

## Board of Management

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|---------------|---|
| Meeting       | Learning, Teaching and Research Committee |
| Date and time | Tuesday 08 June 2021 at 4.30 p.m.         |
| Location      | Boardroom, 1 Inverness Campus             |

Board Secretary  
01 June 2021

### AGENDA

#### Welcome and Apologies

#### Declarations of Interest

#### ITEMS FOR DECISION

1. **MINUTES**  
Meeting of the Learning, Teaching and Research Committee held on 16 March 2021.
2. **POLICY FOR APPROVAL**  
UHI Tertiary Learner Support Policy

#### ITEMS FOR DISCUSSION

3. **REPORT ON IMPACT OF AND RESPONSE TO COVID-19**  
Joint Report by Assistant Principal – Academic & Research, Assistant Principal – Student Experience & Quality and Assistant Principal – Operations and External Relations
4. **STUDENT RETENTION 2020/21**  
Joint Report by Assistant Principal – Student Experience & Quality and Accession and Progression Manager
5. **STUDENT RECRUITMENT 2020/21 & 2021/22**  
Joint Report by Assistant Principal – Academic & Research, Assistant Principal – Student Experience & Quality and Information Systems Manager
6. **CURRICULUM PLAN 2021/22**  
Joint Report by Assistant Principal – Academic & Research and Information Systems Manager
7. **HISA REPORT AND STUDENT PARTNERSHIP AGREEMENT UPDATE**  
Joint Report by Assistant Principal – Student Experience & Quality and HISA President

- 8. HISA END OF YEAR UPDATE**  
Report by HISA President
- 9. HISA ELECTIONS REPORT 2021**  
Joint Report by HISA Democracy, Policy and Campaigns Co-ordinator & Student Association Co-ordinator.
- 10. UPDATE ON EQUALITIES MAINSTREAMING**  
Report by Assistant Principal – Student Experience & Quality
- 11. STUDENT SATISFICATION SURVEYS**  
Report by Quality Manager
- 12. RESEARCH & INNOVATION REPORT**  
Joint Report by Assistant Principal – Academic & Research and Director of Remote and Sustainable Communities
- 13. ANNUAL COMMITTEE EVALUATION**  
Report by Board Secretary

#### **ITEMS FOR NOTING**

**14. AOCB**

UHI Online Learning & Teaching Symposium – 17 June 2021

Keynote speaker is Todd Walker and there are various workshops and presentations on the themes of Reflect/Share/Shape. The event is hosted by UHI Learning & Teaching Academy, email [lta@uhi.ac.uk](mailto:lta@uhi.ac.uk) for info and to register

**15. DATE OF NEXT MEETING – 21 September 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.

**Board of Management**

**DRAFT MINUTES of the MEETING of the LEARNING, TEACHING AND RESEARCH COMMITTEE held via Microsoft Teams, on Tuesday 16 March 2021**

- PRESENT:** Kelly Mackenzie, Chris O'Neil, Tina Stones, Robyn Kennedy, Samantha Cribb, Ruth McFadyen, Vivienne Mackie, Arvinder Kainth, Russell Edwards
- CHAIR:** Tina Stones
- APOLOGIES:** Depute Principal, Planning and Student Experience
- ATTENDING:** Depute Principal, Academic Development  
Director of Curriculum  
Assistant Principal – Student Experience & Quality  
Assistant Principal – Academic & Research  
Board Secretary
- OBSERVING:** Andrew Brawley, Education Scotland

The Committee welcomed Tina Stones as the new Chair of the Committee.

No Declarations of Interest were noted.

**1. MINUTES**

The Minutes of the meeting of the Learning, Teaching and Research Committee held on 17 November 2020 were **AGREED**, and **APPROVED** for signature by the Chair.

**2. POLICY FOR APPROVAL – COMPLAINTS POLICY**

The Assistant Principal – Student Experience & Quality advised that this is an IC Complaints Policy but highlighted that the tertiary common procedure has been developed across the partnership. The Committee noted that the policy had been

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updated to ensure transparency of the process and to reflect the SPSO review of the Model Complaints Handling Procedure.

**Decision:** The Committee **APPROVED** the policy and **RECOMMENDED** it be taken to the next Board of Management meeting for final approval.

### 3. **UPDATE REPORT ON IMPACT OF AND RESPONSE TO COVID-19**

The Depute Principal – Academic Development spoke to this extensive report which outlines our plans with regards emerging from lockdown and cyber security. The Committee was advised that an increase in capacity to 2.5% went smoothly with protocols continuing to be monitored. A further increase in capacity to 5% highlighted some areas for improvement which were put in place immediately. The Committee welcomed the increase in capacity and noted that students had feedback that the campus was well signed posted and that they had found all processes easy to follow.

Discussions took place with regards further potential increases in capacity as we move into Tier 3 in May and SMT members explained to the Committee how we prioritise which students will be brought back into campus. The Committee noted that the Dockside Building which we hope to lease will assist us to increase the number of students having face-to-face teaching.

The Committee noted the challenges that we have faced due to the cyber incident with access to some systems unavailable. The Committee gave their thanks to all involved and commended them on their work throughout both Covid-19 and the cyber incident.

*Ruth McFadyen joined the meeting at this point.*

### 4. **STUDENT RETENTION 2020/21**

The Committee was advised that SMT have been unable to produce this report due to the cyber incident.

### 5. **STUDENT RECRUITMENT 2020/21 & 2021/22**

The Committee was advised that although some information was not accessible due to the cyber incident we have been able to produce some background

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information which anticipates that we will not meet our FE credit targets for this year. It is however anticipated that we will exceed our HE credit targets. The Committee discussed HE Student Progression Levels and the challenges we face to get SITS back online.

The Committee was advised that with regards this year's student recruitment we are facing additional challenges from the cyber incident as we are currently unable to handle applications however we can still accept applications via the UCAS system. The Committee noted the closing date for school pupil applications is 22 March 2021.

### **6. CURRICULUM PLAN 2021-22**

The Director of Curriculum provided the Committee with the background to the planned cycle, which began in November 2020, the function of the plan and how it feeds into EO.

The Committee noted the tables within the report which shows the targets for 21/22, the targets per school and the staffing per school.

### **7. STUDENT EXPERIENCE AND STUDENT PARTNERSHIP UPDATE**

The Assistant Principal – Student Experience & Quality provided the Committee with a background to the Student Partnership Agreement.

The Committee noted that both staff and HISA are responding to emerging priorities as circumstances change. It was reiterated to the Committee that there was a high level of compliance among students who were back on campus.

The Committee was advised that students are continuing to be supported with regards their mental health and wellbeing with the development and launch of a resilience toolkit, signposting to other relevant partners, a spreading kindness campaign and the possible launch of a Peer Support Group.

The Committee noted that for students suffering financial hardship that an additional discretionary fund had been made available and that the finance team have been making manual bursary payments to students as a result of the cyber

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incident. The Committee discussed the issue of digital poverty among students and how the reopening of the LRC should assist this.

The Committee was advised that the Refreshers Fayre in January 2021 had been successful with HISA running this remotely. The Committee also welcomed news that the class representative numbers had increased by 30% and that there had been an increase in HISA nominations.

The Committee gave their thanks to both SMT and HISA.

### 8. HALF YEARLY COMPLAINTS REPORT

The Committee noted the contents of this report.

### 9. AOCB

The Chair advised that we would be reviewing the Committee structure going forward to ensure that agendas have space for creative time. Comments are welcome from all and should be sent to the Board Secretary.

### 10. DATE OF NEXT MEETING: TUESDAY 08 JUNE 2021 AT 4.30 P.M.

**Signed by the Chair:** \_\_\_\_\_

**Date:** \_\_\_\_\_

## Board of Management

|  |   |
|--|---|
| <b>Subject/Title:</b>  | UHI Tertiary Learner Support Policy   |
| <b>Author:</b><br>[Name and Job title]   | Lynsey Mason, Wellbeing & Learning Support Manager  |
| <b>Meeting:</b>  | Learning, Teaching & Research Committee   |
| <b>Meeting Date:</b>   | 8 <sup>th</sup> June 2021   |
| <b>Date Paper prepared:</b>  | 26 <sup>th</sup> May 2021   |
| <b>Brief Summary of the paper:</b>   | <p>The L&amp;TR Committee are asked to approve the revisions to the UHI Common Tertiary Learner Support Policy.</p> <p>The policy was approved by Policy &amp; Procedure Review Panel (PPRP) in April 2021 and approved by EMT Committee on 20<sup>th</sup> May 2021.</p> |
| <b>Action requested:</b><br>[Approval, recommendation, discussion, noting]   | Approval.   |
| <b>Link to Strategy:</b><br>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<br><b>If yes, please specify:</b>  |
| <b>Risk implications:</b>  | Yes / No<br><b>If yes, please specify:</b><br>Operational:<br>Organisational:   |
| <b>Equality and Diversity implications:</b>  | Yes/No<br><b>If yes, please specify:</b>  |
| <b>Consultation:</b><br>[staff, students, UHI & Partners, External] and provide detail   |   |

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|---|------------------|--|--|
| <b>Status</b> – [Confidential/Non confidential]   | Non-Confidential |  |  |
| <b>Freedom of Information</b><br>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.) |                  |  |  |

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

## Tertiary Learner Support Policy

### POL

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|--|--|
| 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             | <p>Equality Impact Assessment: Assessed – No further action to be taken.</p> <p>Privacy Impact Assessment: n/a</p>   |

## 1. Policy Statement

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

## 2. Definitions

- 2.1 **Personal Learning Support Plan:** A Personal Learning Support Plan (PLSP) is a 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       |             |                     |   |  |

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|--|--|
| <b>Subject/Title:</b>  | <b>REPORT ON IMPACT OF AND RESPONSE TO COVID-19</b>  |
| <b>Author:</b><br>[Name and Job title]   | Joint report - Assistant Principal Student Experience & Quality; Assistant Principal Operations & External Relations; Assistant Principal Academic & Research  |
| <b>Meeting:</b>  | Learning, Teaching & Research Committee  |
| <b>Meeting Date:</b>   | 08.06.2021   |
| <b>Date Paper prepared:</b>  | 04.06.2021   |
| <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><br>[Approval, recommendation, discussion, noting]   | Discussion   |
| <b>Link to Strategy:</b><br>Please highlight how the paper links to, or assists with:<br><br><input type="checkbox"/> risk management<br><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>  | <p><b>Yes</b><br/><b>If yes, please specify:</b></p> <p>Organisational risks:</p> <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>   |  |

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| [staff, students, UHI & Partners, External] and provide detail  |                  |  |  |
| <b>Status</b> – [Confidential/Non confidential]   | Non-confidential |  |  |
| <b>Freedom of Information</b><br>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 March '21

Since the last update in March, 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 March 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

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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

## LT&amp;R Committee

|  |  |
|--|--|
| <b>Subject/Title:</b>  | Student Retention Academic Year 2020-21  |
| <b>Author:</b><br>[Name and Job title]   | Assistant Principal Student Experience & Quality<br>Access & Progression Manager   |
| <b>Meeting:</b>  | Learning, Teaching & Research Committee  |
| <b>Meeting Date:</b>   | 08 June 2021   |
| <b>Date Paper prepared:</b>  | 31 May 2021  |
| <b>Brief Summary of the paper:</b>   | This paper provides an overview of retention data and an analysis of FT FE student withdrawals, including the impact of Covid / remote learning, in academic year 2020-21  |
| <b>Action requested:</b><br>[Approval, recommendation, discussion, noting]   | Discussion   |
| <b>Link to Strategy:</b><br>Please highlight how the paper links to, or assists with:<br><br><input type="checkbox"/> risk management<br><input type="checkbox"/> strategic plan | <i>To make Inverness College UHI a study destination of choice, providing an excellent student experience across every aspect of the student journey and maintaining high rates of student satisfaction, achievement and positive outcomes</i> |
| <b>Resource implications:</b>  | No   |
| <b>Risk implications:</b>  | <b>Yes</b><br><b>If yes, please specify:</b><br><br>Organisational: loss of income   |
| <b>Equality and Diversity implications:</b>  | No   |
| <b>Consultation:</b>   |  |

## ITEM 04

|   |                  |  |  |
|---|------------------|--|--|
| [staff, students, UHI & Partners, External] and provide detail  |                  |  |  |
| <b>Status</b> – [Confidential/Non confidential]   | Non-confidential |  |  |
| <b>Freedom of Information</b><br>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/ScottishPublicAuthorities/ScottishPublicAuthorities.asp> and

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

## Background

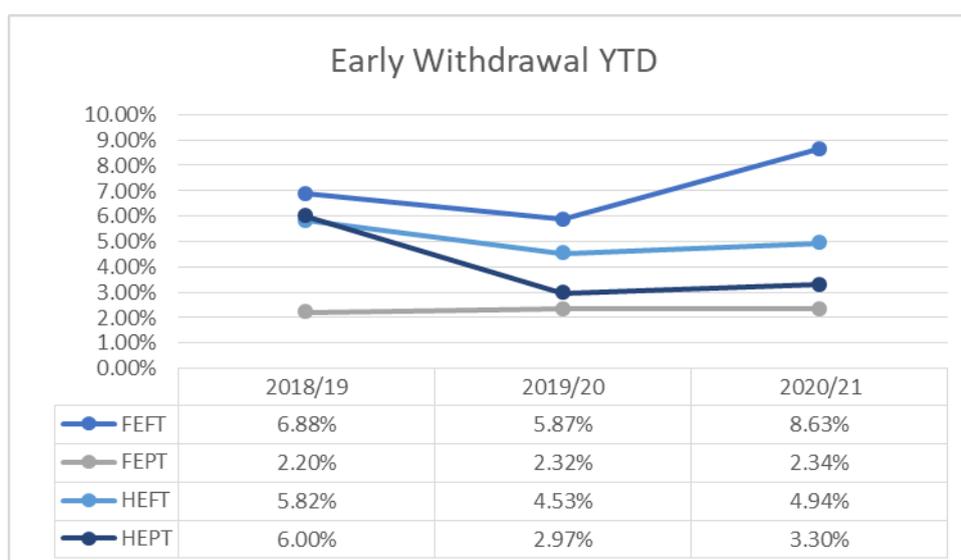
To provide an overview of retention data and some analysis around the reasons for students withdrawing before completion during academic year 2020-21 with a focus on full time further education (FT FE) students, who account for the highest proportion of withdrawals. To provide a brief insight into our plans to improve retention and support for students in academic year 2021-22.

## Impact of the Covid pandemic

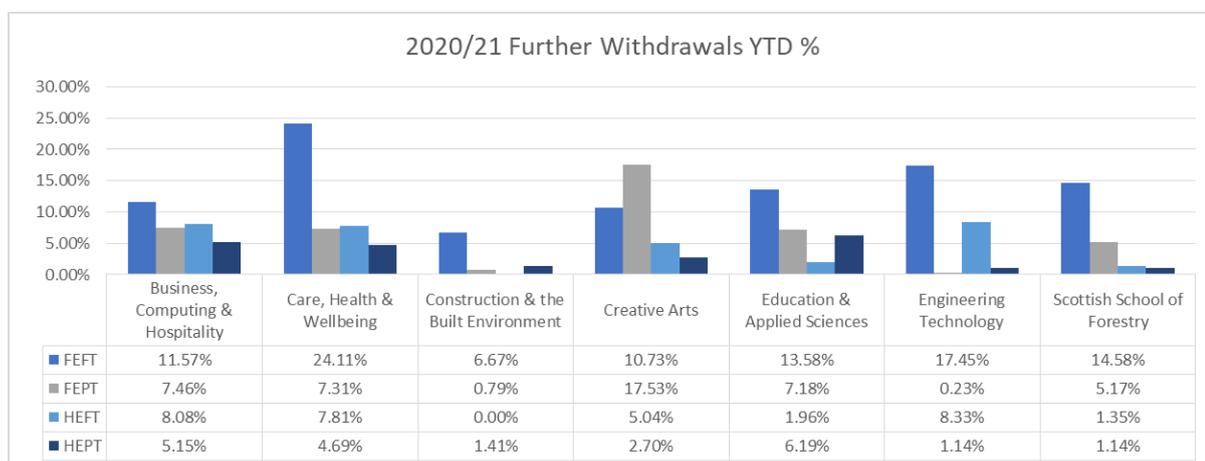
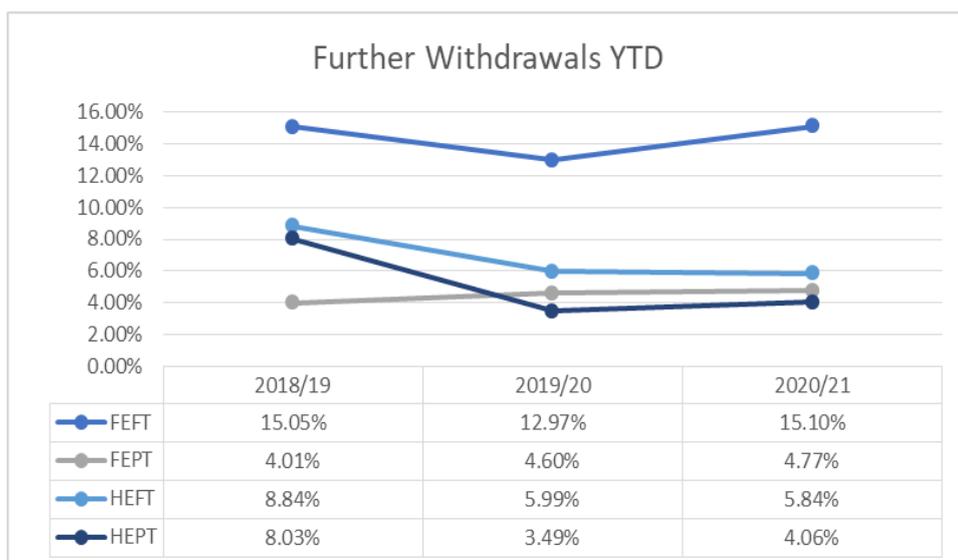
The initial lockdown in March '20 and the consequent restrictions to on campus delivery have resulted in significant changes to both the way in which we have delivered our learning and teaching and to the nature of support offered by the professional services teams. This has largely remained unchanged throughout AY 20-21. The subsequent experiences of all students, both within an educational context and within their personal lives, have created additional challenges which are complex and far reaching in nature and which have impacted on our early and further withdrawals throughout the year.

The college have worked hard over a number of years to improve the pre-start and early student experience to mitigate against early withdrawals (leaving before 1<sup>st</sup> Nov), particularly in full time further education (FT FE) where colleges experience the most withdrawals. The recruitment of our Personal Development Advisor (PDA) team in 2019 was central to this aim. The Personal Development Advisor (PDA) team were newly recruited in June 2019 to provide full time specialised pastoral support to all FT FE students. Within the first semester of their appointment, both early and further withdrawals for FE FT students were significantly reduced from previous years, and prior to the move to lockdown. We have however experienced a sharp increase in early withdrawals during this AY, the reasons of which we have closely analysed at programme level.

## Early withdrawals



**Further Withdrawals**



**Analysis of Withdrawals**

The PDA team have engaged in a process of recording and monitoring more detailed reasons for withdrawal from FT FE programmes this AY as a means of:

- gathering an insight into the factors affecting students during this period
- facilitating the most effective means of supporting students
- forward planning for any changes we can make for AY 21-22

Through early discussions with students, it became clear that the reasons for withdrawing remained complex, and often interconnected, with several different contributory factors. Data has been collated by recording the predominant reason for withdrawal and does not preclude other areas from having an impact on an individuals’ decision to withdraw. Data from early withdrawal discussions highlighted a number of common factors which were grouped for monitoring as follows:

**Personal Reasons** - including relationship breakdown through Covid strain, financial difficulties (including taking on extra hours of work to support family or themselves), not coping with course content alongside other responsibilities, not being able to source funding documents and navigate the funding application system online, childcare challenges including home schooling.

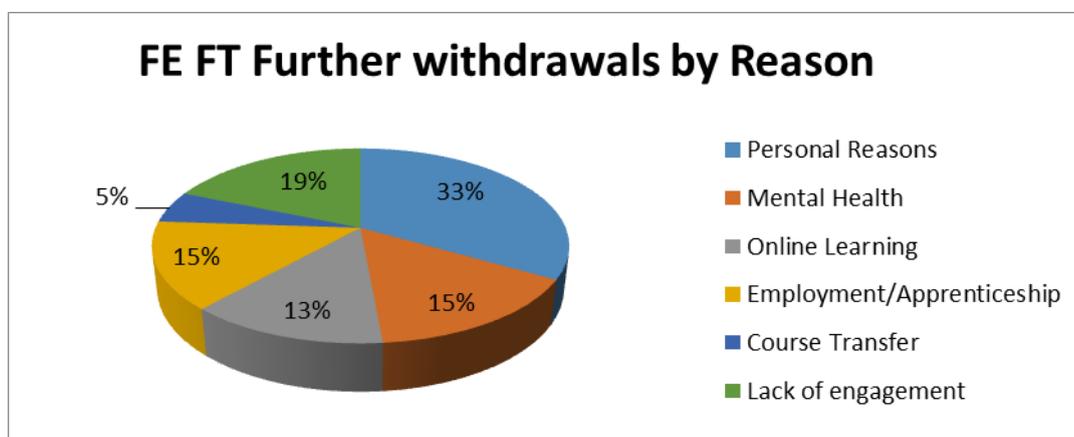
**Mental Health** - challenges directly attributed to pre-existing mental health difficulties or mental health concerns which have begun or been increased through Covid and/or online working

**Employment/apprenticeship** opportunities either out of necessity or course related

**Course/ institution transfer**

**Online Learning** challenges directly related to difficulties with remote learning, either with learning to navigate new technological platforms, resourcing IT systems and equipment, the changing nature of learning delivery or managing learning within this context and the support offered in the online environment in the early stages of learning.

**Lack of engagement**- lack of contact with curriculum and professional services teams, lack of engagement with learning and teaching, non-attendance



To date, Covid appears to have directly contributed to an increase in the complexity of challenges faced by students in their personal circumstances and has exacerbated existing mental health concerns whilst also bringing about new mental health difficulties. In addition, the online learning environment has also caused challenges both in terms of acquiring IT equipment in a timely manner but in also having the skills to manage learning using new technological platforms.

In many instances, we have noted that students have been placed under additional financial pressure to support themselves and family members. Predominant concerns encompass personal reasons with mental health and the challenges of online learning equating to 61% of the reasons for individuals leaving their studies.

## Specialised Support

The onset of lockdown resulted in an immediate need to move all of our support services to an online format - soft phones provided easy access for students to the team and the development of an online virtual support space named 'The Bothy' provided a wealth on resources and signposting advice. This has been a collective development across various professional service teams to ensure a virtual 'one stop shop' to supplement and enhance any face-to-face support for students.

## ITEM 04

Personalised support and guidance from both the PDA team has continued throughout the pandemic with both online and, more recently, some face-to-face support available to students. This includes those at highest risk of harm and those from extra consideration groups. The Learning Support team have provided a high level of support to individuals with personal learning support plans to ensure they have reasonable adjustments in place where needed and are able to access learning and teaching materials.

We have witnessed a far greater volume of students experiencing significant mental health challenges over the years, and this has been exacerbated during the pandemic. Through additional Scottish Funding Council (SFC) monies, we have been able to bolster our wellbeing resource over the last 2 academic years. We now have a more robust team and systems in place to cope with the continued increase demand, which we anticipate continuing. We have however also relied on our PDAs being able to provide some of the 'front line' support. To assist with this the team have undergone extensive training in suicidal ideation, self-harm, gender-based violence, addiction related challenges and money management, all with a view to better supporting the growing range of challenges faced by students. The close working relationship between the PDA and Wellbeing & Learning Support teams has resulted in us managing waiting lists very effectively and in students being provided with holistic support at point of need.

### Future Support Measures

Plans for next AY are well under way and the need for provision of a hybrid support model to support our hybrid modes of learning as we transition to more on campus delivery. We will continue to provide support services through remote/online platforms but are very cognisant of the need for human contact and for a face-to-face service. Recent additional funding from SFC in March '21 has enabled a further 0.6FTE investment in our PDA team to help with the provision of a hybrid service. Below provides an example of some of the plans underway to ensure a positive early student experience and to support retention across all student groups:

- Programme of summer contact and pre-start information sessions
- Additional resources developed to prepare students before they commence their studies to ensure 'readiness'
- Pre-start curriculum welcome and virtual campus tour
- Meet and greet sessions for all learners – on site and remote
- Extended induction programme with directed support for late applicants
- Continuation and extension of the *Digital Poverty Scheme*
- Additional IT spaces for on campus study
- Early identification and support in place for learners with additional challenges
- Close monitoring and intervention measures in place for all students, in particular for those from extra consideration groups
- Expansion of face-to-face support services including an extended programme of multi layered support both in the online 'Bothy' and our new on campus 'Bothy' setting
- Brightspace materials audited at programme level for accessibility rating to ensure inclusive learning and teaching practice
- Further staff professional development on inclusive learning and teaching practice
- Launch of the *Inclusive Practice Toolkit* is accessible from the Resources section of our [staff web pages](#)

**Board of Management**

|   |  |
|---|--|
| <b>Subject/Title:</b>   | Student Recruitment 2020-21 and 2021-22  |
| <b>Author:</b><br>[Name and Job title]  | Jane MacLennan, Information Systems Manager  |
| <b>Meeting:</b>   | Learning, Teaching and Research Committee  |
| <b>Meeting Date:</b>  | 08 June 2021   |
| <b>Date Paper prepared:</b>   | 27 May 2021  |
| <b>Brief Summary of the paper:</b>  | To provide the committee with an update on student recruitment in 2020-21 and admissions activity for 2021-22.   |
| <b>Action requested:</b><br>[Approval, recommendation, discussion, noting]  | Discussion   |
| <b>Link to Strategy:</b><br>Please highlight how the paper links to, or assists with::<br><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>• Growth in the curriculum</li> <li>• Financial sustainability</li> </ul> |
| <b>Resource implications:</b>   | No<br><b>If yes, please specify:</b>   |
| <b>Risk implications:</b>   | Yes<br><b>If yes, please specify:</b><br>Operational:<br>Organisational: achieving student numbers targets       |
| <b>Equality and Diversity implications:</b>   | No<br><b>If yes, please specify:</b>   |
| <b>Consultation:</b><br>[staff, students, UHI & Partners, External] and provide detail  | n/a  |

## ITEM 05

|   |                  |  |  |
|---|------------------|--|--|
| <b>Status</b> – [Confidential/Non confidential]   | Non confidential |  |  |
| <b>Freedom of Information</b><br>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.                            |                  |  |  |
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**Student Recruitment 2020/21 - Update****Executive summary**

Following the cyber security incident UHI student record systems and internal reporting dashboards have been mostly restored.

The current student activity for 2020-21 indicates that:

- Continued Covid-19 restrictions on capacity mean that the FE credit target will not be met in 2020/21, however SFC has maintained that teaching grant in 2020-21 will not be impacted if colleges/regions do not meet target due to COVID-19. In addition, correspondence from the SFC received on 19 March 2021 advises that Colleges can claim additional credits in 2021/22 for learning carried over from 2020/21.
- SFC funded HE activity has exceeded target by around 69 FTE. The current total is 1,560.5 FTE.

Admissions for 2021-22:

Due to system unavailability for applicants and staff during the cyber incident, comparison of current data to previous years is difficult. Indications are that HE active applications are on a level with previous years, although offers made and acceptances are down. Applications at FE level are down in comparison to previous years, with fewer students wishing to progress to the next level. The additional credits that can be carried forward from learning deferred from 2020/21 has been factored in to the curriculum plan.

**Background information**

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

The college is allocated a FE credit target via the FE Regional Board (FERB). The allocation (or target) is a share of the total FE funding provided to the region by the Scottish Funding Council (SFC).

The majority of HE FTE is SFC funded undergraduate (UG) activity. Each year, the Academic Partners submit their UG funded FTE targets to the Partnership Planning Forum (PPF). These are collated to create the university's UG funded numbers target: the individual and collated targets are known as the *PPF targets*.

**Student activity against 2020-21 targets as at 27 May 2021****FE Activity**

The FE core credit target for 2020-21 is 29,439. This is made up of the original core target of 28,915 plus a share (524) of the 2,000 additional credits allocated to the UHI region by SFC. No additional funding accompanied these credits, further reducing the unit of resource.

| FE                                    | 2020/21       |
|---------------------------------------|---------------|
| Core Credit Target                    | 29,439        |
| <b>Total Credits as at 27/05/2021</b> | <b>23,687</b> |
| <i>Total Credits as at 29/05/2020</i> | <i>27,978</i> |

The table above shows the current total credits on the student records system, and includes the credits claimed for students who have deferred delivery from 2019-20 due to COVID-19.

Some further FE enrolments will take place until the end of term for Construction Modern Apprentices. However, the continuation of Covid-19 restrictions and capacity limitation has caused significant disruption to delivery of credits this year.

The current forecast for FE activity is that the college will not meet its credit target due to the Covid-19 restrictions. As previously stated, this will not affect the level of funding due to Covid-19 concessions.

## HE

The PPF target for 2020/21 for Inverness College undergraduate students (excluding PGDE) with a fee status of Scottish or European is 1,491 FTE.

As at 27<sup>th</sup> May 2021 the FTE, counting by module attachment is approximately 1,560.5FTE, which exceeds target. In addition, there are 53 students (36.5 FTE) who are SDS funded Graduate Apprentices.

As agreed at PPF, there is an undergraduate ESF target of 110 FTE from new Inverness College UHI students across multiple courses. This is 32.3% of the Regional Total of 340.2 FTE.

Of the 116 students selected by UHI, 44 have provided compliant information in line with EU ESF guidance. The Regional student compliance rate is 27.1%, with variations from 0% to 90% across the 10 Academic Partners with HE Undergraduate ESF students.

Current HE FTE v PPF and TEMG targets:

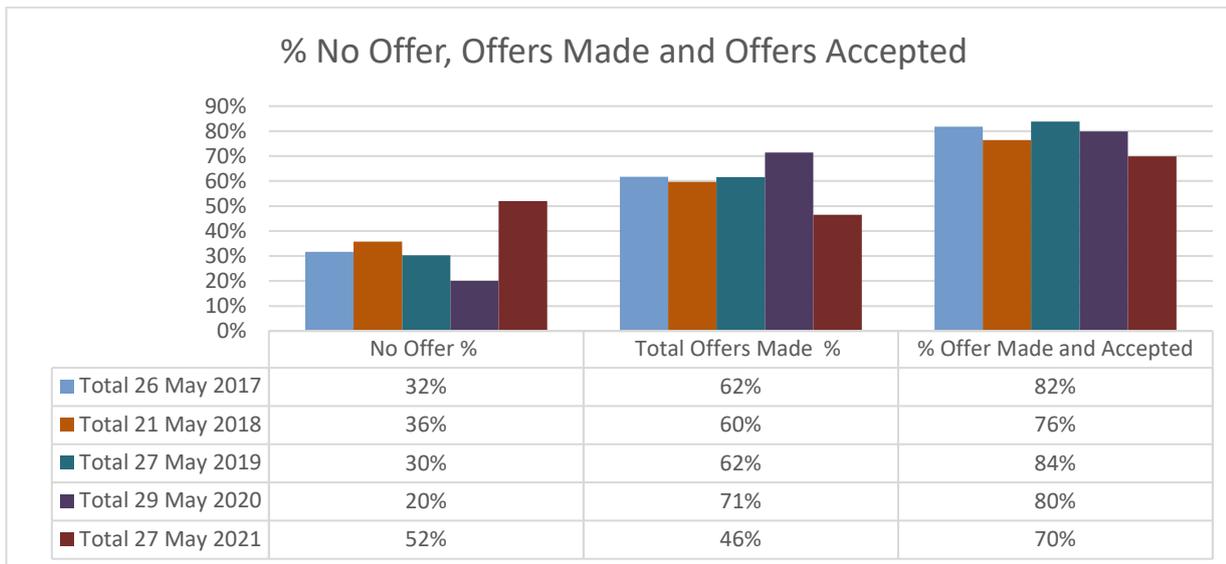
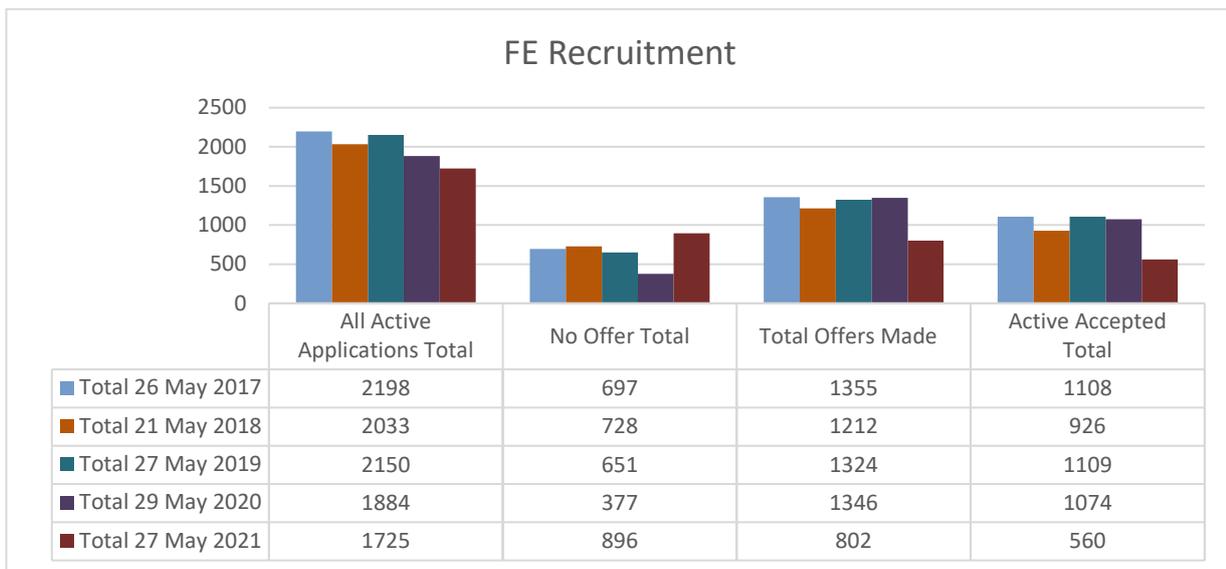
| Level                               | PPF/TEMG Target | Current estimated FTE | Variance |
|-------------------------------------|-----------------|-----------------------|----------|
| Undergraduate Scottish & EU         | 1491            | 1560.5                | 69.5     |
| Postgraduate Taught Scottish & EU   | 61              | 64.6                  | 3.6      |
| Undergraduate International & RUK   | -               | Int 6.3<br>RUK 29.3   | 35.6     |
| Postgraduate Taught Int & RUK       | -               | Int 1<br>RUK 21.9     | 22.9     |
| PGD Education (Primary & Secondary) | 41              | 33                    | -8       |
| <b>TOTAL</b>                        | <b>1593</b>     | <b>1716.6</b>         |          |

**2021-22 Recruitment**

**FE Recruitment**

Applications at FE level are down in comparison to previous years, with fewer students wishing to progress to the next level. It is understood that this may be due to uncertainty of course delivery models in 2021/22.

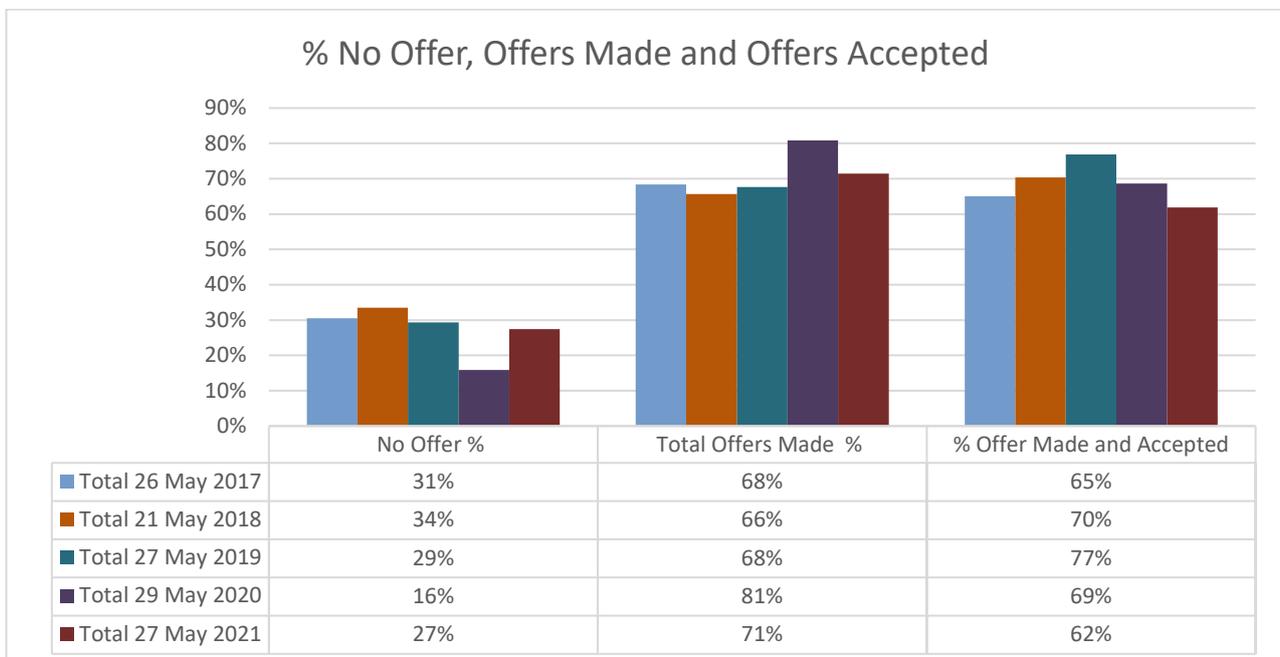
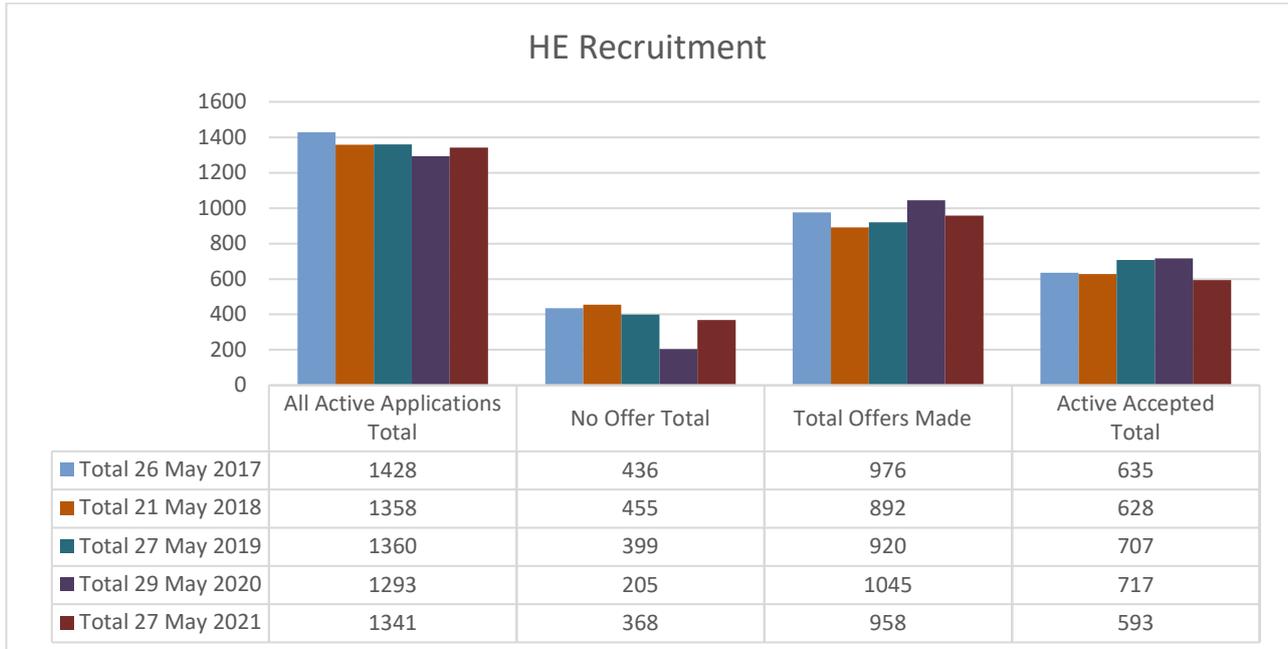
However, the additional credits that can be carried forward from learning deferred from 2020/21 has been factored in to the curriculum plan, which provides flexibility in meeting our indicative credit target of 30,695.



**HE Recruitment**

HE active applications are on a level with previous years, although offers made and acceptances are down from last year. Due to the Cyber Incident, there was system unavailability which meant that new applications could not be made, nor could the Admissions Team process any existing applications held.

As systems have now returned, the team are continuing to work through the backlog.



|  |   |
|--|---|
| <b>Subject/Title:</b>  | Curriculum Plan 2021/22   |
| <b>Author:</b><br>[Name and Job title]   | Jane MacLennan, Information Systems Manager<br>Georgie Parker, Assistant Principal – Operations and External Relations                          |
| <b>Meeting:</b>  | LT&R Committee  |
| <b>Meeting Date:</b>   | 08 June 2021  |
| <b>Date Paper prepared:</b>  | 01 June 2021  |
| <b>Brief Summary of the paper:</b>   | To provide an update on the FE Credits Target and the Curriculum Plan for 2021/22.  |
| <b>Action requested:</b><br>[Approval, recommendation, discussion, noting]   | Discussion  |
| <b>Link to Strategy:</b><br>Please highlight how the paper links to, or assists with::<br><input type="checkbox"/> compliance<br><input type="checkbox"/> partnership services<br><input type="checkbox"/> risk management<br><input type="checkbox"/> strategic plan<br><input type="checkbox"/> new opportunity/change | Links to Strategic Plan   |
| <b>Resource implications:</b>  | <b>Yes / No</b><br><b>If yes, please specify:</b><br>Student recruitment is directly related to income  |
| <b>Risk implications:</b>  | <b>Yes / No</b><br><b>If yes, please specify:</b><br>Financial: income<br>Operational:<br>Organisational: reputation, growth and sustainability |
| <b>Equality and Diversity implications:</b>  | <b>Yes/No</b><br><b>If yes, please specify:</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><br>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.                            |                  |  |  |
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| Its disclosure would substantially prejudice the commercial interests of any person or organisation (S33)                       |                  | Its disclosure would constitute a breach of confidence actionable in court (S36)           |  |
| Its disclosure would constitute a breach of the Data Protection Act (S38)   |                  | Other (please give further details)  |  |
| For how long must the paper be withheld? (express either as the time which needs to pass or a condition which needs to be met.) |                  |  |  |

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

## FE Credit Allocation for 2021/22

The table below summarises the 2021/22 credit target compared to the target and credits delivered year to date for 2020/21.

The core and deferred credits of 30,220 are made up of 29,439 plus 781 for deferred activity. Current 2021/22 admissions reports suggest that we are unlikely to meet the core target for FE, however it is anticipated that any balance will be required for additional deferred activity.

| 2020-21 AY                  |                           |                         | 2021-22 AY                      |               |            |  |                     |
|-----------------------------|---------------------------|-------------------------|---------------------------------|---------------|------------|--|---------------------|
| Total credit target 2020-21 | 2020-21 credits delivered | % of target delivered * | Core & deferred credits 2021-22 | FA new starts | FA credits | Total Indicative credit target 2021-22 | Change from 2020-21 |
| 29,439                      | 23,362                    | 79%                     | 30,220                          | 68            | 475        | <b>30,695</b>                          | 1,256               |

\*As at May 2021

## CP Review of FE Credits

Meetings were held with Heads and Deputes to determine course targets based on zero, 1m and 2m social distancing, and to identify the volume of credits from students who will have deferred learning from 2019/20 and 2020/21 in to 2021/22. Full Time FE courses are planned on the assumption of 18 credit delivery, with additional credits for deferred activity if required.

The majority of the deferred credits are in construction and engineering related subjects, due to the restricted access to workshop based practical training throughout Covid. Paul Moody and Iain King have been asked to increase block release students' attendance to 40 hours, in order to accelerate completion for deferred students and enable new starts in-year delivered in shorter, more condensed blocks.

It is unlikely that additional credits for deferred activity will be available in 2022/23, so this is a time limited opportunity to access further credit funding to support additional staff costs required to clear the backlog. The majority of deferred learning has been identified and will be verified following Progression Boards in June, to ensure that the course set up for the deferred learners in 2021/22 is based on maximising our credit claim in line with SFC guidance.

Colleges Scotland have set out the College Sector Planning Assumptions for AY 2021/22, which states "colleges will plan on the assumption that physical distancing is reduced to 1m for the new academic year (either across the college estate as a whole or as a varied approach across campuses depending on individual circumstances to allow for differentiated space)."

## ITEM 06

The revised CP includes the following targets by school, based on zero then 1m social distancing:

| <b>ZERO SOCIAL DISTANCING</b>                 | <b>COLLEGE TARGET 2021/22</b> |   |                      |
|---|-------------------------------|---|----------------------|
|   | <b>Enrolment Target</b>       | <b>Enrolments achieving 25% Date Target</b> | <b>Credit Target</b> |
| <b>Business Computing &amp; Hospitality</b>   | 321                           | 289   | 2908                 |
| <b>Care, Health &amp; Wellbeing</b>           | 809                           | 728   | 6039                 |
| <b>Construction and the Built Environment</b> | 813                           | 731   | 5760                 |
| <b>Creative Arts</b>                          | 672                           | 605   | 7680                 |
| <b>Education &amp; Applied Science</b>        | 559                           | 503   | 3060                 |
| <b>Engineering Technology</b>                 | 677                           | 609   | 4372                 |
| <b>Forestry</b>                               | 226                           | 203   | 1714                 |
| <b>TOTAL</b>                                  | <b>4177</b>                   | <b>3759</b>                                 | <b>31533</b>         |

| <b>1m SOCIAL DISTANCING</b>                   | <b>COLLEGE TARGET 2021/22</b> |   |                      |
|---|-------------------------------|---|----------------------|
|   | <b>Enrolment Target</b>       | <b>Enrolments achieving 25% Date Target</b> | <b>Credit Target</b> |
| <b>Business Computing &amp; Hospitality</b>   | 317                           | 271   | 2844                 |
| <b>Care, Health &amp; Wellbeing</b>           | 809                           | 728   | 6039                 |
| <b>Construction and the Built Environment</b> | 810                           | 729   | 5758                 |
| <b>Creative Arts</b>                          | 672                           | 605   | 7680                 |
| <b>Education &amp; Applied Science</b>        | 561                           | 505   | 3065                 |
| <b>Engineering Technology</b>                 | 590                           | 531   | 3377                 |
| <b>Forestry</b>                               | 190                           | 171   | 1454                 |
| <b>TOTAL</b>                                  | <b>3949</b>                   | <b>3540</b>                                 | <b>30218</b>         |

**Board of Management**

|  |  |
|--|--|
| <b>Subject/Title:</b>  | Working with students in partnership – Partnership Agreement update  |
| <b>Author:</b><br>[Name and Job title]   | Ruth McFadyen, HISA Student President IC UHI<br>Lindsay Snodgrass, Assistant Principal Student Experience & Quality  |
| <b>Meeting:</b>  | Learning, Teaching & Research Committee  |
| <b>Meeting Date:</b>   | 08 June 2021   |
| <b>Date Paper prepared:</b>  | 31 May 2021  |
| <b>Brief Summary of the paper:</b>   | To provide an update of collaborative developments around student experience and aspects of partnership working  |
| <b>Action requested:</b><br>[Approval, recommendation, discussion, noting]   | Discussion   |
| <b>Link to Strategy:</b><br>Please highlight how the paper links to, or assists with:<br><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 - Opportunity and growth in student life<br/>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<br><b>If yes, please specify:</b>   |
| <b>Risk implications:</b>  | No<br><b>If yes, please specify:</b><br>Operational:<br>Organisational:  |
| <b>Equality and Diversity implications:</b>  | No<br><b>If yes, please specify:</b>   |
| <b>Consultation:</b><br>[staff, students, UHI & Partners, External] and provide detail   |  |

## ITEM 07

|   |  |  |  |
|---|--|--|--|
| <b>Status</b> – [Non confidential]  |  |  |  |
| <b>Freedom of Information</b><br>Can this paper be included in “open” business* [Yes]   |  |  |  |
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[http://www.itspublicknowledge.info/web/FILES/Public\\_Interest\\_Test.pdf](http://www.itspublicknowledge.info/web/FILES/Public_Interest_Test.pdf)

## Student Partnership

### Executive summary

To provide a brief overview of progress made with student engagement and the enhancement themes identified within the Partnership Agreement since the last committee in March '21.

### Background

The *Partnership Agreement* was developed in 2018 to further embed the collegiate working between the college and the Inverness Highlands & Islands Students' Association (HISA). It has been, and continues to be, an important tool in leveraging out improvements across the student journey, as well as helping to ensure the student voice is embedded across all aspects of college life.

Each academic year we collectively choose three enhancement themes informed by student feedback and other sources of evidence. The enhancement themes for this academic year (AY) have been:

- *Student Life*
- *Student Voice in Partnership*
- *Tools for Learning*



We have continued to have a collective focus on the immediate and emerging priorities during the pandemic and in our response to the changing context around government guidelines and restrictions and the impact they have on the student experience.

### Student Life

#### *Students on campus*

Since the last committee meeting, we have been able to welcome small numbers of students back on site as restrictions have eased. We continue to be very pleased with compliance in wearing of face coverings and following social distancing guidelines. HISA have played a key role in raising concerns, bringing forward solutions, and shaping our continued student communications. Our planning for next academic year is well underway and we hope to share timetables with students shortly. HISA have been supportive of our intentions around the majority of programmes being delivered through blended learning and our commitment to provide an element of face to face on site teaching to all programmes where this would normally be the mode of study.

#### *Graduation*

Discussions have taken place across the partnership about the appetite to hold graduation ceremonies given the continued uncertainty around restrictions for indoor gatherings. Graduation is obviously such an important event and a real highlight for our students to mark their achievements.

## ITEM 07

For this reason, we are committing to holding a celebration of some kind for AY 20-21 students which will enable them and guests to celebrate their achievements. This is unlikely to be a formal graduation ceremony due to restrictions but would involve the same graduation robes, photo opportunities and a moment to celebrate, which our students deserve.

### *Atrium Design Competition*

HISA and the college's Equality and Diversity Committee have worked together to organise a competition to celebrate Pride Month 2021. The winner of this competition, which is open to all ICUHI students, will have their LGBTQIA+-themed artwork permanently displayed in the college's atrium.

### *HISA Creates Art Competition*

This competition ran across the UHI partnership over a period of 4 weeks with each weekly winner getting a £30 voucher for the art supply shop of their choice. We were delighted with the level of engagement and to see two of the four winners being from ICUHI. Rozaliya Markova won in the 'Coasts and Waters' category while Monica Martin Jerez was successful in the 'Portrait' category. Full details and a list of all the winners can be found on the [HISA website](#).

### *HISA Go Wild Project*

As HISA has been unable to run the Adventure Weekend which would normally be taking place at this time of year, a series of online adventure talks and workshops have been organised instead. These workshops include talks from trail runner and self-propelled Munro round record holder Donnie Campbell, eco-journalist and naturalist Sarah Roberts and Emma Holgate from Glenmore Lodge. HISA are still exploring the possibility of holding an in-person adventure-style event later in the year, contingent on government guidance.

### **Tools for Learning**

Supporting students in digital poverty has continued to be a key focus. We have continued to issue loan laptops lending 224 this AY thus far. We have made an early commitment to continuing students in granting an extension to their equipment loans into next AY. We do not anticipate the demand for equipment loans next AY to be any different to what we have experienced this year so we have committed to invest heavily in further digital technology to support students. This will be for both onsite and remote learning. We anticipate that most of our courses will be delivered in a blended way i.e a mix of face to face on campus and remote learning, so we are expecting to see a demand for access to IT equipment on site for those who do not want to be at home. As such we are collectively working on plans to increase the student IT space on campus. It is likely that we will receive additional SFC funds to support digital poverty but are still awaiting confirmation of this.

HISA have been given a number of digital SIM cards to distribute to students to address digital poverty issues. So far, demand for these has been lower than expected, however we will continue to make them available into the new academic year, and we anticipate demand will be higher when students start back for the new academic term.

### *The remote learning environment*

We are acutely aware of the challenge which remote learning poses for some students. With next AY in mind, we have established a short life working group, which has had input from HISA, to scope out a pre-start short course to help students feel 'tech ready'. The focus of this will be on helping

students familiarise themselves with the systems and IT used on their course, as well as troubleshooting any concerns or queries they have before the course starts.

## **Student Voice in Partnership**

### *Student Surveys*

HISA have been working closely with the Marketing and Quality teams to promote the National Student Survey (NSS), the Student Satisfaction and Engagement Survey (SSES) and the Postgraduate Taught Experience Survey (PTES). As previously reported, student engagement has been challenging this AY so we were delighted to see a 78% response rate to the NSS, which is a 6% increase from last year, and 2% above the overall response rate for UHI (76%). The overall response rate for the SSES was disappointing, achieving just 16% response rate, compared to 34% the previous year. Overall student satisfaction in the SSES is 80%, compared to 93% for 2019-20.

At the time of writing this report, detailed analysis is underway at both team and cross college level to identify areas of positive feedback and areas for further scrutiny and development. At the time of writing the report the PTES was still open and will be reported in due course.

The critical feedback from these student surveys, along with other data, will be used to inform our areas of focus next AY.

### *Student Representative Committee (SRC)*

The last SRC of the year took place on 28<sup>th</sup> May, again with reduced numbers but with a high level of engagement. We took this opportunity to look ahead to next academic year and to gather feedback from the class representatives on enhancement themes for AY 21-22. This will feed into our considerations around what our enhancement themes should be for next AY.

Our new bi-monthly student newsletter, [The Link](#), saw its last publication of the academic year in May. We took the opportunity to introduce the new EMT in this edition and to also provide a personal message from the Principal to reassure students of our intentions for next AY and greater opportunities to be on campus.

### *HISA Awards*

We were delighted last year to receive a record 489 nominations for the HISA Awards so were disappointed to see this drop to 247 this year. However, we are cognisant that this is a partnership wide downturn, reflective of the challenges in engaging students during the pandemic and are confident in being 27% above our comparable academic partner, Perth College. We hope to see this translate into many colleagues winning an award in recognition of the extra mile individuals have gone in supporting students during what has been a challenging time.

| <b>Academic Partner</b> | <b>2021 totals</b> | <b>2020 totals</b> | <b>2019 totals</b>       | <b>2018 totals</b> |
|-------------------------|--------------------|--------------------|--------------------------|--------------------|
| Argyll                  | 54                 | 39                 | Local approach to awards |                    |
| HTC                     | 19                 | 19                 | 35                       | 29                 |
| Inverness               | 247                | 488                | 150                      | 125                |
| Lews                    | 23                 | 49                 | 49                       | 24                 |

## ITEM 07

|  |            |            |            |            |
|--|------------|------------|------------|------------|
| Moray  | 31         | 56         | 51         | 69         |
| NFC  | 8          | 10         | 4          | 1          |
| North Highland                                   | 35         | 32         | 45         | 33         |
| Orkney   | 26         | 16         | 28         | 22         |
| Perth  | 72         | 85         | 29         | 41         |
| SMO  | 9          | 11         | 5          | 3          |
| SAMS   | 29         | 48         | 10         | 6          |
| Shetland   | 34         | 27         | 19         | 13         |
| West Highland                                    | 49         | 26         | 62         | 39         |
| Centre for Health Science<br>– Inverness Nursing | 19         | 10         | 7          | 3          |
| <b>Totals</b>                                    | <b>655</b> | <b>916</b> | <b>494</b> | <b>408</b> |

### Advice, Support and Progression

The theme of advice, support and progression has continued to be of critical importance to our students. The college and HISA have continued to work collectively to ensure we provide the same key messages, information, advice and signposting to reduce the level of uncertainty students feel.

Our Personal Development Adviser team, who support full time further education students, have provided feedback from students about the impact of fully remote study on their intentions to progress on to further study. We know that the majority of students want the opportunity to be on site. We have been working hard to provide assurances around our *intentions* for a return to more on campus. We are also exploring opportunities for live streaming of classes for those who do not want to come on site, for a variety of reasons, so we have maximum flexibility in modes of delivery and how students can engage in learning.

### *Careers and Employability Week*

IC UHI ran an across partnership week-long event in April, which open to all UHI students and was of particular value to those exiting study. 26 different workshops were run which provided a range of opportunities including hearing from, and connecting with, a range of employers, industry and business experts. Our external guests answered questions and shared their thoughts and feelings about the changing world of work and the steps graduates, and current students, could take to ensure work readiness. Feedback was extremely positive.

## LT&amp;R Committee

|  |   |
|--|---|
| <b>Subject/Title:</b>  | Students' Association End of Year Report  |
| <b>Authors:</b><br>[Name and Job title]  | Ruth McFadyen, Student President<br><br>Laurie Symon, Student Association Co-ordinator  |
| <b>Meeting:</b>  | Learning Teaching and Research Committee  |
| <b>Meeting Date:</b>   | 08/06/2020  |
| <b>Date Paper prepared:</b>  | 31/05/2020  |
| <b>Brief Summary of the paper:</b>   | To provide an update of the Students' Association activity for the academic year 2019-20  |
| <b>Action requested:</b><br>[Approval, recommendation, discussion, noting]   | Discussion  |
| <b>Link to Strategy:</b><br>Please highlight how the paper links to, or assists with:<br><br><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 - Opportunity and growth in student life</i><br><br><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<br><br>If yes, please specify:   |
| <b>Risk implications:</b>  | No<br><br>If yes, please specify:<br><br>Operational: Organisational:   |

## Item 08

|   |                                      |  |  |
|---|--------------------------------------|--|--|
| <b>Equality and Diversity implications:</b>   | No<br><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><br>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.) |                                      |  |  |

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**President’s Foreword**

Another year has passed at the Students Association here in Inverness, making it nearly four years as part of the wider Highlands and Islands Student Association (HISA). I think we can all agree that due to Covid-19, this year has been an exceptionally difficult one for everybody. However, we have been able to demonstrate our adaptability and that of our students, and we have still had a highly successful year. Our previous president, George, extended an open invitation to any of the Board members to come along to future events, or to come down to the office for a cuppa and a chat. That invitation still stands, and hopefully in the next academic year it will be physically possible.

There is nobody a year ago that expected us to still be in lockdown now, but here we are. As a Board, we have no purpose without the students. As a student, we have no direction without the Board. So, on behalf of the team, and the students, I would like to thank each and every one of you for the work you have done and the dedication you have shown to the students to continue to ensure that we all have the best student experience possible throughout a difficult and demanding year. I would also like to thank Lindsay Snodgrass, Chris O’Neil, Carol Hart, Helen Aird, Carol Sutherland, Allan Kerr, Liz Cook, Aimee Coultas and Catriona Meighan for their great work on behalf of our students. And a huge thank you to both Laurie Symon and Sophie Stark, our support staff, who have gone above and beyond this year to make it all possible.

**Officers for 2020-2021**

|   |  |   |
|---|--|---|
|  |  |  |
| <p><b>Ruth McFadyen</b><br/>Student President</p>                                   | <p><b>Julie Rivière</b><br/>Vice President (Activities and Welfare)</p>              | <p><b>Viv Mackie</b> Vice President (Education)</p>                                   |

## Support Staff for 2020-2021

|   |   |
|---|---|
|  |  |
| <b>Laurie Symon</b> Students' Association Co-ordinator                            | <b>Sophie Stark</b> Administrator   |

## CLASS REPRESENTATIVES

This year the number of Class Representatives is 160. While this number is slightly lower than in previous years, this is to be expected given the challenges faced this year. Our cohort of reps have been highly engaged this year and have shown real commitment this year to support their fellow students.

All our Class Representative meetings have been held online this year, which is a vast difference to the normal lecture theatre, but it has worked exceptionally well. This is something that will be taken into consideration as we go into the next academic year.

We will also be changing the terminology used for our representatives system from the new academic term. Based on student feedback, many students do not identify with the term 'class representative.' Therefore, after consultation with students, we have decided to implement the term 'student voice representative' from academic year 21/22. We hope this will encourage more students to engage with the representative process and allow parity of experience across UHI.

**HISA ELECTIONS**

|   |  |   |
|---|--|---|
|  |  |  |
| <p><b>Ruth McFadyen</b><br/>Student President</p>                                 | <p><b>Julie Rivière</b><br/>Vice President (Activities and Welfare)</p>            | <p><b>Bonnie Crawford</b> Vice President (Education)</p>                            |

The elections took place in March 2021, and despite all campaigning and voting being done remotely, here at Inverness the numbers were still looking good at the polls. Please see the separate paper focussing on election results for full details.

Ruth McFadyen is the first President here at Inverness to continue on to a second term. Julie Riviere will also be undertaking a second term as Vice President for Activities and Welfare, and they will be joined by Bonnie Crawford as Vice President for Education.

We would like to offer Viv Mackie, our former Vice President for Education, many thanks, and good luck. She has completed two years as an officer and has now left HISA and has taken up a position in line with the career she wishes to follow.

**PARTNERSHIP AGREEMENT**

The Inverness College UHI Student Partnership Agreement (SPA)

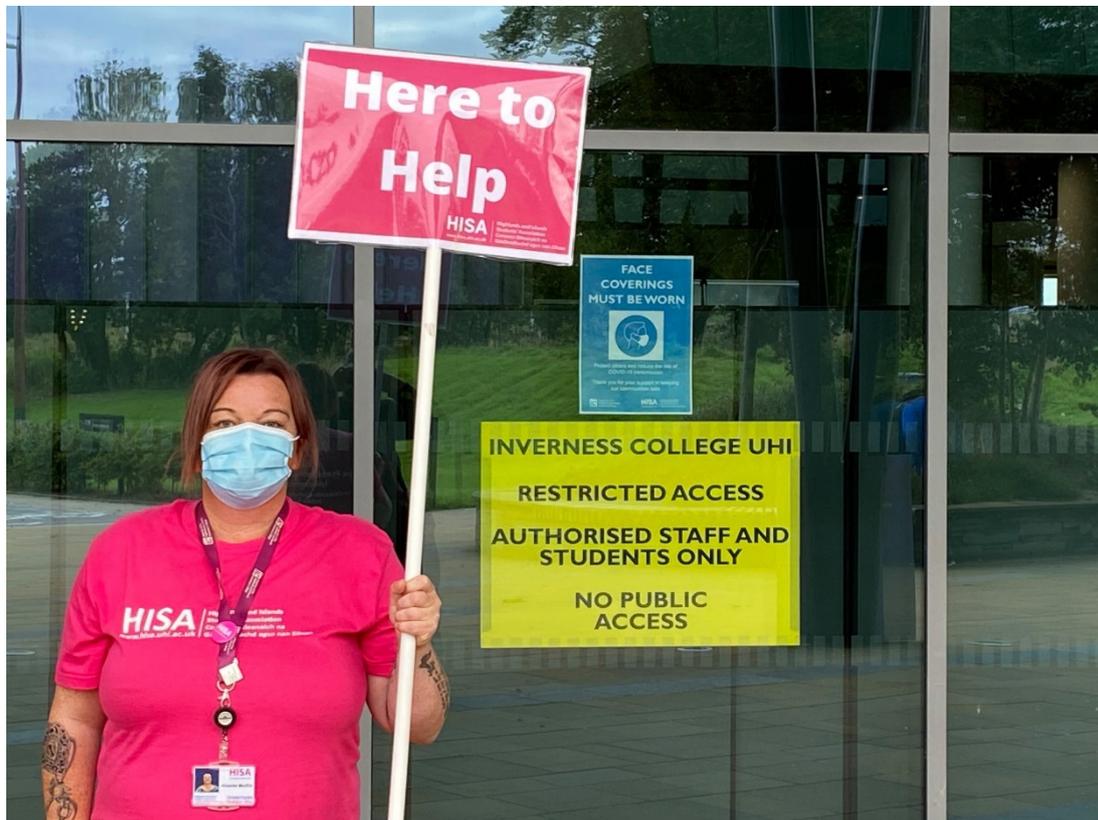
Key enhancement themes chosen in partnership by the College and HISA for this year were:

- Student Life
- Student Voice in Partnership
- Tools for Learning

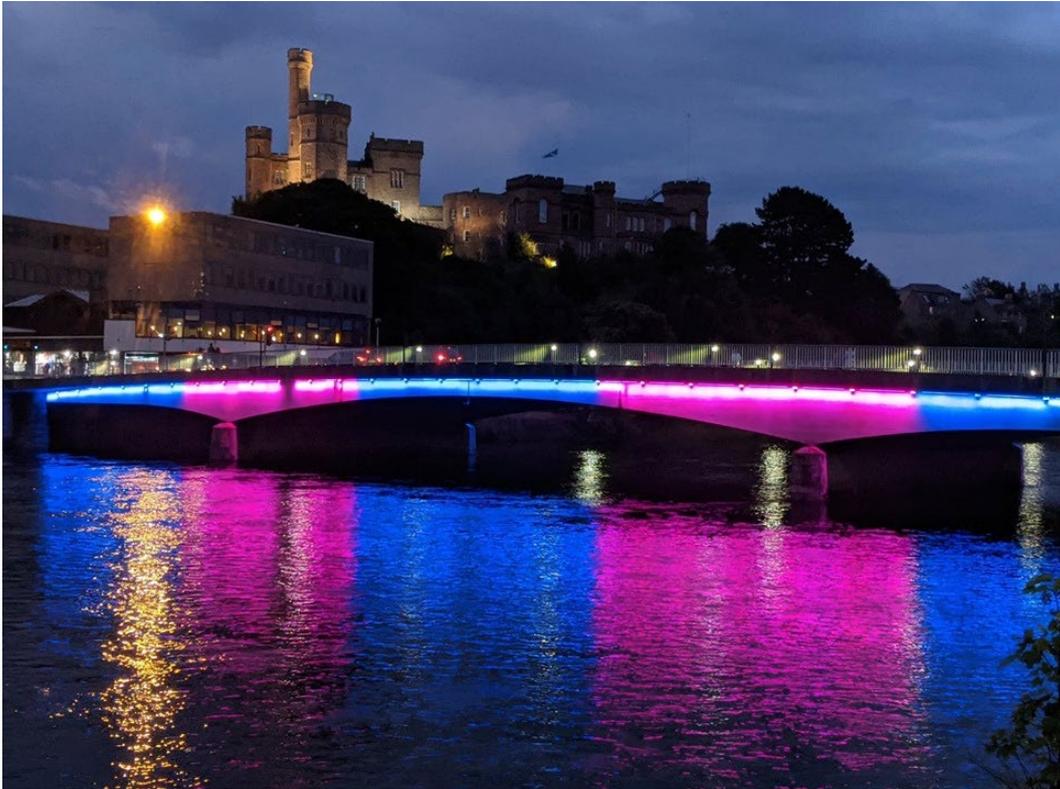
N.B. detail on the progress made on the Partnership Agreement is included in the joint paper from the Assistant Principal of Student Experience and Student President.

## **EVENTS AND CAMPAIGNS**

This year, we started the year with the very successful ‘Here to Help’ campaign, where all three officers spent time at the front doors with a ‘here to help’ sign. This helped both with welcoming students and also to point out the guidelines around wearing masks, social distancing and using hand sanitiser. Although we saw a few issues on day one, these were quickly ironed out and both students and staff rapidly fell into a routine which they have been very good at sticking to throughout the year.



Shout for Students





This event was to recognise the hard work and resilience of the students of 19/20, and to hold a celebration for their graduations. The whole city took part and we saw the Ness Bridge lit up in the HISA blue and pink to mark the event. A huge thanks to Highland Council for their support. Many students and staff shared photos, words, and videos of congratulations on social media.

### Digital Student ID

Students have always relied on their student status and ID cards to gain discounts in stores and on public transport. This year, it was not feasible to give out physical student cards. However, working with Lindsay Snodgrass and Student Records, the digital student ID has been rolled out to all our students. This has been a huge success. We have worked with retail and Stagecoach to ensure that the digital form has been just as widely accepted as the physical ID card. As well as this creating a financial saving, it is also much more environmentally friendly, and will now be carried forward and continued for the future.

### Positive Affirmations

One of the big issues of Covid-19 has been the decline in mental health due to being unable to socialise with friends and family. Viv created little cards with words of positivity, and we put them all the way round the college grounds. Each one of these cards gave us a reason to smile, and the feedback from this campaign

## Item 08

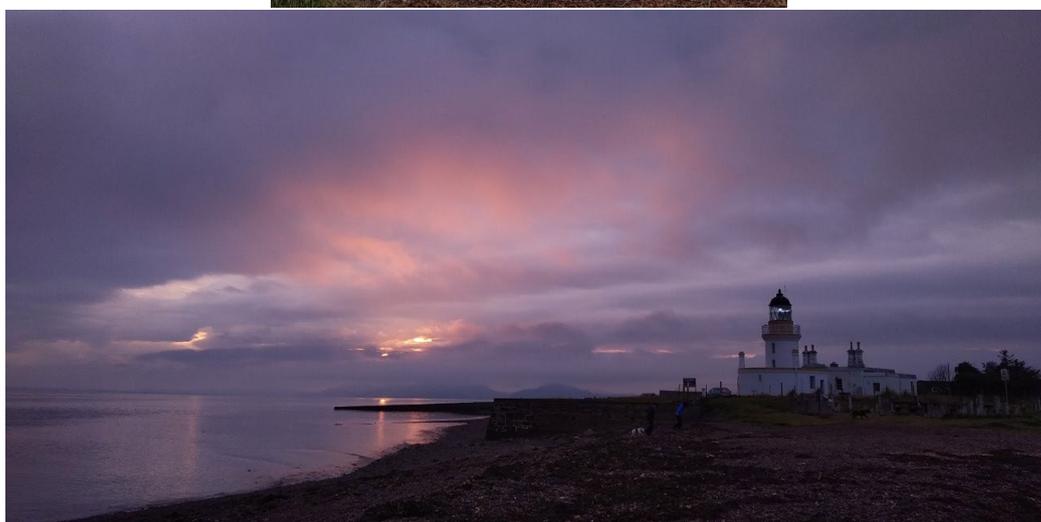
was that everybody else had a smile when they read them too. That is all we needed to hear to know that this was a successful campaign.



### **Track Your Training**

Working with a group of students from our Sports Department at ICUHI, we organised an online event which aimed to get students active while helping them feel connected and win prizes. We set up a group on the activity tracking website Strava and offered a prize for the student who covered the greatest distance over two weeks. We also offered a prize for the best photo taken while exercising and gave a prize to one participant at random, in order to make the competition more inclusive. We saw a good response from students to this event, with approximately 30 students getting involved through our Strava group.

**Item 08**





### **Festive Parcels**

Julie worked with Laurie, and they put together 50 festive parcels which included items like a mug, hot chocolate, a book, a candle, a self-care book etc. We hoped that these packs would give students a lift at a challenging time of year and feel more included and part of a student community. These were sent out on a first come first served basis. They were all gone by the end of the first day. The lesson we learned from this is to make more. The more students we can reach with these the better. This idea will be carried on to next year, with more seasonal dates put in for other parcels.

### **Parents' Club**

This year, we have worked to support student parents who have had to deal with home-schooling while studying. To do this, Julie has been instrumental in setting up an online social space for student parents. We aim to continue this in the new academic year and hope to explore options for physical events with this demographic in mind.

### **Study Space**

We have supported students in their online studies this year by facilitating an online study space. This has provided a space for students to come together and motivate each other as they normally would in the physical environs of the college building. We will explore how we can continue this moving forward, as many of our students are ordinarily based online.

### **Sports Ambassadors**

This year we have been lucky in having two students from ICUHI serve as Sports Ambassadors. Sophie Morris and Callum Flanagan have worked with the local HISA team to explore local sporting opportunities for our students and prepare for when it is safe to resume organised sporting activity. The HISA Inverness team would like to thank Sophie and Callum for their hard work and support this year.

### **Regional Events**

We have seen good attendance from Inverness College UHI students at regional events and campaigns this year. These have included the following:

- HISA Creates art competition.
- HISA Nature Explorer Project
- HISA Go Wild Project
- Grow with HISA Project
- The Loop Conference
- Campaign to encourage students to register to vote.
- HISA Get Outside Project
- International Women's Day
- LGBTQIA+ History Month
- Black History Month

You can find more details about the regional HISA events on the HISA website at [www.hisa.uhi.ac.uk](http://www.hisa.uhi.ac.uk).

### **FRESHERS/REFRESHERS**

Freshers Week and Refreshers were vastly different events this year, ones that we had to get very creative for as we could not hold any physical events! However, despite not holding any physical events, we still managed to make these events successful. Over the course of two full weeks in September and February we held a diverse calendar of events. We had a laughter yoga session, and if you have not tried it, you should! We had a quiz night hosted by Mark 'The Beast' Labbett from The Chase. We also held an online escape room and a Netflix watch party. Additionally, while we could not welcome local businesses and organisations onto campus as normal, we showcased what they had to offer virtually, dedicating a full day in both September and February to promoting what is on offer for students. We also filmed a virtual tour of Inverness for students new to the area,

highlighting organisations and sites which could prove useful for somebody moving to the area. We also held other quiz nights throughout the year where students could win prizes of up to £50 in vouchers. We have had some excellent comedy nights, which have been well received by all.

### **HISA CON**

HISA Con (formerly known as Regional Council) was held fully online this year for the first time. This year's theme was 'The Changing World of Employability' in response to student feedback on the importance of employability support and guidance to the student experience.

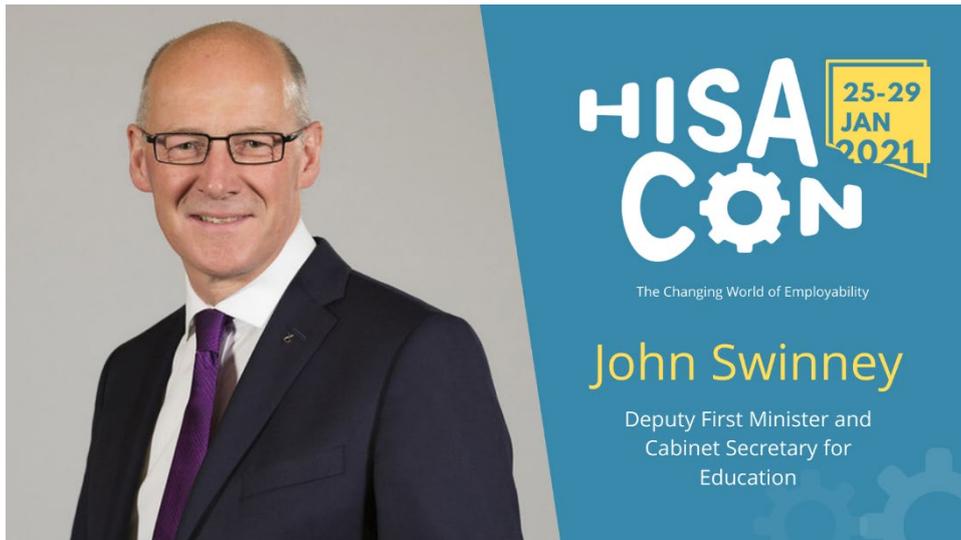
This year's event saw a Q and A session with John Swinney MSP, former Scottish Education Secretary, and as usual we offered an MSP panel for our students, inviting representatives from all the main political parties.

We also collaborated with the UHI Careers Team to deliver a day of workshops and careers guidance featuring business leaders. These sessions were well-attended by students and gave them the chance to meet experts in various fields.

For the second year running, we also had policy sessions at HISA Con, where students could vote on policies for HISA to adopt moving forward. Some of the policies passed were as follows:

- HISA to lobby UHI to oppose a Cityheart rent increase.
- HISA to campaign to decolonise the curriculum at UHI.
- HISA to increase opportunities for students to engage with their local communities.

The fact that HISA Con was held online this year also allowed us to make it more accessible for students across the UHI partnership. As a result of this, the number of students registering for the event increased from 110 in 2020 to 212 in 2021. In future, HISA will explore the possibility of maintaining an online offering as part of HISA Con to ensure increased accessibility.



## CLUBS AND SOCIETIES

At the time of writing, HISA Inverness has 32 affiliated and operating clubs and societies, up from 23 last year:

|                          |                                      |                                      |
|--------------------------|--------------------------------------|--------------------------------------|
| Airsoft Society          | Geography Society                    | RPG Society                          |
| HISA Arts Club           | Hillwalking Society                  | UHI SNP Society                      |
| Christian Union          | International Society                | Snow Sports Club                     |
| Indoor Climbing Club     | Inverness College Rowing Association | Student Scout and Guide Organisation |
| Computer Club            | Islamic Society                      | UHI Sustainable Development Society  |
| Creative Writing Society | UHI Labour Society                   | Tabletop Games Society               |
| Curling Club             | Literature Society                   | Vegan Society                        |
| Digital Creative Club    | UHI Mountaineering Club              | Volleyball Society                   |
| Drama Society            | Psychology Society                   | Wind and Wave Club                   |
| Event Management Club    | Queerness                            |                                      |
| Forestry Society         | HISA Rainbow Foundation              |                                      |

While many of our clubs and societies have struggled to be as active this year as last due to government restrictions on gathering, we have been encouraged and inspired by the ways in which our clubs have adapted. Numerous societies have offered full online programmes for their members, and we hope that this momentum can continue as lockdown begins to ease.

### **HALLS OF RESIDENCE**

At the beginning of the academic year, Ruth spent her days over the first weekend over at the Halls of Residence, welcoming not just our new and returning students, but also getting a chance to meet their families. The intention was to spend at least one day every second week over at halls, but due to the restrictions being tightened this was not possible. This is something we will be continuing with in the next academic year. We have had a number of chats with students in halls to ensure that they have not been forgotten this year.

### **SCOTTISH SCHOOL OF FORESTRY**

We have had a number of meetings with students and staff from SSF this year to discuss how we can best support them. We also attended their last CCM (Course Committee Meetings) of the year, which has given us an insight into the needs of the SSF students. We hope to continue regular dialogue with SSF students and staff in the new academic year.

### **STATUTORY DUTIES**

In addition to handling issues from SRC meetings, HISA Inverness officers have assisted countless students with casework over the session with issues they have been facing, including:

- Digital ID access
- access to campus
- student funding
- student residences
- transport
- Feedback from lecturers
- Exam communications
- Digital poverty
- Issues caused by cyber incident.
- Strike communications

### **INTERACTION WITH THE BOARD OF MANAGEMENT**

Viv became a member of the Board in 2019 and continued to be a very active and engaged member in 2020/21. Ruth joined the Board in 2020 and is looking forward to her second year. Both were also full members of the Learning, Teaching and Research committee.

This year has been fairly straightforward for the Board, with the FRP coming to a successful close, and the restructure of the SMT. We have seen a number of changes to the Board and will now see at least one more with Viv stepping down. We look forward to welcoming a new student representative at the next Board meeting.

Although this year has been a steep learning curve for Ruth this year, it has been a most enjoyable, interesting, and valuable experience with Viv taking a more active role.

Viv would like to wish the Board of Management all the best for the future, keep up the good work.

## Board of Management

|  |  |
|--|--|
| <b>Subject/Title:</b>  | HISA Elections Report 2021   |
| <b>Authors:</b><br>[Name and Job title]  | Matt Sierocinski King, HISA Democracy, Policy and Campaigns Coordinator<br>Laurie Symon, Student Association Co-ordinator  |
| <b>Meeting:</b>  | Learning Teaching and Research Committee   |
| <b>Meeting Date:</b>   | 08/06/2020   |
| <b>Date Paper prepared:</b>  | 31/05/2020   |
| <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><br>[Approval, recommendation, discussion, noting]   | Noting   |
| <b>Link to Strategy:</b><br><br>Please highlight how the paper links to, or assists with:<br><br><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 - Opportunity and growth in student life</i><br><br><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<br><br><b>If yes, please specify:</b>   |
| <b>Risk implications:</b>  | No<br><br><b>If yes, please specify:</b><br><br>Operational:<br>Organisational:  |
| <b>Equality and Diversity implications:</b>  | No<br><br><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><br>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.                            |  |
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| 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.

| <b>Position</b>                                 | <b>Nominations Received</b> | <b>Number of Candidates at voting week</b> |
|---|-----------------------------|--|
| 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*

| <b>Candidate</b>   | <b>Stage 1</b> | <b>Elimination of RON and Rozaliya</b> | <b>Stage 2</b> | <b>Elimination of Cameron</b> | <b>Stage 3</b> |
|--------------------|----------------|--|----------------|-------------------------------|----------------|
| 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 they 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 |
|---|--------|--------|--------|--------|---------|
| <b>Did not vote for President</b>                                       | 98     | 140    | 112    | 92     | 110.50  |
|   | 19.84% | 21.51% | 19.79% | 25.99% | 21.78%  |
| <b>Did not vote for Vice-President Further Education</b>                | 138    | 180    | 134    | 91     | 135.75  |
|   | 27.94% | 23.65% | 23.67% | 25.71% | 26.24%  |
| <b>Did not vote for Vice-President Higher Education</b>                 | 145    | 180    | 132    | 94     | 137.75  |
|   | 29.35% | 27.65% | 23.32% | 26.55% | 26.72%  |
| <b>Did not vote for Inverness President</b>                             | 77     | 71     | 47     | 64     | 64.75   |
|   | 15.59% | 10.91% | 8.30%  | 18.08% | 13.22%  |
| <b>Did not vote for Inverness Vice-President Activities and Welfare</b> | 102    | 129    | 42     | 44     | 79.25   |
|   | 20.65% | 19.82% | 7.42%  | 12.43% | 15.08%  |
| <b>Did not vote for Inverness Vice-President Education</b>              | 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 |
|--|------|------|------|------|
| <b>President</b>                                       | 4    | 5    | 4    | 3    |
| <b>Vice-President Further Education</b>                | 2    | 4    | 1    | 2    |
| <b>Vice President Higher Education</b>                 | 3    | 6    | 4    | 2    |
| <b>Inverness President</b>                             | 4    | 4    | 5    | 3    |
| <b>Inverness Vice-President Activities and Welfare</b> | 3    | 8    | 4    | 7    |
| <b>Inverness Vice-President Education</b>              | 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

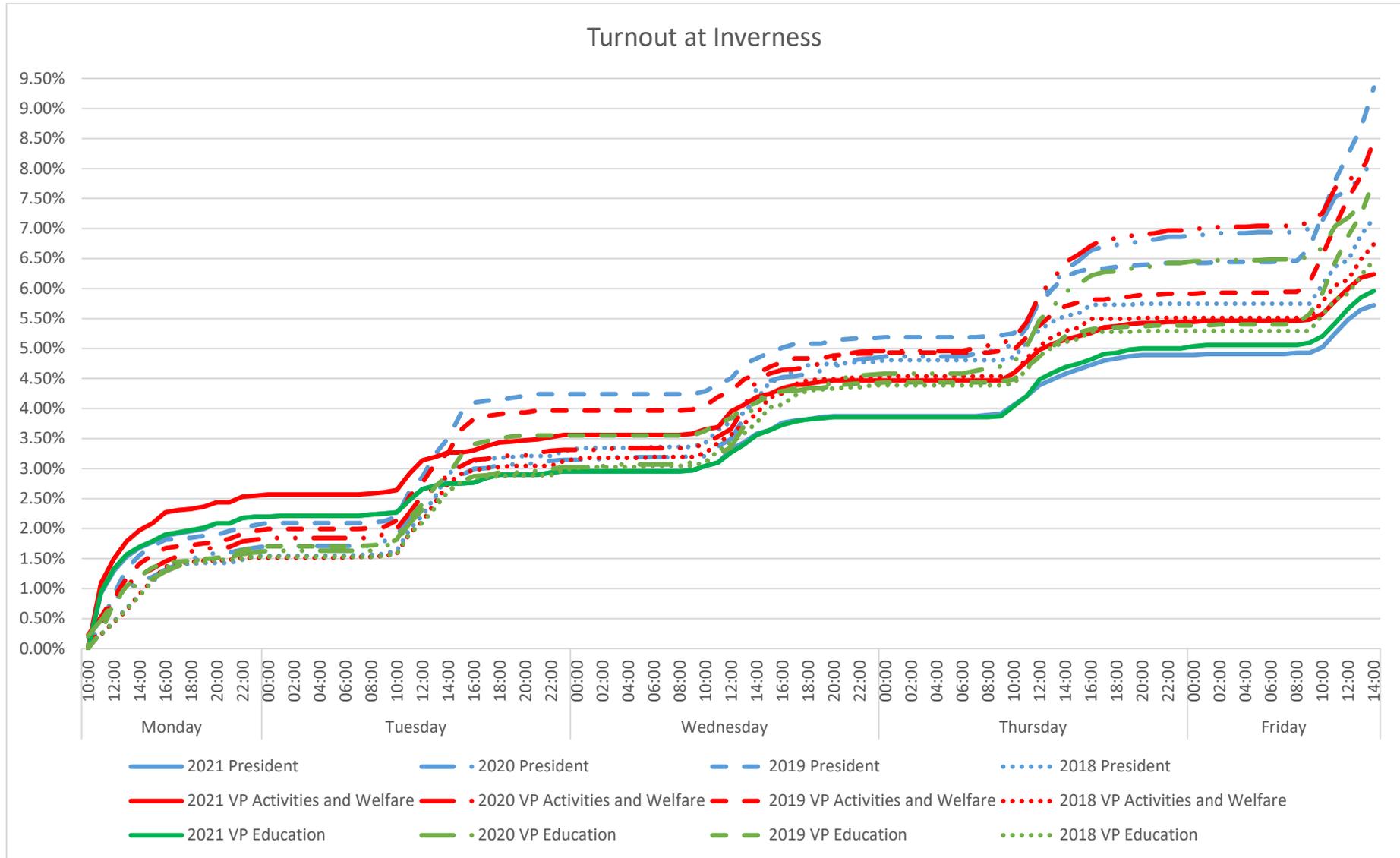
| Course   | Students | % of College | Voters | Turnout | Voter Share | Demographic Balance |
|--|----------|--------------|--------|---------|-------------|---------------------|
| Access To Nursing                                  | 27       | 0.55%        | 5      | 18.52%  | 1.41%       | 1.57                |
| 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 |

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

# ITEM 09



Graph 1: Historical Hour by Hour Turnout of Inverness roles

**LT&R Committee**

|   |   |
|---|---|
| <b>Subject/Title:</b>   | Update on Equalities Mainstreaming  |
| <b>Author:</b><br>[Name and Job title]  | Lindsay Snodgrass, Assistant Principal Student Experience & Quality   |
| <b>Meeting:</b>   | LT&R Committee  |
| <b>Meeting Date:</b>  | 08 June 2021  |
| <b>Date Paper prepared:</b>   | 17 <sup>th</sup> May 2021   |
| <b>Brief Summary of the paper:</b>  | To update the committee on the status of the Public Sector Equality Mainstreaming report  |
| <b>Action requested:</b><br>[Approval, recommendation, discussion, noting]            | Noting  |
| <b>Link to Strategy:</b><br>Please highlight how the paper links to, or assists with: | <ul style="list-style-type: none"> <li>- Compliance with equal rights legislative duties</li> <li>- Widening access</li> <li>- Promotion of equality and diversity</li> </ul> |
| <b>Resource implications:</b>   | <b>No</b>   |
| <b>Risk implications:</b>   | <b>Yes</b><br><br>Organisational: lack of compliance  |
| <b>Equality and Diversity implications:</b>   | Yes<br>Lack of compliance and upholding of legislative duties   |
| <b>Consultation:</b>  | No  |

## ITEM 10

|   |                  |  |  |
|---|------------------|--|--|
| [staff, students, UHI & Partners, External] and provide detail  |                  |  |  |
| <b>Status –</b><br>[Confidential/Non confidential]  | Non-confidential |  |  |
| <b>Freedom of Information</b><br>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.) |                  |  |  |

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)

## Background

Annually by the 30 April, relevant Scottish listed Public Bodies are required to publish equality information under the Equality Act 2010 (Specific Duties, Scotland) Regulations 2012 (as amended). This includes University of the Highlands and Islands, and the relevant Academic Partners.

Relevant bodies are required to publish reports on:

- how equality has been made integral to their work ('mainstreaming') across staff and students
- progress to achieve their equality outcomes (2017-21)
- a forward focussed set of Equality Outcomes (2021-25)
- an Equal Pay Statement
- annual Employee Equality Data
- information about Gender Pay Gaps

More information about the requirements of the Scottish specific equality duties can be found on the [Equality and Human Rights Commission website](#).

## Delayed publication

Publication of these reports across UHI has been unavoidably delayed due to the cyber incident in March 2021. We continue to keep the Equality and Human Rights Commission informed and will publish the required information and report on our website as soon as possible and are working to June 18<sup>th</sup> as our deadline.

In the meantime, the UHI Equality leads have agreed the following holding statement which is now on our website until the point of publication -

### ***Cyber incident: March 2021***

*In March 2021, the University of the Highlands and Islands partnership experienced a cyber incident which caused some disruption to our systems and networks. Our IT team and data security colleagues are working together with external experts and Police Scotland to investigate the full scope of the incident. While we are making good progress restoring our systems, we do not have full access to the information required to publish the Public Sector Equality Duty reports across our university partnership.*

*This means, we cannot finalise our full suite of reports for these to pass through our committee structure before the deadline. This is key to the success of our strategy at a time of significant strategic and operational change: as we share operations, consensus is required from all Academic Partners.*

Partnership wide discussions are underway to explore the potential for future reporting at a university partnership level and a move away from individual academic partner reports. Inverness are represented in these discussions by the Assistant Principal Student Experience and Quality.

## Board of Management

|   |  |
|---|--|
| <b>Subject/Title:</b>   | Student Satisfaction Surveys   |
| <b>Author:</b><br>[Name and Job title]  | Liz Cook, Quality Manager  |
| <b>Meeting:</b>   | <b>Learning, Teaching and Research Committee</b>   |
| <b>Meeting Date:</b>  | 08 June 2021   |
| <b>Date Paper prepared:</b>   | 26 May 2021  |
| <b>Brief Summary of the paper:</b>  | The report provides an overview of the survey activity during Semester 2.  |
| <b>Action requested:</b><br>[Approval, recommendation, discussion, noting]  | Discussion   |
| <b>Link to Strategy:</b><br>Please highlight how the paper links to, or assists with::<br><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> | The report assists with a number of strategies' including Quality Assurance and Enhancement, Learning and Teaching, and Student Engagement |
| <b>Resource implications:</b>   | Yes / No<br><b>If yes, please specify:</b>   |
| <b>Risk implications:</b>   | Yes / No<br><b>If yes, please specify:</b><br>Operational:<br>Organisational:  |
| <b>Equality and Diversity implications:</b>   | Yes / No<br><b>If yes, please specify:</b>   |
| <b>Consultation:</b><br>[staff, students, UHI & Partners, External] and provide detail  | None   |

## ITEM 11

|   |                  |  |  |
|---|------------------|--|--|
| <b>Status</b> – [Confidential/Non confidential]   | Non-confidential |  |  |
| <b>Freedom of Information</b><br>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.) |                  |  |  |

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 Satisfaction Surveys

### Background

Three student satisfaction surveys are open during semester 2: the National Student Survey (NSS), the Student Satisfaction and Engagement Survey (SSES) and the Postgraduate Taught Experience Survey (PTES). At the time of writing the report the PTES was still open and will be reported in due course. The purpose of this report is to provide an overview of the activity to date regarding the surveys, the impact of COVID-19 and the cyber security incident, and to outline the next steps.

### NSS

The NSS is administered nationally by IPSOS Mori between January and April, this survey is aimed at final year degree students. UHI open the survey to eligible students between February to April. Programme Leaders and PATs across the academic partners work to encourage a high response rate.

The final response rates across the partnership are shown in the tables below. The return for ICUHI was 78%, which is a 6% increase from last year, and 2% above the overall response rate for UHI (76%).

The results from the survey will be released in the middle of July (at the time of writing this report IPSOS Mori had not yet confirmed the date). More detailed analysis will be undertaken after the release.

| Academic Partner NSS response rate          | 2021<br>No. of<br>student<br>s | 2020<br>No. of<br>student<br>s | 30/04/2021 | same<br>time<br>last<br>year |
|---|--------------------------------|--------------------------------|------------|------------------------------|
| Argyll College UHI                          | 14                             | 14                             | 64%        | 71%                          |
| West Highland College UHI                   | 41                             | 33                             | 80%        | 70%                          |
| Shetland College UHI                        | 17                             | 10                             | 100%       | 91%                          |
| Highland Theological College UHI            | 17                             | 24                             | 82%        | 96%                          |
| Inverness College UHI                       | 252                            | 275                            | 78%        | 72%                          |
| Sabhal Mòr Ostaig UHI                       | 11                             | 11                             | 64%        | 82%                          |
| Lews Castle College UHI                     | 39                             | 34                             | 72%        | 82%                          |
| Moray College UHI                           | 107                            | 106                            | 74%        | 65%                          |
| Orkney College UHI                          | 14                             | 19                             | 57%        | 89%                          |
| Perth College UHI                           | 327                            | 316                            | 75%        | 71%                          |
| Scottish Association for Marine Science UHI | 25                             | 23                             | 80%        | 87%                          |
| North Highland College UHI                  | 56                             | 42                             | 77%        | 69%                          |
| Executive Office                            | 120                            | 110                            | 81%        | 70%                          |
| <b>TOTAL</b>                                | <b>1041</b>                    | 1018                           |            |                              |
| <b>Overall UHI response rate</b>            |                                |                                | <b>76%</b> | 72%                          |

## ITEM 11

| Subject Network NSS response rate       | 2021            | 2020            |            | same time last year |
|---|-----------------|-----------------|------------|---------------------|
|   | No. of students | No. of students | 30/04/2021 |                     |
| Business, Management and Leisure        | 218             | 192             | 72%        | 68%                 |
| Creative and Cultural Industries        | 182             | 187             | 75%        | 76%                 |
| Engineering and the Built Environment   | 87              | 88              | 70%        | 72%                 |
| Applied Life Studies                    | 176             | 197             | 84%        | 70%                 |
| Humanities, Education and Gaelic        | 146             | 159             | 80%        | 83%                 |
| Dept of Nursing and Midwifery           | 120             | 110             | 81%        | 70%                 |
| Science, Technology and the Environment | 112             | 114             | 71%        | 68%                 |
| <b>TOTAL</b>                            | <b>1041</b>     | 1018            |            |                     |
| <b>Overall UHI response rate</b>        |                 |                 | <b>76%</b> | 72%                 |

| Course NSS response rate                       | 2021            | 2020            |            | same time last year |
|--|-----------------|-----------------|------------|---------------------|
|  | No. of students | No. of students | 30/04/2021 |                     |
| Accounting HND                                 | 13              | 16              | 77%        | 56%                 |
| Accounting and Finance BAH                     | 15              | 22              | 67%        | 73%                 |
| Adult Nursing BSc                              | 103             | 89              | 80%        | 72%                 |
| Adventure Education BAH                        | 13              | ND              | 85%        | ND                  |
| Adventure Tourism Management BAH               | 11              | 11              | 82%        | 55%                 |
| Applied Music BAH                              | 11              | 12              | 91%        | 92%                 |
| Applied Science BSCh                           | 10              | ND              | 50%        | ND                  |
| Architectural Technology BSCh                  | 17              | 12              | 71%        | 83%                 |
| Audio Engineering BSCh                         | 18              | 27              | 100%       | 78%                 |
| Business and Management BAH                    | 32              | 30              | 78%        | 57%                 |
| Child and Youth Studies BAH                    | 63              | 48              | 89%        | 63%                 |
| Childhood Practice BAH                         | 16              | 37              | 69%        | 78%                 |
| Computer Science HND                           | 13              | 12              | 62%        | 42%                 |
| Computing BSH                                  | 16              | 17              | 69%        | 25%                 |
| Contemporary Art & Contextualised Practice BAH | 17              | 16              | 82%        | 81%                 |
| Contemporary Art Practice HND                  | 11              | 15              | 55%        | 67%                 |
| Drama and Performance BAH                      | 17              | 13              | 94%        | 69%                 |
| Engineering Systems HND                        | 20              | 24              | 70%        | 58%                 |
| Fine Art BAH                                   | 12              | 12              | 83%        | 100%                |
| Forestry HND                                   | 11              | 11              | 91%        | 67%                 |
| Health and Social Studies BAH                  | 10              | 10              | 70%        | 50%                 |
| History BAH                                    | 24              | 17              | 92%        | 76%                 |
| Integrative Healthcare BSCh                    | 18              | 15              | 61%        | 47%                 |
| Literature BAH                                 | 25              | 15              | 80%        | 80%                 |

## ITEM 11

|   |             |             |             |      |
|---|-------------|-------------|-------------|------|
| Marine Science BScH   | <b>25</b>   | 23          | <b>80%</b>  | 87%  |
| Mental Health Nursing BSc   | <b>17</b>   | 21          | <b>82%</b>  | 62%  |
| Music Business BAH  | <b>17</b>   | 20          | <b>76%</b>  | 65%  |
| Oral Health Science BSc   | <b>13</b>   | 12          | <b>100%</b> | 58%  |
| Person-Centred Counselling & Psychotherapy DipHE                                | <b>37</b>   | 39          | <b>89%</b>  | 85%  |
| Popular Music BAH   | <b>34</b>   | 26          | <b>59%</b>  | 77%  |
| Professional Golf BAH   | <b>12</b>   | ND          | <b>67%</b>  | ND   |
| Psychology BScH   | <b>13</b>   | 18          | <b>85%</b>  | 89%  |
| Social Sciences   | <b>11</b>   | 11          | <b>64%</b>  | 33%  |
| Sociology and Criminology BAH   | <b>17</b>   | 17          | <b>88%</b>  | 82%  |
| Sport and Fitness BScH  | <b>29</b>   | 40          | <b>72%</b>  | 73%  |
| Sports Therapy and Rehabilitation BAH   | <b>16</b>   | ND          | <b>81%</b>  | ND   |
| Sports Therapy HND  | <b>11</b>   | 11          | <b>64%</b>  | 80%  |
| Theological Studies BAH   | <b>17</b>   | 22          | <b>76%</b>  | 100% |
| Visual Communication and Design BAH   | <b>16</b>   | 19          | <b>50%</b>  | 68%  |
| *Other (courses that have <10 students)   | <b>240</b>  | 213         | <b>71%</b>  | 74%  |
| <b>TOTAL</b>  | <b>1041</b> | <b>1018</b> |             |      |
| <b>Overall UHI response rate</b>  |             |             | <b>76%</b>  | 72%  |
| Key: ND - No Data. Only courses with 10 or more eligible students are reported. |             |             |             |      |

### SSES

For this academic year, the SFC extended the mandatory questions to include questions about on-line and remote learning and the student community. The remainder of the survey consisted of regionally agreed questions; topics included:

- Students Association
- Online library
- My course
- Digital Technologies and Resources
- PLSPs
- University Graduate Attributes

The survey was scheduled to be open from 22<sup>nd</sup> March to end of April. Given the complications of the cyber security incident the SFC granted a two-week extension to all UHI academic partners, and the survey remained open until 14<sup>th</sup> May to ensure as many students as possible responded to the survey.

The overall response rate achieved was 16%, compared to 34% the previous year. Overall student satisfaction is 80%, compared to 93% for 2019-20.

At the time of writing this report, detailed analysis is underway at both team and cross college level.

|  |  |
|--|--|
| <b>Subject/Title:</b>  | <b>Research KPIs</b>   |
| <b>Author:</b><br>[Name and Job title]   | Assistant Principal Academic and Research  |
| <b>Meeting:</b>  | Learning, Teaching & Research Committee  |
| <b>Meeting Date:</b>   | 08.06.2021   |
| <b>Date Paper prepared:</b>  | 04.06.2021   |
| <b>Brief Summary of the paper:</b>   | Presentation of 2020-21 Research KPIs  |
| <b>Action requested:</b><br>[Approval, recommendation, discussion, noting]   | Discussion   |
| <b>Link to Strategy:</b><br>Please highlight how the paper links to, or assists with:<br><br><input type="checkbox"/> risk management<br><input type="checkbox"/> strategic plan | - <i>Research and Innovation</i><br><i>Identifies KPIs aligned with strategic plan objectives.</i> |
| <b>Resource implications:</b>  | No   |
| <b>Risk implications:</b>  | No<br>If yes, please specify:  |
| <b>Equality and Diversity implications:</b>  | No   |
| <b>Consultation:</b>   |  |

## ITEM 12

|   |  |
|---|--|
| [staff, students, UHI & Partners, External] and provide detail  |  |
| <b>Status</b> – [Confidential/Non confidential]   | Non-confidential   |
| <b>Freedom of Information</b><br>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/ScottishPublicAuthorities/ScottishPublicAuthorities.asp> and

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

## Background

This paper presents current information on KPIs for ICUHI research. In addition to the paper, the Director of the Centre for Remote and Sustainable Communities (Dr Vicky Johnson) will give a presentation about the progress of the Centre over the past year since she started with IC on 1<sup>st</sup> March 2020. There will be a presentation about the RLI at the next meeting of LTR.

## Research KPIs

The following are the KPIs currently applied:

1. Total Research Income in year
2. Total number of Postgraduate Researchers (PGRs) registered with ICUHI in year
3. Total staff submitted to REF against target and previous submission

These KPIs are currently being reviewed as part of the Barometer.

Further KPIs are likely to be added:

- Total number of grant proposals and value submitted against target
- KTP activity against target
- PGR completions against expected in year completion date

How to quantify these measures is being finalised to ensure they can be used as effective KPIs.

## Summary ICUHI Research KPIs

| KPIs                        | 2019-20            | 2020-21           |
|-----------------------------|--------------------|-------------------|
| 1 Research Income           | £850,000           | £1,081,890*       |
| 2 Number of registered PGRs | 12                 | 11                |
| 3 Staff submitted to REF    | Target = 10 people | 13.2fte 16 people |

\*some adjustments likely before end of year depended on claims and invoicing records being finalised.

## Details:

### 2020-21 KPIs by Research Centre

#### KPIs Centre for Remote and Sustainable Communities

##### 2020-21

1. Total Income (includes PGR funding\*) = £426,124
2. PGRs registered with ICUHI and supervised by CRSC in 2020-21 = 4  
(4 completions expected in 2021-2)
3. Researchers/lecturers submitted to REF 2021 = 8.6fte (see details below)

#### KPIs Rivers and Lochs Institute

##### 2020-21

1. Total Income (includes PGR funding\*) = £655,766
2. PGRs registered with ICUHI and supervised by RLI in 2020-21 = 7
  - 1 completion in 2020-21.
  - 3 completions are anticipated in 2021-22
3. Researchers/lecturers submitted to REF 2021 = 4.6fte (see details below)

## SUMMARY RESEARCH INCOME:

**Total ICUHI research income 2020-21:** £1,081,890\*

Total ICUHI research income **2019-21:** £850,000

\*A proportion of PGR funding (to be determined) will be deferred into 2021-22

### Non-project Income 2020-21:

IC Research REG income 2020-21 = £50,083

Covid Uplift 2020-21 = £19,580

**RESEARCH EXCELLENCE FRAMEWORK (REF2021) SUBMISSION**

|   | <b>FTE</b>  | <b>PEOPLE</b> |
|---|-------------|---------------|
| *UoA 7 EARTH SYSTEMS AND ENVIRONMENTAL SCIENCES               | 5.6         | 6             |
| UoA 25 AREA STUDIES   | 5.8         | 8             |
| UoA 23 EDUCATION  | 0.8         | 1             |
| UoA 3 ALLIED HEALTH PROFESSIONS, DENTISTRY, NURSING, PHARMACY | 1           | 1             |
| <b>TOTAL</b>  | <b>13.2</b> | <b>16</b>     |

\*UoA = Unit of Assessment

**Breakdown by contract type:**

|                   |             |
|-------------------|-------------|
| 7 lecturing staff | 6.4fte      |
| 9 research staff  | 6.8fte      |
| <b>FTE</b>        | <b>13.2</b> |

In 2014 2.4fte (3 people) were submitted.

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**Vacant RLI research director position update:**

In January 2020 the vacant RLI Director position was advertised in anticipation of the retirement of Prof Eric Verspoor from the role in June 2020. There were no suitable applicants for the position, and consequently Dr Melanie Smith has been acting Director RLI since June 2020. The role and needs of the organisation, and wider context, have been reviewed and a Director role with a wider remit and responsibility, yet encompassing the RLI, is to be advertised in June 2021. This has been endorsed by the RLI Advisory Group. The following is the role title and purpose:

### **Director of Research – Biodiversity and Freshwater Conservation**

#### **Role purpose**

To provide strategic leadership and direction for the development and delivery of research excellence in biodiversity and freshwater conservation, through leadership and management of:

- the established research centre of the Rivers and Lochs Institute building upon an established international reputation in freshwater science
- innovative and collaborative interdisciplinary research with the Scottish School of Forestry in, for example, rewilding initiatives, species behaviour and resilience, catchment and landscape scale management, natural capital policy, approaches and implementation
- close collaboration with the Centre for Remote and Sustainable Communities to ensure the development of excellence in inter and transdisciplinary research across the natural and social sciences.

It is anticipated that this role will work closely with the Director of the CRSC, developing and embedding the interdisciplinary approach to research and innovation, and furthering the development of research in the Scottish School of Forestry, and enhancing research-teaching linkages with science, construction and engineering.

## Board of Management

|   |  |
|---|--|
| <b>Subject/Title:</b>   | Committee Evaluation   |
| <b>Author:</b><br>[Name and Job title]  | Lisa Ross, Board Secretary   |
| <b>Meeting:</b>   | LT&R Committee   |
| <b>Meeting Date:</b>  | 08 June 2021   |
| <b>Date Paper prepared:</b>   | 01 June 2021   |
| <b>Brief Summary of the paper:</b>  | Annual LT&R Committee Evaluation Exercise.   |
| <b>Action requested:</b><br>[Approval, recommendation, discussion, noting]  | The committee is requested to collectively complete the Committee self-evaluation exercise.  |
| <b>Link to Strategy:</b><br>Please highlight how the paper links to, or assists with::<br><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> | <p>The Code of Good Governance for Scotland's Colleges establishes standards of good governance practice for all boards and provides the essential foundations for compliance within the legislative framework. One of the five principles around which the code has been developed is effectiveness.</p> <p>Paragraph D24 states that "The board must agree a process for evaluating the effectiveness of the board chair and the committee chairs"</p> |
| <b>Resource implications:</b>   |  |
| <b>Risk implications:</b>   | Yes/No<br>Operational: required for the proper Governance of the College   |
| <b>Equality and Diversity implications:</b>   | N/A  |
| <b>Consultation:</b><br>[staff, students, UHI & Partners, External] and provide detail  |  |

## ITEM 13

|   |                  |  |  |
|---|------------------|--|--|
| <b>Status</b> – [Confidential/Non confidential]   | Non-Confidential |  |  |
| <b>Freedom of Information</b><br>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/ScottishPublicAuthorities/ScottishPublicAuthorities.asp> and

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



**Learning, Teaching and Research Committee Evaluation (to be completed by the LT&R committee collectively).**

Date:

| Good Practice  | Yes | No | N/A | Comments/Action |
|--|-----|----|-----|-----------------|
| <b>Composition, Establishment and Duties of the Committee</b>  |     |    |     |                 |
| Does the Committee meet regularly in accordance with the Board Standing Orders?                      |     |    |     |                 |
| Does the Committee consistently have a quorum?   |     |    |     |                 |
| Do all Committee members attend meetings regularly?  |     |    |     |                 |
| Does the Committee have enough members?  |     |    |     |                 |
| Does at least one of the Committee members have a background relevant to the remit of the Committee? |     |    |     |                 |
| Have new Committee members received all necessary training?  |     |    |     |                 |
| Does the Committee report regularly to the Board?  |     |    |     |                 |

| Good Practice   | Yes | No | N/A | Comments/Action |
|---|-----|----|-----|-----------------|
| <b>Terms of reference</b>   |     |    |     |                 |
| Does the Committee have written terms of reference?                         |     |    |     |                 |
| Do the terms of reference include all aspects of the Committee's role?      |     |    |     |                 |
| Does the membership of the Committee need to be changed?                    |     |    |     |                 |
| Are the terms of reference adopted by the full Board and reviewed annually? |     |    |     |                 |

## Item 13

| Good Practice  | Yes | No | N/A | Comments/Action |
|--|-----|----|-----|-----------------|
| <b>Compliance with the Law and Regulations</b>   |     |    |     |                 |
| Does the Committee have a mechanism to keep it aware of topical legal and regulatory issues? |     |    |     |                 |

| Good Practice  | Yes | No | N/A | Comments/Action |
|--|-----|----|-----|-----------------|
| <b>Internal Control</b>  |     |    |     |                 |
| Does the Committee monitor to ensure that risk is controlled?  |     |    |     |                 |
| Does the Committee regularly review relevant strategic plans?  |     |    |     |                 |
| Does the Committee consider the level of detail and information it receives appropriate?               |     |    |     |                 |
| Are appropriate internal performance measures monitored by the Committee?                              |     |    |     |                 |
| Is the Committee addressing all matters delegated to it by the Board and under its terms of reference? |     |    |     |                 |

| Good Practice   | Yes | No | N/A | Comments/Action |
|---|-----|----|-----|-----------------|
| <b>Administrative arrangements</b>  |     |    |     |                 |
| Does the Committee have an independent secretary?   |     |    |     |                 |
| Are Committee papers distributed in sufficient time for members to give them due consideration? |     |    |     |                 |
| Are Committee meetings scheduled prior to important decisions on specific matters being made?   |     |    |     |                 |
| Is the timing of Committee meetings discussed with all involved?                                |     |    |     |                 |