University of the Highlands and Islands
Inverness College

Board of Management

Meeting	Learning and Teaching Committee
Date and time	Tuesday 7 March 2017 at 8.30 a.m.
Location	Boardroom, 1 Inverness Campus

College Secretary
28 February 2017

AGENDA

Welcome and Apologies

Declarations of Interest

ITEMS FOR DECISION

1. MINUTES
Minutes of Meeting of the Learning and Teaching Committee held on 6 December 2016

2. SUPPORTING STRATEGIES
Covering Report by Depute Principal
a. **Learning and Teaching**
b. **Quality Assurance and Enhancement**
c. **Student Engagement**

ITEMS FOR DISCUSSION

3. STUDENT RECRUITMENT   2016-17
Report by Depute Principal

4. STUDENT PARTNERSHIP AGREEMENT
Report by Head of Student Services

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ITEMS FOR NOTING

5. CUSTOMER SERVICES EXCELLENCE FINAL REPORT
Covering report by Head of Student Services

6. 2015-16 COLLEGE PERFORMANCE INDICATORS
Report by Depute Principal

7. STUDENTS' ASSOCIATION REPORT
Report by Vice President Equality

8. AOCB

9. DATE OF NEXT MEETING
Tuesday 30 May 2017 at 8.45 a.m.

Board of Management

MINUTES of the MEETING of the LEARNING AND TEACHING COMMITTEE held in the Boardroom, 1 Inverness Campus on Tuesday 6 December 2016

PRESENT: Jaci Douglas, Louise James, Ryan McAdam, Helen Miller, Steve Walsh, Kate White
CHAIR: Louise James
APOLOGIES: Diane Rawlinson, Gavin Ross, Gabriel Starr
ATTENDING: Depute Principal
                  Head of Curriculum
                  College Secretary

1. **MINUTES OF THE MEETING OF THE LEARNING AND TEACHING COMMITTEE HELD ON 20 SEPTEMBER 2016**
   The Minutes were **AGREED** as a correct record, were **APPROVED** and signed.

2. **STUDENT RECRUITMENT 16/17 – UPDATE**
   A report by the Depute Principal provided an update of student recruitment for 2016-17.

   Total FE credits, as at 25th November, was 24,679, with the total credit target being 29,647. The college was on track to meet its FE activity target for 2016-17.

   In relation to HE, the PPF target for funded UG students in 2016-17 was 1622.9 FTE. The predicted actual at year end was 1,528.9. It was now clear that the college would not make its HE student activity target for 2016-17. However, the HE FTE activity would still be higher in 2016-17 than in previous years.

   The Depute Principal confirmed that staff recruitment would be closely monitored, managers would focus on budgets and would amend the expectation of the variable staffing requirement to ensure that staffing levels were aligned with income.

   The Committee **NOTED** the position.

Ryan McAdam joined the meeting

3. **QUALITY ENHANCEMENT PROCESSES**
   A report by the Depute Principal provided an overview of the college's quality enhancement processes in the shape of the college's 'quality and planning arrangements calendar' and annual quality monitoring diagram. A presentation by the Depute Principal illustrated how they formed a quality enhancement system that ensured the college could maintain and enhance the quality of its provision.

   The Committee thanked the Depute Principal for an excellent presentation which provided a better understanding of how data was collected and

monitored in order to enhance the quality of processes and provision across the college.

4.   **EARLY STUDENT RETENTION 2016-17**
A report by the Depute Principal provided an update on early retention/early withdrawal rates for students on programmes in 2016/17. Early Withdrawal rates were one of the key performance indicators (KPI) published annually for colleges by SFC and scrutinised by Education Scotland. This year the college had implemented a system called INSIGHT: this was an enhanced process for tracking the attendance and academic progress of students throughout the year. INSIGHT was being piloted in 2016-17 for all full-time FE programmes, with a view to rolling it out for all FE and for Higher National (HN) programmes in 2017-18. Early feedback on the process was very encouraging and it had been well-received by staff.

The early withdrawal percentages for FEFT, FEPT and HEFT had all improved (decreased) from those figures in 2015/16 and were all below the most recent (2014/15) sector percentages. The figure for HEPT had increased slightly from 2015/16 but was still below the sector percentage. The early retention/ withdrawal rates would continue to change as further enrolment took place.

The Committee **NOTED** the report.

5.   **EARLY STUDENT EXPERIENCE 2016-17**
A report by the Depute Principal provided an initial analysis of the Early Student Experience Survey results for 2016. The survey was only one of several mechanisms used to ascertain student satisfaction with college processes and provision. Because of an IT issue, the results for 2016 were at college level only. Overall satisfaction with the early college experience remained high at 92%, a 2 percentage point increase on last year.

The Committee **NOTED** the report.

6.   **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
      Despite significant disruption to the ICSA executive over the last 6 months, three Vice Presidents were taking ICSA forward, all voluntary positions, with the exception of the Activities officer, had been filled and there were 215 class representatives in place.
    • Student Community
      ICSA were continuing to develop the student community and various clubs and societies. Many were affiliated with HISA which afforded them a better opportunity to compete with other universities and colleges.
    • The College Welcome
      There were over 80 stalls at the Fresher's Fair in September allowing ICSA to promote the association as well as promoting what the wider community had to offer. Consideration was being given to extending the Fresher's Fair to 2 or 3 days.
    • Learning and Teaching
      Consideration would be given to how ICSA could be represented formally on the College's Learning and Teaching working group.

The Committee **NOTED** the position.

7. **CURRICULUM DEVELOPMENT**
A report by the Head of Curriculum provided a summary of ongoing curriculum developments, including progress against targets set in 2015-16 and the planned focus for 2017-18.

During the past academic year the college had refined the systematic processes to approve the implementation of new courses and to review existing courses. These processes scrutinised any proposed development to ensure that the curriculum was sustainable, relevant and accessible whilst enabling changes to be implemented to courses in response to local, national and international demands.

The focus for curriculum development for 2017 would be to:
a) Review the HE curriculum in accordance with the planning cycle
b) Undertake a review of degree provision offered by Inverness College UHI
c) Review the curriculum maps for each area
d) Increase the number of FTE undertaking undergraduate and post graduate studies
e) Complete the revision of delivery timetables of existing full time courses
f) Review of the evening class offering for 16-17

The Committee **NOTED** the report

The Chair welcomed Andrew Brawley of Education Scotland to the meeting.

8. **PRESENTATION BY ANDREW BRAWLEY OF EDUCATION SCOTLAND**
Mr Brawley referred to the new external quality arrangements which required colleges to evaluate, on an annual basis, their own performance and produce an action plan for improvement. Previously Education Scotland undertook a formal review every four years. Colleges would take ownership and have responsibility for their annual review.

Mr Brawley referred to the process which would be undertaken and to two key documents which were in the process of being finalised.

The Chair thanked Mr Brawley for his informative and useful presentation.

9. **COMMITTEE AND COMMITTEE CHAIR EVALUATION**
A report by the College Secretary made reference to the requirement for College boards of management to undertake annual evaluation exercises.

The Committee collectively undertook an evaluation of the Committee, following which the Chair left the meeting and the remaining members undertook an evaluation of the Chair.

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

10. **STUDENTS' ASSOCIATION REPORT**
A report by the Vice President Equality provided an update on ICSA activities in the first three months of the academic year. Three of the four paid executive

positions had been filled and there were over 200 class representatives and 20 student ambassadors in place. The interest in and number of clubs and societies continued to grow. Members of the ICSA executive had attended a number of cross college committees and events as well as a number of NUS events.

11.   MINUTES OF MEETINGS OF ACADEMIC COMMITTEES
The Minutes of the Meetings of the following Management Committees had been held since the last meeting:-
a)   Academic Management Group – 25 August 2016
b)   Academic Management Group – 22 September 2016
c)   Academic Management Group – 27 October 2016
d)   Equality and Diversity Committee – 2 September 2016
e)   Student Support Committee – 13 October 2016

12.   DATE OF NEXT MEETING
Tuesday 7 March 2017 at 8.30 a.m.

Signed by the Chair: _____

Date: _____

University of the Highlands and Islands
Inverness College

Board of Management

Subject/Title:	Supporting Strategies
Meeting and date:	Learning and Teaching Committee, 7 March 2017
Author:	Roddy Henry, Depute Principal
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 strategies relating to Learning and Teaching, Quality Assurance and Enhancement, and Student Engagement.

Purpose of report / Summary

This report introduces the three draft strategies noted above 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 Strategy

To allow more time for discussion, the first three strategies listed are to be considered at the meeting on 7 March. The Access and Inclusion Strategy and the Research Strategy will be considered at the meeting on 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 **Learning and Teaching Strategy** relates to several strategic plan themes and includes objectives relating to curriculum development, teaching practice, research-teaching linkages and student outcomes.

The **Quality Assurance and Enhancement Strategy** underpins almost all college activity and therefore relates to all the strategic plan themes. The objectives relate to the role of data, internal verification and audit, programme approval processes, quality monitoring and quality enhancement arrangements.

The **Student Engagement Strategy** relates to several strategic plan themes, including student life. The objectives relate to students feeling part of a supportive institution, engaging in their own learning, feeling involved in the work of the college and participating in quality and governance arrangements. The structure of the strategy follows closely the national Student Engagement Framework.

The strategies also identify the key performance indicators (KPI) that will help to evidence the impact of the objectives. The table below provides a summary of all the KPIs identified across the three strategies to be discussed at the meeting on 7 March:

KPI		Strategies*
1	Student recruitment against targets and over time	L
2	Student retention rates	LQS
3	Student successful completion rates	LQS
4	Successful completion rates by specific learner groups	LQS
5	Student satisfaction rates	LQS
6	Student progression rates	LQS
7	College and university leaver destination rates	LQS
8	External quality reports and endorsements	LQS
9	Student recruitment by specific learner groups	S
10	Student satisfaction with services to support learning	S
11	Student satisfaction with opportunity to engage with own learning	S
12	Student satisfaction with response to their views	S
13	Staff research profile	L
14	Postgraduate research student involvement in teaching	L
15	External verification outcomes	Q
16	Percentage of class groups with a class representative	S
17	Percentage of class representatives who have engaged in training	S
*Key: L = Learning and Teaching Strategy Q = Quality Assurance and Enhancement Strategy S = Student Engagement Strategy		

The three strategies are appended to this report.

Roddy Henry
Depute principal

Learning and Teaching 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 Learning and Teaching.

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

Context

The term learning and teaching, in the context of this strategy, defines key elements of our core purpose: the development of our curriculum, our teaching practice and its links with research, and how well these activities support students to achieve on their courses of study.

The Learning and Teaching Strategy relates to the following themes in the Strategic Plan 2017-20: Student Life, Curriculum, Professional Practice, Research and Innovation and Sustainability. The strategy also takes account of other college strategies, in particular the Student Engagement Strategy and the Quality Assurance and Enhancement Strategy, and the university's Learning and Teaching Strategy.

The objectives relate to:

- Curriculum development
- Teaching practice
- Research-teaching linkages
- Student outcomes

Strategic Objective 1:
To deliver a progressive and valued curriculum that is responsive to demand and contributes to the growth of our region.

We will achieve this by:

- Maintaining strong links with key partners and the communities we serve to systematically gather and analyse intelligence on labour market trends, skill needs and employer sector demands, and review and develop our curriculum accordingly.
- Targeting and/or tailoring provision to ensure that people who face the greatest challenges, including those from challenging backgrounds and those

from deprived and remote communities, have at least an equal opportunity to access our curriculum and progress successfully.

- Making the most of our tertiary nature to ensure access and progression pathways are effective, efficient and understood.
- Ensuring that workplace experiences, enterprise and entrepreneurship are key features of our curriculum and central to the graduate attributes and essential skills developed by our students.
- Continuing to identify and develop across our curriculum opportunities for research, innovation and knowledge exchange.

Strategic objective 2:
To maintain excellent standards of teaching practice across the college.

We will achieve this by:

- Maintaining a Framework for Excellent Learning and Teaching as a reference to support staff and teaching teams to evaluate their practice, facilitate professional dialogue, inform ongoing professional development and ensure consistency of practice.
- Ensuring our teaching practice is consistently inclusive, takes account of individuals' additional needs and supports a positive and respectful environment for learning for all students.
- Ensuring that effective and innovative practices are identified, celebrated and shared to help inform the practice of other staff and teaching teams.
- Providing ongoing professional learning and development opportunities specific to teaching practice and the learning process and ensure, through evaluation and monitoring, that these opportunities have a positive impact on practice and the student experience.
- Establishing research and innovation in pedagogy that informs practice, including the development of staff research profiles.

Strategic objective 3:
To grow the research-teaching linkages across our curriculum.

We will achieve this by:

- Ensuring that teaching on degree awards is informed by relevant research outputs and that there is a structured approach to support staff teaching on degrees at SCQF level 9 and above to be engaged in research activity.
- Ensuring that research activity across the college and the university is embedded in teaching within the relevant curriculum areas.

- Engaging proactively with the university's Research-Teaching Linkage project to build staff and student capacity for research.
- Creating opportunities, wherever possible, for postgraduate research students to engage in teaching.

Strategic objective 4:
To maintain and improve successful outcomes for our students and support them into positive post-course destinations.

We will achieve this by:

- Maintaining effective mechanisms for self-reflection and programme evaluation that support high rates of successful completion for students on all levels of programme and modes of delivery.
- Ensuring that outcomes for students in specific groups and with protected characteristics are systematically reviewed and monitored, and actions are taken to maintain equity of success and achievement for all students.
- Responding quickly and positively to student feedback to ensure that student satisfaction with learning and teaching is consistently high.
- Monitoring school leaver destinations, student enrolments, attainment and progression rates and the destinations of our further and higher education leavers to inform our learning and teaching and to evaluate the impact it is having on progression and positive post-course destinations.

Key Performance Indicators

KPI
Student recruitment against targets and over time
Student progression rates
Student retention rates
Student successful completion rates
Successful completion rates by specific learner groups
Student satisfaction rates
College and university leaver destination rates
Staff research profile
Postgraduate research student involvement in teaching
External quality reports and endorsements

Cross Reference to Strategic Plan

This strategy links to the following strategic aims:

Strategic Aim
Student Life   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
Curriculum   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.
Professional Practice   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.
Research and Innovation   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

Quality Assurance and Enhancement Strategy 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 quality assurance and enhancement.

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

Context

Quality assurance and enhancement activities are fundamental to ensuring that the college, and the university, maintains and continues to improve the quality of its provision for students and other stakeholders.

Due to its fundamental nature, the Quality Assurance and Enhancement Strategy relates to all the themes in the Strategic Plan 2017-20. The strategy also takes account of key external quality frameworks and demands, such as those of Education Scotland, the Quality Assurance Agency and awarding bodies.

The objectives relate to:

- The role of data
- Internal verification and audit
- Approval processes
- Quality monitoring arrangements
- Quality enhancement arrangements

Strategic Objective 1:
To ensure the quality of the student experience and the college performance is informed by relevant data.

We will achieve this by:

- Maintaining robust and effective systems and mechanisms to gather, process and use student data, taking account of all data protection requirements.
- Identifying relevant data sets and information for analysis and comparison with national, sector and/or regional benchmarks.

- Making relevant data on student and college performance easily accessible to staff and presenting it in a way that informs the monitoring and evaluation of quality and the college performance.
- Ensuring that staff have the knowledge and skills to enable them to access and use data safely and effectively, in line with their role, to support evaluation, planning and improvement.

Strategic objective 2:
To maintain robust and effective internal verification and audit processes.

We will achieve this by:

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

Strategic objective 3:
To maintain an approval process that assures the quality and sustainability of the college curriculum.

We will achieve this by:

- Maintaining a robust approval process for new awards to ensure that the curriculum remains relevant, valued, progressive and sustainable, and that students have access to high quality resources and support.
- Ensuring the approval process has the flexibility to respond to the demands of employers and other stakeholders while maintaining its integrity.
- Ensuring that the approval process includes the effective communication of decisions and outcomes at every stage.
- Embedding the approval process within our committee structure to ensure all decisions are ratified by the committee of the Senior Management Team and referred to the Academic Quality and Standards Committee.
- Working with colleagues across the university to maintain effective collaborative approval processes.

Strategic objective 4:
To maintain effective arrangements to monitor the quality of the college's provision.

We will achieve this by:

- Maintaining a calendar of quality monitoring arrangements that ensures alignment with other relevant operational activities and covers the entirety of the student journey, from application to post-course destination.
- Utilising relevant external quality frameworks and standards to structure our quality processes and behaviours.
- Ensuring our quality monitoring arrangements incorporate fully all aspects of the college's provision and services.
- Gathering a range of evidence effectively and systematically to inform self-evaluation and reflection on practice: the evidence will include student data, student and stakeholder feedback, internal and external audit and verification outcomes, external benchmarks and the findings from reflective activities.
- Maintaining a risk-based approach to quality monitoring to ensure the efficient and effective deployment of resource and to maximise impact.

Strategic objective 5:
To maintain effective arrangements to enhance the quality of the college's provision.

We will achieve this by:

- Maintaining a culture of continuous improvement by empowering and enabling all staff to reflect on their practice, evaluate their own and their team's performance and to seek creative solutions.
- Regularly reviewing our quality arrangements to ensure they continue to support effectively the enhancement and continuous improvement of our provision.
- Utilising systematically, at team and college levels, the evidence we gather from a range of sources to identify strengths and areas for development.
- Using our identified strengths and areas for development to inform actions that drive the continuous improvement of our provision.
- Working collaboratively with academic partners to further enhance the student experience across the region and the university.

Key Performance Indicators

KPI
Student progression rates
Student retention rates
Student successful completion rates
Successful completion rates by specific learner groups

Student satisfaction rates
College and university leaver destination rates
External verification outcomes
External quality reports and endorsements

Cross Reference to Strategic Plan

This strategy links to the following strategic aims:

(Remove where not applicable)

Strategic Aim
Student Life   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
Curriculum   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.
Professional Practice   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.
Organisational Development   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.
Research and Innovation   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

Sustainability

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.

Student Engagement Strategy 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 student engagement.

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

Context

Student engagement is fundamental to ensuring that the college, and the university, maintains an effective partnership with its students. The role that students play, whether individually or collectively, is critical to maintaining and enhancing the quality of the student experience.

The Student Engagement Strategy relates to the following themes in the Strategic Plan 2017-20: Student Life, Curriculum, Professional Practice and Organisational Development. The strategy also takes account of the national Student Engagement Framework.

The objectives relate to:

- Students feeling part of a supportive institution
- Students being supported to engage in their own learning
- Students feeling involved in the work of the College
- Students participating in quality and governance arrangements

Strategic Objective 1: To ensure students feel part of a supportive institution

We will achieve this by:

- Maintaining our links with schools and community groups and further enhancing our transition planning arrangements to ensure all students, and particularly those with specific needs, are fully supported when they begin their studies.
- Further develop ways to build relationships with applicants prior to admission, to better identify their needs, inform their decision making and to support their early student experience.

- Continuing to work with the students' association to ensure that induction programmes and activities are effective in welcoming new students and providing them with the right information, at the right time, about their programmes and wider student life.
- Providing students with a range of high quality services that support their success, including services related to funding, welfare, childcare and learning support.
- Recognising and celebrating student success in a variety of ways, including through formal awards and graduation ceremonies.

Strategic objective 2: To support students to engage in their own learning

We will achieve this by:

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

Strategic objective 3: To ensure student involvement in the work of the College

We will achieve this by:

- Continuing to work with the students' association to maintain the Student Partnership Agreement.
- Maintaining a variety of mechanisms to capture and analyse student views, at class and college levels, and ensure that students are involved in and informed of the actions taken to make changes and improvements.
- Working with the students' association to ensure that class representatives are prepared and equipped to undertake their roles effectively.
- Maintaining, in collaboration with the students' association, the Student Representative Council (SRC) to provide a forum for students, the students' association and senior managers to engage with cross-college issues and facilitate open and productive discussion.

Strategic objective 4: To support student participation in quality and governance arrangements

We will achieve this by:

- Continuing to support the students' association to maintain elections and the democratic processes that underpin effective student representation.
- Continuing to provide support for the students' association elected officers to undertake their roles and responsibilities effectively, including support to participate effectively in college and Board of Management committees, while maintaining the independence and integrity of the student voice.
- Providing informal and formal opportunities for elected student representatives to liaise regularly with the college principal and senior managers.
- Continuing to provide appropriate financial support and resources to the students' association
- Involving student representatives in the college committee structure and on operational working groups to ensure that the student voice contributes to and informs operational decision making.

Key Performance Indicators

KPI
Student recruitment by specific learner groups
Student progression rates
Student retention rates
Student successful completion rates
Successful completion rates by specific learner groups
Student satisfaction rates
Student satisfaction with services to support learning
Student satisfaction with opportunity to engage with own learning
Student satisfaction with response to their views
College and university leaver destination rates
External quality reports and endorsements
Percentage of class groups with a class representative
Percentage of class representatives who have engaged in training

Cross Reference to Strategic Plan

This strategy links to the following strategic aims:

Strategic Aim
Student Life 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
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Professional Practice 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.
Organisational Development 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.

University of the Highlands and Islands
Inverness College

Board of Management

Subject/Title:	Student Recruitment 2016-17
Meeting and date:	Learning and Teaching Committee, 7 March 2017
Author:	Roddy Henry, Depute Principal
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* this report.

Purpose of report / Summary

To provide committee with an update of student recruitment for 2016-17 and a summary of applications received to date for 2017-18.

Background

Student recruitment can be measured in several ways: enrolments, head-count, credits and full-time equivalents (FTE). For reporting purposes, credits are used at FE level and FTE are used at HE level. This follows the respective student funding methodologies.

The college is allocated a FE credit target via the FE Regional Board (FERB). The allocation (or target) is a share of the total FE funding provided to the region by the Scottish Funding Council (SFC). 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. A working group is currently reviewing this in order to propose a revised methodology for the credit allocation and distribution of FE funding across the region from 2017-18. For 2016-17 there is also a small allocation of European Structural Investment Funds (ESIF) funding available for additional credits.

The HE FTE target is a funded undergraduate (UG) 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*.

Main body of information

Current student activity against targets 2016-17 as at 24th February 2017

FE Recruitment

The FE credit target for 2016/17 is 29,647, which includes a 'core' credit target of 28,698 and an ESF credit target of 949:

FE	2016/17
Core Credit Target	28,698
ESF Credit Target	949
Total Credit Target	29,647
Total Credits as at 24/02/2017	**29,862**
Difference to target	*+215*

At the time of writing this report, the FE enrolments for 2016-17 total 3,472. These are generating 29,862 credits. Early Withdrawals from January start FE programmes (ie students withdrawing before the qualifying date for credit funding) have still to accrue, as have enrolments on some rolling programmes.

HE Recruitment

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

HE 2016-17	FTE
PPF Undergraduate target	1,622.9

Predicted actual at year end	1,533.5
Predicated difference	-89.4

HE 2016-17	FTE
PPF Postgraduate target	41.7
Predicted actual at year end	85.5
Predicated difference	+43.8

As reported at a previous Board meeting, it is clear that the college will not make its HE undergraduate student activity target for 2016-17. However, the HE FTE activity will still be higher in 2016-17 than in previous years, for both undergraduate and postgraduate provision.

Recruitment for 2017-18

Student recruitment for 207-18 is well underway: the tables below provide a summary of applications at FE and HE with comparisons to a similar time in 2016 and 2015.

In summary, current FE applications are more than double the number received at a similar time last year, however, this may be due to the timing of opening up applications for school/college programmes and Highers programmes, and is not necessarily indicative of a greatly increased interest in FE courses. Applications for HE courses are about 2.5% higher than at a similar time last year. Applications for 2017-18 will be monitored closely through the college committee structures.

FE applications for August/September 2017

Date of report	All Active Applications Total	No Offer Total	No Decision	Waiting Interview Arranged	Reserve Total	Total 'Offer in Progress' and 'Accepted'	Active Offers in Progress Total	Active Accepted Total
24.02.2017	774	580	366	214	0	194	120	74
22.02.2016	384	314	197	117	4	66	30	36
16.02.2015	457	441	357	84	0	16	8	8

HE applications for August/September 2017

Date of report	All Active Applications Total	No Offer Total	No Decision	Waiting Interview Arranged	Reserve Total	Total 'Offer in Progress' and 'Accepted'	Active Offers in Progress Total	Active Accepted Total
24.02.2017	1271	829	450	379	0	442	345	97
22.02.2016	1239	977	492	485	0	262	216	46
16.02.2015	1233	1075	815	260	0	158	119	39

Roddy Henry
Depute Principal

University of the Highlands and Islands
Inverness College

Subject/Title:	Student Partnership Agreement Update
Meeting and date:	Learning and Teaching Committee, 7th March 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.			
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

Background

Since the last committee meeting in Dec '16 we have made good progress across many aspects of the SPA. Our Student Engagement Officer led our quarterly review of the SPA last month and the Vice President Equality represented ICSA to help review progress and discuss next steps.

Main body of information

Student Representation

Following our recruitment campaigns we now have a full complement of student volunteer officers with Campaigns Officer, Activities Officer and LGBTQ+ Officer being recently appointed. This will help to further support the work of ICSA between now and the end of the session.

We have been working hard to promote the role of class representative to our January start students and we now have a total of 227 class representatives in place. 85 class representatives have completed training this session. One of our priorities for development for next session will be to increase the number attending training, although this low ratio is the norm across the sector. We are currently looking at how we can make the training more attractive to class representatives and also investigating an online tool which would complement the face to face session, as well as helping to 'mop up' anyone who had been missed.

Attendance at the monthly Student Representative Committee (SRC) has been healthy and has continued to provide an effective forum for individuals to receive updates but also to express any feedback they have from their class. This is collated into a monthly *You Said We Did.*

The Quality Team have also run various focus groups with students across specific programmes which has provided a good source of student feedback and has enabled us to identify emerging themes to further consider.

Student Community

We are continuing to develop the student community and have identified this as one of our LEAD management projects. Since the last committee meeting we have conducted a survey of the student residents to gauge interest in various out of hours' services which we might wish to provide such as film nights and evening meal deals. The LEAD project will consider the survey results as part of their scope. It is hoped that some students will join this project group.

The Head of Student Services and the Vice President Engagement met with representatives from the Dingwall Sub-Aqua Club who are keen to support us in establishing an Inverness College UHI Sub Aqua Club and gift equipment to us. This is an excellent opportunity for both staff and students which ICSA will be keen to support.

The annual university student health event - Healthy, Happy You - took place this year from 20th February - 3rd March, incorporating the national University Mental Health Day on Thursday 2nd March. As part of this we ran a variety of workshops and stalls for both students and staff to help promote healthy lifestyles.

The College Welcome

Induction for January start programmes went smoothly during the week of 25th January '17. We are now turning our attention to session 2017-18 and the early student experience. Thus far we have –

- Run staff development for all interviewers of FE programmes with a focus on getting the right people onto the right courses and providing applicants with high level information about study at Inverness College UHI;
- Updated our *Welcome to Inverness College UHI* brochure which is sent out with all offer letters;
- Updated our student funding information

We will now start to consider the student induction and the role of the PAT in this crucial step in the student journey.

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 had 49 meetings attended by students out of a total of 73 thus far (67%). Attendance at course committee meetings is again one of our priorities for development for next session to help maximise the student voice and their ability to impact on learning and teaching.

We have also identified the need for assessment and delivery schedules to be devised for all courses following feedback through the SRC and also through focus groups. This is something which the Head of Student Services is working on with the PDMs. It is planned that all courses will issue an assessment and delivery schedule during induction in August. This will sit separately to the course handbooks which will be on our website.

University of the Highlands and Islands
Inverness College

Board of Management

Subject/Title:	Customer Service Excellence
Meeting and date:	Learning and Teaching Committee, 7th March 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.

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 outcome of our recent review of Customer Service Excellence, which was conducted in Dec '16, and the identified strengths and areas for further development.

Background

Following achievement of the Customer Service Excellence Award in 2015, we underwent our first annual review in early December '16. The purpose of the review was to look at the progress we had made on our previous action plan and to make judgements about the level of customer service we provide against the Customer Service Excellence quality framework.

Main body of information

The outcome of the review was very positive with the College being re-accredited with the Customer Service Excellence Award. We have been praised for a variety of areas of good practice, 23 in total, which have impacted positively on the customer experience.

The following judgements were made during the Review -

- o *Customers indicated that staff were very helpful and knowledgeable*
- o *You have further improved your publications and make them more consistent as well as visually attractive*
- o *You have introduced, developed and continued to evaluate 'professional discussions' and Learning and Teaching groups to review the quality of teaching and learning*
- o *You have initiated several changes in the Café / Restaurant in terms of the display of information which has been well received by students*
- o *You have developed your 'INSIGHT' database to monitor student progress and provide better identification of students that may benefit from additional support*
- o *You have further improved the processes used, and have encouraged students, to apply for appropriate funding at an early stage to improve the student experience*
- o *You are very proactive in ensuring that where students have identified additional support needs you have addressed these at an early stage to provide students with equality of access at the start of courses wherever possible*
- o *You have improved the flow of student information between teaching and student support staff to better support students*
- o *You have made changes to your service as a result of analysing the customer experience.*
- o *You have improved the range and quality of information and ensured it meets the needs and preferences of customers*
- o *You have built on existing partnership to benefit students and prospective students as well as playing an increasing role in developing the workforce and improving accessibility to the College*

Some minor areas for improvement were identified which we have now begun work on ahead of our next annual review. These have been collated into our CSE Action Plan which will be used to help ensure our continuous improvement as an organisation and will help in our preparation for our next annual review. Our only area which continues to be a significant challenge is around our ability to gather data from our switchboard. We continue to work with Executive Office on this aspect.

Assessment Report

CUSTOMER SERVICE EXCELLENCE

1. EXECUTIVE SUMMARY

Following the assessment, Inverness College UHI were found to have a deep understanding of, and commitment to, Customer Service Excellence.   The commitment was displayed from Senior Management levels through to operations and front line staff.

I would like to take this opportunity to thank those people involved in the overall assessment process. It has been a pleasure meeting with your team and having the opportunity to observe your service in action.

The outcome of the assessment was -

"Continued award of the Customer Service Excellence Standard has been recommended"

Address:	1 Inverness Campus, Inverness, IV2 5NA		
Standard(s):	Customer Service Excellence	Accreditation Body(s)	UKAS
Representative:	Lindsay Snodgrass		
Site(s) assessed:	Inverness College	Date(s) of audit(s):	06-12-2016,
Lead Assessor:	Robert Sullivan	Additional team member(s):	
Type of Assessment:	Annual Review		
Review of Certification Claims	Claims are accurate and in accordance with SGS guidance		

2. CONTEXT

Inverness College UHI is a provider of Further and Higher Education based in Inverness, Scotland. Inverness College UHI has been in operation for over 50 years and is an integral part of the local community. Home to more than 6,500 students with around 200 courses on offer across nearly 30 subject areas, the College offers flexible learning methods to suit a wide variety of student needs and locations.

Inverness College UHI is one of the biggest in a group of 13 individual colleges and research institutions collectively known as the University of the Highlands and Islands. The institution, which delivers courses tailored to the needs of the local business community, relocated to its new multi-million-pound facility at Inverness Campus in August 2015.

3. METHOD OF ASSESSMENT

The assessment was undertaken in two stages; the first was a review of your self-assessment submission. This review enabled the assessor to gain an understanding of how the organisation has met the requirements of the Customer Service Excellence standard.

The next stage was to review the actual service delivered on-site. This was conducted through reviewing practice as well as speaking to staff, partners and customers. This included following customer journeys through your processes and how these aligned with customer insight.

During the assessment process the criteria are scored on a four-band scale:

COMPLIANCE PLUS - Behaviours or practices which exceed the requirements of the standard and are viewed as exceptional or as exemplar to others, either within the applicant's organisation or the wider customer service arena.

COMPLIANT - Your organisation has a variety of good quality evidence which demonstrates that you comply fully with this element. The evidence which reflects compliance is consistent throughout and is embedded in the culture of the organisation.

PARTIAL COMPLIANCE - Your organisation has some evidence but there are significant gaps. The gaps could include:

- Parts of the applicant's organisation which are currently not compliant and/or
- Areas where the quality of the evidence is poor or incomplete and/or
- Areas which have begun to be addressed and are subject to significant further development and/or
- Areas where compliance has only been evident for a very short period of time

NON COMPLIANT - Your organisation has little or no evidence of compliance or what evidence you do have refers solely to a small (minor) part of your organisation.

The current scheme allows applicants a maximum number of partial compliances, equating to a pass mark of 80% for all criteria.

4. OPENING MEETING

The on-site assessment commenced with an opening meeting.

The assessment activity and the partial compliances were discussed. The itinerary had been agreed with Inverness College UHI in advance. The organisation was informed that all information obtained during the assessment would be treated as strictly confidential.

The scope of Assessment was confirmed as: Inverness College UHI

5. ON-SITE ASSESSMENT

The Assessor was accompanied throughout the assessment by Lindsay Snodgrass and other personnel within the organisation were involved when assessing activities within their responsibility.

The assessment resulted in the raising of a partial compliance and a number of observations these are listed in Section 6 and 7 of this report.

Criterion	Maximum number of Partial compliance	Actual number of non-compliance	Actual number of partial compliance	Actual number of Areas for Improvement
1	2	0	0	1
2	2	0	0	1
3	2	0	0	11
4	3	0	0	0
5	2	0	1	0

Number of good practices awarded during the assessment	23

Have the partial compliance(s) raised at the last assessment been closed?	No

6. AREAS OF PARTIAL COMPLIANCE

CRITERION 1

No Partials Raised

CRITERION 2

No Partials Raised

CRITERION 3

No Partials Raised

CRITERION 4

No Partials Raised

CRITERION 5

5.3.2   At present you do not meet all of your service standards. You do not meet your standard for telephone answering

SGS

7. OBSERVATIONS

During the site assessment the following general observations were made. These include: positive areas scored as Compliance Plus; areas of good practice; areas for improvement identified throughout the entire assessment process, as listed below.

Areas for Improvement

- Some students indicated that they felt a wider provision of 'healthy' food could be provided in the evening (1.1.3)

- You should continue to evaluate your people management systems and look to ensure that individual commitment to customer focus is evaluated (2.2.3)

- You should ensure that, where appropriate, CCTV signage includes information regarding contacting the College or other persons for more information (3.1.1)

- Some students indicated that they felt a more consistent and better publicised policy and fair pricing on the provision of hot water for refreshments would be beneficial (3.1.2)

- You should continue to evaluate the effectiveness of your information provision including publications and react to feedback where appropriate (3.2.3)

- You should continue to build on your work in improving the initial impressions of information displays throughout the facility. You may wish to consider the implementation of some form of Corporate guidance in terms of display protocols (3.2.3)

- You should continue to look at ways in which increased social areas could be provided for students. It is accepted that you are aware of the issue and space constraints may be an issue. This was however raised again by students as an issue at this assessment (3.3.3)

- Students raised an issue about traffic management and the difficulties faced by pedestrians and cyclists at the new reception roundabout and felt this posed a possible safety hazard (3.3.3)

- Students indicated that they felt there should be a review of public transport at peak times to prevent some students having excessive waiting times. A related issue of the effectiveness of the bus shelter was raised. It is accepted that the College may have little direct influence over the provision of public transport (3.3.3)

- Some students raised an issue about the lack of blinds, or other means of privacy, in classrooms at the corridor side which could be distracting. This was also mentioned in relation to another issue relating to student behaviours which you are aware of and have a strategy in place to remedy. You should continue to monitor and review this (3.3.3)

- Student raised an issue of potential overcrowding in some classrooms. You should monitor this and consider any health and safety and other implications (3.3.3)

- You should look to ensure that where counters have lowered areas for use by wheelchair users they are retained as such. At present, it was noted that the front counter and Library areas were not inviting or easily usable (3.3.3)

- A related issue was the lowered counter at Finance which has had a modesty/ draught curtain fitted. You should consider the implications of this measure for customers using this facility in terms of usability and safety (3.3.3)

Areas of Good Practice

The following are areas of Partial Compliance from the last assessment that have now been actioned:

- 3.2.4   You do now ensure that all information provided is accurate and current. You have provided guidance on this issue and send reminders to appropriate staff to ensure compliance

- 4.3.3 You have provided additional guidance and training and clarified the definition of complaints for staff

- 5.1.1   At the last assessment, some of your service standards relating to the time of response were not quantifiable or easily measured. You have revised these taking account of assessor feedback

In addition to the above, the following were Areas of Good Practice:

- Customers indicated that staff were very helpful and knowledgeable

- You have changed several publications following feedback from students. This included changing the size of the Prospectus to make it more portable and user-friendly

- You have further improved your publications and make them more consistent as well as visually attractive and include your branding on them

- You have included 'progression maps' within your prospectus to make the information clearer to those reading it

- You have introduced, developed and continued to evaluate 'professional discussions' and Learning and Teaching groups to review the quality of teaching and learning

- You have developed systems to encourage and facilitate staff to learn from each other across traditional academic boundaries and vocational areas

- You have enhanced training and development opportunities for Student Representatives to learn more about their role and to become more effective at it

- Staff have taken several opportunities to support the wider community through charitable support of organisations such as Mary's Meals

- Staff have taken part in a number of improvement groups including 'Staff Wellness' and have taken part in such as a 'pedometer challenge'

- You praise and recognise staff in several ways including through emails, letters, Student Support and 'most engaging online lecturer' awards

- You have initiated several changes in the Café/ Restaurant in terms of the display of information which has been well received by students

- You have undertaken a benchmarking exercise in terms of catering pricing with a number of similar organisations

- You have developed your 'Insight' database to monitor student progress and provide better identification of students that may benefit from additional support.

- You have further improved the processes used, and have encouraged students, to apply for appropriate funding at an early stage to improve the student experience

- You are very proactive in ensuring that where students have identified additional support needs you have addressed these at an early stage to provide students with equality of access at the start of courses wherever possible

- You have improved the flow of student information between teaching and student support staff to better support students

- You recognise that you have a key role in developing the young workforce and work closely with a range of Schools to do this. You meet regularly with Senior Staff from Schools and take on board their ideas and identified needs

- You have developed a Schools Options event which gives information on what is available to School pupils and provides 'tasters' of courses

- You continue to develop your 'Blackboard' Virtual Learning environment to support Staff and students. This was seen as useful by students spoken to during the assessment

- You have extended opening times of the Library to include Saturday mornings

Areas of Compliance Plus

1.1.2   You have further developed the awareness of support and teaching staff about the evolving needs and preferences of customers. You have developed your 'Insight' IT system to give more detailed information on student progress and to more clearly identify any possible areas of concern. This has supported staff to provide or offer more early interventions to support student progress

1.3.5   You have made changes to your service as a result of analysing the customer experience. This includes information provision tailored to student needs, the induction process, student records and the student

support service. Overall there have been significant steps forward in terms of supporting students across the College

3.2.3   You have improved the range and quality of information and ensured it meets the needs and preferences of customers. There are numerous examples of this including the provision of brochures on specific services with the content, including photographs, tailored to that publication. Importantly you altered the format of your prospectus following feedback from prospective and current students leading to changes to its size and to include 'progression maps' to make important information clearer and more easy to access. You have improved information within the College including directional signage, better displays and pricing information in the café/ restaurant areas

3.4.1   You have built on existing partnership to benefit students and prospective students as well as playing an increasingly role in developing the workforce and improving accessibility to the College. You have worked well with Schools and developed an Open Evening event as well as a range of publications to support access of school pupils to College facilities and courses thus widening their options

8. ACTION PLANNING & NEXT STEPS

The achievement of Customer Service Excellence is an ongoing activity and it is important that Inverness College UHI continues to meet the elements of the criteria throughout the three years the hallmark is awarded for. Efforts must be made by Customer Service Excellence holders to continually improve their service.

We recommend that you develop an action plan based on the findings of this report. The action plan does not need to be a separate document and is likely to be more effective if the actions are embedded in your normal improvement and service developments plans.

We will undertake an annual review that will look at your continued compliance with the Customer Service Excellence. As part of the review we will also look at progress on any findings of the previous assessments.

In addition to reviewing progress outlined above, we will also review the services delivery, done so by following customer journeys.

For more information on the annual review please refer to our document "Building on your Customer Service Excellence success – Preparing for the annual review".

Holders must inform SGS of any major changes in the service provision covered by the scope of the certificate. This includes reorganisation or mergers.

In addition, SGS must be informed should the certified service experience a significant increase in customer complaints or critical press coverage.

If you are in doubt at any stage, we strongly recommend contacting the Customer Service Team for advice on the significance of any service or organisational change, or issues surrounding customer complaints.

SGS will visit within the next 12 months for the annual review.

SGS recommends that Inverness College UHI retains a copy of this report to aid continuous improvement, and as a reference document for future assessment reviews.

University of the Highlands and Islands
Inverness College

Board of Management

Subject/Title:	College Sector Performance Indicators 2015-16
Meeting and date:	Learning and Teaching Committee, 7 March 2017
Author:	Roddy Henry, Depute Principal
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 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 note this report.

Purpose of report / Summary

The purpose of this report is to provide the committee with confirmation of the published college, region and sector performance indicators (PI) for further education (FE) programmes for 2015-16. The report contains 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.

Background

The PIs for the college sector 2015-16 were published by the Scottish Funding Council (SFC) on 24 January. The publication contains PIs for both FE and HE provision delivered by Scotland's colleges. The PIs for UHI colleges in the publication are for FE only.

The following is considered in the graphs below and accompanying narrative:

- Full-time FE (FTFE) and part-time FE (PTFE) success rates for the college over time against those for the sector and for the Highlands and Islands region as a whole.
- Full-time FE rates of early withdrawal (EW), further withdrawal (FW) and completed: partial success (CPS) for the college over time against those for the sector and for the Highlands and Islands region as a whole.
- Full-time FE and part-time FE success rates by subject area for the college over time against those for the sector and for the Highlands and Islands region as a whole.
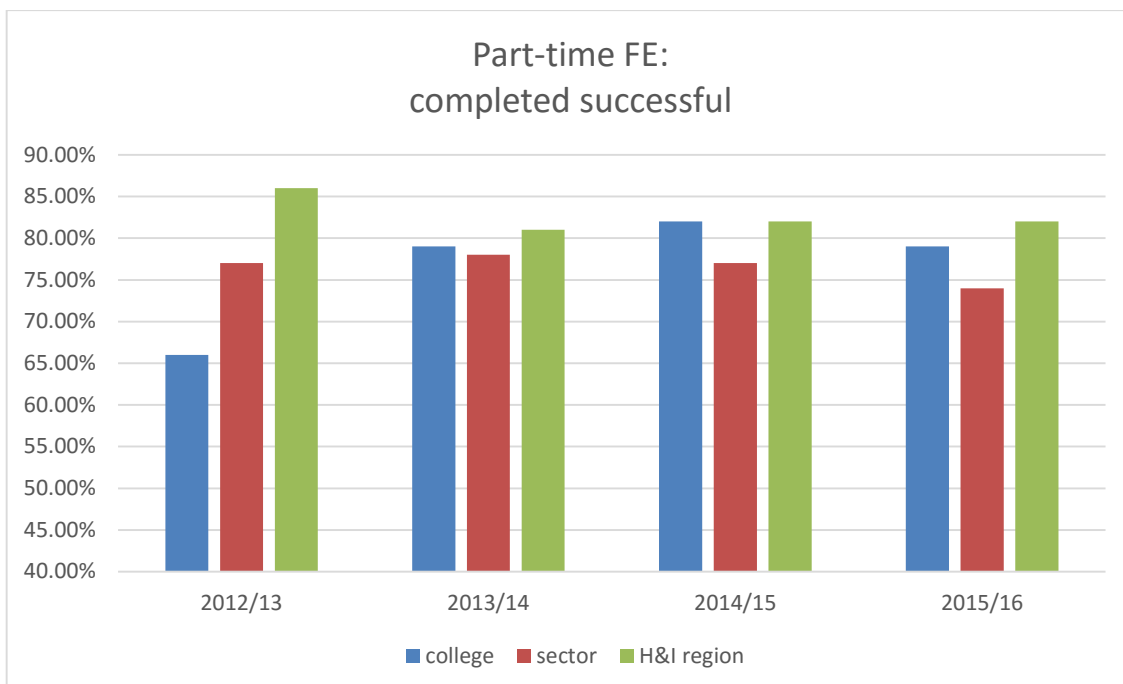
Success rates

The college's FTFE success rates are now 0.3 percentage points (pp) above those for the college sector as a whole. Based on available data, going back to 2009-10, this is the highest that the college's FTFE success rates have been and the first time that they have been above those for the college sector.

In 2012-13, the college's success rates for FTFE programmes were 9.1pp lower than those for the Highlands and Islands region as a whole. That gap has also been narrowed, and they are now 3.6pp lower than those of the region. As the college delivers about one-quarter of all FE provision in the region, any change in the college's success rates will also have a significant impact on those for the region.

Full-time FE: completed successful
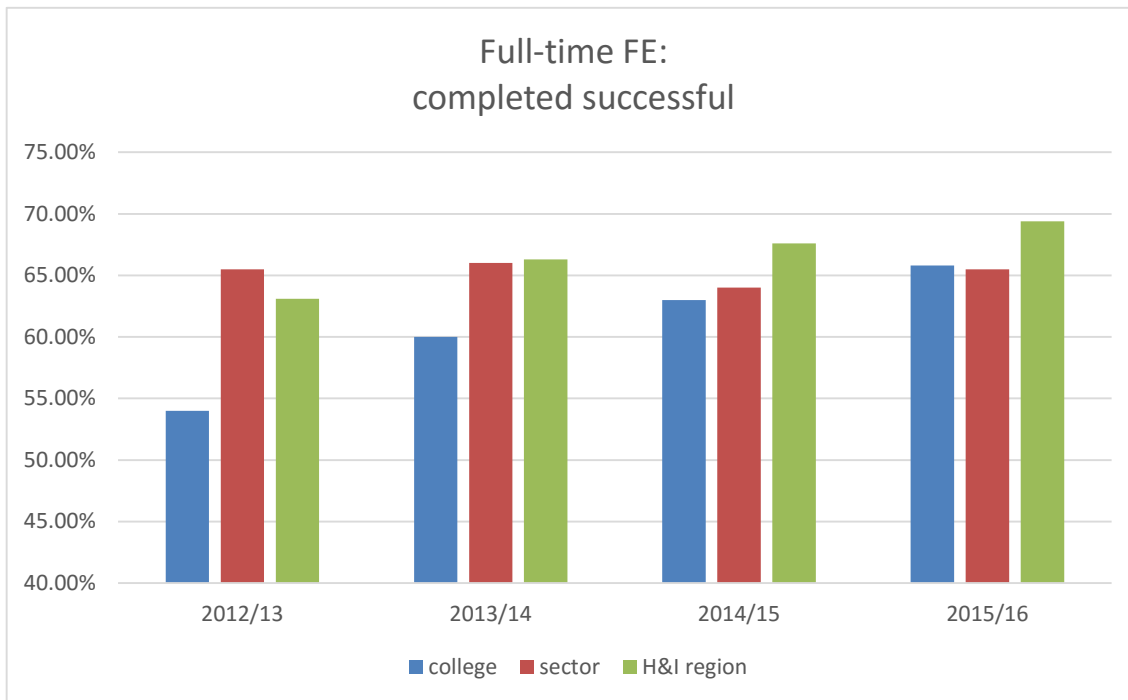
The college's PTFE success rates have dropped by 3pp, and remain 5pp above sector levels which have also dropped by 3pp compared to 2014-15. Success rates for the region as a whole have remained static at 82%.
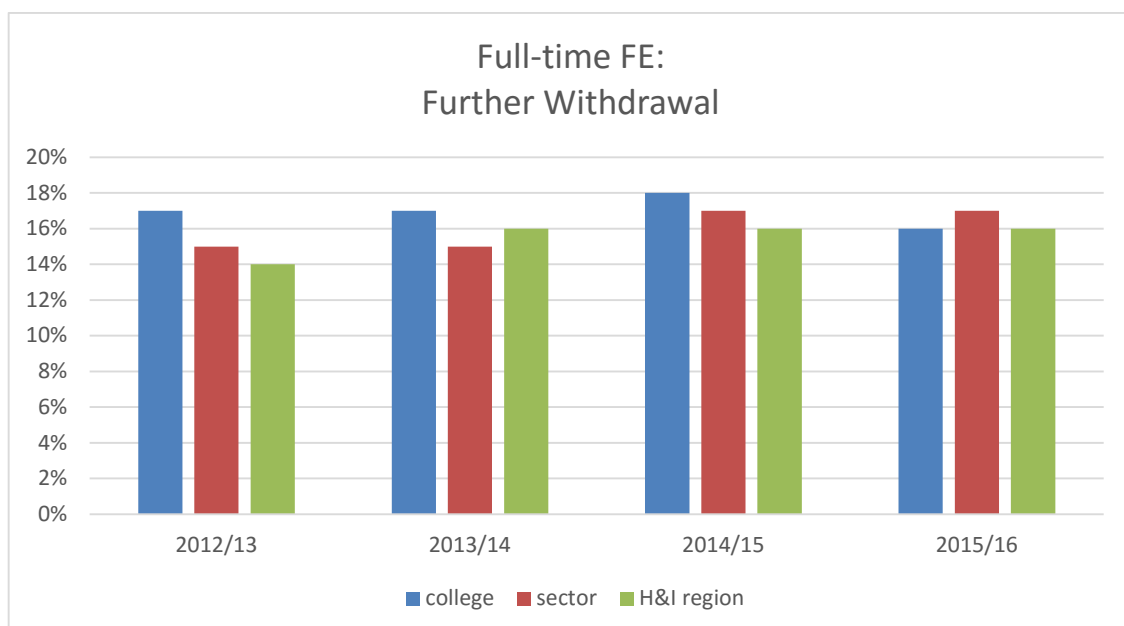
Part-time FE: completed successful

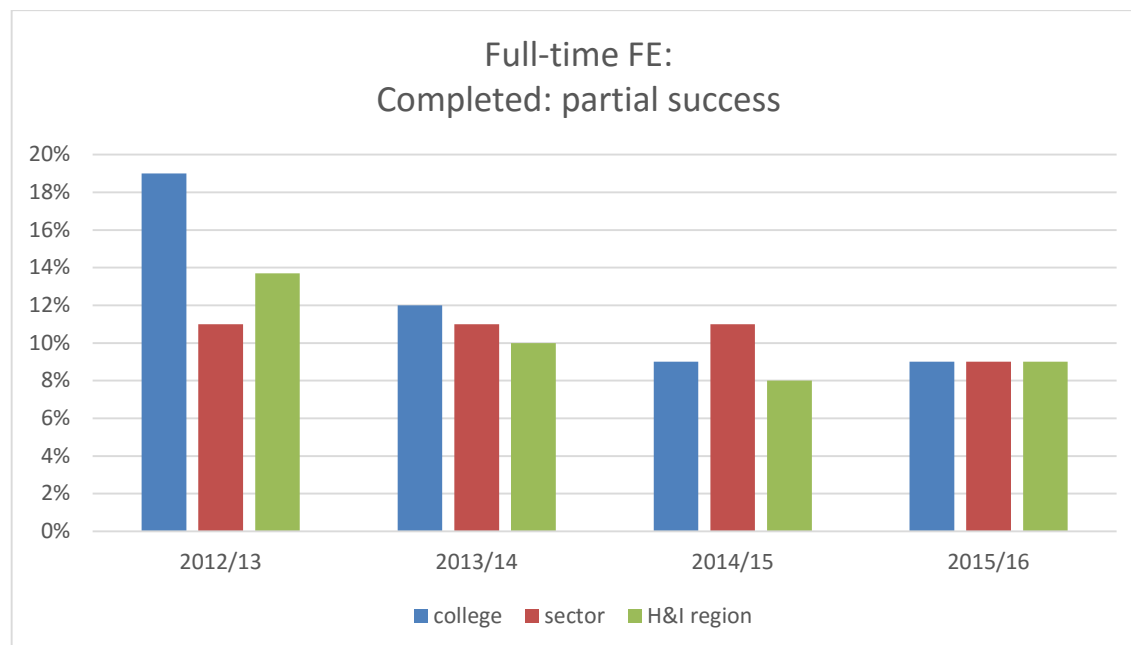**Full-time FE withdrawal and partial success rates**

Early withdrawal rates for students on full-time FE programmes at the college improved (fell) in 2015-16 and are now at sector levels. EW rates for the region as a whole have improved over time and are now 3pp better than the college and the sector.

Full-time FE:
Early Withdrawal
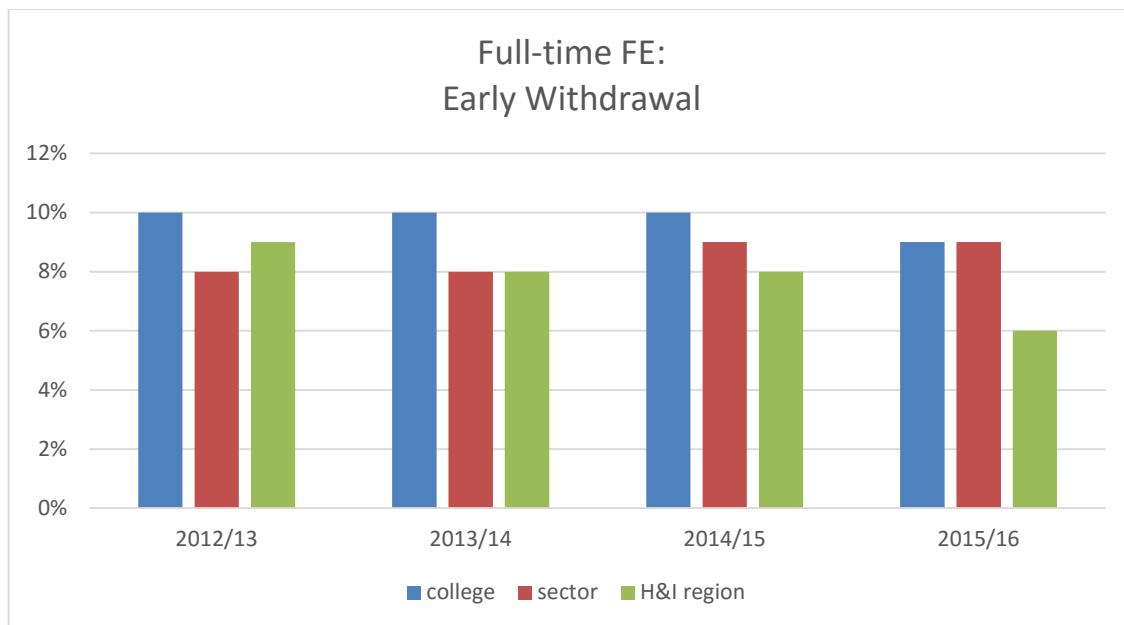
Further withdrawal rates for students on full-time FE programmes at the college have fluctuated over time and are now slightly better (lower) than sector levels (by 1pp). FW rates now match those for the region as a whole, which have remained steady over the last three years.

Full-time FE:
Further Withdrawal

The percentage of students on full-time FE programmes at the college that complete with partial success (ie finish the course but do not achieve the award or the success criteria for the course) has improved significantly over four years and has remained steady at 9% for the last two years. Partial success rates are now the same for the college, the sector and region.

The analysis above highlights the need for the college to continue to prioritise the improvement of early withdrawal rates on full-time FE programmes, while continuing to improve further withdrawal and partial success rates.
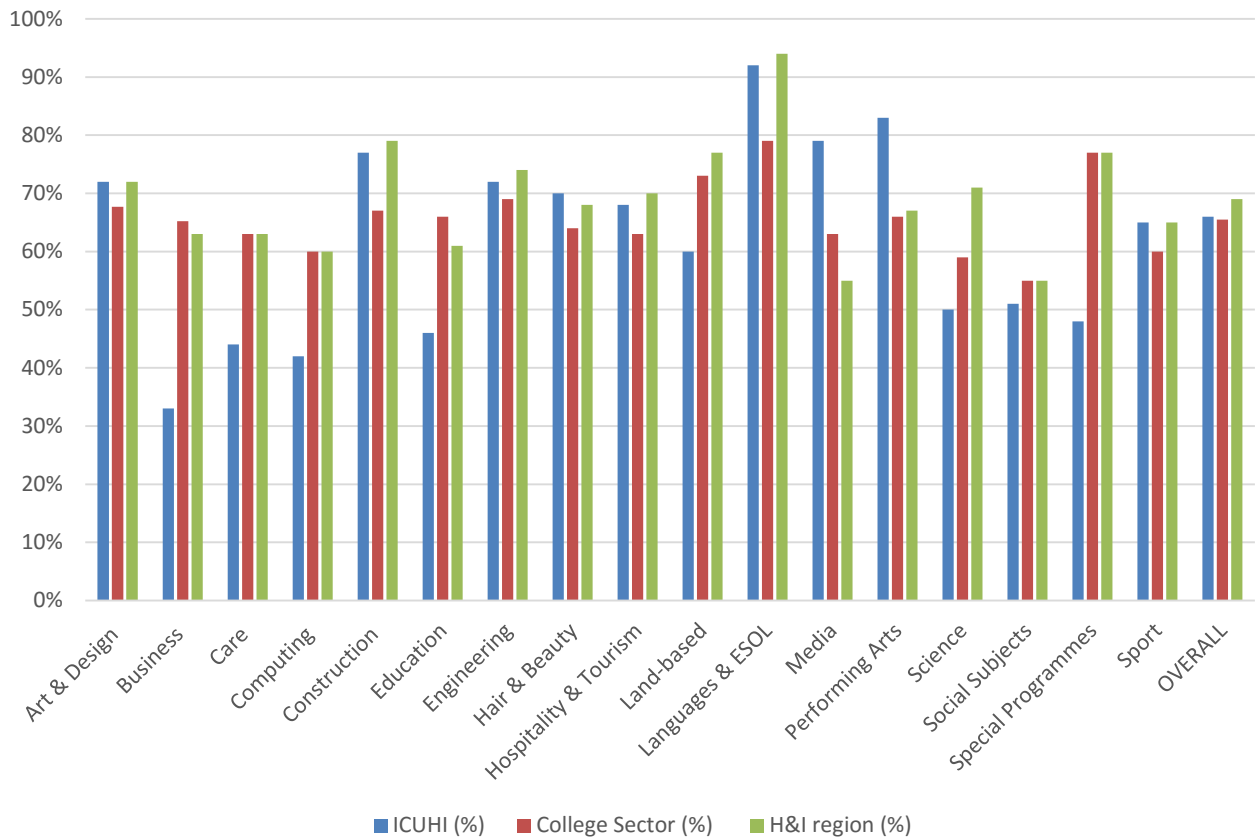
Success rates by subject area

The tables below show:

- success rates for students on full-time FE programmes (600+ hours)
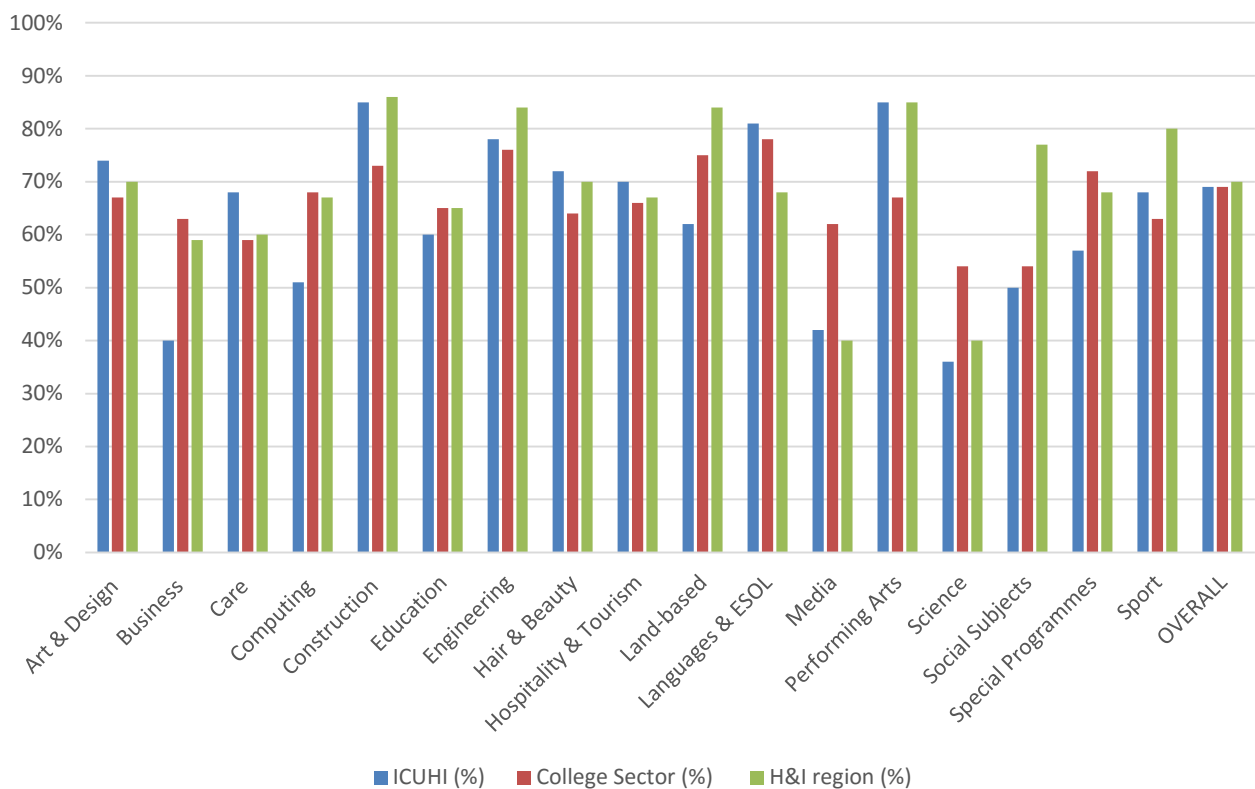- success rates for students on part-time programmes of between 160 hours and 600 hours.

160 hours is the equivalent of 4 SQA units or one national qualification, such as a Higher.

The tables provide an initial benchmark only, and caution needs to used when comparing between college, sector and regional success rates in some subject areas, particularly with part-time programmes, due to the variety of programmes and anomalies in subject coding. SFC have provided the college sector with a course PI tool that enables further analysis in any subject area.

Full-time FE success rates by subject area 2015-16

Legend: ICUHI (%) — College Sector (%) — H&I region (%)

Subject areas: Art & Design, Business, Care, Computing, Construction, Education, Engineering, Hair & Beauty, Hospitality & Tourism, Land-based, Languages & ESOL, Media, Performing Arts, Science, Social Subjects, Special Programmes, Sport, OVERALL

Part-time FE (160 hrs +) success rates by subject area 2015-16

Legend: ICUHI (%) — College Sector (%) — H&I region (%)

Subject areas: Art & Design, Business, Care, Computing, Construction, Education, Engineering, Hair & Beauty, Hospitality & Tourism, Land-based, Languages & ESOL, Media, Performing Arts, Science, Social Subjects, Special Programmes, Sport, OVERALL

Board of Management

Subject/Title:	ICSA Quarterly report
Meeting and date:	Learning and Teaching Committee, 7 March 2017
Author:	Vice President Equality Gabriel Starr
Link to Strategic Plan:	No
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(s)

The Committee are asked to note the report.

AIM

To inform the committee of the actives of ICSA

BACKGROUND

Since the last report ICSA helped raise funds for the MFR Mission Christmas Appeal. A number of toys were donated by staff and students, which were welcomed by MFR.

We also arranged with G's nightclub to promote the student life Christmas party, which was a success.

Finalised the Student Partnership Agreement, had it signed with the Principal and the Executive Team.

Opened discussions with HISA and ICSA team on the possibility of the referendum and have agreed to push it back until the start of next academic year (2017-18), due to internal issues with HISA and ICSA.

Met with the Depute Principal to discuss the new Education Scotland Framework and from that discussion, our Scottish School of Forestry Officer went to the sparqs conference to represent ICSA.

Vice President Equality has been liaising with Lindsay Snodgrass on a sexual harassment campaign which will be delivered among all the UHI partnership.

Vice President Equality has also been working along with other staff members on a video showing potential students how to apply for college courses.

Vice President Engagement and Education have been working with external business to create a better 'student life' and deals throughout Inverness.

We have been active in create new clubs and societies within the college, including Anime & Manga; Snow sports and potentially Scuba Diving.

Some of the ICSA executive team have attended cross college committees and events within the college. They have also attended the HISA regional council and have been invited along to Westminster and Holyrood with private tours.

The ICSA team promoted LGBT History month by having an awareness day and led tours at Open evenings. We were also involved in the Happy Healthy You campaign.

The Student Representative Council (SRC) meetings have been well attended, figures have not been dropping as per previous years. We now have 227 class reps registered. Only had 5 class reps registered from the January start courses.

ICSA now have a full Executive Team, as the SRC co-opted an Activities and LGBTQ+ Officer at the last SRC meeting.

Finally, ICSA helped a student promoter group to facilitate a professional theatre company from the Central Belt to come and perform in the performing arts studio and lead a workshop with the students.

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