University of the Highlands and Islands
Inverness College

Board of Management

Meeting	Learning, Teaching and Research Committee
Date and time	Tuesday 25 September 2017 at 4.00 p.m.
Location	Room 203, 1 Inverness Campus

Board Secretary
20 September 2018

AGENDA

Welcome and Apologies

Declarations of Interest

ITEMS FOR DECISION

1.   MINUTES
Minutes of the Meeting of the Learning, Teaching and Research Committee held on 29 May 2018

2.   OUTSTANDING ACTIONS
Action List

3.   GUIDANCE POLICY
Covering report by Head of Student Services

ITEMS FOR DISCUSSION

4.   STUDENT OUTCOMES AND SATISFACTION RATES 2017/18
Report by Depute Principal

5.   STUDENT ACTIVITY 2017-18 AND STUDENT RECRUITMENT 2018-19
Report by Depute Principal

6.   STUDENT PARTNERSHIP AGREEMENT 2018-19
Joint Report by Head of Student Services and Student President

7.   HIGHLANDS AND ISLANDS STUDENT ASSOCIATION (HISA) REPORT
Report by Student President IC

8.   STRATEGIES – REVIEW OF PROGRESS
Report by Depute Principal

9. **EDUCATION SCOTLAND – DRAFT EVALUATIVE REPORT AND ENHANCEMENT PLAN (Report to Follow)**
   Report by Depute Principal

10. **REVIEW OF QUALITY ARRANGEMENTS**
    Joint Report by Depute Principal and Quality Manager

11. **HIGHER MEDIA ACTION PLAN**
    Report by Depute Principal

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ITEMS FOR NOTING

12. **EXTERNAL VERIFICATION SUMMARY 2017/18**
    Report by Head of Curriculum

13. **COMPLAINTS ANNUAL REPORT 2017/18**
    Report by Quality Manager

14. **NATIONAL STUDENT SURVEY 2017/18**
    Report by Quality Manager

15. **RED BUTTON REPORT 2017/18**
    Report by Quality Manager

16. **AOCB**

17. **DATE OF NEXT MEETING**
    Tuesday 4 December 2018 at 8.30 a.m.

Board of Management

MINUTES of the MEETING of the LEARNING AND TEACHING COMMITTEE held in the Boardroom, 1 Inverness Campus on Tuesday 5 June 2018

PRESENT:	Ollie Bray, Sarah Burton, Robyn Kennedy, Helen Miller, Chris O'Neil, Gavin Ross, Chris Shaw, Tom Speirs
CHAIR:	Sarah Burton
APOLOGIES:	Jaci Douglas, Fiona Neilson, Gabriel Starr
ATTENDING:	Depute Principal
	Head of Curriculum
	Head of Student Services
	Quality Manager (Item 5)
	Secretary to the Board of Management
OBSERVER:	Andrew Bowie HISA Inverness President Elect

The Chair welcomed Robyn Kennedy, Teaching Staff Member to her first meeting of the Committee. She also welcomed Andrew Bowie, HISA Inverness Student President Elect.

The Chair advised that Jaci Douglas was stepping down from the Learning, Teaching and Research Committee and she thanked her for her contribution to the Committee over the last year.

The Chair was delighted to report that Ollie Bray, Vice Chair of the Committee (and head teacher of Kingussie High School) had been named a Fellow of the Scottish College of Education Leadership. This was a significant achievement and on behalf of all the Members, she passed on their congratulations.

1. **MINUTES**
   The Minutes of the meeting of the Learning and Teaching Committee held on 6 March 2018 were **AGREED** as a correct record, were **APPROVED** and signed.

2. **OUTSTANDING ACTIONS**
   The Committee considered each of the actions and **AGREED** that a number of actions had been completed so could be removed from the list. The outstanding actions would be completed as per the time line.

3. **LEARNING AND TEACHING STRATEGY**
   The Depute Principal reminded the Committee that the Board of Management had agreed to adopt the UHI Learning and Teaching Enhancement Strategy (L&TES) and referred to the proposed minor amendments to the college's Learning and Teaching Strategy to reflect this decision.

   The Committee **APPROVED** the revised Learning and Teaching Strategy.

4. **HIGHER MEDIA ACTION PLAN**

A report by the Depute Principal provided an update on the Higher Media action plan agreed by the Board of Management in December 2017. Good progress was being made against all actions with most now complete. He elaborated on the actions which were still being progressed, including the review of performance reporting and monitoring arrangements for all courses and the development of a peer review process for end of year evaluative reports.

The Committee was pleased to **NOTE** the progress being made.

5. **END OF YEAR STUDENT SURVEY**

A report by the Quality Manager provided an overview of the methodology used to gain student engagement with the survey, and a cross-organisation summary of the outcomes from the responses provided. She explained that the responses to the survey had been made available to curriculum and support teams to feed into self-evaluation activities.

The analysis of the data provided the basis for a number of recommendations and these were set out in the report, together with an outline of the next steps to be taken.

The Committee discussed the report and were pleased to **NOTE** the improvements to satisfaction levels across the majority or areas since last year. The Committee **SUGGESTED** that it would be helpful if raw numbers could be included in some of the tables, e.g. satisfaction by ethnicity and satisfaction – care leaver.

6. **STUDENT RECRUITMENT**

A report by the Depute Principal provided an update on student activity for 2017-18 and on student recruitment 2018-19.

2017-18 student activity
- FE activity was currently approximately 796 credits short but some activity was still to accrue and the year-end target was achievable.
- HE recruitment had exceeded the funded undergraduate target of 1,595.4FTE and stood at 1,611.9FTE at 28 May 2018. This represented a 30% increase in the last 5 years.

2018-19 student recruitment targets
FE provisional Credit target: 29,200
HE PPF target: 1,608 FTE

The UHI region had received an overall reduction of 1% in FE credits for 2018-19. The allocation of this reduction had still to be agreed: the provisional target represented 99% of the college's 2017-18 target. The PPF target for funded HE FTE reflected the current enrolment and the fact that the university as a whole had now reached its funded numbers allocation.

The Committee **NOTED** the student activity for 2017-18 and the recruitment for 2018-19.

7.   **STUDENT PARTNERSHIP AGREEMENT UPDATE**
A report by the Head of Student Services provided an update on the progress made around student partnership and student engagement. As well as the continued progress with the formal Student Partnership Agreement, the College had also been working on other developments in this area, namely:-

- sparqs project – how we can engage students as partners to jointly evaluate what we do, and how well we do it, in line with the new How Good is our College (HGIOC) framework
- student experience project – engaging students as partners to broadly review the student experience; the Student Partnership Agreement; and the Learning Agreement

The Committee were pleased to **NOTE** the very positive developments emerging from both these projects.

8.   **HISA END OF YEAR UPDATE**
A joint report by the Student President and the Student Association Co-ordinator provided a summary of HISA's activity throughout 2017-18.

The Chair thanked the Students for their informative report, which recognised the level of work which had been carried out by HISA during the year.

The Chair asked for the order of business to be changed so that items 14 and 15 on the agenda, Risk Register Annual Review and Audit Reports – Recommendations, be taken as the next items. This was agreed.

9.   **RISK REGISTER ANNUAL REVIEW**
A report by the Depute Principal provided a summary of the risks on the college's Risk Register that related to learning and teaching and the remit of the committee.

The Committee considered the risks listed and **AGREED** to amend the following risks
1. College does not achieve allocated FE credit targets. Residual likelihood score to be changed from 2 (unlikely) to 3 (possible)
2. Research outputs are sub-standard. Residual impact score to be changed from 2 (minor) to 3 (significant)

10.   **AUDIT REPORTS - RECOMMENDATIONS**
   a. Student Support
   The Committee considered the single recommendation in the report relating to the provision of services to all campuses, noted the Management response and following discussion, were assured that the recommendations were being addressed by actions that were appropriate and relevant.

   Partnership Working
   The Committee considered the two recommendations relating to a formalised feedback process and defined roles and responsibilities, noted the Management response and following discussion, were assured that the recommendations were being addressed by actions that were appropriate and relevant.

Ollie Bray left the meeting.

11. QUALITY ENHANCEMENT

The college maintained a Quality Enhancement Plan (QEP), which collated and monitored the range of actions taken to improve and enhance the college's provision. The actions were drawn from a number of activities and were informed by evidence from the college's ongoing quality monitoring and assurance activities.

A report by the Depute Principal provided a summary of progress against two key aspects, namely:

1. Actions to improve retention and attainment on programmes where they were low;
2. Actions to review and enhance self-evaluation and the effectiveness of actions for improvement.

A summary of the recent visit by Education Scotland inspectors, as part of their annual enhancement and scrutiny activities, was also provided.

The Head of Curriculum made a short presentation on the work of the group, which had been convened to review and revise the targeted intervention process in light of and in conjunction with the review of course performance reporting and monitoring. She advised that the outcomes would be submitted to SMT for approval.

The Committee **WELCOMED** the introduction of new processes, which were a significant change in the culture and approach to targeted interventions. It was also pleased to note that programme teams welcomed the support and development, which was provided.

12. RESEARCH REPORT

A report by the Head of Research Development summarised research activity in IC, and progress in the following key performance areas:

1. Research Excellence Framework
2. Postgraduate researchers
3. Research – teaching linkages, including research and scholarship actions
4. Knowledge exchange and innovation
5. Funding income

In addition, the report outlined the various established research funding streams and the Committee were assured that the level of income from the research excellent grant and from European funding was a relatively small portion of the overall research income.

The Committee thanked the Head of Research Development for a very good report, which was clear and easy to understand.

13. STAKEHOLDER ENGAGEMENT REVIEW

A report by the Depute Principal provided a further update on the progress on the development and implementation of the stakeholder engagement review. Over 800 questionnaires had been issued. Following the survey, the headline analysis would be carried out in the middle of June and a report would be submitted to the next meeting of the Committee in September.

The committee **NOTED** the position.

14. **CORPORATE PARENTING**
A report by the Head of Student Services referred to the update report, dated April 2018, which provided details of the progress made, the impact of actions taken and a flavour of the intended future priorities, since the Corporate Parenting plan had been published in October 2016.

The Committee were pleased to **NOTE** the significant progress as highlighted in the update report.

15. **CURRICULUM DEVELOPMENT**
A report by the Head of Curriculum highlighted developments that were being taken within the curriculum aligned with the strategic aims and objectives of the college.

The Committee were pleased to **NOTE** that the rationale for approving the majority of new programmes during 2017-18 was in response to industry requests.

16. **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 Chair re- joined the meeting

The following item of business was included in the agenda for noting only so no discussion took place at the meeting.

17. **MINISTERIAL LETTERS OF GUIDANCE**
a. Letter to SFC
b. Letter to SDS

18. **DATE OF NEXT MEETING**
25 September 2018 @ 8.30am

Signed by the Chair: _____

Date: _____

Outstanding Actions from Learning and Teaching Committee

26 September 2017				
Item	**Action**	**Responsibility**	**Time line**	**Actioned**
Gender action plan	Annual progress report	Head of Student Services	Sept 2018	
5 December 2017				
Item	**Action**	**Responsibility**	**Time line**	**Actioned**
HISA Inverness	An objective review of the resource requirements of HISA Inverness be submitted to the next meeting of the committee if other timescales permitted.	HISA President Inverness Student Association Coordinator HISA	~~March 2018~~ ~~June 2018~~ September 2018	
5 JUNE 2018				
Item	**Action**	**Responsibility**	**Time line**	**Actioned**
End of year student survey	Raw numbers to be included in some of the tables to give context to percentages	Quality Manager	For future reports	
Risk register annual review	Amend risks 1. College does not achieve allocated FE credit targets. Residual likelihood score to be changed from 2 (unlikely) to 3 (possible) 2. Research outputs are sub-standard. Residual impact score to be changed from 2 (minor) to 3 (significant)	Depute Principal	Next SMT – 14 June	COMPLETE

University of the Highlands and Islands
Inverness College

BOARD OF MANAGEMENT

Subject/Title:	Guidance Policy
Author: [Name and Job title]	Lindsay Snodgrass, Head of Student Services
Meeting:	Learning, Teaching and Research Committee
Meeting Date:	25 September 2018
Date Paper prepared:	12 September 2018
Brief Summary of the paper:	The Guidance Policy aims to set out Inverness College UHI's commitment to providing comprehensive professional advice, guidance and support. The purpose of the policy is to ensure in line with our strategic plan that all students have access to accessible and inclusive support to enable them to achieve their full potential. Minimal changes have been made to the policy. It is expected that a shared UHI policy will be developed in the future. The policy was discussed at Scrutiny Panel (6June 2018) and SMT (19 July 2018).
Action requested: [Approval, recommendation, discussion, noting]	The Committee is asked to approve the minor changes to the policy
Link to Strategy: Please highlight how the paper links to, or assists with:** • compliance • partnership services • risk management • strategic plan • new opportunity/change	To further develop our accessible and inclusive support for students to enable them to achieve their full potential
Resource implications:	No **If yes, please specify**:
Risk implications:	**Yes** / ~~No~~ **If yes, please specify:** Operational: Organisational:.
Equality and Diversity implications:	~~Yes~~/**No** **If yes, please specify:**
Consultation:	N/A

[staff, students, UHI & Partners, External] and provide detail			
Status – [Confidential/Non confidential]	Non Confidential		
Freedom of Information Can this paper be included in "open" business* [Yes/No]	Yes		
*If a paper should **not** be included within "open" business, please highlight below the reason.			
Its disclosure would substantially prejudice a programme of research (S27)		Its disclosure would substantially prejudice the effective conduct of public affairs (S30)	
Its disclosure would substantially prejudice the commercial interests of any person or organisation (S33)		Its disclosure would constitute a breach of confidence actionable in court (S36)	
Its disclosure would constitute a breach of the Data Protection Act (S38)		Other (please give further details)	
For how long must the paper be withheld? (express either as the time which needs to pass or a condition which needs to be met.)			

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

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

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

Guidance Policy

REFERENCE: PL/CL/2015/003

DRAFT REVIEW- 15.05.18

Lead Officer (Post):	Head of Student Services	Review date:	
Area:	Access and Progression	Review Lead Officer (Post)	Access and Progression Manager
Responsible Committee:		Date published:	
Date approved by Board of Management		Equality Impact and Assessment complete	

Contents

1. Policy Statement

This policy outlines the College's commitment to provision of guidance and wellbeing support services to enquirers and students. It contributes to the delivery of the College's commitment to widening access and to supporting each individual ~~student~~ applicant to identify an appropriate programme of study~~,~~; gain access to the programme; and be supported throughout their journey to ensure the best chance of a successful ~~conclusion~~ outcome.

The aim of this policy is to provide ~~a comprehensive framework for the delivery of~~ effective and appropriate academic and pastoral guidance support~~services~~ t across the entirety of the student journey and to prospective future students. ~~o meet the needs of enquirers and students~~.

2. Key Principles

2.1 Inverness College UHI is committed to supporting all of its students in achieving their educational and personal goals.

2.2 The College will provide holistic support to students by taking a joined up approach to how an individual is supported.

2.2 The College will provide comprehensive information, advice and guidance for all and wellbeing service for all students (prospective and current students). Information will be provided that is clear, accurate, relevant and up to date.

2.2 The College will provide a comprehensive wellbeing service for all students to support positive mental wellbeing

2.4 Information resources which support guidance and wellbeing provision will be available in various formats to ensure that they are accessible to all students.

2.3 The service will consist of the provision of academic guidance by Personal Academic Tutors (PATs) and /or other members of teaching staff, and a range of personal, student support and welfare services provided by the Access and Progression team.

2.4 Information resources which support guidance and wellbeing provision will be available in various formats to ensure that they are accessible to all students.

2.5 Guidance and support will be available to students either face to face through the Student Services Centre or by telephone, email or through the use of alternative information technology.

2.6 The College will work in partnership with external agencies and refer students to expert and specialist help where appropriate.

2.7 All guidance, wellbeing and counselling will be undertaken in ways which seek to help students become more independent, self-aware and self-reliant.

2.8 Personal information will be treated confidentially and only shared with the consent of the student. However, there are some circumstances that dictate that this principle of confidentiality does not apply i.e. information that indicates a risk to the individual or others, where there is a legal obligation to share information.

3. Provision

Pre-entry
3.1 The Access and Progression (Guidance) team will support prospective students in selecting an appropriate educational programme relevant to their interests and career aims.

3.2 The Access and Progression (Guidance) team will offer prospective students information and advice on student funding, accommodation, child-care and a range of issues relating to student life.

3.3 The Access and Progression (Guidance) team will offer prospective students advice and support on completion of SAAS, Bursary, EMA and discretionary student support fund applications.

3.4 Over and above the standard services provided during pre-entry and transition we will endeavour to meet any additional specific needs of individual students during this stage of their learner journey or signpost them appropriately.

3.5 Additional transition support will be available for care experienced students, student cares and students who may find transition challenging.

On Course

3.7 PATs, academic Teaching staff and student support services, where appropriateSkillzone, will provide on-going academic and study skills support to students.

3.8 PATs (personal academic tutors) will act as a point of referral to student support services to get any specialised support they may require. the Access and Progression team (Guidance, Well-being and Transitions Co-ordinator) to support students in accessing information, support, and guidance.

3.9 All students will have access to careers and employability advice, guidance and support.

3.10 The College will be proactive in promoting positive health and wellbeing and all students will have access to a range of workshops, materials and wellbeing support services.

3.11 Counselling and well-being services will be available, where required, to provide support to an individual on personal issues, particularly where those have an effect on the student's ability to participate fully in learning activities.

3.12 Information and advice on student funding, including discretionary hardship funding, discretionary childcare funding, ~~budgeting and debt~~money management concern will be available to all students.

3.13 Advice and support on completion of SAAS, Bursary, EMA and discretionary fund applications will be available for all students.

3.14 Additional ongoing support will be available for vulnerable groups such as care experienced students and student carers and those from a deprived postcode.

Pre-Exit

3.15 PATs will conduct a pre-exit interview with each of their students which will include discussion on future plans re~~garding~~ further study and or ~~/~~employment. PATs will refer students to Access and Progression (Guidance) for specialist advice on career opportunities, CVs, personal statements, mock Interviews , UCAS applications. ~~etc.~~
3.16 The Guidance Team in partnership with UHI Careers and ~~Employabilty~~Employability Service and Skills Development Scotland Careers will provide careers information, advice and guidance for all students to support their progression to further study or employment.

3.17 Advice and support on completion of UCAS and SAAS applications will be available for students and staff.

4. Legislative Framework/Related Policies/ Guidelines

4.1 Legislative Framework

Disability Discrimination Act (2005)

Additional Support for Learning Act (Scotland) (2004)

Mental Health Act (Scotland) (2010)

General data protection regulation (2018)

Equality Act (2010)

Adult Support and Protection Act (Scotland) (2007)

Protection of Vulnerable Groups (Scotland) (2007)

4.2 Related Policies

Additional Support Policy – under review

Admissions Policy- under review

Student Disciplinary Policy – under review

Student Carer Policy – under review

4.3 Related guidelines

Fitness to for Study

Supporting Students in Crisis

Access and Inclusion Strategy

Equality and Diversity Strategy

Learner agreement – being revised

UCAS and SAAS Guidelines

5. Scope

5.1 The policy applies to the provision of academic and pastoral guidance and the range of services provided by the Access and Progression Team. It applies to all students in Further and Higher Education.

6. Compliance

This policy must be complied with and it will be audited regularly with reports going to the appropriate committee.

Many staff contribute to the successful implementation of this policy. It is therefore essential that all teams understand the importance of guidance and support in student retention and success and that all staff adhere to the policy.

7. Monitoring

7.1 Guidance annual report and self-evaluation

7.2 Guidance activity statistics, including wellbeing and counselling

7.3 Results of electronic survey evaluation of workshops and guidance activities

7.4 Student satisfaction data from cross college surveys

7.5 Student focus groups

7.6 Evaluation with external services and College staff

7.7 Personal Academic Tutor records – by sampling

7.8 Key attainment and retention performance indicators

7.9 Activities and outcomes reported to appropriate committees

7.10 These monitoring arrangements are examples and other methods may be used.

8. Review

8.1 The policy will be reviewed every three years. Next review 2021

University of the Highlands and Islands
Inverness College

Board of Management

Subject/Title:	Student Outcomes and Satisfaction Rates for 2017-18
Author: [Name and Job title]	Roddy Henry, Depute Principal
Meeting:	Learning, Teaching and Research Committee
Meeting Date:	25 September 2018
Date Paper prepared:	19 September 2018
Brief Summary of the paper:	This report provides the committee with a provisional summary of high-level performance indicators (PI) relating to student outcomes and a summary of student satisfaction rates for the academic year 2017-18.
Action requested: [Approval, recommendation, discussion, noting]	Discussion
Link to Strategy: Please highlight how the paper links to, or assists with:**:** - compliance - partnership services - risk management - strategic plan - new opportunity/change	This paper links to the strategic plan, particularly in relation to the student experience and the curriculum.
Resource implications:	No
Risk implications:	No
Equality and Diversity implications:	No
Consultation: [staff, students, UHI & Partners, External] and provide detail	n/a

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

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

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

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Student Outcomes and Satisfaction Rates for 2017-18

Executive summary

The report provides a summary of provisional performance indicators (PI) for student outcomes and satisfaction rates for 2017-18.

Successful completion rates for students overall have risen compared to 2016-17. Of particular note is the fifth successive year of improvement in outcomes for learners on full-time FE programmes, and the improvement in outcomes for learners on full-time HE programmes, which declined in 2016-17. Overall pass rates for Higher and National 5 awards have also improved.

Student satisfaction rates have improved, with the National Student Survey (NNS) results showing a 5 point improvement in overall satisfaction and the Student Satisfaction and Engagement Survey (SSES) showing an 8 point and 2 point improvement for FE and HE satisfaction respectively.

Main body of information

The calculations used for student outcome PIs are those applied by the Scottish Funding Council (SFC) and by Education Scotland for all colleges in Scotland, enabling national benchmarking and the tracking of trends over time:

PI	Calculation
Early withdrawal	% of enrolled students leaving before 25% of course
Further withdrawal	% of enrolled students leaving between 25% and the end of course
Completed: partial success	% of enrolled students completing the course but not achieving the award or progressing
Completed: successful	% of enrolled students completing the course and achieving the award or progressing
The sum of all four PIs above = 100% (taking account of the rounding–up to whole numbers)	

It should be noted that the above PIs are used across colleges and <u>not</u> universities. Therefore, the national college data set for HE relates largely to HN awards and not degrees.

Student satisfaction is monitored and collated annually through a variety of mechanisms, including the Student Representative Council (SRC), focus groups and student surveys. The annual measures of student satisfaction are drawn from the National Student Survey (NSS) of final year HE students from qualifying programmes, and from the college's pre-exit student survey for all other students, now known as the Student Satisfaction and Engagement Survey (SSES). The NSS is a UK-wide survey of final year university students. The colleges FE returns from the SSES form its submission to the college sector national SSES return.

Provisional Student Outcomes

Note: all student outcomes have still to be audited through returns to the SFC and the Higher Education Statistics Agency (HESA) and are be subject to change. The figures below were taken from the college system on 18 September 2018.

A summary of provisional PIs across full-time and part-time, FE and HE programmes is provided in the table below. At the time of writing, a number of outcomes have still to be finalised:

LEVEL/ MODE	ENRs	EARLY WD %	FURTHER WD %	PARTIAL SUCCESS %	SUCCESS %	OUTCOMES TBC
FEFT	1261	8.51%	13.67%	6.52%	70.59%	9
FEPT	3284	2.27%	4.96%	5.30%	80.05%	192
HEFT	1509	4.11%	7.29%	5.24%	78.26%	67
HEPT	1062	2.82%	5.27%	8.47%	74.67%	100
TOTAL	**7116**	**3.87%**	**7.07%**	**5.99%**	**77.15%**	**368**

The outcomes by level and mode of attendance over time are shown in the table below:

Student outcomes over time (source: college dashboard report)**:**

Level of study	2015-16	2016-17	2017-18	Sector
FEFT	66.04%	67.27%	70.59%	65.3%
FEPT	75.82%	76.42%	80.05%	
HEFT	77.98%	73.57%	78.26%	
HEPT	83.79%	74.53%	74.67%	

HE outcomes are a mixture of HN and degree provision (primarily) and therefore benchmarking to a national level is problematic without further disaggregation.

At this stage in the data cleansing processes, only the full-time FE outcomes are finalised (pending final return to SFC) and are benchmarked against current sector levels (for 2016-17). Due to the nature and duration of some of the part-time provision, not all of the FE part-time outcomes will be reflected in the published data set for national benchmarking.

Success rates on the college's full-time FE programmes have improved for the fifth year running and are now among the best in the sector, based on the 2016-17 sector returns. The college sector outcomes for 2017-18 will be published in late January 2018. Part-time FE outcomes look on track to stay above sector levels: the published success rate for the college in 2016-17 was 81%.

Success rates for students on full-time HE programmes have improved after a decline in 2016-17. The committee will note from last year's report that the historical issue with the recording of part-time HE outcomes in SITs (university student records system) means that a comparison prior to 2016-17 for these programmes is not valid.

The finalised outcomes and a further analysis of them will follow in due course, and should be available in time for the full Board meeting in October.

Higher and National 5 Results

The overall pass rate for students taking Higher exams at the college this year was 74%; a 5 point improvement on last year and well above the overall pass rate for all students taking Highers at colleges in Scotland in 2016-17. The overall national pass rate – which includes all candidates entered by schools – was 77%.

Higher passes	Overall pass rate		
	2015-16	2016-17	2017-18
ICUHI	58%	69%	74%
College sector	63%	67%	tbc

The overall pass rate for students taking National 5 exams at the college this year was 76%; the same as last year and 6 points above the overall pass rate for all college students taking National 5 exams in Scotland in 2016-17. The overall national pass rate in 2017-18 was 77%.

National 5 passes	Overall pass rate		
	2015-16	2016-17	2017-18
ICUHI	74%	76%	76%
College sector	68%	70%	Tbc

In terms of areas for concern, the only significant area is the Higher Care pass rate. The pass rate for this award fell from an outstanding 100% (19 candidates) in 2016-17 (sector pass rate of 69%) to 41% in 2017-18. However, it quickly became apparent that other colleges had experienced a similar, unexplained drop in pass rates. The College Development Network (CDN) Care group is now looking into the circumstances and we are awaiting further information.

This incident is further illustration of the potential for unexpected results from Higher and National 5 exams. The staff delivering the award had not changed, the award itself had not been amended and the cohort of candidates was similar (22 in total). The projected pass rate based on estimates was 88%. As Higher Care is an award delivered primarily by colleges it quickly became apparent that a systemic issue might exist. An update will be provided as discussions progress within the CDN group.

Student Satisfaction Rates

Student satisfaction rates remain high overall. In terms of the SSES results, satisfaction rates improved for both FE and HE students. The response rate also improved to 42% overall.

Overall satisfaction expressed in the NSS improved by 5 points to 80%. The overall rate for the university improved to 85%, 3 points above the Scottish and UK sector levels.

Survey/level	Overall student satisfaction rate			
	2015-16	2016-17	2017-18	Sector 2017-18
SSES: FE	89%	87%	95%	tbc
SSES: HE	87%	88%	90%	tbc
NSS	82%	75%	80%	83%

The committee discussed the SSES findings at their June meeting. The Executive Office report on the NSS results is included in the items for noting on the agenda. Action planning ahead of this year's survey, based on last year's results, has just commenced and the Head of Curriculum can provide a verbal update on this at the meeting on 25 September.

The table below provides a comparison to last year's NSS results for the relevant programmes, and a comparison to the university's results overall for the same programmes.

Programme	UHI		IC UHI				2017-2018 % Diff
	2018		2018		2017		
	No. of respondents	% Overall Satisfaction	No. of respondents	% Overall Satisfaction	No. of respondents	% Overall Satisfaction	
Total	586	85%	181	80%	161	75%	+ 5%
Accounting HND	21	100%	13	100%	10	60%	+ 40%
Architectural Technology BSc(Hons)	15	93%	15	93%	17	88%	+ 5%
Business Management BA(Hons)	28	82%	16	75%	22	50%	+ 25%
Childhood Practice BA(Hons)	30	93%	13	85%	/	/	N/A
Contemporary Art Practice HND	13	83%	12	82%	/	/	N/A
Geography BSc(Hons)	15	80%	15	80%	/	/	N/A
Psychology BSc(Hons)	18	83%	10	100%	/	/	N/A
Visual Communications HND	19	58%	15	60%	11	91%	- 31%

Roddy Henry
Depute Principal

University of the
Highlands and Islands
Inverness College

Board of Management

Subject/Title:	Student Activity 2017-18 and Student Recruitment 2018-19
Author: [Name and Job title]	Roddy Henry, Depute Principal
Meeting:	Learning, Teaching and Research Committee
Meeting Date:	25 September 2018
Date Paper prepared:	19 September 2018
Brief Summary of the paper:	To provide the committee with a summary of student activity in 2017-18 and an update on student recruitment so far in 2018-19.
Action requested: [Approval, recommendation, discussion, noting]	Discussion
Link to Strategy: Please highlight how the paper links to, or assists with:**:** • compliance • partnership services • risk management • strategic plan • new opportunity/change	This paper links to the strategic plan, particularly in relation to the student experience and the curriculum.
Resource implications:	No
Risk implications:	No
Equality and Diversity implications:	No
Consultation: [staff, students, UHI & Partners, External] and provide detail	n/a

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

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

Its disclosure would substantially prejudice a programme of research (S27)		Its disclosure would substantially prejudice the effective conduct of public affairs (S30)	
Its disclosure would substantially prejudice the commercial interests of any person or organisation (S33)		Its disclosure would constitute a breach of confidence actionable in court (S36)	
Its disclosure would constitute a breach of the Data Protection Act (S38)		Other (please give further details)	

For how long must the paper be withheld? (express either as the time which needs to pass or a condition which needs to be met.)	

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

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

Student Activity 2017-18 and Student Recruitment 2018-19

Executive summary

The outturn for FE student activity in 2017-18 is currently just over 100% of target, pending the final return to the Scottish Funding Council. The outturn for HE is also just over 100% of target.

Early indications of the recruitment for the current academic year are of a slight positive variance on this time last year. The target for FE in 2018-19 is slightly down on last year, and the target for HE is similar to the 2017-18 outturn.

Main body of information

Student activity against targets 2017-18 as at 17 September 2018

The credit target for 2017-18 is 29,069, with an ESF credit target of 438 from Certificate in Forestry.

FE	2017/18
Core Credit Target	29,069
ESF Target	438
Total Target	29,507
Total Credits as at 17/09/2018	**29,559**
Total Credits (16-17 Final)	**30,972**

Currently, the total enrolments for 2017/18 at FE level is 5216 heads generating 29,541 credits, which is 100.2% of our target.

HE

The PPF target for 2017-18 for Inverness College undergraduate students (excluding PGDE) with a fee status of Scottish or European is 1,595.4 FTE. As at 1 September 2018 the FTE, counting by module attachment is 1,610.37 FTE, which is in excess of target.

However, as agreed at PPF, there is an undergraduate ESF target of 32 FTE across multiple courses, including Applied Science BScH, Civil Engineering BEngH, Computing BScH, Environmental Science BScH, Forest Management BScH and Health Studies BAH.

PPF Target HE FTE (Undergraduate students, including SC and EU fee statuses, excluding PGDE)	**1,595.40**
Current HE students as at 02/09/2018- count by Module attachment.	**1,610.37**

Student Recruitment 2018-19

Student recruitment targets for 2018-19 are shown in the table below, along with last year's targets:

Target	2017-18	2018-19
FE Credits	29,507	29,211
HE FTE	1,595.4	1,608

At the time of writing, student enrolment for Semester 1 and for most full-time programmes has just completed. The table below provides a summary of enrolments by mode and level of study compared to a similar point at this time last year. Early indications are of a positive variance to this time last year across the board. Student activity levels will be monitored closely throughout the year as credits and modules are attached to FE and HE students respectively.

Enrolment by Level Of Study - 2018-19 vs 2017-18

LEVEL DEPT (COLLEGE)	18/19 Current	17/18 Current	Var
FEFT Total	1135	1125	10
FEPT Total	949	741	208
HEFT Total	1445	1359	86
HEPT Total	438	151	287
Grand Total	3967	3376	591

Roddy Henry
Depute Principal

Board of Management

Subject/Title:	Student Partnership Update
Author: [Name and Job title]	Lindsay Snodgrass, Head of Student Services Andrew Bowie, Student President
Meeting:	Learning & Teaching Committee
Meeting Date:	25th September '18
Date Paper prepared:	17th September '18
Brief Summary of the paper:	To provide an update of developments around student partnership
Action requested: [Approval, recommendation, discussion, noting]	Discussion
Link to Strategy: Please highlight how the paper links to, or assists with:**:** • compliance • partnership services • risk management • strategic plan • new opportunity/change	*Strategic Plan -* Opportunity and growth in student life *To further embed the student voice to ensure its contribution to all aspects of college life; to create a lively community of staff and students; and develop further student participation in clubs, societies and other activities, and engagement with the wider community*
Resource implications:	No **If yes, please specify**:
Risk implications:	No **If yes, please specify:** Operational: Organisational:
Equality and Diversity implications:	No **If yes, please specify:**
Consultation: [staff, students, UHI & Partners, External] and provide detail	

Status – [Non confidential]	
Freedom of Information Can this paper be included in "open" business* [Yes]	

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Student Partnership

Executive summary

To update the committee on the progress made with the formal Student Partnership Agreement for session 2018-19 and a variety of other aspects of student engagement.

Background information

The way in which we work in partnership with our students is evolving and this has been reflected in many aspects of work over the course of last session. Historically the Student Partnership Agreement (SPA), and this paper, has led us to focus on four aspects of work:

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

We are beginning to feel that we can, and should, move away from the structure which the SPA has previously bound us to and reconsider how we work with HISA to enhance various aspects of the student experience. This shift has been due to several factors including our continuous improvement in satisfaction rates (94% in the Student Satisfaction and Engagement Survey (SSES) and 85% in the National Student Survey (NSS); our PIs for FT FE now among the best in the sector (predicted 70%); and the changes to the Education Scotland quality framework which demand more quality student engagement in evaluative processes. Our work with sparqs is on-going as we work towards the publication of a joint guide for the sector to demonstrate best practice in how to engage students as partners in the How Good is our College (HGIOC) framework. The way in which we work with our students as partners is therefore evolving in response to this positive context.

The outcome of the Student Experience project, which was run between Jan-June '18, has been the production of The Partnership Agreement. The Partnership Agreement has been developed by a diverse group of students, ranging from individuals on Supported Education programmes, to those studying at Post Graduate level, and individuals on Apprenticeships. The Partnership Agreement sets out student entitlement and also our expectations of students studying at IC UHI. The 8 themes encompass every aspect of the student experience:

- **Collective Responsibility**
- Organisation and Management
- Assessment and Feedback

- **Student Voice in Partnership**
- **Student Life**
- Tools for Learning
- Advice, Support and Progression
- Learning and Teaching

The Partnership Agreement will help to give clarity around what students can and should expect from their experience at IC UHI, but will also make clear what their responsibilities are as part of that. HISA and the College have now chosen three of these themes which will be our enhancement themes for 2018-19 and which will dovetail into the themes identified by HISA regionally. We are in the process of composing an action plan for each and a HISA Officer will lead each work stream with the support and input from IC UHI staff and student representatives. This is an exciting new approach to enhancing aspects of the student experience which ties in closely to the work we are doing with sparqs.

The Early Student Experience

We have worked hard to continue to enhance the early student experience and our Fresher's Fair is an important aspect of that.

The new HISA team have worked hard to support a positive early student experience. This year saw the college's programme of fresher's week events triple in length, extending from one to three days. This included-

- The headline Fresher's Fayre featuring 100 stalls across all three floors of the college providing an all-encompassing showcase of local business, clubs and societies, student offers, and opportunities offered to learners by the college. This was comfortably the best attended fresher's event since moving to the new campus, both in terms of number of stalls, and students. It should also be noted that students studying at the Scottish School of Forestry and the Centre for Health Science were in attendance at this event, which is an excellent indicator that we are moving in a promising direction towards a closer knit community feel between our four learning centres.
- Clubs and Activities Fayre showcasing a record 25 club and society stalls, as well as several stalls advertising local activities and opportunities for students to get involved with. This was also a valuable opportunity for HISA to gather opinions from students about the types of clubs and societies that they would like to see established which do not currently run.
- HISA Inverness hosted a Pub Quiz night at the Auctioneers in Inverness. This evening was an unprecedented success – over 70 students attended the event, and feedback on the evening indicated that there was widespread enthusiasm to see such events happen on a far more regular basis. HISA Inverness is now in discussions to turn the Pub Quiz into a monthly event.

In summary, we at HISA are confident that this was one of, if not the most successful Fresher's event to be held at Inverness College in recent years. We will soon be sitting down to analyse fully the successes and shortcomings of the event, with a view to continuing to optimise it for future years. Our Re-fresher's event to mark the beginning of the new semester is scheduled to take place at the beginning of February 2019.

Student Representatives

We have also worked hard to ensure that we have student representatives elected across the entirety of the student body and at an early point in the semester who can act to represent their peers. We have grown our class representatives year on year as well as the number who undergo training. We have identified this as an on-going priority and HISA have set a target of recruiting 300 class representatives for session 2018-19. We have also identified that a priority for HISA will be to increase the number of class representatives who go through the training for the role. Despite this improving year on year, we need to continue to work towards all class representatives being trained.

	2016-17	**2017-18**	**2018-19**
Number of Class Representatives	227	260	300 (target)
Number of Class Representatives who engaged in training	87	106	140 (target)

The local HISA officers have now undertaken the relevant training to allow them to deliver Student Rep training to those who have signed up to be Student Reps for their classes this year. Discussions remain ongoing as to how best to optimise the experience of Student Reps in the coming academic year – not only is this a priority for HISA locally, but forms one of the three key areas on HISA's regional Student Partnership Agreement. Plans are underway for a regional event, gathering a range of Student Reps from right across the UHI partnership in order to ensure the student voice is being heard with parity and equity, regardless of where, what, or how a student is studying.

HISA Inverness Volunteer Executive

To supplement class representatives, there has also been a restructure of the local Volunteer Executive posts. The executive has been reduced in size to 9 total members – 3 part time paid officers, and 6 volunteer officers.

The posts are as follows:

Part Time Paid	Volunteer
Student President	Sports Office
Vice President Education	Activities Officer
Vice President Activities & Welfare	Campuses Officer
	Learning Officer
	Communities Officer
	Diversity Officer

This will help to streamline the workflows of the Volunteer Officers, thus increasing the quality and satisfaction available from the roles. The election of students into these roles is now the priority of HISA locally, following the conclusion of fresher's week.

Student Representative Council

As part of the sparqs project we are involved in, we have run a series of pilots around how to best to engage students in our evaluative processes and in planning for improvement. HISA will consider a new approach to the monthly Student Representatives Council (SRCs) to ensure that all class representatives are aware of the role they have to play as partners. We are considering how best to structure the future SRCs to incorporate some aspects of training for this critical role. HISA feels that more high quality feedback and resolutions could emerge from a more discussion based approach – this fits in with our evolving approach to working with students as true partners and the work we are undertaking with sparqs. A new approach to how SRC meetings are conducted will be piloted in the coming months – a similar change to the format of these meetings which occurred at Moray College UHI showed a substantial improvement in Student Rep satisfaction, as well as in the speed and quality with which issues were resolved.

University of the Highlands and Islands Inverness College

Board of Management

Subject/Title:	HISA Inverness Update
Author: [Name and Job title]	Kat Bateson, Student Association Coordinator Andrew Bowie, Student President
Meeting:	Learning, Teaching and Research Committee
Meeting Date:	25th September '18
Date Paper prepared:	17 September 2018
Brief Summary of the paper:	To provide an update of HISA Inverness Activity
Action requested: [Approval, recommendation, discussion, noting]	Noting
Link to Strategy: Please highlight how the paper links to, or assists with:**:** • compliance • partnership services • risk management • strategic plan • new opportunity/change	*Strategic Plan -* Opportunity and growth in student life *To further embed the student voice to ensure its* *contribution to all aspects of college life; to create a lively community of staff and students; and develop further student participation in clubs, societies and other activities, and engagement with the wider community*
Resource implications:	No **If yes, please specify**:
Risk implications:	No **If yes, please specify:** Operational: Organisational:
Equality and Diversity implications:	No **If yes, please specify:**
Consultation: [staff, students, UHI & Partners, External] and provide detail	N/A

Status – [Non confidential]	
Freedom of Information Can this paper be included in "open" business* [Yes]	

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HISA Inverness

Executive summary

To update the committee on the activities of HISA Inverness at the beginning of academic year 2018-19.

Background information

Over the summer break HISA Inverness was preparing for the new academic year. We have also welcomed three new Paid Officers:

Andrew Bowie	Inverness President
Feargus Murray	Inverness Vice President Education
Shawna-Leigh MacKinnon	Inverness Vice President Activities and Welfare

As part of their standard induction, the officers have been attending training events with HISA, Sparqs and NUS as is appropriate to their roles. Andrew also gave part of the opening comments at the Staff Conference in June.

Class Reps Registration and Training

Following on from feedback and development last semester, class reps are now being registered online through IConnect by Personal Academic Tutors (PATs). At the time of writing, 60 reps have been registered, and we would appreciate the support of the committee to encourage registration where it is appropriate for members to do so.

The standing agenda for the reps is currently under review to allow for more feedback and collaborative thinking between staff and students. Furthermore, we have been working with the Student Engagement Officer to incorporate the new Course Committee Meeting structures into rep training. Training will take place between the 24th September and 5th October.

Freshers Events

HISA Inverness has celebrated its most successful Freshers ever this year. On Tuesday 11th September there was the Sports and Activities Fayre which included a range of groups from both within and out with the college. This was followed up with a sign up drive at the Freshers Fayre to create and promote clubs and societies.

Freshers Fayre itself was a huge success, with 94 stalls. Feedback from both the stalls and students has been extremely positive. In total, over 360 signups were taken in for clubs and societies, which we predict will rise to over 400 when the Sports and Activities Fayre is taken into account.

During both events, officers were promoting their Pub Quiz hosted at The Auctioneers bar on Church Street in Inverness. Thirteen teams showed up on the night with approximately 65 attendees all prepared to "face off against the hardest questions we could find online". Feedback on the night suggested that the students

would come to further pub quizzes and so the team has decided to continue this once each month.

On Friday 21st September we will be holding a Barbeque for the students living on campus with Cityheart. This will take place from 5-7pm and we would like to extend our thanks to UHI and the Campus Owners Association for helping make the event happen.

Student Partnership

Officers have been continuing to work with the college on the Student Partnership Project including a revamping of the Student Partnership Agreement, which will now sit within it. Further information will be available in the report from the Head of Student Servcies.

Clubs and Societies

Clubs and societies are seeing a dramatic increase following the Sports and Activities and Freshers Fayres as mentioned above. Clubs and Societies with active sign-ups are:

Rock Music Society	Hillwalking Club
Badminton Club	Christian Union
Drama Society	Basketball Club
Volleyball Club	Mens Football Club
Curling Club	Gym Society
Shinty Club	Fashion Society
Body Improvement Society	Left Wing Society
Archery Club	RPG Society
Clay Play Society	Film Society
Photography Society	Anime & Manga Society
Argentine Tango Club	

Suggested Clubs and Societies include:

Dungeons and Dragons	Snow Sports
Art	Boxing
Disabled Fitness	Book Club
History	Choir
Clay Pigeon Shooting	Canoeing

Over the coming weeks, we will be organising clubs and societies with rooms and arrange to elect leaders for each of the new clubs. Also planned is an open evening workshop to allow groups to get registration, insurance and funding sorted in one evening with the support of staff.

Volunteer Elections

Nominations are now open for the HISA Inverness Volunteer Elections. This year the following posts are available:

Communities Officer
Diversity Officer
Sports Officer
Activities Officer
Learning Officer
Campus Officer

The timeline for the elections is as follows:

Monday, 17th September 2018	Nominations open
Friday, 28th September 2018	Nominations close
Monday, 8th October 2018	Voting opens at 9am
Thursday, 11th October 2018	Voting closes at 12pm
Friday, 12th October 2018	Results will be announced before 12pm

The elections will run online through the www.hisavote.co.uk website and polling stations will be available during the week of voting. Members of the committee are welcome to get in touch with further information, and are also welcome to refer students to the elections where appropriate.

University of the Highlands and Islands
Inverness College

Board of Management

Subject/Title:	Strategies: review of progress
Author: [Name and Job title]	Roddy Henry, Depute Principal
Meeting:	Learning, Teaching and Research Committee
Meeting Date:	25 September 2018
Date Paper prepared:	19 September 2018
Brief Summary of the paper:	This report provides a summary of progress against the college strategies that come under the oversight of the committee: • Research and Innovation • Learning and Teaching (L&T) • Quality Assurance and Enhancement (QA&E) • Student Engagement (SE) • Access and Inclusion (A&I)
Action requested: [Approval, recommendation, discussion, noting]	Discussion
Link to Strategy: Please highlight how the paper links to, or assists with:** • compliance • partnership services • risk management • strategic plan • new opportunity/change	This paper links to the strategic plan, particularly in relation to the student experience and the curriculum.
Resource implications:	No
Risk implications:	No
Equality and Diversity implications:	No
Consultation: [staff, students, UHI & Partners, External] and provide detail	n/a

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

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Strategies: review of progress

Executive summary

This report provides a summary of progress against the college strategies that come under the oversight of the committee:

- Research and Innovation
- Learning and Teaching (L&T)
- Quality Assurance and Enhancement (QA&E)
- Student Engagement (SE)
- Access and Inclusion (A&I)

The progress report on the Research and Innovation Strategy will come to the next committee meeting. The committee is asked to refer to the papers for agenda items 6 and 7 as evidence of progress against the Student Engagement Strategy. The annual update on the Access and Inclusion Strategy will also come to the December meeting, although a brief progress update is provided in this report. Progress updates are also provided for the Learning and Teaching Strategy and the Quality Assurance and Enhancement Strategy.

Each strategy identifies a number of key performance indicators (KPI) and these have been used to provide a KPI report to accompany a brief summary of progress against the strategies' objectives. Not all of the KPIs are available or applicable at this time.

As well as discussing the summary of progress, the committee is asked to comment on the structure of the report and the KPIs, to inform future iterations.

Main body of information

The KPI report on page 6 lists the KPIs under the relevant strategy. Where the KPIs are relevant for more than one strategy, this is also indicated.

Learning and Teaching Strategy

The process and timeline for a comprehensive curriculum review have been finalised, with portfolio decisions for 2020-21 planned to be in place by the end of April 2019. The review will ensure that our curriculum remains valued and attractive to potential students from our area and beyond, making the most of our tertiary nature. The university has reached the limit of its funded HE places and FE recruitment is becoming more challenging, so the review is essential if we are to continue to meet targets and to grow our student activity from RUK and international markets.

We continue to have a focus on teaching practice through staff professional learning opportunities and our Professional Discussion on Learning and Teaching (PDLT) programme. A new cohort of PDLT reviewers was trained in 2017-18 and a further cohort will be identified this year. Students' satisfaction with teaching and other aspects of their experience, such as developing work skills, is high and has improved over the last year. Improved retention and attainment rates also evidence good teaching practices, although

there is still room for improvement in some areas and overall continued enhancement. A framework for the further development of research-teaching linkages has been developed. However, this aspect of our work needs further focus and attention going forward.

Success rates on FE and HE programmes have improved overall, as has overall student satisfaction with the college experience. We have more work to do to ensure that learners who face specific challenges and those with protected characteristics attain as well as those who do not. Although success rates have improved overall for most learner groups, they are still below the overall attainment rates in nearly all cases. While this is the case nationally, the college is committed to ensuring that this situation changes. The latest student destination survey findings show a very high percentage of leavers from both FE and HE programmes going on to work or further study.

Quality Assurance and Enhancement

The college continues to maintain a comprehensive and relevant set of information to help us maintain and improve the quality of the student experience. We now have a licence for Heidi Plus, the HE business intelligence database, and this will inform our curriculum review and planning going forward. The first iteration of the *Barometer* has been created and shared with managers. There remains a continued challenge to update and 'mine' our data dashboards and other systems to create synthesised reports such as the Barometer. However, the Partnership Council has now agreed to procure a business intelligence system that will read across SITs and other sources of information that, it is hoped will finally provide us with an appropriate management information and planning tool.

The college's quality assurance arrangements continue to develop. Our approval, internal verification, audit and business processes are effective and support improvements to data quality and timeliness of resulting, as well as identification of any issues in quality of delivery. Internal verification and the revised Progression Board process identified issues with content delivery in one area this year: these issues have been addressed. Sixty-three External Verification visits by seven awarding bodies took place in 2017-18, the majority by SQA. All 63 visits resulted in statements of 'high confidence', three of which achieved this after initial recommendations were adopted. We continue to learn from all verification and audit activity – internal and external – and to make improvements to our processes and practices accordingly.

The continued improvement in student satisfaction and success rates overall evidence the effectiveness of our quality enhancement arrangements. The College Improvement Project and the action-learning project with *Sparqs* on student engagement have informed a shift in our approach to self-evaluation and actions for improvement: as detailed in the paper for agenda item 10. We maintained our Customer Service Excellence (CSE) award in December 2017, with no partial compliances, 22 areas of good practice and 11 instances of 'compliance plus' identified, illustrating sector leading practice.

Access and Inclusion

The college is progressing well with regards to our ambitions for closing the attainment gap for specific learner groups, as outlined in our Access and Inclusion strategy. All priority groups encompassed by the strategy have seen improved successful outcomes, with the exception of Black and Minority Ethnic, which requires further analysis. This

reflects the holistic approach taken to supporting students as part of the strategy and the early identification of learner need. However, despite a continued improving trend for these learner groups, attainment rates for those from the most deprived postcodes (SIMD10), those with declared disabilities and those who are care experienced are still below the overall student cohort.

The Access and Inclusion Strategy sets recruitment targets for learners from the most deprived postcodes and for care experienced Learners. Recruitment from these priority groups has been fairly static between 2016-17 to 2017-18 with a slight decline in the number of students coming from SIMD10 and a slight increase in those who are care experienced. In terms of care experience students, evidence indicates that the college recruits a significant proportion of all care experienced young people in the Highland Council region. The college has identified that more work needs to be done to attract those from our most deprived postcodes, and we have established an ambitious project with Inverness High School and its associated primary school group to support this.

Roddy Henry
Depute Principal

Strategy and KPI	Actual 2016-17	Actual 2017-18	Target 2018-19
Research and Innovation (L&T)		ITEM 8	
Staff inclusion in Research Excellence submission (FTE)	n/a	n/a	
Postgraduate research students (number)	9	12	
Staff research profile (Number of staff with 3* & 4* REF outputs)	n/a	n/a	
Research and innovation grant funding (£)	tba	tba	
Learning and Teaching (QA&E, SE, A&I)			
Student recruitment against targets:			
FE credits to target	104%	100%	
HE FTE to target	95%	101%	
Student progression rates:	tba	tba	
Student retention rates:			
FE	86%	89%	
HE	91%	90%	
Student successful completion rates:			
FE	73%	77%	
HE	74%	77%	
Successful completion rates by specific learner groups (FE & HE):			
SIMD10	63%	70%	
Declared disability	67%	72%	
Care Experienced	63%	67%	
Black and Minority Ethnic	75%	73%	
Price Group 5 (FE only)	73%	78%	
Student satisfaction rates overall:			
NSS	75%	80%	
SSES FE	87%	95%	
SSES HE	88%	90%	
Student satisfaction (SSES ratings, FE & HE):			
Teaching	77%	86%	
Development of knowledge and skills for the workplace	83%	89%	
Students are treated fairly and equally	83%	87%	
College and university leaver destination rates:			
College leaver destinations (FE: CLD survey)	96%	not available	
Destinations of leavers from HE (DLHE survey)	94%	not available	
Student Engagement (A&I)			
Student recruitment by specific learner groups (FE & HE enrolments):			
SIMD10	271	252	
Declared disability	1278	1280	
Care Experienced	152	161	
Black and Minority Ethnic	494	576	
Price Group 5 (FE only)	203	233	
Student satisfaction (SSES ratings):			
Services to support learning	92%	93%	
Students' ability to influence learning	80%	86%	
College response to learner views	71%	80%	
Number of class groups with a class representative	227	260	
Percentage of class representatives who have engaged in training	37%	41%	

University of the Highlands and Islands
Inverness College

Board of Management

Subject/Title:	Review of Quality Arrangements
Author: [Name and Job title]	Roddy Henry, Depute Principal Liz Cook, Quality Manager
Meeting:	Learning, Teaching and Research Committee
Meeting Date:	25 September 2018
Date Paper prepared:	19 September 2018
Brief Summary of the paper:	This report provides an overview of the revised approach to self-evaluation and quality enhancement for academic year 2018-19.
Action requested: [Approval, recommendation, discussion, noting]	Discussion
Link to Strategy: Please highlight how the paper links to, or assists with:** • compliance • partnership services • risk management • strategic plan • new opportunity/change	This paper links to the strategic plan, particularly in relation to the student experience and the curriculum.
Resource implications:	No
Risk implications:	No
Equality and Diversity implications:	No
Consultation: [staff, students, UHI & Partners, External] and provide detail	n/a

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

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

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

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

Review of Quality Arrangements

Executive summary

Following a review of the college's quality arrangements, a revised approach to self-evaluation is being piloted in 2018-19. The approach is informed by the college's involvement in the national College Improvement Project and the *sparqs* action-learning project on student engagement in *How Good is Our College?* (HGIOC). Other Academic Partners (currently West Highland, North Highland and Moray) are also piloting the approach as part of the regional project to harmonise FE quality arrangements. Workshops as part of the review have been titled 'Evaluation for Improvement', indicating the emphasis on the outcomes of the evaluation process. Staff development has taken place at Inverness, West Highland and North Highland so far, with further sessions planned at these colleges and at Moray College.

Main body of information

The revised approach is based on the ethos of robust self-evaluation activity, with pro-active, ongoing analysis and monitoring focused on the improvement activities that result from the evaluative process. The evaluative activity takes place at Course Committee Meetings (CCMs) which will include students and employers (or other stakeholders). The process used for the CCMs was designed through the *sparqs* project, using prompts from HGIOC. Areas for development identified through the evaluative activity are translated to 'aims', and Driver Diagrams are used to unpack the factors that impact on the aims. Driver Diagrams are used extensively in the health and in the community learning and development sectors: for a summary of how they work, please see the following link: https://www.bing.com/videos/search?q=dricer+diagrams&&view=detail&mid=B587307B96 FE7B48D82FB587307B96FE7B48D82F&&FORM=VRDGAR

Other improvement techniques will be developed as the College Improvement Project progresses. A series of residential development sessions for the project took place in 2017-18, the first of which was held in early September. The focus this year is on services to support learning and a summary of the college's project will come to the committee's next meeting.

The outputs of Driver Diagrams are *change ideas,* some of which are then translated into *tests for change*. Unlike the traditional SMART actions, tests for change require a much more focussed structure, including a prediction of impact, identification of data (qualitative and quantitative) that will evidence impact and a data collection plan covering the duration of the test. These are recorded in a *Plan Do Study Act* (PDSA) template. The impact of the test is then monitored regularly (eg weekly or monthly) and the test amended if required. The Driver Diagram may be re-visited depending on the evidence of impact that emerges. This approach ensures that teams monitor closely the impact of their 'actions' throughout the year (a research-in-action approach) and amend them if there is no sign of improvement. It resembles the principles of our established Targeted Intervention process in that regard, and embeds these principles into our self-evaluation arrangements for all teams.

The approach makes good use of our existing, comprehensive management information arrangements, including INSIGHT at programme level. Full-time FE computing and forestry programmes piloted the PDSA approach in 2017-18, with positive results, as shown in the table below. Successful outcomes have improved by 21 and 17 points respectively for these subject areas and are now above the latest published sector levels.

Full-time FE student outcomes for computing and forestry (land-based industries):

Year	National/ College	Education Scotland Subject Area	FTFE Total Enrolments	% Completed Successful	% Partial Success	% Further Withdrawal	% Early Withdrawal
2016-17	Scotland	Computing & ICT	2,512	58.7%	13.8%	18.1%	9.4%
2016-17	ICUHI	Computing & ICT	55	47.3%	20.0%	18.2%	14.5%
2017-18	**ICUHI**	**Computing & ICT**	**44**	**68.2%**	**9.1%**	**9.1%**	**13.6%**
2016-17	Scotland	Land based Industries	1,692	71.3%	10.2%	12.2%	6.3%
2016-17	ICUHI	Land based Industries	52	57.7%	17.3%	13.5%	11.5%
2017-18	**ICUHI**	**Land based Industries**	**47**	**74.5%**	**10.6%**	**12.8%**	**2.1%**

A framework for programme teams, with associated guidance for staff, has been created to inform the process which is summarised below:

Programme teams
- One pre-Course Committee Meeting (pCCM), and 3 CCMs held throughout the year with pre-determined themes based on Quality Indicators (QI) from HGIOC
- Attendance: course teams, students, employers, relevant support teams. Opportunity to build in peer review (internal) and critical friend approach (across the partnership and beyond).
- Output from CCMs captured through a range of QI methodology tools, including but not limited to driver diagrams, *Plan Do Study Act* (PDSA); immediate implementation of tests for change or other actions.
- Programme teams use data collection plan and INSIGHT to monitor outcomes from tests of change and share progress at monthly team meetings.
- Cross college sharing of themes through monthly PC meetings.

The approach at curriculum area level has also been reviewed. The current annual *Curriculum Area Review Meetings* will be replaced by more frequent and focused 'stop and review' meetings (working title). Four of these will be held throughout the year with an agenda that reflects the focus of each CCM. The Quality Manages, members of the senior team (eg DP, HoC, HoSS and DoBD) and student officer(s) will meet with the PDM, PCs/PLs and Class Rep(s) from the area to 'touch base' on enhancement activities and ensure that teams are supported as required. These meetings are designed to be open

and collaborative and will support the engagement of critical friends from the wider partnership (as per the regionalisation agenda) and Education Scotland, as required by the HGIOC model.

Next Steps

- Finalise frameworks and guidance for the revised model.
- Continue with pilots at the college and support the pilots across the partnership; disseminate to the partnership and seek further early adopters/pilots.
- Implementation at programme team and curriculum area level throughout the year.

Roddy Henry, Depute Principal
Liz Cook, Quality Manager

University of the Highlands and Islands
Inverness College

Board of Management

Subject/Title:	Higher Media Action Plan - update
Author: [Name and Job title]	Roddy Henry, Depute Principal
Meeting:	Learning, Teaching and Research Committee
Meeting Date:	25 September 2018
Date Paper prepared:	19 September 2018
Brief Summary of the paper:	This paper provides an update on the actions associated with the investigation into the Higher Media exam results in 2016-17.
Action requested: [Approval, recommendation, discussion, noting]	Discussion
Link to Strategy: Please highlight how the paper links to, or assists with:**:** • compliance • partnership services • risk management • strategic plan • new opportunity/change	This paper links to the strategic plan, particularly in relation to the student experience and the curriculum.
Resource implications:	No
Risk implications:	No
Equality and Diversity implications:	No
Consultation: [staff, students, UHI & Partners, External] and provide detail	n/a

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

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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)	
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Higher Media Action Plan

Executive summary

This paper provides the committee with an update on the Higher Media action plan agreed by the Board of Management in December 2017.

At the committee meeting in June 2018, all but four actions were closed off, and the remaining four were progressing well. This report provides an update on those actions, and reports that only one is now still in progress, with the other three closed.

The committee is asked to confirm the closure of the outstanding actions.

Main body of information

Action 3: Performance reporting and monitoring (Depute Principal)

The positive impact of the college's enhanced support for staff delivering National 5 and Higher awards can be seen in the 2017-18 exam results (see paper for agenda item 4). The first iteration of the Barometer has been circulated to managers and the tool will evolve as it is implemented and utilised. A revised structure for the reporting of student outcomes will be presented once the outcomes have been finalised. **Action closed**

Action 9: self-evaluation arrangements (Depute Principal)

As recorded in the paper for agenda item 10, a review of the college's self-evaluation arrangements and our involvement in the College Improvement Project and *sparqs* project have resulted in a positive shift in these arrangements. The focus will now be on monitoring the impact of the new arrangements going forward. **Action closed**

Action 12: training for managers on relevant policies and procedures (HR Manager)

Training implemented for 2017-18, commencing 28 September. The training covers policies and procedures regarding:

- Promoting Attendance
- Performance Improvement
- Recruitment & Selection
- Induction
- The first PDR
- Discipline & Grievance

The training will also be included as part of a specific management induction alongside PDR training and other management training. Thereafter, two sessions will be held per year for line managers (similar to the approach we take with learning and teaching induction), which will target both existing line managers as well as new line managers as part of the induction process. **Action closed**

Action 13: refine and enhance the PDR process (Director of Organisational Development)

The Director of OD is considering how best to reference key performance indicators and organisational expectations within the PDR process. This will include discussion with the Depute Principal and Quality Manager to reflect on the revised self-evaluation and reporting arrangements. <mark>**Action progressing**</mark>

An update on the one remaining outstanding action will be provided at the next meeting of the committee.

Roddy Henry
Depute Principal.

University of the Highlands and Islands
Inverness College

Board of Management

Subject/Title:	External Verification Outcomes 2017 / 18
Author: [Name and Job title]	Liz Cook, Quality Manager
Meeting:	Learning, Teaching and Resource Committee
Meeting Date:	25th September 2018
Date Paper prepared:	14th September 2018
Brief Summary of the paper:	The attached report provides a summary of the External Verification outcomes from academic year 2017-18.
Action requested: [Approval, recommendation, discussion, noting]	Noting
Link to Strategy: Please highlight how the paper links to, or assists with:** • compliance • partnership services • risk management • strategic plan • new opportunity/change	The report assists with a number of strategies' including Quality Assurance and Enhancement, Learning and Teaching, and Student Engagement.
Resource implications:	Yes / **No** **If yes, please specify**:
Risk implications:	Yes / **No** **If yes, please specify:** Operational: Organisational:
Equality and Diversity implications:	Yes/**No** **If yes, please specify:**
Consultation: [staff, students, UHI & Partners, External] and provide detail	N/A

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

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Purpose of report

The report provides an overview of the outcomes of external verification by awarding bodies during the academic year 2017-18.

Background

Every year, the college receives a number of external verification visits on behalf of a number of awarding bodies. These visits provide assurance to awarding bodies that standards are maintained for qualifications across a wide variety of subject area(s).

Main body of information

Inverness College has had 63 visits from External Verifiers in 2017/18. A breakdown of the visits by awarding body, which included visits from SQA for Graded Units and round 1 and round 2 visiting verification for National and Higher awards, is shown in the table below:

Awarding Body	EV Visits
EAL	1
IMI	2
SQA	52
NEBOSH	1
BPEC	1
CITY&GUILDS	5
SJIB	1

This is an increase of 15 visits compared to visits in 2016-17. It is interesting to note, that both the number of verification activities and the number of awarding bodies involved have both increased compared to last year.

EV Reports

Sixty reports were received highlighting 'high confidence, low (full approval), successful, accepted or low risk/fully compliant'. One minimal confidence and two broad confidence reports were received following visits initially and subsequently have been changed to high confidence. On completion of the recommendations made by the EVs, the outcomes from the three visits were changed to high confidence. Where recommendations have been noted, PDMs are asked to confirm in writing that the course teams would be adopting these recommendations, or the rationale for not adopting the recommendations.

Pre –EV Checks

The Quality Unit continue to support the course teams by offering pre-EV checks. This has been very well received by staff as it provides an additional support mechanism whilst reducing risk. The Quality Officers have also found this process to be very

beneficial in raising staff awareness and preparing them well for External Verification visits.

SQA

A number of challenges were encountered during the academic year in relation to SQA:

Initial contact from SQA occurred in November/December stating EVs would be in touch within 10 working days. This double contact was not beneficial and created a bottleneck in co-ordinating the visits. There were also several EVs who did not contact the College within the SQA's specified timescale.

Multiple visits had to be rescheduled due to last minute changes to EVs, EVs registering a conflict of interest or EVs having transport issues due to weather conditions. Two visits which were for single units were changed to remote visits at the Colleges request and all relevant materials were sent securely to SQA for the EV to verify.

SQA insisted on separate visits by a variety of EVs for a programme area who was teaching SVQ, NC/NPA and FA courses. Considerable negotiations were undertaken to arrange a more efficient approach. Resolution was achieved when EV resourcing issues became apparent.

All issues have been fed back to SQA as part of their annual Co-ordinators Conference. A direct contact has been established at SQA to report any recurring issues should they arise during 2018/19 AY.

Guidance received from UHI stated HE EV visits where possible, were to be scheduled before 31st May 2018. This year the guidance was rolled out across FE EV visits to ensure standardisation across all SQA EV visits. This was to ensure that any actions requiring student reassessment or remediation of existing work could be completed before the end of the semester. Sanctions must be lifted prior to the summer break or this would mean the inability to result students for that unit across the University network.

Themes for Improvement

The following themes have been identified across more than one curriculum area and which will be the focus of future improvement activity:

CPD Opportunities

The Centre should consider providing vocational CPD opportunities to ensure assessor and IV currency in relation to current practice.

CPD records, CVs and qualifications should be readily available for SQA External Verifiers of SVQ qualifications. This will have to be reviewed in light of the new Data Protection legislation which came into place in May 2018.

Learning Materials

EV feedback highlighted that the Centre has a mixture of electronic and paper based assessment and recommended that a procedure should be used to collate the information into a more manageable method of presentation for verification purposes. It is recommended that a front cover checklist for the whole unit and candidate evidence placed with this be used.

This issue was already identified by the Quality team and they continue to work with programme teams to ensure all materials are stored electronically in the Masterfolders section of the G pool.

Assessment Materials

Pre-delivery internal verification to be completed on assessments each session to ensure currency of instruments against unit descriptor.

The Centre should ensure that they are using the correct specification and most current ASP for each unit. Teams should check the SQA publication list for Unit Assessment Support packs and contact the Quality team if there has been a new ASP published.

Summary of EV Visits 2017/18

The following summary table has been sorted in order of the date they occurred. These relate to visits for which a formal EV report has been received.

Date of Visit	FE/HE	Unit/Award	Awarding Body	Recommendations	Good Practice	Outcome
25/10/2017	FE	IMI Awards	IMI	n/a	Assessor has an excellent rapport with the learners - observed and previous learners at this establishment and has created good working relationships with the management at the centre and they are more than happy to allow observations to be conducted at any time. The assessors approach to the whole assessment was excellent as was his questioning of the candidate. The Assessors technical ability is exceptional and the way he passed on his knowledge to the candidate is to be applauded.	**Fully Compliant / Low Risk**
13/02/2018	FE	Construction Technician SVQ3	SQA	CPD records, CV's and qualifications should be readily available for SQA External Verifiers of SVQ qualifications.	The centre provides very good support in developing staff throughout the assessment and IV processes. Candidates provide very good commentary on the evidence that they submit to further confirm their knowledge and understanding of the various tasks undertaken. Candidate input to the assessment process through detailed and good quality feedback to assessors. The centre has good quality guidance and support documentation to support all involved in the assessment and IV process. Assessors meet candidates on a monthly basis to review progress, evidence submitted and to provide feedback and guidance to candidates. Assessor reports are	**High Confidence**

					comprehensive and provide excellent support to candidates.	
13/02/2018	HE	Construction Technician SVQ4	SQA	CPD records, CV's and qualifications should be readily available for SQA External Verifiers of SVQ qualifications.	The centre demonstrated that it provides very good support in developing staff throughout the assessment and IV processes. Candidates provide very good commentary on the evidence that they submit to further confirm their knowledge and understanding of the various tasks undertaken. Candidate input to the assessment process through detailed and good quality feedback to assessors, this enables assessors to revise assessment plans where required. The centre has developed good quality guidance and support documentation to support all involved in the assessment and IV process. The centre has prepared a set of 'additional questions' to further enhance candidate knowledge and understanding related to specific outcomes, where required.	**High Confidence**
21/02/2018	FE	SVQs	EAL	The centre should use all the IQM templates and not mix with old IVF templates	Robust IQA systems in place, centre well run, good portfolios produced	**Fully compliant**
26/02/2018	FE	Higher Chemistry visiting verification	SQA			**Accepted**
07/03/2018	HE	Mental Health Peer Support	SQA		The course tutor has clearly taken great care with both the marking and the feedback and has gone the extra mile to encourage and support his candidates.	**High Confidence**
14/03/2018	FE	Personal Licence Holder	City & Guilds			**Low Risk**

Date				Comments (action)	Comments (good practice)	Confidence
16/03/2018	FE	H2M7 12,HD6J 46,HD6T 46,HD6V 46,HD6W 46,HD6X 46	SQA	Centre to add a little detail on the Site Checklist and not use this as a tick box exercise. It would be good to read the Candidate's own words when they are explaining a theory.	Annual observation of Assessor Pre delivery checklist to ensure that Candidates prior achievements, experience or any difficulties can be noted. The use of PPT that had been personalised by the Candidates was excellent.	**High Confidence**
16/03/2018	FE	GH5Y 22 Social Services and Healthcare Level 6 GH60 23 Social Services and Healthcare Level 7 GL52 46 - Fapp Sservices & Hcare visit plan received 21.02.18	SQA	It would be better to add a note in the Site Checklists and not just tick the boxes. I suggest that every account should contain Care standards, Codes of Practice, legislation and theory. It is suggested that the Centre join other centres in the discussion about retention of records with Proof Positive.	Annual observation of each Assessor by IVs, use of SSSC and SQA Academy courses. Induction programme especially the "hoisting" diagram. Forms completed by Expert Witnesses verifying their qualifications and knowledge of the standards. Clear framework for sampling. Assignments linked to practice with the Client group that they work with.	**High Confidence**
19/03/2018	FE	SVQ Painting & Decorating	SQA		Staff giving support and guidance to a new assessor, whom has just qualified to assess. The centre are moving forward with new technology, great to see how close they are working with the candidates when they are not in the centre. The IV process is very robust. Very good cross-referencing on the H105 12 unit of the generic craft evidence and which units this was referring to.	**High Confidence**
21/03/2018	HE	HN Civil Engineering	SQA			**High Confidence**

23/03/2018	FE	SVQ Brickwork GF22 23	SQA	The centre should consider providing vocational CPD opportunities to ensure assessor and IV currency in relation to construction practices / ongoing recommendation. All candidate scripts to be signed and dated by the candidate and the assessor and confirmed when actioned.	1st year candidates have been issued with site diaries by the assessor to record on site activities / work, diary content will provide a basis for discussion with regard to evidence required for NOS / SVQ units.	**High Confidence**
26/03/2018	FE	NC Administration	SQA	The Centre should ensure that they are using the correct specification and most current ASP for each unit. The Centre has a mixture of electronic and paper based assessment and it is recommended that a procedure should be used to collate the information into a more manageable method of presentation for verification purposes. It is recommended that a front cover checklist for the whole unit and candidate evidence placed with this be used	A presentation was available to view which had been used for new members of staff and to reinforce for others the purpose and expectations of IV and EV. The feedback given to candidates for Managing Time and Resources unit was exemplary. It was constructive and also identified to candidates where they could improve for future reference.	**High Confidence**
27/03/2018	FE	Core skills – information technology F3GC 10, F3GC 11, F3GC 12	SQA			**High Confidence**
28/03/2018	FE	Beauty Care	SQA	Highlighted to the centre the necessity of using a standardised approach to marking of all summative evidence. Encourage candidates to develop academic writing skills		**High Confidence**
29/03/2018	FE	Art and Design F51L 11 F5CE 12 F5CF 12 F5CH 12 F5CJ 12 F5CN 11	SQA	A consistency in assessment instrument format would help to add some clarity to all the documentation. It was difficult to ascertain what could be identified as the assessment tasks in most of the sampled units. It would be beneficial if a consistent approach was used that clearly related the given assessment tasks to the requirements of the descriptor.	Holistic assessment of the following 2 units F5CJ 12 Art and Design: Exploratory Media Handling - F5CE 12 Art and Design: Colour. There was evidence of a very robust system of formative assessment both electronically and handwritten	**High Confidence**

23/04/2018	HE	Sports Coaching and Development of Sport	SQA	Centre to ensure that the name of the sport/ candidate name is printed on all session plans/ evaluations for all students. Develop a standard session plan that all candidates and assessors should use. Relating to all Units available on the day: It would be beneficial for all question papers to have the test conditions printed on the cover page. Also, centre to ensure that assessment materials have candidate identifiers on them. It would be beneficial for the centre to have exemplar materials created for all Outcomes. This would ensure that the standardisation of the assessment of candidate answers/responses.	The centre provided good constructive feedback from all assessors to candidates on their assessments and Q&A papers	**High Confidence**
23/04/2018	FE	F823 11 - Forensic Science: Applications	SQA	Pre-delivery internal verification to be completed on assessments each session to ensure currency of instruments against unit descriptor. A resit assessment to be produced and that the pass mark is stated on Outcome 1 assessment. Annotations to be made on individual items of portfolio to identify specifically where an evidence requirement is not met or remediation is required.		**High Confidence**
26/04/2018	FE	Hairdressing	SQA			~~**Minimal Confidence**~~ **High Confidence**
27/04/2018	FE	Round 2 Visiting Verification - Skills for Work Rural Skills	SQA	Ensure evidence is held for employability unit	An excellent work environment - a lovely rural setting. Pre-course verification was comprehensive, effective and responsive - recommendations had been implemented as a result of	**Successful**

					observations made at the planning stage.	**High Confidence**
04/05/2018	FE	Computer Aided Technology (CAD) DOXP 12 Design Studies: Computer Aided Design F5D9 11 Industrial CNC Machining F5H4 11 Computer Aided Draughting (CAD) for Engineers F5H5 12 Computer Aided Draughting (CAD) for Engineers F5H6 12 Robotic and Automated Systems	SQA			**High Confidence**
04/05/2018	FE	Round 2 Visiting Verification - Skills for Work Construction	SQA			**High Confidence**
09/05/2018	FE	F5D5 12,F5DE 11	SQA		The review processes have produced a learning and assessment environment which incorporates opportunities for candidates to produce evidence which can be matched into the core-skills profile for PS and WWO.	**High Confidence**
09/05/2018	FE	Core Skills Wbased - Information technology F42D 04, F42E 04, F42F 04, F42G 04	SQA			**High Confidence**
11/05/2018	FE	F3JM 12, Surveying	SQA		The process of feedback to candidates on submitted assessment material was exemplary. The internal verification system was easy to understand and apparently very robust. Allied to the above, record keeping by the teaching team was exemplary.	**High Confidence**

11/05/2018	HE	H73Y 34 Civil Engineering Graded Unit 1	SQA	Consider carefully the specification of requirements for candidate responses to avoid what might appear to be open-ended questions. Continue to emphasise the importance of accuracy and attention to detail in technical writing (including referencing) and in graphical presentation. Although a reasonably good range of marks was achieved, examine again the style of the marking scheme in this type of project-based assessment.	The process of feedback to candidates on submitted assessment material was comprehensive and exemplary, using a standard format. The IV system was easy to use and apparently very robust. Allied to the above, the standard of record keeping by the teaching team was exemplary. It is good practice to use a potentially "real" project for this type of project-based graded unit. It is good practice to specify that candidates make an oral presentation of their work in project based assessment.	**High Confidence**
14/05/2018	FE	FE Forestry Units	SQA	All assessor staff involved in assessing should be included in requested information from the centre as Ben Davies had been omitted. To demonstrate the use of prior verification checklists on all units delivered. More evidence of front covers with feedback guidance for candidates completed units. A greater sample rate of completed question papers should be supplied with formative written assessments.		**High Confidence**
14/05/2018	FE	SfW Hairdressing	SQA	Discussed with the assessor and IV the mood boards completed by school group and made suggestions on how these could be added to show texture. For full time group undertaking the Creativity unit suggested that candidates add statement to show clearly how their boards reflected their own individual views on the styles completed for manikin heads.	School candidates assist with candidates at higher level giving them good opportunities to complete the units in Salon awareness and Working in the salon a realistic situation encouraging the employability aspects of the award. School candidates enter Hairdressing competition for North East Scotland giving them opportunities to show case skills learned, this year schools	**Accepted**

					class achieved 1st, 2nd and 3rd place this year.	
14/05/2018	FE	Make-up Artistry	SQA	Suggested Outcome 2s could be integrated with Outcome 4 as it fits well with the practical evidence for this unit, and also evidence in power point for product selection gives clear evidence of techniques to be used covering evidence requirements.	Support through Progression board assisting candidates throughout course. Use of power point for Outcome 3 was of a high standard and innovative in its creation.	**High Confidence**
15/05/2018	FE	Electrical 2391-52 2394/5 awards	City & Guilds			**Low (full approval)**
16/05/2018	FE	Hospitality and Professional Cookery SVQ	SQA		Professional discussions taking place between assessors, giving themselves goals and deadlines. CCMs take place 3 times a year with candidates involved, getting feedback from the candidates on their experience. Mixed awards working together. The evidence diary is a good back up for both the assessor and candidate. This can also be used when uploading claims for evidence on Proof Positive.	**High Confidence**
16/05/2018		Motor Vehicle IMI	IMI			**Fully Compliant / Low Risk**
18/05/2018	FE	Round 2 Visiting Verification - Skills for Work Uniformed & Emergency Services	SQA			**successful**

21/05/2018	HE	Sports Coaching Graded Unit	SQA	It may have been more appropriate to complete an IV on the planning stage and provide feedback sooner so as not to disadvantage students had there been an issue identified. As already identified above, the centre should review the marking schedule for all three components to ensure consistency with the marking guidance available from SQA.		~~Broad Confidence~~ High confidence
22/05/2018	FE	SVQ Plumbing and Working Principles, Installation Options and Regulatory Requirements for Micro-Renewable Technologies, Water Harvesting and Recycling Technologies (F8XJ) (2 visits Combined)	SQA			High Confidence
24/05/2018	FE	Travel Tourism	SQA	The centre is recommended to encourage candidates to respond with fully composed, grammatically correct sentences and paragraphs in future deliveries of the course. Although all requested evidence was available some of the evidence on Blackboard was not easily located. A holistic approach using integrated instruments of assessment is good practice, however, the centre is recommended to devise a master tracking chart detailing the criteria covered against units and where exactly the evidence can be found. This would be in addition to individual unit checklists.	Integrating assessment across units is good practice but it needs to be strictly tracked.	High Confidence

ITEM 12

Date		Subject	Body	Recommendation	Good Practice	Confidence
24/05/2018	FE	NC Computer Science 23 units + FA Computer Science + FA IT *2 day visit 24+25 May 2018	SQA		The "business challenge" activity was an excellent way to integrate assessments in the FA program	**High Confidence**
25/05/2018		Construction and Civil Engineering Services (H71C) unit	SQA	The centre staff should use the SQA devised Knowledge Analysis Profiles (KAPS) to ascertain the candidate's prior achievement and experience for each section of the H&S unit as this will allow for a structured training plan for candidates. The centre should use colour copies for all construction signage identification questions within the multi choice question paper.		**High Confidence**
25/05/2018	FE	7300-01 Introduction To Trainer Skills	City & Guilds			**Low (full approval)**
28/05/2018	FE	Mechanical and Manufacturing Engineering NA	SQA			**High Confidence**
28/05/2018	FE	SVQ Life Sciences	SQA	All assessor relevant CPD and qualification records should be held by UHI for awards. The centre should ensure that there is continued standardisation of assessment planning and techniques for planning between assessment locations. Recommend a closer working relationship between the assessors to ensure consistency of approaches and this will help in the continuing training and development of both assessors.	There was an excellent example of feedback given by the Assessor. At the end of any unit he provided a breakdown of every point from the unit showing the candidate had met the criteria for the unit. I found this very useful when sampling.	~~Broad Confidence~~ **High confidence**

29/05/2018	FE	Construction and Civil Engineering Foundation Apprenticeship	SQA		Employers are provided with a qualification guidance and support booklet. Employers are involved in the interview and selection process and discuss work placement possibilities during the process. IV reports provided good quality and comprehensive feedback to Assessors. Excellent partnership arrangements enables all candidates to base their Civil Engineering Project on a live project provided in conjunction with the partner, who provide excellent support to candidates on all aspects of the project	**High Confidence**
29/05/2018	FE	SVQ Childcare SVQ in Social Services - Children and Young People.	SQA	Standardised format for all staff CPD may be beneficial. More consistency on retaining assessment plans on the eportfolio making them easier to track.	Staff are supported and encouraged to further their qualifications if they wish to do so. The centre uses the VLE announcements function to share information, support good practice and new verification decisions.	**High Confidence**
30/05/2018	HE	Make up Artistry Graded Unit	SQA		Candidate participation on extra curriculum activities which enhance their programme of study and enable excellent networking opportunities.	**High Confidence**
31/05/2018	FE	Building Services Engineering - Electrical SJIB/ECI SVQ	SQA		The Regional meetings allow the staff from all centres delivering this course to meet review the course on an ongoing basis and creates standardisation in its delivery	**High Confidence**

31/05/2018	HE	FA6H 35 Contemporary Art Practice: Graded Unit 2	SQA	One issue that became apparent (see discussion with staff) was the lack of storage for finished artworks which formed part of a candidates evidence. This has had some potential repercussions for 4.6 and 4.7.		**High Confidence**
01/06/2018	FE	Construction - Carpentry and Joinery SVQ GM4P 46	SQA	Centre to take a smaller IV sample within each unit but sample a larger number of units in each academic year and continue to follow the centres IV schedule. To continue to discuss the EV report during team meetings. Minute these discussions and agree on actions required or discuss recommendations from the report received.	There were very good examples of recycling timber and using the workshop space efficiently.	**High Confidence**
05/06/2018	FE	GF21 23 Stonemasonry GM80 23 SVQ Stonemasonry	SQA		The centre has produced their own excellent matrix mapping tool which allows the mapping of the NOS to the units within SVQ level 3 stonemasonry.	**High Confidence**
05/06/2018	FE	GL7A 46 Fapp Sservices: Children & Young People GL79 46 Playwork and Childcare - HF59 46 Development of Children and Young People HF5A 46 Play for Children and Young People HF5D 46 Safeguarding of Children and Young People HF5E 46 Promote the Wellbeing and Safety of Children and Young People HF5F 46 Communication with children and young people	SQA	It would be good if the staff in the Centre could put all of the copies of their qualifications and their CPD in one folder for external verification.	The involvement of the students in the evaluation of the course. Pre delivery checklist to ensure that Candidates prior achievements, experience or any difficulties can be noted. A course handbook that details everything required for the candidates including contacts for assessors and mentors.	**High Confidence**

05/06/2018	FE	SVQ Carpentry and Joinery level 3 GM7T 23	SQA	That at the completion of year two the portfolios should be returned to the candidate after removing the CREWs and Knowledge Evidence question papers. That the "External Verification Report" is added to the standard agenda for their meetings and act on it as appropriate.	Very well maintained portfolios with very good constructive feedback to the candidates.	**High Confidence**
11/06/2018	FE	Community - GD1N43, GD1P44, GD1R45 - Awards in Volunteering Skills.	SQA			**High Confidence**
14/06/2018	FE	SVQ Administration	SQA		The Pre External Verification checklist is a very informative folder. Use of Assessor Monitoring Records to capture Assessors working with candidates.	**High Confidence**
21/06/2018	FE	Fishfarming SVQ2 GE77 22, GE78 23, GE79 22, GE7A 23, GL1T 22, GL1V 23.	SQA		Involvement of site managers in team and standardisation meetings helps to ensure that assessment instruments are relevant, fair, and practicable and that no candidate is disadvantaged during the learning and assessment process.	**High Confidence**
27/06/2018	FE	Construction Skills Test - Painting & Decorating	SQA		Good use of photographic evidence to clearly demonstrate validity of assessment and assessment practice.	**High Confidence**
11/06/2018	FE	Bricklaying Skills Test	SQA			**High Confidence**
Complete	FE	Round 2 Verification (submission to SQA) Nat 5 and Higher ESOL	SQA			**Accepted**
Complete	FE	Round 2 Verification (submission to SQA) Higher Engineering Science	SQA			**Accepted**

University of the Highlands and Islands
Inverness College

Board of Management

Subject/Title:	Complaints Report 2017 / 18
Author: [Name and Job title]	Liz Cook, Quality Manager
Meeting:	Learning, Teaching and Resource Committee
Meeting Date:	25th September 2018
Date Paper prepared:	14th September 2018
Brief Summary of the paper:	The attached report provides analysis of the complaints received 2017 -18.
Action requested: [Approval, recommendation, discussion, noting]	Noting
Link to Strategy: Please highlight how the paper links to, or assists with:**: • compliance • partnership services • risk management • strategic plan • new opportunity/change	The report assists with a number of strategies' including Quality Assurance and Enhancement, Learning and Teaching, and Student Engagement.
Resource implications:	Yes / **No** **If yes, please specify**:
Risk implications:	Yes / **No** **If yes, please specify:** Operational: Organisational:
Equality and Diversity implications:	Yes/**No** **If yes, please specify:**
Consultation: [staff, students, UHI & Partners, External] and provide detail	N/A

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

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

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

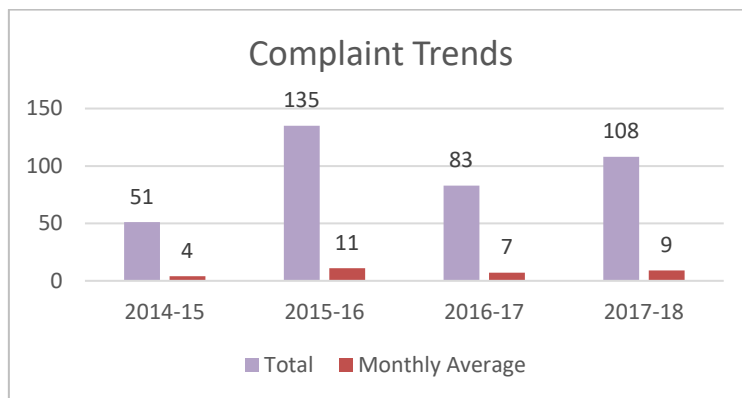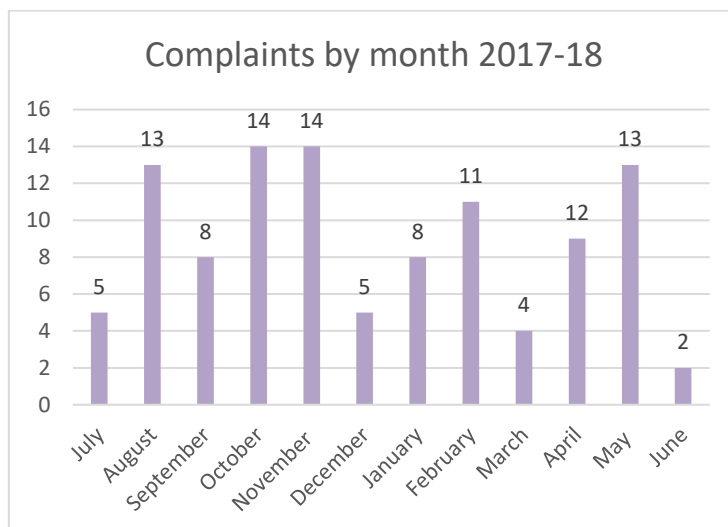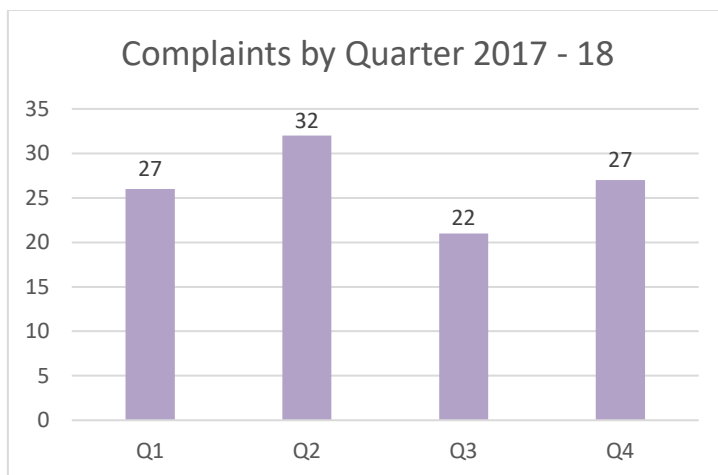Further guidance on application of the exclusions from Freedom of Information legislation is available via

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

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

Complaints Annual Report
1st July 2017 – 30th June 2018

A total of 108 complaints were recorded by the Quality team between 1st July 2017 – 30th June 2018. This is an increase of 25 complaints compared to the previous year.

There has been a 47% increase in course related complaints from 2016-17, which relate to learning and teaching and course management.

Categories of Complaints

Category	Complaints
Applications, Admissions, Progression	8
Customer Care	32
Course Related	40
Services	13
Facilities	14
Withdrawn	1

The most commonly reported complaint categories during 2017-18 were:

- Course Related
- Customer Care

Complainant by Level of Delivery

The majority of complaints originated from HE students (63), FE students accounted for 36 complaints and 9 related to 'other' customers (e.g. parents, members of the public etc.).

Complaint Outcomes

Outcome	Complaints
Not Upheld	30
Partially Upheld	33
Upheld	42
Withdrawn	1

38% of the complaints made during 2017-18 were upheld, which represents a 13% increase from last year. 33% complaints have been partially upheld. This represents a 2% increase from last year. 2 complaints from 2017-18 have not been resolved.

Learning from Complaints

Complaints often result in reviews of processes and procedures and they allow us to identify opportunities for staff development. Specific improvements are implemented at the time of a complaint where there is a clear resolution identified. For example:

- Verification of graduand data introduced prior to publication
- Finance and induction information communication has been reviewed

Curriculum and support teams use the outcomes from complaints as part of their evidence bank to inform their self-evaluation activities. The outcomes from complaints are also used to inform the decision regarding team selection for targeted intervention, where there are themes emerging.

SPSO Timescales Compliance

There are pre-defined timescales imposed by SPSO for which complaints investigations should be dealt with (5 days for stage 1 complaints and 20 days for stage 2 complaints).

During 2017 - 18, the complaints timeline for Inverness College UHI was as follows:

- 53 resolved at Stage 1 - dealt within 5 working days (average of 5 days)
- 37 resolved at Stage 2 - dealt within the 20 working days requirement (average of 8.74 days)
- 15 complaints have exceeded the 20 working days requirement. This is largely due to the complexity of the complaint, the investigation process spanning more than one department and the communication delay from the investigating officers to the Quality team.
- 1 complaint was withdrawn
- 2 complaints have yet to be resolved

One complaint was referred to SPSO regarding entry requirements to PGDE Education in 2017/18, specifically in relation to the Maths entry requirement which had been changed in the last academic year. SPSO found that the student was given the correct entry requirements for the course held in 2016/17. SPSO found UHI are entitled to change entry requirements for courses and did advise the student to check the website for updates before applying for the course. The SPSO decision was to not take the complaint forward. However following the complaint, the PGDE course team were advised to review the

layout of their website to ensure that the 'Frequently Asked Questions' document is more easily identifiable.

To date, Inverness College UHI has not had any complaint appeals upheld by the SPSO.

University of the Highlands and Islands
Inverness College

Board of Management

Subject/Title:	National Student Survey 2017/2018
Author: [Name and Job title]	Roddy Henry, Depute Principal
Meeting:	Learning, Teaching and Resource Committee
Meeting Date:	25th September 2018
Date Paper prepared:	14th September 2018
Brief Summary of the paper:	The attached report provides analysis of the National Student Survey results 2018.
Action requested: [Approval, recommendation, discussion, noting]	Noting
Link to Strategy: Please highlight how the paper links to, or assists with:**: • compliance • partnership services • risk management • strategic plan • new opportunity/change	The report assists with a number of strategies' including Quality Assurance and Enhancement, Learning and Teaching, and Student Engagement.
Resource implications:	Yes / **No** **If yes, please specify**:
Risk implications:	Yes / **No** **If yes, please specify:** Operational: Organisational:
Equality and Diversity implications:	Yes/**No** **If yes, please specify:**
Consultation: [staff, students, UHI & Partners, External] and provide detail	N/A

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

*If a paper should **not** be included within "open" business, please highlight below the reason.			
Its disclosure would substantially prejudice a programme of research (S27)		Its disclosure would substantially prejudice the effective conduct of public affairs (S30)	
Its disclosure would substantially prejudice the commercial interests of any person or organisation (S33)		Its disclosure would constitute a breach of confidence actionable in court (S36)	
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For how long must the paper be withheld? (express either as the time which needs to pass or a condition which needs to be met.)			

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

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

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National Student Survey results 2018

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1   Executive summary

- **RESPONSE RATE**

  The **response rate** increased by 3% compared to 2017 (80%) with 586 of 706 targeted students responding to the survey **(83%)**.

- **OVERALL SATISFACTION**

  The university's **'Overall satisfaction' of 85%** has increased by 6% in comparison to 2017 results (79%). This is 2% above the University's benchmark figure and the biggest increase within the Scottish sector. The University's score for Overall Satisfaction is **2% above the Scottish and UK average** meaning that we have achieved the target figure for the Student Satisfaction Critical Performance Indicator (CPI 3a) within the University's Strategic Vision and Plan.

- **RESULTS BY QUESTION SCALE**

  Scores for all question scales within the survey are higher than for 2017. As well as the 6% increase in Overall Satisfaction, notable improvements are in **Assessment and Feedback** (77% from 72%), and **Organisation and Management** (75% from 70%). The university is also performing **above the Scottish sector** for the following question scales: **Teaching on my Course, Learning Opportunities, Assessment & Feedback, Academic Support, Organisation and Management** and **Student Voice.**

- **RESULTS BY ACADEMIC PARTNER**

  Of the nine Academic Partners that published results in 2018, eight have improved Overall Satisfaction scores compared to 2017. **Scottish Association for Marine Science UHI** achieved 100% overall satisfaction rate for the second consecutive year. **West Highland College UHI (91%)** and **Lews Castle College UHI (83%)** both achieved significantly increased 'overall satisfaction' rates (+21% and +14% respectively in comparison to 2017).

- **SUBJECT NETWORKS**

  Overall satisfaction increased in four of the six subject networks. A notable increase is for **Business, Management and Leisure** (91**%** from 71%). Overall Satisfaction for **Engineering and the Built Environment** dropped slightly (75% from 77%) and Science Technology and the Environment remained stable at 85%.

- **PROGRAMMES**

  Results were received for 22 programmes this year (only results for programmes with more than 10 respondents are released by HEFCE)**. Music Business BAH** and **Marine Science BScH** both achieved 100% satisfaction for the second consecutive year. **Accounting HND** also achieved 100% satisfaction, +**25%** on 2017. Other notable increases in Overall Satisfaction were achieved by: **Applied Music BAH** (**89%**, +39% on 2017); **Mechanical Engineering BEng** (**80%**, +27% on 2017); **Business and Management BAH** (**82%**, +26% on 2017); **Social Sciences BAH** (**89%**, +20% on 2017)

  Health Studies BAH (82%) had results published for the first time this year, alongside **Visual Communication and Design BAH (82%)** and **Geography BScH (80%).**

  A small number of programmes experienced a decline in overall satisfaction. **Visual Communication HND** has fallen to our joint lowest score (down from 86% last year to **58%**) along with **Fine Art BAH** (**58%** from last reported score of 83% in 2015) and Engineering Systems HND (**62%** from last reported score of 90% in 2016).

- **STUDENT COMMENTS**

  The number of individual students leaving free text comments rose from 424 in 2017 to 477 in 2018. After analysis, the total number of comments was 998: 441 negative and 557 positive.

  Areas for enhancement highlighted by student comments include: improved quality of assessment feedback, more effective course organisation, increased practical/work-related course content and increased collaboration between students, within and across programmes.

2   Background

2.1   The survey

The National Student Survey (NSS) is an annual survey of final year undergraduates, which has been conducted by Ipsos Mori on behalf of the UK Funding Councils since 2005. The University of the Highlands and Islands took part for the first time in 2013.

The survey (revised in 2017) consists of 27 multiple-choice questions relating to eight aspects of the learning experience, including one question about overall satisfaction. There are three additional questions chosen from a bank of optional questions. For each question, students are asked to indicate the extent to which they agree or disagree with various statements using a 5 point Likert-type scale (Definitely Agree/ Mostly Agree/ Neither/Mostly Disagree/ Definitely Disagree). Students are also invited to leave comments about particularly positive or negative aspects of their experience.

2.2   Results

Anonymised results for the multiple-choice questions and student comments are made available to the university in late July/early August via a password protected intranet facility. The data relating to the multiple-choice questions is publicly available through 'Key Information Sets' (KIS), which are published on the websites of universities and colleges and the Unistats website. The release of these results is subject to meeting a threshold of ten respondents and a 50% response rate (at any level of disaggregation). Results meeting the ten respondents threshold but not the 50% response rate are made available to the university but not to the public. These thresholds are set in order to protect the anonymity of respondents and ensure the statistical robustness of the data. Students' comments are released to the university only, and are redacted prior to this release to remove the names of any individuals.

3 Response rates

706 students were eligible to participate[1] in the survey this year. The overall response rate achieved was 83**% (586 respondents)** compared with 73% across Scotland and 70% for the UK. Table 1 shows the comparable average response rate for all UK and Scottish HEIs.

	Response Rate 2018	Response Rate 2017	Response Rate 2016	Response Rate 2015
University of the Highlands and Islands	**83% (of 706)**	80% (of 699)	83% (of 624)	76% (of 593)
Scottish HEIs	73%	74%	76%	74%
UK HEIs	70%	68%	73%	71%

Table 1: NSS 2015-18 response rates: UHI vs. Scotland and UK

Response rates by academic partner and subject network are shown in tables 2 and 3 below:

Academic partner	2018 sample	No. of responses	Response rate
SAMS UHI	19	19	**100%**
Lews Castle College UHI	40	36	**90%**
West Highland College UHI	25	22	**88%**
Inverness College UHI	211	181	**86%**
Aggregated results for APs below 10 threshold (AC UHI/SC UHI/HTC UHI)	21	18	**86%**
North Highland College UHI	34	28	**82%**
Orkney College UHI	17	14	**82%**
Sabhal Mòr Ostaig UHI	11	9	**82%**
Perth College UHI	246	196	**80%**
Moray College UHI	82	63	**77%**
Total	**706**	**586**	**83%**

Table 2: NSS 2018 Response rate by academic partner

Subject Network	2018 Sample	No. of responses	Response rate
Science, Technology and the Environment*	68	59	87%
Applied Life Studies	122	104	85%
Creative and Cultural Industries	179	151	84%
Energy and the Built Environment	82	68	83%
Humanities, Education and Gaelic	113	93	82%
Business, Management and Leisure	142	111	78%
Total	**706**	**586**	**83%**

Table 3: NSS 2018 Response rate by subject network

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[1] The NSS sample is identified using data from the annual submission to the Higher Education Statistics Agency (HESA). A flow diagram for identifying eligible students can be found in Appendix 1.

4 Overall satisfaction: Results for question 27

4.1 UHI vs. Scotland/UK

The result for Question 27 **'Overall, I am satisfied with the quality of my course'**, is the key measure of the survey. Table 4 shows that **85%** of the respondents agreed with this statement[2] against a benchmark of 83%. Benchmarks reflect the sector average percentage agree scores but are adjusted to reflect the mix of students and subjects at the provider. The adjustment takes account of the following factors: subject of study, age, sex, ethnicity, disability, and the mode of study. The column headed '+/-' shows where a score is statistically significantly better/worse than its benchmark.

Institution	2018	2018 Benchmark	(+/-)	2017	2016	2015
University of St Andrews	94	86	+	94	94	89
University of Dundee	88	84	+	90	91	90
University of Glasgow	88	85		89	89	90
University of Aberdeen	86	85		87	88	87
University of the Highlands & Islands	**85**	**83**		**79**	**81**	**80**
Robert Gordon University	85	83		86	85	86
University of the West of Scotland	85	83		83	87	86
University of Strathclyde	84	84		87	87	87
University of Stirling	84	84		86	89	86
Scottish HEI Average	**83**			**85**	**86**	**86**
UK HEI Average	**83**			**84**	**86**	**86**
Queen Margaret University	82	83		77	86	85
Heriot-Watt University	81	84		83	89	89
Glasgow Caledonian University	81	83		81	83	85
University of Abertay Dundee	79	83		84	88	86
University of Edinburgh	77	85	-	83	80	84
Royal Conservatoire of Scotland	77	81		-	83	79
Edinburgh Napier University	74	83	-	80	84	84
SRUC	70	84	-	77	76	81
Glasgow School of Art	67	80	-	71	74	80

Table 4: NSS 2015-18 % agree for question 27 'Overall Satisfaction' for Scottish HEIs (including national averages)

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[2] '% agree' rates referred to in this report are calculated as the number of students responding 'definitely agree' or 'agree' to each of the items, expressed as a percentage of the total number of respondents to that item (with 'n/a' responses excluded).

4.2   By academic partner

Figure 1: NSS 2015-18 % agree for question 27 'Overall satisfaction' by academic partner[3]

Of the eight Academic Partners that published results in 2018, six have improved Overall Satisfaction scores compared to 2017. **Scottish Association for Marine Science UHI** achieved 100% overall satisfaction for the second consecutive year, and **West Highland College UHI (91%)** and **Lews Castle College UHI (83%)** both achieved significantly increased rates in comparison to 2017 (+21% and +14% respectively). Satisfaction dropped by 2% at **Moray College UHI** compared to 2017 (83% from 85%)**. Orkney College UHI (86%)** reported a decline in satisfaction since its last recorded score of 92% in the 2016 survey.

4.3   By subject network[4]

Overall satisfaction increased in four of the six subject networks. A notable increase is for **Business, Management and Leisure** (91**%** from 71%) with increased scores at programme level for **Accounting HND**, and **Business and Management BAH** contributing to this.

Overall Satisfaction for **Engineering and the Built Environment** dropped slightly (75% from 77%) and Science Technology and the Environment remained stable at 85%.

Figure 2: NSS 2015-18 % agree for question 27 'Overall satisfaction' by subject network.

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[3] Results are not included for Argyll College UHI, Highland Theological College UHI, Shetland College UHI or Sabhal Mòr Ostaig UHI as the number of responses at these partners fell below the 10 required for data publication. There were no students at NAFC UHI within the NSS pool for 2018.

[4] Results for Computing and IT and Science, Technology and the Environment have been amalgamated since 2016 to reflect the realignment across the subject networks (results from 2015 have also been combined to provide an accurate comparison).

4.4 By programme

Results were received for 22 programmes in 2018 (only results for programmes with more than 10 respondents are released by HEFCE). The notable success stories are three programmes that reported **100%** overall satisfaction: **Music Business BAH** and **Marine Science BScH (**for the second consecutive year), along with **Accounting HND** (an increase of **25%** on 2017 scores). Other notable increases in Overall Satisfaction were achieved by: **Applied Music BAH** (**89%**, +39% on 2017); **Mechanical Engineering BEng** (**80%**, +27% on 2017); **Business and Management BAH** (**82%**, +26% on 2017); and **Social Sciences BAH** (**89%**, +20% on 2017).

Health Studies BAH (82%) had results published for the first time this year, alongside **Visual Communication and Design BAH (82%)** and **Geography BScH (80%).**

A small number of programmes experienced a decline in overall satisfaction. **Visual Communication HND** has fallen to our joint lowest score (down from 86% last year to **58%**) along with **Fine Art BAH** (**58%** from last reported score of 83% in 2015) and Engineering Systems HND (**62%** from last reported score of 90% in 2016).

Figure 3: NSS 2014-2018 % agree for question 22/27 'Overall satisfaction' by programme

4.4.1 Action planning programmes

An NSS action planning process has been in place since 2015 to help improve NSS scores. For NSS 2017, programmes were included in the process if the % agree score for Overall Satisfaction (Q27) was either: **(a)** below the Scottish average (83%) for that year or **(b)** had fallen 10% or more from the previous year. Of those programmes who were included in action planning after NSS 2017, and for which we have results for NSS 2018, **all** have shown an increase in Overall Satisfaction. These range from +3% to +39%, and are recorded in Table 5 below:

Programme	Overall satisfaction 2017	Overall satisfaction 2017	+/-
Accounting HND	75	100	+25%
Applied Music BAH	50	89	+39%
Business and Management BAH	56	82	+26%
Child and Youth Studies BAH	88	91	+3%
Mechanical Engineering BEng	53	80	+27%
Popular Music BAH	71	77	+6%
Psychology BScH	67	83	+16%
Social Sciences BAH	69	89	+20%

Table 5: Action planning programmes: Comparison of Overall Satisfaction in NSS 2017 & 2018

5 Results for all question scales

5.1 UHI vs. Scotland/UK

The % agree (TEF method)[5] for each question scale for the university is given in Figure 4 below, alongside the Scottish and UK scores. For 2018, the university score is **above the Scottish average** for **all question scales** except Learning Resources and Learning Community.

Figure 4: NSS 2018 % agree (TEF method) for all question scales, University of the Highlands and Islands, plus Scotland and UK figures

Full results for all questions broken down by Subject Network, Academic Partner and programme are given in sections 5.2-5.4 below.

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[5] See the report from Texunatech here for more information on how % agree calculations are made

5.2 By subject network

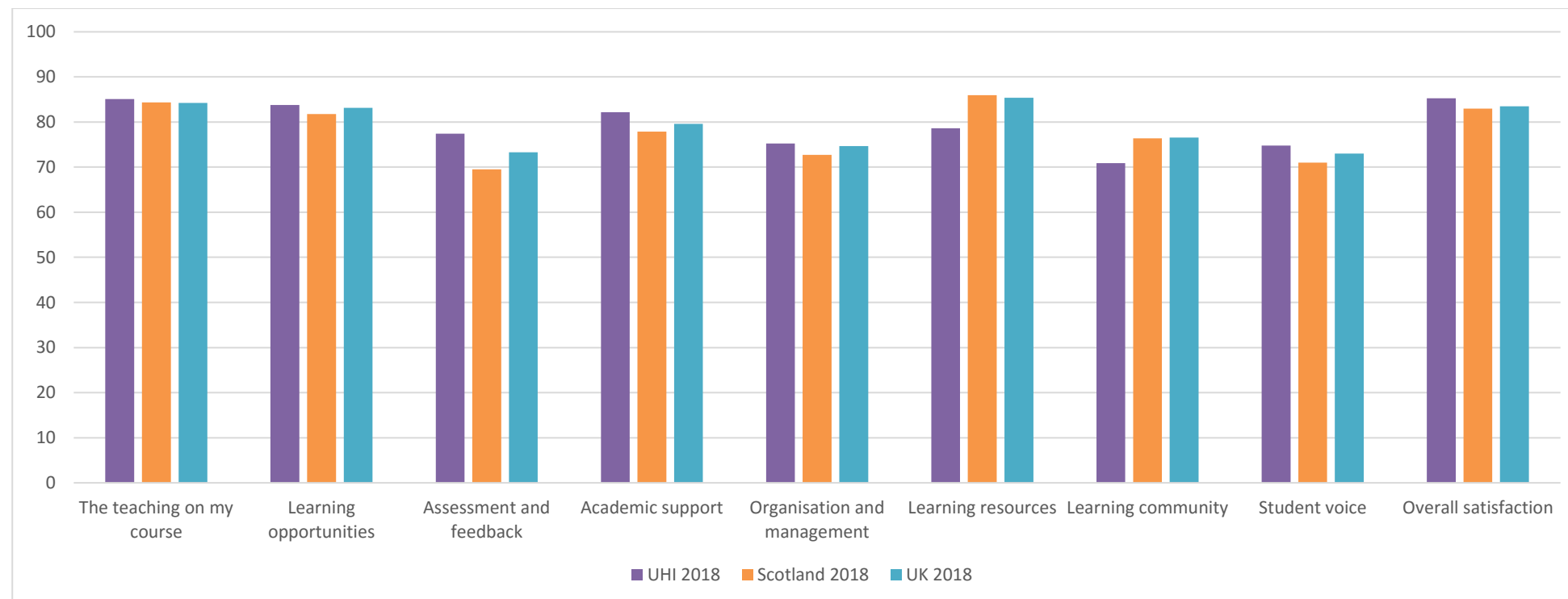| NSS item/scale	UHI	BML	CCI	EBE	ALS	HEG	STE
The teaching on my course	**85**	**86**	**82**	**78**	**89**	**88**	**87**
1. Staff are good at explaining things.	89	95	83	81	91	90	93
2. Staff have made the subject interesting.	85	86	81	75	84	91	90
3. The course is intellectually stimulating.	86	80	85	79	92	92	83
4. My course has challenged me to achieve my best work	82	84	79	78	87	80	83
Learning opportunities	**84**	**81**	**87**	**72**	**89**	**84**	**85**
5. My course has provided me with opportunities to explore ideas or concepts in depth.	84	77	86	72	93	87	80
6. My course has provided me with opportunities to bring information and ideas together from different topics.	88	86	89	75	89	91	92
7. My course has provided me with opportunities to apply what I have learnt.	80	79	84	69	86	74	85
Assessment and feedback	**77**	**79**	**74**	**75**	**77**	**81**	**80**
8. The criteria used in marking have been clear in advance.	78	74	74	75	81	83	83
9. Marking and assessment has been fair	81	88	76	82	77	83	86
10. Feedback on my work has been timely	72	78	70	65	68	75	73
11. I have received helpful comments on my work	79	76	77	78	83	82	78
Academic support	**82**	**84**	**83**	**79**	**83**	**82**	**80**
12. I have been able to contact staff when I needed to.	87	88	87	90	88	84	83
13. I have received sufficient advice and guidance in relation to my studies	81	86	80	74	81	83	81
14. Good advice was available when I needed to make study choices on my course	78	76	81	74	79	78	78
Organisation and management	**75**	**74**	**73**	**69**	**80**	**81**	**74**
15. The course is well organised and is running smoothly.	65	65	58	50	79	74	63
16. The timetable works efficiently for me	83	80	81	84	83	86	85
17. Any changes in the course or teaching have been communicated effectively.	77	76	79	72	79	82	75
Learning resources	**79**	**78**	**77**	**77**	**84**	**75**	**82**
18. The IT resources and facilities provided have supported my learning well	78	75	76	74	88	76	83
19. The library resources (e.g. books, online services and learning spaces) have supported my learning well	78	75	80	79	82	73	81
20. I have been able to access course-specific resources (e.g. equipment, facilities, software, collections) when I needed to	80	83	77	79	84	75	82
Learning community	**71**	**72**	**77**	**77**	**60**	**60**	**80**
21. I feel part of a community of staff and students.	67	67	74	71	58	61	69
22. I have had the right opportunities to work with other students as part of my course.	76	78	81	84	63	62	90
Student voice	**75**	**75**	**75**	**69**	**76**	**75**	**77**
23. I have had the right opportunities to provide feedback on my course	86	86	82	85	90	91	85
24. Staff value students' views and opinions about the course	77	78	77	69	75	78	84
25. It is clear how students' feedback on the course has been acted on	61	61	67	53	61	55	63
26. The students' union (association or guild) effectively represents students' academic interests	**47**	**45**	**47**	**47**	**59**	**36**	**51**
27. Overall I am satisfied with the quality of this course	**85**	**91**	**81**	**75**	**88**	**90**	**85**
Number of respondents	**586**	**111**	**151**	**68**	**104**	**93**	**59**

Table 6: NSS 2018 % agree for all question scales, by subject network

5.3 By academic partner

NSS item/scale	UHI	IC UHI	LCC UHI	MC UHI	NHC UHI	OC UHI	PC UHI	SAMS UHI	WHC UHI
The teaching on my course	**85**	**82**	**80**	**82**	**79**	**88**	**88**	**99**	**82**
1. Staff are good at explaining things.	89	86	81	85	86	100	91	100	95
2. Staff have made the subject interesting.	85	83	81	77	68	86	88	100	91
3. The course is intellectually stimulating.	86	82	86	83	75	79	90	100	77
4. My course has challenged me to achieve my best work	82	78	74	81	86	86	84	95	64
Learning opportunities	**84**	**83**	**88**	**79**	**76**	**86**	**84**	**96**	**83**
5. My course has provided me with opportunities to explore ideas or concepts in depth.	84	80	92	79	82	86	84	100	77
6. My course has provided me with opportunities to bring information and ideas together from different topics.	88	89	94	84	82	86	86	95	82
7. My course has provided me with opportunities to apply what I have learnt.	80	79	77	74	64	86	82	95	91
Assessment and feedback	**77**	**76**	**76**	**71**	**84**	**71**	**78**	**82**	**82**
8. The criteria used in marking have been clear in advance.	78	73	78	79	79	64	80	84	77
9. Marking and assessment has been fair	81	79	86	78	93	86	77	95	95
10. Feedback on my work has been timely	72	70	67	59	79	57	76	68	82
11. I have received helpful comments on my work	79	80	75	67	86	79	79	79	73
Academic support	**82**	**79**	**81**	**76**	**79**	**83**	**86**	**96**	**74**
12. I have been able to contact staff when I needed to.	87	82	89	84	86	79	92	100	77
13. I have received sufficient advice and guidance in relation to my studies	81	78	81	76	75	79	84	100	77
14. Good advice was available when I needed to make study choices on my course	78	75	75	68	78	93	83	89	68
Organisation and management	**75**	**72**	**71**	**66**	**70**	**71**	**80**	**95**	**67**
15. The course is well organised and is running smoothly.	65	61	61	59	50	64	69	95	59
16. The timetable works efficiently for me	83	83	81	70	89	79	86	100	64
17. Any changes in the course or teaching have been communicated effectively.	77	72	72	69	70	71	85	89	76
Learning resources	**79**	**82**	**81**	**70**	**78**	**69**	**77**	**96**	**68**
18. The IT resources and facilities provided have supported my learning well	78	83	75	71	64	71	79	95	68
19. The library resources (e.g. books, online services and learning spaces) have supported my learning well	78	82	83	68	76	71	77	95	64
20. I have been able to access course-specific resources (e.g. equipment, facilities, software, collections) when I needed to	80	82	83	70	93	64	76	100	75
Learning community	**71**	**67**	**69**	**62**	**73**	**50**	**77**	**97**	**68**
21. I feel part of a community of staff and students.	67	58	64	65	61	50	74	95	73
22. I have had the right opportunities to work with other students as part of my course.	76	76	75	60	86	54	81	100	67
Student voice	**75**	**73**	**81**	**64**	**63**	**74**	**78**	**95**	**80**
23. I have had the right opportunities to provide feedback on my course	86	85	92	81	86	86	87	95	91
24. Staff value students' views and opinions about the course	77	74	86	70	61	71	81	100	86
25. It is clear how students' feedback on the course has been acted on	61	60	66	41	43	64	65	89	64
26. The students' union (association or guild) effectively represents students' academic interests	**47**	**47**	**45**	**36**	**56**	**31**	**47**	**88**	**36**
27. Overall I am satisfied with the quality of this course	**85**	**80**	**83**	**83**	**82**	**86**	**88**	**100**	**91**
Number of respondents	**586**	**181**	**36**	**63**	**28**	**14**	**196**	**19**	**22**

Table 7: NSS 2018 % agree for all question scales, by academic partner

5.4 By programme

NSS item/scale	UHI	Acc HND	Acc'ing Fin'ce BAH	Applied Music / BAH	Archae ology BAH	Arch Tech BSH	Audio Eng BScH	Bus and Mgt BAH	Chil Prac BAH	Child & Youth Studs BAH	Con Art Practice eHND	Eng Systems HND
The teaching on my course	**85**	**96**	**85**	**86**	**83**	**93**	**94**	**77**	**91**	**86**	**83**	**60**
1. Staff are good at explaining things.	89	100	100	95	83	93	96	89	96	88	77	71
2. Staff have made the subject interesting.	85	95	100	95	92	93	88	75	86	82	85	48
3. The course is intellectually stimulating.	86	95	67	79	83	93	100	68	93	94	85	52
4. My course has challenged me to achieve my best work	82	95	75	74	75	93	92	78	87	79	85	67
Learning opportunities	**84**	**94**	**72**	**96**	**78**	**91**	**94**	**73**	**92**	**86**	**82**	**59**
5. My course has provided me with opportunities to explore ideas or concepts in depth.	84	86	58	100	83	93	92	79	97	91	85	67
6. My course has provided me with opportunities to bring information and ideas together from different topics.	88	100	75	100	92	87	96	86	93	88	92	62
7. My course has provided me with opportunities to apply what I have learnt.	80	95	91	89	58	93	92	54	87	79	69	48
Assessment and feedback	**77**	**90**	**90**	**86**	**81**	**87**	**83**	**63**	**84**	**76**	**63**	**69**
8. The criteria used in marking have been clear in advance.	78	81	83	89	75	87	85	54	80	85	46	62
9. Marking and assessment has been fair	81	100	92	95	92	80	85	75	83	74	77	81
10. Feedback on my work has been timely	72	86	100	74	75	87	85	68	83	71	46	57
11. I have received helpful comments on my work	79	95	83	84	83	93	77	54	90	76	85	76
Academic support	**82**	**97**	**86**	**81**	**83**	**93**	**87**	**70**	**93**	**75**	**87**	**68**
12. I have been able to contact staff when I needed to.	87	100	100	79	83	100	92	75	97	82	85	81
13. I have received sufficient advice and guidance in relation to my studies	81	95	92	84	92	87	81	71	93	71	85	57
14. Good advice was available when I needed to make study choices on my course	78	95	67	79	75	93	88	62	90	73	92	68
Organisation and management	**75**	**90**	**58**	**79**	**64**	**98**	**83**	**69**	**90**	**79**	**87**	**52**
15. The course is well organised and is running smoothly.	65	86	50	74	50	93	77	61	93	76	77	24
16. The timetable works efficiently for me	83	86	83	79	75	100	81	86	83	84	92	81
17. Any changes in the course or teaching have been communicated effectively.	77	100	42	84	64	100	92	58	93	81	92	52
Learning resources	**79**	**87**	**83**	**79**	**63**	**98**	**95**	**74**	**84**	**86**	**74**	**64**
18. The IT resources and facilities provided have supported my learning well	78	90	75	84	67	100	92	68	90	97	83	57
19. The library resources (e.g. books, online services and learning spaces) have supported my learning well	78	86	83	74	50	100	92	71	80	79	83	53
20. I have been able to access course-specific resources (e.g. equipment, facilities, software, collections) when I needed to	80	86	100	79	73	93	100	82	84	81	69	76
Learning community	**71**	**83**	**67**	**87**	**42**	**90**	**90**	**50**	**78**	**50**	**77**	**67**
21. I feel part of a community of staff and students.	67	71	58	79	33	80	88	39	79	45	83	48
22. I have had the right opportunities to work with other students as part of my course.	76	95	75	95	50	100	92	63	77	58	75	86
Student voice	**75**	**94**	**75**	**93**	**64**	**93**	**92**	**55**	**81**	**72**	**68**	**54**
23. I have had the right opportunities to provide feedback on my course	86	95	92	100	83	100	92	71	97	85	75	71
24. Staff value students' views and opinions about the course	77	95	75	89	67	93	96	61	79	69	62	48
25. It is clear how students' feedback on the course has been acted on	61	90	58	89	42	87	88	33	64	61	69	43
26. The students' union (association or guild) effectively represents students' academic interests	**47**	**47**	**45**	**29**	**27**	**60**	**73**	**35**	**60**	**56**	**50**	**44**
27. Overall I am satisfied with the quality of this course	**85**	**100**	**83**	**89**	**83**	**93**	**92**	**82**	**93**	**91**	**83**	**62**
Number of respondents	586	21	12	19	12	15	26	28	30	34	13	26

NSS item/scale	UHI	Fine Art	Geog BScH	Health Studies BAH	Marine Science BScH	Mech Eng BEng	Mus Bus BAH	Pop Music BAH	Psych BScH	Soc Sci BAH	Vis Comm & Des BAH	Vis Comm HND
The teaching on my course	**85**	**54**	**78**	**97**	**99**	**88**	**96**	**78**	**86**	**88**	**82**	**70**
1. Staff are good at explaining things.	89	42	87	100	100	90	100	82	89	89	91	74
2. Staff have made the subject interesting.	85	45	87	91	100	90	92	82	83	84	64	74
3. The course is intellectually stimulating.	86	67	67	100	100	90	100	82	89	95	91	68
4. My course has challenged me to achieve my best work	82	58	73	100	95	80	92	68	83	84	82	63
Learning opportunities	**84**	**61**	**80**	**97**	**96**	**77**	**97**	**74**	**87**	**86**	**97**	**82**
5. My course has provided me with opportunities to explore ideas or concepts in depth.	84	50	67	100	100	60	100	73	94	89	100	84
6. My course has provided me with opportunities to bring information and ideas together from different topics.	88	67	93	100	95	90	100	77	83	95	100	79
7. My course has provided me with opportunities to apply what I have learnt.	80	64	80	91	95	80	92	73	83	74	91	84
Assessment and feedback	**77**	**50**	**80**	**77**	**82**	**80**	**94**	**73**	**79**	**68**	**59**	**68**
8. The criteria used in marking have been clear in advance.	78	50	80	91	84	70	100	73	83	74	55	74
9. Marking and assessment has been fair	81	50	73	82	95	90	100	64	78	63	64	63
10. Feedback on my work has been timely	72	42	87	64	68	80	92	77	72	79	36	74
11. I have received helpful comments on my work	79	58	80	73	79	80	85	77	83	58	82	63
Academic support	**82**	**50**	**67**	**76**	**96**	**83**	**100**	**79**	**81**	**86**	**76**	**86**
12. I have been able to contact staff when I needed to.	87	67	73	82	100	100	100	91	94	100	73	89
13. I have received sufficient advice and guidance in relation to my studies	81	42	67	82	100	80	100	68	78	84	73	89
14. Good advice was available when I needed to make study choices on my course	78	42	64	64	89	70	100	77	72	74	82	78
Organisation and management	**75**	**33**	**58**	**91**	**95**	**67**	**97**	**70**	**81**	**81**	**76**	**67**
15. The course is well organised and is running smoothly.	65	0	40	91	95	40	100	45	72	74	45	47
16. The timetable works efficiently for me	83	67	67	100	100	70	100	86	88	84	91	68
17. Any changes in the course or teaching have been communicated effectively.	77	33	67	82	89	90	92	77	83	84	91	84
Learning resources	**79**	**53**	**71**	**73**	**96**	**73**	**82**	**71**	**89**	**63**	**76**	**71**
18. The IT resources and facilities provided have supported my learning well	78	42	73	55	95	70	69	73	89	74	67	74
19. The library resources (e.g. books, online services and learning spaces) have supported my learning well	78	75	73	82	95	80	92	76	89	53	73	67
20. I have been able to access course-specific resources (e.g. equipment, facilities, software, collections) when I needed to	80	42	71	82	100	70	92	64	89	63	82	74
Learning community	**71**	**54**	**70**	**45**	**97**	**75**	**77**	**68**	**61**	**79**	**91**	**66**
21. I feel part of a community of staff and students.	67	58	40	45	95	70	69	55	61	79	82	63
22. I have had the right opportunities to work with other students as part of my course.	76	50	100	45	100	80	85	82	61	79	100	68
Student voice	**75**	**36**	**78**	**70**	**95**	**70**	**92**	**68**	**81**	**72**	**55**	**70**
23. I have had the right opportunities to provide feedback on my course	86	58	93	82	95	90	92	77	94	84	45	79
24. Staff value students' views and opinions about the course	77	33	80	73	100	70	100	77	83	84	64	68
25. It is clear how students' feedback on the course has been acted on	61	17	60	50	89	50	85	50	67	44	55	63
26. The students' union (association or guild) effectively represents students' academic interests	**47**	**0**	**33**	**56**	**88**	**30**	**58**	**32**	**56**	**44**	**36**	**53**
27. Overall I am satisfied with the quality of this course	**85**	**58**	**80**	**82**	**100**	**80**	**100**	**77**	**83**	**89**	**82**	**58**
Number of respondents	586	12	15	11	19	10	13	22	18	19	11	19

Table 8: NSS 2018 % agree for all question scales, by programme

5.5 Optional questions

The University is able to choose additional questions from a number of question banks provided by Ipsos Mori. Table 10 below shows the results for this year, and any comparisons from previous years where these are available

NSS item/scale	2018	2017	2016	2015	2014
B2. Students' Union (Association or Guild)	**28**				
The Students' Union (Association or Guild) has had a positive impact on my sense of belonging to the university or college.	30	21	NEW FOR 2017		
The Students' Union (Association or Guild) has had a positive impact on the local community.	30	17			
The Students' Union (Association or Guild) has helped me develop useful life skills.	21	15			
B3. Careers	**73**				
As a result of my course, I believe that I have improved my career prospects.	87	84	NOT INCLUDED IN 2016	82	86
Good advice is available for making career choices.	63	64		65	66
Good advice is available on further study opportunities.	68	73		67	66
B7. Course delivery	**79**				
Learning materials made available on my course have enhanced my learning.	86	84	82	81	83
The range and balance of approaches to teaching has helped me to learn.	78	76	75	77	79
The delivery of my course has been stimulating.	77	75	71	75	73
My learning has benefited from modules that are informed by current research.	82	80	83	81	79
Practical activities on my course have helped me to learn.	74	76	78	76	78
No of respondents	*357*	*344*			

Table 9: NSS 2014-18 '% agree' for optional questions

6   Student comments

In addition to the 27 multiple-choice questions in the core survey, students are also invited to leave comments about particularly positive or negative aspects of their experience, and respond to a question chosen by the institution: "If you could change one specific thing about your experiences on your course, what would it be?". Students' comments are released to the university only, and are redacted prior to this release to remove the names of any individuals.

The comments have been analysed using a taxonomy whose primary categories reflect the themes ('scales') in the NSS. Secondary categories have been created underneath each primary category for a more thorough analysis (See Appendix 2).[6]

6.1   Overall results

The number of individual students leaving free text comments rose from 424 in 2017 to 477 in 2018. After analysis, the total number of comments was 998: 441 negative and 557 positive. Figure 5 below shows the numbers of positive and negative comments. The proportion of positive comments has increased in relation to previous years.
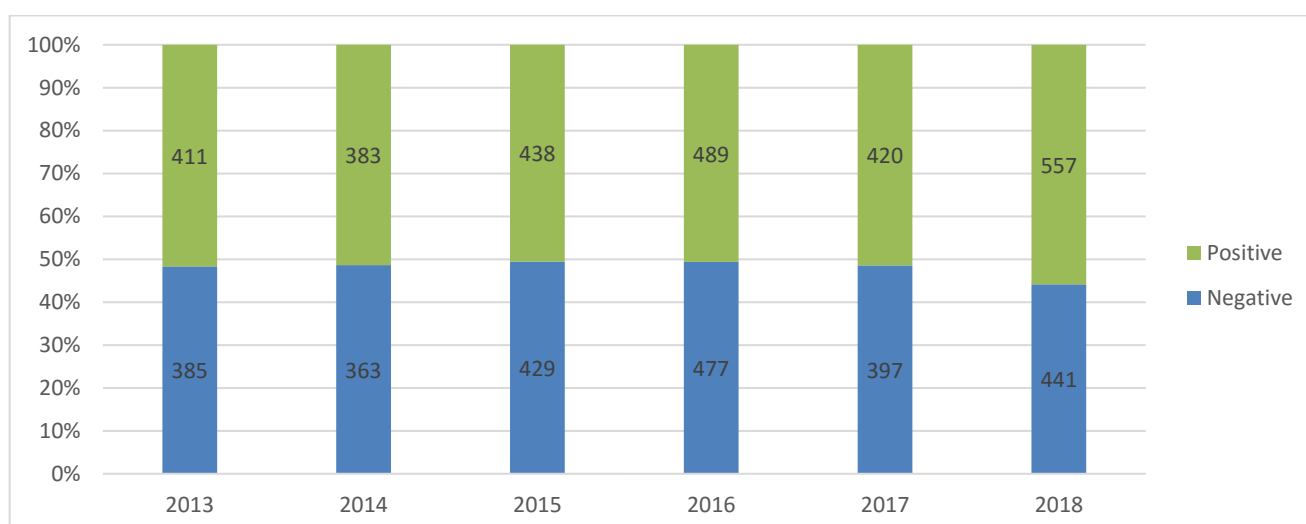

Figure 5: Number of positive and negative comments 2013-2018

Table 10 below shows the number of comments by primary category with Academic support attracting the highest number of comments overall (195), followed by Teaching on my course- content (167). Academic support received the highest number of positive comments (161) with Organisation and management attracting the highest number of negative comments (82).

Primary category	Negative	Positive	Total
Academic support	34	161	195
Assessment and feedback	68	18	86
General	0	14	14
Learning community	7	29	36
Learning resources	68	35	103

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[6] Many comments were lengthy and addressed different aspects of the student's university experience and in these cases the same comment has been counted in more than one category. Where reference is made in the remainder of the report to number of comments under various categories it is therefore important to remember that these do not always equal the number of individual students making these comments.

Organisation and management	82	16	98
Other	34	16	50
Personal development	2	22	24
Student voice	15	7	22
Teaching on my course- content	70	97	167
Teaching on my course- mode of delivery	34	50	84
Teaching on my course- quality	27	92	119
Total	**441**	**557**	**998**

Table 10: Number of positive and negative comments by primary category 2018

6.2 Teaching on my course

Due to the large number of comments regarding teaching, this scale of the NSS is separated into three separate primary categories for the sake of comments analysis: quality, content and mode of delivery. The breakdown of these by secondary category is given in Figure 6 below.

Figure 6: 'Teaching on my course', Number of comments by secondary category, NSS 2018

By far the greatest number of comments comes within 'quality' relating to Staff enthusiasm/interest/ knowledge (79 positive comments, 24 negative). Within 'mode of delivery', the most popular category was Online/distance learning, with a similar number of positive and negative comments. Some students praised the effective use of chatrooms and other technologies to create an online community with a number of positive comments about Child and Youth Studies, and Childhood Practice. Negative comments spoke of the isolation of online learning, and the difficulty of engaging with other students when you do not meet face to face.

6.2.1   Teaching on my course- Content

This category received the second highest number of comments in total (167; 97 positive, 70 negative). Of greatest interest are the two categories 'Breadth/module choice/course structure' and 'Practicals/ placements/fieldwork'. Within 'breadth/module choice/course structure', students valued the ability to choose from a variety of interesting module choices, and to shape their own learning. Students referred to a variety of different experiences within the 'Practicals/ placements/fieldwork' category including residentials, summer placements, work experience and hands-on practical classes. It is clear that these kinds of experience are highly valued by students with their presence attracting positive comments, and their absence, negative ones.

Interesting range of topics covered and plenty applied practice, the teaching is split between practical and theoretical.

I felt like the choices for modules were incredibly limiting and I was disappointing (sic) in the lack of choice

The residentials are useful for improving the student experience, and providing contact with peers.

Lack of practice (after 4-year course we do not have work experiences)

Opportunity to develop my own interest in each field. Fourth year have been the best as I found my career topic with dissertation topic.

More opportunities to apply (subject) would be beneficial and improve the course immensely, such as work placements.

Taking a trip to Manchester was exciting and helped me feel focused and excited to work with my students and lecturers again, educational and fun socializing.

Some of the modules appear to be disjointed and I am not sure where they fit in.

6.3 Assessment and feedback

Assessment and feedback attracted a large number of negative comments (68; and 18 positive comments). The distribution of these comments by subcategory is given in figure 8 below.
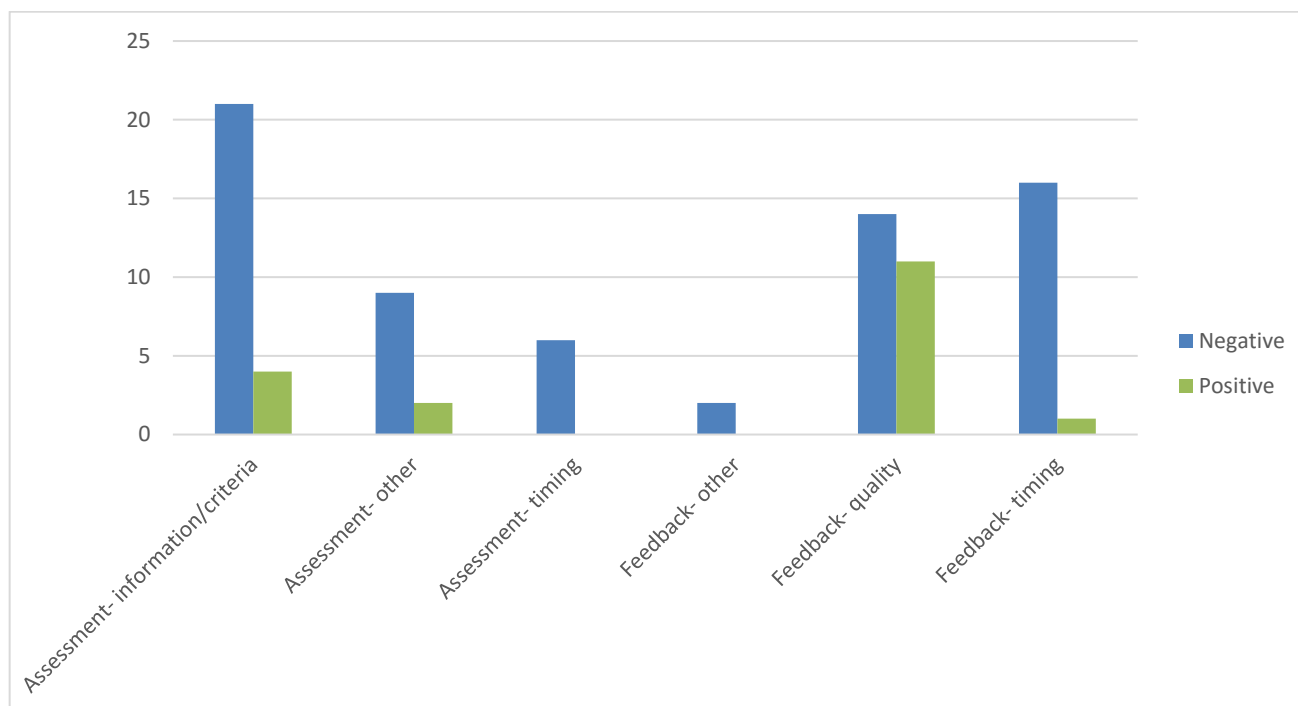

Figure 7: Distribution of positive and negative comments by subcategory in 'Assessment and feedback', 2018

The number of positive comments regarding the quality of feedback has increased in relation to 2017, which is encouraging. As in previous years, the largest number of negative comments concerned assessment information or criteria, although very few relate to changes being made to assessment dates and criteria as they have done in previous years, indicating that these 'administrative' aspects to assessment and feedback have been addressed. The two main areas of negative comment in 2018 relate to unclear assessment criteria and inconsistency of marking.

Exam questions need to be explained more effectively as some questions asked do not reflect the work they has been done or read.

Marking seems very inconsistent between tutors.

Negative comments concerning the quality of feedback focused on feedback not being helpful or detailed enough, particularly in highlighting how students can improve.

Feedback can sometimes be confusing as not clear as to what areas can be developed for future writing.

I was not happy with assessment feedback because some of them did not include exact information of what have/had improved in my writing to achieve better grades in further study.

6.4   Organisation and management

Organisation and management attracted the largest number of negative comments (82 negative, 16 positive). The proportion of negative comments made under the subcategory 'Course/ module organisation' has increased for 2018 as shown in figure 9 below. Comments under this category were often general, referring to 'poor course organisation' or similar. Other negative comments referred to disorganisation resulting from a lack of communication between relevant staff, such as teaching and admin staff. Comments concerning staffing and staff attendance related to staff leaving without adequate replacement, or existing staff being overstretched.
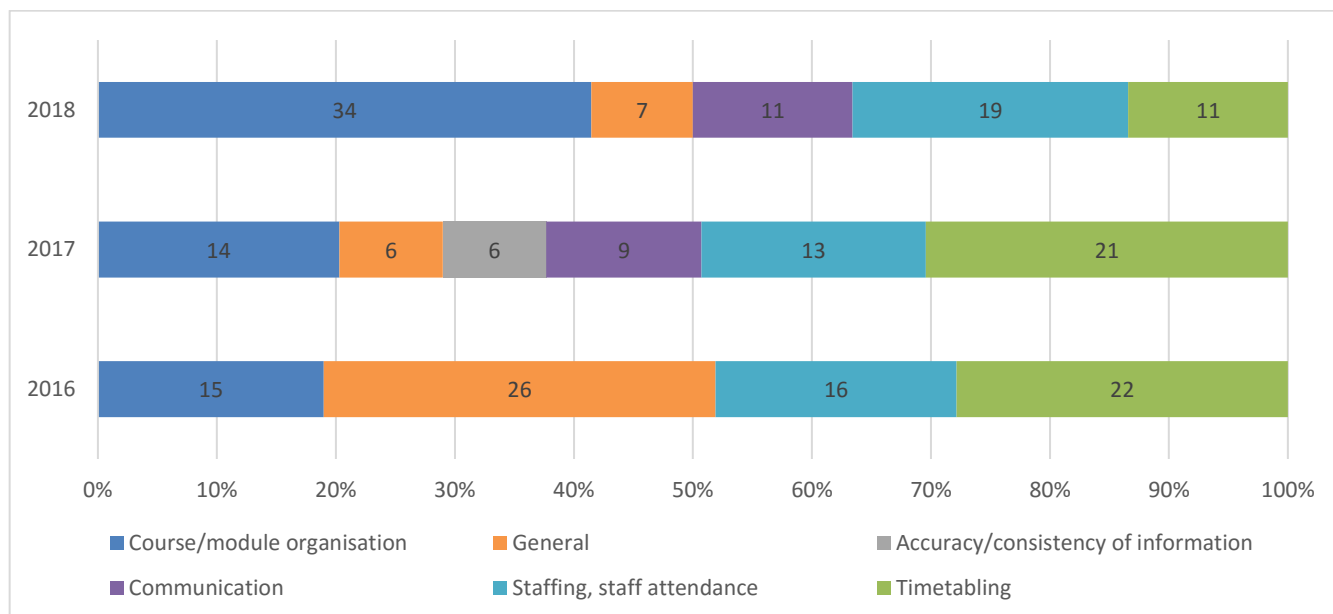

Figure 8: Distribution of negative comments by subcategory in 'Organisation and management', 2016-2018

> *Staff changes at the beginning of my academic journey meant that there were some instances of poor communication*

> *Relationship between originating college and college providing year three and four tuition unclear and difficult for student to navigate.*

> *There was a lecturer who quit or left the job for unexplained reason halfway through the year, the fallout he/she was teaching both modules in my part of the course and trying to cover for lectures hasn't been satisfactory. It wasn't clear about what was happening for the modules, it's gone on and as a result, there is not much contact time and not much help on hand with certain modules.*

> *Sometime communication breaks down badly regarding changes of plan for lectures, lecturers being off, etc.*

> *Some lecturers don't turn up for classes*

6.5   Learning resources

103 comments were received for this category in total; 68 negative, 35 positive. A breakdown by subcategory is shown in Table 11 below.

Subcategory	Negative	Positive	Total
General	1	6	7
IT resources- quality/availability	23	4	27
Library resources- quality/availability	22	6	28
Specialist resources- availability	16	17	33
Learning spaces- quality/availability	6	2	8
Total	**68**	**35**	**103**

Table 11: Distribution of comments by subcategory 'Learning resources' 2018

The majority of comments relate to library, IT and 'specialist' resources (for example, music and artistic studios, specialist software etc.). Comments about IT cover a wide range of services, some local, and some University-wide including video conferencing, access to computers, WiFi speed and reliability, and the Blackboard VLE. As in previous years, many negative comments about the library concern the lack of availability of books, indicating that some students are possibly unaware of the wide variety of e-resources available.

> *Intercollege borrowing is possible but takes over a week and often you can't judge what a book contains.*

> *A number of PCs on the campus require replacing, a number continually freeze in the middle of my work which is frustrating and time wasting.*

> *Even though we have the equipment, there is not enough for everyone. The software is strictly to that equipment or there is no equipment or room to get it done.*

> *The workspace and facilities are lacking somewhat as there is only one Mac Suite in the whole department*

> *Very short opening hours for the library. Closing at 8:30 really isn't good enough for a building that offers degree level courses. As a minimum, the library should be accessible until 10:30 p.m. or 11:00 p.m. in my opinion to give people maximum time to work in the evenings.*

> *Well-equipped studios and work environment.*

6.6   Learning Community

Comments within this category are of interest as it is one of the scales within the multiple choice questions for which the University scored below the Scottish average. The majority of the comments are positive, and are spread over a number of different programmes, as shown in Table 12 below.

Programme	Negative	Positive	Total
Accounting	1	0	1
Applied Music / BAH	0	2	2
Audio Engineering BScH	0	1	1
Business and Management BA (Hons)	1	2	3
Childhood Practice / BAH	0	3	3
Fine Art	0	1	1
Geography / BScH	0	1	1
Marine Science	0	3	3
Music Business / BAH	1	0	1
Popular Music	0	3	3
Psychology / BScHons	1	0	1
Social Sciences BA (Hons)	0	1	1
Theological Studies	0	1	1
Visual Communication and Design / BAH	0	1	1
Visual Communication HND	1	1	2
Grand Total	**5**	**20**	**25**

Table 12: Number of comments under 'Learning Community' by programme, NSS 2018

It is interesting to note the mix of 'programme type' with those listed being a mixture of totally online (Childhood Practice), networked (Applied Music, Business and Management, Psychology, Social Sciences) and face to face (Marine Science, Popular Music, Visual Communication). Positive comments spoke of the sense of community and support within programmes, and of the value placed on being able to work with students on other courses (e.g. music students collaborating with arts students), with negative comments focussing on these elements being lacking.

> *There's no sense of community the max I've been in uni over the 4 years was for 5 hours a week in first year with now only being in 1 hour a week, it makes it feel like your all on your own as everyone just goes to class then goes home.*

> *Being in a small college working, remotely often I have not had so much opportunity to work collaboratively with other students*

> *the communal feel of the course overall, from year one to four has had the same consistent feel.*

> *The small Art Department in (Academic Partner) is run in a very inclusive and collaborative way, students and staff all working together for the best outcomes.*

6.7   Student comments: Conclusions

Student comments from the NSS are invaluable in giving an insight into the student experience, and some context and explanation to the scores for the multiple-choice questions. It is encouraging to see the large number of positive comments concerning the quality of teaching and academic support; something which the university has always done very well, and which the students clearly appreciate. Negative comments largely focus on areas which are challenging for an institution with a structure such as UHI, particularly organisation and management and learning resources, but which should nevertheless continue to be treated as areas for enhancement.

Scores for multiple-choice questions were very high this year, and it is difficult to correlate areas attracting negative comments, with causes of decreased student satisfaction. It is also worth remembering that the freetext question explicitly asks students to identify both positive and negative aspects of their experience, which they will presumably continue to do, even if satisfaction levels increase further. However, the following areas emerge as those where enhancements can be made regardless of whether these translate into improved NSS scores (some of these have been highlighted in previous reports, and so may take more than one year to implement, and to impact on NSS):

Assessment and feedback
- Improved quality of feedback which relates to the grade given and explains how students can improve

Organisation and management
- More effective course organisation, particularly where courses are networked. Information should be shared across different Academic Partners, and communication channels should be open and effective

Learning resources
- Improved student awareness of library resources. Making students aware of the wide range of e-resources available to them, and training them on how to access these resources. This is particularly relevant to final year dissertation students.

Course content
- Increased practical content within programmes where relevant and possible e.g. guest lectures, work-based projects, field trips
- Connecting course content to the workplace; facilitating work experience, industry and summer placements

Learning community
- Increased collaboration between students on the same programme. This can occur either formally or informally e.g. group assessments, study pairs, and could also include students at different levels.
- Increased collaboration across cognate programmes e.g. shared projects/assessments

7 Conclusion

These results are the best for our university since we started participating in the NSS. To be equal fifth in the national rankings, with no other post-92 university scoring above us, and to hit our strategic plan target of being 2% above the national average is excellent news. The increase in overall satisfaction of 6% is the highest in the Scottish sector this year and we outperformed the sector in most question scales, as well as being comfortably above our benchmark. There is improvement across all of the question categories and there is good overall satisfaction in all Academic Partners, with significant improvement in some.

Compared to NSS 2017 results, in Scotland we moved from 16th to equal fifth in overall satisfaction. At a UK level we moved from equal 135th to equal 51st in overall satisfaction.

These results reflect a sustained and carefully managed, collective process of change and enhancement over the last couple of years and a huge coordinated effort across Executive Office, academic partners and HISA. This has involved cohesive and coordinated, pan-institutional planning and action by many people across the partnership: quality managers, programme leaders, module leaders, personal academic tutors, administrative and support staff, senior management, curriculum heads and others.

At an Academic Partner level, there are positive results and gain across the institution, with all results now at 80% or above. Given the impact of high student numbers on the institutional results, the Perth College UHI attainment of 88% overall satisfaction is of particular note.

At a Subject Network level, it is pleasing to see improvement in all bar one network. Engineering and the Built Environment's results are concerning and we need to reflect collectively on the causes of student dissatisfaction.

The targeted and high profile approach to action planning on the back of each NSS continues to have a positive impact on subsequent results and this should be continued. Every programme that was required to action plan following NSS 2017 improved their results. In an otherwise positive set of programme level results, there are a few outliers with whom we will work and support through the action planning process.

In terms of question scales, the university is performing above the Scottish sector for the following: Teaching on my Course, Learning Opportunities, Assessment and Feedback, Academic Support, Organisation and Management and Student Voice. Some of this is no surprise, given the years of coordinated activity and planned strategic development and enhancement of the student experience in areas such as assessment and feedback and it is clear that our academic model continues to work well for our students. It is satisfying to see the improvements in the Student Voice question set, particularly in students been told how their feedback has been acted upon, one of the key messages in last year's NSS staff briefings and workshops.

We still have challenges around the Learning Community section and how it relates to our model. We need to manage student expectations of opportunities to work with others as part of their course and to support their understanding of Q22's phrase "right opportunities" and what that might mean in our distributed context. We also need to reflect collectively on the results for the Learning Resources section: for IT resources and facilities, course specific resources and, particularly, library resources, we lag some way behind the national figures. Work should be undertaken in these areas to reflect on the NSS 2018 results and

changes made as a result. It could be a question of awareness raising of existing resources, of increased investment in these areas, or both.

The Students' Union score clearly had an impact on the Student Voice section but it represents a significant improvement by HISA and a narrowing of the gap with the national figures. The continued investment in HISA, the embedding of the association at Perth College UHI and Inverness College UHI, and the record numbers of election candidates and voters, teaching award nominations, and clubs and societies suggest that there is potential for further improvement in this score in NSS 2019. The role of HISA in helping to improve the student experience and manage the NSS process is extremely important if we are to make further improvements across all of the NSS questions.

The coordinated marketing and communications plan for the NSS in the last three years appears to have contributed to our continually high response rate. Our ability to engage with so many students on this activity is encouraging. The creation of an institutional culture that values and understands the strategic significance of the NSS takes time, but the NSS action plan, monitored by a Strategic Group chaired by the Deputy Principal, with targeted marketing and communications, enhanced action planning with programmes, an NSS staff conference and so on, has been well received by academic, quality and professional services staff and appears to have borne fruit.

All staff within the university have a shared responsibility for improving the NSS scores. The profile of the survey has increased internally and there is now greater awareness and dialogue about what can be done to improve the results. The targeted action planning process continues to have a positive impact on programme scores. We need to ensure that we continue to adopt a proactive approach to all of the areas included in the NSS beyond these targeted programmes because, despite areas of strength, particularly around the academic model/academic student experience, and significant improvement generally, we can maintain and even improve this very strong sectoral position.

8 Next steps

We will work with Academic Partner senior managers, Quality Managers, Faculty Deans, Subject Network Leaders, programme teams and HISA on a number of activities and events will be taking place over the coming months to reflect on NSS 2018 and to work towards improved results for NSS 2019, including:

- Marketing and communications: We have a great opportunity in 2018/19 to use these results to be positive in our external messages about the university and the ways in which we support and enhance the student experience;
- Targeted action planning: Given the proven efficacy of action planning, programmes with overall satisfaction scores for Q27 below the University mean and/or drops of 10% or more, will meet with relevant AP senior staff, Faculty Deans and Subject Network Leaders to agree an action plan for the coming academic year;
- NSS conference: An internal NSS conference will take place on 30 August 2018 to increase understanding of the NSS and to share best practice;
- NSS 2019 Programme Leader Forum and multiple staff briefings will take place;
- The dean of students will run bespoke workshops and briefings with students and staff at a local level;

- NSS Strategic Steering Group: This group will meet three times in the academic year to oversee actions from the programme action plans and provide leadership on institution-wide strategies to improve NSS satisfaction scores;
- NSS Process Management Group: This group will continue to oversee the day-to-day running of the NSS including finalising the sample for NSS 2019, and staff and student communications.

Authors:
Dr Heather Fotheringham, Quality Enhancement Impact Officer
Dr Iain Morrison, Dean of Students
August 2018
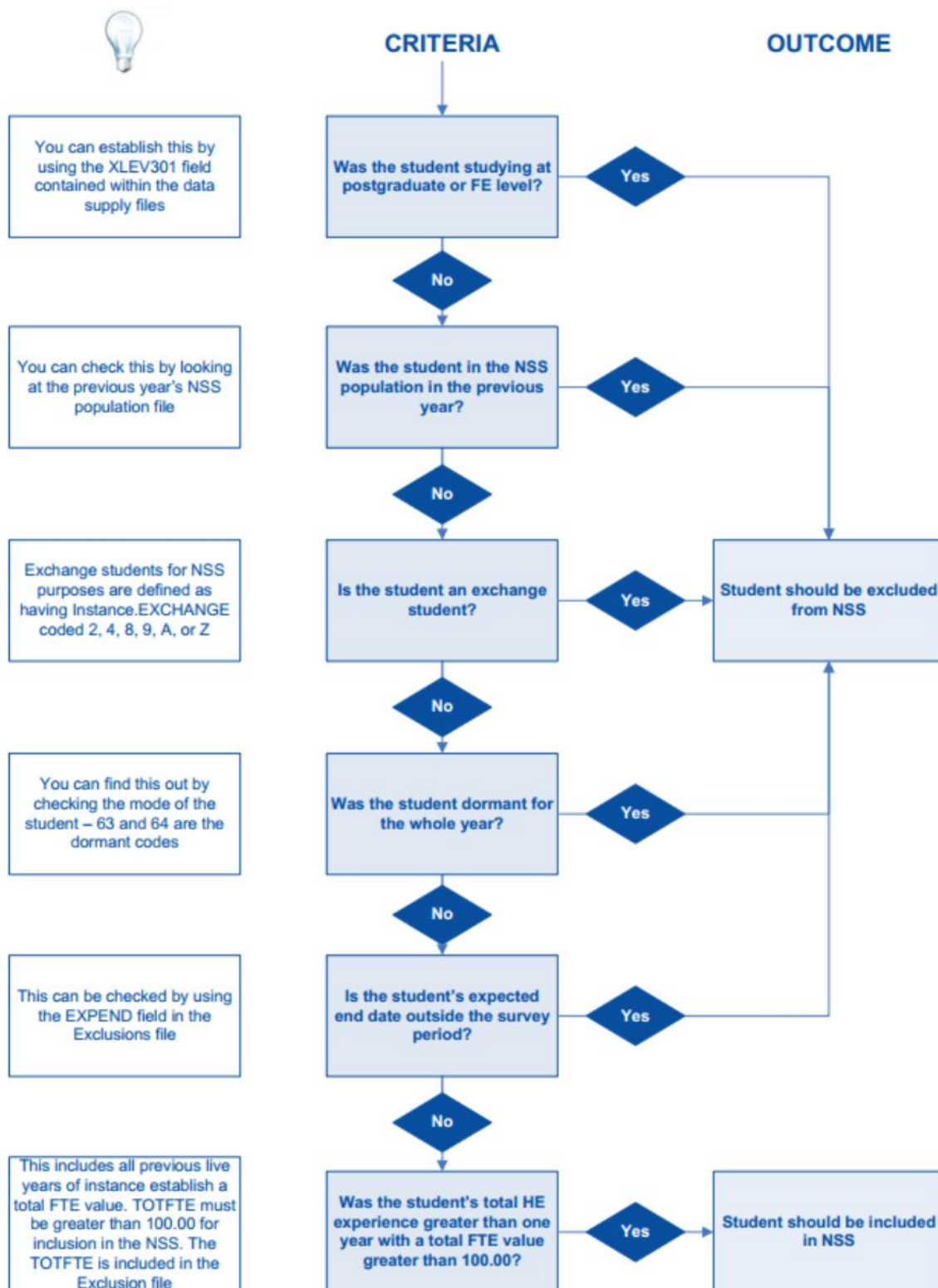
9 Appendix 1: NSS inclusion criteria

Figure 5: HESA flow diagram for NSS eligible students

10 Appendix 2: Comments analysis data

Primary category	Secondary category	Negative	Positive	Total
Academic support		**34**	**161**	**195**
	General/unspecified support	5	26	31
	Lecturer/tutor support	16	112	128
	PAT support	3	16	19
	Specialist support	10	7	17
Assessment and feedback		**68**	**18**	**86**
	Assessment- information/criteria	21	4	25
	Assessment- other	9	2	11
	Assessment- timing	6	0	6
	Feedback- other	2	0	2
	Feedback- quality	14	11	25
	Feedback- timing	16	1	17
General		**0**	**14**	**14**
Learning community		**7**	**29**	**36**
	Feeling part of a community	6	21	27
	Working with other students	1	8	9
Learning resources		**68**	**35**	**103**
	General	1	6	7
	IT resources- quality/availability	23	4	27
	Library resources- quality/availability	22	6	28
	Specialist resources- availability	16	17	33
	Learning spaces- quality/availabilty	6	2	8
Organisation and management		**82**	**16**	**98**
	Communication	11	4	15
	Course/module organisation	34	6	40
	General	7	0	7
	Staffing levels/staff attendance	19	0	19
	Timetabling	11	6	17
Other		**34**	**16**	**50**
	Funding/finance	4	0	4
	Local/college facilities	15	15	30
	Other	9	0	9
	Social	6	1	7
Personal development		**2**	**22**	**24**
	Career direction	1	2	3
	Intellectual development	0	12	12
	Interpersonal/employability skills	1	8	8
Student voice		**15**	**7**	**22**
	Complaints/feedback	11	7	18
	Student Union	4	0	4
Teaching on my course- content		**70**	**97**	**167**
	Breadth/module choice/structure	30	29	59
	Course resources- quality/availability	5	4	9
	Currency/relevance/interest	4	33	37
	Other	3	0	3
	Practicals/placements/fieldwork	19	30	49
	Workload/academic challenge	9	1	10
Teaching on my course- mode of delivery		**34**	**50**	**84**
	Class sizes	1	5	6
	Contact hours	5	0	5
	Flexibility	0	17	17
	Online/distance learning	21	19	40

	Other	0	4	4
	VC/Networked delivery	7	5	12
Teaching on my course- quality		**27**	**92**	**119**
	Other	2	1	3
	Research/experience-led teaching	1	12	13
	Staff enthusiasm/interest/knowledge	24	79	103
Total		**441**	**557**	**998**

University of the Highlands and Islands
Inverness College

Board of Management

Subject/Title:	Red Button Report 2017 / 18
Author: [Name and Job title]	Roddy Henry, Depute Principal
Meeting:	Learning, Teaching and Resource Committee
Meeting Date:	25th September 2018
Date Paper prepared:	14th September 2018
Brief Summary of the paper:	The attached report provides analysis of the content of issues logged via the Red Button 2017 -18.
Action requested: [Approval, recommendation, discussion, noting]	Noting
Link to Strategy: Please highlight how the paper links to, or assists with:** • compliance • partnership services • risk management • strategic plan • new opportunity/change	The report assists with a number of strategies' including Quality Assurance and Enhancement, Learning and Teaching, and Student Engagement.
Resource implications:	Yes / **No** **If yes, please specify**:
Risk implications:	Yes / **No** **If yes, please specify:** Operational: Organisational:
Equality and Diversity implications:	Yes/**No** **If yes, please specify:**
Consultation: [staff, students, UHI & Partners, External] and provide detail	N/A

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

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

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

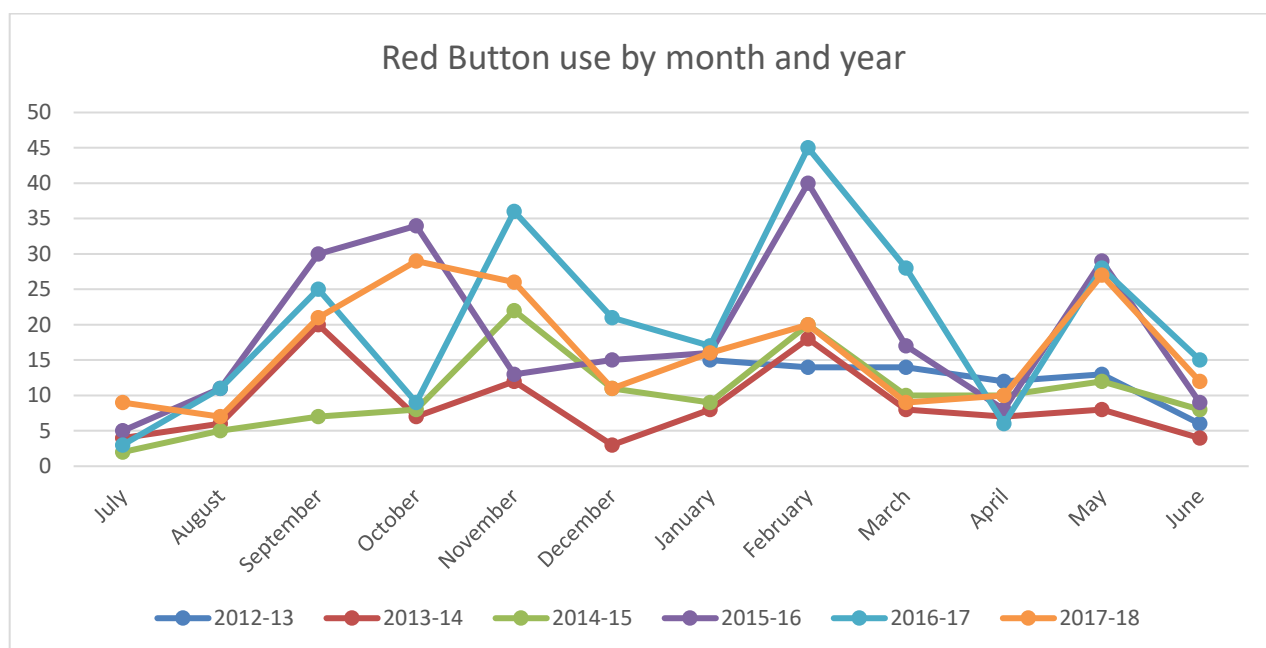Further guidance on application of the exclusions from Freedom of Information legislation is available via

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

http://www.itspublicknowledge.info/web/FILES/Public_Interest_Test.pdf
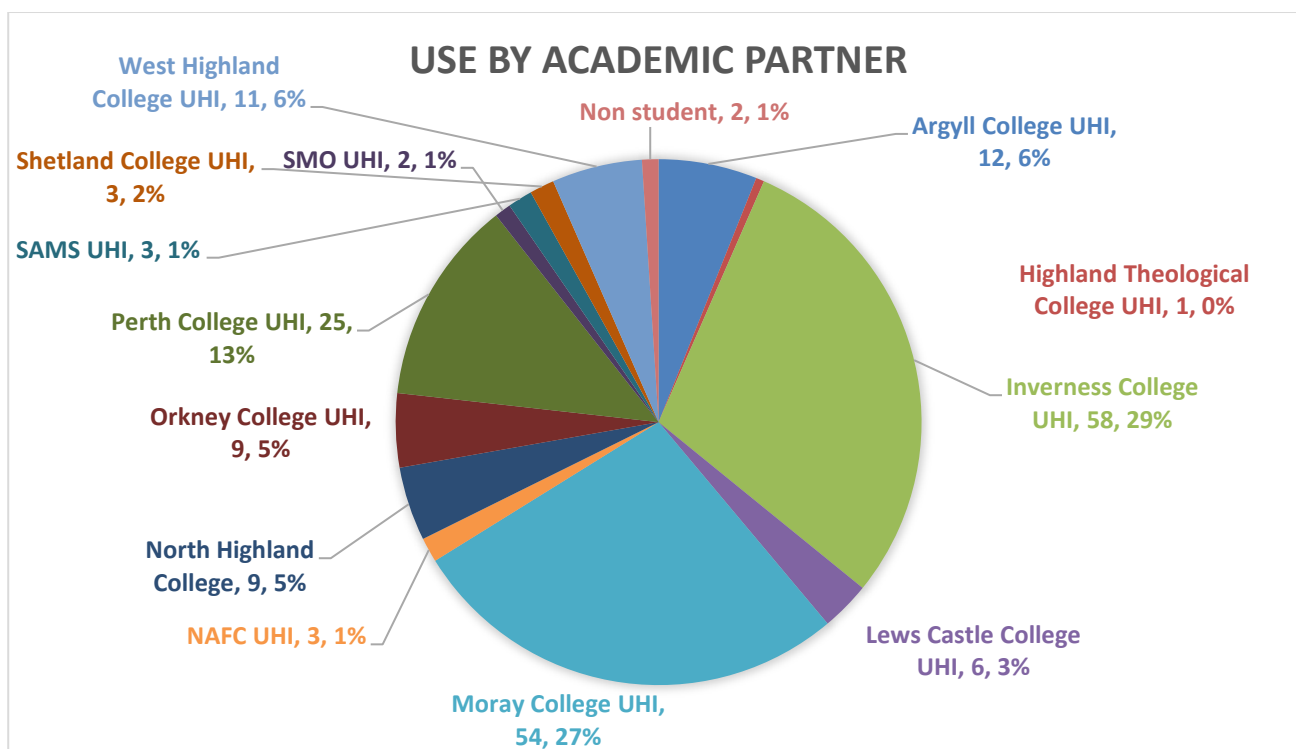
Red Button annual report 2017 - 18

1.0   Introduction

1.1   This report outlines the use of the Red Button student feedback system during 2017 – 18 academic year.

1.2   The Red Button is an informal feedback and problem resolution mechanism. Students are encouraged to submit questions, suggestions, issues of concern and positive feedback. Students are advised that they should raise any concerns with staff directly at their HAP in the first instance.

1.3   The number of Red Buttons relating to a particular Academic Partner or Subject Network should not necessarily be viewed as an indicator of poor quality: increasingly, students are using the Red Button to express satisfaction and a higher number of contacts can also reflect effective promotion of the service to students. Providing an early opportunity for student feedback and problem resolution through the Red Button is an important way to improve the student experience, and can affect measures of satisfaction, such as the NSS.

1.4   During the year, a total of 197 enquiries were received. In 2016-17, a total of 331 enquiries were received through the red button.

1.5   User satisfaction with the service continues to be extremely high.

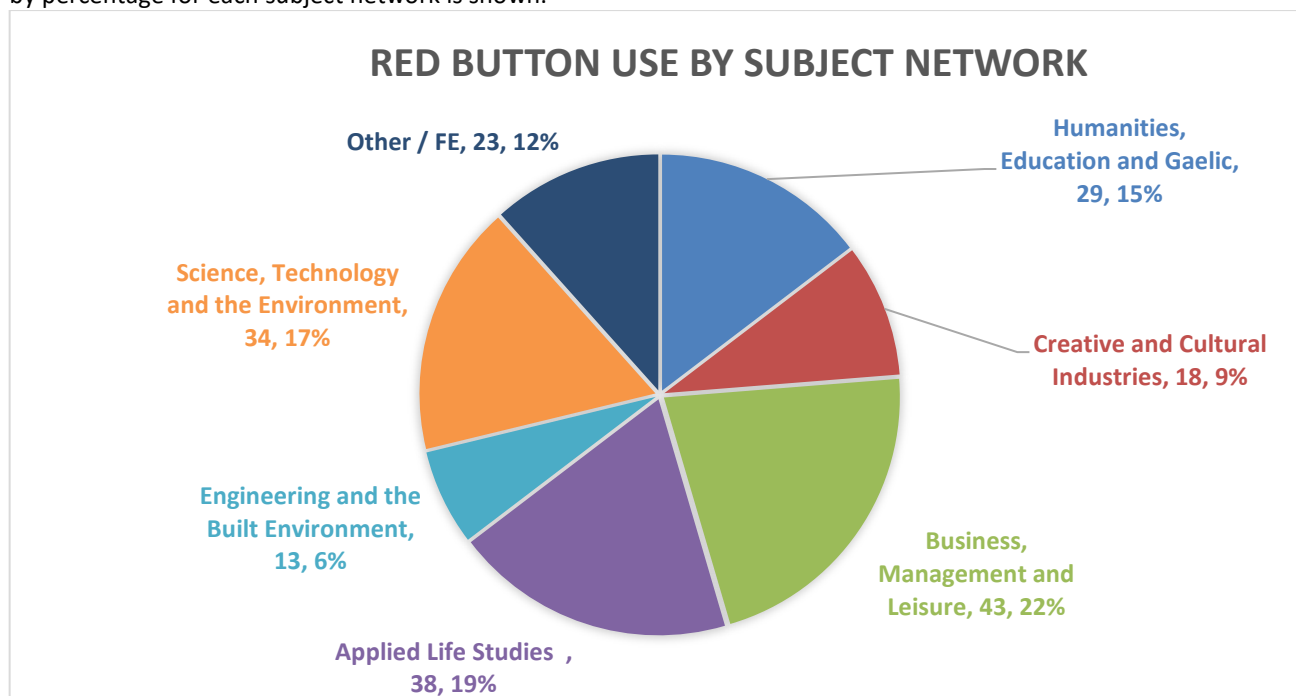1.6   The chart below shows use of the service by month and year:

2.0   Red Button Use by Academic Partner

2.1   The chart below shows use of the Red Button by academic partner for the academic year. All users were FE and HE students. The number of enquiries followed by percentage for each category is shown.

USE BY ACADEMIC PARTNER

West Highland College UHI, 11, 6%
Non student, 2, 1%
Argyll College UHI, 12, 6%
Shetland College UHI, 3, 2%
SMO UHI, 2, 1%
SAMS UHI, 3, 1%
Highland Theological College UHI, 1, 0%
Perth College UHI, 25, 13%
Inverness College UHI, 58, 29%
Orkney College UHI, 9, 5%
North Highland College, 9, 5%
NAFC UHI, 3, 1%
Lews Castle College UHI, 6, 3%
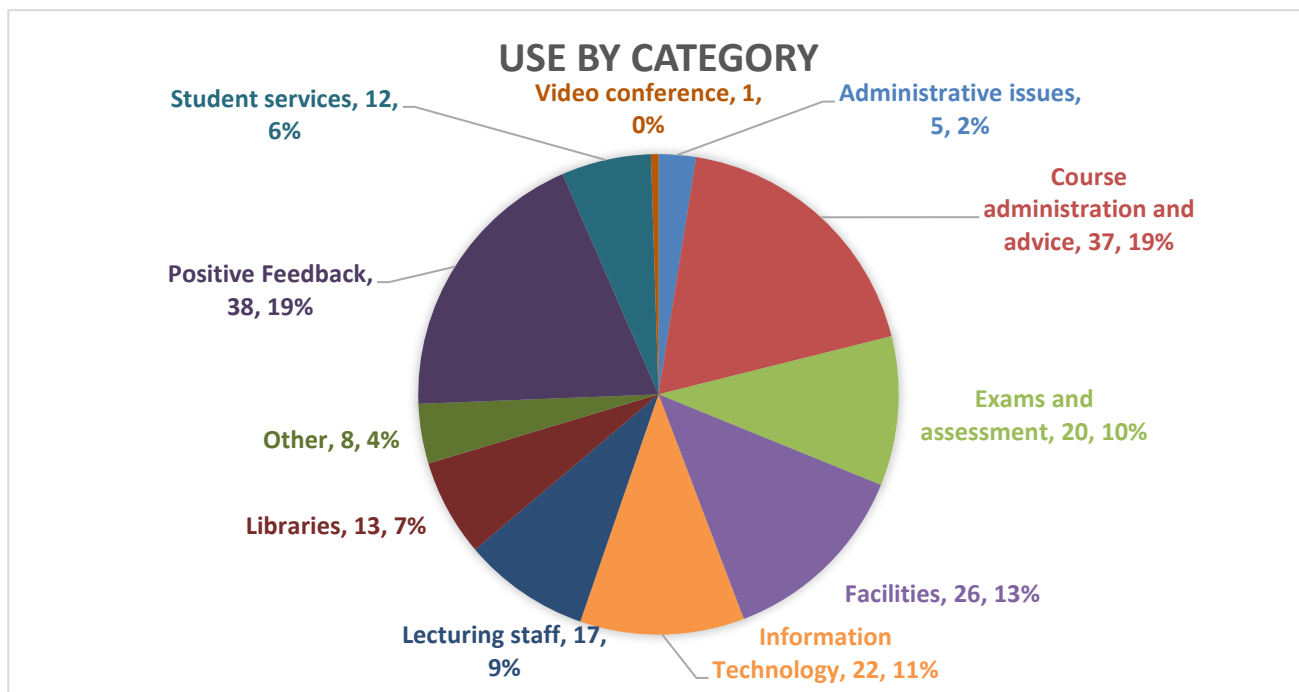Moray College UHI, 54, 27%

3.0   Use by Subject Network

3.1   Data is provided below on the use of the Red Button by subject network. The number of enquiries followed by percentage for each subject network is shown.

RED BUTTON USE BY SUBJECT NETWORK

Other / FE, 23, 12%
Humanities, Education and Gaelic, 29, 15%
Science, Technology and the Environment, 34, 17%
Creative and Cultural Industries, 18, 9%
Engineering and the Built Environment, 13, 6%
Business, Management and Leisure, 43, 22%
Applied Life Studies , 38, 19%

4.0   Use by Category

4.1   Almost every Red Button enquiry is different from the next: very individualised and personal to the students. However, it is important that we try to identify generic themes and issues which might point more systemic issues that might need to be addressed. The following chart categorises enquiries by theme. The number of enquiries followed by percentage for each category is shown.

4.2   Because of the widely varying nature of the issues, a complete table of enquiries received, together with the resolutions to the issues presented, is included in **Appendix 1.**
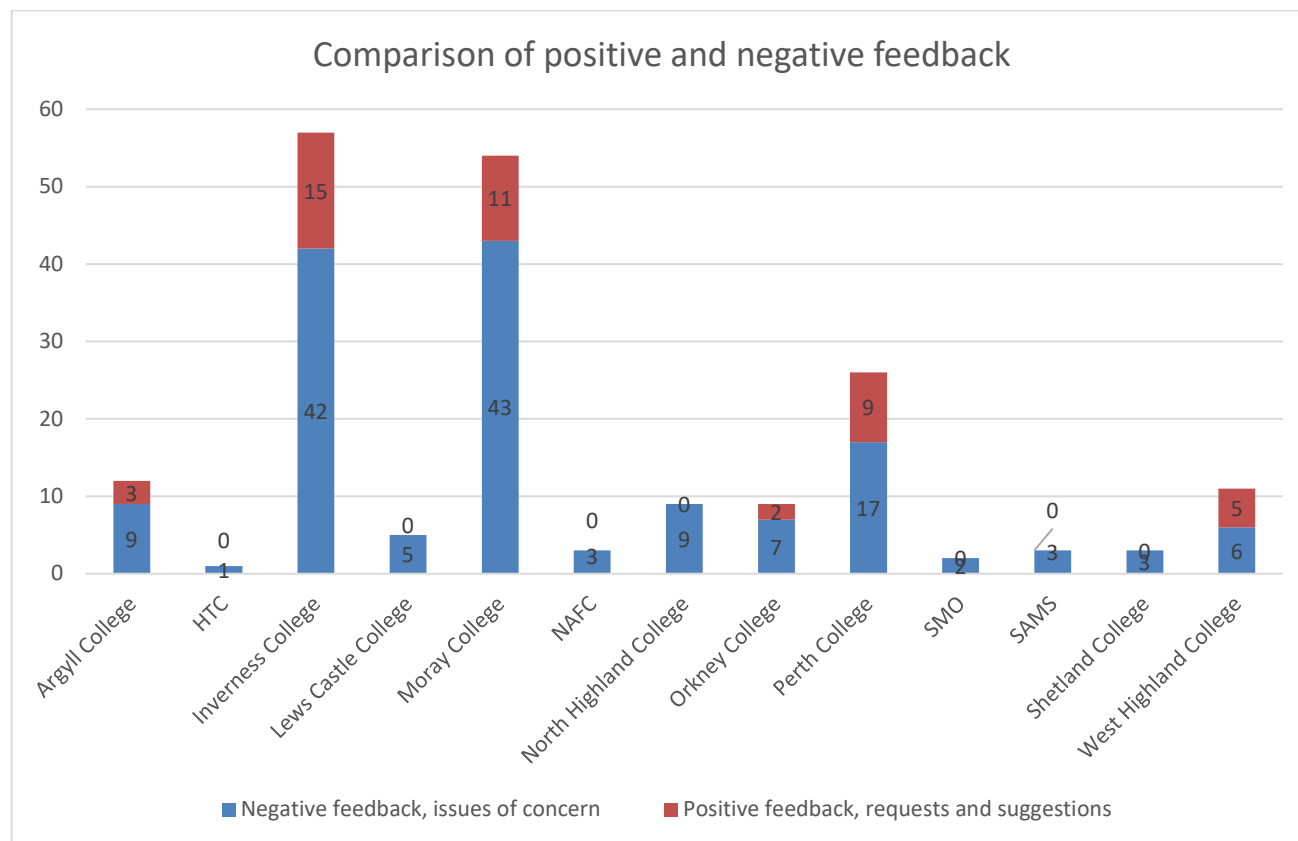
4.3   Analysis of enquiries. A brief analysis of enquiries this quarter is provided below:

4.3.1   Positive feedback. It is encouraging that one of the largest categories this year related to positive feedback from students who wished to state their thanks for various aspects of their course and student experience, especially the support of their lecturers.

4.3.2   Course administration and advice. A number of enquiries related to the organisation and running of programmes, replicating one of the recurring themes in the NSS.

5.0   Comparison of positive feedback and issues of concern

5.1   As well as being a method of raising issues of concern, students may also use the Red Button to provide feedback, ask questions, offer suggestions or express thanks. The following table shows the number of 'positive' and 'negative' enquiries received by academic partner. 'Positive' enquiries include questions, suggestions, praise and general requests for information, while 'negative' includes all instances where the student expressed dissatisfaction about an aspect of their university experience.

Comparison of positive and negative feedback

Dr Iain Morrison and Kevin Sinclair
July 2018

Appendix 1 – Summary of Red Button Enquiries and Resolutions for quarter 4, April to June.
Previous enquires for the year are listed in quarterly reports.

Date	Academic Partner	Subject Network	Category	Issue	Resolution
04/2018	Inverness College	Humanities, Education and Gaelic	Libraries	Student reported a lack of tables and chairs in the library, which is always busy. There also are not enough plug sockets for laptops.	The student's comments were passed to staff at the academic partner for consideration.
04/2018	Moray College	Science, Technology and the Environment	Other	Student is concerned about the lack of information being provided regarding the planned integration. Rumours of all classes being taught online by VC are causing anxiety and they feel the students should be kept informed.	The student was provided with a response from the HISA President detailing the integration process and assuring them that the students will be consulted.
04/2018	Inverness College	Science, Technology and the Environment	Exams and Assessment	Student feels the Mitigating Circumstances process is inflexible. The student had inadvertently arranged a trip abroad during the time when an exam was due to take place, having thought it was on a different day and was concerned at the choice of cancelling/rearranging the trip and losing money, or having the exam capped if they take it as a resit.	The student was advised that they are not eligible for Mitigating Circumstances, however their comments will be passed to relevant staff for future consideration regarding the process.
04/2018	Lews Castle College	Applied Life Studies	Libraries	Student is unhappy that people making noise within the library area are no longer reprimanded. The student feels this is really intrusive and interferes with those who are trying to study. They also stated that the creation of a Quiet Room has not alleviated the problem as staff cannot hear if this is being adhered to when the door is shut.	The student was advised that the library is an area for quiet study, but is not a silent zone. All users are encouraged to keep the noise level minimal, but it is acceptable for students to discuss group projects and areas of study. The library signs will be enhanced to reinforce this policy and staff will continue to encourage users to be respectful of others.
04/2018	Inverness College	Further Education	Facilities	Student has ordered breakfast from the canteen several times and is unhappy with the quality of the food provided. They also found a hair in one of their meals, and feels the food is overpriced.	Comments passed to relevant staff at college for consideration.
04/2018	Argyll College	Creative and Cultural Industries	Lecturing Staff	Student was concerned that the lecturer they had since the start of the year was being replaced, just before all of the assessments were due and close to the end of the year.	The student's concerns were acknowledged and they were reassured by the college that the new lecturer would be aware of the work carried out and provide the same standard of support as their current lecturer. The new

Date	Academic Partner	Subject Network	Category	Issue	Resolution
					lecturer is a return of the permanent post holder.
04/2018	Inverness College	Science, Technology and the Environment	Information Technology	Student is trying to top up their E-pay account to use the printers however none of the entered card details were censored, which the student felt was unsafe and could lead to them being copied by others.	Student was advised a credit card masking option is not available on E-pay, however the confirmation screen, receipts and confirmation emails are masked. The details will only be visible during set up.
04/2018	Inverness College	Further Education	Positive feedback	Student wished to thank the staff member who helped with their additional needs and provided liaison with the exam board.	The student was thanked for their feedback, which was passed on to relevant staff.
04/2018	Inverness College	Further Education	Positive feedback	Student would recommend their lecturer to others.	The student was thanked for their feedback, which was passed on to relevant staff.
04/2018	Inverness College	Humanities, Education and Gaelic	Facilities	Student does not believe there is enough parking and reported having to 'abandon' their car at times to make it to a meeting or lecture.	Student was advised there are 575 parking bays spread over 3 separate parking areas, and the estates team carry out parking management duties regularly to ensure the correct use of the facilities. The relocation of the bus stop, improvements to cycle storage, and alternative management systems for the car park are all currently being considered, to encourage all modes of transport.
05/2018	Orkney College	Humanities, Education and Gaelic	Course administration and advice	Student requested a refund for a specific module, which they felt was 'miss-sold' to them. They expected it to be on a specific area but the claimed tutor covered a different area, amongst other things.	Following a full complaints investigation it was concluded that none of the issues raised were upheld and a refund was not warranted.
05/2018	Perth College	Applied Life Studies	Information Technology	Student reported they are unable to log-in to Blackboard as it is not recognising their user name and password.	Servicedesk confirmed they have checked the student's account and there are no issues. A successful test was also performed. The student was advised to contact Servicedesk directly if the problem continues.
05/2018	Inverness College	Business, Management and Leisure	Libraries	Students have been advised that an exhibition in the LRC, for 6 weeks, will require tables and chairs (without computers) to be moved. This will limit the space for those using their own laptops, particularly if they need to be near a socket.	The student was informed that additional study desks will be added to the remaining area available during the exhibition. Power units will also be provided to offer extra sockets.
05/2018	Inverness College	Business, Management and Leisure	Libraries	Student reported the LRC is very small with a limited number of sockets. Today students were	The student was informed that additional study desks will be added to the remaining area

Date	Academic Partner	Subject Network	Category	Issue	Resolution
				asked to move to the foyer area as an exhibition will be taking place, for 6 weeks. The student feels it is not an appropriate area for this during such a busy period and is finding the situation stressful as it is impacting their studying.	available during the exhibition. Power units will also be provided to offer extra sockets.
05/2018	Perth College	Humanities, Education and Gaelic	Information Technology	Student reported they are unable to access the internet whilst using the main library.. The student felt the staff were unhelpful..	The student was advised that any breakdown in communication on this occasion was not intended, and staff always work with a high level of professionalism and courtesy towards all library users.
05/2018	Inverness College	Business, Management and Leisure	Positive Feedback	Student reported their lecturer had 'excelled themselves' with organised lectures and the support offered. The lecturer treats students like equals and is also very knowledgeable in the subject area. The student has found it a pleasure to attend the lectures.	The student was thanked for their feedback, which was passed on to relevant staff.
05/2018	Perth College	Business, Management and Leisure	Positive Feedback	Student has found their lecturer to be very knowledgeable and well organised, and the VC presentations to be excellent. The lecturer is also very supportive and provides informative feedback. The student wished to thank the lecturer for all their support.	The student was thanked for their feedback, which was shared with relevant staff.
05/2018	Inverness College	Business, Management and Leisure	Positive feedback	Student said their lecturer was excellent and very knowledgeable. The lecturer is also a PAT and the support they've provided has had a direct affect on the student remaining on the course after a difficult period.	The student was thanked for their feedback, which was passed on to relevant staff.
05/2018	Inverness College	Business, Management and Leisure	Positive feedback	Student wished to thank their lecturer, who has been very supportive and helped the student to pass an exam after a very stressful semester. The lecturer is also very knowledgeable in the subject area, and treats the students kindly.	The student was thanked for their feedback, which was passed on to relevant staff.
05/2018	Inverness College	Business, Management and Leisure	Positive feedback	Student wished to thank all the staff and lecturers they have come into contact with. The student has had a very difficult year and has found the staff	The student was thanked for their feedback, which was passed on to relevant staff.

Date	Academic Partner	Subject Network	Category	Issue	Resolution
				very supportive, and the lecturers have treated them with respect. The student has found it a pleasure to study on the course and would highly recommend it, and the university.	
05/2018	North Highland College	Business, Management and Leisure	Exams and assessment	Student is concerned they have not received any feedback on their assignments. Having failed two assessments they are unsure where they went wrong and how they can improve. The student emailed their lecturer asking about their options but has not received a reply or an acknowledgement.	Staff investigated the situation and it is possible the student is not accessing the Grade Centre fully, as comments have been included on the assessments there. It was also confirmed the lecturer did respond to the student's email, when they had a chance to read it.
05/2018	Perth College	Creative and Cultural Industries	Facilities	Student was in touch stating that they experienced bullying and harassment from other students within halls.	The student met with a member of the Wellbeing and Support team to deal with the situation, and will continue to meet with them weekly.
05/2018	Moray College	Further Education	Positive feedback	Student wished to thank the lecturer for delivering a 'wonderful module' which they enjoyed.	The student was thanked for their feedback, which was passed on to relevant staff.
05/2018	North Highland College	Humanities, Education and Gaelic	Student services	Student feels there is a lack of community for Humanities students. Due to the nature of their modules, the students on the history course only come in three times a week for 2-hour lectures, and it feels like they are not part of the college. The students would like to see a mentoring system in place where they could link up with other Humanities students in their 1st-4th years or higher, to give advice and support.	The student was advised to contact the Student Engagement Manager to discuss the existing University mentoring scheme. An informal get together for students on the same course was also suggested, and the student was advised to contact Guidance staff who may be willing to circulate information on their behalf.
05/2018	West Highland College	Applied Life Studies	Student services	Student does not feel they have received the support they are entitled to this year.	When asked for further details, the student retracted their comments
05/2018	Not provided	Not provided	Lecturing staff	Student was stated that they were disappointed they did not see their PAT and did not receive a response to their emails.	As the student had not provided their details it was not possible to pass this on to the staff involved.
05/2018	North Highland College	Humanities, Education and Gaelic	Student Services	Student feels there is a lack of community for the humanities students. There are only four on the course this year and lectures are only a couple of times per week, which is making them feel as if they are not	The students were contacted to arrange discussions around setting this up.. It was suggested it could be for all students who are studying in isolation or in small groups and used as a platform to promote the more

Date	Academic Partner	Subject Network	Category	Issue	Resolution
				really part of the college. The group believe that some sort of mentoring system would help.	formal academic mentor groups to those who need it.
05/2018	Perth College	Applied Life Studies	Positive feedback	Student felt the team were 'fantastic' and they have received significant support from several academic staff to deal with mental health issues. They are hoping to stay for postgraduate study and feel it is a 'great place to study'.	Student was thanked for their feedback, which was passed to relevant staff.
05/2018	Moray College	Business, Management and Leisure	Positive feedback	Student wanted to thank the staff on their course and the 'brilliant' teaching they provided. The student's experience has encouraged them to continue to the HND.	The student was thanked for their feedback, which was passed on to relevant staff.
05/2018	Argyll College	Not provided	Information Technology	It was reported that this student account was sending spam emails to various people.	Servicedesk disabled the account, which will require a full security check before reactivation.
05/2018	Inverness College	Business, Management and Leisure	Libraries	Student found it difficult to work in the LRC due to a singing performance taking place outside.. As the student was studying for final exams and assessments they found this very stressful, and they feel advance notice should have been given so people had the opportunity to make alternative arrangements.	It was acknowledged that the performances had caused significant disruption, and LRC staff were not made aware of this beforehand which is why no advance notice was given to other students. Work is being undertaken to improve communications ahead of scheduled events, to avoid the issue in future. An apology was given for the stress this caused the student.
05/2018	Inverness College	Business, Management and Leisure	Libraries	Student is studying for exams and is frustrated that they have been asked to move on numerous occasions to facilitate the work of the art department. The area has also been disrupted due to exhibitions and performances, which include loud singing. There has been no advance warning of any of the disruptions and it is causing the student considerable stress.	It was acknowledged that the performances had caused significant disruption, and LRC staff were not made aware of this beforehand which is why no advance notice was given to other students. Work is being undertaken to improve communications ahead of scheduled events, to avoid the issue in future. An apology was given for the stress this caused the student.
05/2018	Inverness College	Business, Management and Leisure	Libraries	Student reported significant disruption due to a series of exhibitions and performances by the art department. Some of these were filmed, which caused added disruption, and the student found it very	It was acknowledged that the performances had caused significant disruption, and LLRC staff were not made aware of this beforehand which is why no advance notice was given to other students. Work is being undertaken to improve

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				stressful as they were trying to study for their exams.	communications ahead of scheduled events, to avoid the issue in future. An apology was given for the stress this caused the student.
05/2018	Argyll College	Not provided	Other	Student reported positive and negative experiences in relation to attending a course by VC. They student felt the technology was 'amazing' and praised the assistance from site managers as well as the teaching. The downside of coming in by VC from a remote and rural location was that the student did not feel they had peer support, or an opportunity for discussion with their classmates.	The student was thanked for their feedback, which was passed on to relevant staff.
05/2018	Moray College	Applied Life Studies	Positive feedback	Student expressed their thanks for the support and continuous encouragement they have received from their lecturers.	Student was thanked for their feedback, which was passed on to relevant staff.
05/2018	Inverness College	Business, Management and Leisure	Other	Student feels that with a variety of nationalities studying at UHI, extra curricular language courses would be beneficial. This would also be relevant to students going abroad with Erasmus.	Student was thanked for their suggestion, which was passed on to the manager of the curriculum area for consideration.
05/2018	West Highland College	Applied Life Studies	Exams and Assessment	Student emailed their tutor to advise they would not be able to submit their essay on time, due to personal issues, and the tutor replied the next day to confirm they had to submit by midnight. The student feels they are being treated unfairly and that their mental health problems are not being taken into account.	The student was given an extended deadline although it was confirmed they have not approached their PAT for any additional support which has been offered.
06/2018	Perth College	Applied Life Studies	Student Services	Student has arranged for an autistic speaker to come along a residential weekend for their course. They requested funding to cover the speaker's travel costs and possible a small fee.	The Dean of Students confirmed the university would pay for the speaker's expenses, however payment of a fee is not allowed.
06/2018	Inverness College	Not provided	Exams and Assessment	Student requested an extension for an exam resit.	Student was advised they need to contact their module leader or PAT to request this.
06/2018	Inverness College	Engineering and the Built Environment	Lecturing Staff	Student felt that their lecturer is marking their work as a fail, even though they have followed all the given corrections they	Following an investigation and interviews with the lecturer and the student's PAT, the complaints were not upheld.

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				have been asked to do and says they are not receiving the same support and help as others in the class.	
06/2018	Moray College	Applied Life Studies	Positive feedback	Student has completed their course and wished to thank the lecturer for their support and encouragement. They found the lecturer's passion and enthusiasm had a positive effect on their learning, and believes it helped them to pass.	The student was thanked for their feedback, which was passed on to relevant staff.
06/2018	Inverness College	Business, Management and Leisure	Exams and Assessment	Student finished their course on 7th June and contacted their lecturer to enquire if they had passed the assessments and reports they had submitted. The student felt the response was 'unhelpful' as the lecturer simply stated they would get back to them.	The Programme Development Manager confirmed to the student that they had been successful in completing the unit.
06/2018	Moray College	Applied Life Studies	Lecturing Staff	Student felt they had been deliberately embarrassed by the lecturer in front of the class, about their spelling, even though it is known that the student is severely dyslexic.	Further information was requested from the student to allow investigation, however the student did not respond.
06/2018	Moray College	Creative and Cultural Industries	Exams and Assessment	Student reported 'unfair marking and favouritism' in the art school	The student was asked for additional information, but reported they had an appointment with the Student Services Manager and would speak to them directly about the issue.
06/2018	Moray College	Science, Technology and the Environment	Other	Student reported others were using the computers on the last day to watch videos and other non-work related things, which was very distracting and causing them to struggle to concentrate. The student feels college resources should only be used for work purposes.	Following an investigation it was confirmed that the student chose to go into the room to complete their coursework, even though they were made aware that others would be using the computers for down-time. The complaint was not upheld.
06/18	Shetland College	Creative and Cultural Industries	Exams and Assessment	Student awaiting feedback 27 working days after submission. They received an stating it would be late due to exceptional circumstances . The student noted this email was exactly the same as one they received last year, and this is the 3rd time they have had to wait this long so they feel it is not actually an 'exceptional	The department had been moving to Blackboard to provide grades and feedback rather than the current email system, which was intended to ensure consistency and support students in accessing their grades following UHI timescales. The student was contacted and advised how to access this.

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				circumstance' and is instead becoming the norm.	
06/2018	Orkney College	Science, Technology and the Environment	Libraries	The student was surprised that the library is unavailable in the evenings and at weekends, given it is an important resource.	The student was informed their comments will be passed to relevant staff, for consideration.
06/2018	Orkney College	Science, Technology and the Environment	Course Administration and Advice	Student took part in an exchange programme in Canada, however they did not gain enough credits which leaves them unable to complete the course and graduate with their fellow classmates this year.	It was agreed the student could enrol on a summer course which will provide them with the necessary number of credits. Providing the student passes these modules, they will be able to graduate in September.
06/2018	West Highland College	Creative and Cultural Industries	Exams and Assessment	The student is frustrated that, although they know their module results, they do not know their degree classification despite it having been confirmed at the tier 2 board a week ago. They have not been given a date when this information will be available, and this is preventing them from planning future steps and also informing their current employer.	The student was informed that an email will be sent mid-July to confirm their eligible award, including classification. This will then be presented to the Academic Council on 30th July for endorsement and the certificate will be sent out on this date.