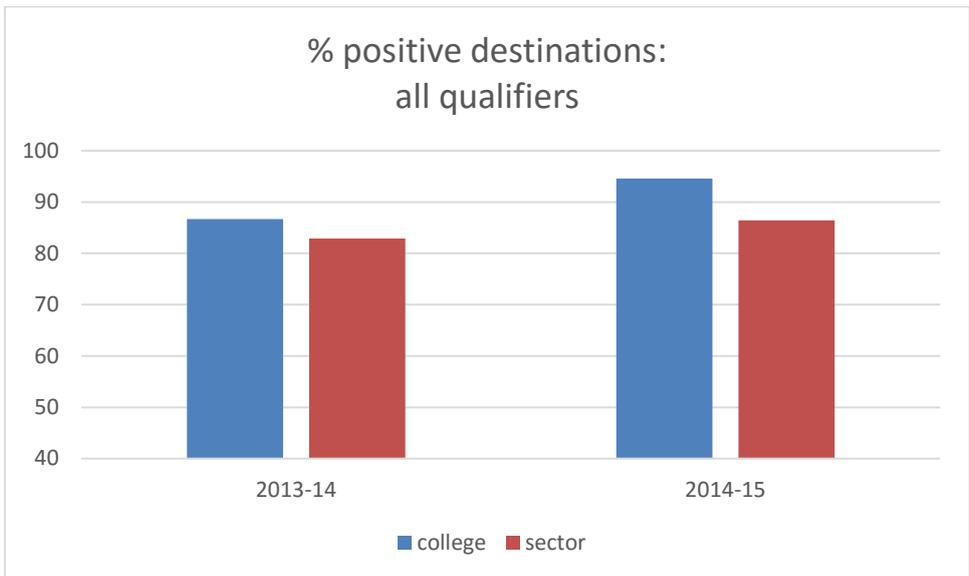
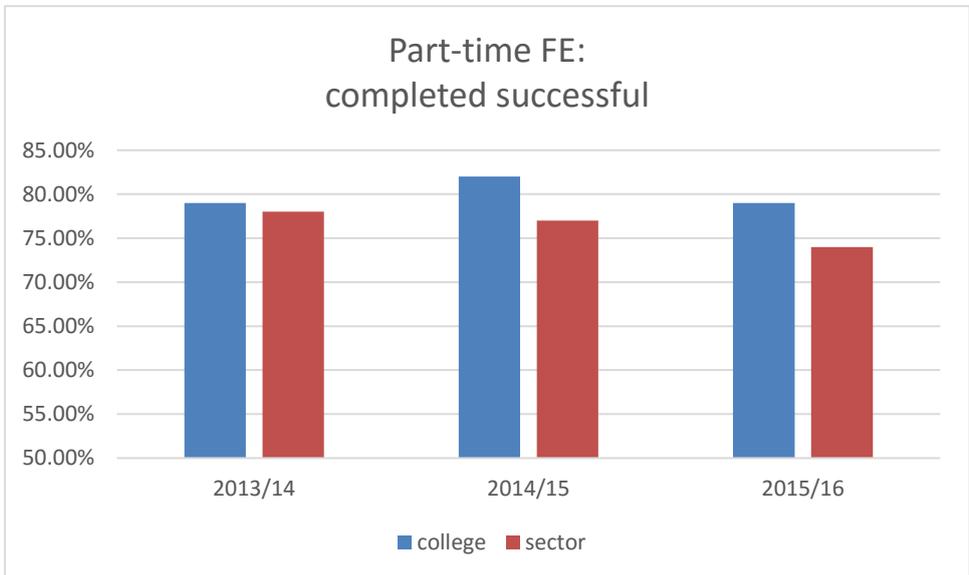
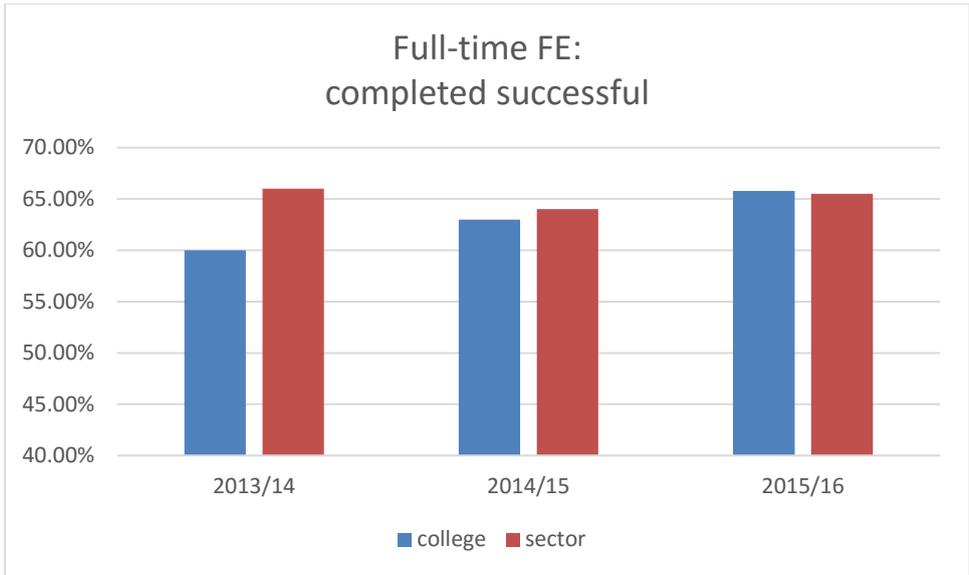
The college exceeded its FE activity targets in 2014-15 (by 3%) and in 2015-16 (by 10.6%).

- **Successful Completion Rates**

Rates of successful completion for learners on full-time FE programmes have improved year-on-year and are now above latest published sector levels. Rates for learners on part-time FE programmes have remained high over the last three years and are also above sector levels.

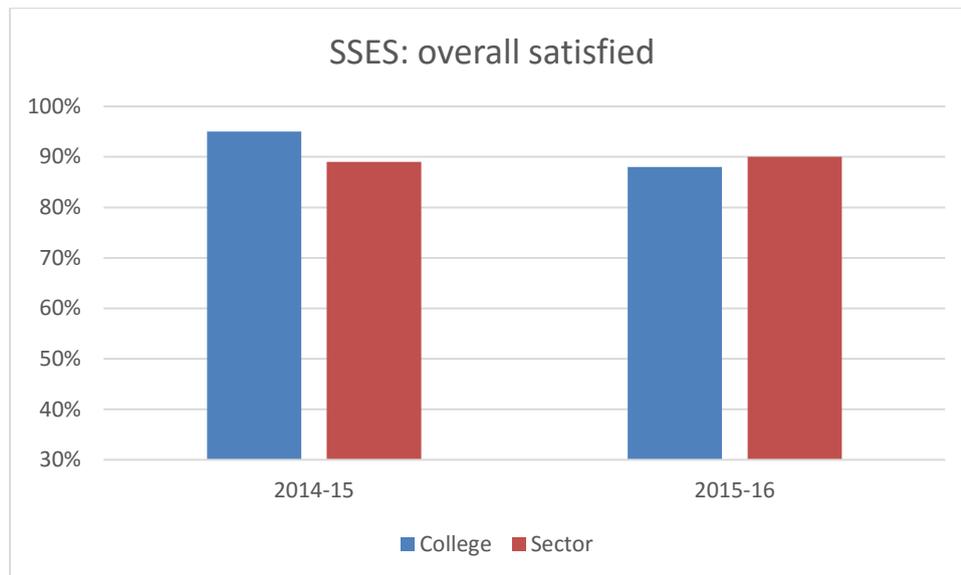
- **Positive Destinations**

Positive destination rates for FE learners successfully completing programmes at the college, as a percentage of all qualifying leavers, are high (94.6% for those leaving at the end of 2014-15), have increased over the last two years and are above sector levels.



3.1 Student Satisfaction

Satisfaction rates for learners on FE programmes are high, although there was a slight drop in 2015-16 due to the difficulties experienced in moving into the new college buildings. The chart below shows the satisfaction levels recorded in the SFC Students Satisfaction and Engagement Survey (SSES) pilots: it should be noted that the sector returns include both FE and HE students, whereas the college returns include FE students only.



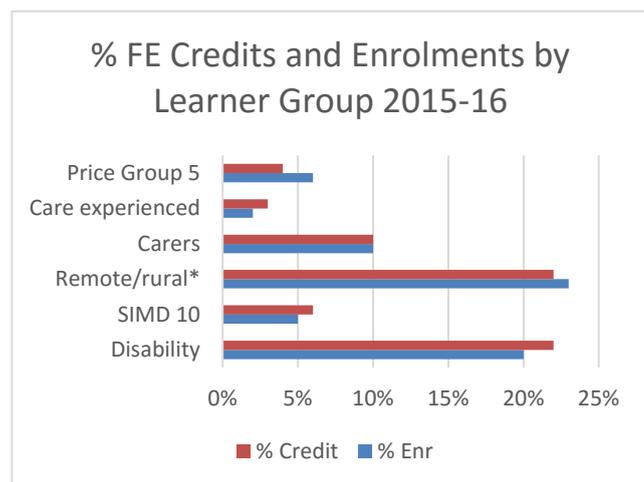
3.2 Enrolments by learner group

Enrolments in 2015-16 by specific learner groups, as a percentage of overall FE enrolments, are shown below:

Learner Group	% Enrolments	% Credits
Disability	20%	22%
SIMD 10	5%	6%
Remote/rural*	23%	22%
Carers	10%	10%
Care experienced	2%	3%
Price Group 5**	6%	4%

** Learners living in postcodes categorised as *remote rural* or *very remote rural* by the Scottish Government's Urban Rural Classification.

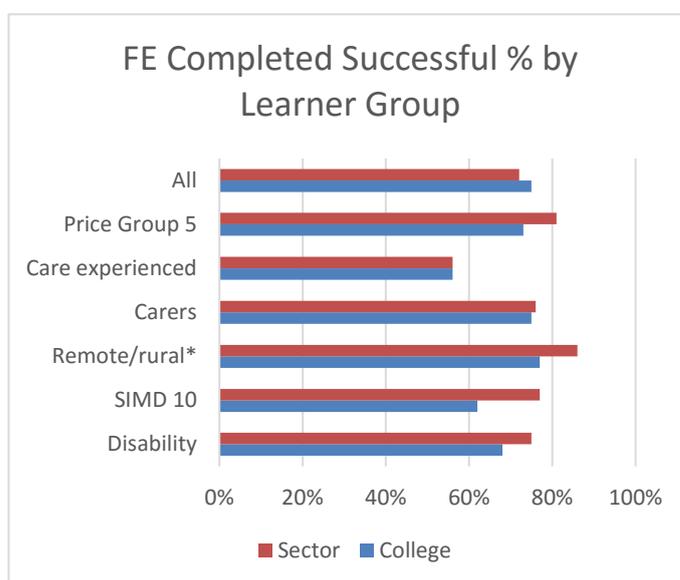
***Previously Dominant Programme Group (DPG) 18.



3.3 Successful completion rates by Learner Group

The successful completion rates for learners on FE programmes (including those on programmes not leading to a recognised qualification) in 2015-16 by specific groups are shown below:

Learner Group	% Success (college)	% Success (sector)
Disability	68%	75%
SIMD 10	62%	77%
Remote/rural	77%	86%
Carers	75%	76%
Care experienced	56%	56%
Price Group 5	73%	81%
All students	75%	79%



Success rates for learners on FE programmes in 2015-16 by type of disability are shown below (categories with less than 20 enrolments and programmes not leading to a recognised qualification have been excluded):

DISABILITY TYPE	Enrl.	% Success
No known disability	3783	78%
A specific learning difficulty such as dyslexia, dyspraxia or AD(H)D	319	69%
You are deaf or have a serious hearing impairment	42	80%
You have a mental health condition, such as depression, schizophrenia or anxiety disorder	136	57%
You have a social/communication impairment such as Asperger's syndrome/other autistic spectrum disorder	41	88%

3.4 Our Access and Inclusion Ambitions for Priority Groups

The College is working more closely with the Highland Council particularly to share data to help widen access and further improve transition planning for priority groups. We are in the early stages of establishing a Transitions Steering group comprising of colleagues from the Highland Council, schools and from the College. The purpose of this is to enhance our partnership approach particularly around how we share data and provide a seamless transition for young people progressing into College. Initial work has been done to help us benchmark our enrolments for those who are care experienced and those who disclose an additional support need

against Highland Council data.

	% within Highland Council area	% of Inverness College Enrolments	% credits delivered to group
Care Experienced young people*	2%	2%	3%
Disclosure of ASN**	26%	20%	22%

* Data for Highland Council relates to young people aged 15-20; data for Inverness College is based on those up to age 26

* Data for Highland Council relates to young people aged 15-20; data for Inverness College is based on all enrolments

All FE: targets for credits delivered by learner group:

Learner Group	Actual		Targets		
	% Credits 2015-16	% Credits 2016-17 tbc	% Credits 2017-18	% Credits 2018-19	% Credits 2019-20
SIMD 10	6%	6%	7%	7%	7%
Care experienced	3%	3%	3%	3%	3%

All FE: targets for successful completions by learner group:

Learner Group	Actual		Targets		
	% Success 2015-16	% Success 2016-17 tbc	% Success 2017-18	% Success 2018-19	% Success 2019-20
Disability	68%	70%	71%	72%	73%
SIMD 10	62%	66%	67%	68%	69%
Carers	75%	78%	78%	79%	80%
Care experienced	56%	56%	57%	58%	60%
Price Group 5	73%	75%	77%	78%	79%
All learners	75%	77%	78%	79%	80%

All FE: targets for learners on FE programmes in 2015-16 by type of disability:

DISABILITY TYPE	Actual		Targets		
	% Success 2015-16	% Success 2016-17 tbc	% Success 2017-18	% Success 2018-19	% Success 2019-20

A specific learning difficulty such as dyslexia, dyspraxia or AD(H)D	69%	70%	71%	72%	73%
You are deaf or have a serious hearing impairment	80%	Maintain at level of learners with no known disability, as minimum			
You are blind or have a serious visual impairment uncorrected by glasses	n/a ⁴⁰				
You have a mental health condition, such as depression, schizophrenia or anxiety disorder	57%	58%	59%	60%	61%
You have a social/communication impairment such as Asperger's syndrome/other autistic spectrum disorder	88%	Maintain at level of learners with no known disability, as minimum			

⁴⁰ Less than 10 enrolments

4 Future Aspirations and Enhancements around Access and Inclusion

As a College we have aspirations to further enhance our approach to access and inclusion. Key areas for future enhancement include –

- Staff Development
- Monitoring and Tracking of Students
- Transition Planning
- Pre-Course Information
- Monitoring student outcomes by priority groupings
- Support for student carers
- Support around careers and employability
- Assistive Technology
- The PAT Role

These have been collated into our Access and Inclusion action tracker⁴¹ and are aligned with our Strategic Plan and our cross College Quality Enhancement Plan.

⁴¹ [Access and Inclusion Action Tracker](#)

Board of Management

Subject/Title:	UHI Learning and Teaching Enhancement Strategy		
Meeting and date:	Learning and Teaching Committee, 30 May 2017		
Author:	Roddy Henry, Depute Principal		
Link to Strategic Plan:	Yes		
Cost implications:	No		
Risk assessment:	No If yes, please specify:		
Status – Confidential/Non confidential	Non confidential		
Freedom of Information Can this paper be included in “open” business	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.)			

Recommendation:

The Committee is asked to discuss this paper and to endorse the strategy.

Purpose of report / Summary

The purpose of this report is to highlight the UHI Learning and Teaching Enhancement Strategy, which has been approved by the university’s Partnership Council following lengthy and productive consultation across the partnership.

Background

The strategy was compiled by Professor Keith Smyth, who leads the university's Learning and Teaching Academy. Professor Smyth conducted a literature review, including the Academic Partners' existing learning and teaching strategies, and then convened a forum from across the partnership to consult on the UHI strategy.

Main body of information

The university's Quality Assurance and Enhancement Committee (QAEC) approved a draft strategy in June 2016. A full version of the strategy was then considered by QAEC in Feb 2017, and circulated for further review by members of QAEC, Partnership Planning Forum (PPF) and Quality Forum with a deadline for feedback of 10th March. The draft was also sent to Academic Partners for comment. This final version of the strategy takes into account a range of minor enhancements to the wording of the values, includes clarifications and additions relating to the actions and objectives for implementation, and expands the mapping of the values to external benchmarks and frameworks.

The Learning and Teaching Enhancement Strategy links to institutional (university) aims for learning and teaching. It is explicitly linked to key aspects of the UHI strategic plan, as well as other internal and external benchmarks and frameworks for the quality of learning and teaching.

The final strategy is attached below.

The strategy is clearly informed by existing Academic Partner approaches, including the college's Framework for Excellent Learning and Teaching, and this is to be welcomed. The process of compiling the strategy was genuinely consultative and the final version reflects the feedback from Academic Partners and university committees. The college's Learning and Teaching Working Group has been tasked with considering the strategy alongside the college's refreshed Learning and Teaching Strategy with a view to identifying synergies and ensuring a close alignment.

Roddy Henry
Depute principal



Learning and Teaching Enhancement Strategy

2016/17 – 2020/21

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1. Introduction

The Learning and Teaching Enhancement Strategy (2016/17 to 2020/21) is based on the premise of creating and implementing a ‘common language’ to support the development, sharing, and enhancement of learning and teaching across the university.

It is intended to: complement the values within the learning and teaching strategies (or equivalent) of Academic Partners; align with the university’s Strategic Vision and Plan 2015-20 including the Our Students dimension in particular; and be orientated towards current and emerging educational developments and practices in the tertiary education sector.

Perhaps most importantly, the learning and teaching enhancement values that provide the basis for the strategy, and the range of ways in which they can be embedded in practice and policy, are intended to enhance learning and teaching for our learners, and for our academics, in tangible and realistic ways that reflect pedagogically sound educational expectations and aspirations for a contemporary tertiary education experience.

1.1 Key components of the Learning and Teaching Enhancement Strategy

The Learning and Teaching Enhancement Strategy comprises four key components:

- I. Twelve Learning and Teaching Enhancement Values or precepts that provide the basis of the strategy, and of a ‘common language’ for learning and teaching enhancement
- II. A set of implementation actions and objectives for the embedding of the aforementioned values in institutional policy, practice and professional development provision across the five year timescale for the operationalisation of the strategy
- III. Mapping of the values to illustrative examples that provide a general sense of direction or insight into how each of the values could be represented in practice
- IV. Mapping of the values to key internal and external policies and benchmarks, to articulate the broader internal and external relevance and applicability of the values

Implicit within the Learning and Teaching Enhancement Strategy (and in several of the implementation actions and objectives) is the intention for the strategy to provide a means to enhance future practice, but also bring to the fore a range of existing good practice within the university that already aligns with and exemplifies the values in the strategy.

Importantly, the strategy does not assume or expect that each of the Learning and Teaching Enhancement Values will be relevant to every learning and teaching situation or context.

2. Learning and teaching enhancement values

The twelve values that provide the basis of the Learning and Teaching Enhancement Strategy, and which are intended to provide a ‘common language’ for sharing and further developing effective practice in learning and teaching, are outlined and defined below.

The values have been identified through reviewing the previous learning and teaching strategies of the university, equivalent strategies with the Academic Partners, and drawing upon emerging developments in the sector and upon consultation with colleagues.

Value	Ethos
Learning for employment	We will engage our students in learning activities and experiences that reflect and replicate how they will work and collaborate in the vocation, profession, or field they are preparing for. As a student progresses through their chosen unit, module or programme, they will engage in activities that will help them to further transition into the working environment.
Learner choice and personalisation	Students will be engaged in helping to shape and create their learning through choice and negotiation relating to the individual and collaborative activities that they undertake. Wherever possible this should extend to what students focus on and produce for their assessed work.
Providing a connected learning experience	We will create opportunities within and through the curriculum for students to engage and learn with peers inside and across cohorts, to engage with the professional and scholarly communities to which they belong or will come to join, and to engage within wider learning communities locally and beyond.
Evidence-based educational practice	Our approaches to learning, teaching and assessment will be informed by existing scholarship and research 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 scholarship and research.

Value	Ethos
Engaging our students as researchers	We will engage students in research-based activities appropriate to their subject and level of study, including discovery and enquiry based learning. Research-based learning and teaching will become more prominent as students progress throughout levels of study, with an increasing focus on students undertaking research projects that have value for groups, communities and contexts beyond the university.
Assessment and feedback for learning	Assessment practice will be rich and varied, and place an emphasis on students undertaking forms of assessment that present relevant learning opportunities. Formative assessment and feedback should allow students to reflect upon and refine their work, with feed forward opportunities supporting students in making decisions in how they progress within their studies.
Active and creative use of technology	Will be embedded throughout learning and teaching to support active individual and collaborative learning, including allowing students to have meaningful and connected learning experiences regardless of their location or how their curriculum is delivered. This will incorporate co-creative approaches to learning within which students use technology to create and share digital resources, and to develop their digital literacies.
Integrated and sustainable teaching practice	More integrated and sustainable approaches to learning, teaching and assessment will be enabled through practices including: designing assessments that bring together work from related units and modules; using blended approaches to engage students prior to and between face-to-face classroom or online sessions; and repurposing relevant content and resources.
Harnessing open education approaches	Developing online and other open education practices and approaches to support and enhance learning and teaching, to use, create and share open educational resources, and to widen access to education including within our local communities.

Value	Ethos
<p>Supporting the learner as an individual</p>	<p>Our learning, teaching and assessment practices will ensure that all students have the opportunities and support they require to succeed, and that diverse and individual student needs are met through inclusive approaches to curriculum design and delivery, and contextualised personal and professional development.</p>
<p>Reflective practice and continuous improvement</p>	<p>At individual, team, departmental and institutional level we will review the effectiveness of our teaching practices, reflect on the potential for improvement and actively plan for a better educational experience for current and future students.</p>
<p>Supporting professional development in learning and teaching</p>	<p>We will provide a range of opportunities for our educators to engage in relevant professional development activities that are focused on enhancing and sharing effective learning and teaching practice, and which are open to all colleagues who directly support student learning.</p>

3. Implementation and embedding of the values

The means by which the Learning and Teaching Enhancement values are represented and enacted within existing policies, practices, and initiatives is integral to the embedding of the values as a 'common language' for the further development of learning and teaching, and to the effective implementation of the strategy itself.

The following are identified as key implementation actions and objectives for the five year period that the strategy covers. As implementation of the strategy and values progresses, and is evaluated, additional objectives relating to the strategy are expected to be identified.

Initial implementation of strategy (Academic Year 2016/17)

1. Initial dissemination of the Learning and Teaching Enhancement Strategy
2. Formally launch the strategy at a university Learning and Teaching Conference in summer 2017, utilising the conference to identify examples of current and emerging practice that already exemplify the range of values within the strategy. The holding of a university wide Learning and Teaching Conference also addresses a key recommendation of the staff consultation held across the partnership in 2016.
3. Begin aligning current and planned professional development opportunities in learning and teaching with the values of the strategy. This should include the activities of the Learning and Teaching Academy and other professional development opportunities in learning and teaching, including educational scholarship and research, provided by the university and within Academic Partners.

Embedding in existing policies and procedures (Academic Year 2017/18)

4. Revise the ALPINE (Accredited Learning, Professional development, and Innovation in Education) professional recognition process to align it with the strategy. Specifically to include reflection on how the current practice and future aspirations of those seeking recognition aligns with, and evidences engagement with, relevant values within the strategy. There is capacity in how ALPINE has been designed to allow for this within the existing process, without re-approval of ALPINE.
5. Modify the programme approval and re-approval process, specifically so that the learning and teaching section of CUR04 forms require an articulation of which specific values within the strategy apply to programmes and programme schemes, and how they are instantiated within the programmes and schemes in question.
6. Update guidance for programme and programme scheme approval and re-approval panels to ensure there is explicit discussion of the values and their embedding.

7. Revise the existing Blended Learning Standards into a new Learning Standards which provide specific guidance on designing and facilitating learning and teaching in the areas of practice covered within the values. This also complements an action concerning the further development of the Blended Learning Standards that resulted from the most Enhancement Led Institutional Review in 2016.

Focused support to implement values and evaluate impact (Academic Years 2017/18 to 2018/19)

8. Identify a limited number of units, modules and programmes that can be supported to further embed, between them, a range of the learning and teaching enhancement values in the strategy with a view to (i) evaluating evidence of enhanced learning and teaching, and (ii) providing evidence-based exemplars, resources and activities that can be easily adopted or adapted for other units, modules and programmes.
9. Conduct mid-point evaluation of engagement with the strategy and embedding of the values. To encompass (i) evaluation of impact on learning and teaching in units, modules and programmes where there has been direct engagement in implementing the values (ii) engagement with values through ALPINE recognition process (iii) engagement with values and the enhancement of practice through professional development opportunities that are aligned to the strategy (iv) engagement with and perceptions relating to the value of policies and procedures that have been aligned with or produced to support the strategy.

Specific evaluation metrics in the areas (i) to (iv) above will be identified as part of this objective. It is also expected that other areas of engagement and impact relating to the strategy and related values will be identified as implementation progresses.

Develop and implement new policies and guidance (Academic Years 2018/19 to 2019/20)

10. Specifically in areas of emerging educational practice of importance in the university. To include: (i) a policy or framework to guide institutional developments in the harnessing and creation of open educational resources, and in the use of online and other open educational opportunities for the purposes of widening access and public engagement, (ii) a university framework for the development of fully online distance learning, and (iii) a university framework, and related resources and developmental opportunities, for supporting engagement in educational scholarship and research.

Evolution of Learning and Teaching Enhancement Strategy (Academic Year 2020/21)

11. Undertake robust summative evaluation concerning the impact of the Learning and Teaching Enhancement Strategy with respect to points 1 to 10 above, and in other emergent areas of implementation and learning and teaching enhancement that develop from the embedding of the strategy and related values.

12. Undertake consultation exploring the potential to build upon the outgoing strategy by developing a single unified Learning and Teaching Enhancement Strategy that can work at university and Academic Partner levels.

Progress in implementing the Learning and Teaching Enhancement Strategy against the actions and objectives above will be formally reported to and monitored by QAEC, and communicated to Quality Forum and other university fora and groups as required.

4. Mapping of the Values to Illustrative Examples

The illustrative examples below are intended to exemplify some of the potential ways in which each value within the Learning and Teaching Enhancement Strategy can be represented within learning and teaching practice, and within institutional practice to support the enhancement of learning and teaching. The examples are not intended to be prescriptive. They are also generalised, rather than discipline specific. 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.

Value	Illustrative Examples		
<p>Learning for employment We will engage our students in learning activities and experiences that reflect and replicate how they will work and collaborate in the vocation, profession, or field they are preparing for. As a student progresses through their chosen unit, module or programme, they will engage in activities that will help them to further transition into the working environment.</p>	<p>Engaging students in the early stages of their unit, module or programme in activities that require them to begin applying knowledge and skill as a novice in their chosen vocation or discipline, through using practices, tools and technologies that are standard to their field.</p>	<p>Providing the opportunity for more experienced learners to help lead or co-ordinate projects being undertaken for partners in industry, the public sector, or other groups in the local or regional communities.</p>	<p>Embed the development of employability skills and other graduate attributes within coursework and assessment, providing transparency in relation to the skills and attributes being developed and assessed and their importance.</p>
<p>Learner choice and personalisation Students will be engaged in helping to shape and create their learning through choice and negotiation relating to the individual and collaborative activities that they undertake. Wherever possible this</p>	<p>Providing students with a choice of topics and/or what to produce within the context of specific individual and group activities.</p>	<p>Providing students with a choice of what to focus on or produce <i>within</i> a specific assessment or providing a choice <i>of</i> assessment options.</p>	<p>At more advanced levels of study allowing students to negotiate the content and what they will produce for substantial projects or for project-based modules.</p>

should extend to what students focus on and produce for their assessed work.			
<p>Providing a connected learning experience We will create opportunities within and through the curriculum for students to engage and learn with peers inside and across cohorts, to engage with the professional and scholarly communities to which they belong or will come to join, and to engage within wider learning communities locally and beyond.</p>	<p>Designing collaborative activities and groupwork that encourages the sharing of views and exploring topics from a range of different perspectives, both within and across groups of learners on the same programme.</p>	<p>Providing opportunities for learners at all levels to engage with their wider vocational or disciplinary communities, including through engagement in online professional groups and networks, and using digital spaces to bring external experts and alumni into the curriculum.</p>	<p>Harnessing online approaches to support cross-cultural, interdisciplinary or internationalised learning experiences through connecting cohorts of learners from different programmes, institutions, and countries in joint activities and projects.</p>
<p>Evidence-based educational practice Our approaches to learning, teaching and assessment will be informed by existing scholarship and research 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 scholarship and research.</p>	<p>Using current educational research and scholarship, including from within your discipline, to make informed decisions about how to enhance your existing practice and introduce new approaches to engaging and supporting your students.</p>	<p>Undertaking focused evaluation or small-scale research within units, modules or programmes to gauge the effectiveness of specific educational approaches or interventions which are new or need reviewed.</p>	<p>Using student feedback gathered through standard surveys or specific evaluations, and harnessing other learning engagement data, to identify priority areas for enhancement and to responsively implement changes that can be communicated to students.</p>
<p>Engaging our students as researchers</p>	<p>Embed small-scale low-risk investigative activities in the</p>	<p>Scaffold the development of research skills by having</p>	<p>Provide opportunities for students to design and lead,</p>

<p>We will engage students in research-based activities appropriate to their subject and level of study, including discovery and enquiry based learning. Research-based learning and teaching will become more prominent as students progress throughout levels of study, with an increasing focus on students undertaking research projects that have value for groups, communities and contexts beyond the university.</p>	<p>early stages of modules and programmes to encourage new students to develop skills in finding, generating and evaluating knowledge and evidence, and to begin developing the skills for independent and collaborative enquiry.</p>	<p>students at different levels collaborate on ‘vertically integrated’ research-based projects, in which they assume responsibility for specific aspects of a project and can learn with and from peers and tutors.</p>	<p>or collaboratively implement, research-based projects that address a specific research or developmental need for a local business, third sector organisation, or other group in the local or regional community.</p>
<p>Assessment and feedback for learning Assessment practice will be rich and varied, and place an emphasis on students undertaking forms of assessment that present relevant learning opportunities. Formative assessment and feedback should allow students to reflect upon and refine their work, with feed forward opportunities supporting students in making decisions in how they progress within their studies.</p>	<p>Where possible assessment should go beyond testing knowledge, skills and understanding and instead present meaningful learning opportunities in the form of practical project work, designs, evaluations, research studies, creative outputs, and other real or realistic tasks and activities.</p>	<p>Formative feedback <i>opportunities</i> should be designed in to every unit or module, and provide students with guidance (to the group or the individual, through pointers or exemplars) which will allow them to gauge their progress and inform their future work.</p>	<p>Establish feedback as a dialogue that supports a student as they progress to each new stage of their studies, e.g. through having the student identify action points from their previous semester’s feedback to discuss with their Personal Academic Tutor at the start of the new semester.</p>
<p>Active and creative use of technology Will be embedded throughout learning and teaching to support active individual and collaborative learning, including allowing</p>	<p>Encourage effective engagement in online learning through the use of activities that require</p>	<p>Engage students in evidencing their learning through creating digital forms of coursework (e.g.</p>	<p>Harnessing online approaches to support cross-cultural, interdisciplinary or</p>

<p>students to have meaningful and connected learning experiences regardless of their location or how their curriculum is delivered. This will incorporate co-creative approaches to learning within which students use technology to create and share digital resources, and to develop their digital literacies.</p>	<p>students to participate in and contribute to each other's learning e.g. through online seminars, online supported groupwork, and active use of real-time online technologies for reading groups, discussion and debate.</p>	<p>case studies, videos, podcasts, interactive reports) that can be used as the basis for assessment, and which can be repurposed as useful learning resources for future cohorts.</p>	<p>internationalised learning experiences through connecting cohorts of learners from different programmes, institutions and countries in joint activities and projects.</p>
<p>Integrated and sustainable teaching practice More integrated and sustainable approaches to learning, teaching and assessment will be enabled through practices including: designing assessments that bring together work from related units and modules; using blended approaches to engage students prior to and between face-to-face classroom or online sessions; and repurposing relevant content and resources.</p>	<p>Source or create digital resources (e.g. videos, podcasts, narrated screencasts) that students from one cohort to the next can be required to engage with in advance, prior to participating in interactive sessions in the classroom or online where the initial knowledge they have developed can be applied and further enhanced.</p>	<p>Streamline assessment and feedback, and encourage the integration of knowledge and skills across related or complimentary topics, through designing assessments that cover learning outcomes from two or more units or modules, or which assess learning outcomes that sit across different modules.</p>	<p>Identify ways through which online learning and teaching activities can be used to maximise classroom contact time (e.g. through using discussion boards to handle common questions) or to generate re-usable content and resources (e.g. turning discussion board queries into an FAQ, or recording lectures and guest expert webinars for re-use).</p>
<p>Harnessing open education approaches Developing online and other open education practices and approaches to</p>	<p>Make use of openly licensed digital resources in the design and delivery of</p>	<p>Engage with learners and potential students out with the university through</p>	<p>Extending learning opportunities to wider local communities through</p>

<p>support and enhance learning and teaching, to use, create and share open educational resources, and to widen access to education including within our local communities.</p>	<p>modules and programmes, and consider where digital resources you have created can be shared for re-use by colleagues (e.g. through the UHI Toolkit and other resource repositories).</p>	<p>offering open online access to particular opportunities (e.g. lectures, guest expert webinars) or offering short open online courses that can potentially lead into formal study.</p>	<p>involving staff and students in outreach activities including public lectures and events, and through open learning opportunities on campus.</p>
<p>Supporting the learner as an individual Our learning, teaching and assessment practices will ensure that all students have the opportunities and support they require to succeed, and that diverse and individual student needs are met through inclusive approaches to curriculum design and delivery, and contextualised personal and professional development.</p>	<p>Providing opportunities for students to contextualise their learning to their own interests, culture, geography and aspirations, and to share their own views, examples and experiences in their engagement with their studies, tutors and peers.</p>	<p>Ensuring appropriate and equitable forms of alternative assessment for learners who have individual needs related to disability or other learning support requirements.</p>	<p>Embedding personal and professional development planning activities at key stages throughout a unit, module or programme.</p>
<p>Reflective practice and continuous improvement At individual, team, departmental and institutional level we will review the effectiveness of our teaching practices, reflect on the potential for improvement and actively plan for a better educational experience for current and future students.</p>	<p>Staff utilise student feedback to identify specific areas for enhancement (e.g. return of feedback, more effective use of the Virtual Learning Environment) that become the main focus for improved practice and</p>	<p>At programme, team and departmental or subject network level, we develop or further develop ways in which to support reflective practice and the sharing and embedding of effective educational approaches (e.g. through</p>	<p>At institutional level, within Academic Partners and the university, we identify further ways in which to align knowledge about areas for enhancement with professional development opportunities in learning and teaching, and to expand</p>

	further evaluation in the subsequent session.	peer observation, mentoring, and initiatives designed to identify existing good practice and support it being replicated in other units, modules or programmes).	our means for identifying and sharing effective practice across the university (e.g. through professional recognition, and increased access to academic professional development support).
<p>Supporting professional development in learning and teaching</p> <p>We will provide a range of opportunities for our educators to engage in relevant professional development activities that are focused on enhancing and sharing effective learning and teaching practice, and which are open to all colleagues who directly support student learning.</p>	Ensuring that our taught programmes for educators, both those provided internally and also those accessed externally, are relevant not just in terms of educational content but in the extent to which they allow staff to experience (as a student) a range of effective approaches that they can then take into their own educational practice.	Increasing the developmental opportunities available to colleagues who are beginning to assume teaching and student support responsibilities, including postgraduate students who are starting to teach and who are aspiring 'early career' educators.	Ensuring existing and new professional development opportunities in learning and teaching are aligned to - and provide a means to engage with - the values and ethos of the university learning and teaching enhancement strategy.

5. Mapping of the Values to internal and external benchmarks

The mapping below aligns the values in the Learning and Teaching Enhancement Strategy with key internal and external policies and benchmarks. These include, in the first instance: the university **Strategic Vision and Plan 2015-20**; the **UK Professional Standards Framework for Teaching and Supporting Learning in Higher Education (UKPSF)** against which the university's ALPINE framework is accredited; the **Professional Standards for Lecturers in Scotland's Colleges**; the **UK Quality Code for Higher Education**; and the university **Graduate Attributes** (NB this mapping to be updated following review of the latter).

The purpose of this mapping is to articulate the broader internal and external relevance of the values in Learning and Teaching Enhancement Strategy, in order that the strategy can: directly contribute to supporting and realising strategic and broader aims and aspirations of the university; and align directly with educational values and aspirations for learning and teaching identified within the wider sector.

This mapping is an initial one, intended to further develop as the Learning and Teaching Enhancement Strategy is embedded and implemented. The mapping will also be extended to account for developments in the sector, e.g. the emergence of new benchmarks.

Learning and Teaching Enhancement Strategy	Strategic Vision and Plan 2015-20	UKPSF	Professional Standards for Lecturers in Scotland's Colleges	UK Quality Code	Graduate Attributes
Learning for employment	<u>Our Students 1</u> Ensure our further and higher education curriculum better meets current and future local and regional needs while also including elements of national and	<u>Values 4</u> Acknowledge the wider context in which higher education operates recognising the implications for professional practice		<u>SDA indicator 6</u> Higher education providers ensure all students have opportunities to develop skills that enable their academic, personal and	<u>Knowledge and Academic Skills 2</u> Identifies practical application for academic skills and knowledge

	<p>international relevance.</p> <p><u>Our Students 4</u> Enhance connections between our curriculum and employers and the workplace</p>			<p>professional progression.</p>	
<p>Learner choice and personalisation</p>	<p><u>Our Students 5</u> Establish a culture of student engagement by working in partnership with students to ensure their voices drive improvement and change</p>	<p><u>Values 1</u> Respect individual learners and diverse learning communities</p>	<p><u>Planning the Learning Experience 2</u> Plan with learners contextualised learning and teaching taking account of the needs of learners and their development of essential skills</p>	<p><u>SE indicator 2</u> Higher education providers create and maintain an environment within which students and staff engage in discussions that aim to bring about demonstrable enhancement of the educational experience.</p> <p><u>L & T indicator 8</u> Higher education providers take deliberate steps to assist every student to</p>	<p><u>Knowledge and Academic Skills 6</u> Able to learn and develop own knowledge</p>

				understand their responsibility to engage with the learning opportunities provided and shape their learning experience.	
Providing a connected learning experience	<u>Our Students 7</u> Ensure all students have appropriate opportunities to network with other students and staff to ensure they feel connected to the university	<u>Values 4</u> Acknowledge the wider context in which higher education operates recognising the implications for professional practice	<u>Teaching 5</u> Promote positive attitudes to human diversity and global citizenship through accessible learning and teaching resources.	<u>L & T indicator 2</u> Learning and teaching activities and associated resources provide every student with an equal and effective opportunity to achieve the intended learning outcomes	<u>Community Awareness 2</u> Engages with the wider student, local and global communities
Evidence-based educational practice	<u>Our Students 2</u> Use our expertise in blended delivery, supported by pedagogical research, to meet the learning, teaching and support needs and expectations of our diverse student body, studying in a wide variety of locations and contexts.	<u>Values 3</u> Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development	<u>Quality and Standards 4</u> Use an appropriate range of evidence to identify strengths and areas for enhancement, weaknesses and areas for improvement at individual, team and college levels. <u>Teaching 7</u>	<u>L & T indicator 3</u> Learning and teaching practices are informed by reflection, evaluation of professional practice, and subject-specific and educational scholarship.	

			Implement a range of strategies to evaluate the quality and impact of teaching on the learning experience and reflect on the implications for future practice		
Engaging our students as researchers	<u>Focused Research 4</u> Promote knowledge exchange as an integral part of our wider employer and community engagement plans.	<u>Knowledge 2</u> Appropriate methods for teaching, learning and assessing in the subject area and at the level of the academic programme			<u>Knowledge and Academic Skills 1</u> Possesses high level technical and academic knowledge and skills
Assessment and feedback for learning	<u>Our Students 6</u> Recognise and respond to the diversity of our student population by creating opportunities where inclusive practice can be enhanced and mainstreamed.	<u>Activity 3</u> Assess and give feedback to learners <u>Knowledge 2</u> Appropriate methods for teaching, learning and assessing in the subject area and at the level of the academic programme	<u>Assessment 5</u> Use assessment feedback to and from learners to inform practice and promote learning.	<u>RPL indicator 8</u> The volume, timing and nature of assessment enable students to demonstrate the extent to which they have achieved the intended learning outcomes. <u>RPL indicator 5</u>	<u>Knowledge and Academic Skills 7</u> Open to feedback <u>Self-Management 2</u> Reflective and responsive: reflects on achievements, consequences and identifies areas for growth

				Assessment and feedback practices are informed by reflection, consideration of professional practice, and subject-specific and educational scholarship.	
Active and creative use of technology	<u>Our Students 2</u> Use our expertise in blended delivery, supported by pedagogical research, to meet the learning, teaching and support needs and expectations of our diverse student body, studying in a wide variety of locations and contexts.	<u>Knowledge 2</u> Appropriate methods for teaching, learning and assessing in the subject area and at the level of the academic programme <u>Knowledge 4</u> The use and value of appropriate learning technologies	<u>Teaching 3</u> Implement effectively a broad range of strategies to promote active and independent learning at various levels by using different modes of delivery and technologies	<u>L & T indicator 2</u> Learning and teaching activities and associated resources provide every student with an equal and effective opportunity to achieve the intended learning outcomes	<u>Communication 3</u> Strong digital/virtual communication skills in a range of contexts (videoconference, email, discussion boards) <u>Interpersonal skills 4</u> Develops collaborative relationships with others (including networking)
Integrated and sustainable teaching practice	<u>Our Students 3</u> Pursue greater flexibility and responsiveness in our further and higher education curriculum design and delivery, so we can fully deliver and promote the	<u>Knowledge 2</u> Appropriate methods for teaching, learning and assessing in the subject area and at the level of the academic programme <u>Knowledge 4</u>		<u>L & T indicator 2</u> Learning and teaching activities and associated resources provide every student with an equal and effective opportunity to achieve the	

	<p>tertiary basis of our offering to learners and the opportunities this presents for them.</p> <p><u>Our Students 7</u> Ensure all students have appropriate opportunities to network with other students and staff to ensure they feel connected to the university</p>	<p>The use and value of appropriate learning technologies</p>		<p>intended learning outcomes</p> <p><u>L & T indicator 3</u> Learning and teaching practices are informed by reflection, evaluation of professional practice, and subject-specific and educational scholarship.</p>	
<p>Harnessing open education approaches</p>	<p><u>Focused Research 3</u> Ensure effective public engagement and dissemination of research outputs.</p> <p><u>Focused Research 4</u> Promote knowledge exchange as an integral part of our wider employer and community engagement plans.</p>				

<p>Supporting the student as an individual</p>	<p><u>Our Students 2</u> Use our expertise in blended delivery, supported by pedagogical research, to meet the learning, teaching and support needs and expectations of our diverse student body, studying in a wide variety of locations and contexts.</p>	<p><u>Values 1</u> Respect individual learners and diverse learning communities</p>	<p><u>Guidance and Support 3</u> Promote and facilitate equality of opportunity and access to learning by providing effective guidance and support in line with an institution's policies and procedures.</p>	<p><u>SDA indicator 3</u> A commitment to equity guides higher education providers in enabling student development and achievement.</p>	
<p>Reflective practice and continuous improvement</p>		<p><u>Knowledge 6</u> The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching</p>	<p><u>Quality and Standards 5</u> Agree targets, formulate individual action plans and contribute to team plans to address identified areas for improvement and enhancement</p>	<p><u>L & T indicator 3</u> Learning and teaching practices are informed by reflection, evaluation of professional practice, and subject-specific and educational scholarship.</p>	
<p>Professional development in learning and teaching</p>	<p><u>Focused Research 1</u> Continue to develop research excellence performance in targeted areas.</p>	<p><u>Knowledge 6</u> The implications of quality assurance and quality enhancement for academic and professional practice</p>	<p><u>Professional Practice 8</u> Identify and undertake relevant professional development to enhance practice and maintain currency;</p>	<p><u>SDA indicator 7</u> Higher education providers ensure staff who enable students to develop and achieve are appropriately</p>	

		with a particular focus on teaching	develop and commit to personal continuing professional development strategies to achieve individual, team and organisational goals.	qualified, competent, up to date and supported. <u>L & T indicator 4</u> Higher education providers assure themselves that everyone involved in teaching or supporting student learning is appropriately qualified, supported and developed.	

Board of Management

Subject/Title:	External Verification Summary 2016 / 17		
Meeting and date:	Learning and Teaching Committee – 30 May 2017		
Author:	Gillian Berkeley, Head of Curriculum		
Link to Strategic Plan:			
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:		
Status – Confidential/Non confidential	Non confidential		
Freedom of Information Can this paper be included in “open” business	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.)			

Recommendation(s)

The Committee is invited to discuss this report.

Purpose of report

To give an update of the External Verification (EV) activity carried out in Inverness College UHI in 2016/17.

Background

As at 16th May 2017, Inverness College 19 visits from External Verifiers have taken place in 2016/17. A breakdown of the visits by awarding body is shown in the table below:

Awarding Body	EV Visits
EAL	1
IMI	1
SQA	17

A further 27 EV visits are scheduled to take place during late May – June 2017.

EV Reports

Thirteen reports have been received to date. The content of the reports is encouraging; highlighting significant strengths across the several areas scrutinized in the external verification process, which includes resources, candidate support, assessment and internal verification. One report raised an amber flag in the first instance, relating to an absence of mark schemes in the verification folder. This action was remedied within the timeframe specified by the External Verifier. They have subsequently confirmed the evidence meets the requirement of the action.

It is worth noting a high proportion of the reports are highlighting areas of good practice, including detailed and effective minutes of standardisation; a sound internal verification system; good use of electronic delivery modes; good use of e-portfolios reinforcing the feedback loop between candidate and assessor.

Recommendations to enhance the provision are also captured and course teams work to include these where relevant to ongoing provision.

Pre –EV Checks

The Quality Unit continues to support the course teams with pre-EV checks. This is extremely well received by staff as it provides an additional support mechanism to curriculum teams whilst reducing risk. The Quality Officers have also found this process to be beneficial in raising staff awareness concerning how to prepare for External Verification visits.

SQA

Guidance received from UHI indicated that all HE EV visits should be scheduled before 31st May 2017. Wherever possible this has been achieved; and has been rolled out to FE visits too. A number of EV visits have been rescheduled as a result of the industrial action. A weekly teleconference is being held with SQA to manage the process.

Planned EV visits (including Graded Units) 2016 – 17

Date of Visit	FE / HE	Verification Group	Outcome
29/11/2016	FE	IMI Motor Vehicle awards	Significant Strengths
06/12/2016	FE	EAL SVQs	Significant Strengths
31/01/2017	HE	HN Civil Engineering 164	Significant Strengths
08/03/2017	FE	Building services Engineering - Electrical	Significant Strengths
10/03/2017	HE	HNC FabWeld	Significant Strengths
13/03/2017	FE	Construction Craft Competence Assessment H109 12	Significant Strengths
21/03/2017	FE& HE	Construction Technician 161	Significant Strengths
22/03/2017	FE	GF25 23 SVQ3 Carpentry & Joinery,	Significant Strengths
24/03/2017	FE	Employability & Leadership	Significant Strengths
27/03/2017	FE	Brickwork 171 and 172	Significant Strengths
26/04/2017	FE	GH5V22 SVQ Social Services (Children and Young People) at SCQF level 6 GH5W23 SVQ Social Services (Children and Young People) at SCQF level 7	Awaiting report
03/05/2017	FE	Stonemasonry	Awaiting report
05/05/2017	FE	Comms - F3GD10, 11, 12, F3GE10, 11, 12 , F42H04, F42J04, F42M04, F42N04 and F42P04	Awaiting report
05/05/2017	FE	GJ2Y 22 Life Sciences and Related Industries (level 6) GJ30 23 Life Sciences and Related Industries (level 7)	Significant Strengths
08/05/2017	FE	SVQ Hairdressing 62	Awaiting report
10/05/2017	FE	Plumbing G9W923, GK7123 and unit F8XJ04	Significant Strengths
12/05/2017		Electronics and Instrumentation 232	Awaiting report
12/05/2017	FE	Travel & Tourism	Awaiting report
15/05/2017	FE	Higher Engineering Science	Awaiting report
17/05/2017	FE	Hospitality & Catering 617	Awaiting visit
18/05/2017	HE	Sports Coaching: Graded Unit 1 FW68 34	Awaiting visit
19/05/2017	FE	Cultural and Creative Industries	Awaiting visit
19/05/2017		Hairdressing 62	Awaiting visit
24/05/2017	FE	SVQ 3 Painting and Decorating	Awaiting visit
25/05/2017	HE	161 Construction Technician	Awaiting visit
26/05/2017	HE	Sport & Fitness 459	Awaiting visit
31/05/2017	HE	Assessor/Verifier Units (FD41 04 and FD43 04) and D9RJ 04	Awaiting visit
31/05/2017	FE	284 Police Studies	Awaiting visit

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31/05/2017	FE	Painting & Decorating	Awaiting visit
31/05/2017	HE	Arboriculture and Urban Forestry Graded Unit 2 HG1J 34	Awaiting visit
31/05/2017	HE	Forestry Graded Unit F4SG 35	Awaiting visit
01/06/2017	HE	H732 34	Awaiting visit
01/06/2017	HE	H730 34	Awaiting visit
02/06/2017	FE	NC Photography 129	Awaiting visit
02/06/2017	FE	SVQ Business and Administration 397	Awaiting visit
05/06/2017	HE	Applied Sciences: Graded Unit 1392	Awaiting visit
14/06/2017	FE	IMI Motor Vehicle awards	Awaiting visit
15/06/2017	FE	Information Technology 288	Awaiting visit
15/06/2017	FE	Core Skills Communication	Awaiting visit
22/06/2017	FE	Fish Farming	Awaiting visit
27/06/2017	FE	Construction Craft Competence Assessment H109 12	Awaiting visit
24/08/2017	FE	EAL SVQs	Awaiting visit
03.05.17 26/05/2017	FE	Construction & Civil Engineering Services 352	Awaiting visit
24.05.17 07/06/2017	FE	Social Services and Healthcare at SCQF level 6&7 GH5Y 22/ GH60 23	Awaiting visit
13.06.17	FE	Building services Engineering - Electrical	Awaiting visit
TBC (provisional 29/05/2017)	HE	Accounting Graded Unit F8KF 35	Awaiting visit

Board of Management

Subject/Title:	End of Year Student Survey 2016-17		
Meeting and date:	Learning & Teaching Committee – 30 May 2017		
Author:	Liz Cook, Quality Manager		
Link to Strategic Plan:	Yes		
Cost implications:	Yes / No (delete as applicable) If yes, please specify:		
Risk assessment:	Yes / No (delete as applicable) If yes, please specify: Financial: Operational: Organisational:		
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Recommendation(s)

The Committee is asked to *discuss* this report

Purpose of report

To provide the committee with a summary of the high-level findings arising from the 2016-17 End of Year Student Survey.

Background

Student Surveys are one of a number of feedback mechanisms which allow us to measure levels of student satisfaction and to identify and address areas for quality improvement and enhancement. Information from surveys is used alongside other evidence such as; student outcomes, team self-evaluations, focus groups and complaints in order to inform our annual Quality Enhancement Plan.

Inverness College UHI currently conducts the following student surveys:

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3. End of Year Survey (April)

These surveys are broken down to department and course level. Survey results are easily accessible to staff in the shared pool and in their self-evaluation evidence packs provided by the Quality Unit.

Summary Analysis of End of Year Student Survey 2016-17

This year, all colleges across Scotland were required to participate in the Scottish Funding Council's Student Satisfaction and Engagement Survey.

Colleges included 10 nationally agreed questions at the start of their own local college surveys. The responses to the ten questions will be submitted to SFC; and in turn will be collated and analysed as part of a sector-wide report.

The Inverness College UHI end of year student survey was broken down into the following categories:

- SFC student satisfaction and engagement survey questions
- Learning & teaching
- Student representation and engagement
- Support and guidance
- Organisation and management
- Quality of Service

A separate paper survey has been used to gather feedback from students on the Options programme. These responses are not included in this report as they still have to be manually input and analysed. A separate report will be produced comparing satisfaction with those groups against the rest of the college population.

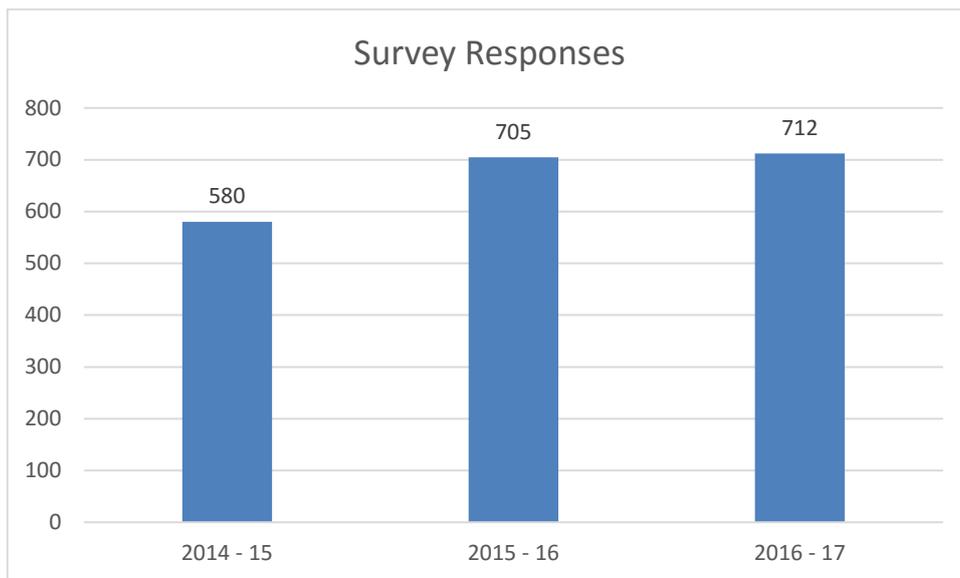
Further analysis of survey responses will be carried out and provided by programme area for course teams to use alongside other evidence during their self-evaluation meetings. Analysis of the free-text comments will also be carried out in order to identify common themes.

Response Levels and Analysis Methodology

A total of 4581 students were targeted by the survey which was sent to their college email address. Surveys were completed by 712 students giving a response rate of

15.5%. This is an increase to the response rate in 2015-16 which was 15% (705 responses). The survey was distributed electronically and is accessible via PC's, smartphones and tablets.

Due to an error in constructing the survey within the software tool, the high-level question, "Overall, I am satisfied with my college experience", was omitted from the original survey. On-site data collated after the initial distribution of the survey was used to provide the results to the 'overall satisfaction' question. Aggregated totals have been used to calculate the percentage satisfaction rate for curriculum areas. Within the latter part of the report, the percentages expressed within the tables are based on actual responses.



The Quality team will continue to develop ways to increase response rates in the future, through liaison with the Student Engagement Officer, Student Association, PATs and Student Support Services. The key moving forwards will be to ensure that a representative sample is achieved from each curriculum area; thus providing a sound foundation on which to build improvements. It is also important any areas of positive practice are extracted and disseminated to the relevant teams in order to enhance provision.

Comparison of FE and HE Response Levels

Responses were split equally between FE and HE students, with 68% of responses coming from full-time students.

Breakdown of Responses	No.	% of Total
FEFT	236	33%
FEPT	122	17%
HEFT	251	35%
HEPT	103	15%

Responses by Curriculum Area

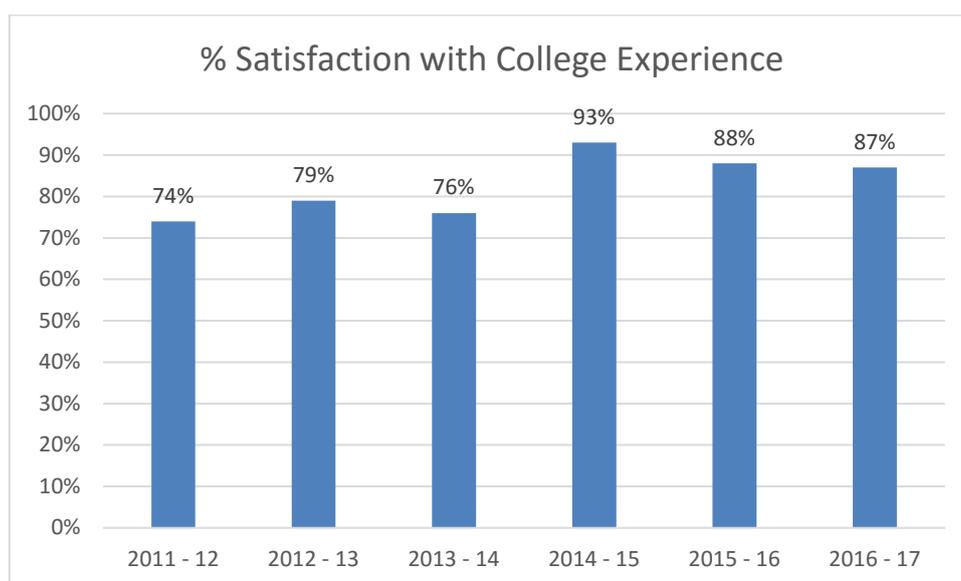
A breakdown of completed responses by curriculum area is provided in the following table:

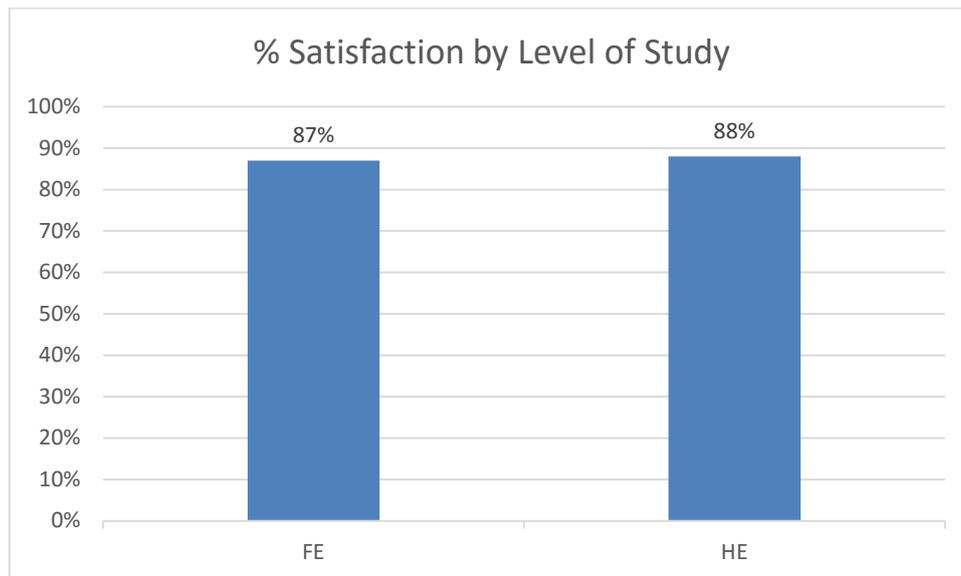
Department	Responses
Business & Computing	146
Care Practice	129
Construction Craft	30
Cultural & Creative Industries	120
Education*	25
Engineering and Building Technology	51
Engineering Craft	33
Forestry, Science, Maths and Aquaculture	79
Hairdressing, Beauty and Sport	84
Hospitality	14
Research	1

Education* - a further 26 responses were received from students on the Options programme

Overall Satisfaction

During 2016 - 17, overall satisfaction has decreased marginally, by 1 percentage point, compared with 2015 – 16.

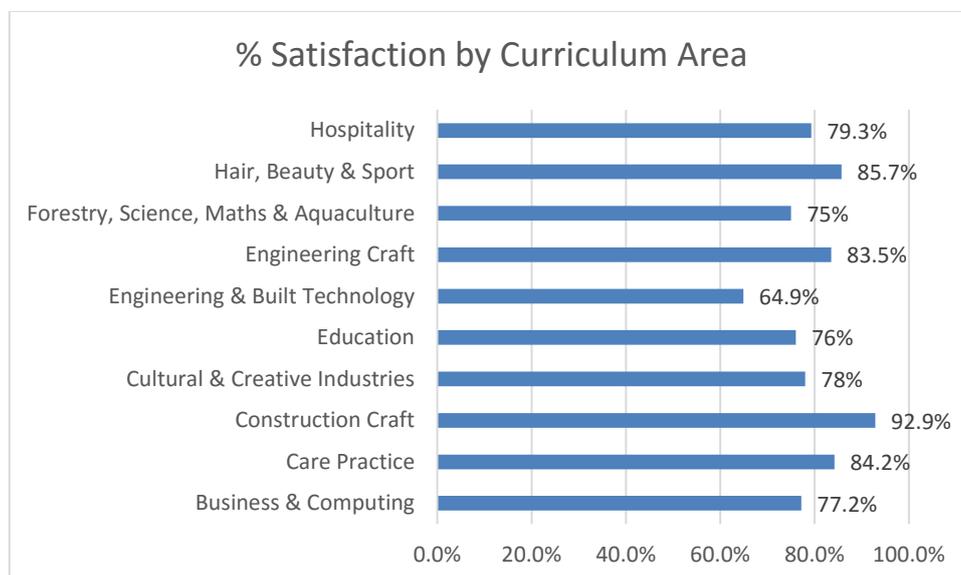




It can be seen that satisfaction is broadly comparable between FE and HE students that responded to the survey.

Satisfaction by Department

The following chart provides satisfaction by department:



This highlights that levels of satisfaction are highest in Construction Craft; Hair, Beauty & Sport; Care Practice and Engineering Craft. Overall satisfaction is lowest in students from the Engineering & Building Technology and Forestry, Science, Maths and Aquaculture Areas. Further analysis will be required to determine whether the aggregated results have had an impact on satisfaction levels; confirm whether the return represents a representative sample within each curriculum area; and then to further determine which programmes are showing the highest and lowest satisfaction rates.

Responses by Question

The following table provides the % breakdown of responses to each question. Where overall satisfaction is less than 70% and responses of disagree and/or strongly disagree are greater than 15%, these have been highlighted as areas for further investigation and/or improvement.

	Overall satisfaction =>80%
	Overall satisfaction 70-79%
	Overall satisfaction <70%

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
1. Overall, I am satisfied with my college experience	38%	49%	10%	2%	
2. Staff regularly discuss my progress with me	22%	51%	23%	5%	
3. Staff encourage students to take responsibility for their own learning	43%	53%	3%	1%	
4. I am able to influence learning on my course	16%	64%	17%	4%	
5. I receive useful feedback which informs my future learning	22%	57%	18%	4%	
6. The way I'm taught helps me learn	22%	55%	17%	6%	
7. My time at college has helped me develop knowledge and skills for the workplace	30%	53%	13%	4%	
8. I believe student suggestions are taken seriously	16%	55%	23%	5%	
9. I believe all students at the college are treated fairly and equally by staff	29%	54%	12%	5%	
10. The college Student's Association influences change for the better	9%	65%	22%	4%	
Learning & Teaching					
11. I have been able to access IT resources when I need to	37%	51%	6%	2%	3%
12. I was prepared well to use the technologies within my course (e.g. Video Conference, Jabber, Blackboard, Smartboard):My learning and teaching experience...	20%	56%	15%	4%	5%
13. Library resources and services meet my needs	30%	56%	6%	3%	5%

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14. Assessment requirements were made clear to me in advance	28%	55%	12%	4%	1%
15. Feedback on my work has been timely	20%	55%	17%	6%	2%
16. Exams and assessments are well organised	21%	57%	15%	4%	3%
17. I know who my class rep is and what they do	28%	43%	15%	7%	8%
My Support & Guidance					
18. I have received sufficient advice and support with my studies	25%	57%	10%	5%	3%
19. I have had reviews with my PAT to discuss my progress	31%	44%	13%	7%	5%
20. I have been able to contact staff when I needed to	34%	56%	6%	3%	1%
Organisation and Management					
21. Overall, the course has run smoothly throughout the year	22%	52%	18%	7%	1%
22. Any changes in the course or teaching have been communicated effectively	21%	54%	15%	5%	5%
23. If my lecturer was away, suitable alternative arrangements have been made	24%	46%	13%	5%	12%

During 2016-17, there has been a decrease in satisfaction in most of the categories within the broad areas of Learning & Teaching and Support & Guidance compared with the previous year. Further work will be required to evaluate the full responses across curriculum and support areas in order to effectively feed in this year's self-evaluation process. This will ensure the evidence gathered through this survey will be triangulated against other evidence held.

It is recommended that there is a focus on improvement within the following areas:

- Progress reviews with PAT's (18% decrease)
- Assessment Feedback Timelines (15% decrease)
- Exam and assessment arrangements (13% decrease)
- Library resources and services (11% decrease)
- Advice and support with studies (9% decrease)
- Organisation and management (showing a decrease in 2 of the 3 categories)

A small number of questions were asked directly to users of particular services to gain an understanding of user satisfaction:

Satisfaction Levels of Users				
Support Service	Strongly Agree	Agree	Disagree	Strongly Disagree
Skill Zone	38%	57%	5%	0
Careers Information Service	33%	53%	13%	1%
Additional Support Needs	44%	43%	9%	4%
Guidance	38%	50%	8%	2%

Customer Service

The survey asked for feedback on the standard of customer service from departments across the college. The results are shown in the table below:

	Excellent + Good = >75%
	Excellent + Good = 70-74%
	Overall satisfaction <70%

Department / Service	Excellent	Good	Satisfactory	Unsatisfactory	Poor
Library	50%	39%	9%	1%	1%
Learning Centre	36%	48%	12%	2%	2%
Reception	40%	45%	13%	2%	1%
Funding (e.g. bursary, EMA hardship, etc)	33%	36%	20%	5%	6%
Additional Support Needs Team	37%	42%	12%	5%	4%
Childcare (nursery)	36%	41%	19%	1%	3%
Cash Office / (fees, invoice, fee waiver, ILA)	31%	41%	23%	2%	3%
IT (e.g. help with PC problems)	35%	42%	19%	1%	3%
Lecturing Staff	37%	41%	16%	4%	2%
Student Association (ICSA)	29%	41%	21%	3%	6%
Guidance Team	37%	37%	4%	17%	5%

Based on responses relating to unsatisfactory and poor service, it is recommended that there is an increased focus on customer service within the following areas:

- Funding category, which shows a 5% increase on last year; but remains under the 70% satisfaction threshold
- Cash Office category, which shows a 2% decrease from last year and remains within the same satisfaction threshold
- Student Association category shows a 4% decrease from last year; which takes the level of satisfaction to the border line of the lowest category of satisfaction
- Guidance category shows a 1% decrease overall and 12% increase in Unsatisfactory responses from last year

Board of Management

Subject/Title:	Students Association report		
Meeting and date:	Learning and Teaching Committee, 30 May 2017		
Author:	Gabriel Starr, Vice President (Equality)		
Link to Strategic Plan	Yes		
Cost implications:	No		
Risk assessment:	Yes If yes, please specify:		
Status – Confidential/Non confidential	Non confidential		
Freedom of Information Can this paper be included in “open” business	Yes		
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Recommendation

The Committee is invited to discuss this report

ICSA/HISA

Since the last Learning and Teaching Committee ICSA have been working majorly on the structure and funding of ICSA. After discussions with senior management, we decided that we would look to discuss with HISA the prospects of merging with them.

We started to discuss with HISA weekly, and ICOSA, HISA and Senior Management sat down to discuss the merger and what is wanted from each.

HISA and ICOSA worked together to create a paper for the Board of Management. I present this on behalf of ICOSA and HISA and it was agreed that it would be a very positive move.

We then brought it to our Executive Committee, but the lack of information present and how quickly the process was moving raised concerns. We then had another meeting the following week and invited HISA to attend to help answer questions. We did not have a quorum. We then entered the Easter holidays and exam season. When we were back, we had another Executive meeting, with HISA again attended, and it was voted that they agreed with the merger and that we could take it to our AGM.

We have continued our discussion with HISA so that we can start to look at the merger in greater detail.

Other activities

Also we took a neutral stance toward the strikes, but we did try and help any students that came looking for help due to the disruptions. I also attended a meeting with the union members and stressed that lecturers need to tell their classes if they are striking and explain the reasons behind this. Due to this the students have been very understanding and even though there has been struggles it has all been resolved calmly. We as ICOSA are very pleased that the strikes have been resolved.

Board of Management

Subject/Title:	End of Year Student Survey 2016-17		
Meeting and date:	Learning & Teaching Committee – 30 May 2017		
Author:	Liz Cook, Quality Manager		
Link to Strategic Plan:	Yes		
Cost implications:	Yes / No (delete as applicable) If yes, please specify:		
Risk assessment:	Yes / No (delete as applicable) If yes, please specify: Financial: Operational: Organisational:		
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Recommendation(s)

The Committee is asked to *discuss* this report

Purpose of report

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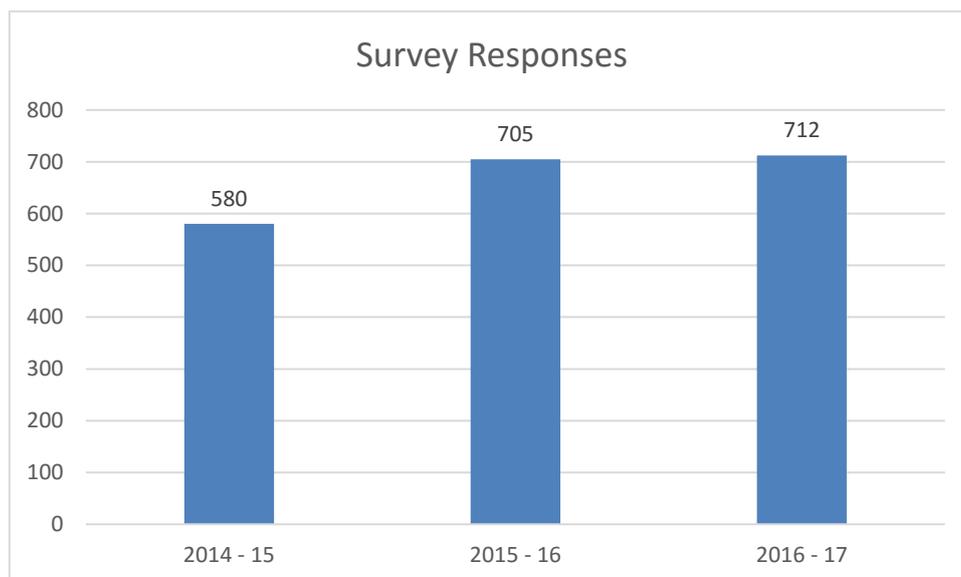
Further analysis of survey responses will be carried out and provided by programme area for course teams to use alongside other evidence during their self-evaluation meetings. Analysis of the free-text comments will also be carried out in order to identify common themes.

Response Levels and Analysis Methodology

A total of 4581 students were targeted by the survey which was sent to their college email address. Surveys were completed by 712 students giving a response rate of

15.5%. This is an increase to the response rate in 2015-16 which was 15% (705 responses). The survey was distributed electronically and is accessible via PC's, smartphones and tablets.

Due to an error in constructing the survey within the software tool, the high-level question, "Overall, I am satisfied with my college experience", was omitted from the original survey. On-site data collated after the initial distribution of the survey was used to provide the results to the 'overall satisfaction' question. Aggregated totals have been used to calculate the percentage satisfaction rate for curriculum areas. Within the latter part of the report, the percentages expressed within the tables are based on actual responses.



The Quality team will continue to develop ways to increase response rates in the future, through liaison with the Student Engagement Officer, Student Association, PATs and Student Support Services. The key moving forwards will be to ensure that a representative sample is achieved from each curriculum area; thus providing a sound foundation on which to build improvements. It is also important any areas of positive practice are extracted and disseminated to the relevant teams in order to enhance provision.

Comparison of FE and HE Response Levels

Responses were split equally between FE and HE students, with 68% of responses coming from full-time students.

Breakdown of Responses	No.	% of Total
FEFT	236	33%
FEPT	122	17%
HEFT	251	35%
HEPT	103	15%

Responses by Curriculum Area

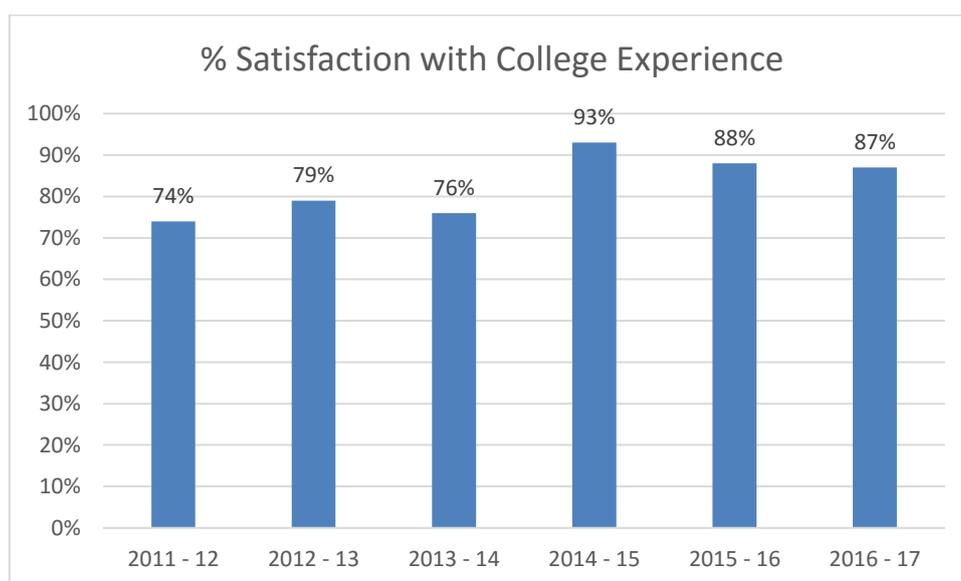
A breakdown of completed responses by curriculum area is provided in the following table:

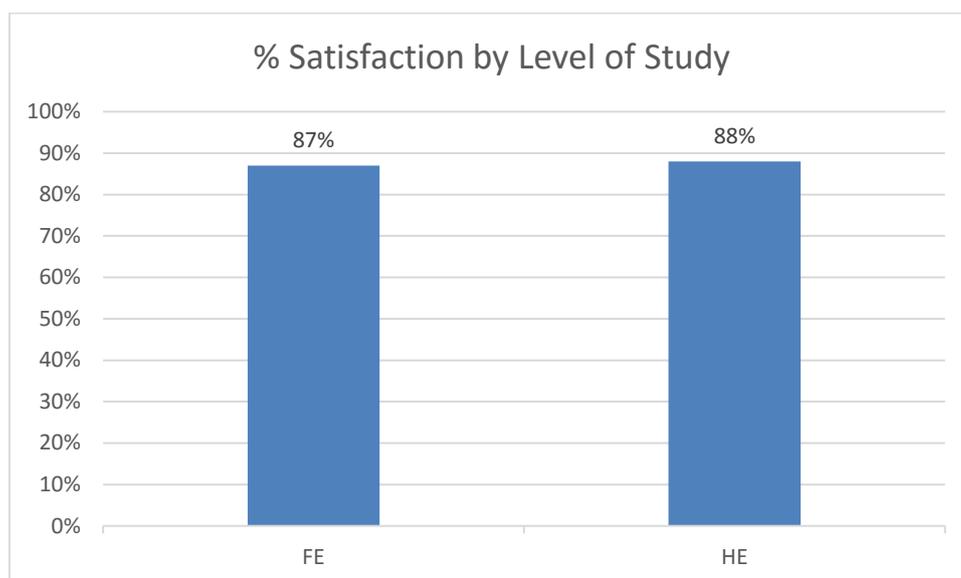
Department	Responses
Business & Computing	146
Care Practice	129
Construction Craft	30
Cultural & Creative Industries	120
Education*	25
Engineering and Building Technology	51
Engineering Craft	33
Forestry, Science, Maths and Aquaculture	79
Hairdressing, Beauty and Sport	84
Hospitality	14
Research	1

Education* - a further 26 responses were received from students on the Options programme

Overall Satisfaction

During 2016 - 17, overall satisfaction has decreased marginally, by 1 percentage point, compared with 2015 – 16.

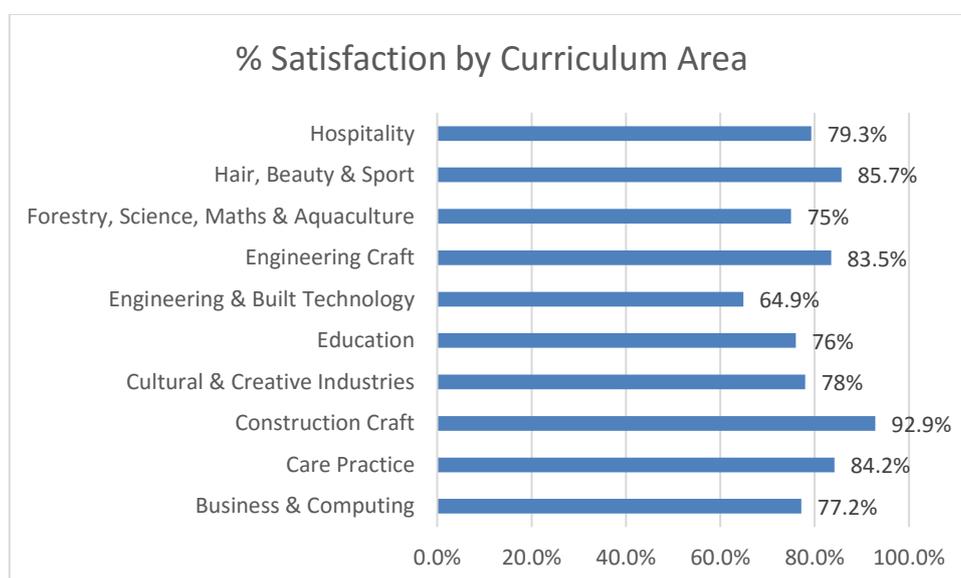




It can be seen that satisfaction is broadly comparable between FE and HE students that responded to the survey.

Satisfaction by Department

The following chart provides satisfaction by department:



This highlights that levels of satisfaction are highest in Construction Craft; Hair, Beauty & Sport; Care Practice and Engineering Craft. Overall satisfaction is lowest in students from the Engineering & Building Technology and Forestry, Science, Maths and Aquaculture Areas. Further analysis will be required to determine whether the aggregated results have had an impact on satisfaction levels; confirm whether the return represents a representative sample within each curriculum area; and then to further determine which programmes are showing the highest and lowest satisfaction rates.

Responses by Question

The following table provides the % breakdown of responses to each question. Where overall satisfaction is less than 70% and responses of disagree and/or strongly disagree are greater than 15%, these have been highlighted as areas for further investigation and/or improvement.

	Overall satisfaction =>80%
	Overall satisfaction 70-79%
	Overall satisfaction <70%

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
1. Overall, I am satisfied with my college experience	38%	49%	10%	2%	
2. Staff regularly discuss my progress with me	22%	51%	23%	5%	
3. Staff encourage students to take responsibility for their own learning	43%	53%	3%	1%	
4. I am able to influence learning on my course	16%	64%	17%	4%	
5. I receive useful feedback which informs my future learning	22%	57%	18%	4%	
6. The way I'm taught helps me learn	22%	55%	17%	6%	
7. My time at college has helped me develop knowledge and skills for the workplace	30%	53%	13%	4%	
8. I believe student suggestions are taken seriously	16%	55%	23%	5%	
9. I believe all students at the college are treated fairly and equally by staff	29%	54%	12%	5%	
10. The college Student's Association influences change for the better	9%	65%	22%	4%	
Learning & Teaching					
11. I have been able to access IT resources when I need to	37%	51%	6%	2%	3%
12. I was prepared well to use the technologies within my course (e.g. Video Conference, Jabber, Blackboard, Smartboard):My learning and teaching experience...	20%	56%	15%	4%	5%
13. Library resources and services meet my needs	30%	56%	6%	3%	5%

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14. Assessment requirements were made clear to me in advance	28%	55%	12%	4%	1%
15. Feedback on my work has been timely	20%	55%	17%	6%	2%
16. Exams and assessments are well organised	21%	57%	15%	4%	3%
17. I know who my class rep is and what they do	28%	43%	15%	7%	8%
My Support & Guidance					
18. I have received sufficient advice and support with my studies	25%	57%	10%	5%	3%
19. I have had reviews with my PAT to discuss my progress	31%	44%	13%	7%	5%
20. I have been able to contact staff when I needed to	34%	56%	6%	3%	1%
Organisation and Management					
21. Overall, the course has run smoothly throughout the year	22%	52%	18%	7%	1%
22. Any changes in the course or teaching have been communicated effectively	21%	54%	15%	5%	5%
23. If my lecturer was away, suitable alternative arrangements have been made	24%	46%	13%	5%	12%

During 2016-17, there has been a decrease in satisfaction in most of the categories within the broad areas of Learning & Teaching and Support & Guidance compared with the previous year. Further work will be required to evaluate the full responses across curriculum and support areas in order to effectively feed in this year's self-evaluation process. This will ensure the evidence gathered through this survey will be triangulated against other evidence held.

It is recommended that there is a focus on improvement within the following areas:

- Progress reviews with PAT's (18% decrease)
- Assessment Feedback Timelines (15% decrease)
- Exam and assessment arrangements (13% decrease)
- Library resources and services (11% decrease)
- Advice and support with studies (9% decrease)
- Organisation and management (showing a decrease in 2 of the 3 categories)

A small number of questions were asked directly to users of particular services to gain an understanding of user satisfaction:

Satisfaction Levels of Users				
Support Service	Strongly Agree	Agree	Disagree	Strongly Disagree
Skill Zone	38%	57%	5%	0
Careers Information Service	33%	53%	13%	1%
Additional Support Needs	44%	43%	9%	4%
Guidance	38%	50%	8%	2%

Customer Service

The survey asked for feedback on the standard of customer service from departments across the college. The results are shown in the table below:

	Excellent + Good = >75%
	Excellent + Good = 70-74%
	Overall satisfaction <70%

Department / Service	Excellent	Good	Satisfactory	Unsatisfactory	Poor
Library	50%	39%	9%	1%	1%
Learning Centre	36%	48%	12%	2%	2%
Reception	40%	45%	13%	2%	1%
Funding (e.g. bursary, EMA hardship, etc)	33%	36%	20%	5%	6%
Additional Support Needs Team	37%	42%	12%	5%	4%
Childcare (nursery)	36%	41%	19%	1%	3%
Cash Office / (fees, invoice, fee waiver, ILA)	31%	41%	23%	2%	3%
IT (e.g. help with PC problems)	35%	42%	19%	1%	3%
Lecturing Staff	37%	41%	16%	4%	2%
Student Association (ICSA)	29%	41%	21%	3%	6%
Guidance Team	37%	37%	4%	17%	5%

Based on responses relating to unsatisfactory and poor service, it is recommended that there is an increased focus on customer service within the following areas:

- Funding category, which shows a 5% increase on last year; but remains under the 70% satisfaction threshold
- Cash Office category, which shows a 2% decrease from last year and remains within the same satisfaction threshold
- Student Association category shows a 4% decrease from last year; which takes the level of satisfaction to the border line of the lowest category of satisfaction
- Guidance category shows a 1% decrease overall and 12% increase in Unsatisfactory responses from last year

Board of Management

Subject/Title:	Student Recruitment and Curriculum Planning		
Meeting and date:	Learning and Teaching Committee, 30 May 2017		
Author:	Roddy Henry, Depute Principal		
Link to Strategic Plan:	Yes		
Cost implications:	No		
Risk assessment:	Yes If yes, please specify: student recruitment is noted as a risk on the college's risk register.		
Status – Confidential/Non confidential	Non confidential		
Freedom of Information Can this paper be included in "open" business	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.)			

Recommendation:

The committee is asked to discuss this paper and note: the student activity in 2016-17; the changes in curriculum for 2017-18, and; the student recruitment targets for 2017-18 and the progress being towards them.

Purpose of report / Summary

This report provides the committee with an update on student activity for 2016-17 and student recruitment for academic year 2017-18. It also provides some detail on the student numbers in the 2017-18 Curriculum Plan and outlines new or revised programmes.

Background

Student recruitment against planned targets is a key performance indicator for the college and is directly linked to income. This report provides a summary of further and higher education (FE and HE) student activity, which are funded via separate grants and to different criteria.

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

The college is allocated a FE credit target via the FE Regional Board (FERB). The allocation (or target) is a share of the total FE funding provided to the Highlands and Islands region by the Scottish Funding Council (SFC). The allocations currently made to Academic Partner colleges are based largely on the previous allocations made to the individual colleges by SFC prior to regionalisation. However, adjustments have been made for 2017-18 and further refinements to the process of intra-regional allocation will be discussed and agreed at Partnership Council in the coming months.

The HE FTE target includes a funded undergraduate (UG) target and a taught postgraduate target. Each year, the Academic Partners each submit their UG funded FTE targets to the Partnership Planning Forum (PPF). These are collated to create the university's UG funded numbers target: the individual and collated targets are known as the *PPF targets*. In addition to the PPF target, the college also recruits taught postgraduate students as well as students from the rest of the UK and international students (non-EU).

Main body of information

1. Current student activity against 2016-17 targets as at 15 May 2017

The tables below summarise FE and HE activity in 2016-17. The FE activity (in credits) will change between this report and the year end as some part-time student activity is processed and as actual (versus planned) activity for individual students is confirmed. The HE activity (in FTE) is unlikely to change much from the position shown below.

FE Recruitment

The FE credit target for 2016-17 is 29,647, which includes a 'core' credit target of 28,698 and an ESF¹ credit target of 949. The table below shows the current position:

FE	2016-17
Core Credit Target	28,698
ESF Credit Target	949
Total Credit Target	29,647
Actual Total Credits as at 15/05/2017	30,322
<i>Difference to target</i>	+675

¹ European Structural Funds

FE activity is ahead of target and is on track to exceed target for the third year in succession.

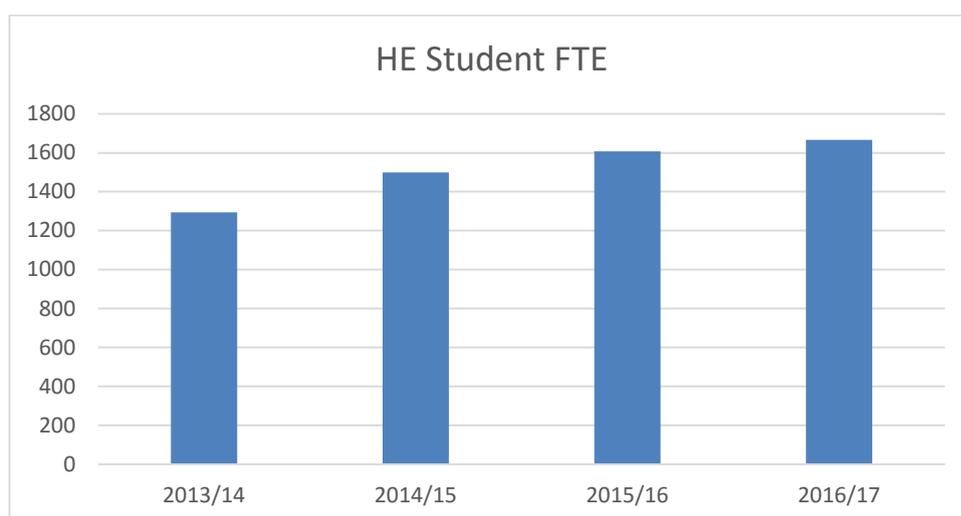
HE Recruitment

The HE target for 2016-17 is 1664.6 FTE. This is made up of a funded undergraduate (PPF) target of 1622.9 FTE and a postgraduate taught (PGT) target of 41.7 FTE.

HE	Target (FTE)	Actual (FTE)	Diff.
Funded UG	1622.9	1545.6	-77.3

HE funded UG activity is below target (as reported previously), although it is higher than in any previous year.

Overall, the college's HE student activity by FTE (including Postgraduate taught and rest of UK/international students) has grown by 29% since 2013-14:



2. Curriculum Plan and Activity Targets for 2017-18

The college has a well-developed curriculum planning process that involves the collation of courses, anticipated student numbers, credits/FTE, required teaching hours and available teaching staff hours. The process is aligned with the university/partnership wide planning process for HE. The outputs of the plan include planned student activity and anticipated staffing resource.

FE target

Partnership discussions at Principal level on the allocation of regional FE funding for 2017-18, including credit allocations, resulted in a proposal being submitted to, and approved by, the FE Regional Board in March. The proposal included the removal of 1,000 credits of activity from Lews Castle College UHI as the college has consistently failed to meet its activity targets over several years. The credits were re-allocated to

Inverness College (500 credits), Shetland College (200) and West Highland College (300). Inverness College had received a temporary (for 2016-17 only) allocation of 129 credits from North Highland College, and this was returned.

Therefore, the 'core' credit target for Inverness College UHI for 2017-18 is **29,069**. ESF funding has been available to the region for FE activity for the last two years, and a small amount (1,000 credits in total) will again be available for 2017-18. The allocation of this credit funding has still to be decided.

The planned student activity for 2017-18 (from the Curriculum Plan) is currently **29,769** credits. However, some Modern Apprentice groups are still to be confirmed and have not been included in the plan.

HE target

The funded UG or PPF target for 2017-18 is **1,595.4** FTE. This is an increase of 49.8 FTE on 2016-17.

Curriculum Plan

The college reviews its curriculum offer on an annual basis to ensure that it continues to meet local and regional demand. The annual review takes account of a range of factors, including application, retention and success rates, and is largely informed by demand, employment prospects and progression opportunities.

The table below provides a summary of some of the changes made for 2017-18 as a result of the latest review.

FE Curriculum	
Curriculum Area	Changes to programmes
Business & Computing	IN: Foundation Apprenticeship in Financial Services; combined NPA in Digital Media Basics and Business Admin; SVQ2 Accounting. OUT: Online Higher Business Management for schools; NPA Computer Network Systems.
Care Practice	No change
Construction Craft	No change
Cultural & Creative Industries	IN: additional NC Social Sciences programmes. OUT: online Higher Media for schools; NQ Humanities; NPA Radio Production.
Engineering and Building Technology	IN: SVQ3 Electrical Installation block release; City and Guilds Wiring/Inspection and Testing. OUT: Skills refresher.
Engineering Craft	No change
Forestry, Science, Maths and Aquaculture	IN: Skills for Work Rural Skills; Foundation Apprenticeship in Scientific Technologies; Nat 5 Maths/Lifeskills Maths; NPA Beekeeping. OUT: NPA Woodland Operations; Introduction to Land-based Engineering.

Hairdressing, Beauty and Sport	IN: SVQ3 Hairdressing; Sports Studies – outdoor. OUT: Intro to Sport, Fitness and Outdoor Studies; Skills for Work Hairdressing Nat 5.
Hospitality	IN: NPA Professional Cookery for schools; Skills for Work Hospitality; NPA Food Prep, Cookery and Food Service. OUT: Skills for Work Food Prep and Cookery; SVQ1 Food Prep, Cookery and Food Service.
Education	IN: Adult Achievement Award; Introduction to FE; Branching Out (community link). OUT: Pathways to Study and Employment 5.

HE Curriculum	
Curriculum Area	Changes to programmes
Business & Computing	IN: HND Computer Science (Cap Gemini); CISCO ITE; CertHE Tourist Guiding. OUT: Int Cert in Financial and Management Accounting.
Care Practice	IN: PDA Residential Care.
Construction Craft	No change
Cultural & Creative Industries	IN: HNC Social Sciences; BAH Social Sciences yrs 2-4; BAH Sociology and Politics; BAH Sociology and Criminology; BAH Gaelic Scotland yrs 3-4; MLitt Archaeology; BAH Scottish Cultural Studies/Culture and Heritage with Gaelic; BAH Politics, Philosophy and Economics yr 4. OUT: BAH Applied Music.
Engineering and Building Technology	IN: BEng Civil Engineering yr2; BEng Hons Electrical and Electronic ; BEng Hons Mechanical; BEng Hons Energy Engineering ; Architectural Technology HNC OUT: Engineering Systems HND; BEng Electrical Power Engineering; BEng(Hons) Mechanical Engineering Design; BEng(Hons) Electrical and Electronic Engineering Design; MEng Engineering Design
Engineering Craft	No change
Forestry, Science, Maths and Aquaculture	IN: BSCH Sustainable Forest Management yr 4; PDA Forestry Operations.
Hairdressing, Beauty and Sport	IN: HNC Fashion Make Up; HNC Soft Tissue Therapy; BSc Sport and Fitness yr 2 and 3.
Hospitality	No Change
Education	IN: PGDip Education (Secondary); MEd Critical Enquiry yr2.

3. Student Recruitment for 2017-18

The following tables summarise the active applications received by 15 May 2017 for both FE and HE courses for 2017-18 August/September starts, with comparisons to Curriculum Plan (CP) targets and to activity at a similar point in previous years. In terms of comparisons to previous years, it should be noted that the 2017 report is 8 days behind the date of the previous years' reports. Other issues to take account of are that applications for school programmes (c 370) are not yet included in the 2017 figures as

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Highland Council have delayed funding decisions that enable offers to be progressed, and the recent strike action has resulted in the re-organisation of some scheduled interviews.

An update on recruitment for 2017-18 will be provided at the meeting on 30 May.

FE Recruitment	CP target (Enrolments)	All Active Applications Total	No Offer Total	Reserve Total	Total 'Offer in Progress' and 'Accepted'	Active Offers in Progress Total	Active Accepted Total
Total 15/05/2017	1985	2116	806	134	1176	509	667
<i>Total 23/05/2016</i>		<i>2210</i>	<i>802</i>	<i>139</i>	<i>1269</i>	<i>342</i>	<i>927</i>
<i>Total 24/05/2015</i>		<i>2235</i>	<i>1304</i>	<i>10</i>	<i>931</i>	<i>220</i>	<i>711</i>

HE Recruitment	CP target (Enrolments)	All Active Applications Total	No Offer Total	Reserve Total	Total 'Offer in Progress' and 'Accepted'	Active Offers in Progress Total	Active Accepted Total
Total 15/05/2017	1948	1360	493	8	859	313	546
<i>Total 23/05/2016</i>		<i>1458</i>	<i>563</i>	<i>14</i>	<i>881</i>	<i>290</i>	<i>591</i>
<i>Total 24/05/2015</i>		<i>1385</i>	<i>558</i>	<i>10</i>	<i>827</i>	<i>244</i>	<i>583</i>

Roddy Henry
Depute principal

Board of Management

Subject/Title:	Student Partnership Agreement Update		
Meeting and date:	Learning and Teaching, 30 th May '17		
Author:	Lindsay Snodgrass, Head of Student Services		
Link to Strategic Plan:	Yes		
Cost implications:	No		
Risk assessment:	No		
Status – Confidential/Non confidential	Non-confidential		
Freedom of Information Can this paper be included in "open" business	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.)	NA		

Recommendation(s)

The committee are asked to *discuss* this report.

Purpose of report / Summary

To update the committee on the progress made in the Student Partnership Agreement (SPA) across the 4 aspects of: -

- Student Representation
- Student Community
- The College Welcome
- Learning and Teaching

Main body of information

Student Representation

ICSA presented a paper at the last Board of Management expressing their support for a merger with HISA. The College are also supportive of this, endorse ICSA's position, and feel the benefits to the student body would be significant. At the time of writing this paper, a vote on the merger is planned for the next SRC on 25th May. In the lead up to this, Graeme Kirkpatrick, HISA Chief Executive, has had continued discussions with ICSA and has been supportive of the ICSA officers in providing them with the information required to enable the study body to make informed decisions.

In the meantime, ICSA have held elections for the four student officer positions for AY 2017-18. The results are as follows –

Candidate	Online vote	Ballot box Beechwood	Ballot box SSF	Total	Elected	Turnout as a % of enrolments (6478)
Student President Gabriel Starr	15	32	0	47	Elected Gabriel Starr	0.9%
Re-open nominations	12	1	0	13		
Vice President Education Ryan McAdam	11	31	0	42	Elected Ryan McAdam	0.9%
Re-open nominations	15	1	0	16		
Vice President Engagement Andrew Bowie Christopher Shaw	16	7	0	23	Elected Christopher Shaw	1%
Re-open nominations	13	29	0	42		
	2	1	0	3		
Vice President Equality Robert Berg	10	32	0	42	Elected Robert Berg	0.9%
Re-open nominations	15	0	0	15		

There are aspects of the vote which are noteworthy including the low turnout and the lack of candidates standing for three out of the four positions. No votes at the ballot box were made at the Scottish School of Forestry. This disappointing level of student engagement across the student body is something which can be considered once the vote on the merger has taken place.

Our Student Engagement Officer has been working hard to plan for next session and in particular how the College can promote the role of class representative to our new cohort. Whilst we have a healthy 227 class representatives in place, we have had a disappointing

level of engagement from them at the last two SRCs. One of our priorities for development for next session will be to increase the number attending class representative training and the SRCs throughout the session. The Student Engagement Officer is currently looking at how we can make the training more attractive to class representatives and investigating an online tool which would complement the face to face session.

Student Community

The sense of 'student community' has not grown this session to the extent we would have liked it to. We have identified this as one of our LEAD management projects to enable some focus to be given to this. The students association will be invited to have an input.

The College have set Saturday the 26th August as our University open day. Unlike other open days, this will have an HE focus to try to support the growth of our HE numbers. This provides an opportunity to reach out to those locally who would either not normally consider university or to those who would normally go to the more established universities. A marketing campaign is planned with a focus on local schools and parents, although not exclusively.

The College Welcome

Induction planning is well under way for AY 2017-18. FE students will be invited to attend an induction w/c 28th August and HE students w/c 4th September. We have a planned staff development session for those who lead inductions / the Personal Academic Tutors in August. Fresher's Fair will be the main planned event during the early student experience and will take place in September. ICSA have no plans in place for this event as yet.

Learning and Teaching

We are very keen to ensure that our students have the opportunity to provide feedback on their courses and programmes through the course committee meetings which are held three times a year across each area of the curriculum. We have continued to monitor student attendance at course committee meetings and this will again be one of our priorities for next session to help maximise the student voice and their ability to impact on learning and teaching. We have also continued to hold a range of focus groups across curriculum areas to provide another avenue for student feedback.

Board of Management

Subject/Title:	Outcomes Report for Looked After Children		
Meeting and date:	Learning and Teaching, 30 th May 2017		
Author:	Lindsay Snodgrass, Head of Student Services		
Link to Strategic Plan:	Yes		
Cost implications:	No		
Risk assessment:	No		
Status – Confidential/Non confidential	Non-confidential		
Freedom of Information Can this paper be included in “open” business	Yes		
If a paper should not be included within “open” business, please highlight below the reason.			
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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.)	NA		

Recommendation(s)

The committee are asked to *discuss* this report.

Purpose of report / Summary

To update the Committee on the Corporate Parenting Plan and the next steps for reporting outcomes for Looked After Children and Care Leavers for 2016-17.

Background

The college was awarded the Buttle UK quality mark in July 2014, and a great deal of work was undertaken since then to embed the support for Looked After Children and Care Leavers (LAC/CLs) in college processes and practices. The college has stepped up the work done with this learner group under the auspices of its Corporate Parenting obligations. The Inverness College UHI Corporate Parenting Plan was published in August 2016 and provides a new framework for the College to work with.

Main body of information

The Corporate Parenting Plan has enabled us to further deepen the support processes and practices in place for LACs and CLs. In session 2016-17 the college enrolled 134 LACs and CLs. The college has established a corporate parenting steering group which meets bi-annually to review progress against the plan. We have continued to use our dashboard to analyse outcomes and this will help us to collate an annual statistical report in which we identify areas for improvement as we progress.

Progress will be reported annually to the Board from November '17 with our first annual report due to Scottish Government in 2018.

Board of Management

Subject/Title:	Research Report		
Meeting and date:	Learning and Teaching Committee, 30 May 2017		
Author:	Melanie Smith, Head of Research Development		
Link to Strategic Plan:	Yes		
Cost implications:	No		
Risk assessment:	Yes If yes, please specify:		
Status – Confidential/Non confidential	Non confidential		
Freedom of Information Can this paper be included in “open” business	Yes		
If a paper should not be included within “open” business, please highlight below the reason.			
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Its disclosure would constitute a breach of the Data Protection Act (S38)		Other (please give further details)	
For how long must the paper be withheld? (express either as the time which needs to pass or a condition which needs to be met.)			

Recommendation:

The committee is asked to discuss the Research Report.

Purpose of report / Summary

This paper reports on research activity since September 2016. Reporting is under each of the five key performance indicators identified in the Research and Innovation Strategy:

KPI	
1	Staff inclusion in Research Excellence submission
2	Postgraduate research students
3	Research – teaching links

4	Staff research profile
5	Research and innovation grant funding

Background

Research activity at Inverness College UHI during the period September 2016-May17 has continued to grow and meet objectives. This is particularly notable in the area of postgraduate researchers and research staff, but also in research outputs. There has also been a focus on raising the profile of our research activity in the local community, with our sector partners and internationally. An illustration of activities and explanation of progress is given under each of the performance indicators below.

1. Staff inclusion in the Research Excellence submission

UHI is currently undertaking a stock take in preparation for the 2021 Research Excellence Framework (REF). This involves an initial assessment of research active staff across the UHI partnership who would be included in the REF and assessment of their current research outputs (journal submissions, monographs etc.). Research active staff are being strongly encouraged to ensure that their research profiles are up to date in PURE as this is the main location where the stock take data can be located and collated for reporting. The stock take will enable IC to have a good indication of the number of staff FTE to be submitted to REF and ensure targets are met for planned research outputs.

In the 2014 REF the IC submission to the REF was 1.8FTE in three units of assessment. The target for the 2021 REF is 10FTE.

2. Postgraduate Research Students

The table below summarises the current position with regard to PGRs registered with Inverness College UHI:

Centre / Subject area	Ph.D.	Masters by Research
Rivers and Lochs Institute	2	2
Centre for Remote and Rural Studies	1	0
Forestry	2	0
Psychology	0	1
Literature	0	1

Funding for these studentships is through partnerships with a number of external partner organisations, including Scottish Natural Heritage, Rivers Boards and Trusts, Forestry Commission Scotland, Forest Research and Digital Health.

In Education a member of IC staff registered for a Ph.D with Lews Castle College (Helen Coker) successfully gained her PhD in January.

IC has also been successful in securing funding from European Structural and Investment Funds (ESIF) (UHI/HIE) and SNH for three studentships – all in the Rivers and Lochs Institute. These positions are currently being recruited:

- eDNA assessment of the distribution, abundance and reproductive behaviour of pearl mussels in Scotland to inform species conservation needs
- salmon farming in Scotland: quantifying the actual levels of interbreeding and gene introgression of farm escapes with wild populations
- PhD Genomic Tools for Pearl Mussel Conservation: developing molecular genomic tools for eDNA assessment of the presence, abundance, reproductive status and host-specificity of pearl mussel populations

There is also work underway with Cairngorms National Park Authority on a visualisation of forestry project; and Mark Coulson is working on a studentship with Royal Society for the Protection of Birds (RSPB) and SHN on Common Scoter (link just for your interest Shona! <https://www.rspb.org.uk/birds-and-wildlife/bird-and-wildlife-guides/bird-a-z/c/commonscoter/>).

3. Research-teaching links

These are well developed in several areas, in particular Forestry and Literature. Work is underway to ensure that research outputs from staff currently engaged in Level 9 teaching and above are more focused on the REF and feed directly into teaching delivery.

4. Staff – Research Profile

The PIs for this output will be reported in the annual report to the Board in September, as an accurate assessment will be possible once the full stock take for the REF is undertaken. Specific details of individual research outputs from staff are reported to Research Committee from each of the research centres in the college.

5. Research and Innovation Grant Funding

Details of the research and innovation grant funding for the period September – May, will be tabled at the meeting.

Board of Management

Subject/Title:	Risk Register Annual Review		
Meeting and date:	Learning and Teaching Committee, 30 May 2017		
Author:	Roddy Henry, Depute Principal		
Link to Strategic Plan:	Yes		
Cost implications:	No		
Risk assessment:	No If yes, please specify:		
Status – Confidential/Non confidential	Non confidential		
Freedom of Information Can this paper be included in “open” business	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.)			

Recommendation:

The committee is asked to discuss this paper.

Purpose of report / Summary

To provide the committee with a summary of the risks on the college's Risk Register that relate to learning and teaching and the remit of the committee, in order to enable the committee to review the residual risks.

Background

The college maintains a Risk Register that is now in line with the overall UHI Risk Register. The risks are reviewed periodically through the committee of the college's SMT.

Main body of information

The risks relating to learning and teaching are shown below. For ease of reference, only the residual risk score is shown, ie: the score reached after actions to minimise the risk are considered.

Roddy Henry
Depute principal

								ITEM
Risk Description	Causes	Impacts/Evidence	Owner	Actions to minimise risk in place	Residual Likelihood	Residual Impact	Residual Risk	
College fails to maintain improvement in performance against national targets and outcomes	Staff recruitment; staff training; student recruitment; lack of staff buy in to targets and outcomes.	Reputational damage; partners fail to support in College development; SFC intervention.	Depute Principal	Implement targeted intervention and internal review of learning and teaching processes	2-Unlikely	4-Major	8	2
College does not achieve allocated HE student number targets.	Failure to recruit sufficient students due to various factors such as: over ambitious PPF target, poor marketing, curriculum gaps, poor NSS result, poor relationship with schools etc	Reduction of college income from UHI, regional student number target at risk resulting in possible clawback to SFC from UHI in year or reduction in future years grant.	Depute Principal	Rigorous curriculum planning process in place, proactive development of school/college relationships, proactive development of relationships with employers, excellent quality management processes, systematic monitoring of applications through to enrolment.	3-Possible	3-Significant	9	2
College does not achieve allocated FE Credit targets.	Failure to recruit sufficient students due to various factors such as: reduction in school leaver numbers, curriculum that lacks relevance to local economy, curriculum gaps, ineffective marketing and engagement with local schools/employers	Reduction of college income from UHI, regional student number target at risk resulting in possible clawback to SFC from UHI in year or reduction in future years grant.	Depute Principal	Rigorous curriculum planning process in place, proactive development of school/college relationships, proactive development of relationships with employers, excellent quality management processes, systematic monitoring of applications through to enrolment.	2-Unlikely	3-Significant	6	2

ITEM

<p>Academic quality is sub standard</p>	<p>Difficulty recruiting and retaining high calibre staff. Conditions and terms of employment are not competitive with limited scope for career progression; quality enhancement policies and processes are ineffective; student engagement is weak; performance management systems are ineffective.</p>	<p>Poor performance in quality monitoring/assurance reviews. Loss of staff to competitor institutions. Poor attainment levels, high level of withdrawal and poor retention, loss of income, damage to reputation.</p>	<p>Principal</p>	<p>Achievement and maintenance of IiP Gold reflecting organisational commitment to staff, development and maintenance of attractive recognition and reward systems, alignment with national pay bargaining, investment in CPD and staff development, not least support for advanced degree study, development of research and scholarship scheme, encouragement of staff ERASMUS exchange participation. Effective, rigorous quality management systems, systematic monitoring and reporting on PI trends and external verification processes. Effective staff induction and effective observation of learning and teaching. Maintenance of higher levels of formal teacher training certification. Development of research teaching linkages, promotion of conference attendance and speaking. Excellent employer engagement. Formal monitoring of quality of the student experience through the Learning and Teaching Committee.</p>	<p>2-Unlikely</p>	<p>3-Significant</p>	<p>6</p>	<p>2</p>
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ITEM

<p>Poor Student Experience</p>	<p>No student union provision, restricted space available for students to interact socially out of college hours, inability to create a student community feel.</p>	<p>Poor performance in national student satisfaction surveys; difficulty in recruiting students; Risk to core income streams.</p>	<p>Principal</p>	<p>Partnership approach in place to enhance the student experience evidenced by the Student Partnership Agreement, multi-faceted approach to student engagement and student feedback. Student feedback scores, trends and themes monitored systematically and inform action planning. Regional lobbying for capital funds to support the development of a students' union facility.</p>	<p>3-Possible</p>	<p>3-Significant</p>	<p>9</p>	<p>2</p>
<p>Research outputs are sub standard</p>	<p>Inability to fund remission to enable the publication of sufficient quality papers and upload to PURE; loss of opportunity to develop strong RTL; loss of key staff; lack of funding; terms and conditions of employment are not comparable with competitor organisations; impact of Brexit on access to European projects.</p>	<p>Damage to reputation. Brexit. Poor performance in next REF. Inability to retain staff and research teams. Reduced income; negative impact on recruitment.</p>	<p>Head of Research Development</p>	<p>Significant college annual investment in research to support development of research institutes and research embedded in the curriculum. Research and scholarship fund established to encourage further staff engagement in the research agenda. Support for staff through staff development fund to attend and speak at conferences. Dedicated research posts created. Proactive targeting of grant funding to support research activity. Staff encouraged to seek financial support for activity through relevant available UHI funds.</p>	<p>3-Possible</p>	<p>2-Minor</p>	<p>6</p>	<p>2</p>

Board of Management

Subject/Title:	Students Association report		
Meeting and date:	Learning and Teaching Committee, 30 May 2017		
Author:	Gabriel Starr, Vice President (Equality)		
Link to Strategic Plan	Yes		
Cost implications:	No		
Risk assessment:	Yes If yes, please specify:		
Status – Confidential/Non confidential	Non confidential		
Freedom of Information Can this paper be included in “open” business	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.)			

Recommendation

The Committee is invited to discuss this report

ICSA/HISA

Since the last Learning and Teaching Committee ICSA have been working majorly on the structure and funding of ICSA. After discussions with senior management, we decided that we would look to discuss with HISA the prospects of merging with them.

We started to discuss with HISA weekly, and ICSA, HISA and Senior Management sat down to discuss the merger and what is wanted from each.

HISA and ICSA worked together to create a paper for the Board of Management. I present this on behalf of ICSA and HISA and it was agreed that it would be a very positive move.

We then brought it to our Executive Committee, but the lack of information present and how quickly the process was moving raised concerns. We then had another meeting the following week and invited HISA to attend to help answer questions. We did not have a quorum. We then entered the Easter holidays and exam season. When we were back, we had another Executive meeting, with HISA again attended, and it was voted that they agreed with the merger and that we could take it to our AGM.

We have continued our discussion with HISA so that we can start to look at the merger in greater detail.

Other activities

Also we took a neutral stance toward the strikes, but we did try and help any students that came looking for help due to the disruptions. I also attended a meeting with the union members and stressed that lecturers need to tell their classes if they are striking and explain the reasons behind this. Due to this the students have been very understanding and even though there has been struggles it has all been resolved calmly. We as ICSA are very pleased that the strikes have been resolved.