

**Board of Management**

Meeting	Board of Management
Date and time	Tuesday 29 June 2021 at 4.30 p.m.
Location	VC – Microsoft Teams

Board Secretary  
22 June 2021

**AGENDA****Welcome and Apologies****Declarations of Interest**

**Presentation by Laurie Symon, Student Association Co-Ordinator on the HISA Elections 2021**

**ITEMS FOR DECISION**

- 1. MINUTES**  
Meeting of the Board of Management – 01 April 2021
- 2. OUTSTANDING ACTIONS**  
Action List
- 3. POLICIES FOR APPROVAL**
  - a) Freedom Of Information Policy
  - b) Food Safety Policy
  - c) Health, Safety and Wellbeing Policy
  - d) Marketing and Communications Policy
  - e) Professional Review and Development Policy
  - f) Student Support Funds Policy
  - g) Tertiary Learner Support Policy
  - h) UHI FE Waiver Policy
- 4. PARTNERSHIP AGREEMENT**  
Report by Principal

**ITEMS FOR DISCUSSION**

- 5. REVENUE BUDGET & CAPITAL EXPENDITURE 2021/22 UPDATE**  
Verbal Update from the Assistant Principal – Finance & Audit.

- 6. COVID-19 AND PLANNING FOR 21/22 REPORT**  
Report by Assistant Principal – Operations and External Relations
- 7. PRINCIPAL'S REPORT**  
Report by Principal
- 8. GOVERNANCE UPDATE**  
Report by Board Secretary
- 9. DRAFT MINUTES OF MEETINGS OF BOARD COMMITTEES - (CONFIDENTIAL)**
  - a. Minutes of the HR Committee held on 11 March 2021
  - b. Minutes of the LT&R Committee held on 16 March 2021
  - c. Minutes of the Estates Legacy Project Board held on 17 March 2021
  - d. Minutes of the Estates Legacy Project Board held on 27 April 2021
  - e. Minutes of the HR Committee held on 27 May 2021
  - f. Minutes of the Audit Committee held on 01 June 2021
  - g. Minutes of the Chairs Committee held on 03 June 2021
  - h. Minutes of the LT&R Committee held on 08 June 2021
  - i. Minutes of the F&GP Committee held on 10 June 2021

#### **FOR NOTING**

- 10. UHI COURT – QUARTERLY UPDATE FROM UHI SMT & ACADEMIC PARTNERS**  
Report for period 01 March – 31 May 2021
- 11. NOTES FROM REGIONAL STRATEGIC COMMITTEE MEETING**  
Held on 04 May 2021
- 12. HEALTH SAFETY AND WELLBEING MINUTES – 10 March 2021**
- 13. AOCB**
  - ELCC Lease
  - Harbourside Lease
- 14. DATE AND TIME OF NEXT MEETING**  
05 October 2021 at 4.30 p.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.

<b>Subject/Title:</b>	HISA Elections Report 2021
<b>Authors:</b> [Name and Job title]	Matt Sierocinski King, HISA Democracy, Policy and Campaigns Coordinator Laurie Symon, Student Association Co-ordinator
<b>Meeting:</b>	Board of Management
<b>Meeting Date:</b>	29/06/2021
<b>Date Paper prepared:</b>	31/05/2021
<b>Brief Summary of the paper:</b>	To provide an update of the HISA Elections which were held at Inverness College UHI in March 2021
<b>Action requested:</b> [Approval, recommendation, discussion, noting]	Noting
<b>Link to Strategy:</b>  Please highlight how the paper links to, or assists with::  <ul style="list-style-type: none"> <li>• compliance</li> <li>• partnership services</li> <li>• risk management</li> <li>• strategic plan</li> <li>• new opportunity/change</li> </ul>	<i>Strategic Plan</i> - Opportunity and growth in student life  <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>
<b>Resource implications:</b>	No  <b>If yes, please specify:</b>
<b>Risk implications:</b>	No  <b>If yes, please specify:</b>  Operational: Organisational:
<b>Equality and Diversity implications:</b>	No  <b>If yes, please specify:</b>
<b>Consultation:</b>	

[staff, students, UHI & Partners, External] and provide detail			
<b>Status</b> – [Non confidential]	Non Confidential		
<b>Freedom of Information</b>  Can this paper be included in “open” business* [Yes]	Yes		
*If a paper should <b>not</b> 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		Its disclosure would constitute a breach of confidence actionable in court (S36)	
Its disclosure would constitute a breach of the Data Protection		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](http://www.itspublicknowledge.info/web/FILES/Public_Interest_Test.pdf)

**STUDENT  
ELECTIONS**

**TAGHAIDHEAN  
NAN OILEANACH**

**2021**

**HISA**  
[www.hisa.uhi.ac.uk](http://www.hisa.uhi.ac.uk)

Highlands and Islands  
Students' Association  
Comann Oileanaich na  
Gàidhealtachd agus nan Eilean



University of the  
Highlands and Islands  
Oilthigh na Gàidhealtachd  
agus nan Eilean

## 2021 HISA Elections Inverness College Board of Management Report

### Executive Summary

HISA conducted elections for 19 roles across the UHI region, six of which could be voted on by Inverness College UHI students: HISA Regional President, HISA Regional Vice-President Further Education, HISA Regional Vice-President Higher Education, HISA Inverness President, HISA Inverness Vice-President Activities and Welfare, HISA Inverness Vice-President Education. These elections were conducted entirely under the conditions of lockdown, with all candidate recruitment, campaigning, and voting, taking place virtually. All six roles were successfully recruited for.

The election performance at Inverness College UHI saw 12.08% full-time students' turnout to vote, compared to 13.15% across UHI as a whole. Turnout across both modes of study at Inverness College was 7.20%, and turnout across UHI was also 7.20%, resulting in a perfect demographic balance between Inverness College students who voted and UHI students who voted. Inverness College recorded a near perfect demographic balance in its voter pool across all year groups, with a perfect balance of 0.00 being recorded for students in their first year of study. Inverness is the only academic partner to achieve this. Turnout was also recorded by study type, learning centre and course, for the first time, allowing HISA to provide the board with a detailed perspective on how students engaged with the elections.

### Introduction

Under the 1994 Education Act, each further and higher education establishment is required to have a Students' Association that elects its officers through a fair and democratic manner. HISA's Articles of Associations states HISA must hold elections for 3 Regional Officers (President, Vice-President Further Education, and Vice-President Higher Education), and at least one representative from each academic partner.

The 2021 elections were held between 27<sup>th</sup> January and 19<sup>th</sup> March 2021 entirely under the conditions of lockdown, resulting in nominations, campaigning, and voting being undertaken online. This resulted in HISA taking measures to support this process further by bringing in new elements of training and supporting candidates visiting classes. Furthermore, our new election system brought in new elements that were not available previously, such as the turnout dashboard and the fast-track email function.

HISA uses the Single Transferable Vote system, following the Electoral Reform Society guidance. Voters select candidates in order of preference for each role they are able to vote for. HISA's website, provided by One Digital, has a built-in E-Voting module that allows HISA

to conduct our elections online. For every role up for election, in addition to the candidates standing, voters have the option of selecting Re-Open Nominations, should they wish to, reject the candidates on the ballot and call for the election to be re-run.

## Posts and Results Summary

Elections for the following positions were held concurrently, resulting in the corresponding individuals being elected. Full results for each role are detailed in the results section.

Position	Elected	Candidates*
HISA President	Florence Jansen	4
HISA Vice-President Further Education	Kyle Gee	2**
HISA Vice-President Higher Education	Aaron Wappler	2
Inverness President	Ruth McFadyen	3
Inverness Vice-President Activities and Welfare	Julie Riviere	7
Inverness Vice-President Education	Bonnie Crawford	4

\*The option of Re-Open Nominations (RON) is not included in candidate numbers. Voters had the option to vote for (RON) in addition to any candidate.

\*\*During the course of voting week, one candidate withdrew for this role.

## Elections Co-ordination and Oversight

The 2021 Elections were overseen by National Union of Students, who served as our Returning Officer. The Returning Officer is responsible for the good governance of the election on behalf of HISA's Board of Trustees, to make judgements on appeals, and to give guidance to the Depute Returning Officer as and when required. Appointed internally, Anna Templeton, served as our Depute Returning Officer. This role is designed to manage the election process and make formal decisions regarding rules and regulations, including the ability to disqualify any candidate. This role also oversees the delivery of the elections project.

HISA's Elections Co-ordinator led on the operational delivery of the elections project across the UHI region, training for staff and candidates, and advising staff throughout the elections process. All three regional managers, along with the Communications Co-ordinator and the Administration Assistant, supported the elections process throughout, while local staff were responsible for the implementation and delivery of the elections locally, promoting the elections to students, engaging with local college staff, recruitment of candidates, delivering local training to candidates, supporting the voting process, announcement of results to local candidates.

## Elections Process

Nominations Open	27 <sup>th</sup> January 2021 (10:00)
Nominations Close*	27 <sup>th</sup> February 2021 (15:00)
Announcement of Candidates	27 <sup>th</sup> February 2021 (17:30)
Rules, Ethics and Campaigning Candidate Training	23 <sup>rd</sup> February (lunchtime), 24 <sup>th</sup> February (evening), 27 <sup>th</sup> February (weekend)
Video Training	5 sessions across February and March
Regional/Local Awareness Training	1 <sup>st</sup> March / 26 <sup>th</sup> February and 1 <sup>st</sup> March
Voting Opens	15 <sup>th</sup> March (10:00)
Voting Closes	19 <sup>th</sup> March (16:00)
Results Announced**	22 <sup>nd</sup> March (Afternoon)

\*Nominations were due to close on 24<sup>th</sup> February, however due to a concern that candidates from uncontested positions could drop out, leaving those roles vacant, nominations were extended for all roles.

\*\* The number of formal complaints received on the final day of voting, and the number of candidates who had not submitted their expenses on time, the breadth of the roles that were affected, and the time required to resolve the complaints, the announcement of the results was delayed one working day to 22<sup>nd</sup> March.

## Nominations

Nominations were undertaken entirely online. The HISA website was frequently updated with information relevant to potential candidates. Due to the focus on digital, a decision was made to transition the nominations guidebook online, and pages were curated to advertise key dates, the roles available, election rules and the complaints process.

The table below provides the details of the number of nominations received at the close of the period. Prior and during nominations, election drop-in sessions were run for any student that was thinking of standing.

Position	Nominations Received	Number of Candidates at voting week
HISA President	4	4
HISA Vice-President Further Education	4	2
Vice-President Higher Education	4	2
Inverness President	7	3
Inverness Vice-President Activities and Welfare	12	7
Inverness Vice-President Education	10	4

## Preparing the Candidates

Candidates received training materials electronically, with training sessions conducted entirely on Microsoft Teams. Candidates were invited to Rules, Ethics and Campaigning Training, and two new sets of training this year: Video Training, led externally, and Regional



or Local Awareness Training, led by local and regional staff. The concept behind the former was to enhance candidates' ability to reach out to students, while the concept of the latter was to allow candidates to receive an enhanced picture of the local nature of their academic partner, while giving regional candidates a regional picture of UHI. Candidates also received anonymised demographic information to allow them to understand the composition of the student body they were seeking to represent.

Throughout the supported campaign period, candidates' materials were uploaded to the website to enable students to make informed decisions ahead of voting week. These materials included candidate images, manifestos, videos and posters, and remained live until voting had closed in an effort to promote considered voting choices.

## Voting

When live, voting was advertised clearly in multiple areas of the website. On the homepage, a large banner featuring the Student Elections design linked directly to the UnionCloud voting application, as did a 'vote' heading in the top menu and a page within the Student Elections information hub.

Students were emailed a direct fast-track voting link to their UHI emails, which gave them a one-click route to their ballot paper, by-passing the login process. Emails were also utilised locally to engage staff and Senior Management Team support in getting out the vote. HISA ran 'meet the candidate' sessions and for regional candidates, while local candidates were invited to attend class visits alongside their local member of staff. Virtual polling stations were set up to support students to vote. HISA also managed class visits, facilitating the needs of candidates to engage a captive audience of students, while reducing the number of requests lecturers might receive from candidates.

HISA provided voters with the opportunity to give feedback on the voting process, receiving 606 responses. When asked how they found out about the elections 493 cited emails, while 419 cited that the candidate's manifesto was the main way in which candidates caught their attention. Students gave an average of 4.43 out of 5 when asked to rate the voting process, and 61% students were somewhat or very likely to engage with HISA in the future.

## Marketing

Marketing for the 2021 Student Election campaign was developed regionally and circulated to all local Academic Partners for targeted promotion. The designs took a new direction from previous years and incorporated the HISA branded colours with assets that symbolized the student voice, and the messaging of the campaign revolved around positive language that encouraged students to take a proactive stance in improving their student experience.

Alongside the core and key word designs, two slogans were selected to enhance the nominations and voting periods of the campaign:

- Make The Change (Nominations)

- Have Your Voice Heard (Voting)

Each of the designs were produced bilingually with the Gaelic translation provided by the HISA Gaelic Representation Project Board Team.

During the Student Elections period, a variety of communications activity was undertaken to support the campaign and maximise student engagement. This included utilization of the HISA website, local and regional social media channels, MyDay and email.

## Complaints

No complaints were received regarding HISA Regional Vice-President Higher Education candidates. One complaint was received for the HISA Regional President and HISA Regional Vice-President Further Education each, both of which were dismissed. Six complaints were received regarding candidates for Inverness local roles, five of which were dismissed, and one of which was upheld. The one complaint that was upheld, resulted in a disqualification. The decision was made based on the candidate's behaviour towards other students. The candidate subsequently appealed to the Returning Officer at NUS. As the appeal was submitted after the close of voting, the Returning Officer made the decision that the appeal was upheld on the grounds that the result of the election was unaffected. The Returning Officer recommended that HISA undertake a code of conduct investigation regarding the behaviour of the candidate.

## Results

Table 1 details the result of the Presidential election. Florence Jansen was re-elected, exceeding the quota at Stage 3, after receiving 37 transfers from Re-Open Nominations, and Rozaliya at Stage 2, and then 58 Transfers from Cameron in stage 3.

Table 1: HISA Regional President Election Result

Candidate	Stage 1	Elimination of RON and Rozaliya	Stage 2	Elimination of Cameron	Stage 3
Florence Jansen	539	37	576	58	634
Hermione Morris	320	32	352	61	413
Cameron Parker	226	15	241	-241	0
Rozaliya Markova	181	-181	0	0	0
Reopen Nominations	32	-32	0	0	0
Spoilt	1	1	1	1	1
Non-Transferable	0	129	129	122	251

Table 2 details the result of the Vice-Presidential Further Education election. Kyle Gee was elected, exceeding the quota at Stage 1. The only other candidate at the start of voting for

this role withdrew during voting week. At the close of voting, they were removed from the election, and their ballots were redistributed with 450 voters not indicating a subsequent preference.

*Table 2: HISA Regional Vice-President Further Education Election Result*

Candidate	Stage 1
Kyle Gee	764
Reopen Nominations	83
Spoilt	4
Non-Transferable	450

Table 3 details the result of the Vice-Presidential Higher Education election. Aaron Wappler was elected, exceeding the quota at Stage 1.

*Table 3: HISA Regional Vice-President Higher Education Election Result*

Candidate	Stage 1
Aaron Wappler	744
Tia Cannop	482
Reopen Nominations	89
Spoilt	6

Table 4 details the result of the Inverness President Election. Ruth was re-elected, exceeding the quota at Stage 2.

*Table 4: Inverness President Election Result*

Candidate	Stage 1	Elimination of Lisa and RON	Stage 2
Ruth McFadyen	148	22	170
Morven Rule	88	13	101
Lisa Mason	63	-63	0
Reopen Nominations	9	-9	0
Spoilt	2	2	2
Non-Transferable	0	37	37

Table 5 details the result of the Inverness Vice-President Activities and Welfare Election. Julie was re-elected, exceeding the quota at Stage 1.

*Table 5: HISA Inverness Vice-President Activities and Welfare Election Result*

Candidate	Stage 1
Julie Riviere	172
Joanne Clark	41
Student of UHI Amy Storey	28
Alice McCook	27
Alishia King	26
Callum Kinnaird	22

Poppy Morrison	15
Reopen Nominations	4
Spoilt	1

Table 6 details the result of the Inverness Vice-President Education Election. Bonnie was elected, exceeding the quota at Stage 3.

*Table 6: HISA Inverness Vice-President Education Election Result*

Candidate	Stage 1	Elimination of Ross and RON	Stage 2	Elimination of Seonaid	Stage 3
Bonnie Crawford	128	15	143	29	172
Mad Scientist Vic	71	4	75	7	82
Seonaid Pickering	64	8	72	-72	0
Ross Kinnard	46	-46	0	0	0
Reopen Nominations	13	-13	0	0	0
Spoilt	1	1	1	1	1
Non-Transferable	0	32	32	36	68

## Historic Election Overview

Table 7 details the past performance of Inverness College during HISA elections. The 2021 election turnout was the lowest in the last four years. This can be attributed to lockdown and the lack of face-to-face voter engagement. The voter share, the percentage of Inverness College Students vs all UHI students recorded is also at its lowest result. When comparing the Voter Share to the percentage of students for each demographic measure, Inverness College consistently records a positive demographic balance. This year, it recorded a perfect score of 0.00 highlighting that percentage of Inverness College students that voted matched the percentage of Inverness students within UHI.

Furthermore, the table highlights the number of votes cast by Inverness students, the total votes turnout, and the number of votes cast per voter. Students at Inverness can cast votes for six different roles. As the table indicates, the number of votes cast per voter at Inverness College UHI exceeded that of 2018 and 2019. Table 8 details that this is a result of fewer voters not leaving their votes for local Vice-Presidential roles and Vice-President Higher Education role unused to the same level in 2018 and 2019. All other roles recorded a rise in votes being left unused, with significant rises in for both Presidential roles in 2021.

Table 9 highlights candidate numbers. The highest candidate numbers for each role over the past four years was recorded in 2019 and 2020. 2021 saw a reduction in candidate numbers for Regional roles and the Inverness President role. Increases were recorded in the local Vice-Presidential roles, with the Vice-Presidential role equalling the record set in 2019. Both roles set new, HISA wide records, for the number of nominations received.

Tables 10 to 15 highlight the election engagement for each role at Inverness College UHI. They further evidence a reduced level of engagement that Inverness College UHI students have had with regional roles in 2021 relative to previous years. This can be attributed to the relative lack of access HISA Inverness was granted to class visits in 2021 compared to previous years. They furthermore provide evidence that the local roles are turned out for at higher rates than regional roles. Tables 13 to 15 also include comparative data between Inverness College engagement and CfHS Inverness engagement in Inverness roles. While Inverness College students are overrepresented in the pools of students that vote for local roles each year, CfHS Inverness voting increased dramatically in 2021. This can be attributed to a new dedicated member of HISA staff based within CfHS.

## 2021 Election Insights

Table 16 highlights the performance by mode of study. Full time students turned out to a high level. It should be noted that College Students' Associations determine their turnout by Full-Time Student Turnout as their primary comparison figure. To this end, HISA can report that Inverness College in 2021 had an FT turnout of 12.08%. Out of all 16 Academic Partners (including both branches of CfHS and Executive Office), Full-time turnout is the 4<sup>th</sup> lowest, while part time turnout at 3.38% was the 7<sup>th</sup> highest.

Table 17 highlights the performance of each Inverness Learning Centre compared to each other. When comparing the Voter Share to the percentage of students for each demographic measure (in this table, Learning Centres), Learning Centres highlighted in green indicate a positive demographic balance, meaning students from these learning centres were over-represented in the pool of students who voted. For example, Forestry Learning Centre Students voted 0.04 times more compared to their relative size of the student body across Inverness College, giving them a positive demographic balance. Learning Centres highlighted in yellow scored negative results between -0.01 and 0.33, meaning students from these learning centres were slightly under-represented in the pool of students who voted while those highlighted in Orange, scored negative results between 0.34 and -0.66, meaning students from these learning centres were significantly under-represented in the pool of students who voted. The colours also reflect the relative strength in turnout, with every learning centre highlighted in green scoring above the average.

Table 18 highlights the performance by study type at Inverness College. Post-Graduate students and Undergraduate students turned out in very strong numbers. The pool of further education voters was weaker, with a turnout of 5.42% compared with 9.78% of undergraduates and 14.29% of postgraduates. Post-Graduate Research students gave a balanced turnout at 0.28% when then make up 0.31% of Inverness College students, while Post-Graduate taught students delivered the weakest turnout at 2.86%.

Table 19 highlights the turnout by year of study. The demographic balance is relatively even across all year groups, which is a very noteworthy achievement. Furthermore, a perfect

demographic balance has been struck for first year students. This is a remarkable achievement, particularly in the following context: to our understanding that the data records a student starting a new course as a first-year student, and therefore some HND students may be classified as a first-year student even if they did a HNC with Inverness College of the same course. Only the specialist academic partners and Inverness College produced such a result for first year engagement. The impact of such a success will pay off dividends for wider student engagement in the next academic year.

Table 20 details the turnout by each course at Inverness College. Most notably is that 51 of the 189 courses at further education recorded votes, compared to 52 out of 103 courses at undergraduate level. 3 out of 3 Post-Graduate and Post-Graduate Research courses recorded votes, while 5 out of 10 Post-Graduate courses recorded votes. Only 26 of the 111 courses where votes were recorded, had weaker turnouts, while those with strong turnouts are highlighted in green. Notably 1 course recorded turnout above 60%, with a further 22 courses recording a turnout of 25% or above.

Graph 1 highlights how the performance of turnout of the local roles progressed over voting week. The 2021 results indicates that while the performance was not as successful as previous years, for all of Monday and part of Tuesday turnout exceeded all previous records for all roles. As mentioned earlier, all recruitment of candidates, campaigning by candidates, and voting happened entirely online during lockdown.

## Local Reflection

This year's elections were extremely challenging at Inverness College UHI. Numerous pressures facing staff and students during the elections period included the ongoing disruption due to Covid-19, the uncertainty caused by the EIS strike action and the cyber-attack which occurred during the supported campaigning period. As a result of these challenges, we had an understandably lower uptake when it came to class visits for candidates during voting week. While this was to be expected given the challenges we were facing, it is reflected in lower numbers of votes than those seen in 2020. Lower engagement with class visits also meant that HISA were overly reliant on communicating with students via email, thereby possibly adding to a feeling of 'email fatigue'. A compromise to class visits was reached after consultation with staff whereby HISA offered 'Meet the Candidate'-style sessions instead of traditional class visits. However, engagement with these sessions was very disappointing. Despite this, there were many staff who went above and beyond in helping HISA, either by offering class visits, allowing us to attend Course Committee Meetings to promote the elections or by encouraging their staff to allow us access to classes. Notable thanks should be given to Lindsay Snodgrass, Chris O'Neil, Iain King, Andrew McIntosh, Neil Cleland, Catriona Grant, Carrie Higgins, Craig Lowther, Robyn Kennedy, Chloe Ugle, Donna Wrightson, Stephanie Wright, Tracy Kennedy, Rachel Fermi, Lindsay MacLeod, Lucinda Dean, Diane Abernethy, Carol Sutherland and Helen Aird.

There were several initiatives and strategies attempted at Inverness College UHI this year to boost the number of candidates standing for election and heighten awareness of the

democratic process. HISA made a concerted effort to promote the elections to class representatives. HISA also sent tailored communications to our student residents, our clubs and societies and candidates who had previously stood for election. HISA also worked in collaboration with the college's Marketing Team to deliver a livestream promoting the elections on the Inverness College UHI Facebook page. These strategies all worked in that we saw a record number of candidates from Inverness College UHI putting themselves forward, with 29 candidates standing across our three local officer positions. We also saw 3 Inverness College UHI students putting themselves forward for regional HISA roles. These figures are extremely encouraging and show that there is a real appetite among Inverness College UHI students to involve themselves in the democratic process.

Moving forward we aim to maintain and strengthen our good working relationships with Inverness College UHI staff and consider new ways to engage with more students. HISA also seeks to improve engagement with class visits, as this drives voting figures and lessens our reliance on communicating solely via email.

## Appendices

Table 7: Overall Past Election Performance

Inverness College UHI	2018	2019	2020	2021
Voters	494	651	566	354
Turnout	8.50%	11.06%	9.18%	7.20%
Voter Share	22.59%	23.82%	22.44%	21.17%
Demographic Balance	0.07	0.06	0.07	0.00
Total Individual Votes cast	2286	3034	2847	1683
Total Votes Turnout	6.55%	8.59%	7.69%	5.71%
Average Votes cast per Voter (Max=6)	4.63	4.66	5.03	4.75
Student Numbers	5813	5884	6167	4914
Inverness Students as a Percentage of UHI	21.12%	22.44%	21.00%	21.17%

Table 8: Unused Votes by Inverness College Students

Unused Votes	2018	2019	2020	2021	Average
Did not vote for President	98	140	112	92	110.50
	19.84%	21.51%	19.79%	25.99%	21.78%
Did not vote for Vice-President Further Education	138	180	134	91	135.75
	27.94%	23.65%	23.67%	25.71%	26.24%
Did not vote for Vice-President Higher Education	145	180	132	94	137.75
	29.35%	27.65%	23.32%	26.55%	26.72%
Did not vote for Inverness President	77	71	47	64	64.75
	15.59%	10.91%	8.30%	18.08%	13.22%
Did not vote for Inverness Vice-President Activities and Welfare	102	129	42	44	79.25
	20.65%	19.82%	7.42%	12.43%	15.08%
Did not vote for Inverness Vice-President Education	118	172	82	56	107.00
	23.89%	26.42%	14.49%	15.82%	20.15%

Table 9: Candidate Numbers

Role	2018	2019	2020	2021
President	4	5	4	3
Vice-President Further Education	2	4	1	2
Vice President Higher Education	3	6	4	2
Inverness President	4	4	5	3
Inverness Vice-President Activities and Welfare	3	8	4	7
Inverness Vice-President Education	3	4	3	4



Table 10: Inverness Students Votes for HISA Regional President

<b>Inverness College Students Votes for HISA Regional President</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>
Votes	396	511	454	262
Turnout	6.81%	8.68%	7.36%	5.33%
Voter Share	23.96%	25.02%	22.58%	20.12%
Demographic Balance	0.13	0.12	0.07	-0.05

Table 11: Inverness Students Votes for HISA Regional Vice-President Further Education

<b>Inverness Students Votes for HISA Regional Vice-President Further Education</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>
Votes	356	471	432	263
Turnout	6.12%	8.00%	7.01%	5.35%
Voter Share	23.84%	24.58%	22.76%	20.20%
Demographic Balance	0.13	0.10	0.08	-0.05

Table 12: Inverness Students Votes for HISA Regional Vice-President Higher Education

<b>Inverness Students Votes for HISA Regional Vice-President Higher Education</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>
Votes	349	471	434	260
Turnout	3.04%	5.83%	4.50%	3.06%
Voter Share	23.60%	23.75%	23.07%	19.67%
Demographic Balance	0.12	0.06	0.10	-0.07

Table 13: Inverness Students Votes for HISA Inverness President

<b>Academic Partner</b>	<b>Votes for HISA Inverness President</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>
Inverness College	Votes	417	580	519	290
	Turnout	7.17%	9.86%	8.42%	5.90%
	Voters Share	98.35%	99.66%	97.01%	93.85%
	Demographic Balance	-0.28	-0.94	-0.56	-0.34
CfHS Inverness	Votes	7	2	16	19
	Turnout	5.11%	0.59%	3.58%	3.77%
	Voters Share	1.65%	0.34%	2.99%	6.15%
	Demographic Balance	0.01	0.05	0.04	0.03
Total	Votes	424	582	535	309
	Turnout	7.13%	9.35%	8.09%	5.70%

Table 14: Inverness Students Votes for HISA Vice-President Activities and Welfare

Academic Partner	Votes for HISA Inverness Vice-President Activities and Welfare	2018	2019	2020	2021
Inverness College	Votes	392	522	524	310
	Turnout	6.74%	8.87%	8.50%	6.31%
	Voters Share	98.25%	99.05%	97.04%	92.54%
	Demographic Balance	0.01	0.05	0.04	0.02
CfHS Inverness	Votes	7	5	16	25
	Turnout	5.11%	1.47%	3.58%	4.96%
	Voters Share	1.75%	0.95%	2.96%	7.46%
	Demographic Balance	-0.24	-0.83	-0.56	-0.20
Total	Votes	401	527	540	335
	Turnout	6.74%	8.15%	8.16%	6.18%

Table 15: Inverness Students Votes for HISA Inverness Vice-President Education

Academic Partner	Votes for HISA Inverness Vice-President Education	2018	2019	2020	2021
Inverness College	Votes	376	479	484	298
	Turnout	6.47%	8.14%	7.85%	6.06%
	Voters Share	98.69%	98.56%	97.19%	92.55%
	Demographic Balance	0.01	0.04	0.04	0.02
CfHS Inverness	Votes	5	7	14	24
	Turnout	3.65%	2.06%	3.13%	4.76%
	Voters Share	1.31%	1.44%	2.81%	7.45%
	Demographic Balance	-0.43	-0.74	-0.58	-0.20
Total	Votes	381	486	498	322
	Turnout	6.40%	7.81%	7.53%	5.94%

Table 16: 2021 Election performance by Mode of Study

Mode of Study	Students	% of College	Voters	Turnout	Voter Share	Demographic Balance
Part-Time	2754	56.04%	93	3.38%	26.27%	-0.53
Full-Time	2160	43.96%	261	12.08%	73.73%	0.68

Table 17: 2021 Election Performance by Learning Centre

Learning Centre	Students	% of College	Voters	Turnout	Voter Share	Demographic Balance
Dumfries Dental Centre	2	0.04%	0	0.00%	0.00%	no voters
Forestry - Inverness College	186	3.79%	14	7.53%	3.95%	0.04
Inverness Campus	4211	85.69%	334	7.93%	94.35%	0.10
Inverness College	14	0.28%	2	14.29%	0.56%	0.98
Kingussie High School	9	0.18%	0	0.00%	0.00%	no voters
Language Sciences Institute	1	0.02%	0	0.00%	0.00%	no voters
Longman - Inverness College	3	0.06%	0	0.00%	0.00%	no voters
Midmills - Inverness College	1	0.02%	0	0.00%	0.00%	no voters
MO/Moray College - GENERIC SITE	1	0.02%	0	0.00%	0.00%	no voters
MO/Moray College Learning Res. Centre	1	0.02%	0	0.00%	0.00%	no voters
Nairn Academy - Inverness College	22	0.45%	1	4.55%	0.28%	-0.37
North Highland College	1	0.02%	1	100.00%	0.28%	12.88
Offsite (work based course)	401	8.16%	1	0.25%	0.28%	-0.97
Online delivered course	56	1.14%	0	0.00%	0.00%	no voters
The Bridge (Inverness College)	5	0.10%	0	0.00%	0.00%	no voters

Table 18: 2021 Election Performance by Study Type

Study Type	Students	% of College	Voters	Turnout	Voter Share	Demographic Balance
Further Education	2544	51.77%	138	5.42%	38.98%	-0.25
Undergraduate	2075	42.23%	203	9.78%	57.34%	0.36
Post-Graduate Taught	245	4.99%	7	2.86%	1.98%	-0.60
Post-Graduate Research	15	0.31%	1	6.67%	0.28%	-0.07
Post-Graduate	35	0.71%	5	14.29%	1.41%	0.98

Table 19: 2021 Election Performance by Year of Study

Year of Study	Students	% of College	Voters	Turnout	Voter Share	Demographic Balance
1	3822	77.78%	275	7.20%	77.68%	0.00
2	468	9.52%	35	7.48%	9.89%	0.04
3	385	7.83%	25	6.49%	7.06%	-0.10
4	224	4.56%	18	8.04%	5.08%	0.12
5	15	0.31%	1	6.67%	0.28%	-0.07

Table 20: 2021 Election Performance by Course

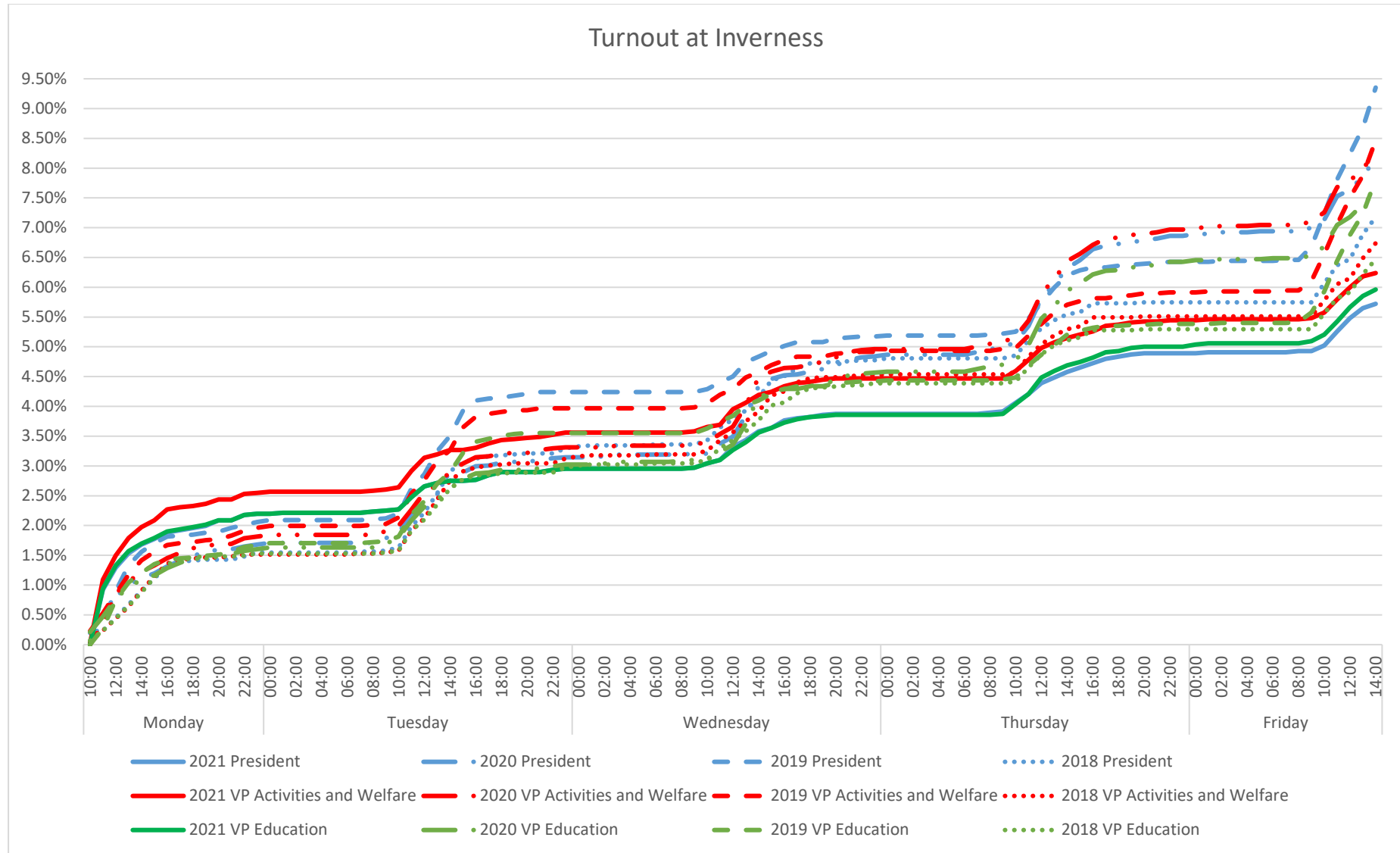
Course	Students	% of College	Voters	Turnout	Voter Share	Demographic Balance
Access To Nursing	27	0.55%	5	18.52%	1.41%	1.57
Advanced Certificate in Forestry L6	6	0.12%	1	16.67%	0.28%	1.31
Applied Science Level 5	14	0.28%	6	42.86%	1.69%	4.95
Certificate in Forestry	23	0.47%	3	13.04%	0.85%	0.81
Childhood Practice Level 6	16	0.33%	5	31.25%	1.41%	3.34
Community Link	30	0.61%	1	3.33%	0.28%	-0.54
Diploma for Information Security Professionals	11	0.22%	1	9.09%	0.28%	0.26
ESOL Full-Time	37	0.75%	4	10.81%	1.13%	0.50
ESOL Full-Time Level 5	33	0.67%	5	15.15%	1.41%	1.10
ESOL Full-Time Level 6	17	0.35%	6	35.29%	1.69%	3.90
Foundation Apprenticeship: Business Skills	9	0.18%	1	11.11%	0.28%	0.54
Foundation Apprenticeship: Children & Young People	16	0.33%	5	31.25%	1.41%	3.34
Higher English	7	0.14%	1	14.29%	0.28%	0.98
Higher Environmental Science	5	0.10%	1	20.00%	0.28%	1.78
Higher ESOL	8	0.16%	1	12.50%	0.28%	0.74
Highers & Intermediate 2 Programme (Clusters)	30	0.61%	5	16.67%	1.41%	1.31
IMI Level 1 Vehicle Maintenance & Repair	22	0.45%	2	9.09%	0.56%	0.26
IMI Level 2 Vehicle Maintenance & Repair	17	0.35%	2	11.76%	0.56%	0.63
Introduction to Beauty	13	0.26%	2	15.38%	0.56%	1.14
Introduction to Hairdressing Level 4	14	0.28%	1	7.14%	0.28%	-0.01
Introduction to Health and Social Care	15	0.31%	1	6.67%	0.28%	-0.07
MA Accounting	5	0.10%	1	20.00%	0.28%	1.78
National 4 Mathematics	11	0.22%	1	9.09%	0.28%	0.26
NC Administration	13	0.26%	8	61.54%	2.26%	7.54
NC Beauty Care and Makeup	19	0.39%	1	5.26%	0.28%	-0.27
NC Built Environment	5	0.10%	1	20.00%	0.28%	1.78
NC Business	20	0.41%	2	10.00%	0.56%	0.39
NC Social Science	14	0.28%	4	28.57%	1.13%	2.97
NC Social Science Level 6	27	0.55%	3	11.11%	0.85%	0.54
NPA Administration:Office Skills and Services	4	0.08%	1	25.00%	0.28%	2.47
NPA Networks and Cyber Security	14	0.28%	2	14.29%	0.56%	0.98

NPA Professional Cookery Level 4	23	0.47%	1	4.35%	0.28%	-0.40
NQ Computing with Cyber Security at SCQF Level 6	26	0.53%	3	11.54%	0.85%	0.60
NQ Computing with Web Design at SCQF Level 5	12	0.24%	3	25.00%	0.85%	2.47
Pathways to Study and Employment 4	12	0.24%	2	16.67%	0.56%	1.31
Pre-App Electrical Installation and Renewables	10	0.20%	1	10.00%	0.28%	0.39
Preparation for Uniformed and Emergency Services	17	0.35%	4	23.53%	1.13%	2.27
Science Highers Programme	33	0.67%	12	36.36%	3.39%	4.05
Skills for Work: Early Education and Childcare	23	0.47%	2	8.70%	0.56%	0.21
Skillsbuilder	29	0.59%	1	3.45%	0.28%	-0.52
Skillsbuilder for Schools	27	0.55%	1	3.70%	0.28%	-0.49
Social Science Highers Programme	24	0.49%	10	41.67%	2.82%	4.78
Sport & Fitness	6	0.12%	1	16.67%	0.28%	1.31
Sports Studies	15	0.31%	3	20.00%	0.85%	1.78
Step Into Care	12	0.24%	1	8.33%	0.28%	0.16
SVQ 2 Hairdressing	80	1.63%	6	7.50%	1.69%	0.04
SVQ 2 PEO & NC (Mechanical) Apprentices	4	0.08%	1	25.00%	0.28%	2.47
SVQ 2 Social Services and Healthcare MA	24	0.49%	1	4.17%	0.28%	-0.42
SVQ 3 Electrical Installation	24	0.49%	1	4.17%	0.28%	-0.42
SVQ 3 Hairdressing	15	0.31%	1	6.67%	0.28%	-0.07
SVQ1 Professional Cookery Level 4	8	0.16%	1	12.50%	0.28%	0.74
All other Further Education Courses (148)	1608	32.72%	No voters	No voters	No voters	No voters
PGDE Primary (English medium)	18	0.37%	3	16.67%	0.85%	1.31
PGDE Secondary (English medium)	17	0.35%	2	11.76%	0.56%	0.63
RESEARCH COURSE	15	0.31%	1	6.67%	0.28%	-0.07
Applied Data Science MSc	34	0.69%	3	8.82%	0.85%	0.22
Critical Enquiry MEd	32	0.65%	1	3.13%	0.28%	-0.57
Human Resource Management MSc	30	0.61%	1	3.33%	0.28%	-0.54
Leadership and Management MSc	33	0.67%	1	3.03%	0.28%	-0.58
Psychology Conversion MSc	47	0.96%	1	2.13%	0.28%	-0.70
All other Post-Graduate Taught Courses (5)	69	1.40%	No voters	No voters	No voters	No voters
Accounting and Finance BAH	22	0.45%	2	9.09%	0.56%	0.26

Accounting HNC	36	0.73%	6	16.67%	1.69%	1.31
Accounting HND	36	0.73%	5	13.89%	1.41%	0.93
Administration and Information Technology HNC	27	0.55%	5	18.52%	1.41%	1.57
Applied Sciences HNC	17	0.35%	3	17.65%	0.85%	1.45
Applied Software Development BScH	9	0.18%	1	11.11%	0.28%	0.54
Arboriculture and Urban Forestry HND	6	0.12%	1	16.67%	0.28%	1.31
Archaeology BAH	16	0.33%	4	25.00%	1.13%	2.47
Architectural Technology BScH	49	1.00%	2	4.08%	0.56%	-0.43
Architectural Technology HNC	17	0.35%	5	29.41%	1.41%	3.08
Art and Contemporary Practices BAH	13	0.26%	2	15.38%	0.56%	1.14
Bioscience BScH	12	0.24%	2	16.67%	0.56%	1.31
Built Environment HNC	34	0.69%	9	26.47%	2.54%	2.67
Business and Management BAH	118	2.40%	7	5.93%	1.98%	-0.18
Business HNC	28	0.57%	2	7.14%	0.56%	-0.01
Child and Youth Studies BAH	94	1.91%	7	7.45%	1.98%	0.03
Childhood Practice BAH	119	2.42%	2	1.68%	0.56%	-0.77
Childhood Practice HNC	51	1.04%	10	19.61%	2.82%	1.72
Civil Engineering HNC	36	0.73%	4	11.11%	1.13%	0.54
Computer Science HND	16	0.33%	2	12.50%	0.56%	0.74
Construction Contracting Operations Management: General SVQ4	7	0.14%	1	14.29%	0.28%	0.98
Contemporary Art Practice HNC	16	0.33%	1	6.25%	0.28%	-0.13
Contemporary Art Practice HND	13	0.26%	1	7.69%	0.28%	0.07
Creative Writing in the Highlands and Islands BAH	20	0.41%	2	10.00%	0.56%	0.39
Culture and Heritage BAH	10	0.20%	3	30.00%	0.85%	3.16
Drama and Performance BAH	21	0.43%	1	4.76%	0.28%	-0.34
Drama and Production BAH	28	0.57%	2	7.14%	0.56%	-0.01
Electrical Engineering HNC	42	0.85%	1	2.38%	0.28%	-0.67
Engineering Systems HNC	45	0.92%	4	8.89%	1.13%	0.23
Engineering Systems HND	20	0.41%	1	5.00%	0.28%	-0.31
Environmental Science BScH	12	0.24%	3	25.00%	0.85%	2.47
Events HNC	21	0.43%	1	4.76%	0.28%	-0.34
Events Management BAH	10	0.20%	1	10.00%	0.28%	0.39
Forest Management BScH	20	0.41%	3	15.00%	0.85%	1.08
Forestry HND	85	1.73%	5	5.88%	1.41%	-0.18
Forestry PDA	19	0.39%	1	5.26%	0.28%	-0.27

Geography BScH	18	0.37%	5	27.78%	1.41%	2.86
History BAH	59	1.20%	12	20.34%	3.39%	1.82
Literature and Creative Writing BAH	3	0.06%	1	33.33%	0.28%	3.63
Literature BAH	44	0.90%	4	9.09%	1.13%	0.26
Oral Health Science BSc	36	0.73%	3	8.33%	0.85%	0.16
Outdoor Education and Learning BAH	19	0.39%	3	15.79%	0.85%	1.19
Person-centred counselling and psychotherapy DipHE	51	1.04%	25	49.02%	7.06%	5.80
Philosophy, Politics and Economics BAH	5	0.10%	2	40.00%	0.56%	4.55
Psychology BScH	55	1.12%	7	12.73%	1.98%	0.77
Scottish History BAH	11	0.22%	3	27.27%	0.85%	2.79
Social Sciences BAH	33	0.67%	7	21.21%	1.98%	1.94
Social Sciences HNC	27	0.55%	10	37.04%	2.82%	4.14
Sport and Fitness BScH	31	0.63%	2	6.45%	0.56%	-0.10
Sports Management BAH	4	0.08%	1	25.00%	0.28%	2.47
Visual Communication HNC	12	0.24%	1	8.33%	0.28%	0.16
Visual Communication HND	10	0.20%	1	10.00%	0.28%	0.39
All other Undergraduate Courses (51)	512	10.42%	No voters	No voters	No voters	No voters

# Presentation



Graph 1: Historical Hour by Hour Turnout of Inverness roles



**MINUTES of the MEETING of the BOARD OF MANAGEMENT held via Microsoft Teams, on Thursday 01 April 2021**

<b>PRESENT:</b>	Sarah Burton, Robyn Kennedy, Innis Montgomery, Chris O'Neil, Kelly Mackenzie, Ruth McFadyen, Gillian Galloway, Samantha Cribb, Sally Blyth, Donald MacKenzie, Leanne MacKenzie, Arvinder Kainth, Mark Sheridan, Russell Edwards, Amy Goodbrand
<b>CHAIR:</b>	Sarah Burton
<b>APOLOGIES:</b>	Andy Gray, Tina Stones and Vivienne Mackie
<b>IN ATTENDANCE:</b>	Assistant Principal – Finance and Audit Assistant Principal – Operations and External Relations Assistant Principal – Student Experience and Quality Assistant Principal – Academic and Research Board Secretary HR Manager Health and Safety Manager Finance Manager

**Declarations of Interest**

No declarations of interest were noted.

**Presentation - Results of the Staff Survey**

The HR Manager took the Board of Management through the results of the staff survey providing Board Members with the background to the survey and an explanation of proposed next stages. The Board of Management gave their thanks to the HR Team for such a comprehensive report.

**1. MINUTES OF THE BOARD OF MANAGEMENT MEETING HELD ON 18 FEBRUARY 2021**

**Decision:** The minutes of the Board of Management Meeting held on 18 February 2021 were **AGREED** as a correct record and were **APPROVED**.

**2. OUTSTANDING ACTIONS**

The Board of Management noted that there were two outstanding actions.

1. OSCR – It was noted that this item is included further within the Agenda.
2. Feedback on the Results of the Staff Survey

**Decision:** The Board of Management **AGREED** that both of these items could be removed from the list.

### 3. POLICY FOR APPROVAL

The Board of Management considered the updated Complaints Policy which has been recommended for approval by the LT&R Committee.

**Decision:** The Board of Management **AGREED** to the proposed changes to the Complaints Policy.

### 4. SCHEDULE OF BOARD AND COMMITTEE MEETINGS – 2021/22

The Board Secretary advised that a schedule of proposed dates for the Board and Committee Meetings for 2021/22 had been drafted in conjunction with both the calendar for NHC and the Academic Calendar. The Board of Management noted that following this schedule being drafted discussions had taken place with the EMT in relation to Committee Structures and it had been proposed that we look at the possibility of decreasing some of the Committee meetings to three a year.

A discussion took place with the Board of Management noting the need to be mindful of approval dates and the possibility that any decrease in amount of meetings could result in all remaining meetings being longer in length.

*The HR Manager left the meeting at this point.*

**Action:** The number of meetings for each Committee will be looked at as part of the proposed Committee and Agenda review that is due to take place in May 2021.

**Decision:** The Schedule of Board and Committee Meetings for 2021-22 was **APPROVED**.

### 5. OSCR RETURN

The Board Secretary advised that the OSCR return had been drafted. The Assistant Principal – Finance and Audit advised that we should include the Principal's salary as part of our response to question B4-b.

**Action:** The Assistant Principal – Finance and Audit will provide the Principal's salary information to facilitate the Board Secretary to update the return accordingly.

**Decision:** Pending the above update the Board of Management **APPROVED** the submission of the OSCR return.

### 6. DEVELOPMENT PLAN 2021-22

The Board Secretary advised that the Development Plan had been drawn up to address the recommendations within the External Effectiveness Review

and the review of the Code of Good Governance. The Board of Management noted that a Board Sub Group had met and reviewed the plan and recommended it for approval.

**Decision:** The Board of Management **APPROVED** the Development Plan for 2021-22.

### 7. AUDIT COMMITTEE MATTERS FOR BOARD APPROVAL

#### Extension to Internal Auditors Contract

The Board Secretary advised that at the March Audit Committee it had been agreed that we should extend our Internal Auditors Contract for a further year. The Board of Management noted that the Audit Committee felt that a full procurement process for Internal Audit was necessary and that a report and timeline for this process will be discussed at the June Audit Committee.

**Decision:** The Board of Management **RATIFIED** the decision to extend the Internal Auditors Contract for a year.

### 8. SHARED FINANCE SERVICE

The Assistant Principal – Finance and Audit welcomed the Finance Manager to the meeting.

The Board of Management were provided with a background to the Shared Finance Service, the input and output functions, our finance strategy, finance recovery, and project accounts noting the narratives which had been provided within the confidential report. A discussion took place which looked at both the long and short term risks which we face.

The Assistant Principal – Finance and Audit advised that he is confident that the Shared Finance Service can provide a robust service for both Colleges. The Board of Management gave thanks to the both the Assistant Principal – Finance and Audit and the Finance Manager for the report and for the work that they and the Finance Team had undertaken during the cyber incident.

*The Finance Manager left the meeting at this point.*

The Chair welcomed a lengthy discussion to consider Board Members thoughts on possible mergers and/or other shared services throughout the Partnership. This discussion focussed on:

- UHI Deficit
- Estates and Health and Safety
- Local community engagement
- Leadership, accountability and decision making

### 9. COVID-19 AND PLANNING FOR 21/22

#### Report by Principal

The Principal advised that his report had encapsulated how we are working, how we are informing our decision making and how we are capturing information.

A discussion took place with regards the further reopening of the campus. The Board of Management noted that we are currently constrained to a 5% occupancy level which is being strictly adhered to. From 5<sup>th</sup> April this constraint will ease and we have a system in place for incremental occupancy level increases.

The Board of Management gave their thanks to the Health and Safety Manager for all his work during the last year.

The Principal advised that planning for 21/22 has been affected by the cyber incident with some systems inaccessible or having limited accessibility. A lengthy discussion took place around the impact of this and Covid-19 with regards applications and progression data.

The Board of Management noted that further work on planning for 21/22 will take place as systems become available.

### **Additional Facility for Construction Delivery – Lease Approval**

The Principal provided background with regards the need for an additional facility and advised that we had capital monies available to rent this property but that confirmation of the rental had to be agreed by 31 March 2021. A discussion took place between the Chair of the Board of Management and Principal with regards this facility and a copy of the notes of this meeting were distributed as part of the papers. The Assistant Principal – Operations and External Relations highlighted the risks involved with renting this property and explained how we plan to mitigate these risks.

**Decision:** The Board of Management **APPROVED** the decision to lease an additional property to facilitate delivery of our construction classes.

## **10. PRINCIPAL'S REPORT**

The Principal spoke to his confidential reporting highlighting in particular the challenges we have faced following the cyber incident, the national EIS dispute, the new EMT team and the staff conference due to be held in June 2021.

The Board of Management commended the ICT for their extraordinary work following the cyber incident and congratulated the members of the EMT on their new appointments.

## **11. HEALTH AND SAFETY POLICY AND STATEMENT ANNUAL REVIEW**

The Health and Safety Manager advised the Board of Management that there was still additional work to be carried out on the Health and Safety

Policy following feedback from the Audit Committee in March 2021. However he highlighted the direction which we are taking with regards ownership of Health and Safety across the College and the implementation of HSG65 and the USHA HASMAP standard.

A discussion took place with regards both our approach and the UHI wide approach to Health and Safety, how we plan to roll out practical elements and ensure that we meet our targets and how Health and Safety will continue to be managed with an increasing level of occupancy on campus.

The Board of Management thanked the Health and Safety Manager for his report and congratulated him on his role as Chair of the UHI Health and Safety Practitioner's group.

### **12. PARTNERSHIP AND PARTNERSHIP COUNCIL UPDATE**

The Principal advised that his report sets out the context within which the Partnership Council is run, its remit and highlighted the blueprint which was presented on 25 February 2021 with regards how they plan to address the UHI deficit. The Board of Management noted that the UHI Financial Blueprint still requires a significant amount of work to be carried out and the final version of this will have to be approved by the SFC.

### **13. DRAFT MINUTES OF BOARD COMMITTEES**

The Board of Management noted the contents of the following minutes:

- Minutes of HR Committee held on 12 November 2020
- Minutes of LT&R Committee held on 17 November 2020
- Minutes of Joint Audit & F&GP Committee held on 27 January 2021
- Minutes of F&GP Committee held on 27 January 2021
- Minutes of Estates Legacy Committee held on 04 February 2021
- Minutes of Chairs Committee held on 04 March 2021
- Minutes of Audit Committee held on 09 March 2021

### **14. UHI COURT – QUARTERLY UPDATE FROM UHI SMT & ACADEMIC PARTNERS**

The Board of Management noted the contents of the following quarterly updates:

- 01 September 2020 – 30 November 2020
- 01 December 2020 – 28 February 2021

### **15. NOTES FROM REGIONAL STRATEGIC COMMITTEE MEETING**

The Board of Management noted the contents of the following minutes:

- Minutes of Meeting held on 01 September 2020
- Minutes of Meeting held on 05 November 2020

### **16. HEALTH SAFETY AND WELLBEING MINUTES**

The Board of Management noted the contents of the Health, Safety and Wellbeing Minutes from 20 January 2021.

### **17. AOCB**

The Chair advised that we have two members leaving the Board of Management – Andy Gray and Vivienne Mackie.

The Board of Management gave their thanks to Andy Gray for his time and commitment to the Board of Management, the F&GP Committee and the HR Committee.

The Board of Management gave their thanks to Vivienne Mackie for all her work on the Board, the LT&R Committee and her role with HISA.

The Board of Management congratulated Ruth McFadyen on her re-election as HISA President and look forward to Bonnie Crawford joining the Board in due course. Congratulations were also extended to Julie Riviere.

### **18. DATE AND TIME OF NEXT MEETING**

Tuesday 29 June 2021 at 4.30 p.m.

**Board of Management – List of Outstanding Actions**

01 April 2021				
<b>Number of Committee Meetings per year</b>	The number of meetings for each Committee to be looked at as part of the proposed Committee and Agenda reviews taking place in May 2021.	Board Secretary, Chair of Committees and EMT	May 2021	

## Board of Management

<b>Subject/Title:</b>	Freedom of Information Policy
<b>Author:</b> [Name and Job title]	Lisa Ross, College Secretary
<b>Meeting:</b>	Board of Management Committee
<b>Meeting Date:</b>	29th June 2021
<b>Date Paper prepared:</b>	11th June 2021
<b>Brief Summary of the paper:</b>	The Board of Management Committee are asked to approve the revisions to the Freedom of Information Policy. Policy & Procedure Review Panel approved this Policy on 10 <sup>th</sup> May, EMT Committee approved on 20 <sup>th</sup> May, and BoM Audit Committee approved on 1st June.
<b>Action requested:</b> [Approval, recommendation, discussion, noting]	Approval.
<b>Link to Strategy:</b> Please highlight how the paper links to, or assists with:: <ul style="list-style-type: none"> <li>• compliance</li> <li>• partnership services</li> <li>• risk management</li> <li>• strategic plan</li> <li>• new opportunity/change</li> </ul>	
<b>Resource implications:</b>	Yes / No <b>If yes, please specify:</b>
<b>Risk implications:</b>	Yes / No <b>If yes, please specify:</b> Operational: Organisational:
<b>Equality and Diversity implications:</b>	Yes/No <b>If yes, please specify:</b>
<b>Consultation:</b> [staff, students, UHI & Partners, External] and provide detail	



<b>Status –</b> [Confidential/Non confidential]			
<b>Freedom of Information</b> Can this paper be included in “open” business* [Yes/No]			
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Its disclosure would substantially prejudice the commercial interests of any person or organisation (S33)		Its disclosure would constitute a breach of confidence actionable in court (S36)	
Its disclosure would constitute a breach of the Data Protection Act (S38)		Other (please give further details)	
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## FREEDOM OF INFORMATION POLICY

REFERENCE: PL/GO/2018/

Lead Officer	College Secretary
Review Officer	<a href="#">College Secretary/Information Development Manager</a>
Date first approved by SMT	9 June 2008
First Review Date	24 November 2009
Date review approved by SMT	24 November 2015
Next Review Date	June 2018
Equality impact assessment	3 March 2010 11 June 2012
Further information (where relevant)	

Reviewer	Date	Review Action/Impact
College Secretary	24.11.09	Audit Committee
College Secretary	04.09.12	Audit Committee
College Secretary	24.11.15	Audit Committee

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**1. Policy Statement:**

Inverness College UHI will comply with the requirements of the *Freedom of Information (Scotland) Act 2002* (the "Act") and the *Environmental Information (Scotland) Regulations 2004* (the "EIRs") which place obligations upon Inverness College UHI, as a designated Scottish Public Authority, to provide information to the public.

The Act aims to increase openness and accountability in government and across the public sector by ensuring that people (anywhere in the world) have the right to access information held by Scottish public authorities.

This policy applies to all information held by the College, including information stored on the College's behalf by another organisation or authority. Information can be held in a variety of media, including paper, analogue or digital formats.

Subject to certain conditions and exemptions, any person who makes a request for information in writing (or some other permanent form) to Inverness College UHI will be entitled to receive it.

**2. Legislative framework/related policies**

- 2.1 Freedom of Information (Scotland) Act 2002 (the "Act")
- 2.2 Environmental Information (Scotland) Regulations 2004 (the "EIRs")
- 2.3 ~~Data Protection Act 1998.~~
- 2.4 ~~EU General Data Protection Regulation (UK GDPR) 2016/679~~
- 2.5 ~~UK Data Protection Bill Act 2018~~
- 2.6 This policy should also be read in conjunction with the College's:
  - 2.6.1 Data Protection Policy
  - 2.6.2 ~~Section 61 Code of Practice on Records Management (revised 16 December 2011)~~
  - 2.6.3 FOI/EIR: Section 60 code of practice
  - 2.6.4 Complaints Policy
  - 2.6.5 Publication Scheme
  - 2.6.6 Email Retention and Usage Policy

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**3. Scope  
General**

- 3.1 This policy applies to all information held by the College, including that contained within the Publication Scheme and information stored on the College's behalf by another organisation or authority. Information can be held in a variety of media, including paper, analogue or digital formats.
- 3.2 It is the responsibility of Managers to ensure that staff are made aware of the existence and content of this policy.

#### Information Requests

- 3.3 All FOI requests, received by the College must be in a permanent form (eg letter, e-mail, fax, audio/video recording, or through our social media). Environmental Information Regulation (EIR) requests do not need to be received in a permanent form.
- 3.4 Applicants do not need to explain why they require the information they seek. Applicants need not quote their rights under the Act or regulations to make a request for information.

#### Exemptions

- 3.5 Inverness College UHI may refuse to provide information that it deems to be exempt under the Act or regulations. In cases where the College considers a request could be subject to an exemption then due consideration will be given to this request in order to determine whether any of the requested information can be disclosed. This decision will be based upon the public interest test along with the rights of all data subjects, legal and contractual obligations and issues which may affect information access and security. In such circumstances, Where information is found to be exempt, the College will issue a refusal notice to the applicant, explaining why the information requested is considered to be exempt from disclosure in terms of the Act.

### 4 Compliance

- 4.1 The College will appoint two Freedom of Information Officers (FoOs) to ensure that this policy is complied with and that it is audited regularly with reports going to the appropriate committee. All FOI activity undertaken by our FoO's will be overseen by the Information Development Manager.
- 4.2 The College will ensure that the FoOs receive appropriate and ongoing training as part of their Continual Professional Development.

### 5 Monitoring

- 5.1 This college policy will be monitored and its implementation evaluated.

## **6 Review**

- 6.1 The Freedom of Information policy and procedures shall be reviewed every three years.

## Board of Management

<b>Subject/Title:</b>	Food Safety & Allergen Management Policy
<b>Author:</b> [Name and Job title]	Martin Whyte, Commercial Manager
<b>Meeting:</b>	Board of Management Committee
<b>Meeting Date:</b>	29th June 2021
<b>Date Paper prepared:</b>	11th June 2021
<b>Brief Summary of the paper:</b>	The Board of Management Committee are asked to approve the revisions to the Food Safety & Allergen Management Policy. Policy & Procedure Review Panel approved this Policy on 6 <sup>th</sup> May, EMT Committee approved on 20 <sup>th</sup> May, and BoM Audit Committee approved on 1st June 2021.
<b>Action requested:</b> [Approval, recommendation, discussion, noting]	Approval.
<b>Link to Strategy:</b> Please highlight how the paper links to, or assists with:: <ul style="list-style-type: none"> <li>• compliance</li> <li>• partnership services</li> <li>• risk management</li> <li>• strategic plan</li> <li>• new opportunity/change</li> </ul>	
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<b>Risk implications:</b>	Yes / No <b>If yes, please specify:</b> Operational: Organisational:
<b>Equality and Diversity implications:</b>	Yes/No <b>If yes, please specify:</b>
<b>Consultation:</b> [staff, students, UHI & Partners, External] and provide detail	

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## FOOD SAFETY & ALLERGEN MANAGEMENT POLICY

REFERENCE: PL/CS/2020/01

Policy Owner	<del>Director of External Relations</del> Assistant Principal - <del>Operations and External Relations</del>
Lead Officer	Commercial <del>Services &amp; Events</del> Manager
Review Officer	Commercial <del>Services &amp; Events</del> Manager
Date first approved by BoM	30 June 2020
First Review Date	June 2021
Date review approved by BoM	
Next Review Date	
Equality impact assessment	
Further information (where relevant)	

Reviewer	Date	Review Action/Impact
Commercial Services & Events Manager	30.06.2020	New Policy approved by BoM

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## 1. Policy Statement

Inverness College UHI acknowledges its statutory and moral obligations to adopt the highest standards food safety for staff, students and visitors.

Inverness College UHI is committed to achieve and maintain recognised quality standards within food safety.

As an education provider and employer, Inverness College UHI is committed to developing a culture of competence and continuous improvement in food safety and allergy management practice.

In support of this, Inverness College UHI is committed to:

- Conforming with all food safety laws and regulations and relevant standards as the minimum accepted behaviour
- Compliance with relevant industry codes of practice, which go above and beyond legal requirements to establish best practice
- Preventing injury and ill health to all students and staff of Inverness College UHI and visitors to our campuses
- Maintaining safe food standards, identifying risks associated with food safety and the management of allergens
- Promoting food safety across the organisation
- Continuous improvement of food safety and allergen management systems, regular reviewing and revising of this policy
- Providing and maintaining a safe food and beverage environment
- Providing relevant information, Instruction, training and supervision

## 2. Legislative framework / related policies

- 2.1. Food Safety Act 1990
- 2.2. Food (Scotland) Act 2015
- 2.3. The Health and Safety at Work etc. Act 1974
- 2.4. Management of Health and Safety at Work (Amendment) Regs. 2006
- 2.5. The Personal Protective Equipment Regulations 2002
- 2.6. Health and Safety (First Aid) Regulations 1981
- 2.7. Reporting of Injuries, Diseases and Dangerous Occurrences Regs 2013
- 2.8. The Workplace (Health, Safety and Welfare) Regulations 1992
- 2.9. The Control of Substances Hazardous to Health (Amendment) Regs 2004
- 2.10. The Health and Safety Information for Employees (Amendment) Regs 2009
- 2.11. Corporate Manslaughter and Corporate Homicide Act 2007
- 2.12. Combined Health & Safety Policy
- 2.13. The University Caterers Organisation Code of Practice for Food Allergen Management

### 3. Scope

- 3.1. This policy applies to the Board of Management, all staff, students and visitors to Inverness College UHI.

### 4. Organisation and Responsibilities

- 4.1. The College Board of Management is responsible for the approval of the food safety and allergen management policy.
- 4.2. The College ~~Senior Executive~~ Management Team is responsible for providing leadership and commitment to the embedding principles.
- 4.3. The ~~Director of External Relations~~ Assistant Principal - Operations and External Relations has strategic responsibility for the food safety and allergen management policy.
- 4.4. The Commercial ~~Services & Events~~ Manager is responsible for a review of the food hygiene legislation including allergens, updating procedures and guidance for staff, together with arranging all staff training in relation to food safety and allergens.
- 4.5. The Head Chef is responsible for: Displaying all allergens in a clear and responsible manner, ensuring the chefs are all trained in delivering the highest standards to all customers and ensuring the daily and weekly food hygiene standards are adhered to.
- 4.6. The Health & Safety Manager is responsible for ensuring that all risk assessments are recorded and reviewed.

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### 5. Compliance

- 5.1. This policy is a cross college policy and all staff and students must work to meet the requirements outlined within the policy. Compliance with the Policy will be monitored through regular audits, with outcome reports being reported to the appropriate Health & Safety committee.

### 6. Monitoring

- 6.1. This policy and related procedures will be monitored and its implementation evaluated.
- 6.2. Monitoring of food safety standards including the monitoring of allergens will be undertaken via the reviewing of associated procedures at agreed intervals.
- 6.3. A monthly food diary will be maintained to aid the monitoring and review of food safety and allergen compliance
- 6.4. ~~An annual~~ Environmental Health Officer reports will be reviewed and any recommendations acted upon to ensure standards are maintained and continuously improved.

Commented [MW1]:

Commented [MW2]: EHO inspections are not necessarily annual.

### 7. Review

- 7.1. The policy will be reviewed on an annual basis, due to expected changes to food safety and allergen management legislation and codes of practice.

## Board of Management

<b>Subject/Title:</b>	Health, Safety and Wellbeing Policy
<b>Author:</b> [Name and Job title]	Allan Kerr, Health & Safety Manager
<b>Meeting:</b>	Board of Management Committee
<b>Meeting Date:</b>	29 <sup>th</sup> June 2021
<b>Date Paper prepared:</b>	11 <sup>th</sup> June 2021
<b>Brief Summary of the paper:</b>	<p>The Board of Management is asked to approve the reviewed Health, Safety &amp; Wellbeing Policy.</p> <p>Scrutiny Panel approved this Policy on 8<sup>th</sup> February, SMT Committee approved on 17<sup>th</sup> February 2021 and BoM Audit Committee approved on 1st June 2021.</p>
<b>Action requested:</b> [Approval, recommendation, discussion, noting]	Approval.
<b>Link to Strategy:</b> Please highlight how the paper links to, or assists with:: <ul style="list-style-type: none"> <li>• compliance</li> <li>• partnership services</li> <li>• risk management</li> <li>• strategic plan</li> <li>• new opportunity/change</li> </ul>	
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<b>Equality and Diversity implications:</b>	Yes/No <b>If yes, please specify:</b>
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## HEALTH SAFETY AND WELLBEING POLICY

**REFERENCE: PL/HR/2020/001**

Lead Officer	Principal and Chief Executive Officer
Review Officer	Health and Safety Manager
Date first approved by BoM	9 March 2009
First Review Date	7 March 2010
Date review approved by BoM	30 April 2020
Next Review Date	March 2021
Equality impact assessment	25 February 2016
Further information (where relevant)	Previous EIA 24.02.12

Reviewer	Date	Review Action/Impact
Health & Safety Manager	07.03.10	
Health & Safety Manager	30.05.12	
Health & Safety Manager	20.06.12	
Health & Safety Manager	19.03.15	
Health & Safety Manager	28.03.17	
Health & Safety Manager	29.05.18	Review approved by BoM audit Committee
Health & Safety Manager	21.03.19	Review approved by BoM
Health & Safety Manager	30.04.20	Review approved by BoM

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## 1. Policy Statement

Inverness College UHI acknowledges its statutory and moral obligations to adopt the highest standards of health, safety and wellbeing for staff, students and visitors.

Inverness College UHI is committed to achieve and maintain recognised quality standards in health and safety.

As an education provider and employer, Inverness College UHI is committed to developing a culture of competence and continuous improvement in health and safety management and practice. This will be achieved at all levels through promotion of attitudes and behaviours which instil in students and staff an expectation that sound health and safety practice is the norm.

In support of this, Inverness College UHI is committed to:

- Conform with all health and safety laws and regulations and relevant standards as the minimum accepted behaviour
- Preventing injury and ill health to all persons under the control of Inverness College UHI
- Maintain a secure, safe and healthy working environment
- Identifying all hazards and risks associated with its activities
- Providing suitable controls to mitigate risks arising from its activities to as low as reasonably practicable
- Promoting an incident free work place
- Commit to continual improvement of management systems and Health and Safety performance, regular review and revising of this policy
- Providing and maintaining safe working equipment
- Safe handling storing and transportation of any substances associated with its activities
- Sufficient and competent information, instruction, training and supervision

The Board of Management sets the overarching policy for Health and Safety and delegates responsibility to the Principal and Chief Executive to ensure the college fulfils its responsibilities.

Principal: ..... Date: .....

Chair of Board: ..... Date: .....

## 2. Legislative Framework/Related Policies

- 2.1. The Health and Safety at Work *etc.* Act 1974.
- 2.2. Management of Health and Safety at Work (Amendment) Regs 2006
- 2.3. Provision and Use of Work Equipment Regulations 1998
- 2.4. Manual Handling Operations 1992
- 2.5. The Workplace (Health, Safety and Welfare) Regulations 1992
- 2.6. The Personal Protective Equipment Regulations 2002
- 2.7. Health and Safety (First Aid) Regulations 1981
- 2.8. Electricity at Work Regulations 1989
- 2.9. The Control of Noise at Work Regulations 2005
- 2.10. The Employers' Liability (Compulsory Insurance) (Amendment) Regs 2011
- 2.11. Fire Safety (Scotland) Amendment Regulations 2010
- 2.12. Reporting of Injuries, Diseases and Dangerous Occurrences Regs 2013
- 2.13. The Control of Substances Hazardous to Health (Amendment) Regs 2004
- 2.14. The Health and Safety Information for Employees (Amendment) Regs 2009
- 2.15. Health and Safety (Display Screen Equipment) Regulations 1992 (As amended 2002)
- 2.16. Corporate Manslaughter and Corporate Homicide Act 2007
- 2.17. Counter-Terrorism and Security Act 2015
- 2.18. The Lifting Operations and Lifting Equipment Regulations 1998
- 2.19. The Work at Height Regulations 2005
- 2.20. Coronavirus (Scotland) Act 2020
- 2.19, 2.21. The Health Protection (Coronavirus) (Restrictions and Requirements) (Local Levels) (Scotland) Amendment (No. 12) Regulations 2021

## 3. Scope

- 3.1. This policy applies to all staff, students and visitors within Inverness College UHI.
- 3.2. Contractors are covered by this policy with reference to the contractors' management system.

## 4. Organisation and Responsibilities

To ensure the effective implementation of the health and safety policy, specific responsibilities are detailed below.

### 4.1. Board of Management

- 4.1.1. The Board of Management will set the policy direction for health, safety and wellbeing and will have overall responsibility for ensuring the health, safety and wellbeing of all staff, students, visitors or other persons affected by the organisations activities. The Board of Management will ensure health and safety management systems and standards are monitored regularly to ensure their effectiveness and will scrutinise reports to Board accordingly.

## 4.2. Principal and Chief Executive

4.2.1 The Principal has delegated responsibility, reporting to the Board of Management, for ensuring the college fulfils its responsibilities.

4.2.2 The Principal will:

- Ensure that health safety and wellbeing is an integral part of the overall management and working culture.
- Ensure that procedures to assess risks are established and effective control measures are implemented.
- Develop a positive attitude to health safety and wellbeing amongst employees by visibly demonstrating commitment to the continuous improvement of the health and safety performance throughout Inverness College.
- Ensure regular monitoring and review Health Safety and Wellbeing Management Policies and Procedures.
- Ensure that relevant meetings address health safety and wellbeing issues and that appropriate actions are taken to address issues that arise.
- Provide Joint consultation arrangements through the Health Safety and Wellbeing Committee and any sub-groups which report to the Health, Safety and Wellbeing Committee-

## 4.3. ~~Senior~~Executive-Management Management Team

4.3.1 The ~~Senior~~Executive-Management Team has delegated authority and functional responsibility for the activities carried out within their areas of corporate influence.

4.3.2 In order to meet their health, safety and wellbeing responsibilities, they will:

- Liaise with the Principal to establish the principles of continual improvement with regard to health, safety and wellbeing.
- Be aware of the Health and Safety at Work *etc.* Act 1974 and associated legislation relevant to the activities of the college.
- Allocate sufficient financial resources to allow the policy and procedures to be effectively implemented.
- Demonstrate commitment to achieving and maintaining a high standard of safety performance and accident prevention.
- Ensure monitoring and review of the implementation of the Health Safety and Wellbeing Policy and Procedures.

## 4.4. Managers and Heads of Schools

4.4.1 Managers and Heads of Schools have a health safety and wellbeing responsibility for the activities and functions carried out within their areas of operational responsibility.

4.4.2 In order to meet their responsibilities, Managers and Heads of Schools will:

- Ensure risk assessments, including assessments of plant, machinery and equipment (i.e. PUWER Assessments) are carried out where necessary and regularly reviewed in line with the requirements of health and safety legislation and the college Health Safety and Wellbeing Policy and Procedures.
- Undertake training identified by the Health & Safety Manager in the pursuance of Health & Safety compliance or improvement.
- Set clear measurable objectives to ensure progressive improvement.
- Provide all personnel with, so far as reasonably practicable;
  - Safe place of work
  - Safe plant and machinery
  - Safe working environment
  - Safe system of work
  - Safe handling, storing and transportation
  - Sufficient and competent information, instruction, training and supervision

#### 4.4.3 Managers and Heads of Schools will be responsible for:

- Ensuring that Inverness College UHI's Health Safety and Wellbeing Policy is explained to employees and they are made aware of their health safety and wellbeing duties and responsibilities and that tutors equally convey this to students under their control.
- The training needs of employees are assessed and addressed to include the requirement for role specific induction training for new employees.
- Ensuring that the activities of college employees and contractors do not expose employees, students, contractors or others to risk.
- In the event of being notified of dangerous activity being stopped by employees, they are to investigate the matter and inform the Health & Safety Manager of the circumstances.

### 4.5. Health and Safety Manager

#### 4.5.1 The Health and Safety Manager reports to the ~~Director of Organisational Development~~ College Principal and CEO and has responsibility for:

- Reviewing, revising, implementing, embedding and monitoring compliance of all health safety and wellbeing policies, procedures and arrangements.
- Planning, implementing and co-ordinating the risk assessment, inspection and internal/external audit programmes.
- Planning, Implementing and co-ordinating the risk assessment process.
- Developing appropriate performance measures and reporting performance standards to ensure continuous improvement.
- Liaising with HR regarding health surveillance requirements.
- Preparing papers, reports and statistical data for identified Committees.
- Ensuring emergency evacuation procedures, including personal evacuation plans, are tested and reviewed on a regular basis.
- Recording of accident/incidents and reporting in accordance with the Reporting of Injuries, Diseases and Dangerous Occurrences

Regulations (RIDDOR).

- Investigating and reporting on accidents, incidents and/ or near misses.

- Organising, co-ordinating and supporting safety personnel (first aiders and fire wardens).
- Identifying information, instruction and training requirements and delivering effective solutions.
- Contractor Management in association with the Estates Office. Provide advice and guidance to College departments/functions on contractor management.
- Acting as a point of contact for Enforcing Authorities.
- Maintaining own continuous professional development.
- Monitoring effective implementation of the Health Safety and Wellbeing Policy.
- Providing specialist advice and support to ~~senior~~ executive management and all departments/schools including the disseminating of good practice.
- Ensuring that the appropriate initial college health and safety induction training is given to all new employees.
- ~~Sanctioning-Advising EMT on the suspension, following consultation with the relevant SMT/EMT member,~~ of activities where health and safety is being compromised significantly.

#### 4.6. Estates and Campus Services Manager

4.6.1 The Estates and Campus Services Manager advises the appropriate member of the ~~SMT/EMT~~ and is responsible for:

- Fire Marshalls at all campuses.
- The testing and recording of all fire detecting equipment.
- Ensuring all means of escape are fully maintained and functional.
- The maintenance and inspection of all firefighting equipment.
- All visiting contractors, including the control of the Approved Contractor Register and issuing of Permits to Work.
- Ensuring all buildings, services and equipment owned or managed by the college are fit for purpose and do not cause, or contribute towards, unacceptable risks to health and safety.
- Testing inspection and maintenance of all building services in line with legislation.

#### 4.7. Union Appointed Health and Safety Representatives

4.7.1 Staff appointed under the Safety Representatives and Safety Committees Regulations 1977 shall:

- Assist with the promotion of safe working practices.
- Familiarise themselves fully with the health and safety policy and arrangements.
- Liaise with managers and the College Health and Safety Manager in accident investigations and safety audits.
- Attend the College Health Safety and Wellbeing Committee, take part in proceedings, representing their members and presenting to them information gathered from meetings.

#### 4.8. Fire Marshals

4.8.1 Inverness College UHI campuses are sub-divided into zones. Each zone has an identified fire marshal whose responsibility is:

- To ensure in an emergency, everyone evacuates their zone safely and does not re-enter until the “all clear” is given.
- To assist disabled persons, where required, with evacuation to a place of safety and to ensure the chief fire marshal is advised accordingly.

#### 4.9. First Aiders

4.9.1 Inverness College UHI campuses are sub-divided into zones. Each zone has identified First Aiders whose responsibility is:

- To provide first aid for any staff students or visitors who require attention within their zone.
- To check and ensure adequate first aid supplies are always available.

#### 4.10 ~~Technicians~~

~~4.10.1 Inverness College UHI campuses are sub-divided into academic departments; each department has an Academic Technician whose responsibility is:~~

- ~~• Install, monitor and review agreed health and safety systems including risk assessments, COSHH assessments and policies and procedures.~~
- ~~• Assist in the education and training of employees and students, including participation in induction programmes, with regard to all relevant health and safety issues e.g. accident investigation, risk assessments, employee and student safety awareness etc.~~

#### 4.11 Employees

4.11.1 The Health and Safety at Work Act and the Management of Health and Safety at Work Regulations place duties upon employees, at all levels, while at work. These duties include the following:

- To take reasonable care for the health and safety of themselves and other persons who may be affected by their acts or omissions at work.
- To co-operate with the employer, so far as is reasonably necessary to enable them to meet their statutory health and safety duties, including undertaking training identified by the Health & Safety Manager in the pursuance of Health & Safety compliance or improvement.
- No-one may intentionally or recklessly interfere with or misuse anything provided in the interests of health, safety or welfare.
- Any employee who is required to operate machinery, equipment, dangerous substances, transport, safety devices or a means of production is to do so in accordance with training or instructions provided by the employer.
- Employees must make the employer aware of any serious imminent dangers to health and safety. All employees are expected to stop dangerous work practices from taking place where observed. Where an employee believes a work practice to be dangerous they

- are to instruct those involved to stop the activity and immediately inform the relevant line manager (responsible for the department, school, function or area in which the activity is taking place).
- Participate in and conduct departmental Risk Assessments as directed by line managers, the Health & Safety Manager and Executive Management Team.



#### 4.12 Students

4.12.1 All students shall comply with Inverness College UHI's Health Safety and Wellbeing Policy as published and with any health and safety procedures relating to the facilities which the student is using.

4.12.2 A student shall exercise reasonable care:

- For his or her personal safety.
- For the safety of other persons who may be affected by his or her acts or omissions.
- For the safety of the property of Inverness College UHI and of its students, staff, officers and visitors.

4.12.3 It shall be a disciplinary offence for any student to:

- Intentionally or recklessly misuse, tamper, or interfere with any firefighting equipment, fire prevention equipment, fire doors, fire detection equipment, fire alarm activation points, fire signs.
- Intentionally or recklessly misuse any equipment provided by the University in the interests of health, safety or welfare in pursuance of the Health and Safety at Work Act or of any relevant statutory provisions relating to health and safety.
- Fail to use appropriate Personal Protective Equipment.
- Fail to adhere to College Health & Safety policies, procedures or protocols.

#### 5. Compliance

5.1. This policy must be complied with and it will be audited-reviewed regularly-annually with reports going to the appropriate Audit Committee and Board of Management for external review- committee.

5.1.5.2. The arrangements within the policy are subject to internal audit, conducted on an annual basis by a third party auditing organisation.

5.2.5.3. Inverness College UHI will comply with legal and other requirements applicable to the identified health and safety hazards.

5.3.5.4. All new legal and other requirements will be evaluated, and documented, to determine applicability and impact to Inverness College UHI.

#### 6. Objectives and Targets

6.1. Objectives will be identified and set in line with the annual review and operational planning process.

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## 7. Communication

7.1. The Health Safety and Wellbeing Policy shall be actively communicated throughout the College using a variety of channels; examples of such channels include but are not limited to:

- Via the Policy Folder.
- Inclusion within the new start/contractor induction process.
- Provision to all external interested parties upon written request.
- Health and Safety notice boards.

## 8. Monitoring

8.1. Each college policy will be monitored and its implementation evaluated. Appropriate procedures for monitoring and evaluation are the responsibility of the lead officer. These procedures will be subject to audit by the Health and Safety and Quality departments

8.2. The following health and safety monitoring methods may be used to monitor implementation:

- **Active methods** monitor the design, development, installation and operation of management arrangements.
- **Reactive methods** identify evidence of poor health and safety practice through the risk assessment process and take immediate action as required.

## 9. Audit

9.1. A schedule will be developed and implemented to cover health, safety and environmental audits. Scope and criteria for audits will consider (but not be limited to):

- Management system
- Existing and new policies and procedures
- Student enrolment and induction
- Staff induction.
- Risk assessment and environmental aspects
- Outputs from external audits or previous internal audits

9.2. The Audits will be planned to ensure that areas which are subject to legal compliance are completed each year.

## 10. Review

- 10.1. This policy and supporting arrangements will be reviewed annually to ensure currency of content, arrangements, new legislative requirements and to provide a framework for the setting and reviewing of health and safety improvement objectives.
- 10.2. This policy may also be updated outside of the stated annual timeframe (i.e. changes to legislation, or as the result of review).
- 10.3. Revisions will brought to the attention of staff and students through agreed arrangements for health and safety and policy consultation and communication.

## Board of Management

<b>Subject/Title:</b>	Marketing & Communications Policy
<b>Author:</b> [Name and Job title]	Carol Sutherland, Marketing & Communications Manager
<b>Meeting:</b>	Board of Management Committee
<b>Meeting Date:</b>	29th June 2021
<b>Date Paper prepared:</b>	11th June 2021
<b>Brief Summary of the paper:</b>	<p>The Board of Management Committee is asked to approve the reviewed Marketing &amp; Communications Policy.</p> <p>Scrutiny Panel approved this Policy on 8<sup>th</sup> December 2020, SMT Committee approved on 17<sup>th</sup> December 2020, and BoM Audit Committee approved on 1st June 2021.</p>
<b>Action requested:</b> [Approval, recommendation, discussion, noting]	Approval.
<b>Link to Strategy:</b> Please highlight how the paper links to, or assists with:: <ul style="list-style-type: none"> <li>• compliance</li> <li>• partnership services</li> <li>• risk management</li> <li>• strategic plan</li> <li>• new opportunity/change</li> </ul>	
<b>Resource implications:</b>	Yes / No <b>If yes, please specify:</b>
<b>Risk implications:</b>	Yes / No <b>If yes, please specify:</b> Operational: Organisational:
<b>Equality and Diversity implications:</b>	Yes/No <b>If yes, please specify:</b>
<b>Consultation:</b> [staff, students, UHI & Partners, External] and provide detail	

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

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

[http://www.itspublicknowledge.info/web/FILES/Public\\_Interest\\_Test.pdf](http://www.itspublicknowledge.info/web/FILES/Public_Interest_Test.pdf)



## Marketing and Communications Policy

**REFERENCE: (will be inserted by Quality Unit)**

Policy Owner	Director of External Relations
Lead Officer	Director of External Relations
Review Officer	Marketing and Communications Manager
Date first approved by BoM	
First Review Date	December 2020
Date review approved by BoM	
Next Review Date	
Equality impact assessment	
Further information (where relevant)	

Reviewer	Date	Review Action/Impact

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## 1. Policy

- 1.1. **The Inverness College UHI brand will be developed and enhanced in line with the overall branding of the University of the Highlands and Islands.**
- 1.2. Inverness College UHI is committed to providing information about learning opportunities which are fair and accurate, timely, current, transparent and focused on the needs of the intended audiences.
- 1.3. Inverness College UHI is committed to providing clear, accurate, comprehensive and accessible information on its courses, entry requirements and associated marketing and communications procedures at relevant stages of the process.
- 1.4. Marketing and publicity information will be available and retrievable where intended audiences and information users can reasonably expect to find it; the format and delivery of information will take account of the access requirements of a diverse audience.

## 2. Legislative framework / related policies

- Data Protection Act 2018
- Disability Discrimination Act (2005)
- Equality Act 2010
- Freedom of Information (Scotland) Act 2002
- Consumer protection laws and regulations, including the Consumer Rights Act (2015)
- Admissions Policy
- Quality Policy
- Freedom of Information Policy
- Data Protection Policy
- ICT Code of Conduct
- Gender Action Plan
- EU General Data Protection Regulation (GDPR)
- UHI Partnership Information Security Acceptable Use Policy
- UHI Accessibility Statement ([www.uhi.ac.uk/en/accessibility](http://www.uhi.ac.uk/en/accessibility))
- Access and Inclusion Strategy
- Information Security Policy
- Public Interest Disclosure Policy

## 3. Policy Aims



- 3.1. To plan and deliver integrated student recruitment plans with the university and partners, through aligning visuals and messaging, sharing activities and resourcing new initiatives to deliver regional impact.
- 3.2. To attract learners to study at Inverness College UHI and to communicate positive messages to both internal and external stakeholders in a coherent, innovative and effective way **in line with the university brand**.
- 3.3. To promote all aspects of Inverness College UHI activities, including apprenticeships, events, short courses etc.
- 3.4. To provide advice on internal, external and corporate communications and media relations.
- 3.5. To maximise Inverness College UHI's relationships with external stakeholders in order to further enhance its reputation.
- 3.6. To support the Inverness College UHI Strategic Plan and complementary Marketing and Communication Strategy, through high quality marketing activities.

#### 4. Scope

- 4.1. This policy applies to Inverness College UHI staff and relates to all marketing and communications.

#### 5. Implementation

- 5.1. Marketing and Communications procedures that will form part of this policy include:-
  - 5.1.1. Public Relations and Internal Marketing procedure
  - 5.1.2. Website and Digital Marketing procedure
  - 5.1.3. Promotions and Publications procedure
  - 5.1.4. Social Media procedure

#### 6. Responsibilities

- 6.1 The **Director of External Relations** is responsible for ensuring that:  
The Marketing and Communications policy is reviewed and any changes are approved by the Senior Management Team and Board of Management.
- 6.2 The **Marketing and Communications team** is responsible for ensuring that:
  - 6.2.1 Information provided by managers is included in the prospectus, and Inverness College UHI website and other promotional materials for all provision, including January start and evening/leisure courses.
  - 6.2.2 Public relations activity promotes and enhances the profile and reputation of the college regionally, nationally and internationally.

- 6.2.3 Communication channels are utilised to engage stakeholders including staff, students and the wider community to promote the work of the college and maintain effective partnerships and relationships.
- 6.2.4 Information is kept up-to-date in a centralised repository around branding guidelines including use of the logo and consent for filming/photography.
- 6.2.5 Training and guidance is provided to staff who have been assigned responsibility to add and amend content on corporate communication channels by the Marketing and Communications Manager.

**6.3 Managers** are responsible for:

- 6.3.1 Ensuring that requests for support are in line with timescales in the marketing procedures.
- 6.3.2 Advising Marketing and Communications team of upcoming events, key dates, changes to content in their area and deadlines.
- 6.3.3 Identifying opportunities for articles, case studies and photographs/videos that will help to promote the full range of college activities and courses.
- 6.3.4 Ensuring that staff and students in their area are signposted to the Marketing and Communications policy and procedures.

**6.4 All staff** are responsible for supporting the College marketing and communications effort.

Staff should ensure that they familiarise themselves with the Marketing and Communications policy and procedures. Procedures specify responsibilities, tactics, timescales and channels.

## **7. Compliance**

- 7.1 This responsibility for compliance with the Marketing and Communications policy lies with all staff. The policy will be regularly reviewed and reports submitted to the Senior Management Team..

## **8. Monitoring**

- 8.1 The policy will be monitored and its implementation evaluated, and a monthly marketing progress report will be presented to Senior Management Team.
- 8.2 The marketing budget is monitored on a monthly basis (or whenever budget reports are received from Finance) by the Marketing and Communications Manager and the Director of External Relations.

## 9. Review

9.1 The Marketing and Communications Policy will be reviewed on a 3 yearly basis, or sooner if legislative change requires.

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## Board of Management

<b>Subject/Title:</b>	Professional Review & Development Policy
<b>Author:</b> [Name and Job title]	Professional Development Manager
<b>Meeting:</b>	Board of Management Committee
<b>Meeting Date:</b>	29th June 2021
<b>Date Paper prepared:</b>	11th June 2021
<b>Brief Summary of the paper:</b>	The draft PRD Policy outlines the new approach to the PRD process for all Inverness College staff. The aim is to support and enhance the continued professional learning of staff by providing opportunity to reflect through self-assessment followed by engagement in professional dialogue. This process will also support lecturing staff with their registration with GTCS. Further information on the PRD form and training for all staff will be provided prior to the implementation of the policy.
<b>Action requested:</b> [Approval, recommendation, discussion, noting]	The Committee are asked to approve the new draft Professional Review & Development Policy. The UHI PRD Framework has been provided for information only.
<b>Link to Strategy:</b> Please highlight how the paper links to, or assists with:: <ul style="list-style-type: none"> <li>• compliance</li> <li>• partnership services</li> <li>• risk management</li> <li>• strategic plan</li> <li>• new opportunity/change</li> </ul>	
<b>Resource implications:</b>	Yes / No <b>If yes, please specify:</b>
<b>Risk implications:</b>	Yes / No <b>If yes, please specify:</b> Operational: Organisational:
<b>Equality and Diversity implications:</b>	Yes/No <b>If yes, please specify:</b>
<b>Consultation:</b> [staff, students, UHI & Partners, External] and provide detail	The Policy, Procedure and Guidance was approved at Scrutiny Panel on 18 <sup>th</sup> February. Staff consultation then took place for 15 working days in May and the JCC gave feedback on 20 <sup>th</sup> April 2021. The EMT Committee approved this Policy on 22 <sup>nd</sup> April 2021. The BoM HR Committee approved this Policy on 27th May 2021.

<b>Status –</b> [Confidential/Non confidential]			
<b>Freedom of Information</b> Can this paper be included in “open” business* [Yes/No]			
*If a paper should <b>not</b> be included within “open” business, please highlight below the reason.			
Its disclosure would substantially prejudice a programme of research (S27)		Its disclosure would substantially prejudice the effective conduct of public affairs (S30)	
Its disclosure would substantially prejudice the commercial interests of any person or organisation (S33)		Its disclosure would constitute a breach of confidence actionable in court (S36)	
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University of the Highlands and Islands Partnership

# Professional Update / Professional Review and Development Framework

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November 2020

## 1. Professional Update / Review and Development Framework

- 1.1 The University of the Highlands and Islands partnership seeks to ensure that lecturing staff within the University and its academic partners who are in scope to be registrants of the General Teaching Council for Scotland (GTCS) have an appropriate Professional Update / Professional Review and Development (PRD) Policy and Scheme in place to support the GTCS requirements for professional registration and professional update.
- 1.2 For GTCS the key purposes of Professional Update are:
  - 1.2.1 To maintain and improve the quality of our teachers and lecturers as outlined in the relevant Professional Standards and to enhance the impact that they have on student learning.
  - 1.2.2 To support, maintain and enhance teachers' and lecturers' continued professionalism and reputation of the teaching and lecturing profession in Scotland.

## 2. Definitions

- 2.1 **University partnership:** The University of the Highlands and Islands and the thirteen academic partners.
- 2.2 **Institution:** Any of the University or thirteen academic partners.
- 2.3 **Lecturing Staff:** Any member of staff employed under lecturing terms and conditions as set by the [National Joint Negotiating Committee](#) and [National Recognition and Procedure Agreement](#).
- 2.4 **General Teaching Council for Scotland (GTCS):** This is the professional body given statutory responsibility to promote, support and develop the professional learning of teaching and lecturing staff.
- 2.5 **Registration:** All 'in scope' lecturing staff employed by University of the Highlands and Islands and the thirteen academic partners are required to maintain registration with GTCS. Timescales for registrations are still to be outlined by GTCS.
- 2.6 **Professional Update:** An annual process of engagement in the PRD scheme, ongoing professional learning including reflection on own learning and the relevant Professional Standards, as well as an annual update of registration details on MyGTCS. Then on a 5-yearly basis there is a signoff process between the member of staff and line manager confirmed to GTCS through the MyPL recording system.
- 2.7 **Professional Learning:** In Section 3.1 Ongoing Professional Learning of [Professional Standards for Lecturers in Scotland's Colleges](#) this is defined as:
  - 3.1.1 Uses the Professional Standard to inform practice and ongoing professional learning and development.
  - 3.1.2 Reflects critically on own practice and engages in professional dialogue with others
  - 3.1.3 Continuously and actively engages with up to date research and developments in learning, teaching and assessment to inform practice.
  - 3.1.4 Engages in collaborative professional enquiry to develop knowledge and practice to enhance the student experience and outcomes.
  - 3.1.5 Engages with technology and digital literacies to enhance opportunities for collaborative practice and professional learning.

- 2.8 **Professional Review and Development Scheme:** A supportive and challenging process of self-evaluation, professional dialogue and recognition of how prior learning has impacted on the lecturer's practice and how future professional learning will enhance the lecturer's professional practice going forward taking cognisance of the relevant Professional Standards.
- 2.9 **Relevant Professional Standards:** For most lecturing staff in scope this will be the [Professional Standards for Lecturers in Scotland's Colleges](#), however some staff may have other GTCS Professional Standards that they need to self-evaluate against. This will be determined by their type of registration, for example staff teaching on Initial Teacher Education courses or staff who have acquired GTCS registration as part of their route to qualification.

### 3. Purpose

- 3.1 The staff of any organisation are their most valuable asset and are key to successful delivery of aims, objectives, strategies and vision. Attracting, retaining, and developing high-quality and creative staff helps to meet the changing requirements of our students, our institutions and our communities.
- 3.2 A key way to achieve this is to have a PRD scheme that looks to support, challenge and guide lecturing staff, and this is recognised by GTCS as a key part of Professional Update. GTCS requires that these PRD schemes are validated by them at an institutional level.
- 3.3 As each Academic Partner has a different identity, structures and systems in place a partnership wide framework is being created which outlines the minimum requirements of this PRD scheme. It is then for each Academic Partner to implement their own policy and PRD scheme at a local level ensuring that minimum requirements are met.
- 3.4 The University partnership is to have one validation event at which time all PRD policies and schemes will be validated. Once validated, individual academic partners should not amend their PRD process without discussing the issue first at Human Resources Practitioners Group (HRPG) as revalidation may be required.

### 4. Scope

- 4.1 This framework policy applies to the following academic partners within the university partnership:
- Argyll College UHI, Inverness College UHI, Lews Castle College UHI, Moray College UHI, North Highland College UHI, Orkney College UHI, Perth College UHI, Sabhal Mòr Ostaig UHI, Shetland College UHI and West Highland College UHI.
- 4.2 The University is required to be validated for the purposes of Initial Teacher Education courses only and University-employed lecturing staff are not required to register with GTCS. Any member of staff teaching on an Initial Teacher Education or Teaching Qualification for Further Education course is expected to be GTCS registered.



## 5. PRD Policy requirements

- 5.1 Each academic partner will create their own PRD Policy and associated PRD Scheme which must meet requirements set out by GTCS and be formally validated.
- 5.2 The policy must set out the academic partner's commitment to supporting GTCS registration and Professional Update for all lecturing staff. Details must be outlined of timelines for the PRD process and the annual update to MyGTCS as well as the 5-yearly sign-off of professional learning to be completed by the lecturing member of staff and their line manager.
- 5.3 The policy must outline what support/training is available to lecturing staff and line managers to allow them to understand and fully participate in the PRD process and the Professional Update process.
- 5.4 There must be clarity that lecturing staff must take responsibility for their own development and professional learning as a core component of lecturer professionalism.
- 5.5 A deferral and appeal process must be built into the policy to allow under exceptional circumstance the five year PRD sign-off to be deferred; this may include secondments, career breaks, extended illness and maternity/paternity/adoption leave. This deferral process must have an escalation route if there is not agreement between the lecturer and their line manager. Approved deferrals must then be notified to GTCS through the MyGTCS portal.
- 5.6 There must be appropriate consultation with staff associations/unions and employee engagement in the development of this policy and records of this must be provided for the validation event.
- 5.7 Staff are able to provide feedback on the policy and scheme through their employer HR/personnel service.

## 6. PRD Scheme requirements

- 6.1 The key focus of the PRD scheme is the professional learning and development of the lecturer in line with the relevant Professional Standards, with an emphasis on the quality of the discussion between the reviewer and the reviewee.
- 6.2 Performance must be managed separately through the academic partner's capability process, conduct process or other relevant procedure, however there is a recognition that a key component of performance management is learning and development so this should be captured in the PRD documentation where it supports the lecturer to meet learning and development targets.
- 6.3 There must be a minimum of one PRD meeting held for each lecturer per academic year. However, in agreement with lecturers academic partners may wish to consider whether a mid-year review should take place to discuss how professional learning is progressing and whether there needs to be a change of focus to support professional practice. There should also be clarity that this is an ongoing process and not just an annual interview.
- 6.4 The starting point is for the lecturer to undertake a process of self-evaluation and bringing the outcomes of this reflection for discussion at the PRD meeting.

- 6.5 The line manager must conduct the PRD meeting in a supportive and challenging way, based on coaching approaches and within an atmosphere of trust and collegiality. There should be professional dialogue to help the lecturer maintain and enhance their knowledge, skills and professional practice.
- 6.6 There should be cognisance of the relevant Professional Standard throughout the professional dialogue, but this process is not about proving competence. The relevant Professional Standards should be used to inform practice and ongoing professional learning and development.
- 6.7 The output from the PRD meeting is supportive and challenging professional dialogue between reviewer and reviewee which identifies impactful professional learning that has enhanced professional practice over the review period. The Professional Learning record is there to support the meeting, to act as a summary record of the conversation and to highlight the direction of travel and Professional Learning for the coming year.
- 6.8 The [Learning and Teaching Enhancement Strategy](#) is a key document for the University partnership, and includes skills-mapping of the [Professional Standards for Lecturers in Scotland's Colleges](#), other qualifications and professional recognition.

## 7. Coaching Approach

- 7.1 All PRD discussions should take place using a coaching approach. Guidance must be provided to line managers on the principles of coaching and coaching approaches.

## 8. Notification

- 8.1 All lecturing staff will be made aware of their local policy and PRD scheme as this is critical to ensure there is ongoing reflection and preparation for this process and improving the professional practice of lecturing staff.

## 9. Roles and Responsibilities

- 9.1 Each academic partner is responsible for ensuring that they have a validated PRD Scheme in place and that this is embedded within their institution.

## 10. Version Control and Change History

Version	Date	Approved by	Amendment(s)	Author
0	Dec 2020	Partnership Council	New Professional Review and Development Framework	GTCS PU Project Team
1				
2				
3				
4				



## PROFESSIONAL REVIEW & DEVELOPMENT POLICY

**REFERENCE:** (will be inserted by Quality Unit)

Lead Officer	
Review Officer	Professional Development Manager
Date first approved by BoM	
First Review Date	
Date review approved by BoM	
Next Review Date	
Equality impact assessment	
Further information (where relevant)	

Reviewer	Date	Review Action/Impact

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## 1. Policy Statement

### Definition of Professional Review & Development (PRD)

A process of self-evaluation against relevant standards followed by professional dialogue with a line manager to provide support and challenge and to plan further development. The process will include a recognition of how prior professional learning has impacted on practice and how future learning will enhance practice.

### All staff

The purpose of the Professional Review & Development policy is to support and enhance the continued professional learning of all Inverness College UHI staff with the aim of attracting, retaining, and developing high-quality and creative staff to meet the changing requirements of our students, our institutions and our communities.

This will be achieved by the provision of ongoing opportunities for staff to

- reflect on their practice and professional learning through self-assessment against relevant standards
- engage in supportive and challenging professional dialogue with their line manager in an atmosphere of trust and collegiality

### Lecturing staff

As an institution within the University partnership, Inverness College is committed to supporting lecturers to comply with GTCS requirements for lecturer registration. Therefore, the policy includes the Professional Update process for lecturers which has two key purposes:

- i. To maintain and improve the quality of our lecturers as outlined in the [Professional Standards for Lecturers in Scotland's Colleges](#) and to enhance the impact they have on student learning.
- ii. To support, maintain and enhance lecturers' continued professionalism and the reputation of the lecturing profession in Scotland.

The detailed procedures and guidance notes set out the process to be followed – PDR Procedure & Guidance

### Definitions

- **Institution:** Any of the University or thirteen academic partners
- **University partnership:** The University of the Highlands and Islands and the thirteen academic partners

- **Lecturing staff:** Any member of staff employed under lecturing terms and conditions as set by the [National Joint Negotiating Committee](#) and [National Recognition and Procedure Agreement](#)
- **General Teaching Council for Scotland (GTCS):** This is the professional body given statutory responsibility to promote, support and develop the professional learning of teaching and lecturing staff.
- **Registration:** All 'in scope' lecturing staff employed by University of the Highlands and Islands and the thirteen academic partners are required to maintain registration with GTCS.
- **Professional Update:** An annual process of engagement in the PRD scheme, ongoing professional learning including reflection on own learning and the relevant Professional Standards, as well as an annual update of registration details on MyGTCS. Then on a 5-yearly basis there is a signoff process between the member of staff and line manager confirmed to GTCS through the MyPL recording system.
- **Relevant standards:** These will vary depending on staff role. For lecturing staff these will be the [Professional Standards for Lecturers in Scotland's Colleges](#). For other staff the relevant standards may include those established by professional bodies or other organisations e.g. COSCA.

## 2. Legislative framework / related policies

- 2.1. Link to National Agreements <https://njncscotlandscollages.ac.uk/>
- 2.2. Equality, Diversity & Inclusivity Policy
- 2.3. Performance Improvement Policy
- 2.4. Professional Development Policy
- 2.5. Staff Code of Conduct
- 2.6. Staff Disciplinary
- 2.7. Staff Grievance
- 2.8. Staff Recruitment and Selection
- 2.9. Staff Mediation Policy
- 2.10. General Data Protection Regulations (GDPR) 2018
- 2.11. UHI PRD Framework: **INSERT HERE**
- 2.12. Link to GTCS registration information <https://www.gtcs.org.uk/college-lecturers/college.aspx>
- 2.13. Performance management:  
Performance is managed separately to the PRD process, through the Inverness College Performance Improvement policy. However, learning and development captured in the PRD documentation may support staff to meet learning and development targets.

**Commented [FG1]:** Not linked as currently only available as circulated to individual members of UHI working group, not available yet in a permanent place.

## 3. Scope

This policy applies to all Inverness College employees regardless of their length of service. It does not apply to agency workers or self-employed contractors.

#### **4. Compliance**

This policy is a cross college policy and all staff must work to meet the requirements outlined within the policy. Compliance with the policy will be monitored through regular audits, with outcome reports being reported to the appropriate committee. This policy should be read in conjunction with the policies listed above. Changes to this policy or the accompanying procedures should follow the usual Inverness College procedure and should also be discussed with the UHI Human Resources Practitioner Group as any amendments may impact the GTCS validation of the university partnership.

#### **5. Monitoring**

This policy will be monitored and its implementation evaluated. PRDs will be included in the annual planning cycle and the number of PRDs conducted will be reported on a bi-annual basis to the Staff Development Committee, SMT Committee, and the Board of Management HR committee.

#### **6. Review**

This policy and related procedures will normally be reviewed every three years to ensure it continues to meet College requirements within the legislative framework.

## Board of Management

<b>Subject/Title:</b>	UHI Common Student Support Funds Policy
<b>Author:</b> [Name and Job title]	Sheree Grant, Admissions & Student Funding Team Leader
<b>Meeting:</b>	Board of Management Committee
<b>Meeting Date:</b>	29th June 2021
<b>Date Paper prepared:</b>	11th June 2021
<b>Brief Summary of the paper:</b>	The Board of Management Committee are asked to approve the revisions to the UHI Common Student Support Funds Policy. Scrutiny Panel approved this Policy on 9 <sup>th</sup> March, SMT Committee approved on 25 <sup>th</sup> March 2021, and BoM F&GP Committee approved on 10th June 2021.
<b>Action requested:</b> [Approval, recommendation, discussion, noting]	Approval.
<b>Link to Strategy:</b> Please highlight how the paper links to, or assists with:: <ul style="list-style-type: none"> <li>• compliance</li> <li>• partnership services</li> <li>• risk management</li> <li>• strategic plan</li> <li>• new opportunity/change</li> </ul>	
<b>Resource implications:</b>	Yes / No <b>If yes, please specify:</b>
<b>Risk implications:</b>	Yes / No <b>If yes, please specify:</b> Operational: Organisational:
<b>Equality and Diversity implications:</b>	Yes/No <b>If yes, please specify:</b>
<b>Consultation:</b> [staff, students, UHI & Partners, External] and provide detail	



<b>Status –</b> [Confidential/Non confidential]			
<b>Freedom of Information</b> Can this paper be included in “open” business* [Yes/No]			
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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](http://www.itspublicknowledge.info/web/FILES/Public_Interest_Test.pdf)



Inverness College UHI, University of the Highlands and Islands

# Student Support Funds Policy

## POL

Lead Officer (Post):	Director of Finance
Responsible Office/ Department:	Admissions & Student Funding
Responsible Committee:	Board of Management F&GP Committee
Review Officer (Post):	Admissions & Student Funding Team Leader
Date policy approved:	30/06/2020
Date policy last reviewed and updated:	28/02/2021
Date policy due for review:	28/02/2024
Date of Equality Impact Assessment:	28/02/2021
Date of Privacy Impact Assessment:	n/a

This policy covers the period academic year 2021/22 to academic year 2023/24.

For all our up-to-date policies, please visit the Policy homepage on 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 distribution of student support funds for <b>Inverness College UHI</b> 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 awarding of student support funds.
Scope	This policy applies to all academic partners.
Consultation	This policy was formulated by a Policy Ownership Group, made up of practitioners from across the University of the Highlands and Islands network. Endorsement was received from Partnership Council, before the policy went through local consultation and approval by College Boards of Management and Finance and General Purpose Committee.
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	<p>The policy reduces risk for the University and academic partners by creating a streamlined process and reinforcing the existing staff community of practice.</p> <p>Students will also benefit from a consistent approach across all partners.</p>
Link with Strategy	This policy is linked to the Regional Outcome Agreement.
Impact Assessment	Equality Impact Assessment: February 2021 – No further action required.
	Privacy Impact Assessment: n/a

## 1. Policy Statement

- 1.1 The purpose of this policy is to outline the principles underpinning the College's process of assessing and distributing Student Support Funds. The overarching aim of this policy is to ensure that as many eligible students as possible have access to funds within allocated budgets.
- 1.2 Funds are distributed in compliance with the funding regulations as determined by the Scottish Funding Council and Student Awards Agency Scotland. Where discretion is given to the College to determine eligibility, this policy and the separate **Inverness College UHI** Student Support Funds Procedure specifies the rationale applied.

## 2. Definitions

- 2.1 Scottish Funding Council ("SFC") - SFC is the national, strategic body that is responsible for funding teaching and learning provision, research and other activities in Scotland's Colleges and universities. SFC gives funding to Colleges and universities with guidance on how the funds should be distributed to students.
- 2.2 Student Awards Agency Scotland ("SAAS") – SAAS is an agency of the Scottish Government giving financial support to eligible students doing a course of higher education in the UK. SAAS provides the University of the Highlands and Islands with funds and guidance for distribution of the Higher Education Discretionary Fund.
- 2.3 For the purposes of this policy, the following terms will be used:
  - 2.3.1 The Further Education Bursary will be referred to as the "Bursary Fund".
  - 2.3.2 The Educational Maintenance Allowance will be referred to as the "EMA".
  - 2.3.3 The College and University Childcare Funds will be referred to the "Childcare Funds".
  - 2.3.4 The Further Education Discretionary Fund will be referred to as the "FE Discretionary Fund".
  - 2.3.5 The Higher Education Discretionary Fund will be referred to the "HE Discretionary Fund".
- 2.4 Further Education courses are normally up to and including Level 6 on the [SCQF Framework](#). Higher Education courses are normally Level 7 and above.

## 3. Purpose

- 3.1 The College will utilise the current guidance to ensure fair distribution of the Student Support Funds.
- 3.2 The College aims to distribute Student Support Funds within the conditions of the respective national policies in a fair and consistent manner to assist students who demonstrate financial need. The College undertakes to maximise the use of available funds to ensure as many students as possible benefit through the qualifying criteria.
- 3.3 **Bursary Fund**
  - 3.3.1 As defined in the current SFC guidelines, available [here](#), the Bursary Fund may be offered where the student and their course meets eligibility criteria. There is no automatic entitlement to the Bursary Fund, even where eligibility is established.
  - 3.3.2 The Bursary Fund constitutes the following:
    - Maintenance Allowance
    - Dependant Allowance
    - Study Expense Allowance

- Travel Expense Allowance
- Additional Support Needs for Learning Allowance

3.3.3 Maintenance Allowance: the College follows the SFC guidance for this element.

3.3.4 Dependant Allowance: the College follows the SFC guidance for this element.

3.3.5 Study Expense Allowance: the College follows the SFC guidance for this element.

3.3.6 Travel Expense Allowance

- The College will determine the most appropriate and cost-effective route or mode of transport for Travel Expense Allowance.
- Travel expenses will only be paid for students residing X miles or more from the College.

3.3.7 Additional Support Needs for Learning Allowance: the College follows the SFC guidance for this element.

3.3.8 The attendance criteria for the Bursary Fund is based on the current SFC guidance. Where the guidance calls for institutional discretion to be applied, the process to be followed is agreed regionally and is available in the Attendance and Engagement Appendix.

### 3.4 EMA

As defined in the current SFC guidelines, available [here](#), the EMA provides a weekly term time allowance for students normally aged 16-19 years old inclusive from low income households who are studying non-advanced courses.

3.4.1 The College follows the current SFC guidance.

3.4.2 The attendance criteria for EMA is based on the current SFC guidance. Where the guidance calls for institutional discretion to be applied, the process to be followed is agreed regionally and is available in the Attendance and Engagement Appendix.

### 3.5 Childcare Funds (Further and Higher Education)

As defined in the current national policy and guidelines, available [here](#), Childcare Funds consist of two elements to help pay for formal or registered childcare expenses: the Lone Parents Childcare Grant and the Discretionary Childcare Funds.

3.5.1 The College follows the current national policy and guidelines for Childcare Funds.

3.5.2 The College may identify certain groups as priority for allocation of the Discretionary Childcare Funds element, based on assessment of need.

### 3.6 FE Discretionary Fund

As defined in the current [SFC guidelines](#), the FE Discretionary Fund is “primarily for emergency use and instances of financial hardship”.

3.6.1 The College follows the current guidance, available above.

3.6.2 The College distributes FE Discretionary Funds within allocated budgets in response to student need and circumstances.

3.6.3 The FE Discretionary Fund has priority areas including, but not limited to:

- Housing and accommodation costs
- Emergency aid for unforeseen and unmanageable circumstances

- Students at risk of financial hardship due to substantially higher-than-average utility costs

### 3.7 HE Discretionary Fund

As defined in the current [SAAS guidelines](#), the HE Discretionary Fund is intended to “provide non-repayable assistance for students in financial difficulties in order for them to access and/or continue in Higher Education”.

3.7.1 The College follows the current guidance, available above.

3.7.2 The College distributes HE Discretionary Funds within allocated budgets in response to student need and circumstances.

3.7.3 The HE Discretionary Fund has priority areas including, but not limited to:

- Housing and accommodation costs
- Students experiencing excessive travel costs, e.g. where the journey is greater than a reasonable commute
- Childcare costs for part-time HE courses
- Emergency aid for unforeseen and unmanageable circumstances
- Students at risk of financial hardship due to substantially higher-than-average utility costs

### 3.8 Supporting Evidence

3.8.1 Students applying for financial support are required to produce documentary evidence in support of their application before an award can be considered.

3.8.2 Exception may be made for care experienced students and young estranged students who may encounter difficulty in providing documentation in support of their application, which could create or exacerbate financial hardship. In this case, confirmation of the student’s circumstances from a third party agency such as the local authority Social Work department will be accepted in place of the normal supporting documentation.

### 3.9 Eligibility

3.9.1 Eligibility criteria are in line with the relevant guidance/policy for each fund.

3.9.2 In addition, all applicants for student financial support will be checked for any outstanding debt to the College. Students with outstanding debt will be required to enter into a repayment agreement before additional funds will be released.

3.9.3 Where a student’s experiences an unforeseeable or unavoidable change to their circumstances during an academic year, the College may re-assess the student as appropriate.

### 3.10 Appeals (Informal and Formal)

3.10.1 Students are entitled to raise concerns related to the application of this policy and awarding of student support funds.

3.10.2 In the first instance, students should raise their concerns with College staff responsible for student support funds administration.

3.10.3 Should this not resolve the concerns; the student will be able to escalate the issue by means of an impartial review.

3.10.4 Further information is available in the accompanying Student Support Funds Procedures.

## 4. Scope

- 4.1 Financial support may only be offered if both the student and their course are eligible for support.

## 5. Exceptions

- 5.1 The policy identifies areas of discretion for Colleges and sets out priority areas for support. Ultimate authority for awarding of discretionary funds rests with the College, and decisions will be made in line with the policy and/or guidelines issued by SFC or SAAS.
- 5.2 As per the Education (Access Funds) (Scotland) Determination there are different arrangements for students living in the local authority areas of Orkney Islands and Shetland Islands. These students should contact the College at which they intend to study for further information.

## 6. Notification

- 6.1 Staff members engaging with Student Support Funds should be familiar with this policy and all relevant SFC/SAAS policies.
- 6.2 Annual changes to SFC/SAAS policies will be cascaded to staff by line managers and hyperlinks in the policy updated to reflect the most recent guidance.
- 6.3 Any changes in SFC/SAAS policy or national legislation will be reflected in this policy.
- 6.4 The policy will be publicly available on the College's website, along with other current policies.

## 7. Roles and Responsibilities

- 7.1 The **Director of Finance** has overall responsibility for the implementation of this policy and the management of Student Support Funds.
- 7.2 The **Director of Finance** is responsible for the approval of FE Discretionary Funds and HE Discretionary Funds.
- 7.3 The staff administering Student Support Funds are responsible for ensuring up-to-date local policies and SFC/SAAS guidance is followed.
- 7.4 The **Admissions and Student Funding Team Leader** is responsible for ensuring that all enrolled students receiving EMA support have a signed Learning Agreement.
- 7.5 The **Admissions and Student Funding Team Leader** is responsible for ensuring that student attendance information is passed to the **SITS office for recording on the College SITS system** to satisfy the conditions of the relevant Student Support Fund award.
- 7.6 Students are responsible for informing the College of changes to their circumstances, including voluntary withdrawal from a course.

## 8. Related Policies, Procedures, Guidelines and Other Resources

- 8.1 This policy should be read in conjunction with SFC and SAAS policies and guidance. Links are provided above in Section 3.
- 8.2 **Student Support Funds Procedures.**
- 8.3 Student Support Funds Attendance and Engagement Appendix
- 8.4 **Further Education Fee Waiver Policy.**
- 8.5 [University of the Highlands and Islands Hardship Group Guidance](#)

8.6 [University of the Highlands and Islands Funding webpage](#)

8.7 [Scottish Funding Council \(SFC\) website](#)

8.7 [Student Awards Agency Scotland \(SAAS\) website](#)

## 9. Version Control and Change History

Version	Date	Endorsed by	Amendment(s)	Author
0	Nov 2018	Partnership Council	New single policy.	Student Support Funds Policy Ownership Group
1	Feb 2021	Partnership Council	Formatting changes and grammar corrections; 3.8.2: 'young estranged students' added; 3.10: Clarity added around informal steps before formal process initiated; 7.5: made more generic for local contextualisation.	Student Support Funds Policy Ownership Group
2				
3				
4				



## Board of Management

<b>Subject/Title:</b>	UHI Tertiary Learner Support Policy
<b>Author:</b> [Name and Job title]	Lynsey Mason, Wellbeing & Learning Support Manager
<b>Meeting:</b>	Board of Management Committee
<b>Meeting Date:</b>	29th June 2021
<b>Date Paper prepared:</b>	11th June 2021
<b>Brief Summary of the paper:</b>	The Board of Management Committee are asked to approve the revisions to the UHI Common Tertiary Learner Support Policy. The policy was approved by Policy & Procedure Review Panel (PPRP) in April 2021, EMT Committee approved on 20 <sup>th</sup> May 2021, and BoM LTR Committee approved on 8th June 2021.
<b>Action requested:</b> [Approval, recommendation, discussion, noting]	Approval.
<b>Link to Strategy:</b> Please highlight how the paper links to, or assists with:: <ul style="list-style-type: none"> <li>• compliance</li> <li>• partnership services</li> <li>• risk management</li> <li>• strategic plan</li> <li>• new opportunity/change</li> </ul>	
<b>Resource implications:</b>	Yes / No <b>If yes, please specify:</b>
<b>Risk implications:</b>	Yes / No <b>If yes, please specify:</b> Operational: Organisational:
<b>Equality and Diversity implications:</b>	Yes/No <b>If yes, please specify:</b>
<b>Consultation:</b> [staff, students, UHI & Partners, External] and provide detail	

<b>Status –</b> [Confidential/Non confidential]			
<b>Freedom of Information</b> Can this paper be included in “open” business* [Yes/No]			
*If a paper should <b>not</b> 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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Inverness College UHI, University of the Highlands and Islands

# Tertiary Learner Support Policy

## POL

Lead Officer (Post):	Assistant Principal – Student Experience & Quality
Responsible Office/ Department:	Wellbeing & Learning Support
Responsible Committee:	Learning, Teaching & Research
Review Officer (Post):	Wellbeing & Learning Support Manager
Date policy approved:	18/12/2018
Date policy last reviewed and updated:	31/03/2021
Date policy due for review:	01/04/2024
Date of Equality Impact Assessment:	31/03/2021
Date of Privacy Impact Assessment:	n/a

This policy covers the period 2021-22 to 2023-24.

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 Boards of Management and UHI Academic Council.
Implementation and Monitoring	Academic partners will be responsible for implementing and monitoring the policy.
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	This policy is linked to individual Access and Inclusion strategies and the Regional Outcome Agreement.
Impact Assessment	Equality Impact Assessment: Assessed – No further action to be taken.
	Privacy Impact Assessment: n/a

## 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 functional and 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 are organic documents subject to change as appropriate.
- 2.2 **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 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. Academic staff may also refer students to the Learning Support team.
- 3.3 As appropriate, disclosures will be followed up by the Learning Support team at Inverness College UHI. The professional judgement of staff from the Learning Support team will be used at all stages of assessment in order to ascertain the appropriateness of support and adjustments for students.
- 3.4 **PLSPs:** The University of the Highlands and Islands 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, where it supports the learner and the situation warrants and/or necessitates the use of this tool.
- 3.5 **Alternative Assessment Arrangements:** In order to develop Alternative Assessment Arrangements within a PLSP, it is often required to generate evidence to do so. This evidence can take a variety of forms and may be dependent on the accreditation body stipulations.

- 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 **Awarding Bodies:** When reviewing additional support requests validated by another awarding body, the awarding body website and/or policies must be referred to.
- 3.8 **Use of Personal Data:** Personal data collected through the Inverness College UHI Learner Support process will be handled in accordance with the University's tertiary student document retention policy and the [relevant privacy notice](#). Personal data 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 courses at Inverness College UHI, regardless of mode or level of delivery.
- 4.2 Support and/or adjustments are recommended on the basis of professional judgement by the Learning Support team.
- 4.3 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
  - Whether it is practical to make the adjustment
  - The cost of the adjustment, and the resources and size of the institution
  - 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 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 Inverness College UHI's website, along with other current policies.

## 7. Roles and Responsibilities

- 7.1 Inverness College UHI's Wellbeing and Learning Support Manager has overall responsibility for the implementation of this policy.
- 7.2 All staff have a responsibility to provide support for the learner through their student journey.
- 7.3 Inverness College UHI's Learning Support staff 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 student's PAT/PDA
- 7.4 Inverness College UHI's Academic Staff will provide services including, but not limited to:
- Reading the Summary of Support and appropriate cascading to relevant members of staff on a need-to-know basis
  - Compliance with Summary of Support
  - Implementing learning and teaching adjustments
  - Review and liaison with Learning Support on impact of learning and teaching adjustments
  - Liaising with Learning Support where a student has not made a disclosure but may require support
  - Adhering to confidentiality protocols

## 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](#)
- [Data Protection Act 2018](#)
- [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 \(GDPR\)](#)
- [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](#)
- [IC UHI Further Education Admission Policy](#)
- [IC UHI Corporate Parenting Plan](#)
- [Disability Processes Privacy Notice](#)
- [IC UHI FE Guidance Policy](#)
- [IC UHI Equality, Diversity and Inclusivity Policy](#)
- [UHI Equality and Diversity Reporting](#)
- [UHI Fitness to Study Guidelines](#)
- [UHI Recording of Taught Sessions Policy](#)
- UHI Tertiary Learner Support Procedures

## 10. Version Control and Change History

Version	Date	Endorsed by	Amendment(s)	Author
0	Spring 2018	Partnership Council	New Single Policy	Learner Support Policy Ownership Group
1	March 2021	Partnership Council	Formatting changes and grammar corrections; 2: Section on Access and Inclusion Strategies removed; 2.1: Additional information added at end of section; 3.2: Revised section containing former sections 3.2 and 3.3; 3.3: Changed 'where' to 'as'; 3.4: Clarity around reasonable adjustments being made where appropriate; 3.5: new extended section on alternative assessment arrangements, removing last sentence from PLSP section; 3.7: Example removed from section as too many awarding bodies to use single example; 4.2: New section on professional judgement of staff; 4.3: Revision made to second bullet point regarding finances and resources'; 9: Updated list to relevant resources.	Learner Support Policy Ownership Group
2				
3				



## Board of Management

<b>Subject/Title:</b>	UHI FE Fee Waiver Policy
<b>Author:</b> [Name and Job title]	Gillian Hossack, Finance Manager
<b>Meeting:</b>	Board of Management Committee
<b>Meeting Date:</b>	29th June 2021
<b>Date Paper prepared:</b>	11th June 2021
<b>Brief Summary of the paper:</b>	The Board of Management Committee are asked to approve the revisions to the UHI Common FE Fee Waiver Policy. The policy was approved by Policy & Procedure Review Panel (PPRP) via email in May 2021 and approved by EMT Forum in June 2021. The Policy approval was noted at the EMT Committee in June 2021. The BoM F&GP committee approved this Policy on 10th June 2021.
<b>Action requested:</b> [Approval, recommendation, discussion, noting]	Approval.
<b>Link to Strategy:</b> Please highlight how the paper links to, or assists with:: <ul style="list-style-type: none"> <li>• compliance</li> <li>• partnership services</li> <li>• risk management</li> <li>• strategic plan</li> <li>• new opportunity/change</li> </ul>	
<b>Resource implications:</b>	Yes / No <b>If yes, please specify:</b>
<b>Risk implications:</b>	Yes / No <b>If yes, please specify:</b> Operational: Organisational:
<b>Equality and Diversity implications:</b>	Yes/No <b>If yes, please specify:</b>
<b>Consultation:</b> [staff, students, UHI & Partners, External] and provide detail	

<b>Status –</b> [Confidential/Non confidential]			
<b>Freedom of Information</b> Can this paper be included in “open” business* [Yes/No]			
*If a paper should <b>not</b> 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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Inverness College, University of the Highlands and Islands

# Further Education Fee Waiver Policy

## REFERENCE TO FOLLOW

Lead Officer (Post):	Assistant Principal – Finance & Audit
Responsible Office/ Department:	Finance
Responsible Committee:	Finance & General Purposes Committee
Review Officer (Post):	Finance Manager
Date policy approved:	30/06/2020
Date policy last reviewed and updated:	12/05/2021
Date policy due for review:	Click or tap to enter a date.
Date of Equality Impact Assessment:	February 2021
Date of Privacy Impact Assessment:	n/a

This policy covers the 2021-22 academic year.

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 Further Education Fee Waivers for <b>Inverness College</b> 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 awarding of Scottish Funding Council and discretionary fee waivers for further education courses.
Scope	This policy applies to all academic partners who run further education courses.
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 Partnership Council, before the policy went through local consultation and approval by college Boards of Management.
Implementation and Monitoring	Academic partners will be responsible for implementing and monitoring the policy.
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	Links with our obligations under the Regional Outcome Agreement.
Impact Assessment	Equality Impact Assessment: Assessed – No further action to be taken.
	Privacy Impact Assessment: n/a

## 1. Policy Statement

- 1.1 This document sets out the policy for the awarding of further education fee waivers in **Inverness College UHI**. This policy refers to Scottish Funding Council policy and guidelines on fee waivers, which is reviewed annually. A position is also set out for the awarding of discretionary fee waivers from a college's individual budget.

## 2. Definitions

- 2.1 Scottish Funding Council ("SFC"): SFC is the national, strategic body that is responsible for funding teaching and learning provision, research and other activities in Scotland's colleges and universities. SFC provides funding that colleges can claim for fee waivers.
- 2.2 Fee waiver: Some students will be able to access a fee waiver, which means they will not have to pay their own course fees. Eligibility for a fee waiver will be assessed at the start of the course, and the student may be required to produce evidence to support their application.

## 3. Purpose

- 3.1 This policy sets out a robust and transparent framework for the awarding further education course fee waivers at **Inverness College UHI**.
- 3.2 The policy will create an equality of experience for students across the partnership, whilst allowing individual colleges the flexibility to respond to local needs.

### 3.3 SFC Funded Fee Waivers

The core of this policy is based on the SFC Fee Waiver Policy, associated annexes and appendices. The current SFC Fee Waiver Policy can be accessed [here](#). The majority of fee waivers will be approved by the college and funded by SFC.

### 3.4 Discretionary Fee Waivers

Students attending the University of the Highlands and Islands will have a parity of experience through the use of SFC fee waivers. Under exceptional circumstances and subject to individual budgets, colleges have the power to award discretionary fee waivers and for the college to pay the course fees.

#### 3.4.1 Categories of Discretionary Fee Waivers include but are not limited to:

- Staff development, where a course is an essential part of an approved staff development plan;
- Where the college stipulates compulsory completion of an additional qualification as part of the main course;
- Exceptional requirements, where college senior management identify a local benefit to use of Discretionary Fee Waivers (being cognisant of 3.4.3).

#### 3.4.2 Colleges should endeavour to create parity of experiences for students across the region through their use of discretionary fee waivers.

#### 3.4.3 Due consideration should be given to the impact of discretionary fee waiver usage on other colleges in the University of the Highlands and Islands partnership.

### 3.5 SVQs

- 3.5.1 Students undertaking a part-time SVQ as a condition of their employment will not be awarded a fee waiver. In these circumstances, the employer is normally expected to meet the cost of the fees.

3.5.2 Students undertaking a SVQ where it is not a condition of their employment may be eligible for a fee waiver dependent on the course and their personal circumstances.

3.5.3 For students undertaking a part-time SVQ regardless of whether it is a condition of employment, their eligibility for fee waivers on additional courses will be assessed according to the current SFC Fee Waiver Policy, associated annexes and appendices.

## 4. Scope

4.1 This Policy applies to all applicants for further education courses (full-time and part-time), except for the courses set out in Section 5 below.

4.2 Applicants for higher education courses should refer to the [Higher Education Fees Policy](#). Higher education courses are normally Level 7 and above on the [SCQF Framework](#).

## 5. Exceptions

5.1 Courses outwith the scope of this policy are:

- Any non-credit bearing leisure courses, designed for hobby or personal interest
- All commercial courses, designed and delivered for a particular business/industry

5.2 Please refer to the accompanying Fee Waiver Procedures and eligibility flowchart for further information.

## 6. Notification

6.1 Staff engaging with fee waivers should be familiar with this policy and all relevant SFC policies.

6.2 Annual changes to SFC policies will be cascaded to staff by line managers and hyperlinks in the policy updated to reflect the most recent guidance.

6.3 Any changes in SFC policy or national legislation will be reflected in this policy.

6.4 The policy will be publicly available on the **Inverness College UHI**'s website, along with other current policies.

## 7. Roles and Responsibilities

7.1 The College's most senior financial officer has overall responsibility for the implementation of this policy and the management of fee waivers, including the approval of discretionary fee waivers.

7.2 Staff administering fee waivers are responsible for ensuring up-to-date SFC guidance is followed.

## 8. Legislative Framework

[Further and Higher Education \(Scotland\) Act 2005](#)

[Equality Act 2010](#)

[Scottish Government: Costs of Learning Student Funding Guide](#)

## 9. Related Policies, Procedures, Guidelines and Other Resources

9.1 This policy should be read in conjunction with SFC Fee Waiver policies and guidance. The up-to-date information can be accessed [here](#).

9.2 University of the Highlands and Islands Further Education Fee Waiver Procedures

9.3 University of the Highlands and Islands Further Education Student Funding Support Policy

9.4 [University of the Highlands and Islands Higher Education Fees Policy](#)

9.5 University of the Highlands and Islands Further Education Fees Policy (Forthcoming)

## 10. Version Control and Change History

Version	Date	Endorsed by	Amendment(s)	Author
0	May 2018	Partnership Council	New single policy	Fee Waiver Policy Ownership Group
1	March 2021	Partnership Council	Various formatting and grammatical changes through policy; 2.1: Clarity added around source of funding; 2.2: New definition added; 3.3: 'approved by college added'; 3.4: ' for the college to pay the course fees' added; 3.4.1: changes to three bullet points for clarity, including removal of 'significant' and addition of '(being cognisant of 3.4.3)' in third bullet point; 3.5: New section added bringing SVQs into scope of policy; 5.1: SVQs removed from exceptions, and additional information added to other exceptions; 7.3: section removed. 9.4 and 9.5: Removed Access and Inclusion Strategy and added HE Fees Policy and FE Fees Policy.	Fee Waiver Policy Ownership Group
2				

<b>Subject/Title:</b>	Partnership Agreement
<b>Author:</b> [Name and Job title]	Professor Chris O'Neil Principal and Chief Executive
<b>Meeting:</b>	Board of Management
<b>Meeting Date:</b>	29 June 2021
<b>Date Paper prepared:</b>	22 June 2021
<b>Brief Summary of the paper:</b>	This report provides the Board with an overview of the background to the Partnership Agreement, the legal advice that has been sought and the proposed compromise document from UHI.
<b>Action requested:</b> [Approval, recommendation, discussion, noting]	Discussion and Decision
<b>Link to Strategy:</b> Please highlight how the paper links to, or assists with:: <ul style="list-style-type: none"> <li>• compliance</li> <li>• partnership services</li> <li>• risk management</li> <li>• strategic plan</li> <li>• new opportunity/change</li> </ul>	Compliance, partnership services, strategic plan, new opportunity and change.
<b>Resource implications:</b>	Compliance, Partnership Services, Charitable Endeavours
<b>Risk implications:</b>	As above
<b>Equality and Diversity implications:</b>	N/A
<b>Consultation:</b> [staff, students, UHI & Partners, External] and provide detail	N/A
<b>Status</b> – [Confidential/Non confidential]	Confidential
<b>Freedom of Information</b> Can this paper be included in “open” business* [Yes/No]	No
*If a paper should <b>not</b> be included within “open” business, please highlight below the reason.	



## Item 04

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)	X	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](http://www.itspublicknowledge.info/web/FILES/Public_Interest_Test.pdf)

**Board of Management**

<b>Subject/Title:</b>	Covid-19 and Planning for 21/22 Report
<b>Author:</b> [Name and Job title]	Joint report - Assistant Principal Student Experience & Quality; Assistant Principal Operations & External Relations; Assistant Principal Academic & Research
<b>Meeting:</b>	Board of Management
<b>Meeting Date:</b>	29 June 2021
<b>Date Paper prepared:</b>	04 June 2021
<b>Brief Summary of the paper:</b>	This paper provides an update of our response to the ongoing pandemic and the impact of this on planning for AY 21-22
<b>Action requested:</b> [Approval, recommendation, discussion, noting]	Discussion
<b>Link to Strategy:</b> Please highlight how the paper links to, or assists with:  <input type="checkbox"/> risk management <input type="checkbox"/> strategic plan	<ul style="list-style-type: none"> <li>- Compliance</li> <li>- Risk management</li> <li>- Delivery of credits</li> <li>- Delivery of student experience</li> </ul>
<b>Resource implications:</b>	<b>No</b>
<b>Risk implications:</b>	<b>Yes</b> <b>If yes, please specify:</b>  Organisational risks: <ul style="list-style-type: none"> <li>- Loss of income</li> <li>- Reputational</li> <li>- Health and safety</li> <li>- Legislative</li> </ul>
<b>Equality and Diversity implications:</b>	<b>No</b>
<b>Consultation:</b>	

## ITEM 06

[staff, students, UHI & Partners, External] and provide detail			
<b>Status</b> – [Confidential/Non confidential]	Non-confidential		
<b>Freedom of Information</b> Can this paper be included in “open” business* [Yes/No]	Yes		
*If a paper should <b>not</b> 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](http://www.itspublicknowledge.info/web/FILES/Public_Interest_Test.pdf)

**Background**

To provide an update on the key activity related to our ongoing response to the pandemic and to provide a brief insight into the impact on our planning for AY 21-22.

**Reflections since April '21**

Since the last update in April, we have pooled our resource across the new EMT to ensure that we have consistency in how we respond to the pandemic but in also ensuring resilience and cross working across the EMT. The Assistant Principals have worked collegiately in this regard and have taken on new responsibilities in overseeing the ongoing workstreams related to the pandemic. As part of this new collective approach, we have also seen the Administration Operations Manager and our Health and Safety Manager taking on more active leadership roles. Both now jointly lead our weekly Covid monitoring group with the continued presence of the EMT on this by means of support and oversight.

Since April we have seen a return to more face-to-face delivery on campus, but occupancy has remained at circa 10% and will do so for the remainder of this AY. We have been very pleased with the high levels of compliance with guidelines, across both staff and students, and have not had any significant issues with the gradual increase in students and staff on campus. Planning around occupancy continues to be carried out a week in advance and we have a good system in place to monitor students and staff coming into the building for track and trace purposes.

On 19<sup>th</sup> April we implemented our voluntary testing for both staff and students. This is being run in a very similar way to that in schools. We have received 5076 test kits and as of 31<sup>st</sup> May have issued 240 across staff and students. We will continue to monitor uptake and report as requested to the Scottish government. We anticipate the testing regime will continue to be in place next AY and await further guidance and information from Scottish government on this.

**Forward Planning for AY 21-22***Timetabling and Modes of Study*

We are well underway in our planning for next AY across a range of aspects which will continue to be affected by the potential ongoing restrictions. One of our key tasks has been around timetabling and contingency planning for both 1 metre and no social distancing. We have made a commitment to our students that our *intention* will be to return to as much on campus delivery as the restrictions will allow for. As such we have stated our intention will be for a minimum of one day a week face to face on campus delivery for all programmes which would normally be delivered in this way. The return to some on campus face to face delivery is critical for the student experience and the challenges around the isolated nature of remote learning have come through strongly in our Student Satisfaction and Engagement survey (SSES) and other student feedback.

We have also made a commitment to providing space on site to support those engaging in remote learning who do not wish to do so from home. Conversely, we are aware of some students thriving with the greater flexibility which remote learning has provided. As such we are hoping to provide a degree of flexibility for students to remain at home during scheduled on campus class time and are therefore scoping out live streaming of lessons. Although mode of study is being looked at a programme level, it is very likely that the vast majority of our students will engage in blended learning next AY i.e programmes will contain a mix of face to face on site and online / remote delivery. Our deferred learners are our priority for on campus delivery to ensure they complete as soon as

## ITEM 06

possible. We are also prioritising our Senior Phase school pupils and hope to return to normal modes of delivery in August/September.

### *Student Support Services*

Due to the mixed modes of delivery, our student support services will also be provided in a hybrid way providing the continuation of online and virtual support but also providing a return to face-to-face support. This will be across pastoral care, wellbeing and learning support, library and digital support, and support with student finance and funding. Since March, we have re-opened our Student Support Centre on an appointment basis and anticipate it will return to full opening hours and service provision in August.

### *Learning and Teaching Practice*

Whilst we have identified some excellent practice in our remote and online learning and teaching, worthy of us winning a TES award, we are very cognisant of the need for more consistency of practice, as highlighted in our student surveys. This is particularly the case to ensure our practice is consistency inclusive and accessible to all students. The UHI partnership have procured a software tool, *Ally*, which sits alongside Brightspace. All materials will come through this audit to ensure we meet government accessibility standards. We have appointed four accessibility champions who will support the roll out of this tool in due course. Aside from this, we will have a greater focus on inclusive practice into next AY and as part of a wider focus on remote / online learning and teaching.

### *Hybrid Working*

The Covid pandemic has provided both challenges and opportunities to work and learn in different ways. Staff feedback indicates that many of us have seen benefits in working remotely, with our recent staff survey indicating that most are in favour of a combination of remote and on-campus working 'Hybrid working'.

As we move out of lockdown following the Scottish government's framework, we want to give staff some level of certainty for the coming academic year. In May, the Executive Management Team (EMT) endorsed a 'Hybrid Working' plan, which empowers managers to engage with their staff to agree in principle a pattern of hybrid working with individual team members, within agreed parameters for each role. Our hybrid working model will come into effect on 1<sup>st</sup> August and will be tested out during AY 21-22 with a view to us developing a policy during the course of the year.

### **Aspects Awaiting Further Guidance**

There is still a level of uncertainty around many aspects of our business as we continue to monitor the restrictions gradually being lifted. We await further guidance from the Scottish government on the following key aspects:

- Expectations around testing of staff and students
- Occupancy levels
- Expectations around face coverings
- Expectations around social distancing
- Expectations around track and trace

<b>Subject/Title:</b>	Principal's Update		
<b>Author:</b> [Name and Job title]	Professor Chris O'Neil Principal and Chief Executive		
<b>Meeting:</b>	Board of Management		
<b>Meeting Date:</b>	29 June 2021		
<b>Date Paper prepared:</b>	22 June 2021		
<b>Brief Summary of the paper:</b>	This report provides the Board with an overview of new and continuing activity.		
<b>Action requested:</b> [Approval, recommendation, discussion, noting]	Discussion		
<b>Link to Strategy:</b> Please highlight how the paper links to, or assists with:: <ul style="list-style-type: none"> <li>• compliance</li> <li>• partnership services</li> <li>• risk management</li> <li>• strategic plan</li> <li>• new opportunity/change</li> </ul>			
<b>Resource implications:</b>	N/A		
<b>Risk implications:</b>	N/A		
<b>Equality and Diversity implications:</b>	N/A		
<b>Consultation:</b> [staff, students, UHI & Partners, External] and provide detail	N/A		
<b>Status</b> – [Confidential/Non confidential]	Confidential		
<b>Freedom of Information</b> Can this paper be included in "open" business* [Yes/No]	No		
*If a paper should <b>not</b> 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

## Item 07

Its disclosure would substantially prejudice the commercial interests of any person or organisation (S33)	X	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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## Board of Management

<b>Subject/Title:</b>	Governance Update
<b>Author:</b> [Name and Job title]	Lisa Ross Board Secretary
<b>Meeting:</b>	Board of Management
<b>Meeting Date:</b>	29 June 2021
<b>Date Paper prepared:</b>	23 June 2021
<b>Brief Summary of the paper:</b>	This paper provides an update on a number of Board issues including: process for recruiting a new Chair, review of our Committees, Review of Code of Good Governance, Upcoming Board Questionnaire on Hybrid Meetings, Change of date of Joint F&GP and Audit Committee meeting and updated calendar of meetings for the year 2021/22 and appointment of Vice-Chair for the HR Committee.
<b>Action requested:</b> [Approval, recommendation, discussion, noting]	Discussion, Decision & Noting
<b>Link to Strategy:</b> Please highlight how the paper links to, or assists with:: <ul style="list-style-type: none"> <li>• compliance</li> <li>• partnership services</li> <li>• risk management</li> <li>• strategic plan</li> <li>• new opportunity/change</li> </ul>	<ul style="list-style-type: none"> <li>• Governance Compliance</li> </ul>
<b>Resource implications:</b>	None <b>If yes, please specify:</b>
<b>Risk implications:</b>	None <b>If yes, please specify:</b> Operational: Organisational: achieving student numbers targets
<b>Equality and Diversity implications:</b>	None <b>If yes, please specify:</b>
<b>Consultation:</b> [staff, students, UHI & Partners, External] and provide detail	



## ITEM 08

<b>Status</b> – [Confidential/Non confidential]	Non confidential		
<b>Freedom of Information</b> Can this paper be included in “open” business* [Yes/No]	Yes		
*If a paper should <b>not</b> 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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## Chair of Board of Management

As you are aware Sarah Burton tendered her resignation as Chair of Inverness College with immediate effect on 18 June 2021.

Joint work has begun with UHI to look at the existing processes to appoint a new Chair. Currently we have a number of members of the Board who are acting as Joint Interim Chairs. UHI has advised that we require to have **one** named person who could be supported by another member. This named person will be appointed as Interim Chair whilst we run our recruitment exercise. UHI have highlighted that this could be for a period of up to six months.

The current process which is in place for appointing a new Chair is as follows:

### UHI responsibilities for Nominations Committee for Incorporated College Boards

1. Agree role descriptions and person specifications templates.
2. Agree customisation of templates if required.
3. Agree application process.
4. Agree panel for selection – 2 from Nominations Committee, 2 from Inverness College board, 1 independent member selected by Nominations Committee. The Chair of the UHI FE Regional Board will chair panel meetings for appointment of chairs on incorporated college boards.
5. Make recommendation to University Court on appointments.

### Responsibilities of Inverness College Board of Management

1. Agree timescale/location for selection panel meeting
2. Agree where to place advertisements and local groups to circulate
3. Agree further information schedule relevant to local college (with UHI input)
4. Agree local panel membership
5. Agree that standard templates fit circumstances

Once the UHI Nominations Committee have agreed the processes the next step would be for our own S&N Committee to meet to approve our outline timetable and determine our own representatives for the section panel. Following on from this dates for shortlisting and interview will be agreed and the recruitment will go live for a period of 3 weeks.

### Recommendation:

- Discuss and agree our named Interim Chair (who can be supported by another member of the Board). Once approved by UHI the Interim Chair will act up during the recruitment process until a permanent replacement is found.

## Update on Review of Committee Agendas and Terms of Reference

At the Chairs Meeting held on 04 March 2021 it was agreed that:

## ITEM 08

1. The Board Secretary will meet with the Chair of each Committee and the EMT lead and review the schedule of documents for each Committee as well as the Terms of Reference to ensure that these are fit for purpose and include learning outcomes.
2. Each of these schedule of documents will be used as a basis for setting all future agendas.

The process for carrying out this review will be as follows:

1. The Board Secretary has set up meetings for each Committee Chair and relevant EMT leads to begin the review of the schedule of submissions and terms of reference. These will be carried out over the Summer in conjunction with the College's CMT review.
2. The Board Secretary will produce for these meetings a schedule of the current submissions for the Committee, a copy of the terms of reference along with any further relevant information.
3. The updated schedule of submissions and terms of reference will be taken to the relevant Committee Meeting in September for the views and thoughts of the Committee and then taken to the Board of Management meeting in October 2021 for final approval.

### **Code of Good Governance Review**

The yearly Review of the Code of Good Governance has gone live. All Board Members have been sent an email asking them to complete this survey. An action plan from this review will be available for discussion at the October 2021 Board of Management meeting.

### **Hybrid Meeting Questionnaire**

A questionnaire on Hybrid Meetings is being drafted and will be circulated to all Board Members over the summer to gather views on how we approach meetings going forward. The results of this survey will be looked at in conjunction with the recent CDN report on how virtual meetings may affect our governance. An update on this matter will be brought to the October 2021 meeting for further discussion.

### **Schedule of Meetings 2021/22**

The Schedule of Meetings 2021/22 has been amended to reflect a change of date for the Joint Audit and F&GP Committee meeting. Our External Auditors have requested that this meeting be moved from November 2021 to January 2022. As such the date of 20 January 2022 is proposed. The accounts and associated documents will then be taken to the Board of Management meeting on 10 February 2022 for final approval.

### **Recommendation:**

Agreement to the change of date for the Joint Audit & F&GP Committee Meeting.

### **Committee Vice-Chair Appointments**

Following discussions the following members have agreed to take on the roles of Vice-Chair for the undernoted committees:

## ITEM 08

- Sally Blyth - HR Committee.
- Arvinder Kainth – LT&R Committee

### Recommendation:

That Sally Blyth and Arvinder Kainth be appointed Vice-Chair for these committees.

Lisa Ross  
Board Secretary

INVERNESS COLLEGE UHI - BOARD OF MANAGEMENT MEETINGS - 2021/2022 SCHEDULE

	Aug-21	September	Octobe	November	December	Jan-22	February	March	April	May	June	July
Sun	1					31				1		
Mon	2									2		
Tue	3						1	1		3		
Wed	4	1			1		2	2		4	1	
Thu	5	2			2		3	3	Chairs Etc	5	2	Chairs Etc
Fri	6	3	1		3		4	4	1	6	3	1
Sat	7	4	2		4	1	5	5	2	7	4	2
Sun	8	5	3		5	2	6	6	3	8	5	3
Mon	9	6	4		6	3	7	7	4	9	6	4
Tue	10	7	5	BOM	7	4	8	8	Audit	10	7	Audit
Wed	11	8	6		8	5	9	9	6	11	8	6
Thu	12	9	Chairs Etc	7	9	6	10	BOM	10	12	9	HR
Fri	13	10			10	7	11	11	8	13	10	8
Sat	14	11	9		11	8	12	12	9	14	11	9
Sun	15	12	10		12	9	13	13	10	15	12	10
Mon	16	13	11		13	10	14	14	11	16	13	11
Tue	17	14	Audit	12	14	11	15	15	12	17	14	LT&R
Wed	18	15		13	15	12	16	16	13	18	15	13
Thu	19	16	HR	14	16	13	17	17	F&GP	19	16	F&GP
Fri	20	17		15	17	14	18	18	15	20	17	15
Sat	21	18		16	18	15	19	19	16	21	18	16
Sun	22	19	17		19	16	20	20	17	22	19	17
Mon	23	20	18		20	17	21	21	18	23	20	18
Tue	24	21	LT&R	19	21	18	22	22	19	24	21	19
Wed	25	22		20	22	19	23	23	20	25	22	20
Thu	26	23		21	23	20	24	24	21	26	23	21
Fri	27	24		22	24	21	25	25	22	27	24	22
Sat	28	25		23	25	22	26	26	23	28	25	23
Sun	29	26		24	26	23	27	27	24	29	26	24
Mon	30	27		25	27	24	28	28	25	30	27	25
Tue	31	28		26	28	25		29	26	31	28	BOM
Wed		29		27	29	26		30	27		29	27
Thu		30	F&GP	28	30	27	Board Away Day	31	BOM	28	30	28
Fri				29	31	28			29			29
Sat				30		29			30			30
Sun				31		30						31

College Closed

Chairs etc

Audit

Human Resources

Chairs, S&N + PR&R - Thursday 08.30 a.m.

Tuesday @ 8.30 a.m.

Thursday @ 8.30 a.m.

Learning, Teaching & Research

Finance & General Purposes

Joint Audit/F&GP

Board of Management  
(incuding Briefing session)

Board Away Day

Tuesday @ 4.30 p.m.

Thursday @ 9.00 a.m. - October, March and June

Tuesday 30 November @ 09.00 a.m.

Thursday 20 January 2022 @ 09.30 a.m.

Thursday @ 4.30 p.m. February and March meetings

Tuesday @ 4.30 p.m. October, December and June

Full Day - Thursday 27th January 2021

<b>Committee</b>	Court		
<b>Date paper prepared</b>	09/06/2021	<b>Date of committee meeting</b>	16/06/2021
<b>Subject</b>	Academic Partner Quarterly Status Updates		
<b>Author</b>	Academic Partner Principals/ SMTs		
<b>Action requested</b>	For information		
<b>Purpose of the paper</b>	To update members of Court on activities across the University partnership. Period covered 1 March – 31 May '21.		
<b>Brief summary of the paper</b>	Routine reporting to UHI Court.		
<b>Consultation</b>	Described in paper		
<b>Resource implications</b>	Described in paper		
<b>Risk implications</b>	Described in paper		
<a href="#"><u>Equality, Diversity and Inclusion</u></a>	None		
<b>Paper status</b>	<input checked="" type="checkbox"/> <b>Open</b> – The paper may be circulated to non-members of the committee and published online without restriction. <input type="checkbox"/> <b>Restricted</b> – The paper must not be circulated to non-members or published online until after the committee meeting. <input type="checkbox"/> <b>Confidential</b> - The paper must not be circulated beyond the committee members and should not be published online. [Please note papers may still be subject to Freedom of Information requests – see below].		
<a href="#"><u>Freedom of information</u></a>	Open If closed/ withheld, select date this will become 'open': Enter a date.		

Highland Theological College ..... 3

Inverness College UHI ..... 4

Lews Castle College UHI ..... 5

Moray College UHI ..... 6

North Highland College UHI ..... 7

Perth College UHI ..... 8

Shetland College UHI ..... 9

West Highland College UHI ..... 10

No reports received from Argyll, Orkney, Sabhal Mor Ostaig, or SAMS.

## Highland Theological College

Prepared by Hector Morrison, Principal

### Notable accomplishments

HTC PhD graduate Jonathan L. Master was inaugurated as President of Greenville Presbyterian Theological Seminary on Thursday 11th March 2021.

### Significant events/ awards

On the 22nd May 2021 the examination panel for HTC student Martin L. Hawley from the USA recommended that the degree of PhD be awarded unconditionally for his thesis entitled: 'YAHWEH'S 'PRIESTLY KINGDOM': A METAPHOR FOR ISRAEL'S PRIESTLY STATUS FUNCTION IN EXODUS 19.6A.'

One of HTC's PT lecturers, Rev Dr David Miller, was installed as the new Moderator of the General Assembly of the United Free Church of Scotland at the end of May.



## Inverness College UHI

Prepared by Marketing and Communications, Inverness College UHI

### Notable accomplishments

HND Visual Communication students designed a range of new merchandise for Windswept Brewing Co, an award-winning craft brewery based in Lossiemouth.

Dr Louise d Raad, is undertaking research to better understand how grey squirrels use the urban environment. The study is being undertaken in collaboration with the Scottish Wildlife Trust's Saving Scotland's Red Squirrels project.

The college has been awarded £300,000 by sportscotland to complete a £1 million funding package for the installation of an all-weather, synthetic sports pitch at Inverness Campus.

Inverness College UHI graduates, and current practitioners at Wasps' Inverness Creative Academy, are featuring in an art exhibition, Highland Creatives, hosted at Inverness Airport.

Inverness College UHI has concluded a lease on new premises to free up additional space for Carpentry and Joinery students, enabling us to make up lost workshop time, due to Covid-19, in the short term.

Education Scotland recognized strong practice at Inverness College UHI, which is plans to highlight in soon to be published national report. Specifically, under the good practice section, it will document the experience of students on our hairdressing programmes and the support they have received.

### Significant events/ awards

The drama and student performance, 'Homeward Bound – Seth's Story', has been used to support health and social care teams at Highland Hospice and Birmingham St Mary's Hospice with conversations on diagnosis, death and grief.

Final year drama and performance students performed a digital showcase featuring 19 original, solo digital performances. Swansong: Performers' Showcase featured a range of work, from one person narratives to interactive drama and storytelling.

An online exhibition by HND Contemporary Art Practice students, Little Big World, explored the UN Sustainable Development Goals and the restrictions faced by the COVID-19 pandemic.

A new, renamed, Executive Management Team will continue to develop a distributed leadership model through a more robust middle management network and empowering all staff to take a leadership role and influence change.

Two new tertiary posts and two new depute posts are also being created in academic services.

The Care and Learning Alliance will be the new providers of ELC at Inverness Campus from 3 July.

### Collaboration with other academic partners

The UHI Business Competition, which was open to all students studying across UHI as well as non-students living in the Highlands and Islands, Moray and Perthshire, took place on Thursday 20 May. Nine successful entries shared a prize-fund of £8,000 after winning over a panel of entrepreneurs and business development experts. Top prize went to Simon Hay with his idea for a vertical freight farming system designed to grow sustainable crops in Scotland year-round. The competition is run by CREATE, based at Inverness College UHI.

Inverness, North Highland and West Highland Colleges won the 'Outstanding Use of Technology in Delivering Remote Teaching and Learning' Award at the TES FE Awards on Friday 28 May. The award recognises the use of technology to deliver courses to secondary school pupils in remote and rural areas across the Highland Council region.

### Issues or concerns

- Cyber incident
- Strike action – EIS members took part in strike action over a disputed focused on the replacement of lecturer posts with instructors/assessors in the central belt.

## Lews Castle College UHI

Prepared by Sue Macfarlane, Principal

### Notable accomplishments

- Validation and launch of the new fully online BA (Hons) Geography degree led by LCC UHI
- Approval to deliver Advanced Higher Geography across Scotland in collaboration with Esgoil
- Accreditation of LCC UHI developed PDA in Hydrogen for delivery in 2021
- Launch of innovative collaborative project, lead by LCC UHI to support the seaweed industry across the northern periphery and arctic regions
- Securing £3 million of funding towards the 2<sup>nd</sup> phase of the Cnoc Soilleir joint venture arts and education centre in South Uist

### Significant events/ awards

- LCC UHI student - BA (Hons) Business Management – received a Youth Entrepreneurship Award in this period
- NC Mechanical Engineering SCQF 6 student secured a place on the competitive and prestigious OGTA apprenticeship scheme
- The annual student Art exhibition was able to take place this year combining a virtual and limited on campus attendance approach
- The College has delivered a series of live virtual events in collaboration with a number of partners, including SDS employability and careers workshops, pupil information events with the local authority and DYW

The College has continued to deliver its series of Gaelic community lectures

### Collaboration with other academic partners

The College continues to work with partners on a number of significant developments:

- UHI Islands Strategy partners, including securing funding for proposed immersive technology classrooms
- Progressing the College's Campus Redevelopment proposal as part of the Islands Deal in collaboration with Shetland College
- Academic Partner Alignment Options Appraisal – working closely with academic partners to support completion of the final consultant's report and associated board discussions and internal/external communications

Sharing of corporate posts to ensure effective use of resource

### Issues or concerns

The lack of payment of the Distant Islands Allowance remains a cause concern as a necessary contributor to the financial sustainability of the College.

## Moray College UHI

Prepared by David Patterson, Principal

### Notable accomplishments

Silja Roethinger, first-class Honours degree graduate in Scottish History and Politics, has been awarded the 2020 Highland Society of London Prize for undergraduate dissertation of the year on a Highlands and Islands theme.

Rachel McClure, Fine Art Textiles graduate, has been selected to exhibit her work as part of the 2020 Grampian Hospitals Art Trust Exhibition programme and has also been selected for the postponed Royal Scottish Academy 'New Contemporaries' exhibition in 2022.

NQ Hospitality student, Rachel Blackwood, is currently being featured on the The Master Chefs of Great Britain website as a 'Masterchef of the Future'. She has now also qualified for the final of the Sustainable Seafood Competition and is one of only 10 UK finalists.

### Significant events/ awards

The gradual reopening of the campus, in addition to enabling students, particularly in practical vocational areas, to complete their in-year assessments, has also enabled some key work with major employers in Moray to restart, including:

- a leadership and management programme for staff of Walkers of Aberlour, run under the Flexible Workforce Development Fund
- a new pilot programme developed in partnership with Chivas Brothers, DYW Moray and Jobcentreplus for young people looking to gain employment in the manufacturing industry (with work placements and job opportunities with Chivas at the end of the programme)

### Collaboration with other academic partners

Planning for key Moray Growth Deal funded projects continues with colleagues from UHI Executive Office, Air Services Training (a wholly owned subsidiary of Perth College UHI), and other partners.

### Issues or concerns

We have significant concerns that the funding proposals being put before Court as part of a "phased implementation of the RAM Review" have not addressed any of the three main issues that Academic Partners (APs) have had with the current RAM methodology, namely:

- the quantum of the top slice (increasing by £1.1m next year)
- Unallocated RAM (still resulting in a shortfall to the agreed overall AP funding allocation where there is no corresponding clawback from the region made by SFC), and
- the volatility and unpredictability of year-end MicroRAM adjustments (no indications yet as to what this year's year-end adjustments might be)

In particular, there is new concern that the amended funding methodology for FE allocations provides no guarantee that a new 'Unallocated RAM' for FE funding will not now result even when there is no SFC clawback of funding from the region.

## North Highland College UHI

Prepared by Debbie Murray, Principal

### Notable accomplishments

- Students on the Employability Programme in Construction designed new windows for Wick Heritage Society (Community Engagement) [Opening doors for Wick's historic legacy \(johnogroat-journal.co.uk\)](http://johnogroat-journal.co.uk)
- Centre for Golf capital project complete at Dornoch campus – Capital project completed on time and within budget. Official opening (covid restricted) planned for 6<sup>th</sup> July

### Significant events/ awards

Professor Roxane Andersen, a senior research fellow at North Highland College UHI's Environmental Research Institute in Thurso, has been given the title in recognition of her outstanding research activity, her leadership skills and her contribution to education. [News - Leading peatland researcher becomes a Professor- North Highland College UHI](#)

### Collaboration with other academic partners

North Highland College along with Inverness and West Highland College win TES award for virtual schools [News - Virtual school initiative gains national recognition - North Highland College UHI](#)

From academic year 21/22 all Business and computing courses taught from North Highland College will be delivered in partnership with Argyll and West Highland College ensuring viable cohorts for all and providing the opportunities for our students to study their chosen subjects within the Highlands.

## Perth College UHI

Prepared by Margaret Cook, Principal

### Notable accomplishments

- Covid measures continue to be effective with the increase of staff and students on campus.
- All legislative maintenance kept up to date during Covid restrictions.
- We have continued to source and keep an adequate stock of PPE.
- The Tay Cities deal project, The Aviation Academy, continues to progress.
- HND Hospitality Management students have excelled in preparing and delivering virtual packages which involved a theme night dinner in their own family bubble when restrictions prevented the college restaurant opening. Student feedback was very positive and the activity was commended by SQA. The tutor will present at the upcoming CDN Conference.

### Significant events/ awards

- We have continued to procure contracts as required, including contracts where Campus visits have not been permitted.
- Currently re-tendering our catering contract and our current provider has informed us that they will not be bidding.
- The college are taking part in the voluntary Lateral Flow Testing.
- Recruitment drive including Open Day and Choose Event showcase.
- The Sport and Fitness students and staff took part in a 100 Mile Spin cycle on 2<sup>nd</sup> June to remember their classmate Jordan who sadly completed suicide at the end of 2020. Jordans family are raising awareness for local charity the Lighthouse who work with young people from the age 12 upwards to support mental health. We hope to install a Happy to chat/happy to listen bench on campus in the near future.

### Collaboration with other academic partners

Sharing of information relating to Covid and reopening our campuses with the expanded UHI H&S Practitioner Group.

The Administration and IT curriculum team are working with stakeholders Developing Young Workforce Perth and Kinross and local employer Aviva to develop an interactive development programme to enable young people employed by employers in the region to facilitate workshops in local schools on range of key topics such as networking, managing finance and communicating effectively. The first cohort commences early June.

### Issues or concerns

After reviewing the stock condition survey report of our campus buildings and whilst the report did not provide any surprises, there is a concern that costs to address backlog maintenance, far exceeds the annual budget.

## Shetland College UHI

Prepared by Susan Berry/ Jane Lewis

### Notable accomplishments

Train Shetland (Vocational Training) managed to place 87 new starts. This was against a background of COVID and exceeded expectations. Previously we had predicted that we would meet 2/3 of our contract places (100) Record number of new apprentices starts in isles despite economic challenge of pandemic | Shetland News (shetnews.co.uk)

Joint Committees and short life working groups have been established and are meeting regularly across the Shetland Tertiary Sector with a positive focus on the merger.

Shetland UHI is established with 3 employees, and working with staff across SIC (Shetland College & Train Shetland) and NAFC to ensure processes and systems are in place for NAFC Vesting on the 1<sup>st</sup> of July and SIC Vesting on the 1<sup>st</sup> of August.

### Significant events/ awards

Online Open Week – 11<sup>th</sup> -15<sup>th</sup> May – College wide promotion event

The sixth Virtual Symposium, Transformative Practices: Listening and Being Heard, explored the transformative potential of the act of listening within social art practice. Held on the 25th March 2021 and organised and hosted by the MA Art and Social Practice and the Centre for Island Creativity. This international event brought together students, artists, lecturers and researchers from the UK, Europe, North America, Scandinavia and further afield to examine social art practice.

MA Art and Social Practice's "The Webex Arms" was commended in the UHI Student Support Initiative Awards 2020-21. The purpose of the Student Support Initiative Awards is to help identify and share good practice in how we are supporting our students during COVID.

No Buoys – Fine Art Boating Club Exhibition is an art exhibition by 3rd Year students on the Fine Art Degree course at Shetland College UHI.

### Collaboration with other academic partners

Ongoing activity across Shetland College and NAFC Marine Centre preparing for the coming merger. Development of draft Marketing, Engagement, Enterprise strategies for the new College. Joint committees underway. Workstreams engaged in a wide range of activities for the new College. Board has full complement of Directors and all sub-committees with most having met at least once.

### Issues or concerns

Staff uncertainty on the face of the imminent merger. Staff facing some changes of processes at a time of general uncertainty as restrictions relating to the pandemic lift. Made harder because of difficulties of holding meetings and discussions in the current mode of operation.

## West Highland College UHI

Prepared by Lydia Rohmer, Principal

### Notable accomplishments

#### **Covid 19 Management – Ongoing challenges**

The college continues to engage with both UHI Crisis Management Group and in Colleges Scotland sector working groups to manage the ongoing challenges of the Covid-19 pandemic, to assure continued engagement in learning for all of our learners and support completion of student learning during this academic year. With college staff working almost exclusively from home in lockdown conditions, this has been a challenge to college capacity, although student retention and student satisfaction remains high and in some cases better than previous years.

#### **UHI Cyber Incident – from 5 March 2021, ongoing**

The UHI cyber incident placed additional significant pressures on staff to engage in a further business continuity programme of work whilst access to business data and systems was seriously curtailed for an extended period of time. The college as worked well with UHILIS and regional IT teams, but had to invest significant additional emergency resource to secure its 'S-Drive' into a brand-new SharePoint environment, with the new data rescue project continuing for the next few months to fully restore all data access. Work is also still ongoing to rebuild the college's 500 devices and restore campus it network infrastructure fully.

#### **TES FE (UK-wide) 2021 Awards – Winner in 'Excellence in remote delivery of learning and teaching' category**

The college submitted the entry '[Virtual School, virtually anywhere](#)' on behalf of three UHI colleges about the collaboration of WHC, NHC and IC with Highland Council for the Highland Virtual School over the last few years. This innovative project was developed some years ago to enable improved access to subject choice and progression for young people across 29 Highland secondary schools, who otherwise due to small numbers in small rural high schools would have had very restricted subject choice. The model uses innovative virtual classroom delivery, and, whilst well established prior to the pandemic, has proved to be a successful model for remote delivery, as well as a model for partnership working.

**Going further for Student Carers Award** – The college has achieved this award by the Carers Trust in May 2021. It is the 5<sup>th</sup> college in Scotland to achieve this award which benchmarks support arrangements for student carers.

#### **Climavore – Turner Prize Nomination 2021**

The college is currently delivering an SFC innovation voucher with Skye-based [Climavore](#) project, involving construction students to develop fully sustainable construction materials from local materials. The project, which focuses on creative approaches to sustainable food production and works with Portree High School, is one of five projects in the UK shortlisted for the Turner 2021 prize, to be announced in December.

#### **Collaboration with Nature Scot for pilot Ranger Placement Scheme**

NatureScot and WHC have created a pilot Range Placement Scheme for students progressing from its NQ Countryside Skills with Ranger Training course. The scheme has been created under the NatureScot Programme for Youth Employment, offering trainees seasonal ranger posts at national nature reserves in the Highlands. The first two students have commenced placement this spring.

**[College plays vital role in connecting rural communities](#)** – STV featured the role of WHC in connecting rural learners to learning in remote communities through its innovative blended learning approaches. This was part of a major pre-election feature on the Isle of Skye

**MSP Information Session** – as part of the UHI Strategic Positioning Initiative, the college delivered an information and engagement session with MPS candidates for the Scottish Elections for the Skye, Lochaber and Badenoch Constituency. The session was shared with SMO.

#### **Research, Innovation and Knowledge Exchange**

- [Centre for Recreation and Tourism Research \(CRTR\)](#) has commenced the new [PEAK – New Heights for youth Entrepreneurship](#) in Mountain Areas in May 2021 as project lead, working with partners in Iceland, Italy, Ireland, Denmark and Greece.
- The Centre progresses around a dozen grant-funded major projects. In April, the [Northword](#) project advertised eight development grants to support new creative work and products inspired by local stories which will be promoted on a bespoke website and apps. A documentary film 'Bringing Stories to Life' will

publicise the project internationally

- [School of Adventure Studies](#) are working with a number of industry partners on innovation projects in adventure tourism, including on Inclusive Adventure with industry partner 'Equal Adventure'; with British Marine on the launch of the new Scottish Marine Tourism Strategy for UHI in June; with Scottish Wildlife Trust on launching a new Snorkel Trail in June. A number of recent former graduates are being supported who have set up their own new companies, including for Coasteering and Sea Trekking
- [Advancing Manufacturing in the West Highlands](#); this is one of 12 national projects under the national Advancing Manufacturing Challenge Fund (ERDF). Total project value - £1.6M over 2.5 years. The college is currently completing capital works on the new Ocean Frontier building to house the £1M resource centre for business which will form the core of the new Advanced Manufacturing Hub. The building is set to be formally opened this summer

#### **Collaboration**

- The college is working UHI and HIE on securing capital funding for the Fort William Centre for Science Technology Health and Engineering. It is formally working with NHS Highland and HIE on securing maximum benefits from the two capital projects which will sit on adjacent sites in Fort William.
- The college is working with the other six rural and island colleges on the now completed Colleges Alignment Options Appraisal report. The report looks at options for strategic partnering of the colleges and its recommendations are currently being considered by Boards.