



Board of Management

MINUTES of the MEETING of the LEARNING, TEACHING AND RESEARCH COMMITTEE held in the Boardroom, 1 Inverness Campus on Tuesday 4 June 2019

PRESENT:	Andrew Bowie, Sarah Burton, Robyn Kennedy, Helen Miller, Chris O'Neil, Gavin Ross, Tom Speirs, Tina Stones
CHAIR:	Sarah Burton,
APOLOGIES:	Shawna McKinnon, Fiona Neilson,
ATTENDING:	Depute Principal, Planning and Student Experience Depute Principal Academic Development Director of Curriculum Director of Student Services Quality Manager Secretary to the Board of Management
OBSERVER:	Vivienne Mackie, VP Education elect

The Chair welcomed, as an observer, Vanessa Mackie, VP Education elect, who would be one of the two Student members on the Board in the next academic year.

1. MINUTES

The Minutes of the meeting of the Learning and Teaching Committee held on 26 March 2019 were **AGREED** as a correct record, were **APPROVED** and signed.

Matters arising

It was noted that the action requested following discussion of the complaints report had not been passed to the Quality Manager. This would be progressed.

2. OUTSTANDING ACTIONS

The Committee considered each of the actions and **AGREED** that those which had been completed could be removed from the list.

3. SINGLE POLICY ENVIRONMENT – FE ACADEMIC APPEALS POLICY

A covering report by the Quality Manager advised that the UHI FE academic appeals policy was part of a suite of new policy/procedures to be drafted as part of the new common policy environment. This policy had IC UHI representation and endorsement.

The Committee asked for clarification on paragraphs 5.4 (appeals not normally being permitted from third parties) and 6.4 (student awareness of the policy). It was confirmed that guidelines on 5.4 would be built within the procedure and awareness of the strategy, 6.4 would be through the induction process.

The Committee asked that reference to the appropriate strategy be included in the report template and **RECOMMENDED** the UHI FE academic appeals policy to the Board of Management for approval.

4. **TERMS OF REFERENCE (TOR)**

A covering report by the Board Secretary advised that revisions had been made to the Learning, Teaching and Research Committee TOR in 2017 and 2018.

The Committee **AGREED** that no further amendments were necessary at this time and **RECOMMENDED** the TOR to the Board of Management for approval.

5. **STUDENT PARTNERSHIP AGREEMENT UPDATE**

A joint report by the Director of Student Experience and Student President provided an overview of the Student Partnership Agreement (SPA) for academic year 2018-19 and a variety of other aspects of student engagement.

The Student President advised that the format of the new course committee meetings (CCM's) had significantly improved student engagement and had transformed the role of the student from being one of passive feedback provider to being one of active and equal participant. Similar meaningful dialogue had also emerged from the new format of the SRC.

IC UHI had won the UHI Student Support Award for its work on the Partnership Agreement, which had been co-created by staff, and students. This was deemed to be sector leading and the value of this piece of work as a partnership wide approach was now being considered by the Programme Board in the student equivalence and experience working group. Plans were underway on how the Partnership Agreement would be made more visible and tangible to both students and staff for 2019/20.

There was a discussion on the areas or programmes where it was most difficult to engage students. This included practical/construction craft courses and apprenticeships. These areas needed to be targeted as well as PT and HE networked courses.

The Committee noted the very positive report and congratulated all those involved in this sector leading piece of work.

6. **HISA END OF YEAR UPDATE**

A report by the Student President provided an update of HISA Inverness activity for the academic year 2018-19. The main areas covered related to

- Class reps - where the number of student reps and the number engaged in training had exceeded the annual targets. The new format of SRC meetings had helped stabilise the attendance numbers from February onwards
- HISA awards – Inverness College was on track to have the highest number of nominations by students across the partnership for the 11 award categories
- Student elections – Across the partnership, a record number of students voted in the elections and 15 of the 19 officers elected were female (79% compared with 47% the previous year)
- Student voice in partnership – a student rep guide would help reps understand their role and resolve student issues more efficiently
- Collective responsibility – a “10 steps to wellbeing” style guide had been produced which, as part of a wider project, aimed to improve the mental health of students

- Student life – student discounts were now available across the city and a new website was currently being promoted online. The inaugural Graduation Ball had been hailed as a resounding success.
- Students' events and opportunities included – 2 fresher's fayres held with over 120 stalls attending, promoting goods services and opportunities, 16 affiliated and operating clubs and societies, drama society show at Eden Court, adventure weekend and planned residences summer excursion.

The Committee noted the excellent progress made in the three focus areas and thanked the Student President for a very positive and comprehensive report.

7. **STUDENT SATISFACTION AND ENGAGEMENT SURVEY**

A report by the Quality Manager provided college wide analysis of the Student Satisfaction and Engagement Survey. The key findings were as follows:-

- There had been an increase in the overall response rate from 42% to 47%
- Overall satisfaction remained high at 90%
- Satisfaction and response rates were higher for FE students than HE students
- Part time students were more satisfied than full time students
- Younger students were more satisfied than older students
- ICUHI sat above the benchmark for five of the ten SFC questions (last published sector data 2017/18).
- The impact of staffing changes or absences appeared to have impacted on the level of satisfaction within some curriculum areas
- Satisfaction with teaching methods varied across curriculum areas, levels, and modes. Where approaches worked well, students were quick to recognise the value of the teaching method.
- There was greater clarity about the Student Association and the visibility of the class rep

There was considerable discussion on the key findings and the main area of focus which would be engaging students and capturing the student voice to ensure that the College achieved a high quality and consistent approach across learning and teaching. The main theme across learning and teaching was the inclusive classroom which was aimed at closing the attainment gap, thus ensuring a consistent baseline level of teaching practice which would, in turn, mitigate the difficulties encountered across certain groups and lead to overall quality enhancement. Quality improvements had been embedded across the college and the next stage would be to focus on qualitative improvements. This would be a key role for the new Depute Heads of School.

The Committee **REQUESTED** that an interim report on the recommendations from the survey be submitted to the Committee at its meeting in December.

8. **STUDENT RECRUITMENT**

A joint Report by the Depute Principals Planning and Student Experience and Academic Development provided an update on student recruitment in 2018-19.

The current student activity indicated that:

- The current forecast for FE activity was that the college would exceed its credit target by a small margin.

- HE undergraduate recruitment (FTE) was forecast to be 14 FTE (<1%) below the funded undergraduate target at the year-end.
- The College's taught postgraduate provision had exceeded target but the financial impact was not yet available.

An analysis of FE enrolments and HE FTE by fee status shows the following:

- FE enrolments included 166 from the EU, 12 from the rest of the UK and 11 international
- Overall HE FTE included 109.3 from the EU, 29.5 from the rest of the UK and 8 international.

The Depute Principal Academic Development advised that the international recruitment arrangements for HE continued to be addressed with EO. The June/July recruitment period was critical for enrolling international students for the next academic year.

The Committee **NOTED** the report.

9. **STUDENT RETENTION**

Student retention and student success was a priority in terms of the ongoing monitoring of programmes across the college and a report by the Depute Principal Planning and Student Experience provided a summary and analysis of retention rates for students in 2018-19 across levels and modes of study.

Overall, student retention appeared to have improved this academic year based on current data. Early retention on full-time FE programmes had improved significantly, although further retention had fallen slightly. Retention on full-time HE programmes was better at this stage in the year than it was at the end of 2017-18.

The new Personal Development Advisor (PDA) roles would support students throughout the academic year and it was hoped that this would have a positive impact on the further withdrawal rates. They would also support those students who had achieved partial success.

The Committee **NOTED** the report.

10. **LEARNER JOURNEY REVIEW AND SCHOOLS SENIOR PHASE**

A joint Report by the Depute Principal Planning and Student Experience and Director of Student Experience provided information on the Scottish Government's Learner Journey Review and the Highland Senior Phase Strategy. It explained these initiatives, how they were related, and highlighted their importance to the college's strategic direction.

Included in the Highland Senior Phase Strategy and as part of the widening access agenda, the College had heavily promoted the fact that applications would be particularly welcome from specific priority groups – care experienced young people, young carers, under-represented gender and pupils from the most deprived postcodes (SIMD 10). Applications had been prioritised from school pupils from these learner groups for Senior Phase programmes and some positive impact had been seen. Strategic endorsement was required from Highland Council to take these projects forward with a review of funding

methodologies seen as a priority. It was planned that the curriculum review would be extended to include the schools programme in early autumn

The Committee asked a number of questions about the support given to ASN students at the end of their studies and were advised that a new Transitions Coordinator role would support students into employment. To further develop a joined up approach, it was recognised that industry also needed to do more to support students make this transition.

The Committee welcomed this ambitious transition project.

11. ACADEMIC AND CURRICULUM DEVELOPMENT

A joint Report by the Depute Principal Academic Development and the Director of Curriculum report reflected on the developments in-hand for the next two academic sessions and was focused on FE and HE. The report highlighted the academic school structure with the new Head of and Depute Head posts and the main curriculum developments which were aligned with the new structure. Most schools, with the exception of Engineering Technology, had clearly identified priority areas for development. An Engineering Task Force, led by Dr. Gary Campbell (VP: Strategic Developments) had been due to report to the recent Partnership Council meeting.

In answering a question by the Chair on achieving targets, the Depute Principal Academic Development suggested that if the identified priority areas were progressed as planned, the college would achieve marginal gains and build capacity for 20/21 rather than for 19/20.

The Committee expressed concern that the Engineering Technology review had taken a considerable time to complete and **AGREED** that Dr. Campbell be invited to speak to the Committee at its next meeting in September.

12. RISK REGISTER ANNUAL REVIEW

A report by the Depute Principal Planning and Student Experience provided details of the risks held within the college risk register and which fell within the remit of the committee.

The Committee considered each of the risks presented and **REQUESTED** the Depute Principal Planning and Student Experience to make the agreed amendments to the risk scores and the text as appropriate for risks

09 - College fails to identify and take opportunities for development and progression

18 - College fails to maintain improvement in performance targets against national targets and outcomes

20 - College does not achieve allocated HE student number targets

It was **AGREED** that risk 31 would be discussed at a future meeting.

13. LEARNING, TEACHING AND RESEARCH COMMITTEE SELF EVALUATION AND COMMITTEE CHAIR EVALUATION EXERCISES

To comply with the Code of Good Governance for Scotland's Colleges and good governance best practice, an annual evaluation of the Committee and of the Committee Chair required to be undertaken.

The Committee collectively, completed the annual committee evaluation exercise.

The Chair left the meeting

The Committee collectively, completed the annual Committee Chair evaluation exercise.

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

14. QUALITY ENHANCEMENT

Report by the Quality Manager provided an update to the Quality Enhancement Plan.

15. CURRICULUM PLANNING AUDIT REPORT – RECOMMENDATIONS

The Internal audit report on curriculum planning had been completed and had been presented to the Audit Committee

16. PROFESSIONAL DISCUSSION ON LEARNING AND TEACHING (PDLT REPORT)

A report by the Quality Manager presented a summary of the PDLT activity for AY 2018-19.

17. DATE OF NEXT MEETING – 24 SEPTEMBER 2019 @ 4.30PM

Signed by the Chair:

Sarah Burton

Date:

24 Sep 19