

Meeting	Learning, Teaching and Research Committee
Date and time	Tuesday 4 December 2018 at 8.30 a.m.
Location	Boardroom, 1 Inverness Campus

College Secretary
28 November 2018

AGENDA

Welcome and Apologies

Declarations of Interest

ITEMS FOR DECISION

1. **MINUTES**
Minutes of Meeting of the Learning, Teaching and Research Committee held on 25 September 2018
2. **OUTSTANDING ACTIONS**
Action list
3. **POLICIES**
 - a. Supporting Student Carers
 - b. Admissions
 - c. Tertiary Learner Support
 Covering reports by Head of Student Services

ITEMS FOR DISCUSSION

4. **SAFEGUARDING ANNUAL REPORT (CONFIDENTIAL)**
Report by Head of Student Services
5. **GENDER ACTION PLAN**
Report by Head of Student Services
6. **STRATEGIES – REVIEW OF PROGRESS**
 - a) **Research**
Report by Head of Research Development
 - b) **Access and Inclusion**
Report by Head of Student Services
7. **STAKEHOLDER ENGAGEMENT SURVEY**
Report by Depute Principal

8. **CURRICULUM REVIEW – PROGRESS REPORT**
Report by Head of Curriculum
 9. **STUDENT EXPERIENCE 2017-18 & EARLY 2018-19**
Report by Quality Manager
 10. **STUDENT RECRUITMENT 2018/19 – UPDATE**
Report by Depute Principal
 11. **EARLY STUDENT RETENTION/WITHDRAWAL 2018-19**
Report by Depute Principal
 12. **CORPORATE PARENTING PLAN - ANNUAL REPORT**
Report by Head of Student Services
 13. **STUDENT PARTNERSHIP AGREEMENT**
Joint Report by Head of Student Services and HISA Inverness President
 14. **HISA INVERNESS - REPORT**
Joint Report by Student Association Coordinator and HISA Inverness President
 15. **QUALITY ENHANCEMENT**
Report by Depute Principal
 16. **QUALITY CONVERSATION (CONFIDENTIAL)**
Report by Principal
 17. **AOCB**
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ITEMS FOR NOTING

18. **DATE OF NEXT MEETING**
Tuesday 5 March 2019 at 8.30 a.m.

If any member wishes to add an item of business to the Agenda, please inform the Chair and the Board Secretary as soon as possible. Additional items of business will **only** be considered for inclusion in the agenda in advance of the start of the meeting.

Board of Management

MINUTES of the MEETING of the LEARNING AND TEACHING COMMITTEE held in the Boardroom, 1 Inverness Campus on Tuesday 25 September 2018

PRESENT: Sarah Burton, Robyn Kennedy, Helen Miller, Fiona Neilson, Shawna McKinnon, Chris O'Neil, Tom Speirs

CHAIR: Sarah Burton

APOLOGIES: Andrew Bowie

ATTENDING: Depute Principal
Head of Curriculum
Head of Student Services
Secretary to the Board of Management

1. MINUTES

The Minutes of the meeting of the Learning and Teaching Committee held on 5 June 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. GUIDANCE POLICY

A report by the Head of Student Services explained that only minimal changes had been made to the policy as it was expected that a shared UHI policy would be developed in the future.

The Committee **APPROVED** the revised guidance policy subject to a review of Section 4.1 – Legislative framework.

4. STUDENT OUTCOMES AND SATISFACTION RATES 2017/18

A report by the Depute Principal provided a summary of provisional performance indicators (PI) for student outcomes and satisfaction rates for 2017-18.

- Success rates on the college's full-time FE programmes had improved for the fifth year running and were now among the best in the sector, based on the 2016-17 sector returns. Part-time FE outcomes looked 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 had improved after a decline in 2016-17
- The overall pass rate for students taking Higher exams 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 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.

- Student satisfaction rates had 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.

There was one area of concern, namely the Higher Care pass rate which had fallen substantially from the previous year. Other colleges had also experienced a similar unexplained drop. The College Development Network (CDN) Care group was looking into this.

The Committee **WELCOMED** the provisional figures and discussed the actions, which had been put in to address the early withdrawal rates.

5. **STUDENT ACTIVITY 2017-18 AND STUDENT RECRUITMENT 2018-19**

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

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

Early indications of the recruitment for the current academic year suggested a slight positive variance on this time last year. The target for FE in 2018-19 was slightly down on last year (29,211 compared to 29,507), and the target for HE was similar to the 2017-18 outturn (1,608 compared to 1,595.4).

The Committee **NOTED** the positive position.

6. **STUDENT PARTNERSHIP AGREEMENT 2018-19**

A joint Report by the Head of Student Services and Student President provided an update on the progress made with the formal Student Partnership Agreement (SPA) for session 2018-19. The SPA would help to give clarity around what students could and should expect from their experience at IC UHI, but would also make clear what their responsibilities were as part of that. The 2018-19 SPA was different from previous years in that there were now eight themes within the agreement, which encompassed every aspect of the student experience. HISA and the College had chosen three of these themes, as enhancement themes for 2018-19, and these would dovetail into the themes identified by HISA regionally. This was an exciting new approach to enhancing aspects of the student experience, which tied in closely to the work which was progressing with sparqs.

The Chair welcomed this new approach to the SPA with three focussed themes, which would provide richer information on the student experience

The Committee **NOTED**

- the successful Freshers Fayre, the Clubs and Activities Fayre and the Pub Quiz night, which were all part of the early student experience.
- with concern, the current small number of class representatives and **REQUESTED** that information be provided to future meetings on how many class representatives were actively engaged in the role as it was important to understand the impact of their engagement.

7. **HIGHLANDS AND ISLANDS STUDENT ASSOCIATION (HISA) REPORT**

A joint report by the Student Association Coordinator and the Student President provided an update of HISA Inverness activity at the beginning of the 2018-19 academic year as follows:-

- The paid executive officers, namely President, Vice President Education and Vice President Activities and Welfare
- Class representatives registration and training
- Fresher's Events
- Student Partnership
- Clubs and Societies
- Volunteer Elections

The Committee considered the report and were happy to provide their support in encouraging the registration of class representatives.

The Chair raised the question of who was responsible for health and safety during any club or society activity, which was held off site.

The Committee **REQUESTED** that a report be submitted to the next meeting on where liability sat for these types of activities.

8. **STRATEGIES – REVIEW OF PROGRESS**

A report by the Depute Principal provided a summary of progress for a number of the strategies, which came under the oversight of Committee.

The Chair welcomed the format of the report and it was agreed that this should be used in the future.

The Committee discussed at some length the progress being made and asked a number of questions.

It was **AGREED** that a report on the stakeholder survey and a report providing an update on the curriculum review (which would help inform how the committee received information on scenario planning) would be submitted to the next meeting in December.

9. **EDUCATION SCOTLAND – DRAFT EVALUATIVE REPORT AND ENHANCEMENT PLAN (EREP)**

The Depute Principal provided a verbal update on progress with the EREP and referred to the key dates for meetings with Education Scotland. The final report had to be submitted by 31 October. It was proposed that a draft report would be available for the Board of Management meeting on 11 October.

There was discussion on the process for Board approval of the final report and it was **AGREED** that this would be determined once the Board was advised of what changes, if any, were required after the pre endorsement meeting on 17th October.

10. **REVIEW OF QUALITY ARRANGEMENTS**

A joint report by the Depute Principal and Quality Manager advised that following a review of the college's quality arrangements, a revised approach to self-evaluation was being piloted in 2018-19. The approach was 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 were also piloting the approach as part of the regional project to harmonise FE quality arrangements. Workshops as part of the review had been titled 'Evaluation for Improvement', indicating the emphasis on the outcomes of the evaluation process. Some staff development had taken place with further sessions planned.

The Committee welcomed this structured approach which placed emphasis on the key aims and looked forward to receiving a progress report later in the year.

There was a brief discussion on the current vacancies in a number of Programme Development Manager positions. Interim arrangements for the curriculum areas had been put in place until January 2019. Consideration was being given to families of courses and this was being considered as part of the wider curriculum review

11. 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 had been made against all actions with only one still to complete.

The Committee was pleased to **NOTE** the progress being made and **AGREED** that as the last action referred to the PDR process, that further updates be submitted to the Human Resources Committee.

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

12. EXTERNAL VERIFICATION SUMMARY 2017/18

A report by the Head of Curriculum provided an overview of the outcomes of external verification (EV) by awarding bodies during the academic year 2017-18.

13. COMPLAINTS ANNUAL REPORT 2017/18

The annual report covered the period from 1 July 2017 to 30 June 2018. Although there had been an increase in the number of complaints made and *the number of complaints upheld, this was seen as positive as the college could provide feedback and take any appropriate actions.*

14. NATIONAL STUDENT SURVEY 2017/18

The results of the national student survey 2017/18 had been disseminated to show the position of UHI.

15. RED BUTTON REPORT 2017/18

The Red Button was an informal feedback and problem resolution mechanism used across UHI where students were encouraged to submit questions, suggestions, issues of concern and positive feedback.

16. DATE OF NEXT MEETING

Tuesday 4 December 2018 at 8.30 a.m.

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 December 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	COMPLETE
25 September 2018				
Item	Action	Responsibility	Time Line	Actioned
Guidance policy	Approved subject to review of legislative framework	Head of Student Services	15 th October	COMPLETE
SPA – Class reps	information be provided on how many class representatives were actively engaged in the role as it was important to understand the impact of their engagement.	Head of Student Services	Future meetings	
HISA	Report on where health and safety liability sat when activities were held off site	Chief Executive, HISA Head of Student Services	For 4 th December meeting	
Strategies, Review of Progress	Report on Stakeholder survey to next meeting Progress report on Curriculum review (which would help inform how the committee received information on scenario planning)	Depute Principal Depute Principal	For 4 th December meeting For 4 th December meeting	
EREP	Determine process for approval after board meeting and following pre endorsement meeting	Chair and Board Secretary	>pre endorsement meeting on 17 th October	COMPLETE
Higher media action plan	Progress with outstanding action on PDR to be submitted to the HR committee	Director of organisational Development	December meeting	COMPLETE

Board of Management

Subject/Title:	Supporting Student Carer Policy
Author: [Name and Job title]	Lindsay Snodgrass, Head of Student Services
Meeting:	Learning, Teaching & Resource Committee
Meeting Date:	4 December 2018
Date Paper prepared:	13 November 2018
Brief Summary of the paper:	<p>Purpose of report / Summary The purpose of the policy is to ensure that student carers have access to accessible and inclusive support to help them to achieve their full potential</p> <p>Background Research performed by the Carers Trust highlighted that student carers experience many challenges in balancing further/ higher education and caring responsibilities. Carers who have the opportunity to pursue further/higher education should not be negatively impacted because of their caring responsibilities.</p> <p>The research showed the following</p> <p>Half the days carers spent at college or university were affected because of caring. This could be coming in late, leaving early or absence for the whole day. Student carers are four times more likely to drop out of college or university than their peers. 42% had paid employment alongside time spent in education and caring to support them in their studies.</p> <p>Main body of information The Student Carers Policy aims to set out Inverness College UHI's commitment to breaking down barriers to education for student carers and helping them reach their academic potential</p>
Action requested: [Approval, recommendation, discussion, noting]	The Committee is asked to consider the new Supporting Student Carers policy and recommend it to the Board of Management for approval.

Link to Strategy: Please highlight how the paper links to, or assists with:: <ul style="list-style-type: none"> • compliance • partnership services • risk management • strategic plan • new opportunity/change 	To further develop our accessible and inclusive support for students to enable them to achieve their full potential		
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	The policy was discussed at Scrutiny Panel (5 June 2018) and then distributed for staff consultation (19 June – 10 July 2018). The policy was then presented to SMT (19 September 2018) and approved for progression to the L, T & R Committee.		
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.itspubliknowledge.info/ScottishPublicAuthorities/ScottishPublicAuthorities.asp> and

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



Supporting Student Carers Policy

REFERENCE: PL/CL/2018/001

Policy Owner	Head of Student Services
Lead Officer	Head of Student Services
Review Officer	Access and Progression Manager
Date first approved by BoM	
First Review Date	
Date review approved by BoM	
Next Review Date	
Equality impact assessment	Yes
Further information (where relevant)	

Reviewer	Date	Review Action/Impact

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DRAFT

1. Policy Statement

Inverness College UHI is committed to widening access and to providing equity of opportunity to all learners to help ensure that all students are supported to reach their full potential. Inverness College UHI are therefore committed to supporting student carers and being as flexible as possible to assist at all stages of the learning journey.

Our Access and Inclusion Strategy underpins and guides all we do and provides an umbrella under which every aspect of the student journey is encompassed. Student carers, along with other priority groups, are highlighted in our strategy as a particular group who may require some additional support to enter education and achieve a successful outcome. Inverness College UHI are a corporate partner of the Carers Trust, through achievement of the Carers Trust Award in May 2018, and work in partnership to support student carers.

2. Legislative framework/related policies

2.1. Relevant legislation.

- 2.1.1. The Equality Act (2010)
- 2.1.2. Carers (Scotland) Act (2016)
- 2.1.3. Carers (Scotland) Bill (2015)
- 2.1.4. General Data Protection Regulation (GDPR) (2018)
- 2.1.5. The Data Protection Act (1998)

2.2. This policy should be understood in conjunction with the other College policies and documentation.

- 2.2.1. Additional Support Needs Policy
- 2.2.2. Admissions Policy
- 2.2.3. Guidance Policy
- 2.2.4. Access and Inclusion Strategy
- 2.2.5. Equality and Diversity Strategy
- 2.2.6. Information Security Policy

3. Scope

This policy covers advice and guidance to students who, at any point during their studies at Inverness College UHI have caring responsibilities.

- 3.1. Inverness College UHI use the Carer's Trust definition of a Carer. Students who, at any point during their studies at Inverness College UHI, "provide unpaid care for a friend or family member who due to illness, disability, a mental health problem or an addiction cannot cope without their support."

Inverness College UHI have a role in advising and supporting students who already are, or who anticipate becoming carers, as well as providing the same advice and support to prospective students making enquiries.

- 3.2. This policy covers both prospective and current Inverness College UHI students who have an unpaid caring responsibility as defined in 3.1.
- 3.3. Confirming student carer status is the responsibility of the student. Declaration of carer status can be made as part of our admissions process; at interview or enrolment; to the Personal Academic Tutor; or to any member of staff at any point during the student journey.
- 3.4. As carers exist in a variety of different situations, proof of status can come from many different sources. Some examples of what can be provided as evidence are listed below but this list is not exhaustive:

- Self-certification, in the form of a short statement, regarding the nature of the caring duties and how this may affect their studies, including how long they anticipate this will last
- A GP letter confirming carer status
- A local authority Carer's Assessment , Adult Carer Support Plan or Young Carers Statement
- Young Carer's Authorisation Card
- Other relevant documentation, for example a letter from a Carer's organisation, social worker, carer group, receipt of benefits

In most situations, self-certification will be the most common method used. However, at any point Inverness College UHI may request more information or evidence to confirm carer status or any changes to the student caring responsibilities.

3.5. A student may take on caring responsibilities at any time during their learning journey and it is acknowledged that there may be unpredictability in terms of caring commitment and time scales. It is therefore recognised that the needs of each carer are unique and the support which an individual may require, will be variable.

3.6. This policy, and the related procedure, does not cover:

- Students with parental responsibilities, unless for a child with a disability
- Students working in a paid caring capacity

However, it should be noted that the College recognises that all students will have unique needs and we strive to anticipate and meet the needs of all students.

4. Compliance

4.1. This policy must be complied with by all staff working in the college. Students who disclose they are student carers, in line with our definition as detailed in 3.1, and have confirmation of status, as detailed in 3.4, are entitled to have individualised support to help them to access courses and to reach their potential. It is the responsibility of the Transition Co-ordinator to meet with the student and agree a Co-ordinated Support Plan providing support across the student journey. It is also the responsibility of the Transition Co-ordinator to work with the student and other relevant staff to meet the needs of the student, where possible and where reasonable, and to signpost any additional support available from external agencies.

5. Monitoring

5.1. Compliance with the policy and related procedure will be monitored and evaluated through regular audits with update reports to the Care Experienced and Student Carer steering group; the Student Support Committee; and the Equality and Diversity Committee.

The policy and related procedure will be monitored in relation to

- The equality targets set for student carers detailed in the Access and Inclusion Strategy
- The results of focus groups and student surveys

- Feedback from external carer services

Appropriate procedures for monitoring and evaluation are the responsibility of the Lead Officer.

6. Review

6.1. This policy will be reviewed every 3 years and updated as necessary.

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Board of Management

Subject/Title:	Admissions Policy
Author: [Name and Job title]	Lindsay Snodgrass, Head of Student Services
Meeting:	Learning, Teaching & Research Committee
Meeting Date:	4 December 2018
Date Paper prepared:	13 November 2018
Brief Summary of the paper:	<p>Background The Admissions Policy is part of a suite of new policy/procedures to be drafted as part of the new UHI common policy environment. This will replace the current Inverness College Admissions policy.</p> <p>Main body of Information The new policy has been drafted by a cross partnership group and has had IC UHI representation and endorsement. There are no major changes to the current Admissions policy and much of this has been lifted into the new policy.</p>
Action requested: [Approval, recommendation, discussion, noting]	The Committee is asked to agree the changes to the Admissions policy and recommend it to the Board of Management for approval.
Link to Strategy: Please highlight how the paper links to, or assists with: <ul style="list-style-type: none"> • compliance • partnership services • risk management • strategic plan • new opportunity/change 	
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:	The policy was discussed at Scrutiny Panel (28 th August 2018) then distributed for Staff Consultation (3 rd – 24 th

[staff, students, UHI & Partners, External] and provide detail	October 2018) before progressing to SMT (30 th October 2018).		
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)	
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Its disclosure would constitute a breach of the Data Protection Act (S38)		Other (please give further details)	
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http://www.itspublicknowledge.info/web/FILES/Public_Interest_Test.pdf



Inverness College, University of the Highlands and Islands

Further Education Admission Policy

Reference: PL/LT/2018/002

Lead Officer (Post):	Head of Student Services
Responsible Office/ Department:	Admissions
Responsible Committee:	Learning, Teaching & Resourcing Committee
Review Officer (Post):	Admissions and Student Funding Manager
Date policy approved:	Click or tap to enter a date.
Date policy last reviewed and updated:	Click or tap to enter a date.
Date policy due for review:	Click or tap to enter a date.
Date of Equality Impact Assessment:	26/02/2018
Date of Privacy Impact Assessment:	n/a

This policy covers the period (date) to (date).

For all our up-to-date policies, please visit the Policy homepage on [our website](#).

Accessible versions of this policy are available upon request. Please contact the Governance and Policy Officer on 01463 279000.

Policy Summary

Overview	This policy provides the basis for admissions into further education courses provided by the colleges within the UHI partnership.
Purpose	The policy governs the application process to be used by all students considering applying to a further education course in any of the colleges within the UHI partnership.
Scope	The policy applies to all colleges offering further education courses within the UHI partnership, current students seeking to progress their studies and prospective students considering applying.
Consultation	The policy was endorsed by Partnership Council and was subject to local consultation and approval processes at each academic partner College. The policy was approved by the colleges' Board of Management.
Implementation and Monitoring	Academic partners will be responsible for implementing and monitoring the policy. Analysis will be carried out of the policy's impact by staff from the Vice-Principal for Further Education's office.
Risk Implications	The policy reduces risk for the University and academic partners by creating a streamlined process and a community of practice for staff. Students will also benefit from a consistent approach across all partners.
Link with Strategy	Providing an excellent student experience across every aspect of the student journey To further develop our accessible and inclusive support for students to enable all to achieve their potential
Impact Assessment	Equality Impact Assessment: Privacy Impact Assessment:

1. Policy Statement

- 1.1 Inverness College UHI endeavours to be welcoming and inclusive in its admissions policy and processes, seeking to work in partnership with prospective students to match applicants with courses most appropriate to their aspirations and current level of skills, knowledge and ability.
- 1.2 Inverness College UHI operates a fair and open admissions process that is free of discrimination and reflects a commitment to widening access and equality of opportunity. The College aims to provide appropriate services to support students with learning support needs or disabilities.

2. Definitions

- 2.1 If you require assistance or do not understand any terms or language used in this policy, please do not hesitate to contact the Admissions Office.

3. Purpose

- 3.1 This Policy is to provide Inverness College UHI with a robust framework to:
 - 3.1.1 Follow admissions processes that are free of discrimination on the grounds of age, disability, gender and gender reassignment, pregnancy and maternity status, ethnicity, religion and/or belief, sexual orientation or socio-economic background.
 - 3.1.2 Offer a curriculum aligned to local and regional need and in line with national priorities. Where there is diminished local need or low demand, a course may be amended or withdrawn before it commences. Equally, new courses may be introduced or the number of places on a course increased due to demand;
 - 3.1.3 Publicise courses through a variety of communication channels and in a variety of formats;
 - 3.1.4 Be fair, open and transparent in recruitment and selection processes;
 - 3.1.5 Provide clear and accurate information on available courses, entry requirements and/or selection criteria;
 - 3.1.6 Proactively encourage candidates to declare any disability or additional support need that may create barriers to their success in learning. This declaration enables the college to provide appropriate support during the application stage and throughout a student's course;
 - 3.1.7 Publish on Inverness College UHI web-site, details of the annual admissions cycle including when applications will be processed, when interviews take place and offers of places will be made.

3.2 Contextualised Admission

- 3.2.1 To further our commitment to improving access to education for people from the widest possible range of backgrounds, Inverness College UHI operates a contextualised admissions policy and processes. This commitment enables the College to form a more complete picture of the characteristics of an individual applicant. To this end, Inverness College UHI:
 - 3.2.1.1 Endeavours to take into account an applicant's background where an application falls short of the standard entry criteria for a course or where there is competition for places;
 - 3.2.1.2 Will provide appropriate levels of support to prospective students who require it throughout the admissions process;

- 3.2.1.3 Make provision for assessments of additional support required 'on-course' during the admissions process;
 - 3.2.1.4 Make reasonable adjustments wherever this is possible.
 - 3.2.2 Inverness College UHI particularly welcomes applications from specific priority groups in line with Government priorities and legislation, including:
 - 3.2.1.1 Care experienced and looked after young people;
 - 3.2.1.2 Those living in areas of multiple-deprivation as identified by the Scottish Index of Multiple Deprivation as being the 10% most deprived post-code zones in Scotland;
 - 3.2.1.3 Those whose parents or carers have not accessed education beyond the compulsory school years;
 - 3.2.1.4 Male and female applicants to courses with nationally recognised gender imbalances e.g. males into care, females in to construction.
 - 3.2.3 Inverness College UHI guarantees an interview to those with a care experienced background. To support gender equality, the College also operates a guaranteed interview for specific courses that experience a severe gender imbalance and are included in the College's Gender Action Plan.
 - 3.2.4 Inverness College UHI records all contextualised admissions, showing the number of applicants identified within priority groups, by course and by outcome of application.
- 3.3 Discretion in making an offer of a place**
- 3.3.1 All offers of places are subject to the College's discretion. The College reserves the right to reject applications or apply further criteria under particular circumstances such as the following:
 - 3.3.1.1 Previous disciplinary sanctions under the college or university disciplinary procedures or those of other institutions
 - 3.3.1.2 Record of outstanding debt with the College or University
 - 3.3.1.3 They do not meet the entry criteria
 - 3.3.1.4 Unsuccessful at interview
 - 3.3.2 Inverness College UHI will:
 - 3.3.2.1 Treat every application on its merits and will remove barriers to participation through making reasonable adjustments. However, there may be occasions when reasonable adjustments are not sufficient to enable participation on a particular course. In these circumstances, Inverness College UHI will make every effort to offer an alternative course or an alternative mode of study if appropriate and / or available.)
 - 3.3.2.2 Reserve the right to apply additional entry criteria in instances where an applicant has a record of previous enrolments without successful completion. In such cases, due consideration will be given to an individual's circumstances and support needs when reaching a decision.
 - 3.3.2.3 Successful applicants to courses will be required to join the Protection of Vulnerable Groups Scheme (PVG) where the studies or placements require interaction with children and/or vulnerable adults. A previous criminal record does not, in the majority of cases, exclude an applicant from being offered a place. However, the College recognises that it has a duty of care to all students and staff and therefore reserves the right not to admit an applicant where there is evidence that they could affect the

safety and welfare of students or staff. The College has the right to withdraw an offer of place if new information becomes available which has not been previously disclosed by the applicant and which could affect the safety and welfare of students and staff.

3.4 Fee Status

3.4.1 Every student who enrolls on a course incurs a fee. The vast majority of full-time further education students have their fees paid by the Scottish Funding Council, through the fee waiver system. Part-time students may also be eligible for fee waiver.

3.4.2 On application, the College will make an assessment of fee status in order to determine the appropriate level of tuition fees, in line with the relevant regulations and based on the information provided on the application form. The fee status of an individual will be communicated in the offer letter to ensure that individuals are aware if they are liable to pay fees.

3.4.3 The College reserves the right to change an applicant's fee status in exceptional circumstances such as the following:

3.4.3.1 If new information becomes available which was not previously disclosed by the applicant and affects the original decision on the fee status;

3.4.3.2 If errors are made within the initial fee assessment, either by the College or by the applicant, which affects the original decision on the fee status.

3.3.4 In such cases, the applicant will be notified of any change to their fee status and any consequences of this change.

3.3.5 Applicants assessed and determined to be international fee-payers may be required to pay full course fees prior to enrolment.

3.5 Appeals

3.5.1 Any appeals relating to application decisions must be made in writing to the Admissions and Student Funding Manager.

3.6 Monitoring

3.6.1 Reports on the number of applications received and offers made will inform curriculum review and courses offered in subsequent years.

3.6.2 Applications will also be monitored by post-code, gender, ethnicity, disability, care experience and carer status to inform equality and diversity action planning.

3.7 Use of Personal Data

3.7.1 Personal data collected through the Inverness College UHI admissions process will be anonymised and used to statistical purposes to monitor applications by age, disability, gender and gender reassignment, pregnancy and maternity status, ethnicity, religion and/or belief, sexual orientation or socio-economic background.

4. Scope

4.1 This Admissions Policy applies to all applicants for further education courses (full-time and part-time), including those classed as commercial.

4.2 Applicants for higher education courses (HNC, HND, Degree and Post Graduate programmes) should refer to the University of the Highlands and Islands Admissions Policy on the UHI website at: <https://www.uhi.ac.uk/en/about-uhi/governance/policies-and-regulations/policies/>

5. Exceptions

5.1 This policy applies only to Further Education applications.

6. Notification

6.1 Staff responsible for administering the admissions procedures for the College will be briefed and offered training on changes to the policy.

6.2 The policy will be publicly available on the College's website, along with other current policies.

7. Roles and Responsibilities

7.1 The responsibility for compliance with the Admissions Policy lies with all staff involved in the process.

7.2 The Policy will be regularly audited and reports submitted to the Regional Admissions Group.

8. Procedures

8.1 Please refer to the accompanying Further Education Admissions Procedures for details.

9. Legislative Framework

9.1 This policy is aligned with the following legislation:

- General Data Protection Regulation (GDPR) 2018
- Freedom of Information (Scotland) Act 2002
- Disability Discrimination Act 2005
- Equality Act 2010
- Children and Young People (Scotland) Act (2014)
- Scottish Care Leavers Covenant 2015

10. Version Control and Change History

Amendments are to be recommended by a Policy Ownership Group made up from representatives from all relevant academic partners, and then subject to Partnership Council agreement prior to approval by local academic partner Boards of Management.

Version	Date	Approved by	Amendment(s)	Author
0				
1				
2				
3				
4				

Board of Management

Subject/Title:	Tertiary Learner Support Policy
Author: [Name and Job title]	Lindsay Snodgrass, Head of Student Services
Meeting:	Learning, Teaching & Research Committee
Meeting Date:	4 December 2018
Date Paper prepared:	13 November 2018
Brief Summary of the paper:	<p>Background The Tertiary Learner Support Policy is part of a suite of new policy/procedures to be drafted as part of the new common policy environment. This will replace the Additional Support Needs policy.</p> <p>Main body of Information The new policy has been drafted by a cross partnership group and has had IC UHI representation and endorsement. There are no major changes to the current Additional Support Needs policy and much of this has been lifted into the new policy.</p>
Action requested: [Approval, recommendation, discussion, noting]	The Committee is asked to agree the changes to the Additional Support Needs policy and recommend it to the Board of Management for approval.
Link to Strategy: Please highlight how the paper links to, or assists with:: <ul style="list-style-type: none"> • compliance • partnership services • risk management • strategic plan • new opportunity/change 	
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	The policy was discussed at Scrutiny Panel (28 th August 2018) then distributed for Staff Consultation (3 rd – 24 th October 2018) before progressing to SMT (30 th October 2018).		
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



Inverness College, University of the Highlands and Islands

Tertiary Learner Support Policy

Reference: PL/LT/2018/001

Lead Officer (Post):	Head of Student Services
Responsible Office/ Department:	Student Support
Responsible Committee:	Learning, Teaching & Resourcing Committee
Review Officer (Post):	Additional Support Needs Manager
Date policy approved:	Click or tap to enter a date.
Date policy last reviewed and updated:	Click or tap to enter a date.
Date policy due for review:	Click or tap to enter a date.
Date of Equality Impact Assessment:	01/05/2018
Date of Privacy Impact Assessment:	n/a

This policy covers the period (date) to (date).

For all our up-to-date policies, please visit our [website](#).

Accessible versions of this policy are available upon request.

Policy Summary

Overview	This policy is required to set out a regional approach to learner support for Inverness College UHI and all academic partners in the University of the Highlands and Islands.
Purpose	The policy will provide a framework for a consistent and coherent methodology for the support of learners.
Scope	This policy applies to all academic partners.
Consultation	This policy was developed by a Policy Ownership Group, made up of practitioners from across the University of the Highlands and Islands network. Endorsement was received from Senior Management Curriculum Team, Partnership Council and Further Educational Regional Board, before the policy went through local consultation and approval by College Boards of Management and UHI Academic Council.
Implementation and Monitoring	Academic partners will be responsible for implementing and monitoring the policy. Analysis will be carried out of the policy's impact by staff from the Vice-Principal for Further Education's office and the Student Support team.
Risk Implications	<p>The policy reduces risk for the University and academic partners by reinforcing the existing community of practice for staff and creating a streamlined process.</p> <p>Students will also benefit from a consistent approach across all partners.</p>
Link with Strategy	<p>This policy is linked to individual Access and Inclusion strategies and the Regional Outcome Agreement.</p> <p>This policy is linked to our strategic plan objective to further develop our accessible and inclusive support to students to enable all to achieve their potential.</p>
Impact Assessment	<p>Equality Impact Assessment: Assessed – No further action to be taken.</p> <p>Privacy Impact Assessment:</p>

1. Policy Statement

- 1.1 Inverness College UHI is committed to providing an inclusive learning environment in which every student can make the most of learning and development opportunities available throughout their student journey. All students have different learning needs, regardless of level of study.
- 1.2 Inverness College UHI will comply with the Equality Act 2010, and is committed to promoting equality of opportunity and fair treatment for those with protected characteristics.
- 1.3 Students will be given the opportunity to achieve their full potential through anticipation of service provision, ensuring reasonable adjustments will be made when and where required by Inverness College UHI.

2. Definitions

- 2.1 **Personal Learning Support Plan:** A Personal Learning Support Plan (PLSP) is a confidential document which details the nature of a student's additional support need(s) and any support measures that have been agreed. PLSPs are drawn up in close consultation with students and regularly reviewed.
- 2.2 **Access and Inclusion Strategy:** Inverness College UHI has an Access and Inclusion Strategy, which can be found [here](#). The purpose of this document is to 'define the inclusive service we provide and how we monitor its effectiveness and impact. It outlines the inclusive service we provide for students and sets out our ambitions' (from [SFC guidance](#)).
- 2.3 **Reasonable adjustment duty:** As set out in the Equality Act 2010, the reasonable adjustment duty is the legal obligation to remove as far as possible by reasonable means the disadvantage which a disabled student experiences because of their disability. Further information from the Equality and Human Rights Commission is available [here](#).

3. Purpose

- 3.1 The purpose of this policy is to create a supportive environment for learners in Inverness College UHI. This policy is intended to promote access and inclusion and wherever possible to provide parity of experience for learners at each stage of their student journey.
- 3.2 Inverness College UHI will work with learners to identify needs through a combination of pre-entry disclosure, on-course disclosure, needs assessment, student request, tutor identification and partnership working.
- 3.3 Students will be provided with a range of opportunities to disclose specific requirements. Disclosures of specific requirements will be followed up by staff at Inverness College UHI where reasonable and appropriate.
- 3.4 Disclosures can be made at any time from pre-application. All students and prospective students are encouraged to disclose any specific requirements at the earliest opportunity, in order that appropriate support can be identified as soon as is practicable.
- 3.5 **PLSPs:** The Partnership recognises the value of the PLSP as a functional and confidential document that details the support and adjustments, including those related to academic assessment, that have been approved in light of a student's specific needs. PLSPs should be used where appropriate and wherever possible, where it supports the learner and the situation warrants

and/or necessitates the use of this tool. PLSPs are one source of evidence used internally and by awarding bodies to support the identification of alternative assessment needs.

3.6 Planning for reasonable adjustments will be undertaken collaboratively between the student, support and academic staff. The student will always be regarded and treated as a central figure in this process and will be kept apprised of progress.

3.7 **Use of Personal Data:** Personal data collected through the Inverness College UHI Learner Support process will be anonymised and used for statistical purposes to monitor applications by age, disability, gender and gender reassignment, pregnancy and maternity status, ethnicity, religion and/or belief, sexual orientation, socio-economic background or care experience.

4. Scope

4.1 This policy applies to students undertaking FE and HE courses at the College, regardless of mode or level of delivery.

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

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

5. Exceptions

5.1 Student personal health care is out with the scope of this policy.

6. Notification

6.1 All staff are responsible for the supporting learners through their student journey and should be aware of the policy.

6.2 Staff members responsible for providing specialist learner support will be briefed and trained on the policy and procedures.

6.3 The policy will be publicly available on the Inverness College UHI website, along with other current policies.

7. Roles and Responsibilities

7.1 The Head of Student Services has overall responsibility for the implementation of this policy.

7.2 All staff have a responsibility to provide support the learner through their student journey.

7.3 The Additional Support Needs Team will provide services including, but not limited to:

- Contact with students and assessment of need

- Creation of PLSPs
 - Signposting and coordinating support
 - Liaising between student and academic staff
 - Implementation of support
 - Passing Summary of Support to the Personal Academic Tutor
- 7.4 All teaching staff will provide services including, but not limited to:
- Reading the Summary of Support and appropriate cascading
 - Compliance with Summary of Support
 - Implementing learning and teaching adjustments
 - Review and liaison with the Additional Support Needs Team on impact of learning and teaching adjustments
 - Liaising with the Additional Support Needs Team where a student has not made a disclosure but may require support
 - Adhering to confidentiality regulations

8. Legislative Framework

- Adult with Incapacity (Scotland) Act 2000
- Adult Support and Protection (Scotland) Act 2007
- British Sign Language (Scotland) Act 2015
- Children (Scotland) Act 1995
- Children and Young People (Scotland) Act 2014
- Disability Discrimination Act 2005
- Education (Additional Support for Learning) (Scotland) Act 2004
- Education (Additional Support for Learning) (Scotland) Act 2009
- Equality Act 2010
- General Data Protection Regulation (GDPR) 2018
- Human Rights Act 1998
- Mental Health Act 2007
- Mental Health (Care and Treatment) (Scotland) Act 2003
- Protection of Vulnerable Groups (Scotland) Act 2007
- Scottish Strategy for Autism 2011
- Special Educational Needs and Disability Act 2001
- Scottish Care Leavers Covenant (2015)

9. Related Policies, Procedures, Guidelines and Other Resources

- British Sign Language (BSL): National Plan 2017 to 2023
- College Access and Inclusion Strategy
- College Admissions Policy
- College Corporate Parenting Plan
- College Carers Policy
- College Fitness to Study Procedure

- Partnership Matters - A Guide to Local Authorities, NHS Boards and Voluntary Organisations on Supporting Students with Additional Needs in Colleges and Universities in Scotland
- UHI Fitness to Study Guidelines
- UHI Recording of Taught Sessions Policy
- UHI Tertiary Learner Support Procedures (forthcoming)

10. Version Control and Change History

Version	Date	Approved by	Amendment(s)	Author
0				
1				
2				
3				

DRAFT

Board of Management

Confidential

Subject/Title:	Safeguarding Annual Report
Author: [Name and Job title]	Lindsay Snodgrass, Head of Student Services Data supported by the Head of Organisational Development
Meeting:	Learning, Teaching and Research Committee
Meeting Date:	4 th Dec '18
Date Paper prepared:	26 th November '18
Brief Summary of the paper:	This confidential paper sets out the number and nature of safeguarding disclosures received and the ongoing partnership working as a member of the Multi Agency Public Protection Group (MAPPA).
Action requested: [Approval, recommendation, discussion, noting]	Discussion
Link to Strategy: Please highlight how the paper links to, or assists with: <ul style="list-style-type: none"> • compliance • partnership services • risk management • strategic plan • new opportunity/change 	Compliance Risk Management
Resource implications:	No If yes, please specify:
Risk implications:	Yes If yes, please specify: Operational: protection of children and vulnerable adults Organisational: incident management, confidentiality, reputational
Equality and Diversity implications:	Yes If yes, please specify: balancing safeguarding and providing a safe environment with delivering an educational experience that support access and inclusion
Consultation: [staff, students, UHI & Partners, External] and provide detail	

Status – [Confidential/Non confidential]	Confidential		
Freedom of Information Can this paper be included in “open” business* [Yes/No]	No		
*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)	X
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)	X
Its disclosure would constitute a breach of the Data Protection Act (S38)	X	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.)	5 years		

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

Board of Management

Subject/Title:	Gender Action Plan
Author: [Name and Job title]	Lindsay Snodgrass, Head of Student Services
Meeting:	Learning, Teaching and Research Committee
Meeting Date:	4 th Dec '18
Date Paper prepared:	23 rd Nov '18
Brief Summary of the paper:	To provide an update on the Gender Action Plan
Action requested: [Approval, recommendation, discussion, noting]	Discussion
Link to Strategy: Please highlight how the paper links to, or assists with:: <ul style="list-style-type: none"> • compliance • partnership services • risk management • strategic plan • new opportunity/change 	To ensure that our courses and the reach of our delivery make a difference to the life chances of the people in our most deprived or remote communities, and of those who face the greatest challenges To further develop our accessible and inclusive support for students to enable all to achieve their potential.
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]	Non confidential		
Freedom of Information Can this paper be included in “open” business* [Yes]	Yes		
*If a paper should not be included within “open” business, please highlight below the reason.			
Its disclosure would substantially prejudice a programme of research (S27)		Its disclosure would substantially prejudice the effective conduct of public affairs (S30)	
Its disclosure would substantially prejudice the commercial interests of any person or organisation (S33)		Its disclosure would constitute a breach of confidence actionable in court (S36)	
Its disclosure would constitute a breach of the Data Protection Act (S38)		Other (please give further details)	
For how long must the paper be withheld? (express either as the time which needs to pass or a condition which needs to be met.)			

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

Gender Action Plan (GAP)

Executive summary

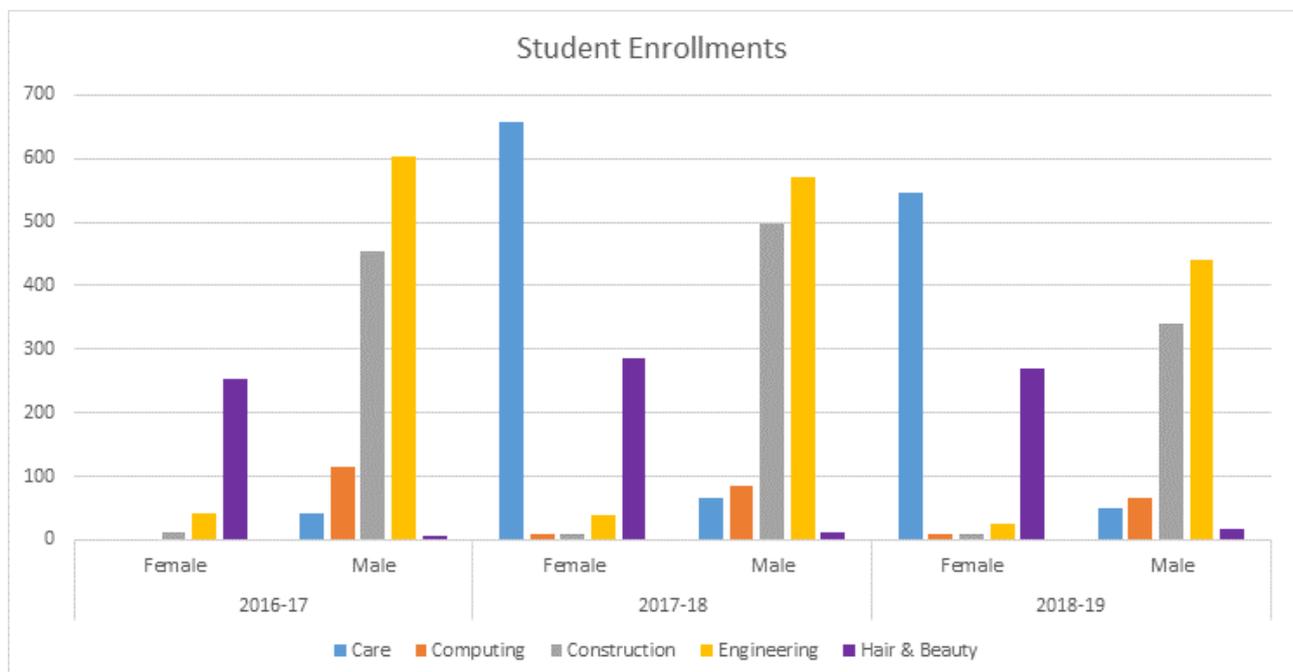
The College's GAP focuses on our FE provision in the following curriculum areas as directed by the Scottish Funding Council:-

- Construction Craft
- Engineering and Building Technology
- Engineering Craft
- Business and Computing
- Hair, Beauty and Sport
- Care Practice

In all cases, these curriculum areas face severe gender imbalance when it comes to the recruitment of students. Our GAP aims to reduce gender imbalance not only in terms of our student recruitment, but also to ensure equity in retention and successful outcomes.

Main body of information

Gender recruitment targets were set for 2018-19 with the purpose of improving student enrolment for under-represented gender in specific courses / programmes. We have had some successes in recruiting to those targets but it has become clear that to make the recruitment targets more meaningful we need raise them to cover the entirety of a curriculum area and not to individual programmes.



We are taking positive steps with our Senior Phase schools programmes and have discussed prioritising applications from under-represented genders. This forms part of a larger piece around contextualising admissions for priority learner groups including care

experienced applicants and those from our most deprived postcodes. There is also a piece of work to be done with employers around apprenticeships.

As part of the curriculum review we will consider courses for single gender delivery (i.e Men into Childcare; Women in Engineering) and pilot this in AY 2019-20.

BOARD OF MANAGEMENT

Subject/Title:	Research Strategy – review of progress/half yearly report
Author: [Name and Job title]	Melanie Smith, Head of Research Development
Meeting:	Learning, Teaching and Research Committee
Meeting Date:	4 12 18
Date Paper prepared:	28 11 18
Brief Summary of the paper:	To review progress on the research and innovation strategy, including reporting on mid-year operational activity.
Action requested: [Approval, recommendation, discussion, noting]	Discussion
Link to Strategy: Please highlight how the paper links to, or assists with: <ul style="list-style-type: none"> • compliance • partnership services • risk management • strategic plan • new opportunity/change 	The report links to the strategic plan and on-going research activity to meet strategic objectives for research and innovation.
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: [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.	

ITEM 6a

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

Research Strategy – review of progress/half yearly report

Executive summary

- Overall the research and innovation strategy is delivering against the strategic objectives. Highlights are:
 - Growing numbers of staff with, or working towards, research degrees
 - Continued growth in numbers of research students, although there are concerns with regard to future opportunities for funding, particularly as ESIF funding will cease.
 - Steady progress on work towards REF and continued flow of publications
- There is significant opportunity to embed research and innovation across the curriculum in the context of the curriculum review process.
- Opportunities to maximise income through development of MRes programmes, with a focus on international markets, are a focus for the coming year.
- The long awaited Research Development Facilitator position was appointed and took up post at the start of October 2018. This role is now starting to make a difference and improvements in operational efficiency and capability to take advantage of funding opportunities and project development.
- Both the RLI and CRRS Directors have indicated that they would like to enter into phased retirement in 2019. Plans are in place to ensure a smooth transition to new leadership in these areas.
- The Head of Research Development continues to work closely with the UHI Graduate School, particularly in relation to development training provision for PGRs and PGR mental health issues; also with the VP Research on a range of matters, particularly relating to REF; and with the UHI Learning and Teaching Academy in leading the UHI Research Mentoring Scheme.

Background information

A brief summary of progress under each of the strategic objectives is given below:

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

- The Rivers and Lochs Institute has continued to develop over the last 6 months, with the addition of a further ESIF research studentship and work on project proposals. However, the emphasis has necessarily been on consolidating and maturing the team, after a rapid expansion in 2017/18. The BioMAG lab is now functioning efficiently and appropriate systems and processes in place. The RLI Director (Eric Verspoor) has indicated that he intends to retire in 2019, but would like to maintain a strong connection with the RLI. The opportunity to build upon the firm foundations that Eric Verspoor has put in place is significant, and discussions are underway to consider the most appropriate way forward.
- Although small, the Centre for Remote and Rural Studies, makes an important contribution across the research activity of the College as the lead expertise in social science and sociological research. The Director, Philomena deLima, has indicated that she would like to undertake phased retirement in 2019. As for the

RLI, this presents an opportunity to review and consider the way forward for research development in both of these areas and particularly the opportunities for strengthening interdisciplinary projects, and also with growing potential in development of Forestry.

- The Head of Research Development leads the Forestry research activity, and this area is now ready to expand over 2019, particularly with regard to development of an MRes with a taught component.
- There continues to be excellent growth in research activity associated with Literature, this is closely linked into the academic team and their considerable expertise in embedding their research into the curriculum. It is probable that at least three staff from this area will be submitted into the REF.

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

- Partnerships have continued to expand in the area for Forestry research; notably the Cairngorms reindeer project has been successful in securing KT funding and has brought together the Cairngorm Reindeer Company, RSPB, Cairngorms National Park, HIE, Forest Enterprise and Scottish Natural Heritage.
- European, and international connections continue to develop through projects, conference attendance. With continuing uncertainty over BREXIT and the way in which research funding will be available to support UK engagement in projects, the strategy is to continue working on existing projects and taking a full part in development of any new initiatives, in the hope that there will be clarity over the funding mechanisms (match available etc) asap.

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

- Three of the MRes students submitted their theses for viva during October 2018. Vivas will take place over the coming months.
- Two PhD students are due to submit in the first half of 2019.
- Currently there are 9 PGRs registered with IC, and IC is also hosting 4 PGR students. The PGRs appreciate the sense of community and collaborative environment offered by the Research Hub.

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

- While there is good integration in some areas of research – teaching linkages (Literature and education being excellent examples) it is recognised across UHI that there could be much greater connection between the areas of core research strength and teaching practice. At IC strengthening staff engagement in research and enabling staff to embed research into their teaching, is one of the objectives in the curriculum review.

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

- All of the research centres in ICUHI are actively engaged in the innovation hubs that have been established in UHI – notably Aquaculture, Water innovation and tourism. There is are also early discussions around the formation of a Forestry innovation hub.
- The Head of Research Development and Head of Create continue to work together to ensure opportunities for collaborative working are developed.
- Opportunities for application of KT and Innovation vouchers are explored every time a new project proposal is developed.
- Funding and budget – the mid-year report from the Finance Manager confirmed that research is performing as expected and within budget for this point in the year.

Board of Management

Subject/Title:	Access and Inclusion Target Setting 2018-19
Author: [Name and Job title]	Lindsay Snodgrass, Head of Student Services
Meeting:	Learning, Teaching & Research Committee
Meeting Date:	4 th Dec' 18
Date Paper prepared:	26 th Nov '18
Brief Summary of the paper:	To provide suggested targets by means of updating our Access and inclusion Strategy for 2018-19
Action requested: [Approval, recommendation, discussion, noting]	Discussion
Link to Strategy: Please highlight how the paper links to, or assists with:: <ul style="list-style-type: none"> • compliance • partnership services • risk management • strategic plan • new opportunity/change 	<i>Strategic Plan - Opportunity and growth in student life</i> <i>To further develop our accessible and inclusive support for students to enable all to achieve their potential.</i>
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]	Non confidential
Freedom of Information Can this paper be included in “open” business* [Yes]	Yes

ITEM 6b

*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

ACCESS AND INCLUSION STRATEGY

Executive summary

Our Access and Inclusion Strategy outlines the holistic support which the College provides to students and in particular for our priority groups –

- SIMD 10
- Care experienced
- Disability
- Carers
- Price Group 5 (Supported Education students)

As with this point last year, we are now in a position to share an update of progress made in session 2017-18 against our access and inclusion targets and to also set our targets for session 2018-19. An ambitious but measured approach has been taken to target setting for 2018-19 to balance increasing expectations against continued financial restraints.

Targets will continue to be reviewed on an annual basis.

All FE on recognised qualifications; targets for credits delivered by learner group:

	Actual						Targets		
	2015-16		2016-17		2017-18				
	ENR	% Credits 2015-16	ENR	% Credits 2016-17	ENR	% Credits 2017-18	% Credits 2017-18	% Credits 2018-19	% Credits 2019-20
SIMD 10	247	6%	189	6%	182	5%	7%	7%	8%
Care experienced	129	3%	126	3%	133	4%	3%	4%	4%

Full time FE on recognised qualifications; targets for successful completions by learner group:

	Actual						Targets		
	2015-16		2016-17		2017-18				
	ENR	% Success 2015-16	ENR	% Success 2016-17	ENR	% Success 2017-18	% Success 2017-18	% Success 2018-19	% Success 2019-20
Disability	284	61%	317	66%	281	65%	68	69	70
SIMD 10	92	54%	83	57%	72	60%	60	65	70
Carers	135	66%	158	69%	86	77%	70	72	75
Care experienced	52	54%	48	46%	51	56%	55	58	60
Price Group 5	12	100%	37	81%	40	65%	80	80	80
Male	797	69%	736	68%	686	74%			
Female	567	63%	578	68%	572	67%			
Other Gender					2	100%			
BME	26	73%	27	68%	29	76%	70	72	75
All learners	1366	66%	1316	68%	1261	71%	70	72	75

Part time FE on recognised qualifications; targets for successful completions by learner group:

	Actual						Targets		
	2015-16		2016-17		2017-18				
	ENR	% Success 2015-16	ENR	% Success 2016-17	ENR	% Success 2017-18	% Success 2017-18	% Success 2018-19	% Success 2019-20
Disability	629	67%	574	69%	585	79%	79	80	80
SIMD 10	155	68%	106	66%	110	77%	79	80	80
Carers	324	76%	280	76%	235	81%	81	81	82
Care experienced	77	50%	78	78%	82	73%	78	78	78
Price Group 5	264	70%	165	81%	191	81%	82	84	86
Male	174	81%	172	84%	189	82%			
Female	162	70%	141	71%	138	78%			
Other Gender					1	0%			
BME	61	68%	48	72%	63	72%	70	72	72
All learners	337	79%	313	81%	328	80%	82	83	84

Full time FE: targets for learners on FE programmes by type of disability:

DISABILITY TYPE	Actual						Targets		
	2015-16		2016-17		2017-18				
	ENR	% Success 2015-16	ENR	% Success 2016-17	ENR	% Success 2017-18	% Success 2017-18	% Success 2018-19	% Success 2019-20
A specific learning difficulty such as dyslexia, dyspraxia or AD(H)D	139	64%	136	69%	114	71%	Maintain at level of learners with no known disability, as minimum		
You are deaf or have a serious hearing impairment	3	n/a ¹	5	n/a ¹	6	n/a ¹			
You are blind or have a serious visual impairment uncorrected by glasses	4	n/a ¹	2	n/a ¹	-	-			
You have a mental health condition, such as depression, schizophrenia or anxiety disorder	31	53%	37	51%	23	35%	55	55	60
You have a social/communication impairment such as Asperger's syndrome/other autistic spectrum disorder	9	89%	15	80%	21	86%	Maintain at level of learners with no known disability, as minimum		

¹ Enrolments of less than 10

Part time FE: targets for learners on FE programmes by type of disability:

DISABILITY TYPE	Actual						Targets		
	2015-16		2016-17		2017-18				
	ENR	% Success 2015-16	ENR	% Success 2016-17	ENR	% Success 2017-18	% Success 2017-18	% Success 2018-19	% Success 2019-20
A specific learning difficulty such as dyslexia, dyspraxia or AD(H)D	171	69%	184	80%	193	81%	71	73	75
You are deaf or have a serious hearing impairment	38	67	21	n/a ¹	12	91.67%	Maintain at level of learners with no known disability, as minimum		
You are blind or have a serious visual impairment uncorrected by glasses	6	n/a ¹	6	n/a ¹	2	100%			
You have a mental health condition, such as depression, schizophrenia or anxiety disorder	94	57%	91	62%	81	66%	54	56	58
You have a social/communication impairment such as Asperger's syndrome/other autistic spectrum disorder	29	78%	32	84%	41	76%	Maintain at level of learners with no known disability, as minimum		

Board of Management

Subject/Title:	Stakeholder Engagement Survey
Author: [Name and Job title]	Roddy Henry, Depute Principal
Meeting:	Learning Teaching and Research Committee
Meeting Date:	4 December 2018
Date Paper prepared:	23 November 2018
Brief Summary of the paper:	A report on the stakeholder engagement pilot survey conducted earlier in 2018.
Action requested: [Approval, recommendation, discussion, noting]	Discussion
Link to Strategy: Please highlight how the paper links to, or assists with:: <ul style="list-style-type: none"> • compliance • partnership services • risk management • strategic plan • new opportunity/change 	This paper links to the strategic plan, particularly in relation to 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

Stakeholder Engagement Survey

Executive summary

A pilot Stakeholder Engagement Survey was conducted in June 2018. The rationale, methodology and evaluation are detailed in the appended report. The response rate to the survey was very low (6%) and a third of the respondents did not wish to be part of any further similar survey. The findings collated indicate a fairly high level of satisfaction overall. However, due to difficulties with the methodology and the low interest from respondents, this type of survey will not be repeated. Other existing and emerging practices will be utilised to systematically collect stakeholder views.

Main body of information

Please see attached report.

Roddy Henry
Depute Principal

Stakeholder Engagement Survey – summary report

Introduction

The report provides a summary of the findings from the Stakeholder Engagement Survey. It considers the methodology used to gather the data; and the findings from the respondents. An evaluation of both the methodology and the findings from the survey are included. The evaluation of the methodology identifies that there are no plans to repeat the survey in the same format, and that stakeholder engagement will be captured systematically through existing and emerging practice.

Background information

The revised Education Scotland quality framework, How Good is Our College? (HGIOC?), places an emphasis on colleges evaluating the impact of their partnership working with key stakeholders. This shift in focus reflects colleges' return to the public sector. It also reflects the change of review model, from one based on external scrutiny and reporting to one based on validated self-evaluation. Under the previous inspection model, HMI and Associate Assessors would contact key stakeholders directly during or ahead of the inspection week and gather this evidence directly to inform their evaluation. The onus is now on colleges to produce the evidence themselves.

Inverness College UHI, in common with all colleges, has a variety of very good relationships with a range of key stakeholders and partners. Qualitative evidence is gathered across most of our partnership working activity. Much of this is done through the range of formal meetings and groups that stakeholders are involved in, such as Curriculum Advisory Groups and the Head Teachers' meetings, as well as through informal engagement. Some questionnaires are also used, for example with employers of Modern Apprentices and with schools, and the results of these inform team actions.

Given the shift in emphasis and the change in review model, the college recognised that it had to develop an appropriate approach to the systematic evaluation of the quality and impact of its work with stakeholders. The aim was to complement existing approaches and to ensure that an evidence base existed at a college level.

Method

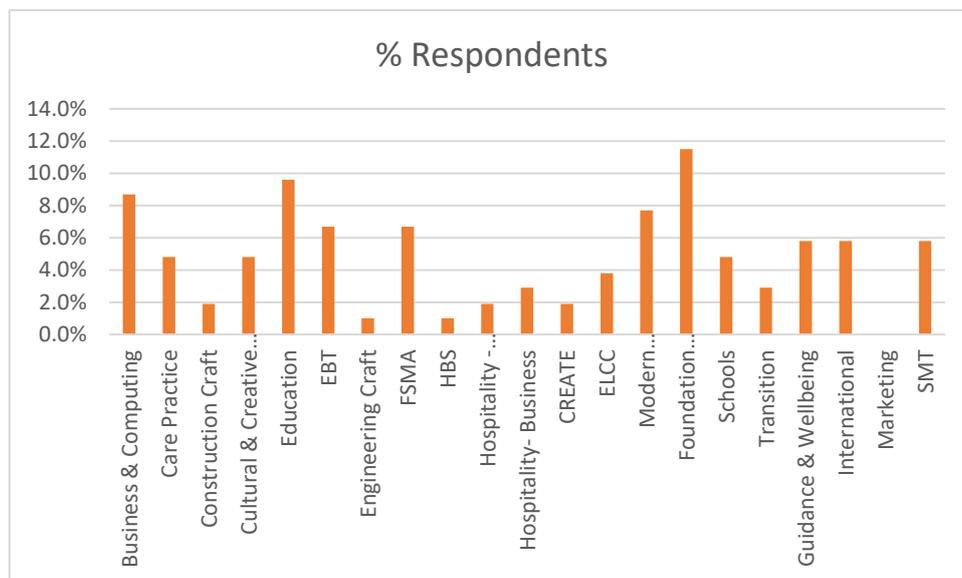
In order to adopt a systematic approach to the views of key stakeholders of the college a short survey was developed. The survey asks respondents to rate their level of satisfaction with various aspects of their relationship with the organisation. The questions were informed by the Quality Indicators from HGIOC. A five point scale was used; where 5 represents very satisfied, and 1 represents very dissatisfied.

PDMs and relevant support managers were asked to provide details of key contacts for inclusion in the survey. Within the body of the survey, respondents were asked to select all teams they work with across the college.

The survey was administered through BOS survey software; managers were encouraged to raise the profile and awareness of the survey and its purpose with their key contacts. 1336 contacts were received; a proportion of these did not have email contact details. The survey was distributed to 897 key contacts; with a response rate of 6% (54 raw count).

Findings

Stakeholders from a range of organisations responded to the survey. Due to the unique nature of the survey, information about data usage and a question regarding future surveys was included. Of the 54 respondents, 19 do not wish to receive surveys from ICUHI again. 44.5% respondents indicated they worked with more than one team across the college.

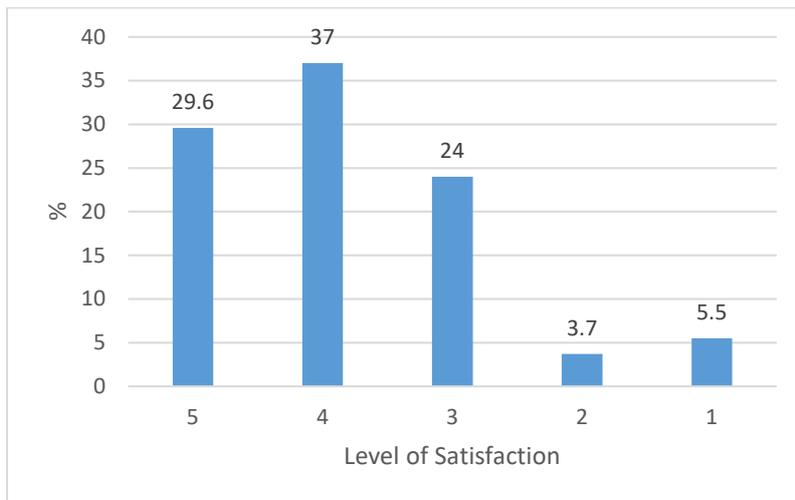


The teams with the most responses received are Foundation Apprentices and Education at 12 and 10 respectively. The areas with the fewest responses include Engineering Craft and Hair, Beauty and Sport. However it should be noted that MA and FA provision will likely span a range of vocational areas.

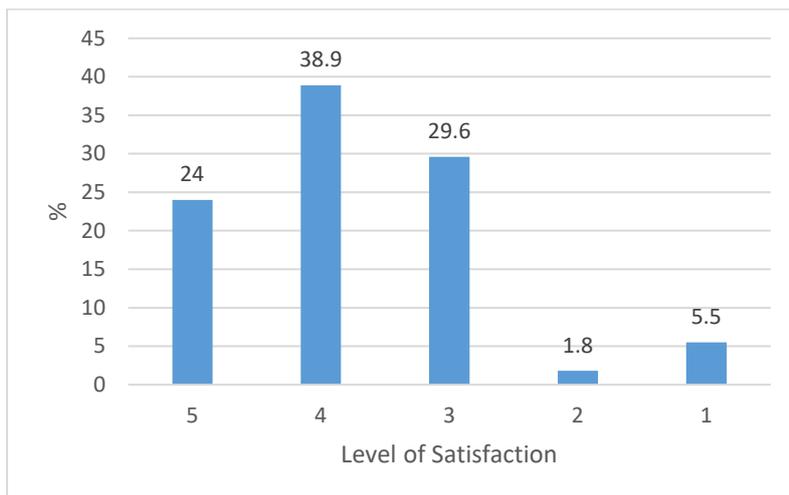
Survey Questions and Responses

The respondents were asked to rate their satisfaction from 1 (very unsatisfied) to 5 (very satisfied). The graphs below show the percentage responses (raw count in Appendix 1) and provide a visual representation of the level of satisfaction with each question and, taken together, overall. The overwhelming majority of responses are in the 3-5 category, and in all but one question (Q.3) the majority of responses are in the 4-5 category.

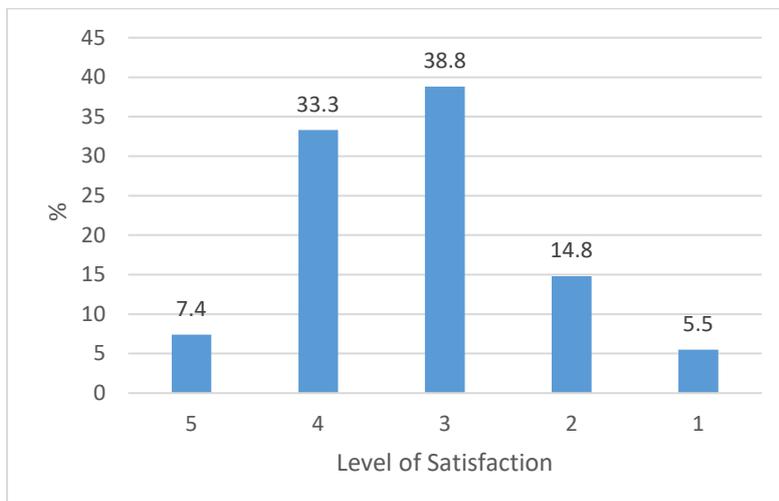
Q1 How well does the work of the college reflect your needs?



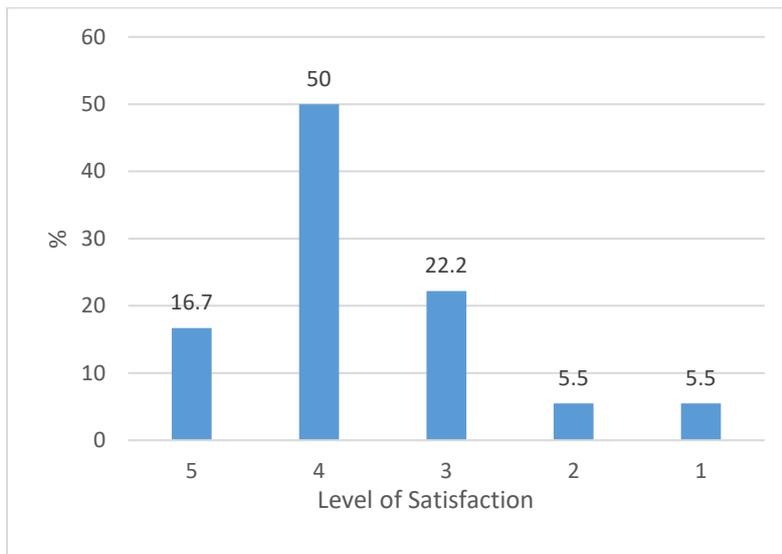
Q2 How well does the college understand your needs?



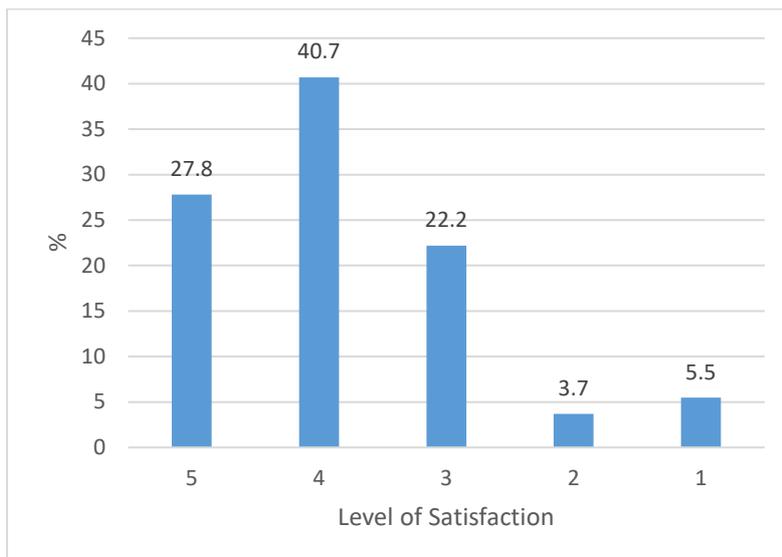
Q3 How well are you able to influence the work of the college?



Q4 How well does the college respond to your specific needs?



Q5 How satisfied are you with the college's provision or service?



Evaluation

Evaluation of findings

The overall response rate was low; however the data does provide an indication of the level of satisfaction of stakeholders. There is a good cross section of respondents across different areas. The responses indicate a fairly high level of satisfaction overall across the range of questions asked, with a very small though consistent minority of negative responses. The ability of employers to influence the college's work was the area of lowest satisfaction.

Twenty-five respondents provided a free text response: these were largely positive in nature and in some cases provide context to the scoring within the survey.

Evaluation of methodology

The collation of the overall college stakeholder list was more time consuming than originally anticipated. Lists of contacts were not readily available or forthcoming in all cases. In some cases the contact details were incomplete.

Due to capacity within the quality team, the design and distribution of the survey was outsourced to another team within the college. The level of expertise of the survey software differed, and as a result technical difficulties were encountered at the start of the launch of the survey. This resulted in a delay in launching the survey. This gave the opportunity for further promotion and the life of the survey was extended as a result.

The very low response rate (6%) and the fact that 35% of respondents did not wish to complete the survey again, caused a rethink of the methodology. At the same time, the revised approach to self-evaluation, involving the engagement of stakeholders/employers was being developed, and the early indications are that this is a very productive and effective way to engage employers in the work of the college and to gather their views.

For these reasons, there is no plan to repeat the survey in the format used. Instead, the college will ensure that exiting and emerging practice, such as Curriculum Advisory Groups, Business Solutions employer engagement activity and self-evaluation processes, captures employer and stakeholder satisfaction systematically.

Liz Cook, Quality Manager
Roddy Henry, Depute Principal

Appendix 1
Raw Count Data

Survey Questions	Level of Satisfaction				
	5	4	3	2	1
How well does the work of the college reflect your needs?	16	20	13	2	3
How well does the college understand your needs?	13	21	16	1	3
How well are you able to influence the work of the college?	4	18	21	8	3
How well does the college respond to your specific needs?	9	27	12	3	3
How satisfied are you with the college's provision or service?	15	22	12	2	3

Board of Management

Subject/Title:	Curriculum Review Update
Author: [Name and Job title]	Gill Berkeley Head of Curriculum
Meeting:	Learning and Teaching Committee
Meeting Date:	4 December 2018
Date Paper prepared:	November 28 th 2018
Brief Summary of the paper:	This paper is to inform the committee about the progress of the curriculum review currently being undertaken
Action requested: [Approval, recommendation, discussion, noting]	Discussion
Link to Strategy: Please highlight how the paper links to, or assists with:: <ul style="list-style-type: none"> • compliance • partnership services • risk management • strategic plan • new opportunity/change 	Strategic plan – opportunity and growth in curriculum
Resource implications:	Yes / No If yes, please specify: Still to be defined
Risk implications:	Yes
Equality and Diversity implications:	No
Consultation: [staff, students, UHI & Partners, External] and provide detail	Staff, students and stakeholders – see narrative

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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Curriculum Review Report

Executive summary

This paper is to highlight the process currently being undertaken and to give a progress report on the review of the curriculum aligned with the strategic aims and objectives of Inverness UHI.

Background information

In this current academic year we are undertaking a full curriculum review to reflect on the currency of our current curriculum in line with our strategic aim which is “to offer a progressive curriculum that is valued by our students, employers and the communities that we serve, and it is delivered in a variety of ways to make it accessible to all.” To do this the curriculum is being reviewed using a holistic approach, considering the connections between subjects, teaching methods, engagement with stakeholders and all aspects of learning that create a learner’s educational experience.

The review involves four stages which are shown in the next table illustrating the progress against them.

Timeline

Task	Progress
Announcement of Impending Curriculum Review at staff briefings	Completed
Stage 1: Collation of relevant information to inform the review	
Curriculum Review Focused HoC/PDM meeting	Completed
Stage 2: Review the present offering	
Individual PDM area interim review, challenge & discussions in the 2 nd Stop & Review meetings	November/December 2019
HoC/PDM progress meeting	Completed
Stage 3: Curriculum Decisions	
Finalise 19/20 Portfolio Decisions and review using approval processes	January- April 2019
Presentation of Conclusions	February 2019
Stage 4: Review using approval processes	
20/21 portfolio decisions in place	April 2019

At each stage information is being considered that gives an understanding to regional, national and international factors that affect both the FE and HE sectors. For example

- a) labour market intelligence (LMI)
- b) key local drivers i.e. HIE priorities
- c) national drivers - DYW strategy, SFC Access and Inclusion Strategy, Gender Action Plan, Learner Journey Review report and the Scottish Government's Industry strategies
- d) international drivers
- e) student mobility out and into region including competitor analysis
- f) ICUHI ABC (Ambitious, Bold and Courageous)
- g) financial constraints

Stage 1 and 2

Key information collated internally is enabling an informed analysis of our present curriculum as well as identifying emerging gaps. It is important that this was based on a three year trend analysis. The information includes

<ul style="list-style-type: none"> • Demand 	<ul style="list-style-type: none"> • Enquiries • Applications received • Enrolments • Conversion rates :Offers v. enrolments • Commercial Activity • MA
<ul style="list-style-type: none"> • Success 	<ul style="list-style-type: none"> • Retention • Attainment – success and partial success • Comparison against national benchmarks • Equalities data • Student Satisfaction levels • NSS • SSES
<ul style="list-style-type: none"> • Progression 	<ul style="list-style-type: none"> • Progression internally between levels in both FE and HE • Progression to employment from FE and HE • Progression FE to HE courses(internally and externally) • Progression HN to degree (internally and externally)
<ul style="list-style-type: none"> • Sustainability 	<ul style="list-style-type: none"> • Actual credits achieved per course • HE FTE per course • Microram and JACs Codes per module • Income generated from MA • Income generated from commercial activity

External factors our region and sectors are being considered.

What we know:	
<ul style="list-style-type: none"> • FE Funding is declining in real terms • FE applications and enrolments are continuing to decline in number • Schools are keeping young people longer so it is a priority to focus on the offering to the senior phase • Low unemployment levels in the Inverness area • Imbalance between qualification levels versus qualifications required by employers. • Other universities are lowering their entry criteria which may have an impact on our HE enrolments at both HN and degree level • UHI as a region achieved it's funded numbers 	
Occupational area/industry specific external factors to investigate:	Unknowns but on the horizon:
<ul style="list-style-type: none"> • How Good is Your College? • Economic forecast – Skills Investment Plans, Regional Skills Assessments etc. • Inward investment plans and associated training requirements • Scottish/UK Government priorities http://www.gov.scot/Topics • Knowledge, skills and qualifications required by employers locally, regionally and nationally. • Awarding body options. • STE(A)M Strategy • Apprenticeship levy and the impact on FT courses in vocational areas • SDS • QAA 	<ul style="list-style-type: none"> • Impact of the final implementation of National Bargaining • Impact of devolved Welfare Reform – Fair Start Scotland Employability Service.

Stage 3: Implementation

Before any changes are implemented there will be a risk analysis taken of the impact of those changes. These include questions that are currently part of our present approval process as well as impact on credit activity, HE FTE activity, staffing and resources.

Board of Management

Subject/Title:	Student Experience Report
Author: [Name and Job title]	Liz Cook, Quality Manager
Meeting:	Learning, Teaching and Research Committee
Meeting Date:	4 th December 2018
Date Paper prepared:	25 th November 2018
Brief Summary of the paper:	The student experience report comprises two elements: <ul style="list-style-type: none"> • SSES 2017 – 18 headline report • Early Student Experience Survey Report 2018-19
Action requested: [Approval, recommendation, discussion, noting]	Discussion
Link to Strategy: Please highlight how the paper links to, or assists with:: <ul style="list-style-type: none"> • compliance • partnership services • risk management • strategic plan • new opportunity/change 	The Student Experience report links to the Strategic Plan 2017 – 20 in the following aims: Opportunity and growth in Student Life Opportunity and growth in Curriculum Opportunity and growth in Professional Practice Specifically, individual objectives listed within each aim.
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	None

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.			
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Student Experience Report

Executive summary

The Student experience report comprises two elements:

- SSES 2017 - 18 headline report
- Early Student Experience Survey Report 2018-19

Each of the reports are attached for discussion.

The SSES headline report provides a headline commentary of the outcomes from the SSES, comparing ICUHI results to that of the overall sector.

The Early Student Experience Survey Report 2018-19 provides an analysis of responses to the student survey.

Student Satisfaction and Engagement Survey (SSES) – Sector Summary Report

The SFC has published the third statistical release of the annual Student Satisfaction and Engagement Survey (SSES) for Scotland’s colleges, which covers the academic year 2017 - 18. The publication reports on HE and FE courses; and modes of study. The SSES comprises ten questions, these are included in a larger survey at ICUHI and marketed as SSES. The IC UHI survey is distributed to all FE and HE students, with the exception of those students receiving the NSS.

Sector data is released to colleges for the purposes of internal benchmarking. This summary provides an initial high level analysis. It should be noted that UHI academic partners submit only FE returns to the SFC for reporting purposes.

Response Rate

The table below shows the breakdown of student response rates by level and mode compared to that of the sector.

Level and Mode	No. of responses	% response rate	Sector % response rate
FEFT	643	63.6	51.2
FEPT	444	45.9	16.3
FE*DL	4	12.1	11.1
HEFT	453	37.2	38.6
HEPT	142	17.4	14.0
HEDL	0	0	6.5

*DL Distance Learning

Level and Mode of Delivery – Overall Satisfaction

It can be seen from the table below that IC UHI is sitting above the sector benchmark for FEFT, HEFT and FEPT. There is a large percentage difference between the ICUHI FEDL satisfaction rate compared to the sector. This could be in part due to the small number of respondents.

Level and Mode	Inverness College UHI	Sector	% difference
FEFT	94.7	93.1	+1.6
FEPT	96.6	95.0	+1.6
FEDL	75.0	93.2	-18.2
HEFT	90.1	86.3	+3.8
HEPT	89.4	90.2	-0.8
HEDL	n/a	92.4	n/a

Level of Delivery

The following tables showed combined results for the level of delivery. Results for individual levels and modes of delivery can be found in Appendix 1.

FE Combined Modes

FE (Combined modes)	Inverness College UHI	Sector	% difference
1. Overall, I am satisfied with my college experience.	95.4	93.6	+ 1.8
2. Staff regularly discuss my progress with me.	89.3	86.2	+ 3.1
3. Staff encourage students to take responsibility for their learning.	97.3	95.4	+ 1.9
4. I am able to influence learning on my course.	91.5	89.5	+ 2.0
5. I receive useful feedback which informs my future learning.	92.1	89.1	+ 3.0
6. The way I'm taught helps me learn.	91.2	89.1	+ 2.1
7. My time at college has helped me develop knowledge and skills for the workplace.	93.1	91.8	+ 1.3
8. I believe student suggestions are taken seriously.	84.7	81.3	+ 3.4
9. I believe all students at the college are treated equally and fairly by staff.	90.2	85.7	+ 4.5
10. The college Students' Association influences change for the better.	87.3	62.5	+ 24.8
Overall Total	91.2	86.5	+ 4.7

Satisfaction levels across the sector have increased for each question in 2017-18. It can be seen that ICUHI sits above each of these, ranging from 1.3 – 24.8%. Overall sitting 4.7% above the sector results.

HE Combined Modes

HE (Combined modes)	Inverness College UHI	National result	% difference
1. Overall, I am satisfied with my college experience.	90.1	86.9	+ 3.2
2. Staff regularly discuss my progress with me.	71.8	76.1	- 4.3
3. Staff encourage students to take responsibility for their learning.	95.8	92.2	+ 3.6
4. I am able to influence learning on my course.	77.8	79.3	- 1.5

5. I receive useful feedback which informs my future learning.	81.8	81.5	+ 0.3
6. The way I'm taught helps me learn.	76.8	80.1	- 3.3
7. My time at college has helped me develop knowledge and skills for the workplace.	82.8	85.9	- 3.1
8. I believe student suggestions are taken seriously.	74.3	70.7	+ 3.6
9. I believe all students at the college are treated equally and fairly by staff.	84.2	81.6	+ 2.6
10. The college Students' Association influences change for the better.	75.1	49.1	+ 26.0
Overall Total	81.2	78.4	+ 2.8

ICUHI are 2.8% above the overall sector total. The response to four questions sit below the sector benchmark. For each, the percentage difference between the sector and the ICUHI result is significantly reduced compared to last year. For six of the questions asked, the satisfaction levels sit above the sector benchmark, ranging between 0.3% - 26%.

Liz Cook

Quality Manager

Appendix 1

HEFT

HEFT	Inverness College UHI	National result	% difference
1. Overall, I am satisfied with my college experience.	90.1	86.3	+ 3.8
2. Staff regularly discuss my progress with me.	72.1	75.3	- 3.2
3. Staff encourage students to take responsibility for their learning.	96.0	91.9	+ 4.1
4. I am able to influence learning on my course.	78.4	78.6	- 0.2
5. I receive useful feedback which informs my future learning.	81.8	81.1	+ 0.7
6. The way I'm taught helps me learn.	77.0	79.4	- 2.4
7. My time at college has helped me develop knowledge and skills for the workplace.	82.7	85.5	- 2.8
8. I believe student suggestions are taken seriously.	72.9	69.3	+ 3.6
9. I believe all students at the college are treated equally and fairly by staff.	83.0	80.4	+ 2.6
10. The college Students' Association influences change for the better.	73.5	49.3	+ 24.2

Overall satisfaction with the college experience sits above the sector benchmark by 3.8%. It is encouraging to see positive increases in levels of satisfaction about the Student Association and influencing and equity based questions. In the remaining four questions where the satisfaction rate falls below the sector benchmark, the range is 0.2% to 3.2%. The questions with the biggest differentials relate to teaching methods and discussions around progress.

FEFT

FEFT	Inverness College UHI	National result	% difference
1. Overall, I am satisfied with my college experience.	94.7	93.1	+ 1.6
2. Staff regularly discuss my progress with me.	87.5	85.4	+ 2.1
3. Staff encourage students to take responsibility for their learning.	97.0	95.4	+ 1.6
4. I am able to influence learning on my course.	90.3	89.0	+ 1.3
5. I receive useful feedback which informs my future learning.	90.5	88.6	+ 1.9

6. The way I'm taught helps me learn.	90.2	88.5	+ 1.7
7. My time at college has helped me develop knowledge and skills for the workplace.	94.1	91.9	+ 2.2
8. I believe student suggestions are taken seriously.	79.9	79.2	+ 0.7
9. I believe all students at the college are treated equally and fairly by staff.	87.4	83.6	+ 3.8
10. The college Students' Association influences change for the better.	86.9	62.5	+ 24.4

All responses sit above the national benchmark. The sector benchmark results for FEFT are higher across the board than for HEFT.

HEPT

HEPT	Inverness College UHI	National result	% difference
1. Overall, I am satisfied with my college experience.	89.4	90.2	- 0.8
2. Staff regularly discuss my progress with me.	71.1	80.9	- 9.8
3. Staff encourage students to take responsibility for their learning.	95.1	94.1	+ 1.0
4. I am able to influence learning on my course.	76.1	83.7	- 7.6
5. I receive useful feedback which informs my future learning.	81.7	83.5	- 1.8
6. The way I'm taught helps me learn.	76.2	84.8	- 8.6
7. My time at college has helped me develop knowledge and skills for the workplace.	83.0	88.5	- 5.5
8. I believe student suggestions are taken seriously.	78.7	78.8	- 0.1
9. I believe all students at the college are treated equally and fairly by staff.	87.9	89.6	- 1.7
10. The college Students' Association influences change for the better.	80.1	48.0	+ 32.1

Two HEPT responses sit above the national sector result – these are about the Student Association influence and staff encouraging responsibility for learning. The questions with response rates sitting below the national results range from 0.1% to 8.6% discrepancy. Whilst these remain under the sector benchmark the % difference has decreased this year. The question with the highest differential this year relates to the way learners are taught.

FEPT

FEPT	Inverness College UHI	National result	% difference
1. Overall, I am satisfied with my college experience.	96.6	95.0	+ 1.6
2. Staff regularly discuss my progress with me.	92.8	88.9	+ 3.9
3. Staff encourage students to take responsibility for their learning.	98.0	95.7	+ 2.3
4. I am able to influence learning on my course.	93.7	91.4	+ 2.3
5. I receive useful feedback which informs my future learning.	94.8	90.7	+ 4.1
6. The way I'm taught helps me learn.	93.4	91.1	+ 2.3
7. My time at college has helped me develop knowledge and skills for the workplace.	92.1	91.6	+ 0.5
8. I believe student suggestions are taken seriously.	92.0	87.7	+ 4.3
9. I believe all students at the college are treated equally and fairly by staff.	94.3	92.3	+ 2.0
10. The college Students' Association influences change for the better.	87.9	63.2	+ 24.7

All question results sit above the benchmark by a range of 0.5% and 24.7%. The two highest response rates are for staff encouraging students to take responsibility for learning and overall satisfaction. The two lowest response rates relate to the Student Association and student suggestions being taken seriously.

Overall conclusion

The response rates for each of the modes and levels is more consistent this academic year. The approaches to the survey in 2017-18 had a better overall reach, the breakdown of individual modes and levels indicates there is further work to be done with HE students.

There has been a positive shift in overall sector satisfaction levels. ICUHI has performed well against these benchmarks overall, the continued focus for future activity will need to be with HE learners, specifically PT learners.

Early Student Experience Survey (ESES) 2018-19 Report

Introduction

The early experiences of students at Inverness College UHI are crucial in terms of student retention. An early experience survey is carried out in October each year to determine the level of satisfaction with services, support provided and early experiences of learning and teaching.

The purpose of this report is to provide an overview of the methodology used to gain staff and student engagement with the survey and a cross college summary of the outcomes from the responses provided by students. The responses to the survey are made available to curriculum and support teams to feed into self-evaluation activities.

Executive Summary

This year the response rate to the ESES increased significantly from the previous year to over 50%. A good level of satisfaction could be seen from the respondents of 95.45%, an increase of over 4% from the previous year. Satisfaction with curriculum areas is high, with all sitting above 90%. Satisfaction with the quality of service from areas across the college is high. There is a lower response rate from HE learners; the methodology for engaging these learners will need to be enhanced for future surveys.

Background

During 2018 – 19, the approach to surveys was identified as a work strand of the Harmonisation of Regional FE Quality Arrangements project. A common set of core questions were developed and implemented across each academic partner. Sufficient flexibility was built into the survey design to ensure partners could ask particular sets of questions relevant to their work activity. For ICUHI, this represented the following sections:

- Quality of service provided by areas across the college, which provides valuable information to inform our work with the CSE standard
- Travel arrangements – introduced this year to inform partnership working with travel planning on the wider campus and a bid for cycle scheme.

Students were asked to provide information about their protected characteristics due to changes to data protection legislation. This represented a change in approach for ICUHI.

An overall target of a regional response rate of 60% was agreed across the partnership to provide a stretch aim whilst recognising for some partners this would be the first time using electronic means of surveying students.

Methodology

The ESES was launched at the beginning of October, and ran for four weeks. The survey was open to 3655 students, an individual email link was sent to each one using JISC survey software.

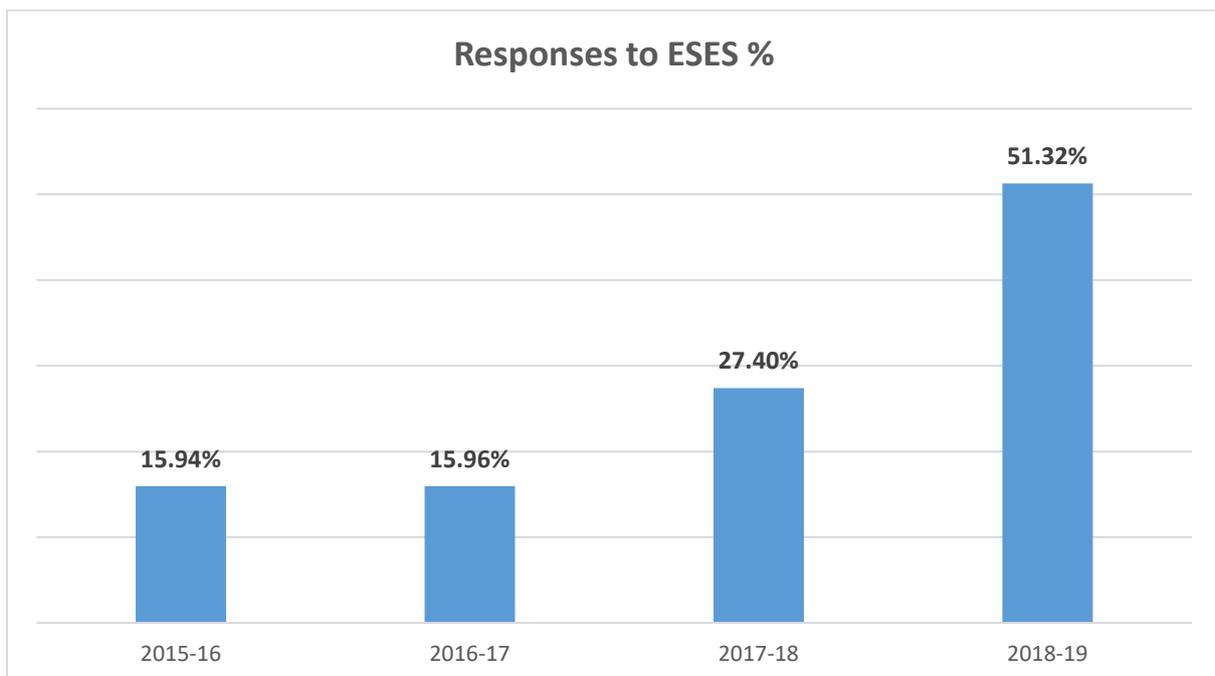
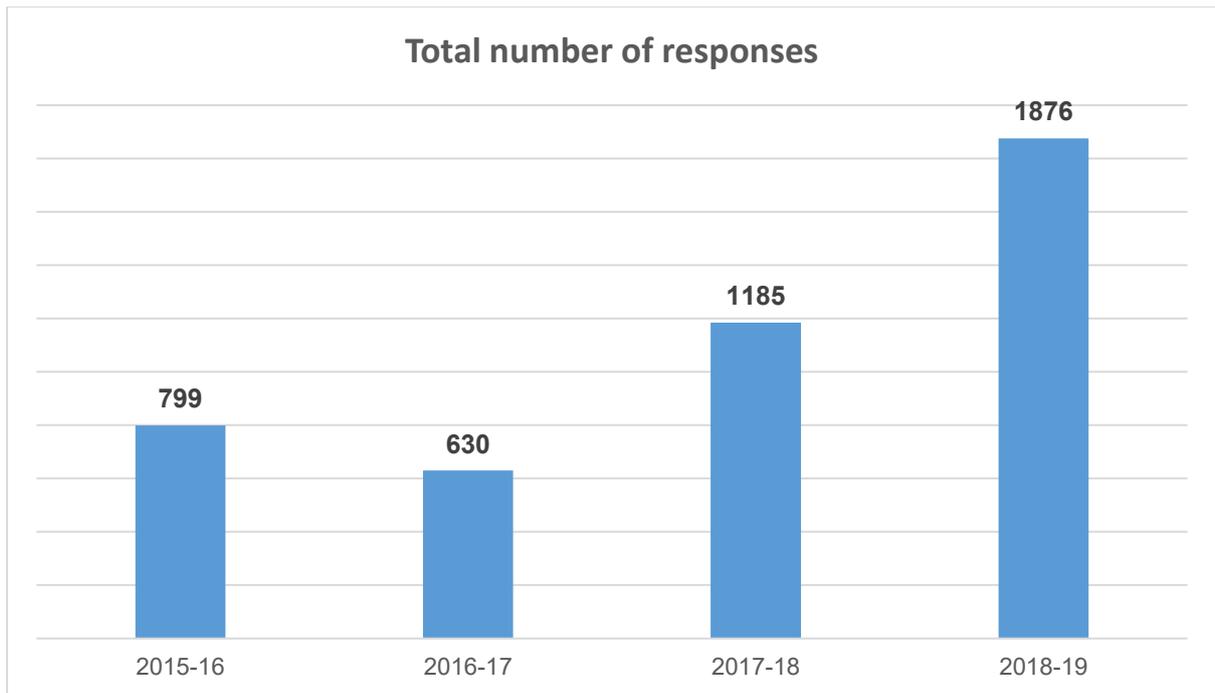
It was identified that two groups of students could not easily access the survey i.e. lower level ESOL and Supported Education. More accessible surveys were drafted and distributed to these groups to ensure their feedback was captured.

Block release students not attending college during the survey run were identified as being less likely to respond. This impacts two curriculum areas in particular – Construction and Engineering. Where possible, students were captured after the initial launch of the survey.

In order to engage staff and students with the survey, well embedded methods were coupled with new and innovative approaches to promote the importance of completing the ESES:

- Staff
 - PAT Sessions ran by Quality
 - Folder in the shared pool with bank of information and survey explainer videos
 - Promotion and explanation at Monthly Team Meetings
 - Weekly ESES updates to curriculum departments
- Students
 - Prizes
 - Advertisement / Promotion on plasma screens, social media, and noticeboards.
 - Student Rep Council
 - Closer involvement with HISA
 - Creation of fun movie style powtoons to capture the interest of students
 - Computer suites available

The approaches adopted were successful in generating an increase of 23.92% in response rate for 2018 from 27.4% to 51.32% overall.



In analysing the data, percentages throughout the survey are calculated on the basis of respondents to the questions, as in the case of some services, not all students have accessed them.

Within the free text responses, it should be recognised that there are highly individualised responses. High level categorisation has been undertaken to identify discernible themes or patterns emerging, the result of which can be relatively granular. It should be noted the free text analysis adds colour to the quantitative data available, and assists individual teams

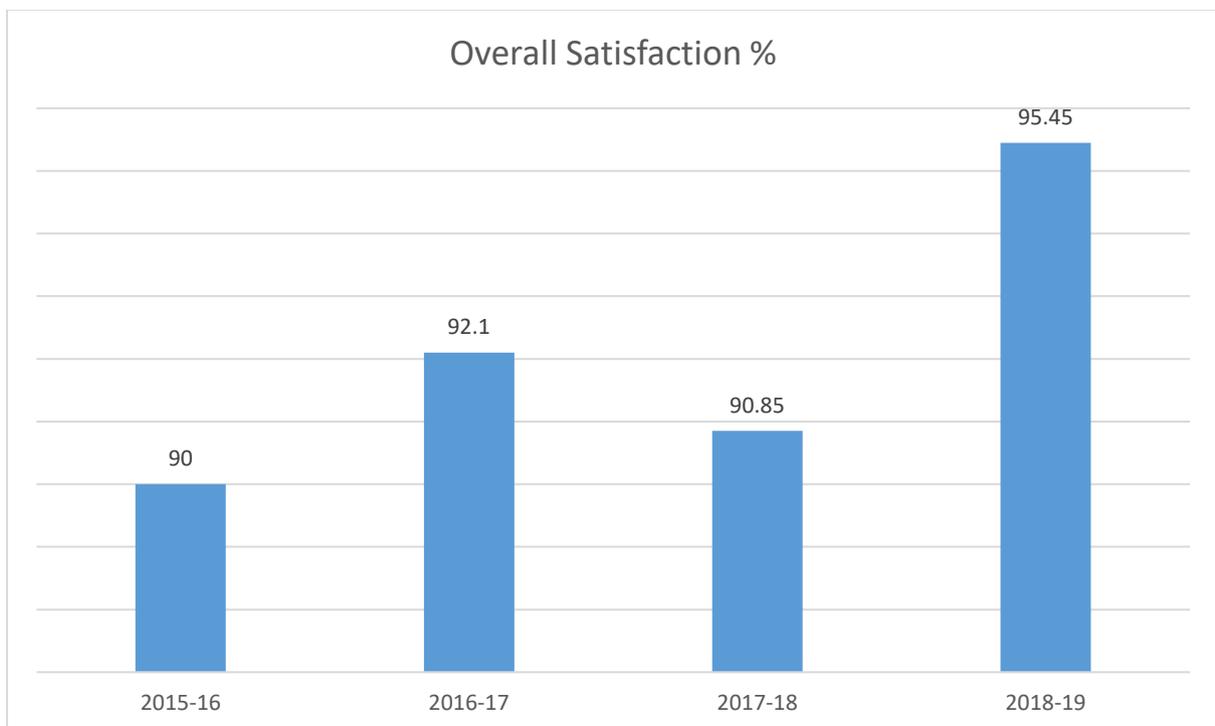
identify what is working well or requires enhancement for their particular service or curriculum area.

Through the development of the core question bank, the existing bank of questions used across the region were reviewed. Local HISA officers were consulted about the content and accessibility of the questions. As a result of the review and consultation, there have been the inclusion of new questions. A comparison with last year has been provided where it is available.

Findings

Using a four point scale, students were asked to indicate how strongly they agreed with the following statement:

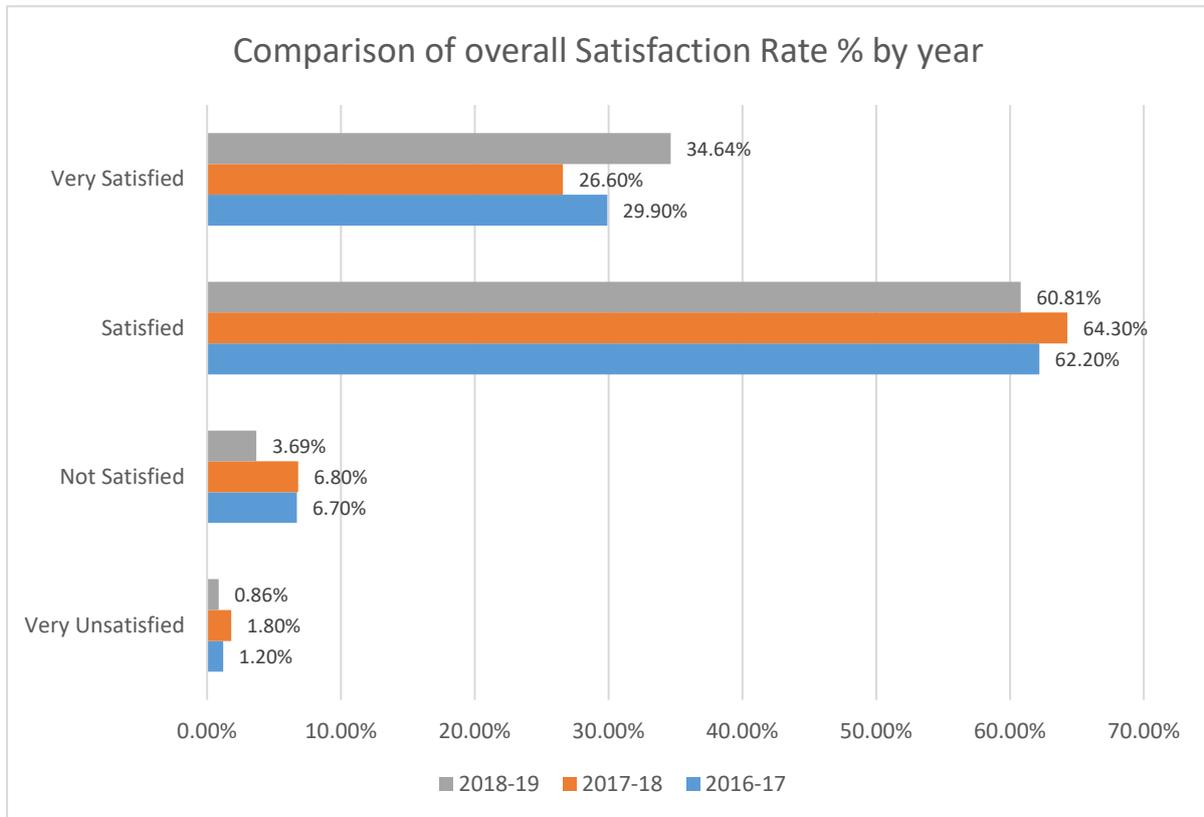
Overall, I'm satisfied with my student experience so far



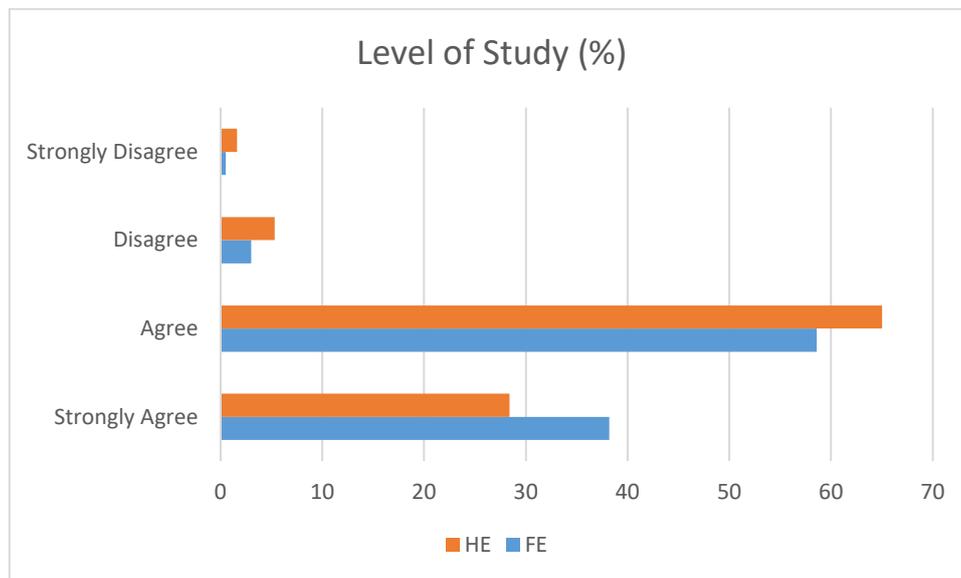
The 2018-19 overall satisfaction rate is the highest seen over the last four years. It represents a 4.6% increase from 2017-18. This increase could in part be attributed to better explanations about the purpose of the survey by staff, students having clearer expectations about the survey, clearer expectations about their programme of study created by improved information, advice and guidance provided in their initial weeks; the introduction of the revised Partnership Agreement (previously the Learner Agreement).

The chart below highlights the breakdown of the proportion of satisfaction across the varying categories. It can be seen there has been a positive shift in the number of students who are very satisfied with their experience. The remainder of the categories have seen

decreases across the board. The raw count for unsatisfied students is 85 across the two categories. Further commentary is provided in relevant sections below.



Satisfaction - Level of Study



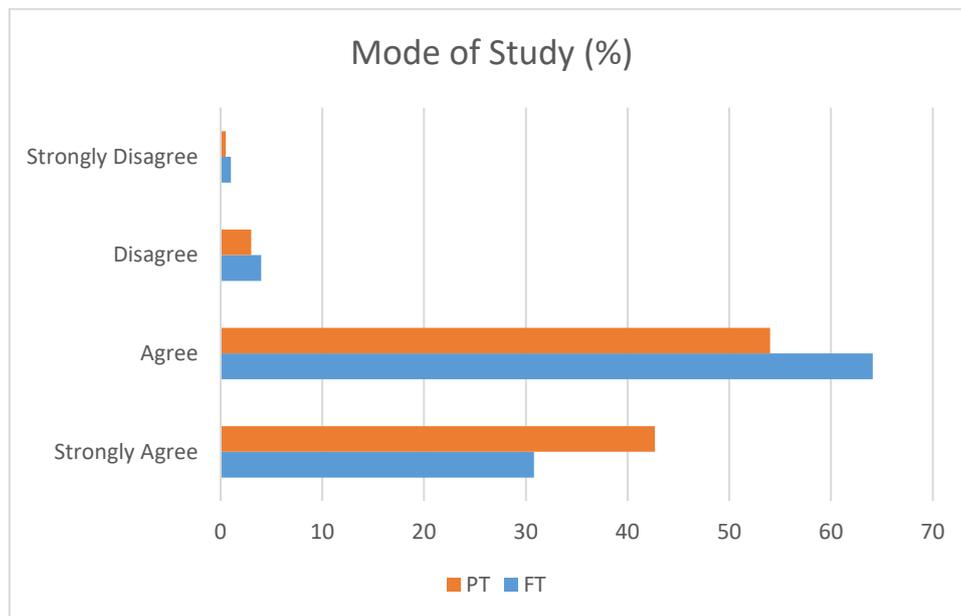
	Strongly Agree	Agree	Disagree	Strongly Disagree	Raw Count
FE	454	696	33	5	1188
HE	193	440	36	11	680

The overall satisfaction rate is higher in FE students (96.8%) than HE students (93%). Compared to the previous survey, this represents a 2.8% increase in satisfaction for FE students, and a 5% increase for HE students.

Of those students who responded to the survey, 64% were FE students, 36% were HE students. This reflects the trend experienced in the national sector and points towards the need for raising the survey profile and awareness with HE students and their teaching staff to work towards a more reflective response rate for this level of study.

7% HE students expressed they are not satisfied with the college experience so far. This represents 47 students; 38 full time, 9 part time, spread across five curriculum areas. Initial analysis of the responses for this group show no apparent patterns emerging from the responses for the remainder of the survey.

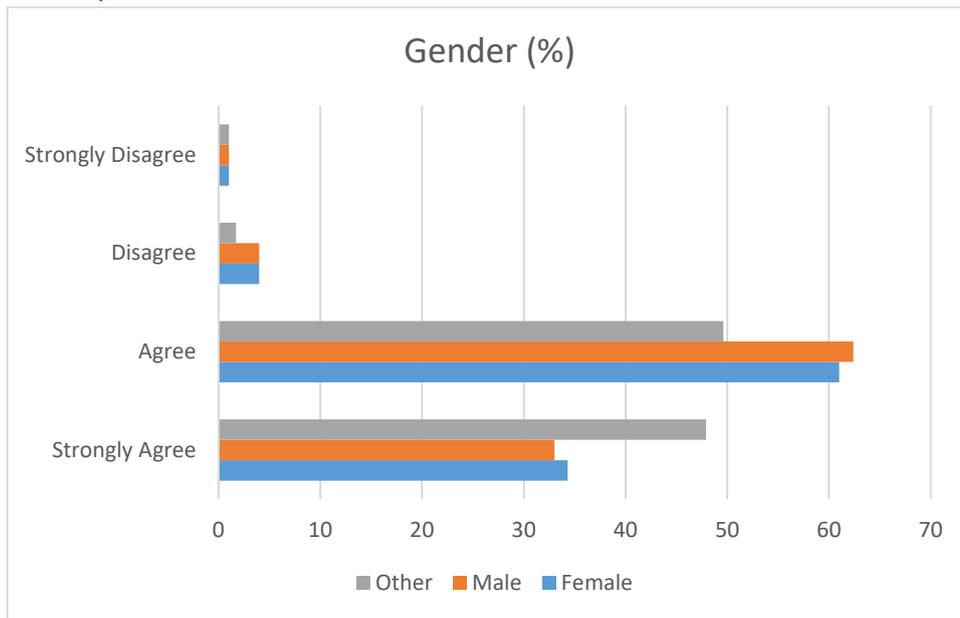
Satisfaction - Mode of Study



	Strongly Agree	Agree	Disagree	Strongly Disagree	Raw Count
FT	388	808	52	13	1261
PT	259	328	17	3	607

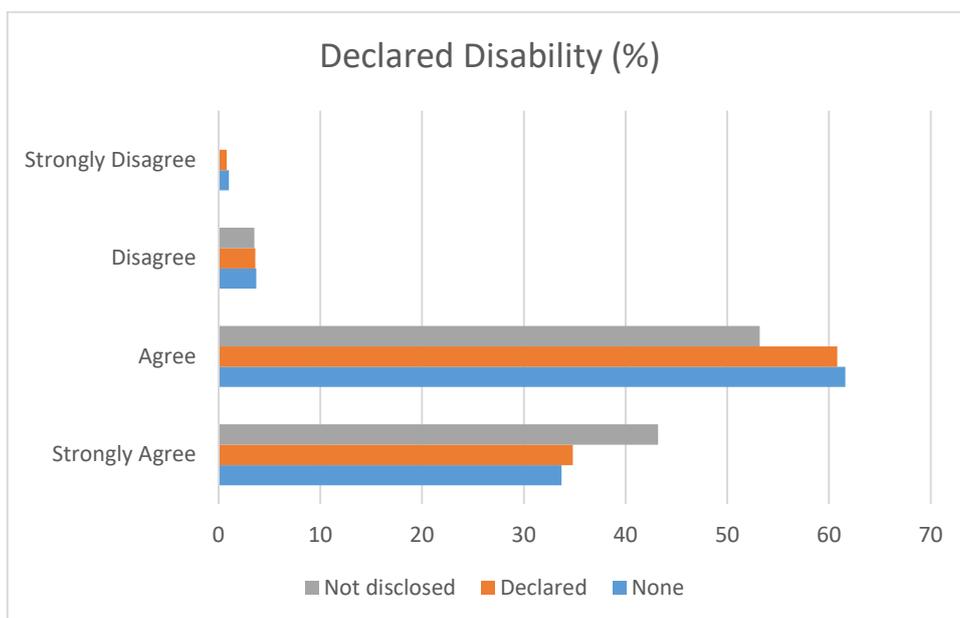
The overall satisfaction rate for full-time students is 94.8%, and 97% for part time students. This represents an increase of 4.8% for full-time students, and no change for part time students. 5% full time students expressed they are not satisfied with the college experience so far. This represents 65 students; 38 HE, 27 FE. These students are spread across all curriculum areas with slightly higher proportions seen in four of the areas.

Satisfaction - Equalities



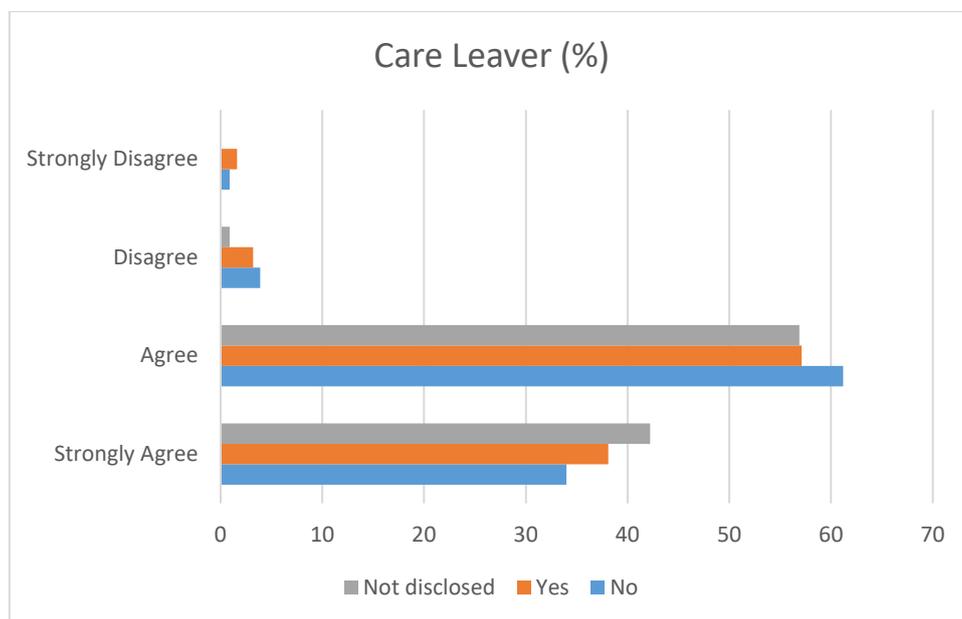
	Strongly Agree	Agree	Disagree	Strongly Disagree	Raw Count
Female	341	605	38	9	993
Male	250	473	29	6	758
Other	56	58	2	1	117

95% of males and females are satisfied with their overall college experience so far. 97% of the remaining category are satisfied with their experience. The 'Other' category is made up of those students who did not disclose their gender, preferred to self-describe or identify as transgender.



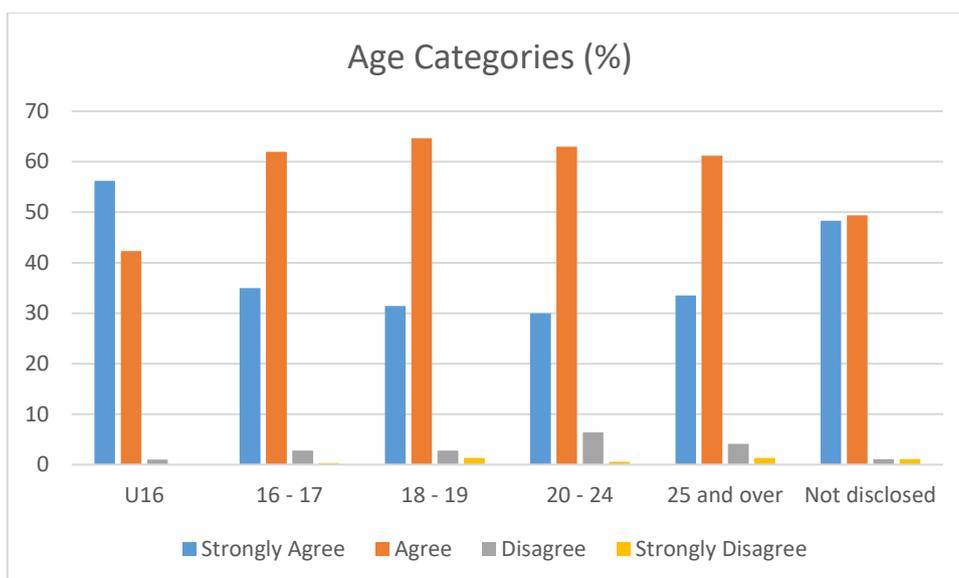
	Strongly Agree	Agree	Disagree	Strongly Disagree	Raw Count
None	459	839	51	13	1362
Declared	127	222	13	3	365
Not disclosed	61	75	5	0	141

Learners with no declared disability have a satisfaction level of 95%, learners with a declared disability also have a satisfaction level of 95%. Those students who did not disclose information in relation to this category sat at 96% satisfaction with their overall college experience so far.



	Strongly Agree	Agree	Disagree	Strongly Disagree	Raw Count
No	577	1038	66	15	1696
Yes	24	36	2	1	63
Not disclosed	46	62	1	0	109

95% of students who are care leavers are satisfied with their college experience so far, as are those who are not care leavers. 109 students chose not to disclose this information, which suggests there may be a reluctance to disclose this level of information. Of the students who did not disclose this information 99% indicated they were satisfied with their college experience so far.



	Strongly Agree	Agree	Disagree	Strongly Disagree	Raw Count
U16	59	45	1	0	105
16 - 17	134	238	11	1	384
18 - 19	124	255	11	5	395
20 - 24	102	215	22	2	341
25 and over	186	340	23	7	556
Not disclosed	42	43	1	1	87

The age category with the highest level of satisfaction is the under 16 years at 99%. The lowest level of satisfaction is seen in the 20 - 24 year old category at 93%. The 7% that are not satisfied in this category equates to 24 learners; 19 HE, 5 FE. These students are spread across seven curriculum areas. Of the remaining age categories the satisfaction levels are 97%, 96% and 95% in chronological order.

The following table highlights levels of satisfaction by ethnic background. It can be seen that all categories sit above 90% satisfaction rate.

Ethnic Background	% Satisfaction	Responses
BME	95.8%	29
British	96%	108
Not given	98%	84
Other	100%	25
Polish - White	97%	155
White – UK and Irish	97%	1436

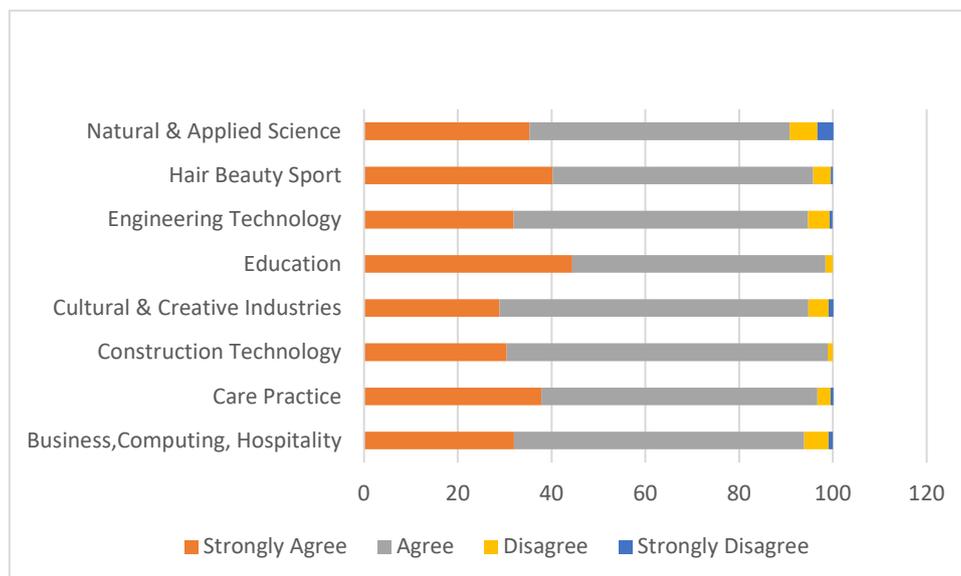
Satisfaction by Curriculum Area

The table below shows the overall level of satisfaction per curriculum area. All have high rates of satisfaction, with all sitting over 90%. The overall satisfaction rate for the college is 95.45%. Four curriculum areas sit above this level, and four fall marginally below. Further analysis by the curriculum teams will be required to identify the reasons for these results. The survey results are provided to all teams across the college, and allow analysis down to programme level.

The total respondents has also been included. It is possible to see a wide range in response rates per curriculum area.

Curriculum Area	Overall Satisfaction 2018 %	Raw Count
Business, Computing, Hospitality	94	325
Care Practice	97	360
Construction Technology	99	184
Cultural & Creative Industries	95	305
Education	98	126
Engineering Technology	95	172
Hair Beauty Sport	96	261
Natural & Applied Science	91	119

The chart below shows the spread of the level of satisfaction per curriculum area.



Free Text Analysis

Students had two opportunities within the survey to provide free text comments. The first asked for comments relating to improving customer service at Inverness College UHI, whereas the second asked a broad question of any other comments. Over the two questions, there were 425 responses. The responses are have been categorised as follows:

Category	Improve Customer Service – No of responses	Any other Comments – No. of responses
Additional Support Needs	3	1
Admissions & Student Funding	19	8
Canteen	36	10
Childcare	0	1
Communication	15	6
Customer Service	13	3
External Comment	0	1
Facilities	15	13
Finance	6	1
General Comment	7	4
HISA	3	3
ICT	1	0
Induction	6	2
Learning & Teaching	13	40
Organisation & Management	14	15
Positive Comment	58	68
Services	2	1
Student Engagement	1	0
Support & Guidance	9	14
Surveys	4	0
Travel	6	3
Total	231	194

Three categories (highlighted) had responses of over 10% of the overall total.

Good, happy, helpful are the strongest themes emerging from the positive comments category. Specifically staff being helpful and friendly features in the responses; there is a sense that some staff are going the extra mile to help students settle into their life at college.

The canteen features heavily in the free text comments. Themes emerging relate to service, pricing and timing.

The comments in relation to learning and teaching are highly individualised and course specific. There are some areas of commonality, for example, teaching methods, consistency of approach. Given students spend the majority of their time in college within the classroom, it is not surprising to see the amount of commentary for this category.

Core Questions

Questions 2-24 were scored on a Strongly Agree to Strongly Disagree scale (some questions did have a Not Applicable option). The percentages displayed represent those students who responded Strongly Agree or Agree compared to last year's responses of the same category. The raw count shows how many students responded to the question. The questions were split into the following categories:

- Before I Started My Course
- First Few Weeks
- My Course
- Assessment and Feedback
- My Feedback and Student Voice

The following key has been used:

Key:

Increase from previous year	
Decrease from previous year	

Before I Started My Course

Please rate your experience before you started College	2018-19	Raw Count	2017-18	Raw Count	% difference
2. My initial enquiry provided me with the information I required to take the next step or apply for the course	94.94	1780			
3. Applying to my college course was easy	95.15	1815	94.7	1066	0.45
4. I was provided with clear information about the funding I could apply for	82.16	1777	79	1066	3.16
5. My funding application was dealt with effectively	85.13	1520	82.7	1066	2.43
6. The information I received before my course started helped me prepare for college / university	85.1	1856			

There has been a good shift in satisfaction levels where questions have been asked previously. This is particularly marked in the information and application process for funding. Of the new questions posed, students have indicated a high level of satisfaction with the initial enquiry stage. Three of the categories fall under the 90% overall satisfaction. These areas are subject to further analysis and implementation of tests of change through the College Improvement Project (CIP) Theme 1 project.

First Few Weeks

Please rate your experience of your first few weeks at College	2018-19	Raw Count	2017-18	Raw Count	% difference
7. I was made to feel welcome during my first week	97.46	1848	97	1066	0.46
8. It was easy to enrol onto my course	95.46	1852			
9. I found induction a useful preparation for starting my course	89.05	1826	87	1066	2.05
10. The fresher's activities provided me the opportunity to mix with other students	75.21	1315	72.7	1066	2.51
11. My Course Handbook contains accurate information about the subjects within my course	88.89	1837	92	1066	-3.11
12. My Course Handbook explains about the different ways I will be learning during my course, for example class time, work experience, video conferencing (VC), self-study and practical work	87.7	1829	90.5	1066	-2.8
13. I know how to access Student Services	87.5	1816			
14. I know how to access the library facilities	94.33	1815	96.5	1066	-2.17
15. I know how to access the student portal, MyDay	92.27	1784			
16. I know how to access the Virtual Learning Environment / Blackboard	90.92	1741	94.3	1066	-3.38
17. I know who my PAT is and how to contact them	93.87	1860	96.1	1066	-2.23
18. I am treated fairly and equally by staff	97.26	1860	96	1066	1.26

Good increases are seen in the usefulness of induction and the fresher's activities. Whilst there has been the positive shift in relation to fresher's activities it remains the lowest scoring category. Marginal increases can be seen in relation to equity and a welcoming approach. The areas that have experienced a decrease in overall satisfaction relate to services to support learning. These results are interesting given the overall level of

satisfaction reported by students. Free text comments indicate in some instances course handbooks have not been received, students have not been notified who their PAT is, or induction was missed. Analysis of the approaches to induction is currently underway, with a project team identifying suitable test of change through the CIP Theme 1.

My Course

Please rate your experience of your course	2018-19	Raw Count	2017-18	Raw Count	% difference
19. I feel I am on the right course	96.41	1868			
20. I am happy with the way my course is taught	90.56	1863			

These questions are new for ICUHI. A good level of satisfaction has been expressed for both questions and this will serve as a benchmark for future surveys.

Assessment & Feedback

Please rate your experience of your assessments and feedback	2018-19	Raw count	2017-18	Raw Count	% difference
21. I know when my assessments are due	93.62	1851	91.2	1066	2.42

A pleasing increase in relation to assessment, and students' awareness of when assessments are due.

My Feedback & Student Voice

Please rate your experience of your feedback and student voice	2018-19	Raw Count	2017-18	Raw Count	% difference
22. I know how I can provide feedback to improve learning and teaching	89.51	1858	88	1066	1.51
23. I know who my Class Rep is	80.93	1836			
24. I am aware of the role of the Highlands and Islands Student Association (HISA)	81.09	1830	70.5	1066	10.59

It would appear HISAs profile has raised significantly since the last survey given the increase demonstrated above. Satisfaction levels with the knowledge of how to improve teaching and learning has risen for the third consecutive year. The question about class reps may be problematic to respond to in some cases, as anecdotally some classes have reported difficulty in recruiting class reps. Noting that two of the three categories score relatively lower compared to the remainder of the survey responses, suggesting there is further work to be done in relation to the student voice for the wider student body. This strand is being implemented, in part, through the new approach to Course Committee Meetings and the further embedding of the Partnership Agreement.

Quality of Service

Students were asked to rate the departments listed in relation to quality of service, if they had used the service. The scale was broken down as follows: Very Satisfied, Satisfied, Dissatisfied, Very Dissatisfied, or 'I have not used this service'.

The key used during the last survey is shown below:

Over 75%	
50 – 75%	
49% and under	

Given the marked shift in satisfaction with services the following key will be used:

Over 90%	
80 – 90%	
79%and under	

Area	Percentage Value				Raw Count
	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	
Admissions / Applications	35.08	60.78	3.52	0.62	1619
ASN team	33.44	58.71	5.81	2.04	637
Cafeterias	34.20	56.57	7.40	1.83	1582
Cash Office (fees, invoice, fee waiver, ILA)	30.31	60.86	7.12	1.72	815
Childcare (ELCC)	36.42	54.97	6.84	1.77	453
Funding (bursary, Hardship, EMA)	31.74	53.16	11.17	3.93	1298
Guidance team	32.47	60.61	5.00	1.92	1041
Hairdressing & Beauty Salons	41.74	53.15	3.58	1.53	587
ICT	33.77	61.20	4.06	0.97	1134
SkillZone	35.27	59.30	3.75	1.68	774
Lecturing Staff	43.90	52.73	2.92	0.44	1574
Learning Resource Centre	37.20	58.97	3.00	0.83	1199
Library	40.33	56.70	2.49	0.48	1448
Reception	40.13	56.60	2.70	0.57	1590
Wellbeing services	34.60	58.99	4.57	1.83	656
HISA (Student Association)	37.34	56.66	3.82	2.18	916

In all areas, students were satisfied with the quality of service provided. All departments scored over 90% satisfaction rate, with one exception. The change from a five point to a four point scale may have contributed to this positive shift. The shift could also be

attributed, in part, to the work undertaken in relation to the last annual CSE review. A clear focus on customer journeys, in addition to more objective self-evaluation activities informed by bespoke and relevant evidence banks has led to in-year improvements in a number of areas.

Next Steps – survey management and administration

- Contribute to the review of the regional approach December 2018
- Benchmark ICUHI performance once regional data available
- Research and identify methods of engagement specifically to increase the response rate of HE students

Board of Management

Subject/Title:	Student Recruitment 2018-19 - Update
Author: [Name and Job title]	Roddy Henry, Depute Principal
Meeting:	Learning and Teaching Committee
Meeting Date:	4 December 2018
Date Paper prepared:	26 November 2018
Brief Summary of the paper:	To provide the committee with an update on student recruitment in 2018-19.
Action requested: [Approval, recommendation, discussion, noting]	Discussion
Link to Strategy: Please highlight how the paper links to, or assists with:: <ul style="list-style-type: none"> • compliance • partnership services • risk management • strategic plan • new opportunity/change 	<ul style="list-style-type: none"> • Growth in the curriculum • Financial sustainability
Resource implications:	No If yes, please specify:
Risk implications:	Yes If yes, please specify: Operational: Organisational: achieving student numbers targets
Equality and Diversity implications:	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

Student Recruitment 2018-19 - Update

Executive summary

The current student activity indicates that:

- FE recruitment should make the credit target; however, it remains a challenge to do so.
- HE recruitment (FTE) looks likely to be slightly below the funded undergraduate target.

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

- FE enrolments include 112 from the EU, 7 from the rest of the UK and 11 international
- Overall HE FTE include 99 from the EU, 24 from the rest of the UK and 6 international.

Background information

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

The college is allocated a FE credit target via the FE Regional Board (FERB). The allocation (or target) is a share of the total FE funding provided to the region by the Scottish Funding Council (SFC). There is also a small allocation of European Structural Investment Funds (ESIF) funding available for additional credits.

The HE FTE target is a funded undergraduate (UG) target. Each year, the Academic Partners each submit their UG funded FTE targets to the Partnership Planning Forum (PPF). These are collated to create the university's UG funded numbers target: the individual and collated targets are known as the *PPF targets*. A small number of FTE (84) is funded through ESF this year, up from 27 last year.

Student activity against 2018-19 targets as at 26th November 2018

FE Activity

The FE core credit target for 2018-19 is 28,915, with an additional ESIF credit target of 296, making a total of 29,211.

FE	2018/19
Core Credit Target	28,915
ESIF Target	296
Total Target	29,211
Total Credits as at 26/11/2018	25,016
<i>Total Credits as at 24/11/2017</i>	<i>25,285</i>

The total current FE enrolments for 2018-19 is 3,217 generating 25,016 credits: slightly below the running credit total for this time last year. Further FE enrolments will take place throughout the year, including Modern Apprentices, January start courses and commercial courses. Additional activity is being explored, which is aligned to developments with school-link activity and in the sports curriculum.

The current forecast for FE activity is that the college will meet its credit target, although it remains challenging to do so. Activity is being monitored closely.

HE Activity

The HE (PPF) target for 2018/19 for undergraduate students with a fee status of 'Scottish' or 'European' is 1,618 FTE. This includes a cohort of 84 FTE funded through ESF grant.

As at 26th November the FTE, counting by module attachment is 1,568 FTE.

PPF Target HE FTE (Undergraduate students, including SC and EU fee statuses, excluding PGDE)	1,618
Current HE students as at 26/11/2018 - count by Module attachment.	1,567.99

The 'count by Module attachment' FTE estimate is used by EO Student Records Office to provide a running total of FTE throughout the year: FTEs always accrue as the year goes on. Based on the number of HE enrolments currently on the system, and previous years' FTE final outturns, it looks likely that HE activity will be slightly down on target by the end of the year. The picture will become clearer as more module attachments are made.

Enrolments by fee status

The following tables provide a breakdown of enrolments by fee status, showing the number of enrolments from Scottish, International EU and Rest of UK students.

FE enrolments by Fee Status:

FEE STATUS	ENRs
EU	112
Scottish	3057
International	11
RUK	7
(blank)	30
Grand Total	3217

HE FTE within the PPF target by Qualification and Fee Status:

Qualification Type	Scottish	EU	Grand Total
CertHE	6		6
CPD	2.501		2.501
DipHE	25.163	1	26.163
First Degree	821.292	41.5	862.792
HN Level	21.743	1.334	23.077
HNC Level	384.55	17.667	402.217
HND Level	205.804	16.734	222.538
ROA Level	4.239	18.468	22.707
Grand Total	1471.292	96.703	1567.995

All HE FTE by Qualification and Fee Status:

Qualification Level	Scottish	EU	EU with overseas term time address	International	Rest of the UK	Rest of the UK with overseas term time address	Scottish with Overseas term time address	Grand Total
CertHE	6							6
CPD	2.501							2.501
DipHE	25.163	1						26.163
First Degree	821.292	41.5		3	16			881.792
HN Level	21.743	1.334			0.2			23.277
HNC Level	384.55	17.667						402.217
HND Level	205.804	16.734			1.7			224.238
PGDE	40				1			41
ROA Level	4.239	18.468		2.967				25.674
Taught Postgraduate	59.449	2	1.167		4.649	5.166	4.831	77.262
Grand Total	1570.741	98.703	1.167	5.967	23.549	5.166	4.831	1710.124

Roddy Henry
Depute Principal

Board of Management

Subject/Title:	Early Student Retention 2018-19
Author: [Name and Job title]	Roddy Henry, Depute Principal
Meeting:	Learning and Teaching Committee
Meeting Date:	4 December 2018
Date Paper prepared:	23 November 2018
Brief Summary of the paper:	This paper provides an analysis of the Early Withdrawal (EW) rates for students on full-time programmes in 2018-19.
Action requested: [Approval, recommendation, discussion, noting]	Discussion
Link to Strategy: Please highlight how the paper links to, or assists with:: <ul style="list-style-type: none"> • compliance • partnership services • risk management • strategic plan • new opportunity/change 	<ul style="list-style-type: none"> • student activity targets • student experience • student outcomes
Resource implications:	No If yes, please specify:
Risk implications:	Yes If yes, please specify: Operational: Organisational: EW rates are linked to student activity targets and performance
Equality and Diversity implications:	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

Early Student Retention/Withdrawal 2018-19

Executive summary

This report provides a summary and analysis of Early Withdrawal (EW) rates for students on full-time programmes in 2018-19. 1 November is the Scottish Funding Council (SFC) 'cut-off' date for EW on full-time FE programmes commencing in August, and the same date is used to evaluate EW for full-time HE programmes. Part-time programmes, particularly at FE, recruit throughout the year and therefore EW rates change accordingly. FE students withdrawing before the EW date do count towards credit activity.

The current EW rates for students on full-time FE programmes are better than the final rates for last year and slightly better than the rates reported at this time last year.

The current EW rates for students on full-time HE programmes are better than last year's final rates and in line with the rates at this time last year. However, EW rates for students on full-time Higher National (HN) programmes show an improvement compared to this time last year, whereas the rates for other full-time HE programmes (mainly undergraduate degrees) are slightly higher.

Background information

Early student retention is reported in terms of EW rates, as defined by SFC, for all college sector programmes. This is the percentage of students who attend on 'day 1' of the programme and then leave:

1. before 1 November for full-time programmes starting in August, or;
2. before 25% of the programme has been completed for all other programmes.

Early Withdrawal (EW) rates are one of the key performance indicators (PI) published annually for colleges by SFC and scrutinised by Education Scotland. FE students that withdraw early are not counted towards the college's funded credit target.

The college sector EW calculation is used in this report for students on HE programmes as well as for those on FE programmes. For purposes of comparison and benchmarking, HE provision has been disaggregated to HN programmes and other HE programmes (mainly undergraduate degree). This enables the college sector HE benchmarks to be used for HN programmes.

The accuracy of the EW rates on the management information system (MIS) throughout the year depends on teaching staff reporting withdrawals to student records timeously. This has proved challenging to achieve in previous years and has improved considerably. In 2016-17 the college implemented the INSIGHT process for tracking the progress and attendance of students on a weekly basis. The process was piloted in 2016-17 for all full-time FE programmes, and was extended to include all full-time FE and Higher National (HN) programmes in 2017-18. At the time of writing, some students whose last day of attendance was before 1 November are still in the referral process. Therefore, the data shown below will be refreshed in the coming weeks.

A summary and analysis of EW rates are provided below. The data used were taken from the college dashboard on 23 November 2018.

Table 1: EW rates over time for students on full-time FE and HE programmes

LEVEL_OF_STUDY	AC_YEAR	ENRs	EARLY WD	EARLY WD %	College sector EW %
FEFT	2015/16	1366	119	8.71%	8.96%
	2016/17	1315	114	8.68%	9%
	2017/18	1261	107	8.51%	tbc
	2018/19	1166	59	5.06%	
HEFT	2015/16	1386	64	4.62%	
	2016/17	1406	64	4.56%	
	2017/18	1511	66	4.37%	
	2018/19	1516	47	3.10%	

Full-time FE: EW rates are 3.5 percentage points down on (better than) last year's final total and is 1.6 points better than the EW rate at the same time last year.

Full-time HE: EW rates are 1.3 points down on (better than) last year's final total and is in line with the rates at this time last year.

Improving early retention/reducing early withdrawal on full-time FE programmes is the main focus of the college's participation in the Scottish Government's College Improvement Project: a target of 5% EW by 1 November 2019 has been set.

Table 2: EW rates over time for students on full-time Higher National (HN) and other HE programmes

LEVEL_OF_STUDY	AC_YEAR	ENRs	EARLY WD	EARLY WD %	College sector EW %
Full-time HN	2015/16	691	45	6.51%	4.6%
	2016/17	669	38	5.68%	4.8%
	2017/18	663	49	7.39%	tbc
	2018/19	605	25	4.13%	
Full-time HE (non-HN)	2015/16	695	19	2.73%	
	2016/17	737	26	3.54%	
	2017/18	848	17	2.00%	
	2018/19	911	22	2.41%	

The table above separates out full-time HN programmes from other full-time HE (predominantly degree) programmes. Current EW rates for students on HN programmes are 1.7 points better than at this time last year. EW rates for students on other HE programmes are 1.2 points higher (worse) than at the same time last year, and are already above last year's total. It should, however, be noted that EW rates for UG degree programmes are low overall.

EW rates for students on HN programmes were well above the college sector levels in 2017-18, and overall attainment rates for students on these programmes fell just below the college sector level. HN programmes are the subject of an enhancement theme across the college in 2018-19.

It should also be noted that the trend of a shift in the balance of HE student numbers from HN programmes to degree programmes has continued and the balance is now 60:40 in favour of (mainly) UG degree programmes.

Table 3: EW rates for students on full-time FE and HE programmes by curriculum area

LEVEL_OF_STUDY	AC_YEAR	DEPARTMENT	Values		
			ENRs	EARLY WD	EARLY WD %
FEFT	2018/19	Care Practice	150	6	4.00%
		Cultural & Creative Industries	213	11	5.16%
		Engineering Craft	135	6	4.44%
		Hairdressing, Beauty and Sport	218	11	5.05%
		Hospitality	47	4	8.51%
		Education	52		0.00%
		Natural and Applied Sciences	108	9	8.33%
		Business & Computing	77	9	11.69%
		Engineering Technology	80		0.00%
		Construction Technology	86	3	3.49%
FEFT Total			1166	59	5.06%
HEFT	2018/19	Care Practice	260	10	3.85%
		Cultural & Creative Industries	327	9	2.75%
		Engineering Craft	6		0.00%
		Hairdressing, Beauty and Sport (HBS)	232	8	3.45%
		Hospitality	35	1	2.86%
		Education	40		0.00%
		URESEARCH	15		0.00%
		Natural and Applied Sciences (NAS)	141	1	0.71%
		Business & Computing	255	14	5.49%
		Engineering Technology	147	4	2.72%
HEFT Total			1516*	47	3.10%

*Total = 18 greater than sum of curriculum areas

At FE level, the subject areas with relatively high EW rates are hospitality (low numbers overall), computing, business and science Highers. A notable improvement is in Education, which suffered a 25% EW rate last year.

At HE level, care practice, HBS and business have relatively high levels of EW, split across HN and degree programmes.

Student attendance and progress will continue to be monitored closely at programme level through the INSIGHT process, retention rates will be monitored monthly through college committees and actions taken as appropriate to support student retention and success.

Roddy Henry
Depute Principal

Board of Management

Subject/Title:	Corporate Parenting Report 2018
Author: [Name and Job title]	Lindsay Snodgrass, Head of Student Services
Meeting:	Learning, Teaching and Research Committee
Meeting Date:	4 th Dec '18
Date Paper prepared:	27 th Nov '18
Brief Summary of the paper:	To outline the draft report for Corporate Parenting
Action requested: [Approval, recommendation, discussion, noting]	Discussion
Link to Strategy: Please highlight how the paper links to, or assists with:: <ul style="list-style-type: none"> • compliance • partnership services • risk management • strategic plan • new opportunity/change 	<i>Strategic Plan –</i> To further develop our accessible and inclusive support for students to enable all to achieve their potential
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]			
*If a paper should not be included within “open” business, please highlight below the reason.			
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Corporate Parenting

Executive summary

The College published its first Corporate Parenting report in April 2018 to summarise the progress made since the publication of our Corporate Parenting Plan in October 2016. It is now a requirement for every college to publish an annual progress report. The draft report details the work we do with students from a care experienced background to reduce any barriers which individuals may face. The report provides a summary of progress; the impact of actions taken; and a flavour of our intended future priorities. **This report will continue to be updated before submission to the Scottish Government in March 2019 and it should therefore be noted that this is a draft and further detail will be added between now and the submission in March.**

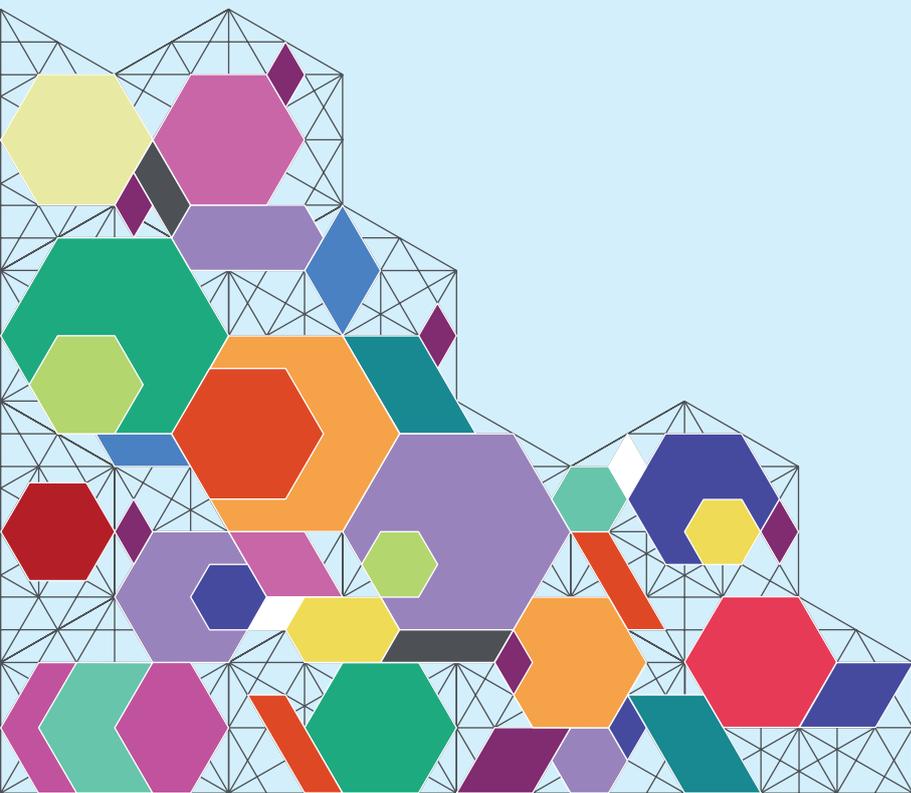
Background information

Since the publication of our first annual report, the College have continued to progress the work we do to support individuals who have care experience. The full report details this work and highlights the positive impact on individuals in terms of an improving trend in successful outcomes.

The College continues to deliver above the regional target set for the proportion of credits being delivered to care experienced individuals with 4% of FE credits in 2017-18 being delivered to this group. Thus far for 2018-19 we are delivering 3%. Successful outcomes for care experienced learners on Further and Higher Education programmes have improved over the last three years and are now above sector levels for this learner group. In FE FT programmes successful outcomes have improved by 10pp on 2016-17. That said, we are very aware that, despite these positive indicators, successful outcomes for care experienced individuals remain significantly lower than the outcomes for the whole college population so continued work is required to reduce this inequity.

START
TOMORROW
TODAY

Corporate Parenting Annual Report 2017-18



Introduction

Inverness College UHI is defined as a Corporate Parent under the Children and Young People (Scotland) Act 2014. Corporate Parenting is defined as:

“An organisation’s performance of actions necessary to uphold the rights and secure the wellbeing of a looked after child or care leaver, and through which their physical, emotional, spiritual, social and educational development is promoted, from infancy though to adulthood. In other words, corporate parenting is about certain organisations listening to the needs, fears and wishes of children and young people, and being proactive and determined in their collective efforts to meet them” (Scottish Government, 2015).

The college recognises that at present many care experienced young people have some of the poorest personal outcomes of any group in Scotland and can often experience multiple barriers to education such as lack of funding, disruptive schooling and an unstable home environment.

Inverness College UHI published its first Corporate Parenting Plan in October 2016 after extensive consultation and collaboration with third sector agencies, a range of other Corporate Parents and care experienced young people. Since then significant progress has been made against our action plan.

This report details our ongoing work over the period of academic year 2017-18, the impact that this has had on care experienced students and our priorities for the future.

1. Driving forward our plan in partnership

Inverness College UHI is committed to ensuring care experienced young people are encouraged and assisted to apply for Further and Higher education and are fully supported during their learner journey. We strive for continuous enhancement of the support we provide and many of our initiatives have been recognised as sector leading.

Our Corporate Parenting Steering Group - composing of college senior management, operational managers, transition co-ordinator, academic staff, and third sector agencies – meets bi-annually to review progress and discuss next steps. The group reports into several committees – Student Support Committee, Equality and Diversity Committee and to the Board of Management.

We have ensured that our work compliments provision from other groups and that opportunity for joint funding of initiatives is available through ongoing discussions with other Corporate Parents through the CHAMPS board, partners from College Development Network and with other academic partners through the University of Highlands and Islands (UHI) Care Leavers Group.

2. Staff awareness

In partnership with Who Cares? Scotland, UHI academic partners, and our care experienced students, we have developed an online Corporate Parenting training module. This now forms a mandatory part of induction training for all new staff and helps to raise awareness of our duties and aspirations around corporate parenting. This resource also creates an immediate understanding of some of the challenges care experienced young people face. The college has taken the decision to make this training module mandatory for all staff to complete during academic year 2018-19.

3. Raising aspirations and pre-entry outreach

Inverness College UHI works closely with third sector agencies and schools to support the transition of individuals at an early stage. The college hosts a series of transition days where future students can visit the college, meet with staff and become more comfortable and confident in the college environment prior to applying and becoming a student.

Details of the support available to care experienced students are detailed on our website <https://www.inverness.uhi.ac.uk/students/student-support/care-leavers>. Leaflets with information about support and opportunities for care-experienced young people are widely disseminated to organisations working with this group to help encourage greater participation in Further and Higher Education.

The Transition Co-ordinator in partnership with our Guidance Officers works with our current care experienced students to raise awareness of opportunities for educational progression and / or employment to help secure positive destinations.

In Spring 2018 the college embarked on an ambitious programme with one of the local secondary schools and five primary schools within its associated school group (ASG). The Aim High project focuses on interventions from the College to pupils during P7, S1, S2 and S3.

4. Identification of applicants that are care experienced

The college have worked hard to create a positive declaration environment and to welcome applications from care experienced individuals, alongside others who are furthest from education and face the most significant barriers. We have worked closely with our secondary schools to ensure that we work with care experienced young people before the point of them making an application. Through early contact at school 16 plus meetings, coupled with third sector agency meetings, we are confident that we capture disclosures at point of application. We have robust data sharing agreements in place with schools, third sector agencies and with social work to ensure that we can share information appropriately.

5. Application

Students who declare care-experience at point of application are flagged on our student records system. The college operates a contextualised admissions policy and processes. This commitment enables the College to form a more complete picture of the characteristics of an individual applicant. We endeavour to take into account an applicant's background where an application falls short of the standard entry criteria for a course or where there is competition for places.

6. Pre-entry

All students who have declared care experience on their application are contacted prior to the start of their course to welcome them to the College. We outline the enhanced services available to support them and to offer a meeting with our Transition Coordinator.

Additional support is offered to help with the completion of student funding and our Student Funding team take a contextualised approach with regard to any documentation required. Funding applications are prioritised to ensure finance is available from the earliest point possible.

Our Halls of Residence guarantee a place to all care experienced students and provide 365-day contracts to ensure they do not have to leave the accommodation during the summer period when most students vacate and go home.

7. Provision of On Course Support

Co-ordinated Support Plan

We have established the offer of a co-ordinated support plan to all students who have care experience. This provides a named contact who will co-ordinate their support needs and allows us to identify the partner agencies with whom they are or would benefit from engagement with. It also identifies what internal support would be beneficial, for example any support around additional learning needs or health and well-being support.

Insight

Our INSIGHT monitoring and tracking system enables us to highlight individuals who are at greater risk of withdrawal. Care experienced students, and others who face greater challenges, are flagged from the earliest possible point to highlight to the Personal Tutor that some individuals may require additional support and guidance to sustain their studies. This system also allows information sharing between Student

Support Services and the Personal Tutors and helps to ensure holistic support by creating a supportive and informed team surrounding the student.

Homelessness

We have worked in partnership with the Highland Council Welfare Team and our student residences providers, City Heart Ltd, to establish holistic support for any student who finds themselves homeless. This all too often can be care experienced students. We have process in place whereby any homeless student in receipt of emergency / temporary housing from the council can be placed in student halls. This provides a far safer and better option for those who are vulnerable.

8. Monitoring of the plan and its Impact

The College has an action plan which sits under our Corporate Parenting plan. This is continuously monitored and formally reviewed bi-annually by the steering group. However, during session 2018-19 the College will review the action plan in a more holistic way given this was written at the point of us publishing our original Corporate Parenting Plan in 2016.

The College also interrogates student data in terms of levels of retention and achievement as part of the ongoing monitoring of the plan. Analysis of AY 2017-18 highlights that there has been a 10pp increase since 2016-17 in the number of care experienced learners successfully completing FT FE programmes. However, despite this we are very aware that this is significantly lower than the outcomes for the whole college population so continued work is required to reduce this inequity.

9. Future priorities

Whilst the level of tailored and enhanced support which the College provides to care experienced young people is tangible, we also recognise that we need to continue to do more to support equity of outcomes for this group.

The College recognises that we still have a level of non-disclosure or late disclosure so we need to **continue to publicise our positive declaration environment.**

The College recognises that whilst we have excellent relationships with our secondary schools, we perhaps do not engage with young people at an early enough stage. We therefore need to **consider ways of engaging with care experienced young people before our participation at 16+ transitions meetings.**

The College also recognises that our care experienced students on part time programmes have far greater chances of success than those on full time programmes – they are 17% more likely to succeed than those on full time programmes. We therefore need to **consider the information and advice we**

provide individuals with prior to making application to ensure that they are fully informed of the best route for them.

Whilst the College provides a broad curriculum which gives care experienced are prioritised to access, we recognise that for many the step out of school and into further or higher education is a significant challenge. The college recognises the utility in providing shorter courses to those furthest from education to act as a stepping stone into a lengthier programme of study. The College will **work with the Highland Council and third sector agencies to strengthen our partnerships and our ability to better meet the needs of our most vulnerable young people.**

Through our Transitions Co-ordinator the College has been able to focus resource to successfully establish our corporate parenting duties. We have been able to provide a named person who external agencies can liaise with and who students can access support from. Whilst this has been hugely beneficial, we also recognise that the very definition of having a dedicated role to look after a particular student group may actually encourage a stigma and create the very barriers we are trying to break down for individuals who want to blend in. The College will therefore **review the support arrangements for care experienced learners to clarify the best means of providing the support for individuals from the earliest possible stage in their student journey.**

DRAFT

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 and Research Committee
Meeting Date:	4 th Dec '18
Date Paper prepared:	20 th Nov '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:: <ul style="list-style-type: none"> • compliance • partnership services • risk management • strategic plan • new opportunity/change 	<i>Strategic Plan - Opportunity and growth in student life</i> <i>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</i>
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]	Non confidential		
Freedom of Information Can this paper be included in “open” business* [Yes]	Yes		
*If a paper should not be included within “open” business, please highlight below the reason.			
Its disclosure would substantially prejudice a programme of research (S27)		Its disclosure would substantially prejudice the effective conduct of public affairs (S30)	
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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.)			

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Student Partnership

Executive summary

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

Background information

Student Representatives

We have continued to recruit class representatives and are hoping to be close to achieving the targets set when we encompass January start courses.

	2016-17	2017-18	2018-19
Number of Class Representatives	227	260	268 (300 target)
Number of Class Representatives who engaged in training	87	106	142 (140 target) 114 face to face 28 online 11 partial completion

We have been starting to gauge the engagement of class representatives through attendance at SRC and on-going communication with HISA and estimate that approx. 53% of class representatives are engaged in their role - this is based on attendance at the Student representatives Council and in addition any direct engagement with HISA.

Highlights from the Early Student Experience (ESES)

The survey results are very positive with an overall satisfaction rate of 95%, an increase of 5pp on 2017-18. The other success story is the level of engagement we have seen in completing the survey. We have had a 51% response rate, up 27pp on 2017-18, highlighting that students are more engaged and feel confident that their views will be listened to. Of particular note are the responses around student engagement with HISA –

“I am aware of the role of the Highlands and Islands Student Association (HISA)”

2018-19 - 81.09 % strongly agree/agree – increase of 11pp on last year

“Quality of service – Student Association (HISA)”

2018-19 - 94 % very satisfied/satisfied – increase of 27% on last year

“I know who my Class Rep is”

2018-19 - 80.93% strongly agree/agree – a decrease of 8% on last year.

This level of detail is useful for the College and HISA to enable us to focus our next steps and aspects which we need to further enhance.

HISA Inverness Volunteer Executive

The first round of elections for volunteer roles have taken place with four out of the six positions being filled. We have had applications for the last two posts so are hopeful of a full volunteer cohort.

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

Student Representative Council (SRC)

One of the outcomes of the sparqs project was to change the format of the SRC to facilitate greater discussion among representatives and gain qualitative feedback on aspects of their student life. In the first SRC, time for open and general feedback was given, in order to provide time for small group discussion on the early student experience. The second SRC focused on gathering feedback around travel and transport to feed into the Stagecoach consultation and also into the regional Student Partnership Agreement. This new format has proved to be successful and has given students more opportunity to contribute to the improvement of wider aspects of the student experience.

Course Committee Meetings (CCMs)

Another outcome of the sparqs project has been to change the way in which course committee meetings are run and the degree of student involvement in this part of our evaluative cycle. During semester 2 of AY 2017-18, we piloted a new style CCM which involved students as true partners in the evaluative process and not just as providers of feedback. This has been extended to all curriculum areas for AY 2018-19 and thus far has been hugely successful. Feedback from staff involved, especially the Programme and Development Managers, has concluded that the new format brings richer information to the fore and a greater emphasis on improvement being seen as a continuous process which needs to directly involve students. Feedback from students has suggested that the new format is more accessible to a wider group of students, and not just class representatives, and provides greater opportunity to be involved in improvement planning.

Next Steps

Action plans have now been finalised for the three aspects of the Partnership Agreement which are the focus for the year –

- Collective Responsibility – VP Education, Feargus Murray
- Student Voice in Partnership – Student President, Andrew Bowie
- Student Life – VP Activities and Welfare, Shawna Mackinnon

Working groups are being consolidated to move forward the actions within these which will contain staff and students.

Board of Management

Subject/Title:	HISA Inverness Update Including Insurance for Clubs and Societies
Author: [Name and Job title]	Kat Bateson, Student Association Coordinator Andrew Bowie, Student President
Meeting:	Learning & Teaching Committee
Meeting Date:	25 th September '18
Date Paper prepared:	26 November 2018
Brief Summary of the paper:	To provide an update of HISA Inverness Activity
Action requested: [Approval, recommendation, discussion, noting]	For discussion
Link to Strategy: Please highlight how the paper links to, or assists with: <ul style="list-style-type: none">• compliance• partnership services• risk management• strategic plan• new opportunity/change	<i>Strategic Plan - Opportunity and growth in student life</i> <i>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</i>
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]	Non confidential
Freedom of Information Can this paper be included in “open” business* [Yes]	Yes
*If a paper should not be included within “open” business, please highlight below the reason.	
Its disclosure would substantially prejudice a programme of research	Its disclosure would substantially prejudice the effective conduct of public affairs (S30)
Its disclosure would substantially prejudice the commercial interests of	Its disclosure would constitute a breach of confidence actionable in court (S36)
Its disclosure would constitute a breach of the Data Protection Act	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

HISA Inverness

Executive summary

To update the committee on the activities of HISA Inverness since the last meeting of the committee.

General Update

Class Reps Update

Class reps have now had two SRC meetings and training has now been completed. Attendance has remained high, with 96 reps attending the first meeting and 82 attending the second.

As a new addition to meetings, reps are spending some time in group discussions around assigned topics. The first two topics of these have been Learning and Teaching, and the second has been Transport.

Overall feedback has centred around facilities, however we have started to see reps become more engaged with learning and teaching and quality. Due to the attendance at meetings we are investigating the possibility of splitting meetings into two sessions to allow for some more room and more time for feedback.

Events

The HISA local officers have been continuing to hold more events to engage students in social atmospheres. The Auctioneers bar in Inverness has agreed to regularly hold a Pub Quiz run by the officers. Around 25 students attended the second quiz at Halloween. The next one will double as a Christmas food bank fundraiser, and further Christmas activities are listed below.

The Vice President Activities and Welfare held the annual pink day with opportunities for students to get involved through activities and sweepstakes for staff. The local President was further joined by the regional Vice President for Further Education on International Students Day to talk with students about international students issues and opportunities.

Volunteer Elections

Further to the last meetings report, the volunteer officer elections have now concluded and the post holders are as follows:

Diversity Officer	Ross Dyker
Communities Officer	Mikki Girvan
Activities Officer	Kim Carlton
Sports Officer	Ryan Kelley

Co-options for the positions of Learning Officer and Campus Officer will take place at the SRC on the 4th December 2018. After a low uptake we have chosen to split the Scottish School of Forestry and Centre for Health Science and will be investigating the representative structures for this throughout the academic year.

Student Partnership

Officers continue to work with staff on the Student Partnership Agreement. Actions plans are now in place for each of the three work streams. Within these we hope to deliver on a litter reduction campaign and an end of year ball for students in June. This project is further updated by Lindsay Snodgrass and Andrew Bowie.

Staffing

HISA is currently recruiting several posts throughout the region for Student Association Assistants. As a result of reallocation, this will mean that HISA Inverness will receive an additional 0.5 FTE increase, which increases the Student Association Co-Ordinator post to 1.0 FTE. This is planned to take effect in January 2019 pending the confirmations of recruitment in other areas.

Upcoming Events this Christmas

The team is currently organising several events and activities in December, and the committee are encouraged to participate and share these with staff. In addition to the Christmas Pub Quiz mentioned above, the team has also scheduled:

Reverse Advent Calendar	Ongoing until December 7 th
Mission Christmas	Ongoing in December
Christmas Jumper Day	December 14 th

HISA Inverness Clubs and Societies

Context

With the recent increase in clubs and societies and student participation in events, the committee has requested to be informed of the insurances and liabilities in the event of student injury at a HISA group or event. Specifically, the Principal raised concerns that the college may be legally liable in the event of injury for allowing the processes and safety measures of HISA that may lead to injury.

Institutional Liability

The legal requirements of institutions and students associations are laid out in the Education Act 1994. The act states that:

(1)The governing body of every establishment to which this Part applies shall take such steps as are reasonably practicable to secure that any students' union for students at the establishment operates in a fair and democratic manner and is accountable for its finances.

The only reference to the conduct of clubs in the Act states that:

(i)the procedure for allocating resources to groups or clubs should be fair and should be set down in writing and freely accessible to all students;

Outside of these specific clauses, it is made clear the boards and governing bodies of institutions are responsible for ensuring the financial records of the association are kept properly, and are responsible for ensuring that the association conducts its finances properly. This would include confirming that the association has the proper insurances in place when conducting business. This does not include the direction of

democratic will of the student body, but does include that students have access to a democratic structure that is fair and open to all.

We agree that an institution is therefore, to a reasonable extent, responsible for ensuring that the activities of the association are conducted with due regard to proper Health and Safety measures. However, HISA is a regional organisation, to which HISA Inverness is a part of. This is a relationship akin to that which departments have with the organisations they sit in. For these reasons liability, we believe, sits with the Court of UHI and Partnership Council.

Health and Safety Measures at HISA

When holding events on Inverness College UHI where a risk assessment is required, this is provided to the college Events team, and is written by HISA staff. Should the risk assessment not be deemed satisfactory, staff would work with the college to make the appropriate changes, however since the HISA/ICSA merger this specific issue has not arisen.

HISA has now been in operation for three years, and the clubs and societies policies and procedures, including pro forma risk assessments are designed by staff with a wealth of experience in running events. Students are not left unchecked to run any events which they please, and when necessary HISA may insist on professional assistance in activities which may be of higher risk (i.e. mountaineering).

In the event of injury, HISA has insurance policies which cover clubs and societies registered with HISA and these are included at the end of this report. Clubs and societies are also required to undertake risk assessments where appropriate, and the pro forma for this is also attached at the end of this report.

Where a group of students is conducting a social group (that they consider to be a club or society) without registering with HISA, neither HISA nor the institution can be held liable for the actions undertaken in these groups. Registration is not a formality, and instead is what allows HISA to register the club against insurance and step in to provide a range of support measures including advice on proper and safe conduct. Without this registration HISA cannot provide these services. Should a group of this nature be operating with the support of Inverness College UHI staff in their working capacity, this is for the college to investigate their own liability. However, simply put, registering the group with HISA is the safest option for all involved, including participants.

[Insert event title here]

Brief description of event:			
Location:	Assessment carried out by:	Assessment date:	Assessment reference:

HAZARD IDENTIFIED: Unfamiliarity with the event's venue –						
Risks to health and safety	People at risk	Measures to manage the risks effectively	Any further actions or information	Action by:		
				Who	When	Completed

HAZARD IDENTIFIED:						
Risks to health and safety	People at risk	Measures to manage the risks effectively	Any further actions or information	Action by:		
				Who	When	Completed
	Person requiring first aid assistance					

HAZARD IDENTIFIED:						
Risks to health and safety	People at risk	Measures to manage the risks effectively	Any further actions or information	Action by:		
				Who	When	Completed

HAZARD IDENTIFIED:						
Risks to health and safety	People at risk	Measures to manage the risks effectively	Any further actions or information	Action by:		
				Who	When	Completed

HAZARD IDENTIFIED:						
Risks to health and safety	People at risk	Measures to manage the risks effectively	Any further actions or information	Action by:		
				Who	When	Completed

HAZARD IDENTIFIED: Availability of food and drink						
Risks to health and safety	People at risk	Measures to manage the risks effectively	Any further actions or information	Action by:		
				Who	When	Completed

--	--	--	--	--	--	--

HAZARD IDENTIFIED: Large gatherings of people outside the building

Risks to health and safety	People at risk	Measures to manage the risks effectively	Any further actions or information	Action by:		
				Who	When	Completed

RISK ASSESSMENT REVIEW:

To be carried out by:	Date when to be carried out by:	Review assessment reference:
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Your Schedule

Policy Number	:	XAO-12E001-2273
Insured	:	Highlands & Islands Students' Association
Postal Address	:	12 Ness Walk Inverness IV3 5SQ
Period of Insurance	:	1st August 2018 to 31st July 2019 Plus
Premium	:	£959.79 IPT £115.17
Total Premium Payable	:	£1,074.96
Operative Sections:		
Section A	General Property	INCLUDED
Extension A1	Refrigerated and Deep Freeze Stock	NOT INCLUDED
Extension A2	Buildings	NOT INCLUDED
Extension A3	Goods in Transit	NOT INCLUDED
Section B	All Risks	INCLUDED
Section C	Money with Assault Extension	INCLUDED
Section D	Liabilities	
Cover D1	Employer's Liability	INCLUDED
Cover D2	(A) Public Liability and (B) Products' Liability	INCLUDED
Section E	Business Interruption	NOT INCLUDED
Section F	Terrorism	NOT INCLUDED

Premises:

1. 12 Ness Walk, Inverness, IV3 5SQ
2. 1 Inverness Campus, Inverness, IV2 5NA

Your Schedule

Optional General Extensions:

1. Day One non-adjustable

NOT INCLUDED

General Memoranda 3 – Automatic increase in sums insured:

The percentage increase applicable is NIL%.

Signed for and on behalf of the Insurers named in the Policy

Signed:

A handwritten signature in black ink, appearing to be 'LAW', written over a faint circular stamp.

Date: 12 July 2018

Schedule A – General Property

Insured	:	Highlands & Islands Students' Association
Policy Number	:	XAO-12E001-2273

Item	No	Description	1. IV3 5SQ Sum Insured	2. IV3 5SQ Sum Insured
a)	(1)	Bar stock		
		i) Tobacco and cigarettes	£0	£0
		ii) Wines and spirits	£0	£0
		iii) Other bar stock, including beers, soft drinks, confectionery and snacks	£0	£0
	(2)	Shop stock		
		i) Tobacco and cigarettes	£0	£0
		ii) Wines and spirits	£0	£0
		iii) Other shop stock, including beers, soft drinks, confectionery, books, stationery and clothing	£0	£2,533
b)		Decorations, improvements and permanent fixtures and fittings	£0	£0
c)		Furniture, fixtures and fittings and all other contents (excluding vending, gaming and amusement machines and pool tables and any items more specifically insured)	£0	£0
Total Sum Insured:			£0	£2,533

Optional Condition 1 – Stock Declaration:

NOT OPERATIVE

Operative endorsements applicable to Section A and Extensions A(1), A(2) and A(3):

1. **Limit of Liability** applicable to Parts A B and E

In the event of **damage** or business interruption arising from any one event or series of events arising out of a single originating cause the maximum liability in respect of any one **building** or other specified property, including **contents**, stock and goods held by **you** on trust or for which they are responsible therein, shall not exceed £50,000,000 in respect of the Parts specified above in the aggregate unless specified in the Schedule.

2. **Geographical Limits**

The cover provided under Section A is not applicable outside of the **geographical limits**.

3. Personal Effects excess

The definition of **contents** part d is hereby deleted and restated as follows:

d) **employees'** personal effects including pedal cycles and tools for an amount not exceeding £300 each person and excluding articles of precious metal jewellery watches furs contact lenses portable radios television sets and cameras, subject to an excess of £50 each and every claim.

4. **Telephone Charges excess**

Automatic Extension 9 is hereby deleted and restated as follows:

9. **Telephone Charges**

Additional telephone charges incurred as a result of malicious use of the telephone following **damage** for which **we** have admitted liability under insured events 5 Malicious persons or 15 Theft or attempted theft subject to a limit of £500 an excess of £50 any one claim.

5. **Seasonal Increase**

Automatic Extension 11 – Seasonal Increase shall operate for the following three months: - Not applicable

Notes of Interest

Excesses applicable to Section A:

The following **excesses** apply to each and every loss arising in respect of each and every separate premises:

Insured Event	Excess
1. Fire and Lightning	£NIL
2. Explosion	£NIL
3. Aircraft	£NIL
4. Riot	£NIL
5. Malicious persons	£250
6. Storm	£250
7. Flood	£250
8. Bursting or overflowing	£250
9. Impact	£250
10. Earthquake	£NIL
11. Falling trees	£250
12. Falling aerials	£250
13. Escape of oil	£250
14. Subterranean fire	£250
15. Theft or attempted theft of contents	£250
16. Subsidence	£250
17. Sprinkler leakage	£250
18. Accidental damage	£250

Schedule A (1) – REFRIGERATED AND DEEP FREEZE STOCK

Insured	:	Highlands & Islands Students' Association
Policy Number	:	XAO-12E001-2273

This section is not operative

Schedule A (2) - BUILDINGS

Insured	:	Highlands & Islands Students' Association
Policy Number	:	XAO-12E001-2273

This section is not operative

Schedule A (3) – GOODS IN TRANSIT

Insured	:	Highlands & Islands Students' Association
Policy Number	:	XAO-12E001-2273

This section is not operative

Schedule B – All Risks

Insured	:	Highlands & Islands Students' Association
Policy Number	:	XAO-12E001-2273

Item No	Description	Sum Insured	Situation	Excess
1	2. IV3 5SQ Biz Hub C3350	£4,326	2	£100
	Total Sum Insured	£4,326		

Situation:

The geographical limits applicable under this section are as follows:

1. Anywhere within the **geographical limits**.
2. On **premises** and whilst in transit between **premises**.
3. Worldwide.

Operative endorsements applicable to Section B:

1. Limit of Liability applicable to Parts A B C and E

In the event of **damage** or business interruption arising from any one event or series of events arising out of a single originating cause the maximum liability in respect of any one **building** or other specified property, including **contents**, stock and goods held by **you** on trust or for which they are responsible therein, shall not exceed £50,000,000 in respect of the Parts specified above in the aggregate unless specified in the Schedule.

2. Geographical Limits

The cover provided under Section B is stated according to the situation key noted above

2. Temporary cover for hired property – Not operative

The following Extension is hereby added to the policy:

2. Temporary cover for hired property

We will extend cover at no additional premium to include property hired by **you**, subject to the following:

- (i) the reinstatement cost of such property is no greater than £2,500
- (ii) cover is applicable for no more than seven days
- (iii) the Exclusions to Section B are applicable to such property
- (iv) in the event of a claim a copy of the hire agreement will be required as evidence
- (v) an excess of £250 is applicable each and every claim
- (vi) the equipment must be checked in and out by an authorised Union official
- (vii) the equipment must be kept in a locked secure room when not in use or overnight
- (viii) losses from unattended vehicles are excluded

3. Transit

The following Extension is hereby added to the policy:

3 Property in Transit

Damage to property while in transit by road, rail or inland waterway excluding any loss arising from delay or loss of use of the conveying road or rail vehicle or waterborne craft provided always that the insurer's liability any one transit will not exceed £25,000.

Schedule C – Money with Assault Extension

Insured	:	Highlands & Islands Students' Association
Policy Number	:	XAO-12E001-2273

Item No	Description	Limit any one Loss
1.	Crossed cheques, bankers drafts, crossed postal orders, crossed money orders and any other non-negotiable money	£0
2.	Tickets in the Premises during Business Hours and outside this time only when kept in a locked safe and otherwise kept in a locked safe	£0
3.	a) in transit	£0
	b) in a bank night safe	£0
	c) in Premises during Business Hours	£0
	d) in the following locked safes at the Premises :	
	Any unspecified safe	£1,000
	e) in the Premises when closed for Business and not contained in a locked safe or coin operated machine	£0
	f) in the home of an authorised employee	£0
	g) in the following coin operated machines:	
	Unspecified coin operated machines	£1,000 any one loss

Excess:

We shall not be liable in respect of 10% of each and every loss subject to a minimum £25 and a maximum of £250.

Operative endorsements applicable to Section C:

1. **Limit of Liability** applicable to Parts A B C and E

In the event of **damage** or business interruption arising from any one event or series of events arising out of a single originating cause the maximum liability in respect of any one **building** or other specified property, including **contents**, stock and goods held by **you** on trust or for which they are responsible therein, shall not exceed £50,000,000 in respect of the Parts specified above in the aggregate unless specified in the Schedule.

2. **Money in transit**

The following is added to COVER A – SPECIAL CONDITION

Money in transit

It is a condition precedent to **our** liability that **Money in transit** must be accompanied by the following numbers of employees:

Amount In transit

Minimum number of employees

3. **Safe Limits - Seasonal Increase**

The following Extension is hereby added to Cover A:

The limits in respect of item 3d) are doubled, subject to a total maximum increase of £40,000 per occasion, for up to three occasions not exceeding seven days over the period of insurance. These occasions will be notified to us in advanced to be logged with the ***insurer***.

Schedule D – Liabilities

Insured	:	Highlands & Islands Students' Association
Policy Number	:	XAO-12E001-2273

Limits of Indemnity:

Cover 1	Employers' Liability	£10,000,000 any one event
Cover 2 (A)	Public Liability	£5,000,000 any one event
Cover 2 (B)	Products Liability	£5,000,000 for all claims in the aggregate during any one period of insurance

Endorsement:

Operative endorsements applicable to Section D:

1. Under Section D – Liabilities the following Definitions are added:

12 Clean Up Costs

- a) Testing for or monitoring of **pollution or contamination**
- b) the costs of Remediation required by any Enforcing Authority to a standard reasonably achievable by the methods available at the time that such **remediation commences**.

13 Remediation

Remedying the effects of **pollution or contamination** including primary, complementary and compensatory actions as specified in the Environmental Damage (Prevention and Remediation) Regulations 2009.

2. Under Section D – Liabilities Extensions - (A) Public Liability & (B) Products Liability the following item is added:

9 Environmental Clean Up Costs

We will also indemnify **you** in respect of all sums including statutory debts which **you** may become legally liable to pay in respect of **clean up costs** arising from environmental damage caused by **pollution or contamination** where such liability arises under an environmental directive, statute or statutory instrument.

Provided always that:

- a) liability arises from **pollution or contamination** caused by a sudden, identifiable, unintended and unexpected incident that takes place at a specific time and place during the period of insurance.

All **pollution or contamination** which arises out of one incident will be deemed to have occurred at the same time such incident takes place

- b) **our** liability under this clause will not exceed £1,000,000 for any one occurrence and in the aggregate in any one period of insurance and will be the maximum **we** will pay inclusive of all costs and expenses. This limit will form part of and not be in addition to the limit of indemnity stated in the schedule

c) immediate loss prevention or salvage action is taken and the appropriate authorities are notified

d) **we** will be under no liability:

- i) in respect of **clean up costs** for damage to **your** land, premises, watercourse or body of water whether owned, leased, hired, tenanted or otherwise in **your** care, custody or control
- ii) for damage connected with pre-existing contaminated property
- iii) for damage caused by a succession of several events where such individual event would not warrant immediate action
- iv) in respect of removal of any risk of an adverse effect on human health on **your** land, premises, watercourse or body of water whether owned, leased, hired, tenanted or otherwise in **your** care, custody or control
- v) in respect of costs in achieving an improvement or alteration in the condition of the land, atmosphere or any watercourse or body of water beyond that required under any relevant and applicable law or statutory enactment at the time **remediation** commences
- vi) in respect of costs for prevention of imminent threat of environmental damage where such costs are incurred without there being **pollution or contamination** caused by a sudden, identifiable, unintended and unexpected incident
- vii) for damage resulting from an alteration to subterranean stores of groundwater or to flow patterns
- viii) in respect of the costs for the reinstatement or reintroduction of flora or fauna
- ix) for damage caused deliberately or intentionally by **your** or where **you** have knowingly deviated from environmental protections or where you have knowingly omitted to inspect, maintain or perform necessary repairs to plant or machinery for which **you** are responsible
- x) in respect of fines or penalties of any kind
- xi) for damage caused by the ownership or operation on behalf of **you** of any mining operations or storage, treatment or disposal of waste or waste products other than caused by composting, purification or pre-treatment of water
- xii) for damage which is covered by a more specific insurance policy
- xiii) for damage caused by persons aware of the defectiveness or harmfulness of products they have placed on the market or works or other services they have performed
- xiv) for damage caused by disease in animals belonging to or kept or sold by **you**.

3. Under Section D – Liabilities Extensions - (A) Public Liability & (B) Products Liability the following item is added:

10 Legionella

We will also indemnify **you** in respect of all sums which **you** may become legally liable to pay as damages in respect of **pollution or contamination** caused by or arising from any discharge, release or escape of legionella or other airborne pathogens from water tanks, water systems, air-conditioning plants, cooling towers and the like.

Provided always that:

a) all **pollution or contamination** which arises out of or as a consequence of any discharge, release or escape of legionella or other airborne pathogens from water tanks, water systems, air-conditioning plants, cooling towers and the like will be deemed to have occurred on the date that **you** first becomes aware of circumstances which have given or may give rise to such **pollution or contamination**

b) regular assessments are carried out of all water systems to assess the risk of legionella and any risks identified in the risk assessment are suitably managed

c) **we** will be under no liability under this clause:

- i) if before the current period of insurance **you** had become aware of circumstances which have or may give rise to such **pollution or contamination**
- ii) unless **you** at the time **pollution or contamination** which arises out of or as a consequence of discharge, release or escape of legionella or other airborne pathogens is deemed to have occurred is in compliance with the Health and Safety Commission's Approved Code of Practice entitled "Legionnaires Disease – the control of legionella bacteria in water systems"

d) **you** will give notice in writing to us immediately on becoming aware of circumstances which have given or may give rise to a claim under this clause

e) **our** total liability under this clause will not exceed in the aggregate the sum stated in the schedule as the limit of indemnity in any one period of insurance. This limit will form part of and not be in addition to the limit of indemnity stated in the schedule.

Special exclusion 13 will not apply to this clause.

You will at inception of this clause and annually thereafter provide to us details of the number of premises owned or operated by **you** where cooling towers and or evaporative condensers are present.

4. Under Section D – Liabilities Exclusions - (A) Public Liability & (B) Products Liability the following is amended:

7 Fines or Penalties

- a) fines or penalties
- b) liquidated damages
- c) any compensation awarded by a Court of Criminal Jurisdiction
- d) multiplied aggravated exemplary or punitive damages awarded by any Court of Law outside the **territorial limits**

5. Exclusion 16 is held to be inoperative where **rag** events have been notified to **us** in advance.

Schedule E – Business Interruption

Insured	:	Highlands & Islands Students' Association
Policy Number	:	XAO-12E001-2273

This section is not operative

1. Fair presentation of the risk

You must make a fair presentation of the risk to us at inception, renewal and variation of your policy. This means that we must be told about all facts and circumstances which may be material to the risks covered by the policy and that you must not make a misrepresentation to us about any material facts. As part of your duty of fair presentation, you must ensure that the information detailed within the schedule is correct and complete. A material fact is one which would influence the acceptance or assessment of the risk. If you have any doubt about facts considered material, it is in your interests to disclose them to us.

Failure to make a fair presentation of the risk could result in the policy either being avoided, written on different terms or a higher premium being charged, depending on the circumstances surrounding the failure to present the risk fairly.

This policy is compliant with the principles of the Insurance Act 2015 law reforms. It also incorporates an 'opt out' which has the aim to promote good customer outcomes. We have opted-out of the 'proportionate reduction of claim remedy' available to insurers under the Insurance Act 2015. This means that in cases of non-disclosure or misrepresentation which are neither deliberate nor reckless, if we would have charged an additional premium had we known the relevant facts, we will charge that premium and pay any claims in full rather than reducing claims payments in proportion to the amount of premium that would have been charged.

We believe that our 'additional premium approach' should, in most situations, be more favourable to our customers when compared to the proportionate reduction of claim remedy. Our additional premium approach does not affect our right to apply the other remedies available under the Act for non-disclosure or misrepresentation.

2. Cancellation

All insurance policies run for a fixed period of time. The Insured can terminate an insurance contract verbally or in writing at any time. No refund will legally be due for any unused period of cover outside of the 'cooling off period' for consumer customers or following initiation for organisations and businesses. The Insurer may cancel the policy by giving 30 days' notice in writing. In such an event the insured will be entitled to a return of premium in respect of the unexpired portion of the period of insurance.

Underwritten by **Zurich Insurance PLC**

A public limited company incorporated in Ireland. Registration No. 13460.

Registered Office: Zurich House, Ballsbridge Park, Dublin 4, Ireland.

UK Branch registered in England and Wales Registration No. BR7985.

UK Branch Head Office: The Zurich Centre, 3000 Parkway, Whiteley, Fareham, Hampshire PO15 7JZ.

Zurich Insurance PLC is authorised by the Central Bank of Ireland and subject to limited regulation by the Financial Conduct Authority. Details about the extent of our regulation by the Financial Conduct Authority are available from us on request. These details can be checked on the FCA's Financial Services Register via their website www.fca.org.uk or by contacting them on 0800 111 6768.

Our FCA Firm Reference Number is 203093.

Board of Management

Subject/Title:	Quality Enhancement
Author: [Name and Job title]	Roddy Henry, Depute Principal
Meeting:	Learning Teaching and Research Committee
Meeting Date:	4 December 2018
Date Paper prepared:	26 November 2018
Brief Summary of the paper:	A summary of quality enhancement activity related to learning and teaching and student success.
Action requested: [Approval, recommendation, discussion, noting]	Discussion
Link to Strategy: Please highlight how the paper links to, or assists with:: <ul style="list-style-type: none"> • compliance • partnership services • risk management • strategic plan • new opportunity/change 	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

Quality Enhancement

Executive summary

The attached Enhancement Plan provides a summary of progress against actions identified in the *Evaluative Report and Enhancement Plan* (EREP) for 2018-19, and provides a basis for further discussion at the Committee meeting.

Main body of information

A three-year Enhancement Plan was submitted to Education Scotland and SFC at the end of October as part of the *Evaluative Report and Enhancement Plan* (EREP) required under the revised quality arrangement for Scotland's Colleges.

The Enhancement Plan is high level and covers the years 2018-19, 2019-20 and 2010-21. It is recognised by Education Scotland that the plan will change and develop over the three-year period. The plan was accepted at the pre-endorsement meeting as being appropriate in terms of the areas for further development identified through the college's Evaluative Report.

The attached is a summary of progress against the 2018-19 activities. Each Curriculum team has identified areas for development, which they are addressing through actions and 'tests for change', an approach being implemented as part of the college's involvement in the College Improvement Project (CIP). Further information on the CIP will be presented at the Committee meeting.

Roddy Henry
Depute Principal

Enhancement Plan 2018-19

The themes and actions in the college's Enhancement Plan will contribute to the regional strategies for improvement.

Enhancement Theme	Actions (EREP)	Progress: November 2018	Anticipated Outcomes 2018-19
Continued improvement in full-time success rates overall (FE and HN particularly)	<ul style="list-style-type: none"> • Embed and monitor effectiveness of revised approach to self-evaluation • Introduce an HN Enhancement Theme to ensure reasons for the decline in HN outcomes are understood and addressed • Complete the review of the early learner journey; implement and monitor impact of changes 	<ul style="list-style-type: none"> • New approach rolled-out to all CCMs in Oct/Nov 2018 and feedback from teams is positive. Drop-in sessions on the methodology have been scheduled and work is ongoing with PCs and teams to further embed and develop the techniques. Need to ensure that 'tests for change' are being rigorously monitored and impact captured via PC forum. • HN Enhancement Theme underway and led by a PC. First report on key issues and interventions at future PC forum. • Review of the early learner journey (ELJ): working groups formed and tests for change emerging. Next steering group meeting scheduled for 28 November. Resilience workshops x 2 delivered to every FT FE and HN cohort; 'learning to learn' workshops delivered to FTFE cohorts with <70% attainment in 2017-18. 	<ul style="list-style-type: none"> • Maintain FE success rates at sector leading levels overall and improving year-on-year • Ensure HN success rates return to sector levels or above in 2018-19 • Tests of change implemented and monitored, and effective practice captured

<p>A continued focus on closing the attainment gap between those learners facing additional barriers to learning and those who do not</p>	<ul style="list-style-type: none"> • Pilot the revised approach to the PAT role; implement and monitor the impact of the change • From the early learner journey review, identify and implement further interventions to support specific learner groups • Further develop learning and teaching approaches to ensure a positive learning environment for all 	<ul style="list-style-type: none"> • New role costed, discussed and due to be approved by SMT on 7 December. • Professional learning programme still to be devised, discussions underway. 	<ul style="list-style-type: none"> • New PAT role piloted during the year • Early identification and intervention approaches identified and piloted • Programme of professional learning developed, linked to the UHI Learning and Teaching Enhancement Strategy • Further progress made in closing the attainment gap across learner groups
<p>A continued focus on embedding career management skills across the curriculum</p>	<ul style="list-style-type: none"> • Further develop and embed career management skills across the curriculum as part of the Curriculum Review • Increased uptake of career guidance workshops • Agree and plan the implementation of the regional Essential Skills Policy 	<ul style="list-style-type: none"> • Discussions started with SDS on embedding their support and digital tools across the curriculum. • Career guidance workshops under review. • Regional Essential Skills policy being finalised. • Good/effective practice being collated on embedding career management skills across the curriculum. 	<ul style="list-style-type: none"> • Demonstrable increase in uptake of career guidance workshops • Demonstrable increase in career guidance appointments

	<ul style="list-style-type: none"> • Gather and consider good practice from across the sector 		
<p>Enhance the sharing of good practice across the college and across the region to support improvement</p>	<ul style="list-style-type: none"> • Utilise the recently established, monthly Programme Coordinator Forum to share the outcomes of tests for change on an ongoing basis • Utilise the developing Communities of Practice (CoP) model to identify and share effective practice across the college and the region • Ensure effective practices and interventions are identified and embedded to support improvement across the college and the region 	<ul style="list-style-type: none"> • PC forum and sharing of practice underway. • CoP model being utilised for the HN enhancement theme. • Regional 'FE attainment' event held in September and a follow-up scheduled for January. Three subject areas identified for further review in 2018-19: care, computing and hospitality. • Proposal on a regional approach to the observation of learning and teaching near finalised. 	<ul style="list-style-type: none"> • Established systematic approaches to sharing effective practice across curriculum areas • Contribute to establishing cross-regional subject reviews to share practice and support improvement

Board of Management

Subject/Title:	Quality Conversation Paper
Author: [Name and Job title]	Professor Christopher O'Neil. Principal and Chief Executive
Meeting:	Learning Teaching and Research Committee
Meeting Date:	4 December 2018
Date Paper prepared:	23 November 2018
Brief Summary of the paper:	The Principal commissioned a paper from a recently retired and senior Depute Principal titled 'Quality Culture – a conversation and review'. The paper was commissioned to examine the nature and role of both quality process and culture through the lens of a 'critical friend'.
Action requested: [Approval, recommendation, discussion, noting]	Discussion
Link to Strategy: Please highlight how the paper links to, or assists with: <ul style="list-style-type: none"> • compliance • partnership services • risk management • strategic plan • new opportunity/change 	This paper links to the strategic plan, particularly in relation to the student experience and the curriculum. Compliance Risk Management Opportunity/Change
Resource implications:	No
Risk implications:	To be discussed/assessed
Equality and Diversity implications:	No
Consultation: [staff, students, UHI & Partners, External] and provide detail	Yes. The research and evidence base for the paper was based upon extensive and structured debate.

Status – [Confidential/Non confidential]	Confidential		
Freedom of Information Can this paper be included in “open” business* [Yes/No]	No		
*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)	X
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