

UHI | INVERNESS

Meeting	Learning, Teaching and Research Committee
Date and time	Tuesday 06 December 2022 at 4.30 p.m.
Location	Virtually – via Microsoft Teams

Governance Officer
29 November 2022

AGENDA

Welcome and Apologies

Declaration of Interests and/or any Statement of Connections or Transparency Statements.

Closed Session - Presentation – Sector Development Plans Vice Principal – Academic and Research and Tertiary Education Leaders

ITEMS FOR DECISION

- 1. MINUTES**
 - a. Note of the Confidential Closed Session (CSN-LTR-092022) of the Learning, Teaching and Research Committee held on 27 September 2022
 - b. Minutes of the Learning, Teaching and Research Committee held on 27 September 2022
 - c. Note of the Confidential Session (CN01-LTR-092022) of the Learning, Teaching and Research Committee held on 27 September 2022.
- 2. OUTSTANDING ACTIONS**
- 3. POLICIES FOR APPROVAL**
 - a) UHI Safeguarding Policy and Procedure

ITEMS FOR DISCUSSION

- 4. STUDENT RETENTION – REVIEW OF EARLY WITHDRAWALS**
Joint Report by Vice Principal – Student Experience and Quality and Management Information Systems Manager
- 5. SCHOOLS/SENIOR PHASE CURRICULUM**
Joint Report by Vice Principal – Student Experience and Quality and Access and Progression Manager
- 6. WELLBEING AND MENTAL HEALTH UPDATE**
Report by Wellbeing and Learning Support Manager
- 7. EARLY STUDENT EXPERIENCE SURVEY RESULTS**
Report by Vice Principal – Student Experience and Quality
- 8. SAFEGUARDING ANNUAL REPORT**
Report by Vice Principal – Student Experience and Quality
- 9. WORKING IN PARTNERSHIP REPORT**
Joint Report by HISA President and Vice Principal – Student Experience and Quality – *To Follow*

ITEMS FOR NOTING

- 10. QUARTER 1 - COMPLAINTS REPORT**
Report by Quality Manager
- 11. AOCB**
- 12. DATE OF NEXT MEETING – 21 March 2023 at 4.30 p.m.**

If any member wishes to add an item of business to the Agenda, please inform the Chair and the Governance Officer 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.



DRAFT MINUTES of the MEETING of the LEARNING, TEACHING AND RESEARCH COMMITTEE held via Microsoft Teams on Tuesday 27 September 2022

PRESENT: Dee Bird, Russell Edwards, Chris O'Neil, Stephen Sheridan, Arvinder Kainth, William Campbell and Kelly MacKenzie

CHAIR: Dee Bird

APOLOGIES: Matthew Millward and James Millar

ATTENDING: Vice Principal – Academic and Research
Vice Principal – Student Experience and Quality
Acting Director - Scotland, Wales and Northern Ireland, QAA Scotland
Quality Enhancement Manager, QAA Scotland
Academic Registrar, Faculties and Academic Standards, UHI Executive Office
Governance Officer

The Governance Officer confirmed that this meeting was quorate.

The Chair welcomed everyone to the meeting and introduced the members from QAA and UHI Executive Office advising that they would be providing the Committee with a high-level overview of the work which QAA are undertaking.

There were no declarations of interests, statements of connections or transparency statements noted.

Confidential Closed Session – Committee Creative Space

A confidential closed session took place which provided the Committee with the creative space to discuss the work of QAA Scotland (Note of Session: CSN-LTR-092022).

Acting Director - Scotland, Wales and Northern Ireland, QAA Scotland left the meeting.

Quality Enhancement Manager, QAA Scotland left the meeting.

Academic Registrar, Faculties and Academic Standards, UHI Executive Office left the meeting.

1. MINUTES FOR APPROVAL

a.) Note of the Closed Session (CSN-LTR-062022) held on 14 June 2022

The Note of the Closed Session (CSN-LTR-062022) of the Learning, Teaching and Research Committee held on 14 June 2022 was **AGREED** and **APPROVED** for signature by the Chair.

b.) Minutes of the Meeting held on 14 June 2022

The Minutes of the Meeting of the Learning, Teaching and Research Committee held on 14 June 2022 were **AGREED** and **APPROVED** for signature by the Chair.

c.) Note of the Confidential Session (CN01-LTR-062022) held on 14 June 2022

The Note of the Confidential Session (CN01-LTR-062022) of the Learning, Teaching and Research Committee held on 14 June 2022 was **AGREED** and **APPROVED** for signature by the Chair.

2. OUTSTANDING ACTIONS

- Corporate Parenting Plan – The Governance Officer advised that Corporate Parenting Training will be included within the Board Development and Training Plan which is scheduled to be taken to the Board of Management for approval on 25 October 22.

Item 01b.

- Confidential Discussion – The HISA Inverness President provided the Committee with an update in respect of HISA advising that:
 - HISA are looking to rectify the position of the Mental Health Co-ordinator.
 - Changes have been implemented within HISA and a full communications team are now in place to provide a focus on students, HISA are providing a full advisory service to students and HISA staff are now getting the support required.
 - Discussions are being undertaken in respect of the UHI Inverness stationery shop and there is potential that the running of this will be handed back to HISA Inverness.
 - The Committee noted that Head Office are committed to listening to local staff and take officers opinions into consideration before any decisions are made.

The Committee thanked the HISA President for this update.

Action: The Governance Officer, will liaise with HISA to attend the creative space session at the December meeting.

Decision: It was **AGREED** that this item could be removed from the list.

3. POLICIES FOR APPROVAL

The Vice Principal – Student Experience and Quality advised the Committee that all policies had been through our internal review process.

a.) Placement and Externally Supported Learning

The Vice Principal – Student Experience and Quality advised the Committee that there was a small error on the cover sheet of this policy. The Committee noted that it should specify that the Vice Principal – Academic and Research would be the lead officer for the policy with the Tertiary Education Leaders being the review officers.

Decision: The policy was **RECOMMENDED** for approval by the Board of Management.

b.) UHI Student Carers

The Vice Principal – Student Experience and Quality advised the Committee that this was a UHI common policy which had been subject to minor updates.

Decision: The policy was **RECOMMENDED** for approval by the Board of Management.

c.) UHI Student Conduct

The Vice Principal – Student Experience and Quality advised the Committee that this too was a UHI common policy and highlighted that we had been heavily involved in its refresh. The Committee noted that the policy had been updated so that its scope applied to both students and anyone acting on their behalf. The Committee was advised that this update was important in respect of apprentices.

Decision: The policy was **RECOMMENDED** for approval by the Board of Management.

4. SUB-STRATEGIES FOR APPROVAL

The Vice Principal – Student Experience and Quality advised the Committee that we would only be looking at strategies a, b, c, d, g and j from the agenda with the others going to the F&GP and HR Committees respectively.

The Committee was advised that the sub-strategies feed into our overarching strategy which was agreed by the Board of Management last year.

a.) Quality Assurance Enhancement Strategy

The Committee noted that this strategy sets out our arrangements in respect of Quality Assurance and Enhancement and has five broad aspects.

Russell Edwards left the meeting.

The Committee discussed:

- Each strategic objective
- Curriculum Review
- KPI's

Action: The Vice Principal – Student Experience and Quality to make updates to the strategy in respect of:

- Strategic Aim 3
- Reference to developments within the tertiary framework
- QAA.

Decision: Following the above changes the strategy was **RECOMMENDED** for approval by the Board of Management.

b.) Student Partnership and Engagement Strategy

The Vice Principal – Student Experience and Quality took the Committee through the strategy highlighting that we had purposely moved away from the term student engagement. The Committee noted that the strategy includes reference to SPARQS.

Decision: The strategy was **RECOMMENDED** for approval by the Board of Management.

c.) Access and Inclusion Strategy

The Committee noted that this strategy addresses the support which we are providing to priority learner groups. It was highlighted that support needs can change throughout the year.

Action: The Vice Principal – Student Experience and Quality to make updates to the strategy in respect of monitoring needs throughout the year.

Decision: Following the above change the strategy was **RECOMMENDED** for approval by the Board of Management.

d.) Digital Transformation Strategy

The Committee was advised that there had been much debate on the title of this strategy which is transformational as it spans across students, staff, campus infrastructure and the digitalisation of processes and systems.

Decision: The strategy was **RECOMMENDED** for approval by the Board of Management.

e.) Research and Innovation Strategy

The Committee was advised that this strategy had gone to the Research and Innovation Committee for discussion and had been put together with reference to the draft UHI Strategic Plan for Research and Knowledge Exchange. The Committee was advised that the strategy sets out our vision for tertiary education and the research environment which is being developed by our Tertiary Education Leaders and Directors of Research.

The Vice Principal – Student Experience and Quality left the meeting.

Decision: The strategy was **RECOMMENDED** for approval by the Board of Management.

f.) Tertiary Education Strategy

The Vice Principal – Student Experience and Quality joined the meeting.

The Vice Principal – Academic and Research took the Committee through this strategy.

Decision: The strategy was **RECOMMENDED** for approval by the Board of Management.

5. QUALITY ENHANCEMENT PLANNING AY 22-23

The Vice Principal – Student Experience and Quality advised the Committee that the feedback from the recent Education Scotland review has endorsed that we are focusing on the correct areas for the year ahead.

The Committee discussed the following themes within the plan:

- Student Voice – noting that we are working closely with the Quality Team to launch the Early Experience Survey with ambitious targets having been set in respect of response rates.
- The Committee noted that whilst retention and recruitment of students remains a focus it does not feature in the plan. However, the Committee was advised that we are looking positive in comparison with the sector.

The Committee welcomed this plan.

6. NSS 2022 UHI INVERNESS OVERVIEW

The Vice Principal – Student Experience and Quality advised the Committee that the NSS survey results provided information on student satisfaction and outcomes and that the return was for UHI as a whole.

The Committee noted that there had been a high response rate with satisfaction rated at 80%. The Committee was advised that the NSS is led by Executive Office and that whilst we encourage students to participate; the follow up and quality improvement areas highlighted from the survey are carried out by Executive Office.

The Committee welcomed the results from the NSS Survey.

7. ACADEMIC STRUCTURES

A confidential discussion around the Academic Structures took place (CN01-LTR-092022).

8. WORKING IN PARTNERSHIP REPORT

The Committee was advised that this report provided them with an overview of the activities that HISA and UHI Inverness are undertaking.

Russell Edwards joined the meeting.

The HISA Inverness President provided the Committee with the background to the enhancement themes highlighting:

- The activities that are taking place on campus to introduce students to HISA and to create a student community both online and on campus. The Committee noted that this includes a fresher's fayre and graduation ceremony.
- The impact on students in respect of the cost-of-living crisis with the cubby, digital poverty laptops, free breakfast and lunch, free travel, hardship funds and free sanitary products being promoted to students.
- The launch of the link newsletter.
- That nominations have closed for the two vacant officer roles within HISA Inverness.
- The priority of student voice representatives and the work being undertaken to restructure this area to increase the number of student representatives.

The Committee discussed the impact of poor mental health among students and were advised of the support which is being offered in respect of this.

The Committee commended the work which is being undertaken to support students.

9. COMMITTEE EVALUATION FEEDBACK

The Governance Officer spoke to her report advising that the Committee and Chair Evaluations had been carried out offline during the Summer. The Committee noted that no issues were highlighted from this exercise and that the feedback will be presented to the Board of Management on 25 October 2022 as part of the yearly report on evaluations.

10. ANNUAL COMPLAINTS REPORT

The Committee noted the contents of the Annual Complaints Report.

11. MINUTES FROM INVERNESS COLLEGE COMMITTEES

The Committee noted the minutes of the Student Journey and Enhancement Committee held on 21 June 2022.

12. DATE OF NEXT MEETING: TUESDAY 06 DECEMBER 2022 AT 4.30 P.M.

Signed by the Chair: _____

Date: _____

Outstanding Actions from LT&R Committee Meetings

Item	Action	Responsibility	Time Line	ACTIONED
15 March 2022				
Corporate Parenting Plan	The Board Secretary will organise appropriate Corporate Parenting Training for all Board Members and include this within the Board Development and Training Plan for the Academic Year 2022/23	Gov Off	September 2022	
27 September 2022				
QAA Presentation	The Vice Principal – Student Experience and Quality to liaise with the Academic Registrar, Faculties and Academic Standards, UHI Executive Office to discuss how the Tertiary Education Framework can be developed.	VP – SE&Q	December 2022	
Creative Sessions	The Governance Officer will liaise with HISA over presenting to the Committee during the creative space session in December.	Gov Off	December 2022	

Subject/Title:	UHI Safeguarding Policy and Procedure
Author: [Name and Job title]	Heather Keyes/Lindsay Snodgrass
Meeting:	Learning, Teaching and Research Committee
Meeting Date:	06 December 2022
Date Paper prepared:	08 November 2022
Brief Summary of the paper:	UHI Revised Common Policy and Procedure.
Action requested: [Approval, recommendation, discussion, noting]	Recommendation to Board for Approval – PPRP Approved the Publication of the Policy and Procedure as there were time constraints so retrospective approval is needed.
Link to Strategy: Please highlight how the paper links to, or assists with:: <ul style="list-style-type: none"> • compliance • partnership services • risk management • strategic plan • new opportunity/change 	
Resource implications:	Yes / No If yes, please specify:
Risk implications:	Yes / No If yes, please specify: Operational: Organisational:
Equality and Diversity implications:	Yes/No If yes, please specify:
Consultation: [staff, students, UHI & Partners, External] and provide detail	

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

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

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

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



Safeguarding Policy

POL

Lead Officer (Post):	Vice Principal Student Experience and Quality
Responsible Office/ Department:	Quality
Responsible Committee:	Learning, Teaching and Research
Review Officer (Post):	Safeguarding Lead
Date policy approved:	Click or tap to enter a date.
Date policy last reviewed and updated:	Click or tap to enter a date.
Date policy due for review:	10/10/2025
Date of Equality Impact Assessment:	22/06/2022
Date of Privacy Impact Assessment:	N/A

Accessible versions of this policy are available upon request. Please contact the University Governance team.

Policy Summary

Overview	<p>Why is the policy required?</p> <p>This policy is required to fulfil the safeguarding obligations of UHI and all partners.</p>
Purpose	<p>What will the policy achieve?</p> <p>The policy will provide a unified approach to safeguarding across the university partnership and ensure parity of student experience.</p>
Scope	<p>Who does the policy apply to?</p> <p>The policy applies to UHI and all partners.</p>
Consultation	<p>Who has been consulted on the policy, and who will be notified?</p> <p>The policy has been developed by a group of practitioners from the university partnership to ensure that best practice is reflected in the policy and accompanying procedures.</p>
Implementation and Monitoring	<p>Who will be responsible for implementing and monitoring the policy, and what resources/ costs will be incurred?</p> <p>Partners are responsible for ensuring that the policy and procedures are followed in their own organisation.</p>
Risk Implications	<p>What are the risk implications of this policy?</p> <p>This policy will reduce risk for the university partnership by ensuring that best practice from across the partnership is being shared and followed.</p>
Link with Strategy	<p>How is this policy linked to University strategy?</p> <p>This policy supports the UHI's commitment to provide a safe and supportive learning environment for all. It also aims to ensure that all partners meet legislative requirements on safeguarding and discharge their duty of care.</p>
Impact Assessment	Equality Impact Assessment: Completed June 2022. No action required.
	Privacy Impact Assessment: n/a

1. Policy Statement

- 1.1 The policy outlines our commitment to provide a safe and supportive learning environment for all. In addition, the policy sets out strategies to manage known risk (and any potential risk) to ensure we do all we can to protect individuals from harm, abuse, neglect or exploitation.
- 1.2 UHI Inverness recognise and comply with our legal and statutory obligations that arise from legislation including the Protection of Children (Scotland) Act 2003, the Adult Support and Protection (Scotland) Act 2007, the Counter-Terrorism and Security Act 2015, the Children and Young People (Scotland) Act 2014, National Guidance for Child Protection in Scotland 2021, Prevent and CONTEST, and other relevant guidance and regulations.

2. Definitions

- 2.1 **UHI and partners:** UHI is an integrated university, made up of a distinctive partnership of independent colleges and research institutions. The partners are: UHI Argyll, UHI Inverness, UHI Moray, UHI North Highland, UHI Outer Hebrides, UHI Shetland, UHI West Highland, Highland Theological College UHI, Orkney College UHI, Perth College UHI, Sabhal Mòr Ostaig, and Scottish Association for Marine Science (SAMS).
- 2.2 **Safeguarding:** Safeguarding is the action we take to promote the welfare of children and vulnerable adults to protect them from harm. This includes making sure we meet our legislative requirements and ensuring the appropriate policies and procedures are put in place. Safeguarding includes child protection but goes further and extends to all vulnerable groups.
- 2.3 **Duty of Care:** Our responsibility to use professional expertise and judgement to protect and promote the best interests of students and staff, and to ensure that we exercise an appropriate level of care towards them, as is reasonable within the parameters of our relationship.
- 2.4 **Vulnerable Adults:** Vulnerable adults or adults at risk are adults who meet all 3 of the below criteria as detailed in the Adult Support and Protection (Scotland) Act 2007:
 - That they are unable to safeguard their own well-being, property, rights or other interests;
 - That they are at risk of harm; and
 - That because they are affected by disability, mental disorder, illness or physical or mental infirmity they are more vulnerable to being harmed than adults who are not so affected.
- 2.5 **Child / Children:** The term 'child' or 'children' refers to persons who have not yet attained the age of 18 years as stated in section 97(1) of the Children and Young People (Scotland) Act 2014.
- 2.6 **Corporate parenting:** UHI Inverness has responsibilities as a corporate parent under the Children and Young People (Scotland) Act 2014.

Please read and consider Appendix 1 for further important information and definitions that help partners fulfil their safeguarding duties.

3. Purpose

- 3.1. Safeguarding, and the emerging agendas connected to safeguarding and duty of care are posing ever increasing challenges and demands in tertiary education. It is a key part of our

remit and responsibilities to manage any real (or potential) risk we face, including in online environments, as a learning community and in our student halls of residencies.

- 3.2. Our duty is to provide a safe and supportive learning environment for all users within a framework set out by Scottish and UK government legislation. The increasing demands and complexity of these responsibilities make it imperative that UHI and all partners utilise and develop shared expertise, models, systems and processes to meet these challenges.
- 3.3. The following underpinning principles are shared by UHI and all partners:
 - 3.3.1. We will utilise a system of named staff (Safeguarding Leads) in UHI and each partner with key responsibilities and duties linked to this role. Some partners also have Safeguarding Deputies to support Safeguarding Leads.
 - 3.3.2. Safeguarding Leads and Deputies are invited to join the UHI Safeguarding Group.
 - 3.3.3. Some partners have local safeguarding groups or practitioner networks.
 - 3.3.4. We are committed to continuing professional development and ongoing training for safeguarders.
- 3.4. **Criminal Convictions**
 - 3.4.1 UHI and all partners have a Student Criminal Offence Data Policy which should be referred to alongside this policy.
 - 3.4.2 UHI and UHI Inverness recognise the transformative power of education and do not consider criminal convictions and offences or related security measures to be insurmountable barriers to learning. Where possible, we are committed to supporting those with spent and unspent criminal convictions in our communities as part of their rehabilitation.
 - 3.4.3 We encourage all applicants and students to disclose information about any criminal convictions or police proceedings which may affect their ability to complete key aspects of their programme or placement. This includes personal restrictions or other conditions arising from court orders or parole conditions e.g. travel, contact with others and use of equipment.
 - 3.4.4 We will offer support and guidance to applicants/students disclosing with criminal convictions about course selection and career planning and advise on the scope for any potential course or placement adjustments.
 - 3.4.5 We undertake to ensure that, by this policy and related procedures, we operate in consideration of all relevant statutory legislation and professional body requirements.

4 Scope

- 4.1 This policy applies to UHI and all partners.
- 4.2 This policy applies throughout UHI and partner premises and campuses, including:
 - Student accommodation managed by UHI and partners directly
 - Sports facilities operated by UHI or UHI Inverness
 - Nurseries operated by UHI or UHI Inverness
 - Any other areas or facilities where UHI or partner activities are carried out
- 4.3 This policy applies to activities undertaken by all students as part of their studies, including but not limited to:
 - Work placements and work experience
 - Summer schools, field trips and outreach activities

- 4.4 This policy applies in all environments, including physical and virtual (e.g. social media and online learning platforms).
- 4.5 HISA has their own Safeguarding Policy and associated procedures however, all 3rd party organisations, including HISA, must follow this policy in relation to safeguarding concerns at any campus operated by UHI Inverness or at any event run under the auspices of UHI Inverness or involving any student or staff member of UHI Inverness. Any concerns must be referred to the UHI Inverness Safeguarding Lead in line with UHI Inverness Safeguarding Procedure.

5 Exceptions

- 5.1 This policy does not apply to accommodation advertised by or signposted to by UHI and partners (e.g. privately managed student accommodation or listings of private tenancies).
- 5.2 Students attending activities organised and hosted by another academic institute or body e.g. conferences, symposiums, sports tournaments and society gatherings.
- 5.3 Safeguarding considerations related to work placements should refer to the relevant policy (see Section 9).

6 Notification

- 6.1 All staff are responsible for safeguarding students through their student journey and will be made aware of any changes to the policy.
- 6.2 Safeguarding Leads and Deputies will be briefed and trained on the policy and procedures.
- 6.3 The policy will be publicly available on our website.
- 6.4 We will make information available about our Safeguarding Lead and Deputies and how to contact them. This information will be available both on UHI Inverness website and the UHI website.
- 6.5 The regional Student Support Group (SSG) will include any updates to the policy or procedure as an agenda item to ensure that staff group have a forum to discuss changes and best practice.

7 Roles and Responsibilities

- 7.1 UHI Inverness Boards of Management/Learning Teaching and Research Committee are responsible for approving the policy, ensuring the legal compliance of the policy and ensuring that it is followed. UHI Inverness Boards of Management/Learning Teaching and Research Committee are also responsible for ensuring the strategic effectiveness of the policy.
- 7.2 Principals and Senior Management Teams are responsible for operational compliance with the policy set by the UHI Inverness Boards of Management/Learning Teaching and Research Committee and making recommendations to the Board about updates to the policy. Principals and Senior Management Teams are also responsible for ensuring the operational effectiveness of the policy and making provision for training for all staff.
- 7.3 Safeguarding Leads are accountable for responsibilities as detailed in the Safeguarding Procedures.
- 7.4 Line managers are responsible for ensuring staff participate in training and follow the policy in their day-to-day role.

7.5 All staff are responsible for familiarising themselves with the policy and procedures.

8 Legislative Framework

- [Adults with Incapacity \(Scotland\) Act 2005](#)
- [Adult Support and Protection \(Scotland\) Act 2007](#)
- [Children and Young People \(Scotland\) Act 2014](#)
- [Counter-Terrorism and Security Act 2015](#)
- [Council of Europe Convention on Action against Trafficking in Human Beings](#)
- [Data Protection Act 2018](#)
- [Education \(Additional Support for Learning\) \(Scotland\) Act 2004](#)
- [Equalities Act 2010](#)
- [EU Directive of 5th April 2011 on Preventing and Combating Trafficking in Human Beings and Protecting its Victims](#)
- [Forced Marriage etc. \(Protection and Jurisdiction\) \(Scotland\) Act 2011](#)
- [General Data Protection Regulation \(GDPR\) 2018](#)
- [Getting it right for every child \(GIFREC\)](#)
- [Human Trafficking & Exploitation \(Scotland\) Act 2015](#)
- [Mental Health \(Care and Treatment\) \(Scotland\) Act \(2003\)](#)
- [National Guidance for Child Protection in Scotland 2021](#)
- [Police Act 1997](#)
- [Police and Fire Reform \(Scotland\) Act 2012](#)
- [Protection of Children \(Scotland\) Act 2003](#)
- [Protection of Children and Prevention of Sexual Offences \(Scotland\) Act 2005](#)
- [Protection of Vulnerable Groups \(Scotland\) Act 2007](#)
- [Rehabilitation of Offenders Act 1974](#)
- [Sexual Offences Act 2003](#)
- [Sexual Offences \(Scotland\) Act 2009](#)
- [United Nations Convention on the Rights of the Child 1992](#)

9 Related Policies, Procedures, Guidelines and Other Resources

- [Complaints Handling Procedures](#)
- [Fitness to Practise Guidelines \(course-specific\)](#)
- [IT Acceptable Use Policy](#)
- [Placement and Externally Supported Learning Policy](#)
- [Student Code of Conduct](#)
- [Student Conduct Policy](#)
- [Student Criminal Offence Data Disclosure Policy](#)
- [Support to Study Procedure](#)

10 Version Control and Change History

Version	Date	Approved by	Amendment(s)	Author
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0	March 2019	AP Board of Management	New single policy	UHI Safeguarding Group
1	May 2022	AP Board of Management	Minor spelling, grammar, formatting changes, in addition to changes related to the UHI rebranding. 1.1: Changed second sentence to include 'we do all we can to protect individuals'; 1.2: added ' National Guidance for Child Protection in Scotland 2021' and 'Prevent and CONTEST'; 2.1: New definition to reflect rebranding; 2.2, 2.4 and 2.5: revised definitions; 3.2 and 3.3: revised and combined into single 3.2; 3.3: new 3.3.2 and 3.3.3, previous 3.3.2 has become 3.3.4; 3.5: Section on criminal convictions revised and has become 3.4 due to removal of previous 3.3, new information related to Student Criminal Offence Data Disclosure Policy; 4.2: 'UHI or partner name' added to sports facilities and nurseries; 4.5: new section regarding HISA; 5.2: 'It is expected the third party will have their own Safeguarding Policy but UHI and partners cannot be held responsible for the content of any external policies' added to the end; 8: added National guidance for child protection in Scotland 2021; 9: updated policy list to reflect current policy names and framework.	UHI Safeguarding Group
1b	December 2022	AP Board of Management	Changes in response to Education Scotland advice: changing 4.5 from ' <i>HISA has their own Safeguarding Policy and associated procedures, but there is an expectation on behalf of both organisations to work collaboratively to safeguard our community</i> ' to the above; deleting historic 5.2 ' <i>Third parties using UHI or partner facilities (e.g. Highlands and Islands Student Association (HISA), other academic institutes, external sports clubs and societies). It is expected the third party will have their own Safeguarding Policy but UHI and partners cannot be held responsible for the content of any external policies</i> '.	UHI Safeguarding Group
3				
4				

Subject/Title:	Student Retention – Review of Early Withdrawals 2022/23
Author: [Name and Job title]	Lindsay Snodgrass, Vice Principal – Student Experience and Quality Jane MacLennan, Information Systems Manager
Meeting:	Learning, Teaching and Research Committee
Meeting Date:	06 December 2022
Date Paper prepared:	25 November 2022
Brief Summary of the paper:	To provide the committee with an update on early withdrawals for 2022/23.
Action requested: [Approval, recommendation, discussion, noting]	Discussion
Link to Strategy: Please highlight how the paper links to, or assists with:: a) compliance • partnership services • risk management • strategic plan • new opportunity/change	This paper links to the strategic plan, particularly in relation to the student experience and the curriculum.
Resource implications:	Yes
Risk implications:	Yes – quality of the student experience
Equality and Diversity implications:	Yes – equity of the student experience
Consultation: [staff, students, UHI & Partners, External] and provide detail	n/a

ITEM 04

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

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

Student Retention – Review Of Early Withdrawals 2022/23

Executive summary

The report provides an update on early withdrawals for 2022/23.

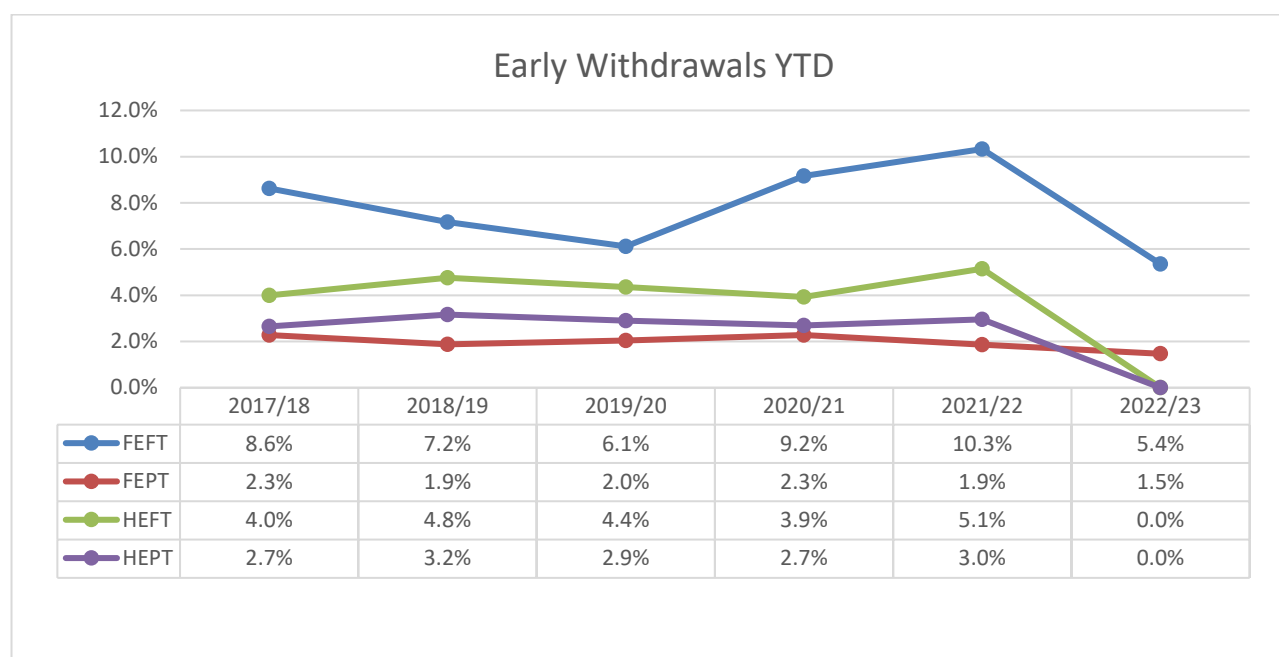
Early withdrawals continued to increase in 2021/22, for FE students this is withdrawal prior to 1st November. This period was at a time when COVID restrictions were still in place.

However, **currently early withdrawals for FE Full time students are at 5.4% which is below end of year totals for the past 5 years.** A verbal update on the current early withdrawal rates will be provided at the meeting

Main body of information

Withdrawal's summary

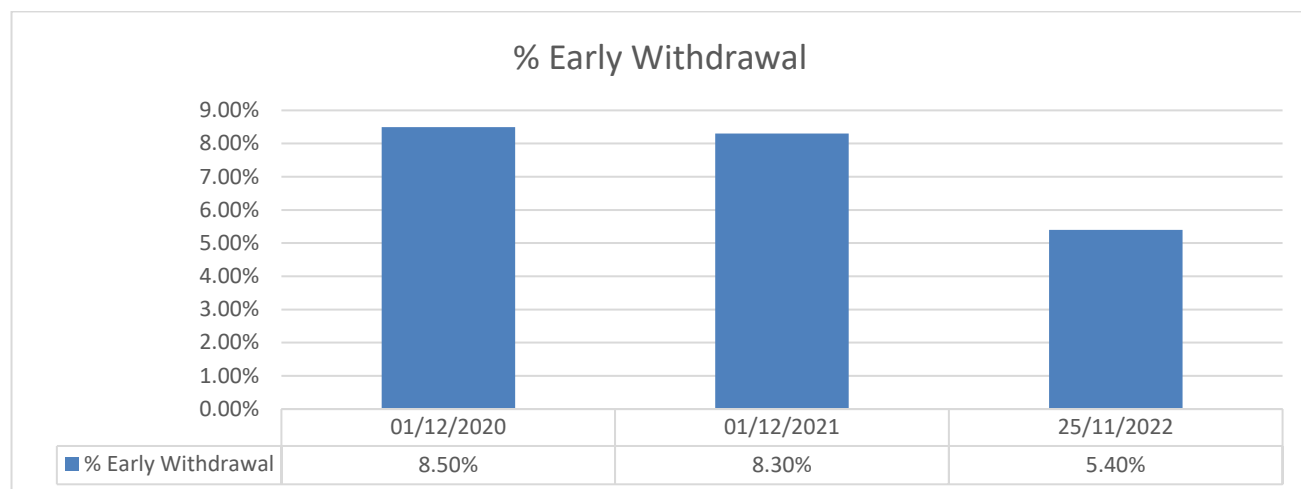
Following a decline, early withdrawals increased for FE full time students for the three years from 2019/20 to 2021/22. The chart below shows the end of year figures for previous years and the year to date for 2022/23.



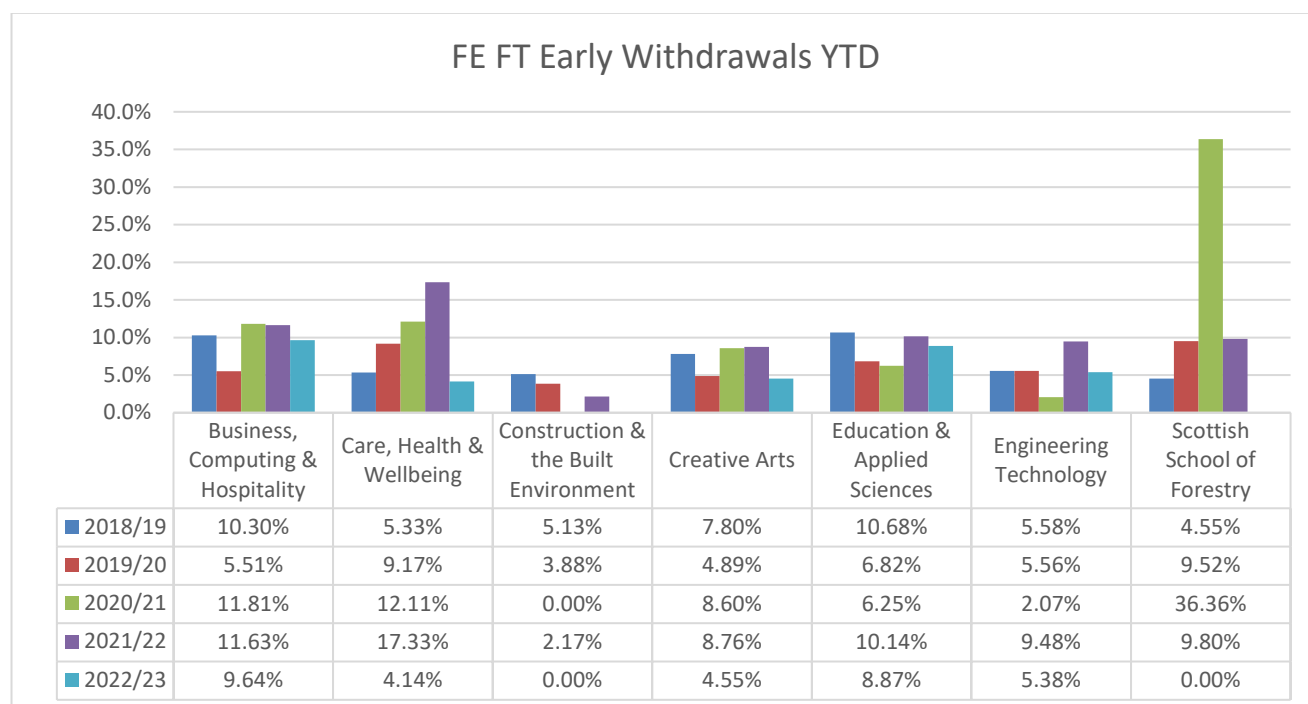
At the time of writing the FE full time early withdrawals are below end of year totals of the past 5 years. **It is expected that this will continue to rise** as students' non-attendance is followed up and withdrawals processed. However, it is **anticipated that it will remain lower than the peaks of 2020/21 and 2021/22.**

ITEM 04

The chart below shows the early withdrawal rate for full time FE students at the end of November/beginning of December over the past 3 years. It can be seen from this chart that early withdrawals continued to rise by 1-2% till the end of year.



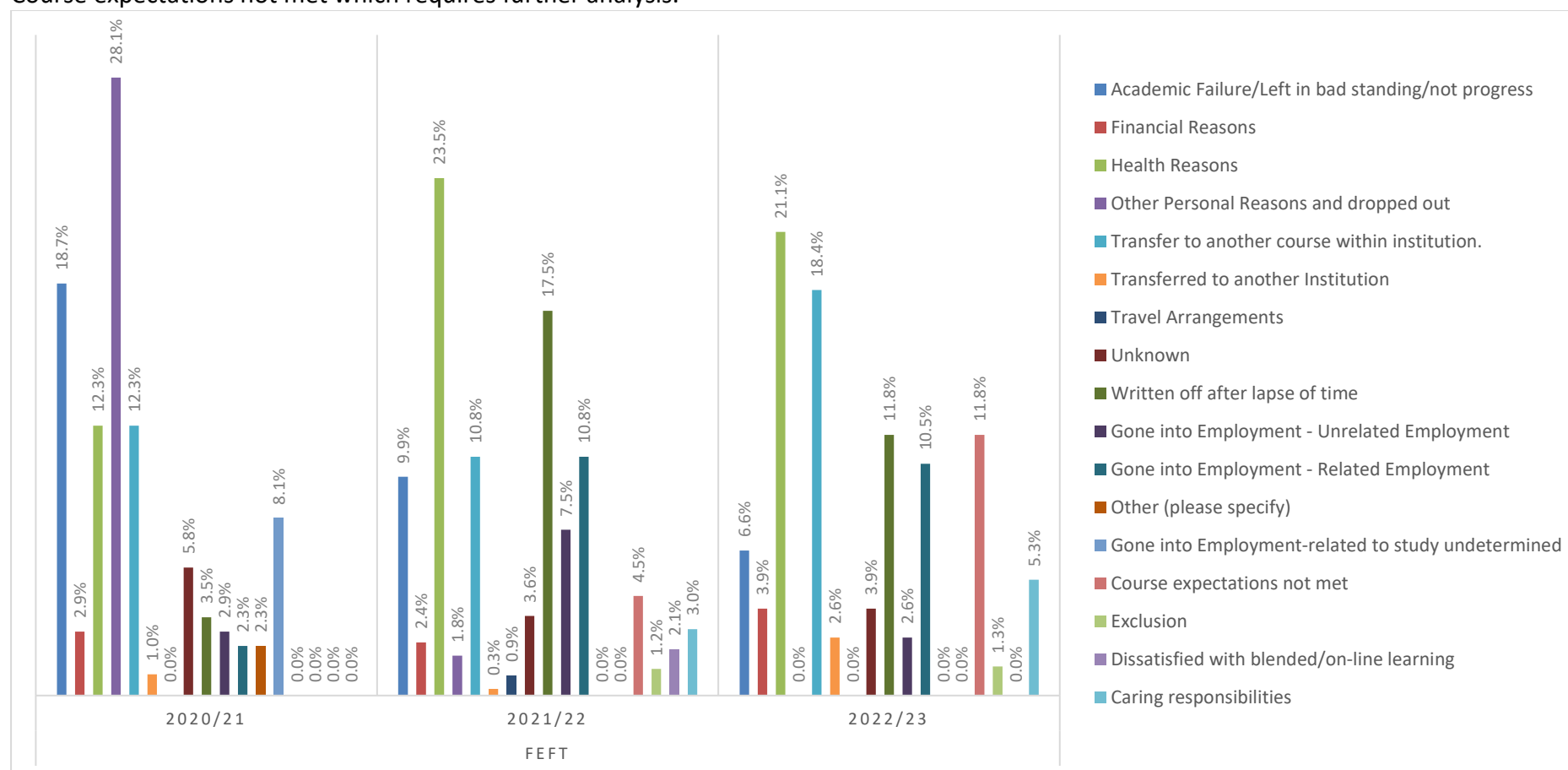
The chart below shows the early withdrawal percentages by Curriculum area over the past 5 years (2022/23 is as at 25th November 2022).



FE Full time: Reasons for Early Withdrawal

Reasons for withdrawal continue to be closely monitored. Whilst Financial Reasons dropped from 2020/21 to 2021/22, it has risen again in 2022/23, which is unsurprising given the cost-of-living crisis and financial pressures. Health Reasons continue to rise, as has Gone in to Related Employment and Caring Responsibilities.

Course Expectations not met and Dissatisfied with blended/on-line learning was introduced as reasons for withdrawal in 2021/22 in line with SFC guidance. No students have indicated this year that they are dissatisfied with blended/on-line learning, however, there has been an increase in Course expectations not met which requires further analysis.



Subject/Title:	Schools/Senior Phase Curriculum
Author: [Name and Job title]	Lindsay Snodgrass, Vice Principal, Student Experience and Quality Louise Martin-Theyers, Access and Progression Manager
Meeting:	Learning, Teaching and Research Committee
Meeting Date:	06 th December 2022
Date Paper prepared:	28 th November 2022
Brief Summary of the paper:	<ul style="list-style-type: none"> • An update on enrolments for senior phase pupils across the Highland region for academic year 2022/23 • Future considerations and plans for the senior phase programme for academic year 2023/24
Action requested: [Approval, recommendation, discussion, noting]	Discussion
Link to Strategy: Please highlight how the paper links to, or assists with:: <ul style="list-style-type: none"> <input type="checkbox"/> compliance <input type="checkbox"/> partnership services <input type="checkbox"/> risk management <input type="checkbox"/> strategic plan <input type="checkbox"/> new opportunity/change 	Strategic Plan & New Opportunities/Change
Resource implications:	Yes / No If yes, please specify: Increased student numbers.

Risk implications:	Yes / No If yes, please specify: Operational: Organisational:		
Equality and Diversity implications:	Yes/No If yes, please specify: LEEP Project		
Student Experience Impact:	Yes/No If yes, please specify: Increased student places for school leavers and increased student satisfaction.		
Consultation: [staff, students, UHI & Partners, External] and provide detail	N/A		
Status – [Confidential/Non confidential]	Non-Confidential		
Freedom of Information Can this paper be included in “open” business* [Yes/No]	Yes		
*If a paper should not be included within “open” business, please highlight below the reason.			
Its disclosure would substantially prejudice a programme of research (S27)		Its disclosure would substantially prejudice the effective conduct of public affairs (S30)	
Its disclosure would substantially prejudice the commercial interests of any person or organisation (s33)		Its disclosure would constitute a breach of confident actionable in court (s36)	
Its disclosure would constitute a breach of the Data Protection Act (s38)		Other (Please give further details)	

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

Context

UHI Inverness, has a pivotal role to play in ensuring pupils from across the Highlands have access to vocational and specialist courses which enhance the senior phase programme and to work collaboratively with all partners to ensure course options are recognised as a key vehicle for the implementation of the OECD's Scotland's Curriculum for Excellence: Into the Future recommendations on the creation of a coherent learning experience for young people aged 3-18.

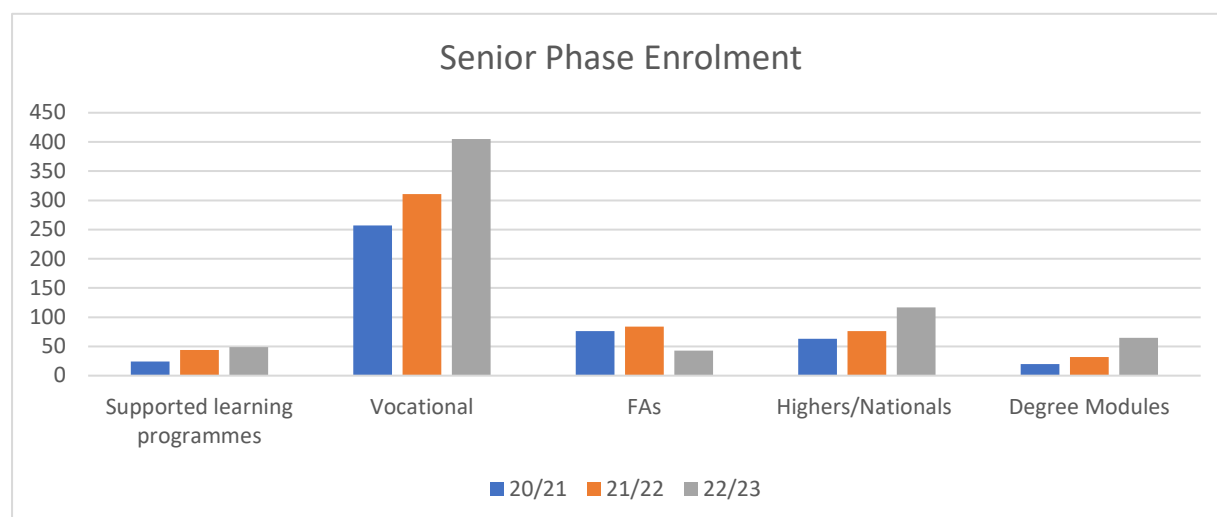
On a local level, re-engagement with the local authority to revisit and renew the Highland Senior Phase Strategy is making steady progress. Internally, the Senior Phase Team have focussed their efforts on rebuilding connections with schools, their pupils and parent/guardians, in order to present a wider, enhanced offer, and to provide meaningful activity to encourage engagement with our programmes.

We view our Senior Phase provision as being a critical pipeline in supporting us to meet our future recruitment targets in both FE and HE and in developing the skills required to serve our local and regional workforce.

UHI Inverness Senior Phase Enrolment

The Senior Phase Programme continues to expand in order to provide greater breadth and depth to the Curriculum for Excellence for pupils in S4-S6 and home educated young people across the Highland region.

Senior Phase enrolments have experienced a steady increase over the past 3 years with the most significant increases demonstrated in AY22/23 in all categories except Foundation Apprenticeships.



Supported Learning programmes	104% increase
Vocational programmes	58 % increase
Foundation Apprenticeships	43 % decrease
Highers/Nationals	183 % increase
Degree Modules	186% increase

The Foundation Apprenticeship programme has experienced a steady decline in the number of enrolments over the past 3 years which replicates national trends for these programmes coupled with a strong competition from external providers.

Curriculum leads will meet shortly to discuss the viability and sustainability of the apprenticeship model to ensure employer engagement remains a central focus of senior phase delivery.

Continued Growth for AY2023/24

In 2023/24 the following new courses will be offered to school pupils (in addition to the existing Senior Phase Programme) Further increasing the potential for a minimum of 100 additional learner places.

- Engineering Drawing for Industry
- National 5 Numeracy
- Higher Application of Maths
- Community Learning and Development: Social Science Approaches and Additional Support Needs: Lifelong Learning
- NPA Bakery
- NPA: Medical Administration
- Sustainable Business
- NPA Esports
- NPA Costume: An Introduction to cutting, sewing and surface decoration
- UAL Photography & Digital Arts

Pupil Satisfaction

The number of pupils engaging in the ESES survey has increased from 86 in 2021/21 to 300 in the 2022/23 survey. Despite the significant increase in survey engagement, satisfaction levels remain high. 97% of pupils were satisfied with their early experience and 99% said they were both made to feel welcome in their first week and were treated equally by staff.

The team have increased the awareness of services such as HISA and the library amongst senior phase pupils by 7% and 4% respectively. Work to increase awareness of these services will continue to be developed in next year's induction. Curriculum teams will also focus on improving communication around course delivery and assessment methods.

Ambitious Highland: My Future My Success (MFMS)

In response to the region's falling outcomes for school aged pupils, Highland Council launched a new initiative, 'My Future, My Success', designed to increase both opportunities and outcomes for specific learner groups.

UHI Inverness have played a strategic role in designing a new course to re-engage pupils with 70% or less attendance in learning modelled on the pedagogical and professional support approach of the LEEP Ahead programme. Pupils from across Inverness central and southern region commenced a new course in November 2022.

A strong selection and transition process resulted in the team exceeding the recruitment target of 15 and there are currently over 30 pupils attending on a weekly basis.

The support model adopted from the LEEP Programme has also been established for this group with lead professionals, MFMS, and UHI Inverness colleagues all meeting on a weekly basis to discuss the needs of the group and share feedback on the programme. The group will continue to increase the number of days they attend over the coming weeks, working towards 3 full days in semester 2.

Pupils will have the opportunity to infill the senior phase programme or engage in work-based learning in semester 2, providing opportunities to experience curriculum content or prepare for meaningful employment once they have reached statutory leaving age.

Feedback from parents and pupils at this early stage is excellent, with many saying that Wednesday is their favourite day of the week as the young people are enthusiastic and engaged in attending their course.

Future promotion

Senior Phase applications open in January 2023 for AY 23/24. Early promotion has already begun through engagement with high schools in the region and attendance at 3 Aspiring Young Mind events run in collaboration with DYW. Over the course of 3 days, staff members and regional employers attended events at Culloden, Inverness Royal Academy and Milburn, during which it is estimated that **2849** pupils from S1- S6 participated.

UHI Inverness will hold its first 'School Showcase' event in December. The event is designed to promote future pathways to current school pupils and to celebrate the work of current pupils to school curriculum staff, guidance teachers, DYW, SDS, parents and peers.

15 to 24 Learner Journey Review: project reports - gov.scot (www.gov.scot)

School-College-Partnership-Report-2.pdf (cdn.ac.uk)

Subject/Title:	Wellbeing and Mental Health Update
Author: [Name and Job title]	Lynsey Mason, Wellbeing and Learning Support Manager
Meeting:	Learning, Teaching and Research Committee
Meeting Date:	Tuesday 06 December 2022 at 4.30 p.m.
Date Paper prepared:	29/11/22
Brief Summary of the paper:	This paper provides a brief overview of how we are supporting the wellbeing and mental health of our students
Action requested: [Approval, recommendation, discussion, noting]	Discussion
Link to Strategy: Please highlight how the paper links to, or assists with: <input type="checkbox"/> compliance <input type="checkbox"/> partnership services <input type="checkbox"/> risk management <input type="checkbox"/> strategic plan <input type="checkbox"/> new opportunity/change	<ul style="list-style-type: none"> - Tailored support for students - Responding to changing student needs - Working with external partners - Destination of choice
Resource implications:	Yes / No If yes, please specify: Yes – additional staffing resource supported through SFC funding
Risk implications:	Yes / No If yes, please specify: <ul style="list-style-type: none"> - Operational: Minimising risk of student withdrawals / supporting student successful outcomes - Responding to student needs Organisational: reputational risk of not adequately responding to and supporting student wellbeing and mental health

Item 06

Equality and Diversity implications:	Yes/No If yes, please specify: Mental health classed as a disability - protected characteristic		
Student Experience Impact:	Yes/No If yes, please specify: Impact on student experience if high quality supported is not provided		
Consultation: [staff, students, UHI & Partners, External] and provide detail	NA		
Status – [Confidential/Non confidential]	Confidential		
Freedom of Information Can this paper be included in “open” business* [Yes/No]	No		
*If a paper should not be included within “open” business, please highlight below the reason.			
Its disclosure would substantially prejudice a programme of research (S27)		Its disclosure would substantially prejudice the effective conduct of public affairs (S30)	
Its disclosure would substantially prejudice the commercial interests of any person or organisation (s33)		Its disclosure would constitute a breach of confident actionable in court (s36)	
Its disclosure would constitute a breach of the Data Protection Act (s38)	Y	Other (Please give further details)	

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

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

Subject/Title:	Early Student Experience Survey (ESES)
Author: [Name and Job title]	Vice Principal Student Experience & Quality Lindsay Snodgrass Data provided by Emma Baillie, Quality Officer
Meeting:	Learning, Teaching and Research Committee
Meeting Date:	06th Dec '22
Date Paper prepared:	21st Nov '22
Brief Summary of the paper:	This paper sets out an overview of our participation and satisfaction rates in our first student survey of AY 22-23
Action requested: [Approval, recommendation, discussion, noting]	Discussion
Link to Strategy: Please highlight how the paper links to, or assists with: <ul style="list-style-type: none"> • compliance • partnership services • risk management • strategic plan • new opportunity/change 	<ul style="list-style-type: none"> • Risk Management – student experience / reputation / retention / recruitment • Strategic plan – excellent experience for all • New opportunity/change – identifying aspects of best practice / further development
Resource implications:	No
Risk implications:	Yes If yes, please specify: Organisational: reputational risk of poor student satisfaction, impact on recruitment, retention and outcomes
Equality and Diversity implications:	Yes If yes, please specify: equity across learner groups
Consultation: [staff, students, UHI & Partners, External] and provide detail	

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

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Executive Summary

Improving student participation in our main student surveys is one of our key objectives this academic year as we move out of the pandemic and back to a level of normality across our student experience and expectations of student engagement. This was highlighted in both our BDO audit (May '22) and our Education Scotland review (March '22).

Having set ourselves a **target of 50% response rate** for our first survey of the AY, the Early Student Experience Survey (ESES), which is in line with Scottish Funding Council expectations, we have been **delighted with 55% participation**. This was 20% up on last AY.

We have also been delighted with our very high **student satisfaction rate of 95.3%**, an increase of 3% since last AY.

Background

UHI Inverness took an innovative approach to encourage participation by partnering with local charity Mikeysline, which students selected as the charity of their choice at Freshers Fayre. It was agreed that a donation would be given to Mikeysline based on the response rate in the ESES. It was hoped that students would feel more engaged in completing the survey as they would be actively contributing to a local charity.

This positive approach was a success, and **UHI Inverness saw its highest participation in the ESES in over 5 years**. The ESES results now give a truer representation of how our student body feels about their student experience here at UHI Inverness.

Response & Satisfaction Summary

The overall **response rate for the ESES in 2022-23 was 55%**. This a **20% increase** in response compared to 2021-22. In general, the groups of students who did not participate were degree students who were fully remote and fully work based students.

School	Sample Size	Number of Responses	% Response Rate
Business, Computing & Hospitality	412	311	75%
Care, Health & Wellbeing	979	439	45%

Construction & Forestry	541	231	43%
Creative Arts	868	528	61%
Education & Applied Sciences	476	272	57%
Engineering Technology	368	221	60%
Grand Total	3644	2002	55%

Figure 1. Sample size and response rate split by School.

2022-23 ESES overall satisfaction also saw an increase of 3%. 95.3% satisfaction is one of the **highest levels of satisfaction** UHI Inverness has seen in both the ESES and SSES over the last 5 years:

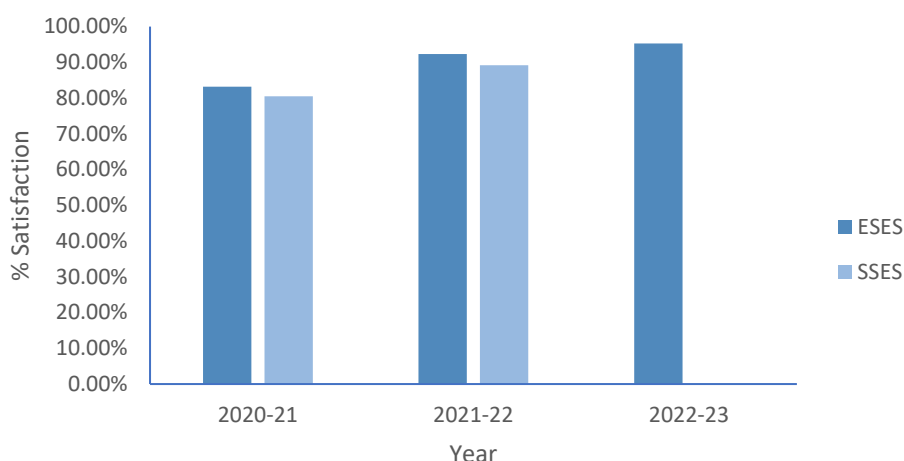


Figure 2. ESES & SSES overall satisfaction 3-year trend.

The results show that **FE students are more satisfied (96.4%) than HE (93.6%)**, perhaps indicative of the greater control we have over the FE student experience.

It is interesting to note that care-experienced students have a very high level of satisfaction (98.21%). However, across learner groups and demographics, of the **94 students who were unsatisfied with their overall student experience**, just under half of these students had identified a disability.

When comparing the satisfaction results by school, Engineering Technology (ET) had the highest percentage satisfaction of 98.2%. Education and Applied Science (EAS) had the lowest satisfaction of 93.2% - a difference of 5 percentage points, although satisfaction across all Schools is still high.

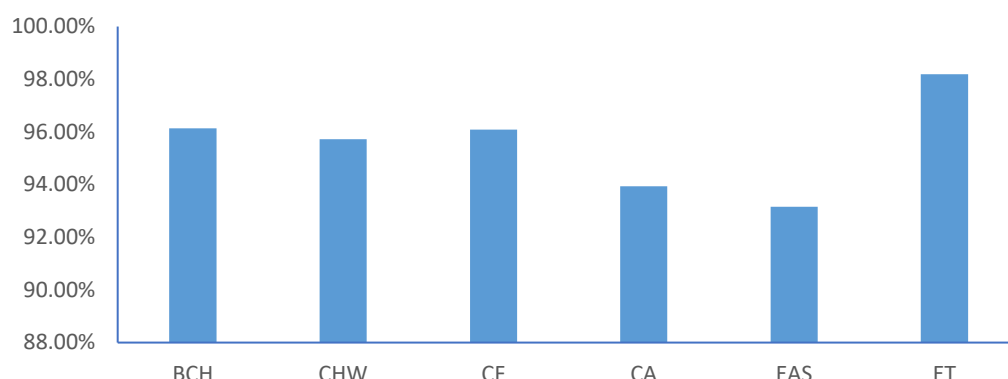


Figure 3. ESES overall satisfaction by School.

Themes Emerging

Free text comments have been categorised by our Partnership Agreement themes. Below shows a count of positive, constructive, and negative comment by theme

Partnership Agreement theme	Positive	Constructive	Negative
Advice, Support & Progression	91	20	12
Learning & Teaching	172	47	60
Organisation & Management	38	41	45
Student Life	193	39	32
Student Voice in Partnership	2	0	1
Tools for Learning	45	35	26

Figure 4. Number of comments by partnership agreement theme.

Students are dissatisfied with:

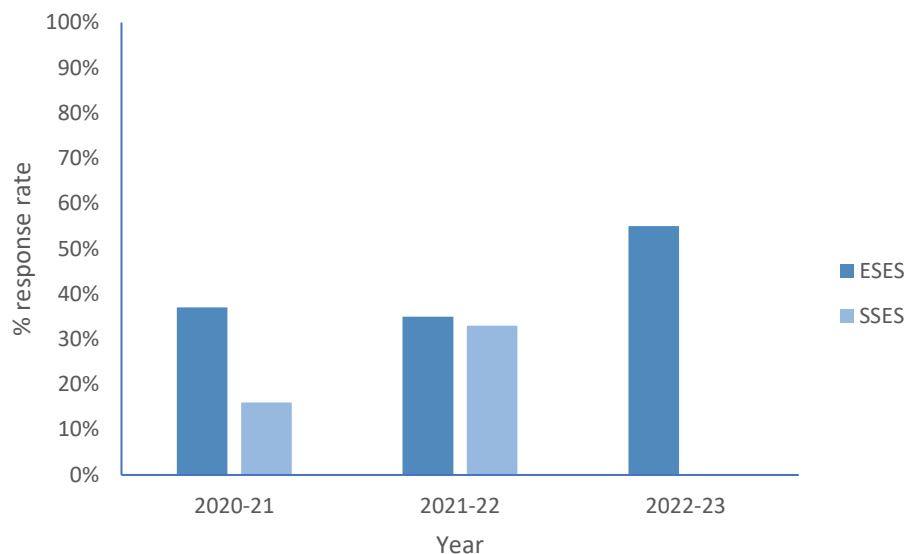
- Stagecoach Bus Service to/from UHI Inverness campus
- Communication about how their course is delivered (online / onsite / blended)
- Length of time for Personal Learning Support Plan meeting for students with a disclosed disability
- Lack of clubs and societies to get involved with

Students satisfied with:

- Share the Warmth initiative (free breakfast, free soup, The Cubby)
- Learning and teaching on their course
- The building, resources, services, and support available

Next Steps to Support Further Enhancement

Our next all student survey is the Student Satisfaction & Engagement Survey (SSES) which is our end of year student survey. The response and satisfaction rates for 2020-21 and 2021-22 have been included for comparison below:



• **Figure 5. ESES & SSES response rates 3-year trend.**

There is **always a slight dip in both participation and satisfaction** (as shown above and in figure 2) between our early experience and our end of year surveys. In anticipation to mitigate against this, the following actions are being taken:

- Team level analysis of data & free text comments - all staff have been given access to the ESES results and have been asked to reflect upon the satisfaction rates and comments within their area to identify areas of positive practice and potential areas for further improvement.
- Quality team to work with HISA and EMT on areas for improvement
- Headlines from ESES to be shared with students through Student Representative Committee, Course Committee Meetings, and the Link newsletter.
- Quality to liaise with staff in preparation for the end of year SSES and to consider:
 - Means of engaging with work-based and online / remote students
 - Partnering with a charity
 - Question set in SSES

Subject/Title:	Safeguarding Annual Report, AY 2021-22
Author: [Name and Job title]	Vice Principal Student Experience & Quality Lindsay Snodgrass
Meeting:	Learning, Teaching and Research Committee
Meeting Date:	6th Dec '22
Date Paper prepared:	16 th Nov '22
Brief Summary of the paper:	This confidential paper sets out the number and nature of safeguarding disclosures received and the ongoing partnership working as a member of multi-agency public protection arrangements.
Action requested: [Approval, recommendation, discussion, noting]	Discussion
Link to Strategy: Please highlight how the paper links to, or assists with:: <ul style="list-style-type: none"> • compliance • partnership services • risk management • strategic plan • new opportunity/change 	Compliance Risk Management
Resource implications:	No If yes, please specify:
Risk implications:	Yes If yes, please specify: Operational: protection of children and vulnerable adults Organisational: incident management, confidentiality, reputational
Equality and Diversity implications:	Yes If yes, please specify: balancing safeguarding and providing a safe environment with delivering an educational experience that supports access and inclusion
Consultation: [staff, students, UHI & Partners, External] and provide detail	

Status – [Confidential/Non confidential]	Confidential		
Freedom of Information Can this paper be included in “open” business* [Yes/No]	No		
*If a paper should not be included within “open” business, please highlight below the reason.			
Its disclosure would substantially prejudice a programme of research (S27)		Its disclosure would substantially prejudice the effective conduct of public affairs (S30)	X
Its disclosure would substantially prejudice the commercial interests of any person or organisation (S33)		Its disclosure would constitute a breach of confidence actionable in court (S36)	X
Its disclosure would constitute a breach of the Data Protection Act (S38)	X	Other (please give further details)	
For how long must the paper be withheld? (express either as the time which needs to pass or a condition which needs to be met.)	5 years		

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

Subject/Title:	Complaints Report for Quarter 1 (Aug-Oct) 2022-23
Meeting and date:	06 December 2022
Author:	Stephen Wells, Quality Officer
Decision, Discussion or Noting:	Noting
Link to Strategic Plan:	Paper assists with compliance as the College is required to monitor complaints as per SPSO requirements.
Cost implications:	Yes / No (<i>delete as applicable</i>) If yes, please specify:
Risk assessment:	Yes / No (<i>delete as applicable</i>) If yes, please specify: Financial: Operational: Organisational:

Recommendation(s)

Note

Purpose of report

Analysis of complaints received in Quarter 1 of 2022-23

Background

Reports are required to ensure compliance with SPSO requirements and identify areas of service that require improvement. Summary outcomes are published on the Inverness College website (FE) and UHI website (HE)

Main body of information

See attached

UHI | INVERNESS

Summary Report: Complaints 2022-23 (Q1)

Introduction

Complaints are received all year round from a number of different sources although the primary source tends to be from students. Complaints are received via a variety of mechanisms including direct emails, complaints forms and the Red Button. IC UHI uses the SPSO categories and sub-categories to classify complaints, which allows us to feed into sector wide data. The outcomes from complaint resolution are reported to UHI (HE) and published on the UHI Inverness website (FE).

Complaints are grouped into quarters depending on the time of year in which they are received. The quarter dates are detailed below:

- Quarter 1 (Q1): August – end of October,
- Quarter 2 (Q2): November – end of January,
- Quarter 3 (Q3): February – end of April,
- Quarter 4 (Q4): May – end of July.

This report provides an overview of the complaint categories and outcomes across academic year 2022-23 for Quarter 1.

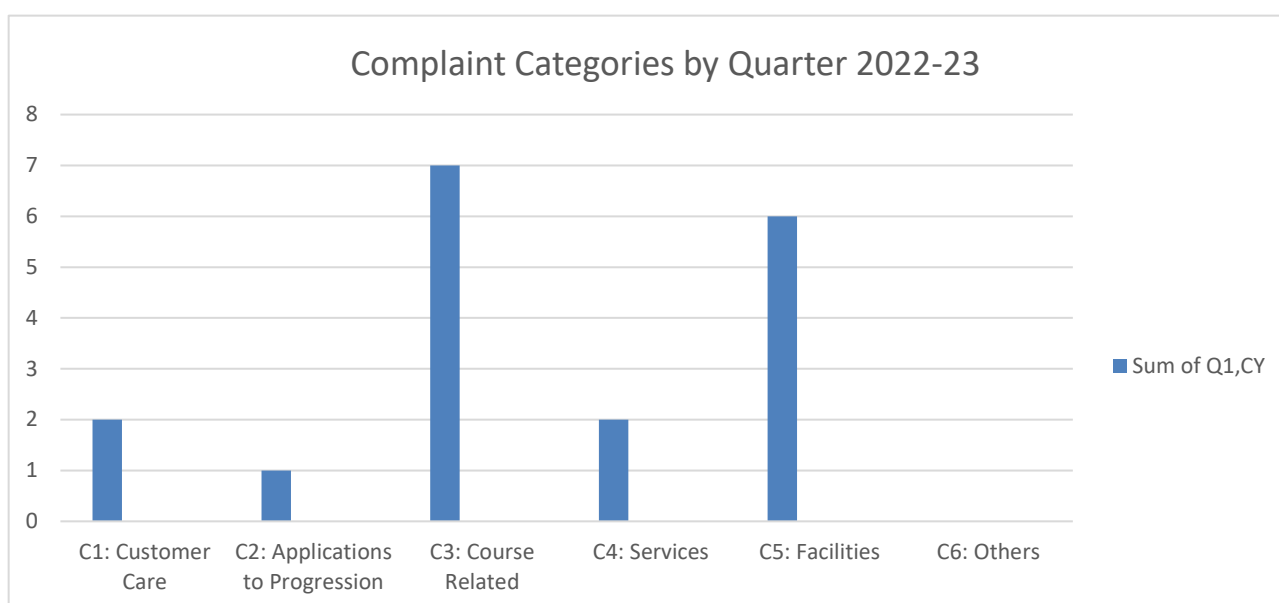
Complaints by Category

18 complaints were received in Q1, a decrease from 29 received in the same quarter last year. The decrease is largely due to the reduction in complaints in the 'Applications to Progression' category. This was due to a spike in complaints in Q1 last year as a result of the cyber-attack which severely impacted communication channels between applicants and college staff.

The graphs below display the sum of quarterly complaints received for each category.

Customer Category: Current Year (Quarter) 2022/23	YTD CY	Q1,CY	Q2,CY	Q3,CY	Q4,CY
C1: Customer Care	2	2	0	0	0
C2: Applications to Progression	1	1	0	0	0
C3: Course Related	7	7	0	0	0
C4: Services	2	2	0	0	0
C5: Facilities	6	6	0	0	0
C6: Others	0	0	0	0	0
TOTAL	18	18	0	0	0

Customer Category: Previous Year (Quarter) 2021/22	YTD CY	Q1,CY	Q2,CY	Q3,CY	Q4,CY
C1: Customer Care	10	4	2	3	1
C2: Applications to Progression	16	13	2	1	0
C3: Course Related	33	8	7	11	7
C4: Services	8	3	1	3	1
C5: Facilities	4	1	1	1	1
C6: Others	1	0	0	0	1
TOTAL	72	29	13	19	11



The category of 'Course Related' received the highest number of complaints in Q1 and is at a comparable level to the previous academic year. It remains the highest occurring category of complaint. The sub categories were varied, covering lack of support for students with ASN, mental health and disability concerns, poor communications and lack of certification last year which prohibited enrolment this academic year. One complaint centred on the time taken to arrange an assessment which prevented completion of their MA in an appropriate time frame.

The category of 'Facilities' received the second highest number of complaints with 6, which exceeds the 4 complaints received in the whole of 2020-21. These included complaints about the temperature in the building, a fire alarm at SSF, a squeaking door and a lack of parking and in the majority of cases were 'quick fixes' with Resolved outcomes. This may reflect the increased footfall within the campus following the removal of Covid imposed restrictions and is comparable to the level of complaints received for this category prior to the Covid 19 pandemic.

The category of 'Services' received no complaints and the remaining categories received between 1 and 2 complaints. The category of 'Applications to Progress' received 1 complaint compared to 13 in Q1 last year which as mentioned previously coincided with a cyber-attack.

Item 10

In relation to the level of delivery in Q1, 61.1% of complaints relate to HE programmes, 27.8% of complaints relate to FE programmes and 11.1% of complaints came from members of the public.

Of the 11 HE complaints received, 3 related to insufficient support for students with disabilities, ASN and mental health concerns. 4 complaints centred on poor or inaccurate communication, 1 was fees related and 3 concerned the LRC i.e., temperature too hot, too cold and a squeaking door.

Of the 5 FE complaints received, 1 complaint was received for each of the following: staff conduct, a lack of parking, the lack of financial assistance, the suitability of a room without external windows and no fresh air, and the last concerns the delivery of an MA. The latter was submitted by MSP Kate Forbes on behalf of a student.

2 complaints were received from members of public, an alarm going off at SSF and an ex-student not receiving graduation registration details.

Complaint Outcomes

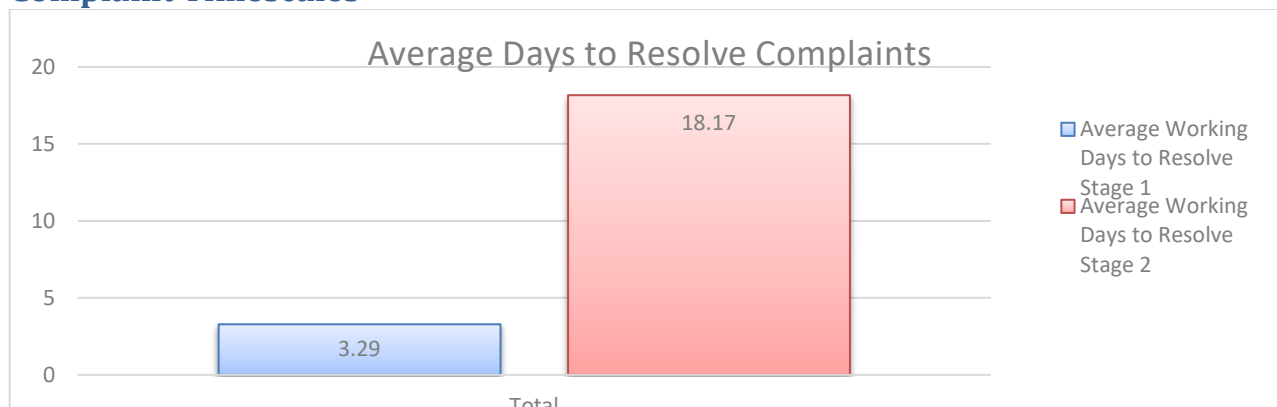
The graph below details the complaint outcomes.

33.3% of the complaints received in Q1 were Resolved, compared to 34% in Q1 last year. 5.5% of complaints were not upheld, compared to 24.1% in Q1 last year. 22.2% of complaints have been partially upheld compared to 13.9 in Q1 last year. 33.3% of complaints were upheld compared to 27.6% in Q1 last year.

2 complaints were escalated to Stage 2 at the request of the complainants. 1 was subsequently withdrawn (the stage 1 outcome was not upheld), and the second escalated complaint remained as a partially upheld outcome.

Outcome	Stage 1	Stage 2	Total
Resolved	6	0	6
Not upheld	0	1	1
Partially upheld	1	3	4
Upheld	5	1	6
Still under investigation	0	0	0
Withdrawn	0	1	1
Escalated to Stage 2	2		2

Complaint Timescales



The chart above displays the average number of days taken to resolve complaints in this quarter.

The range of days taken to resolve Stage 1 complaints in Q1 is between 1 – 6 days.
The range of days taken to resolve Stage 2 complaints in Q2 is between 5 – 27 days.

SPSO guidelines state pre-defined timescales of a 5 working day turnaround for Stage 1, which can be extended to 10 working days if authorised by the Quality Manager. For a Stage 2 complaint the timeframe for completion is 20 working days. As part of the Stage 2 process, where the complaint is complex and may take longer than 20 working days, this must be authorised by the Quality Manager and updates provided to complainants.

Two complaints exceeded the 5-day turnaround for a Stage 1 complaint by an extra day and two Stage 2 complaints exceeded the 20-day timeframe, both were complex complaints where additional time to undertake a thorough investigation was approved.

Complaint Follow Up Survey

Within 6 weeks of receiving the complaint outcome, complainants (unless the complaint was received anonymously) are sent a link to a short survey asking them for feedback on their experience of the complaints process and to rate their satisfaction levels against thirteen aspects of the process. The survey is anonymous unless the complainant chooses to identify themselves.

Three responses were received in Q1. All respondents agreed that the complaints process was easy to access, the complaint form was easy to use, and they received prompt acknowledgment and a clear outcome within the specified timeframe. Two respondents were not aware of the complaints process prior to submitting their complaint but agreed they had received assistance to do so. One complainant believed their complaint was not taken seriously and investigated thoroughly, nor was it closed off to their satisfaction. The other two respondents were satisfied in these respects. No additional comments were left.

Learning from Complaints

Complaints often result in reviews of processes and procedures, and they also allow us to identify opportunities for staff development. The Quality team continues to identify any learning points from each complaint in order to identify themes emerging. Programme and support teams use complaints as part of their evidence bank to inform their evaluative activities aimed at improving the student experience.

Below are examples of actions taken as a result of complaints received in Q1:

- The links to the HE Fees Policy from the student offer letter are not easy to follow, requiring applicants to find and click on appropriate embedded links. This would need to be resolved between UHI Finance and UHI Admissions to ensure instructions on the offer letter are clear. This is an outstanding action.
- UHI's website is not in line with HEI guidance. The investigating officer contacted the website owners at UHI to ensure it is updated.
- A student was not informed they would be on site for their studies, changes have been made on the website to ensure confusion over delivery does not happen again.
- A meeting was convened between a complainant, staff member and investigating officer to discuss the complainants concerns and resolve them.
- A focus group for Forestry students was held by TEL and Quality Officer to identify concerns regarding ongoing communication issues and implement solutions.
- The Graduation Team is to confirm the list of students "graduating in absentia" in the future.