

Meeting	Learning, Teaching and Research Committee
Date and time	Tuesday 14 June 2022 at 4.30 p.m.
Location	Hybrid Meeting: In Person – Room 205, Inverness Campus Virtually – via Microsoft Teams

Board Secretary
07 June 2022

AGENDA

Welcome and Apologies

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

**Creative Space – Shared Vision – Tertiary Education and Research
Led by Assistant Principal – Academic and Research, Director of Research –
Biodiversity and Freshwater Conservation, Director of Research – Remote and
Sustainable Communities and our Tertiary Education Leaders**

ITEMS FOR DECISION

- 1. MINUTES**
 - a. Note of the Closed Session (CSN-LTR-032022) of the Learning, Teaching and Research Committee held on 15 March 2022
 - b. Minutes of the Learning, Teaching and Research Committee held on 15 March 2022
- 2. OUTSTANDING ACTIONS**

ITEMS FOR DISCUSSION

- 3. STUDENT RETENTION**

Joint Report by Information Systems Manager and Assistant Principal – Student Experience and Quality

- 4. SCHOOLS/SENIOR PHASE ENGAGEMENT REPORT**
Joint Report by Access and Progression Manager and Assistant Principal – Student Experience and Quality
- 5. LEARNING AND TEACHING ENHANCEMENT REPORT**
Report by Professional Development Manager
- 6. HISA – ELECTIONS REPORT**
Report by Inverness President
- 7. HISA – END OF YEAR SUMMARY**
Report by Inverness President
- 8. HISA AND STUDENT PARTNERSHIP AGREEMENT UPDATE**
Joint Report by HISA President and Assistant Principal – Student Experience and Quality
- 9. CONFIDENTIAL DISCUSSION**
Confidential Discussion led by HISA President
- 10. EDUCATION SCOTLAND UPDATE**
Report by Assistant Principal – Student Experience and Quality
- 11. REPORT ON END OF YEAR STUDENT SURVEY (SSES)**
Report by Assistant Principal – Student Experience and Quality
- 12. COMMITTEE AND CHAIR EVALUATIONS**
Report by Board Secretary

ITEMS FOR NOTING

- 13. QUARTER 3 – COMPLAINTS REPORT**
Report by Quality Manager
- 14. MINUTES FROM INVERNESS COLLEGE COMMITTEES**
 - a) Minutes from Student Journey and Enhancement Committee held on 22 March 2022
 - b) Minutes from Student Journey and Enhancement Committee held on 19 April 2022
 - c) Minutes from Student Journey and Enhancement Committee held on 17 May 2022
- 15. AOCB**
- 16. DATE OF NEXT MEETING – 27 September 2022 at 4.30 p.m.**

Item 00

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.



DRAFT MINUTES of the MEETING of the LEARNING, TEACHING AND RESEARCH COMMITTEE held via Microsoft Teams, on Tuesday 15 March 2022

PRESENT: Kelly Mackenzie, Chris O'Neil, Ruth McFadyen, Tina Stones, Arvinder Kainth, James Millar, Stephen Sheridan

CHAIR: Tina Stones

APOLOGIES: Russell Edwards, Robyn Kennedy, Bonnie Crawford, and Assistant Principal – Student Experience & Quality

ATTENDING: Assistant Principal – Academic and Research
Information Systems Manager
Access and Progression Manager
Quality Manager
Professional Development Manager
Board Secretary

OBSERVER: Dee Bird

The Chair welcomed everyone to the meeting and introduced the new members.

No Declarations of Interest were noted.

Confidential Closed Session – Committee Creative Space

A confidential closed session took place which provided the Committee with the creative space to discuss the vision for research and curriculum review (Note of Session: CSN-LTR-032022).

1. MINUTES FOR APPROVAL

a.) Minutes of the Meeting held on 28 September 2021

The Minutes of the Meeting of the Learning, Teaching and Research Committee held on 28 September 2021 were **AGREED** and **APPROVED** for signature by the Chair.

b.) Minutes of the Meeting held on 07 December 2021

The Minutes of the Meeting of the Learning, Teaching and Research Committee held on 07 December 2021 were **AGREED** and **APPROVED** for signature by the Chair.

2. OUTSTANDING ACTIONS

- Research and Innovation – The Committee noted that a presentation from those within our research teams will form the creative space for the June 2022 meeting.
- Early Student Experience Survey Results – The Committee noted that this item will remain on the list and that the Assistant Principal – Student Experience and Quality will provide an update at the June meeting.
- HISA Report and Student Partnership Agreement Update – The Committee noted that this item will remain on the list and that the HISA Inverness President will provide an update at the June meeting.

3. QUARTER 2 – COMPLAINTS REPORT

The Quality Manager spoke to this report which provided the Committee with an analysis of the complaints received to date. The Committee noted that whilst quarter 1 complaints had seen an increase it now appeared that this had stabilised and the Committee was advised that there had been a reduction in the number of complaints received within quarter 2.

The Quality Manager provided the Committee with information on the categories of complaints, outcomes, timescales, follow up surveys and learning. The Committee thanked the Quality Manager for this report.

The Quality Manager left the meeting.

4. STUDENT RETENTION

The Information Systems Manager joined the meeting.

The Information Systems Manager spoke to the joint report and provided the Committee with an update on withdrawals for the Academic Year 2021/22. The Committee was advised that we had experienced an increase in withdrawals last Academic Year and that it appears from the data that we are facing a similar picture for this Academic Year. The Committee discussed the current withdrawal rates and noted the dates for early and further withdrawals.

Lengthy discussions which focussed on the following took place:

- The variations between departments with the Committee noting that most withdrawals are due to personal reasons. The Committee acknowledged the difficulty and complexities involved in trying to identify trends and noted the continuing impact of Covid-19 on student's mental health. The Committee noted that withdrawals remain a sector wide issue.
- The impact on changes to the SQA grading system because of Covid-19 and how this is affecting not only withdrawal rates but also recruitment rates.
- New concerns which students are facing not only from Covid-19 but with the current inflation rises and fuel poverty. The Committee noted that we have set up a Cubby initiative where toiletries are available for students to take if needed along with a Share the Warmth initiative where free coats can be given to students in need.
- The Committee highlighted the importance of students being offered flexible learning as well as earn and learn opportunities.
- The support which PATs provide to students with the Committee noting that PATs are providing students with substantially greater support than in the past and that the support being requested from them now includes pastoral care. The Committee noted that a review of the support which PATs provide will be discussed with the EMT.

Item 01b.

- The expected impact if our Scottish Government funding for mental health support is ceased.
- Staff retention, Staff PRD, Distributed Leadership model and staff learning requirements.

The Committee welcomed both the proactive approach being taken by staff, the analytical data which the KPI's are providing and the additional mental health and wellbeing resources which have been made available to students.

The Information Systems Manager left the meeting.

5. UPDATE ON LEARNING AND TEACHING ENHANCEMENT (INCLUDING DIGITAL PEDAGOGY AND INCLUSIVE AND TRAUMA INFORMED PRACTICE)

The HISA Inverness President joined the meeting.

The Professional Development Manager spoke to her report providing the Committee with an update on:

- The Launch of the new Learning and Teaching Induction Programme – highlighting that face-to-face induction sessions have now recommenced.
- The delivery of the PDA Teaching Practice in Scotland's Colleges and the new UHI TQFE.

Stephen Sheridan left the meeting.

- Registration of lecturers with General Teaching Council Scotland (GTCS)
- The relaunch of the Learning and Teaching Review Programme
- The Digital Skills Training Survey
- The new UHI Learning and Teaching Enhancement Strategy
- Future enhancements

The Professional Development Manager took the Committee through the Professional Development Pathway for Lecturers document.

The Committee discussed the qualifications which GTCS require for Lecturers to register with them and noted that as part of UHI we are in talks with GTCS to hopefully broaden the criteria. The Committee noted that several staff members do not meet the current criteria with regards levels of qualifications, despite extensive industry expertise and that we are continuing to support them to secure the necessary qualifications in order to register.

The Committee thanked the Professional Development Manager for this update.

6. UPDATE ON CORPORATE PARENTING PLAN 2020-23

The Access and Progression Manager spoke to this joint report and provided the Committee with both a background to the Corporate Parenting Plan 2020-23 and an update to the actions on the Plan. The Committee noted retention data and analysis for care experienced student withdrawals for the Academic Year 2020/21 and noted the plans to improve retention and support for care experienced students within this Academic Year.

The Committee welcomed the proactive and trauma informed approach which is being taken, the prioritisation of care experienced students digital needs and the wrap around support which is being offered.

The Professional Development Manager left the meeting.

The Committee discussed:

- the impact of Covid-19.
- the Highlands and Islands Regional Outcome Agreement Equality Target, withdrawal rates and sector benchmarking.
- the importance of Corporate Parenting Training.

Action: The Board Secretary will organise appropriate Corporate Parenting Training for all Board Members.

Decision: It was **AGREED** that Corporate Parenting would be a standing item on all future Committee agendas.

The Committee gave their thanks to the Access and Progression Manager for their report.

7. HISA REPORT AND STUDENT PARTNERSHIP AGREEMENT UPDATE

The Committee noted the contents of the report and the HISA President provided the Committee with a brief update on the recent student elections.

8. EDUCATION SCOTLAND PROGRESS VISIT REVIEW (15-17 MARCH 2022)

The Assistant Principal – Student Experience and Quality advised the Committee that the Education Scotland Progress Visit was underway with open meetings being held. It was reported that the open meetings were being well received with lots of engagement from staff. The Committee welcomed the positive feedback and noted that a full report on the review would be taken to the June 2022 meeting.

9. MINUTES FROM INVERNESS COLLEGE COMMITTEES

The Committee noted the contents of the following meetings:

- Student Journey and Enhancement Committee held on 16 November 2021.
- Student Journey and Enhancement Committee held on 14 December 2021.
- Student Journey and Enhancement Committee held on 18 January 2022.
- Student Journey and Enhancement Committee held on 15 February 2022.
- Equality, Diversity, and Inclusion Committee held on 30 November 2022.

10. AOCB

The Committee discussed the opportunities available for them to visit the Campus and the School of Forestry.

11. DATE OF NEXT MEETING: TUESDAY 14 JUNE 2022 AT 4.30 P.M.

Item 01b.

Signed by the Chair: _____

Date: _____

Outstanding Actions from LT&R Committee Meetings

Item	Action	Responsibility	Time Line	ACTIONED
07 December 2021				
HISA Report and Student Partnership Agreement Update	HISA Representatives to confirm where the funding for these packages was received from.	HISA Reps	March 2022	
15 March 2022				
Corporate Parenting Plan	The Board Secretary will organise appropriate Corporate Parenting Training for all Board Members	Board Sec	June 2022	

Subject/Title:	Student Retention
Author: [Name and Job title]	Lindsay Snodgrass, Assistant Principal Student Experience and Quality Jane Maclellan, Information Systems Manager
Meeting:	Learning, Teaching and Research Committee
Meeting Date:	14 June 2022
Date Paper prepared:	01 June 2022
Brief Summary of the paper:	To provide the Board with an update on withdrawals for 2021/22
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, but also in relation to our financial sustainability / ability to meet our credit target through improving our retention
Resource implications:	Yes
Risk implications:	This linked to financial risk management
Equality and Diversity implications:	Consideration of retention by learner group
Consultation: [staff, students, UHI & Partners, External] and provide detail	n/a

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

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

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

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

Student Retention

Executive summary

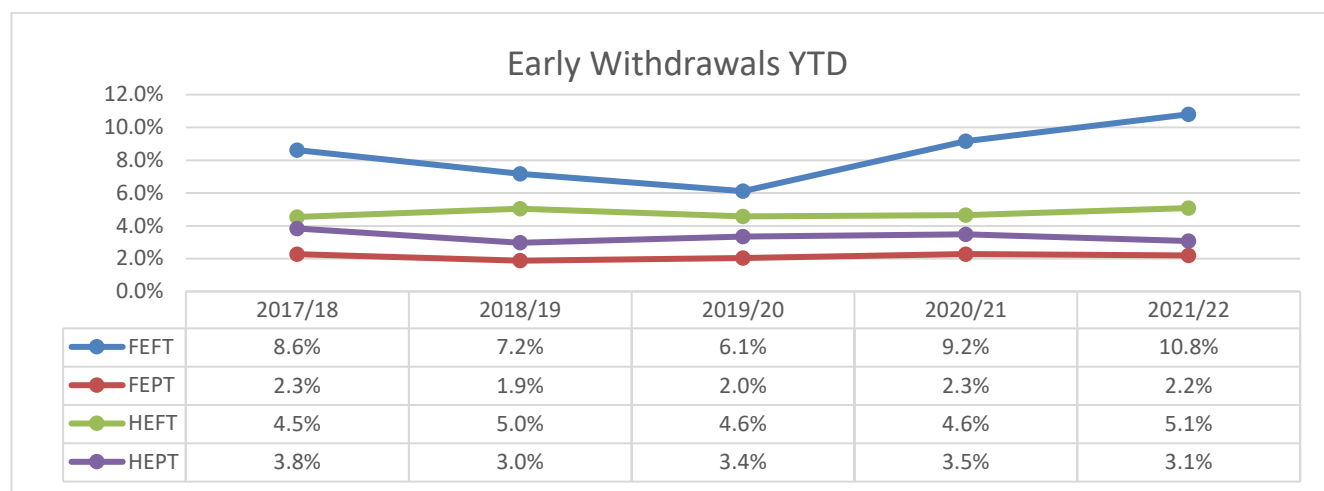
The report provides an update on student withdrawals for 2021/22 to date.

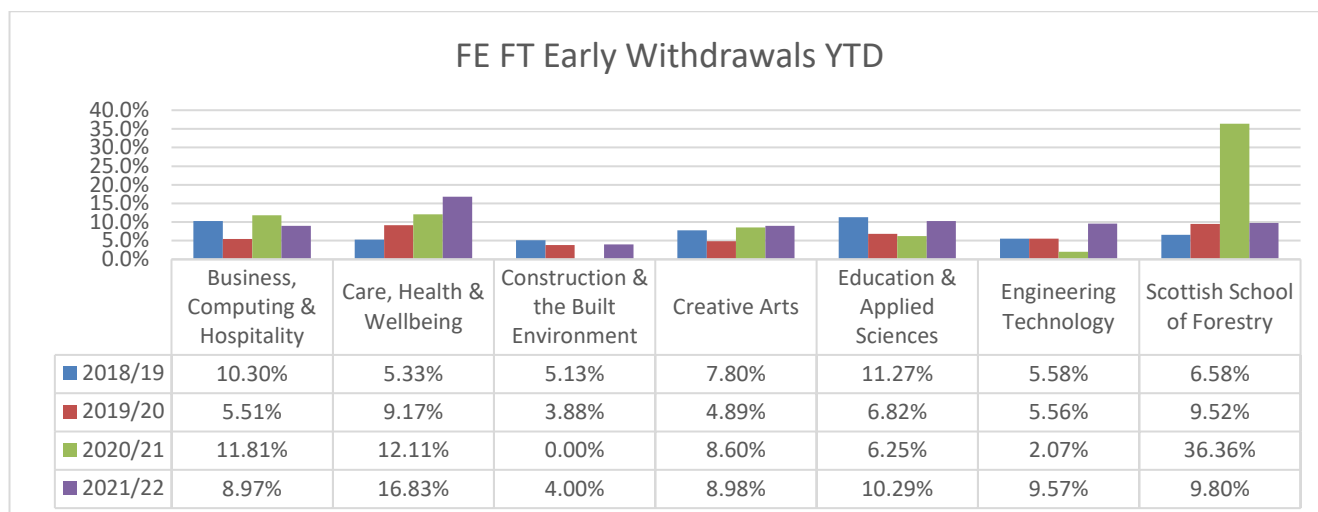
Both early and further withdrawals increased in 2020/21, most notably for FE Full Time students. At the time of writing the early withdrawal rate for full time FE students is 10.8%, and the further withdrawal rate is currently 18.5% however, it is anticipated that this will rise slightly before the end of the academic year.

Main body of information

Early withdrawals summary

The early withdrawal date for FE Full time students is 1st November, and 1st December for HE Students. To date early withdrawals are greater than the end of year position for 2020/21. Colleges receive no credit funding for FE students who withdraw before this date so there is a direct financial impact from EWs.

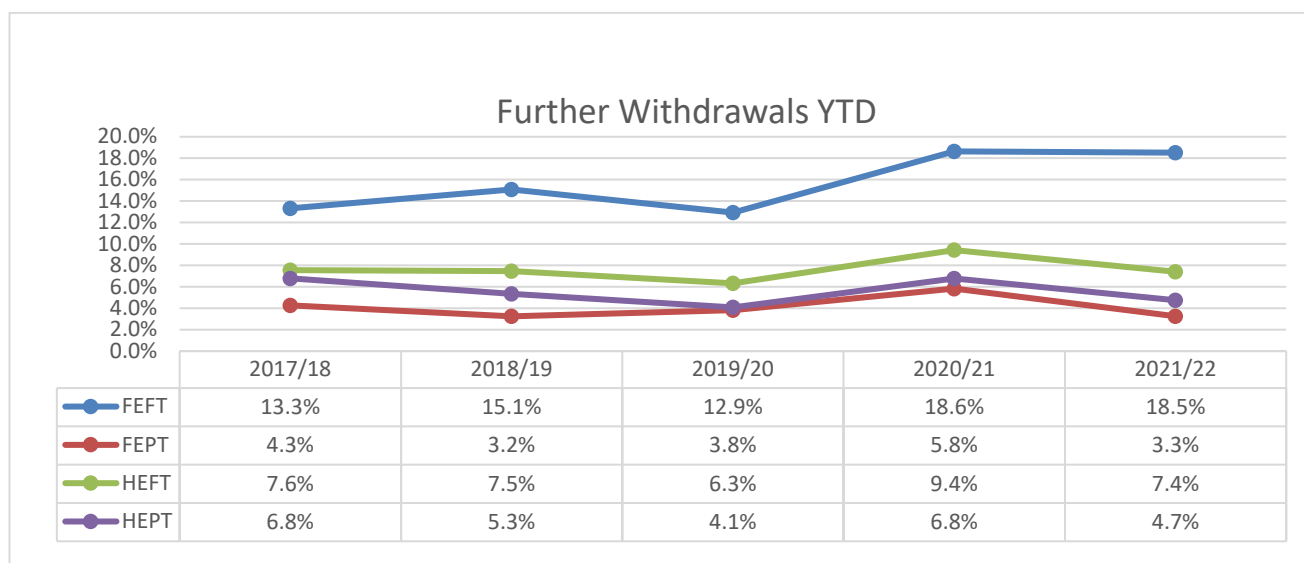


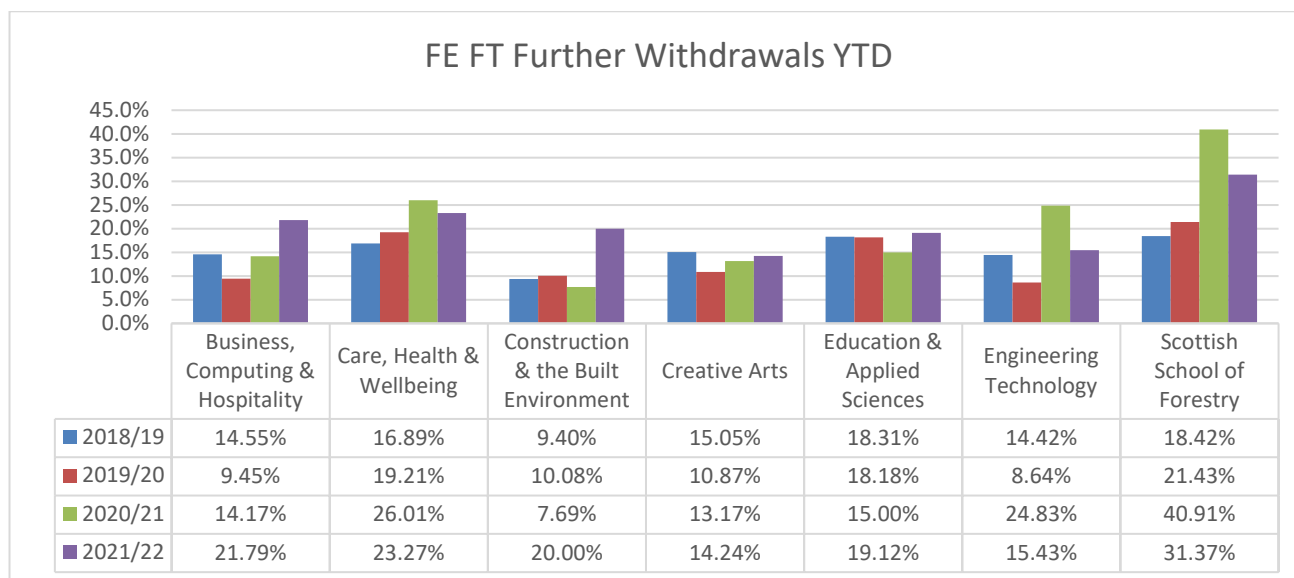


The EWs across Schools is very variable with Care, Health and Wellbeing having the highest EWs this AY to date for full time FE Students with 16.83% exiting before 1st November.

Further withdrawal summary

The chart below details our position to date for further withdrawals.





As with early withdrawals the further withdrawal across Schools is very variable with the Scottish School of Forestry having the highest FWs this AY to date for FE full time students.

		Values				
	DEPARTMENT	ENRs	EARLY WD	EARLY WD %	FURTHER WD	FURTHER WD %
FEFT	Business, Computing & Hospitality	78	7	9.0%	17	21.8%
	Care, Health & Wellbeing	202	34	16.8%	47	23.3%
	Construction & the Built Environment	25	1	4.0%	5	20.0%
	Creative Arts	323	29	9.0%	46	14.2%
	Education & Applied Sciences	68	7	10.3%	13	19.1%
	Engineering Technology	188	18	9.6%	29	15.4%
	Scottish School of Forestry	51	5	9.8%	16	31.4%
FEFT Total		935	101	10.8%	173	18.5%
FEPT	Business, Computing & Hospitality	188	11	5.9%	15	8.0%
	Care, Health & Wellbeing	603	21	3.5%	50	8.3%
	Construction & the Built Environment	795	8	1.0%	4	0.5%
	Creative Arts	212	12	5.7%	14	6.6%
	Education & Applied Sciences	262	17	6.5%	24	9.2%
	Engineering Technology	551	4	0.7%	3	0.5%
	Scottish School of Forestry	57	2	3.5%	1	1.8%
FEPT Total		2668	75	2.8%	111	4.2%
HEFT	Business, Computing & Hospitality	269	23	8.6%	29	10.8%
	Care, Health & Wellbeing	377	18	4.8%	30	8.0%
	Construction & the Built Environment	95	3	3.2%	6	6.3%
	Creative Arts	366	15	4.1%	25	6.8%
	Education & Applied Sciences	98	1	1.0%	3	3.1%
	Engineering Technology	32	4	12.5%	2	6.3%
	Scottish School of Forestry	55	2	3.6%	1	1.8%
HEFT Total		1292	66	5.1%	96	7.4%
HEPT	Business, Computing & Hospitality	222	4	1.8%	13	5.9%
	Care, Health & Wellbeing	467	21	4.5%	27	5.8%
	Construction & the Built Environment	48		0.0%	1	2.1%
	Creative Arts	60	1	1.7%	2	3.3%
	Education & Applied Sciences	108	1	0.9%	4	3.7%
	Engineering Technology	81	3	3.7%	2	2.5%
	Scottish School of Forestry	79	2	2.5%	1	1.3%
HEPT Total		1065	32	3.0%	50	4.7%
Grand Total		5960	274	4.6%	430	7.2%

Reasons for Withdrawal

In September '21, we introduced monthly data presentations for each School to support the analysis of KPI data and identification of interventions. Retention has been one of the focus points and significant scrutiny has been placed on mitigations to suppress withdrawals. We are clear on the reasons for withdrawals, as detailed in the charts below.

The reasons for withdrawal amongst FE FT students have been captured well by the Personal Development Advisers (PDAs) who have discussed circumstances of withdrawal with individuals. **The majority (30%) of FE FT students leaving their course have done so due to personal reasons, which include challenges with their health (predominantly mental ill-health) and personal finances.** It is notable that a further 17.4% of FE FT students withdraw without discussion / engaging with us. We are acutely aware that young people, in particular, are still struggling with the **longer-term impact of covid on their mental health and resilience. This longer-term impact is a concern for next AY and beyond.**

It is also noteworthy that 20% of students who applied and started their course late, after the start date, went on to withdraw. We held an HE applicant day on 21st May and are holding FE applicant days later this month to maximise conversion and to fully support onward retention. A 'mop up' will be planned for those who apply / start late and who miss induction.

The reasons for EW from HE programmes are grouped differently but we see **similar themes emerging with the majority (56.1%) withdrawing due to personal reasons, which include challenges with their health (predominantly mental ill-health) and personal finances.**

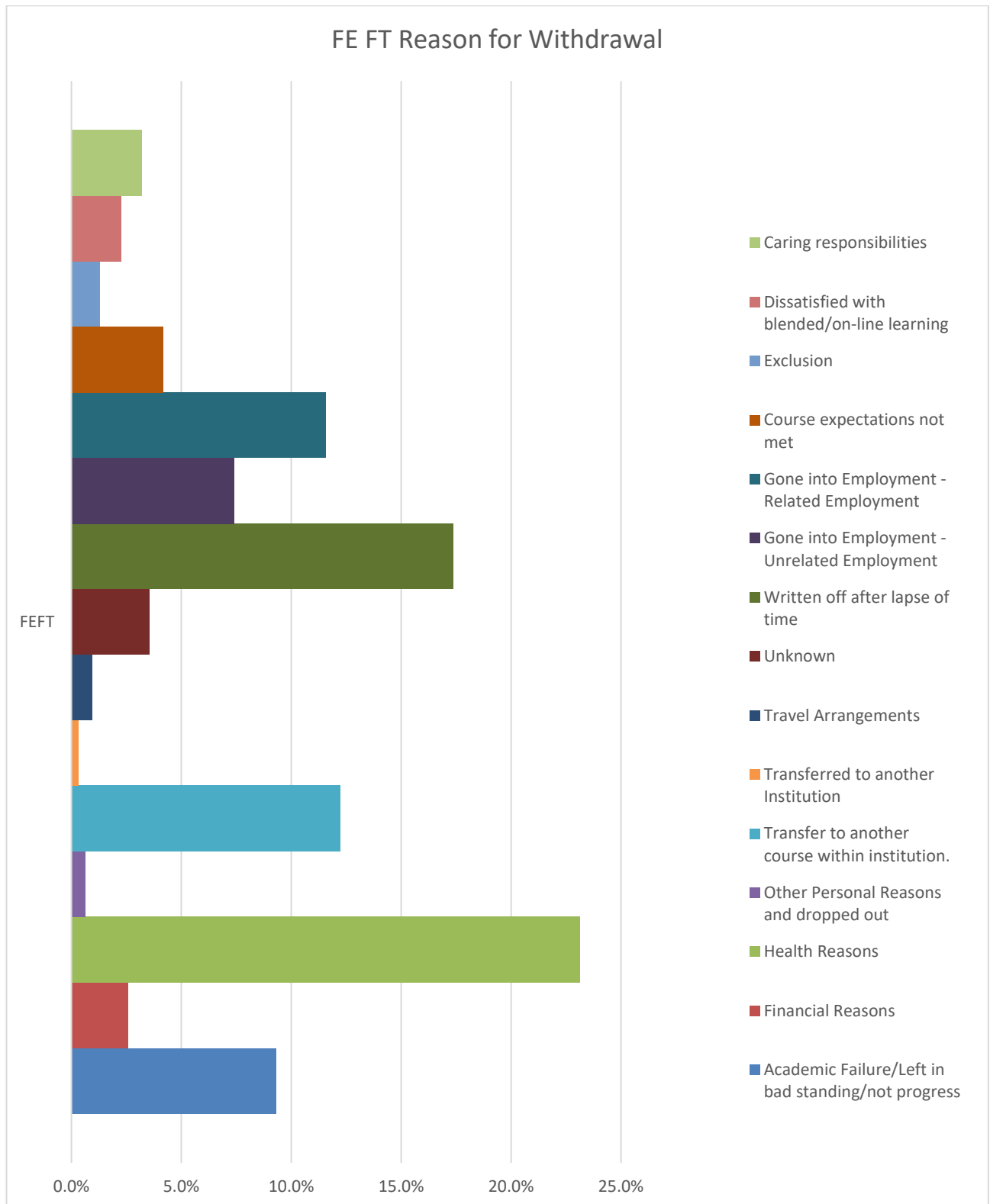
Across our provision, we have also noted a sharp rise this AY in the number of students leaving their studies to go into employment because of increasing financial pressures coupled with the buoyant local employment market / high wages in relation to unskilled work:

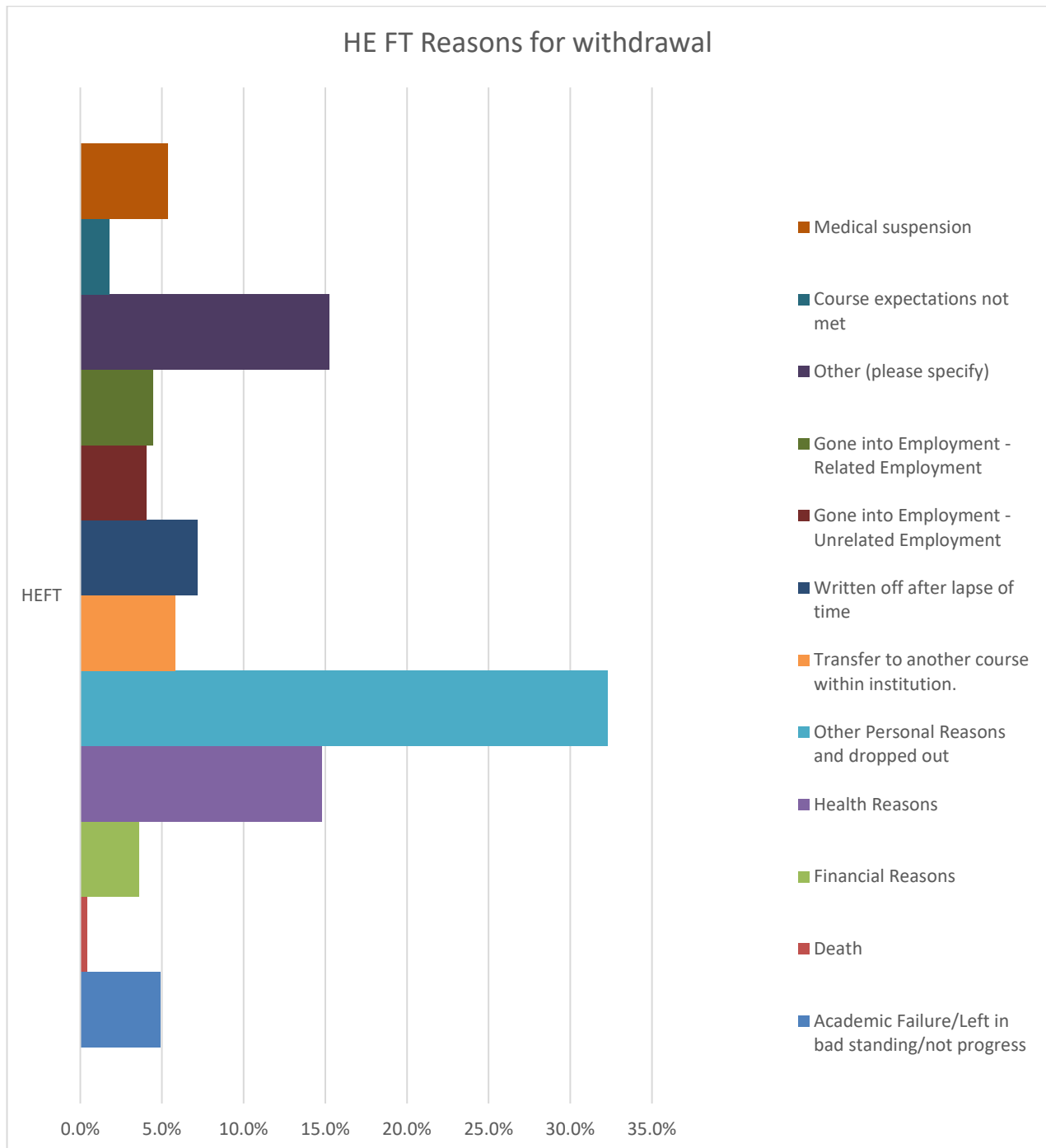
FT FE AY	Gone into unrelated Employment	Gone into Related Employment
2020-21	2.9%	2.3%
2021-22	7.3%	11.5%

Mitigations for AY 22-23

Through sector level discussions, we are acutely aware of the challenge to the college sector post pandemic in retaining students next AY. We have a variety of supportive measures we are working on:

- Staff conference workshops – retention; trauma informed practice
- Building in greater flexibility into level 4 and 5 programmes – different pathways to support successful completion
- Timetabling – minimising change: limiting number of classrooms/staff teaching on programmes
- Greater support pre-start – applicant days; pre-start workshops; induction





Subject/Title:	Schools/Senior Phase Curriculum
Author: [Name and Job title]	Lindsay Snodgrass, Assistant Principal, Student Experience and Quality Louise Martin-Theyers, Access and Progression Manager
Meeting:	Learning, Teaching and Research Committee
Meeting Date:	14 June 2022
Date Paper prepared:	06 June 2022
Brief Summary of the paper:	<ul style="list-style-type: none"> • An update on applications and offers 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 2022/23
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	Strategic plan – destination of choice; growth in activity
Resource implications:	Yes, since additional activity – incorporated into curriculum planning exercise
Risk implications:	No
Equality and Diversity implications:	Yes/No If yes, please specify: Yes, priority groups / schools identified / contextualised admissions in place to support SIMD 10, care experienced young people, under-represented gender
Student Experience Impact:	Yes/No If yes, please specify: Yes, positive experience needed to support onward progression

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Consultation: [staff, students, UHI & Partners, External] and provide detail	NA		
Status – [Confidential/Non confidential]	Non-confidential		
Freedom of Information Can this paper be included in “open” business* [Yes/No]	Yes		
*If a paper should not be included within “open” business, please highlight below the reason.			
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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)	

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

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

Context

In May 2018, the Scottish Government published their [15-24 Learner Journey Review](#) to support their ambition that Scotland's young people should have access to a system which, *'...delivers the best value to the learner, wider society and the economy where all learners are on the right route to the right job, through the right course via the right information.'* (p.7)

More recently the [Co Creating the Learner Journey report](#) was published in 2021 which gave further focus to School College partnerships and highlighted them as being key to giving young people, *'the opportunity for sector and industry insight...helping them make better informed choices in their learning journey and driving more talent into growth areas and sectors where there are recognised skills shortages'* (p3). Our senior phase programmes provide a critical pathway into our full time FE programmes in particular.

UHI Inverness, has a pivotal role to play in ensuring pupils from across the Highlands have access to vocational and specialist courses which enhance their senior phase. We have been systematic in our collaborative working 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.

UHI Inverness Action

On a local level, we have had a **renewed focus and engagement with the local authority** and a **willingness to revisit and the Highland Senior Phase Strategy** which was developed in 2018. Internally, the Senior Phase Team have focussed their efforts on **rebuilding connections with schools, their pupils and parent/guardians, post Covid**, in order to present a wider, enhanced offer and to provide meaningful activity to encourage engagement with our programmes.

Early promotional activity for this quarter provided direct **engagement with over 1,850 pupils from S3- S6** and presented opportunities to deliver curriculum tasters in Education, Cookery, Hair and Beauty, Computing, and the Apprenticeship programme within 6 catchment schools alongside presentations in Personal & Social Education classes and at **parent information evenings** across the region.

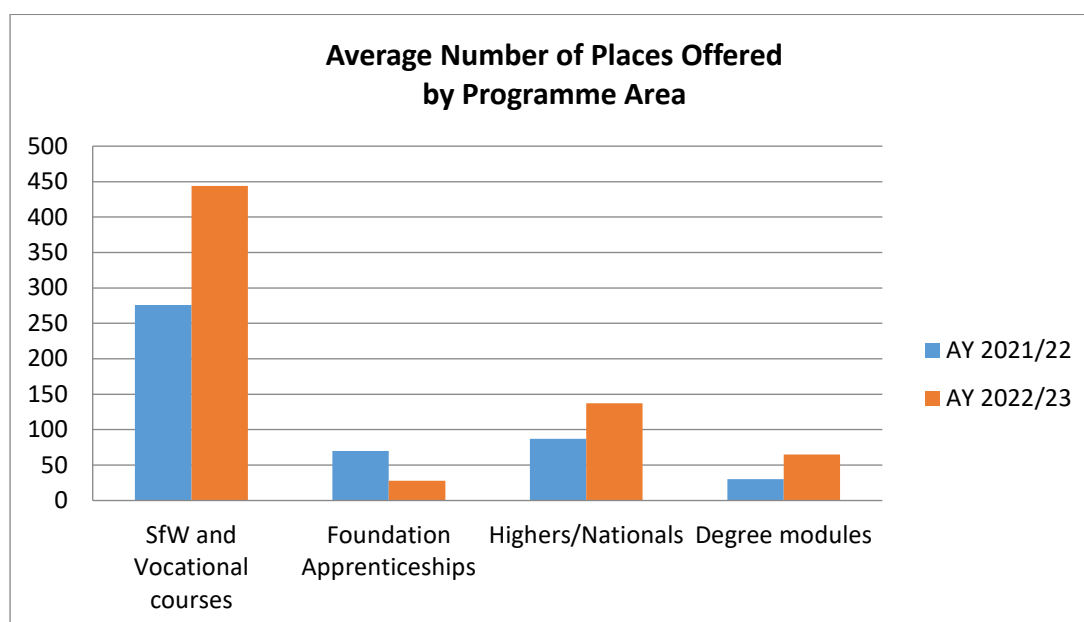
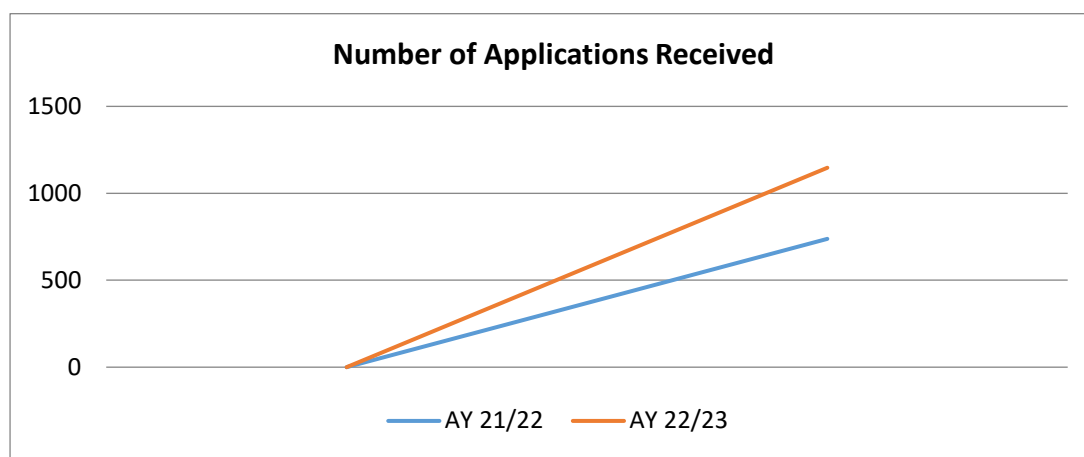
A **Taster and Transition event was hosted in February** which provided workshop sessions on Advanced Studies, Personal Statement Writing, The College Experience, and Curriculum tasters and was supported by Business Solutions (apprenticeship family) transitions, tours of the building and general student support. Pupils provided overwhelmingly positive feedback with many saying the opportunity had helped them to decide on college-based learning for the coming year.

Applications for AY 2022/23:

- Senior phase programme applications opened in January. Circa 1,100 applications for the 2022/2023 year received which represents an **18% increase in applications**, compared to last year.
- 5 new programmes introduced generating an additional 97 places
- **58 UHI Inverness based courses** from SCQF level 2 to 7 mapped to our mainstream provision
- Collective promotion of a **further 21 courses on the Virtual School timetable**
- Collective promotion of **13 additional SCQF level 7 courses** under the Advanced Studies badge.

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- **Skills for work and vocational courses** saw an approximated 60% increase in place numbers being offered
- **Highers and National** programmes increased by 57% in place numbers being offered
- **Degree module** offers increased by 116%
- Despite a good number of applications across all **FA programmes** the distribution meant that many courses fell short of viable delivery numbers which resulted in a 60% decrease in place offers this year. The inflexibility and bureaucracy of the FA continues to be a challenge and we are engaged in national discussions on this



Foundation Apprenticeship Programme

UHI Inverness Foundation Apprenticeship offer for AY 22-23 included the following frameworks:

- Civil Engineering
- Social Services and Healthcare
- Social Services: Children and Young People
- Business Skills
- Creative and Digital Media

Recruitment has made a healthy recovery for Civil Engineering and Social Services and Healthcare but fell short of meeting recruitment targets in Business, Social Services: Children and Young People and Creative and Digital Media. To avoid disappointment pupils applying to the under-represented frameworks were contacted to sign post them to alternative frameworks at UHI Inverness or via one of our UHI partners or alternative senior options were offered for consideration.

There is a **correlation between the three frameworks which have been cancelled and these being offered by private training providers** within our area. We are seeing **increasing challenges in private providers delivering FAs** and their ability to be far more flexible than colleges.

Education Scotland are in the process of reviewing the Foundation Apprenticeship programmes with specific focus on:

- Equality
- The varying size and credit levels of FA frameworks
- Progression routes. With most progressing to HE and not MA or employment
- Providers and schools jointly evaluating programmes

The UHI Work Based Learning Hub will be conducting a review with each partner to discuss delivery plans for AY23-24 which will all be subject to curriculum planning discussions.

Pupil Satisfaction

In the 2022 SSES survey, **100% of school pupils said they were satisfied** with the schools Team. 100% knew what pathways they could apply to after their course had finished and **100% said they had or were planning to apply to another course at UHI Inverness**. This underlines the strong pathway into our FT provision which the senior phase programmes provide.

Future planning and development

- The Senior Phase programme will **undergo a curriculum review** to ensure coverage across levels and curriculum areas and to ensure **alignment to regional outcomes** and labour market intelligence
- All senior phase programmes are to be recognised on **Highland Council's INSIGHT system** to ensure their tariff points can be compared to courses delivered in school to **support parity of esteem**
- A **renewed plan to increase engagement** with specific schools where engagement with us is lower. This includes Inverness High School to support their community partnership plan to increase attendance, close the attainment gap and widen access and opportunities for further learning.

Ambitious Highland – supporting disengaged young people

- Work is in progress to deliver a **specialist programme in August 2022** for pupils who have disengaged with school education (60% attendance or less) to attend UHI Inverness as part of the Interrupted Learner Model
- A second specialist Transitions programme for learners with moderate ASN needs is planned for January 2023 to meet demand



Subject/Title:	Update on Learning & Teaching Enhancement
Author: [Name and Job title]	Fiona Gunn, Professional Development Manager
Meeting:	Learning, Teaching & Research committee
Meeting Date:	14 June 2022
Date Paper prepared:	7 June 2022
Brief Summary of the paper:	<p>This paper provides an update on Learning & Teaching Enhancement</p> <ol style="list-style-type: none"> 1. New Learning & Teaching Enhancement team 2. PDA <i>Teaching Practice in Scotland's Colleges</i>, UHI TQFE and Fellowship of the Higher Education Academy 3. Registration of lecturers with General Teaching Council Scotland (GTCS). 4. Learning & Teaching Review programme. 5. New UHI Learning & Teaching Enhancement Strategy 6. Staff Conference & Team Development Day
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 	Compliance: Mandatory professional registration of lecturers as set out in the National Joint Negotiating Committee circular 03/18.
Resource implications:	No

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Risk implications:	No If yes, please specify: Operational: Organisational:		
Equality and Diversity implications:	No If yes, please specify:		
Student Experience Impact:	Yes/No If yes, please specify:		
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)	
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/web/FILES/Public_Interest_Test.pdf

UHI | INVERNESS

Subject/Title:	HISA – Elections Report
Author: [Name and Job title]	Ruth McFadyen HISA President – Inverness
Meeting:	Learning, Teaching and Research Committee
Meeting Date:	14 June 2022
Date Paper prepared:	08 June 2022
Brief Summary of the paper:	This report provides the Committee with information on the recent HISA elections for the AY 2022/23
Action requested: [Approval, recommendation, discussion, noting]	For Discussion

Item 06

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	Partnership Services in respect of HISA.		
Resource implications:	Yes / No If yes, please specify:		
Risk implications:	Yes / No If yes, please specify: Operational: Organisational: Risk implications due to low candidate numbers and voting turnout.		
Equality and Diversity implications:	Yes/ No If yes, please specify:		
Student Experience Impact:	Yes/No If yes, please specify: Impact to student experience if they are not well represented by HISA.		
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)	

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2022 HISA Elections Report

This year, the candidate numbers at Inverness gave cause for concern. 3 candidates for 2 posts with the third post having no candidates. (1 candidate for president and two candidates for Activities and Welfare)

For comparison look at previous 2 years. Pre-covid figures for 2020 was 12 candidates with all 3 posts well contested. Mid-covid figures for 2021 was 14 candidates and again all 3 posts were well contested. However, this year, post-covid, that number, as previously stated is down to 3 candidates for 2 posts with one post having no candidates.

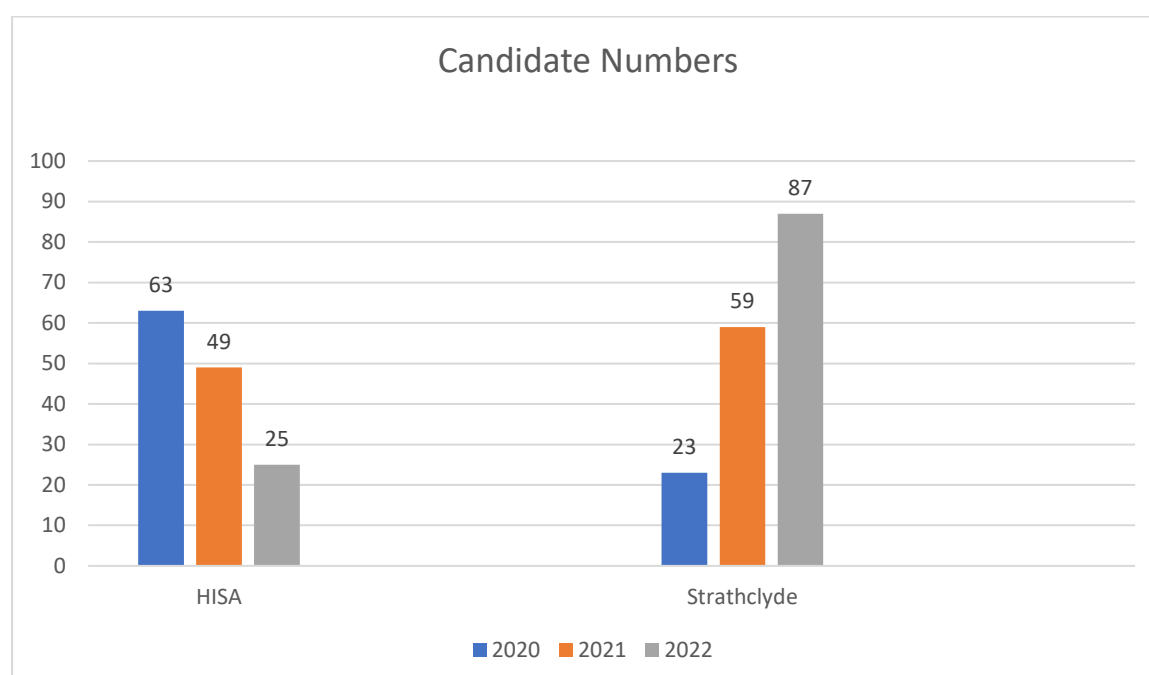
Inverness	2020	2021	2022
President	5	3	1
Education	3	4	0
Activities & Welfare	4	7	2

How does this compare around the region with the rest of the academic partners?

2020 there were 63 candidates for 19 posts. 2021 there were 49 candidates for the same 19 posts. And this year there were 31 candidates (before withdrawals) for those 19 posts and 25 candidates after withdrawals.

Can we blame COVID?

No, for this we look to another student union election figures. Strathclyde. In 2020 there were 23 candidates for 14 posts. In 2021 the number of posts rose to 18, and the candidate numbers leaped to 59. And this year, the number of posts available is 19 (the same as HISA) and the number of candidates has risen to 87. So, the conclusion is it can't be COVID-19 that has caused the drop in candidate numbers as it would be similar around the country. It's not. For example, AUSA candidates last year was 13 candidates for 5 posts. And this year it is 13 candidates for 5 posts. It is not Covid.



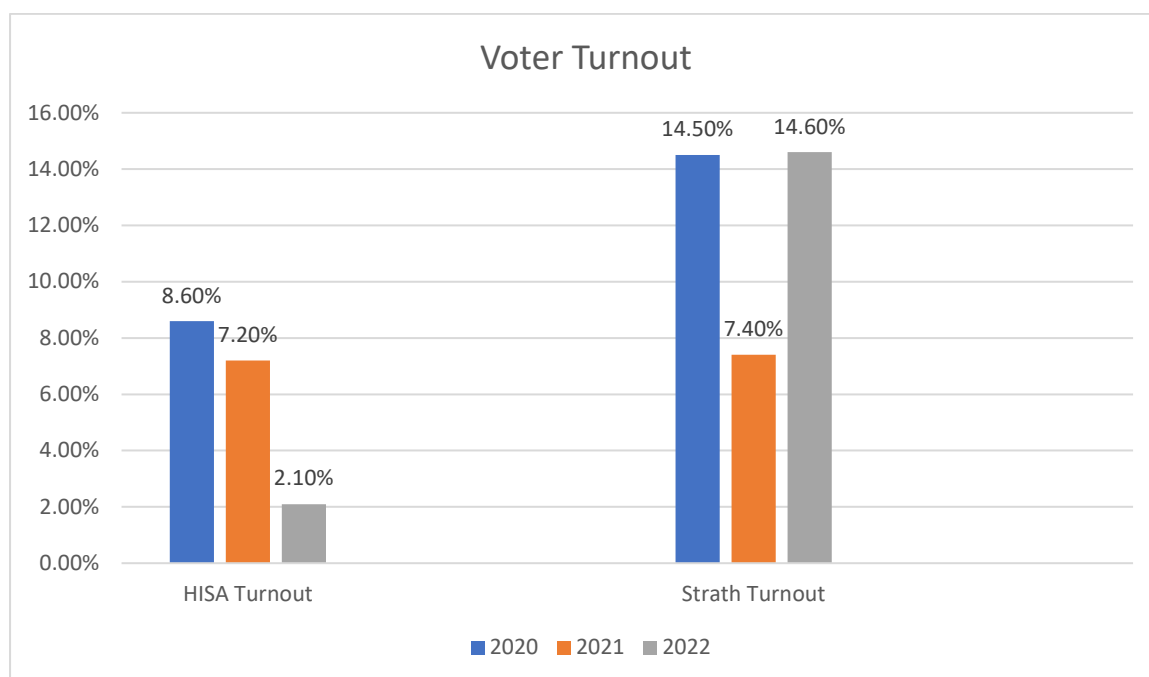
And what about the Inverness voting numbers.

Over the last three years, the total number of votes for each post have dropped substantially, the winning number of votes is in brackets.

Inverness	2020	2021	2022
President	514 (214)	308 (170)	128 (101)
Education	454 (264)	322 (172)	0 (No candidate)
Activities & Welfare	523 (216)	335 (172)	115 (59)

Across the whole UHI region, the HISA breakdown is that in 2020 there were 2522 voters casting 9705 votes. A turnout of 8.6% In 2021 there were 1672 voters casting 6897 votes. A turnout of 7.2% This year, 2022, the voter numbers had significantly dropped to 755 voters casting 3010 votes. An abysmal turnout of 2.1%.

For comparison, looking again at Strathclyde figures, and with 10,000 LESS students. In 2020 there were 3204 voters casting 17,858 votes. A turnout of 14.5%. In 2021 these numbers dropped to 1584 voters casting 10,605 votes. A turnout of 7.4% But this year those numbers went up to 3253 voters casting 18,875 votes. Showing a turnout of 14.6%.

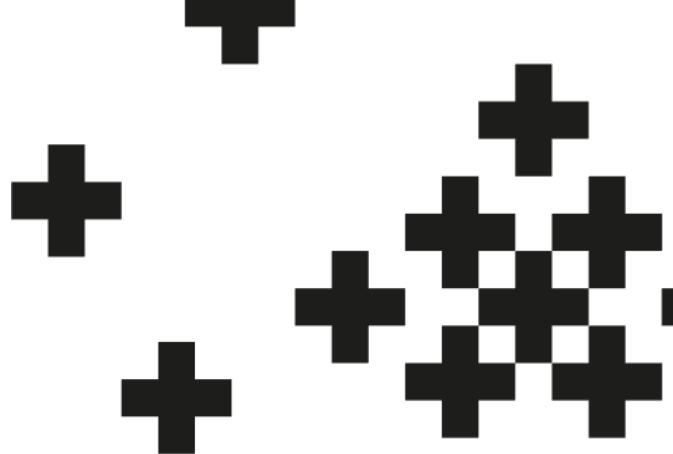


And just for added interest, the Regional HISA president numbers are as follows:

HISA Regional President	Candidates	Votes	Winning votes
2020	4	1848	1154
2021	4	1298	634
2022	2	616	320

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UHI | INVERNESS



Subject/Title:	Students' Association End of Year Report
Authors: [Name and Job title]	Ruth McFadyen, Student President Sophie MacGregor, Student Association Assistant
Meeting:	Learning Teaching and Research Committee
Meeting Date:	14/06/2022
Date Paper prepared:	06/06/2022
Brief Summary of the paper:	To provide an update of the Students' Association activity for the academic year 2021-22
Action requested: [Approval, recommendation, discussion, noting]	Discussion
Link to Strategy: Please highlight how the paper links to, or assists with: <ul style="list-style-type: none">• compliance• partnership services• risk management• strategic plan• new opportunity/change	<i>Strategic Plan</i> - Opportunity and growth in student life <i>To further embed the student voice to ensure its contribution to all aspects of college life; to create a lively community of staff and students; and develop further student participation in clubs, societies and other activities, and engagement with the wider community.</i>
Resource implications:	No If yes, please specify:
Risk implications:	No If yes, please specify: Operational: Organisational:

ITEM 07

Equality and Diversity implications:	No If yes, please specify:		
Consultation:			
[staff, students, UHI & Partners, External] and provide detail.			
Status – [Non confidential]	Confidential		
Freedom of Information Can this paper be included in “open” business* [Yes]	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		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.	Y	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

Subject/Title:	HISA & Student Partnership Agreement Update
Author: [Name and Job title]	Ruth McFadyen, HISA Student President UHI Inverness Lindsay Snodgrass, Assistant Principal Student Experience & Quality
Meeting:	Learning, Teaching & Research Committee
Meeting Date:	June 14 th 2022
Date Paper prepared:	7 th June 2022
Brief Summary of the paper:	To provide an update of developments around student engagement and aspects of partnership working
Action requested: [Approval, recommendation, discussion, noting]	Discussion
Link to Strategy: Please highlight how the paper links to, or assists with:: <ul style="list-style-type: none"> • compliance • partnership services • risk management • strategic plan • new opportunity/change 	Strategic Plan - Opportunity and growth in student life. To further embed the student voice to ensure its contribution to all aspects of college life.
Resource implications:	No If yes, please specify:
Risk implications:	No If yes, please specify: Operational: Organisational:
Equality and Diversity implications:	No If yes, please specify:
Consultation: [staff, students, UHI & Partners, External] and provide detail	NA

ITEM 08

Status – [Non confidential]			
Freedom of Information Can this paper be included in “open” business* [Yes]	Yes		
*If a paper should not be included within “open” business, please highlight below the reason.			
Its disclosure would substantially prejudice a programme of research (S27)		Its disclosure would substantially prejudice the effective conduct of public affairs (S30)	
Its disclosure would substantially prejudice the commercial interests of any person or organisation (S33)		Its disclosure would constitute a breach of confidence actionable in court (S36)	
Its disclosure would constitute a breach of the Data Protection Act (S38)		Other (please give further details)	
For how long must the paper be withheld? (express either as the time which needs to pass or a condition which needs to be met.)			

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Student Partnership

Executive summary

To provide a brief overview of progress made since March around student engagement and the enhancement themes identified within the Partnership Agreement.

Background

The Partnership Agreement, developed in 2018, provides a framework for collegiate working between the college and HISA Inverness. 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 the life and work of the college.

The enhancement themes chosen for academic year (AY) 2021-22 are:

- Student Life
- Advice, Support & Progression
- Learning & Teaching



Student Life

- Further increase in numbers of students on site
- Student survey on desired mode of study used to inform planning for AY 22-23 – largely returning to pre-pandemic modes of delivery
- New furniture in place on 2nd floor
- North Coast 500 road trip opportunity
- Further pods ([Nooks](#)) ordered for AY 22-23 to support private study
- Joint promotional activity on the Student Satisfaction and Experience Survey (SSES) to support response rates – improved participation by 17pp – and garner feedback to inform enhancement themes for AY 22-23



Advice, Support & Progression

- Digital poverty – further investment in laptops in preparation for AY 22-23
- Work progressing with the [Emily Test](#) Charter in response to tackling gender-based violence and to supplement the White Ribbon campaign

- Continuation of workshops in the Bothy on campus – one stop ‘drop in’ for all learning support needs
- Launch of student breakfast club to support students in poverty
- Scoping of on-site community larder to support students in poverty

Learning & Teaching

- Continuation of the Learning and Teaching Review programme to gather emerging practice / shape professional development going forward
- Continued roll out of Ally tool – audit tool to support accessibility in learning and teaching materials on Brightspace
- Appointment of two new Learning and Teaching Enhancement Leads

Continued Concerns

We have had a turbulent year with regards to focussed attention on student engagement. This has been largely due to the ongoing challenges posed by the pandemic, particularly in the early part of the AY, coupled with staffing changes in both the HISA and Quality teams. Whilst we now have more stability, we continue to have concerns about the about the staffing resource within HISA. HISA have been one student officer down since Nov’21 and have failed to fill this vacancy. We unfortunately move into AY 22-23 continuing to be one officer down due to a lack of candidates coming forward to stand for nomination for the post of Vice President Education.

The full-time HISA Co-ordinator vacancy has now been filled. This role covers UHI Inverness, UHI Theological and the Centre for Health Sciences. This role used to be dedicated to UHI Inverness. Whilst HISA do have additional temporary administrative support in place in Inverness, there is a concern that this may not be long term and/or may not make up for the reduced resource of the Co-ordinator role. This concern stems from the size of UHI Inverness student body, the potential pull on the Co-ordinator resource across three centres, coupled with the increased challenges of engaging students post pandemic.

As noted in our last report, we foresee that UHI Inverness will continue to have significant challenges across some critical aspects of our student engagement work which require close partnership working across HISA and the college and adequate resourcing.

Subject/Title:	Education Scotland Review
Author: [Name and Job title]	Lindsay Snodgrass, Assistant Principal Student Experience and Quality
Meeting:	Learning, Teaching and Research Committee
Meeting Date:	14 June 2022
Date Paper prepared:	06 June 2022
Brief Summary of the paper:	To provide the Board with an update on our Education Scotland review which took place in March '22
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, the curriculum, services to support learning and all aspects of quality assurance and improvement.
Resource implications:	No
Risk implications:	Reputational risk
Equality and Diversity implications:	Consideration of equality and diversity across learner groups
Consultation: [staff, students, UHI & Partners, External] and provide detail	n/a

Item 10

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 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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Education Scotland Review AY 21-22

Executive summary

This report provides a brief summary of our Education Scotland review, which took place in March '22, the aspects for review, and some of the highlights from the report - the full report is appended.

Education Scotland is a Scottish Government executive agency charged with supporting quality and improvement in Scottish education. For UHI colleges, the review focusses on **further education provision up to and including SCQF level 6**. Their annual review of individual colleges provides the **main external quality assurance check** in which colleges are evaluated against the [How Good is Our College \(HGIOC\) quality framework](#).

The framework is based on four high level principles:

- Leadership and quality culture
- Delivery of learning and services to support learning
- Outcomes and impact
- Capacity for improvement

Reviews focus on five overarching themes:

- Curriculum, learning, teaching and assessment
- Services to support learning
- Learner engagement
- Evaluation to facilitate improvement
- Learner progress and outcomes



The outcome of our review was **overwhelmingly positive across all five themes** with circa 47 aspects of positive practice being identified across various aspects of our student experience and our partnership working. Some particular highlights included:

- Our ongoing response during the pandemic and flexibility in how learning and teaching and services to support learning were delivered
- The use of Brightspace as a virtual learning environment
- The comprehensive vision for a progressive and reflective learning and teaching culture
- Effective approach to induction by means of preparing students
- Staff going the extra mile in support of learners
- The Bothy as a space to support students

- Effective self-evaluation processes – Quality Enhancement Tracker, Course Committee Meetings
- Attainment for PT FE being significantly above sector average

A small number of areas for further progress were identified:

Learner Engagement

- Learner Voice – the need to recruit more Student Voice Representatives to bring us back to pre-pandemic levels across Schools
- Learner participation – the need to improve participation / response rates in the end of year Student Satisfaction Survey (SSES)

Learner Progress and Outcomes

- Attainment – the need to improve attainment on FT FE programmes to pre-pandemic levels

These are being considered as part of our next cycle of quality enhancement planning.

UHI Inverness has the benefit of having four Associate Assessors who routinely join the inspection team/s reviewing other colleges. From these valuable insights we know that we have had an exceptionally positive review with no significant aspects of improvement by comparison to other colleges.

Unlike previous years, our report will not be published but will be presented in full to the Board of Management by the Managing Inspector, Barbara Nelson.

Subject/Title:	Student Satisfaction and Engagement Survey (SSES)
Author: [Name and Job title]	Aimee Coultas, Quality Officer Lindsay Snodgrass, Assistant Principal Student Experience and Quality
Meeting:	Learning, Teaching and Research Committee
Meeting Date:	14 June 2022
Date Paper prepared:	07 June 2022
Brief Summary of the paper:	To provide the Board with an update on our end of year Student Satisfaction and Engagement Survey (SSES)
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 satisfaction and all aspects of quality assurance and improvement.
Resource implications:	No
Risk implications:	Reputational risk Risk to future recruitment / financial sustainability
Equality and Diversity implications:	Consideration of satisfaction / feedback across learner groups
Consultation: [staff, students, UHI & Partners, External] and provide detail	n/a

Item 11

Status – [Confidential/Non confidential]	Non-confidential		
Freedom of Information Can this paper be included in “open” business* [Yes/No]	Yes		
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Student Satisfaction and Engagement Survey – Headline Report

Executive Summary

This year the coronavirus pandemic has had an impact on the promotion and response rate for the Student Satisfaction and Engagement Survey (SSES) as we have started to slowly return to a new 'normal'. **The response rate to the SSES increased from 17% in 2021 to 33.2% in 2022.**

The **satisfaction rate has risen** this year, from 80%, to **89%**.

Satisfaction across curriculum areas is varied overall, but **all Schools sitting above the cross-sector benchmark of 80%.**

The analysis of the data provides the basis for recommendations which can be found at the end of the report. These are predominantly from a cross-organisation perspective; however where satisfaction levels across curriculum areas fall below that of the overall college rate, further evaluation will be required at team level to identify the reasons and potential areas for improvement. **Curriculum teams are already analysing the data at programme level to determine successes and where improvements in student experience can be made.**

Key Findings

- There has been an **increase in overall response rate** from 16% to 33.2%.
- **Overall satisfaction has increased** from 80% to 89.2%.
- **HEFT students have the lowest satisfaction** levels with 82.62% satisfaction
- **FEFT students have the highest satisfaction** levels of 92.24% satisfaction.
- Response rates were **highest amongst full time FE students.**
- There is a **variation of satisfaction of 9.71% across Schools** from the most satisfied School and the least satisfied School.

Introduction

The SSES is a crucial tool in gathering a university wide view of the student experience. There are thirteen mandatory questions included as per Scottish Funding Council's (SFC) requirements, the publication of sector wide data enables the organisation to benchmark itself against the rest of the sector on publication of these results. This includes additional questions about student satisfaction with online learning. This was the third year of the UHI regional approach, giving a benchmarking opportunity across the academic partners in a shorter timeframe.

The purpose of this report is to provide an overview of the methodology used to gain staff and student engagement with the survey, and a cross-organisation summary of the outcomes from the responses provided. **The full responses to the survey are made available to**

curriculum and professional services teams to feed into self-evaluation activities, such as the Course Committee Meetings, monthly team meetings, and the AY 22-23 quality enhancement planning.

Background

All colleges across Scotland are required to participate in the SFC Student Satisfaction and Engagement Survey. This forms part of the Regional Outcome Agreement and as such is a Performance Indicator of the College, used by the SFC to measure success. **In 2022, SFC set a benchmark figure of 50% response rate for colleges**, across each mode and level. **Anecdotal feedback** from across the sector suggests a good number of **colleges have fallen below this target**. UHI Academic Partners are only required to submit FE figures, whereas other colleges across Scotland submit both FE and HE (HN) figures. The outcomes are published as part of a sector-wide report, which ultimately provide UHI Inverness with benchmark data, which is used, in part, to inform continuous improvement within the organisation.

The mandatory SFC questions were embedded within a wider regional survey. The flexibility to build additional questions at academic partner level was retained.

Methodology

The survey launch timeframe coincided with coming out of the covid pandemic, with restrictions being lifted and rules around face coverings being removed. The promotion of the survey and previously successful approaches were used to engage the student body, but it should be noted that the **appetite of students to engage with the online survey has continued to be impacted** on and has resulted in a **lower than desired response rate**. Promotion included:

- Awareness raising prior to the survey launch through the use of social media and screens around the campus
- Awareness raising communications for PDAs and PATs, and Heads of School
- A weekly prize draw to generate ongoing interest through social media campaign
- Close liaison with local HISA office
- On site incentives to complete

The survey was scheduled to be open from 21st March to 4th April but was **extended beyond the Easter break**, until 29th April, due to disappointing response rates.

Response Rate

A total of 3254 students were targeted through the survey via an individual link sent to student email addresses. This excluded those students identified as taking part in the National Student Survey, and those on a course of less than four credits. Surveys were completed by 1083 students in total, equating to a **33.2% response rate**. Although an

increase of 17pp from last year, this was still a disappointing response rate and we have not seen a recovery to pre-pandemic levels of engagement.

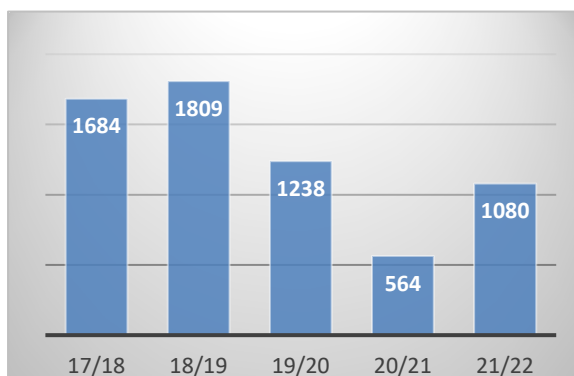


Figure 1 – Total number of responses to the SSSES

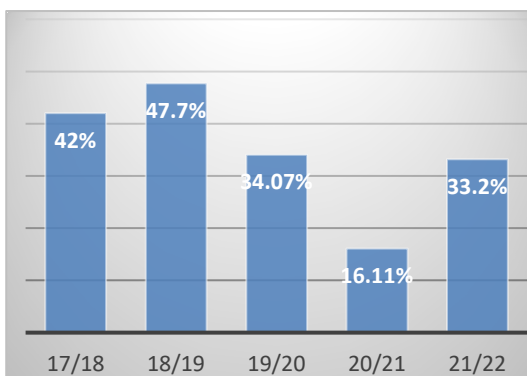


Figure 2 – SSSES percentage response rate

Response Rate by Level and Mode

Table 1 shows the percentage response rate for each level and mode. **Response rates for part time students, particularly FE are lower than full time.** The response rates for FE and HE students are comparable this year, which is an untypical result. Trend data shows that **HE responses are typically noticeably lower than FE response rates.**

Level & Mode	Number of Responses	% Response Rate
FE FT	369	11.3%
FE PT	348	10.6%
HE FT	282	8.6%
HE PT	84	2.5%

Table 1: Level and mode sample size and response rate.

Responses by School

School	Number of Responses	% Response Rate
Business, Computing & Hospitality	210	48%
Care, Health & Wellbeing	174	23.1%
Creative Arts	290	41.8%
Education & Applied Science	122	36.3%
Engineering Technology	89	27.4%
Forestry & the Built Environment	198	28.7%
Total	1083	33.2%

Table 2: School sample size and response rate.

The **response rate by School (Table 2)** is varied, ranging from **23.1% – 48%**, with three Schools below the overall college response rate, the remaining three Schools above the overall college response rate.

Interpretation of the results

In analysing the data, percentages throughout the survey are calculated on the basis of the respondents to the questions. Within the free text responses, it should be recognised that there are highly individualised responses. High level categorisation has been undertaken to determine discernible themes or patterns emerging. It should be noted the **free text analysis adds colour to the quantitative data available**. It provides assistance to teams by contextualising the quantitative data to identify what is working well or what requires enhancement for their particular service or curriculum area.

Findings

Overall Satisfaction with College Experience

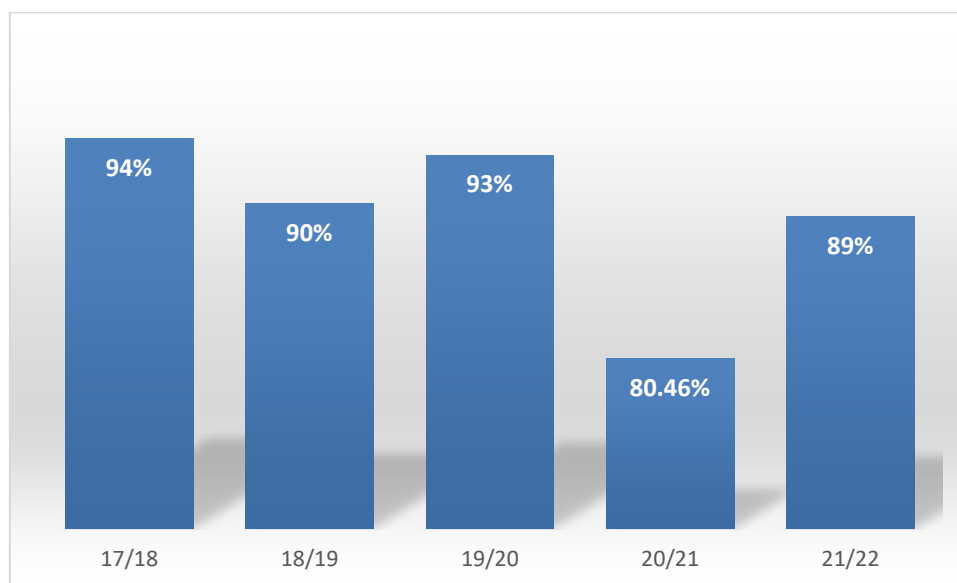


Figure 3 – SSES satisfaction rate

Overall **satisfaction of students has increased by 9pp this year compared to the previous year**. This has been a **significant improvement** particularly given the **continued disruption caused by the pandemic and the industrial action** at the time the survey was open.

The satisfaction rate for SSES is typically lower than the Early Student Experience Survey (ESES) as previous trend data shows:

Table 4: Satisfaction trend between ESES and SSES

Academic Year	ESES	SSES	YLES
2021/22	92.31%	89.2%	
2020/21	83.23%	80.46%	
2019/20	95.38%	93%	75.56%
2018/19	95.45%	90%	
2017/18	90.9%	94%	

Satisfaction – Level of Study

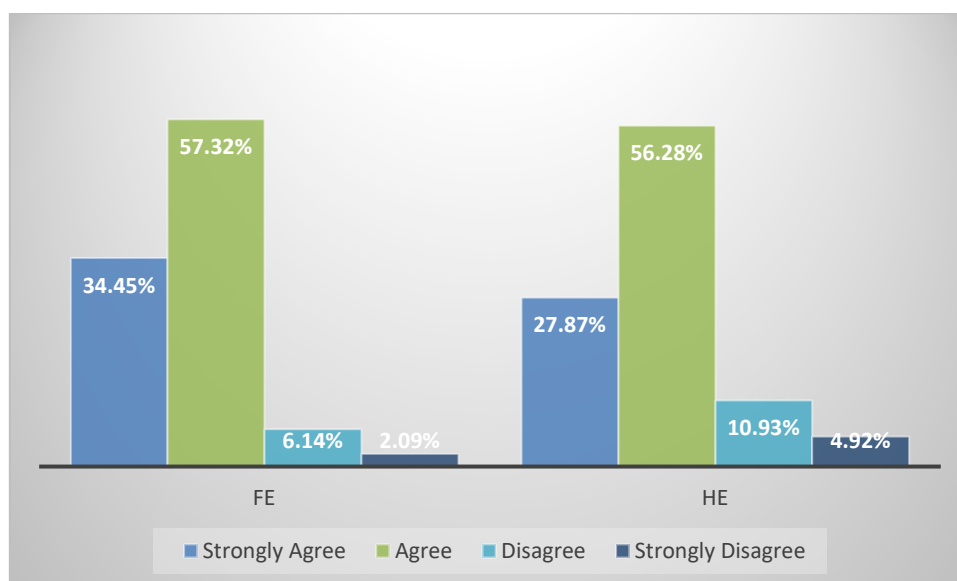


Figure 4: Satisfaction by level of study

Level	% Satisfied	Raw Count
FE	91.77%	717
HE	84.15%	366

Table 4: Satisfaction by level of study

The **overall satisfaction rate is significantly higher in FE students (91.77%) than HE students (84.15%)**. Compared to the previous SSES this represents a slightly larger gap, 3% increase, between satisfaction levels for FE and HE.

Satisfaction – Mode of Attendance

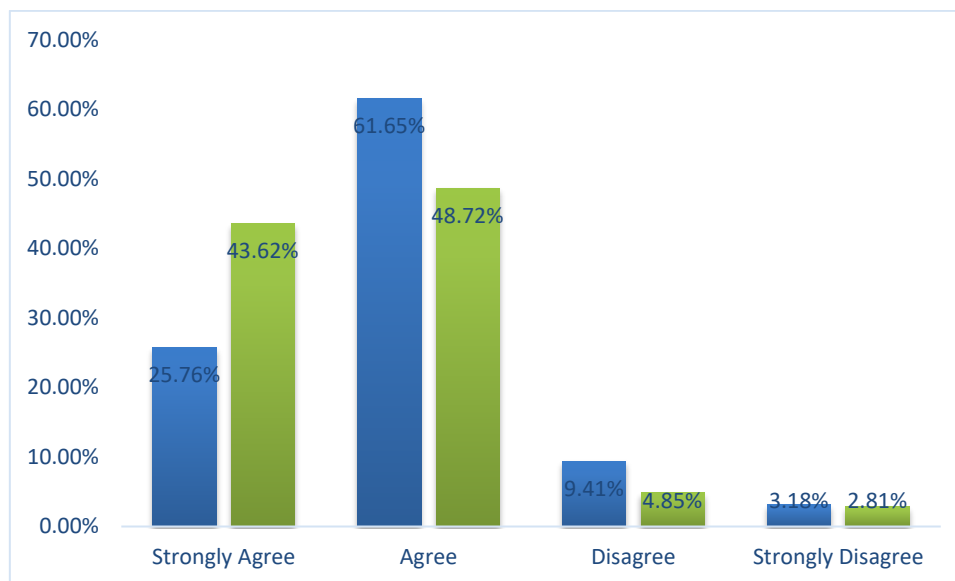


Figure 5: Satisfaction by mode of attendance.

Mode of Study	% Satisfied	Raw Count
Full-time	87.41%	691
Part-time	92.35%	392

Table 5: Satisfaction by Mode of Attendance

The overall satisfaction rate for **full-time students is just over 87%**, (an increase of 10% on last year) and just over **92% for part time students** (similar to last year). **The gap between FT and PT student's satisfaction has decreased**, with a difference of less than 5ppt between FT and PT students compare to over 8ppt difference between FT and PT last year.

Satisfaction – Level & Mode of Attendance

Level & Mode	18/19		19/20		20/21		21/22	
	% Satisfied	Raw Count	% Satisfied	Raw Count	% Satisfied	Raw Count	% Satisfied	Raw Count
FE FT	92.55%	596	93.92%	477	81.82%	198	90.71%	409
FE PT	94.31%	398	96.37%	303	89.09%	55	92.24%	348
HE FT	85.17%	448	90.18%	336	74.27%	241	86.62%	282
HE PT	86.89%	179	90.91%	121	91.30%	69	89.29%	84

Table 6: Satisfaction by level of study and mode of attendance over 4-year period

Table 6 shows **HE FT students are the least satisfied** across the level of study and mode of attendance and HEPT students saw a decrease in satisfaction levels from last year. **This is a continuing trend although there has been an increase of over 12ppt from last year.** FEFT students have conversely seen an increase of 8ppt in satisfaction from last year.

Satisfaction - Ethnicity

Ethnicity	% Satisfied	Raw Count
BME	94.59%	37
British	86.15%	65
Not given	79.31%	58
Polish	93.33%	75
UK and Irish	89.56%	776
Other White Background	87.50%	48

Table7: Satisfaction by Ethnicity.

Satisfaction – Declared Disability

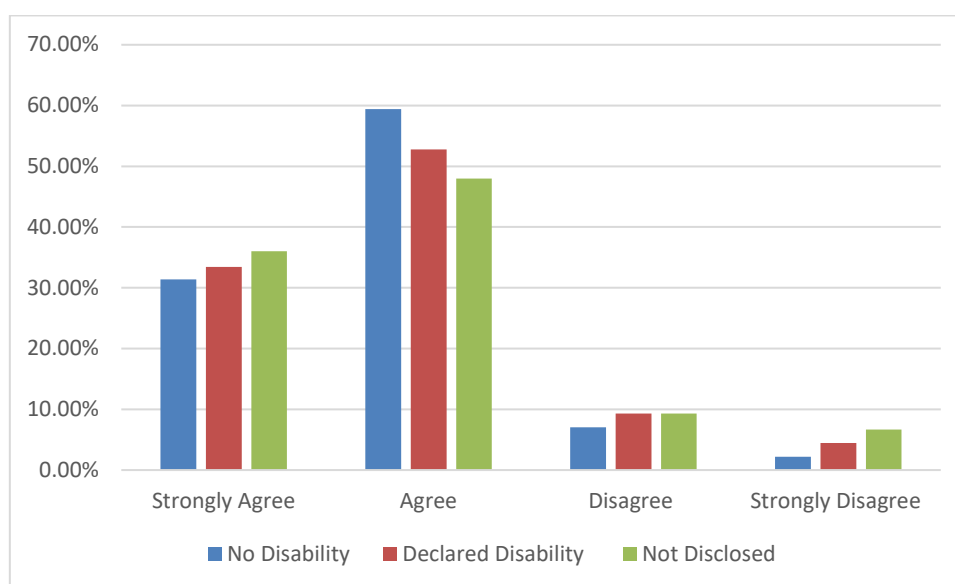


Figure 6: Satisfaction by Disability

Disability	% Satisfied	Raw Count
I have a disability, impairment or medical condition	85.84%	113
I have a physical impairment or mobility issue	77.78%	18
I have a specific learning difficulty such as dyslexia	87.68%	138
No disability	90.80%	739
Not disclosed	84%	75

Table 8: Satisfaction by Declared Disability

There was a **gap of 3% in satisfaction levels of learners who disclosed a specific learning difficulty** by comparison to those with no disability. This gap increased to 4% for those who disclosed a disability, impairment or medical condition and to 12% for those who disclosed a physical impairment or mobility issue. Each category has seen an improvement in satisfaction since last AY.

Disability Support

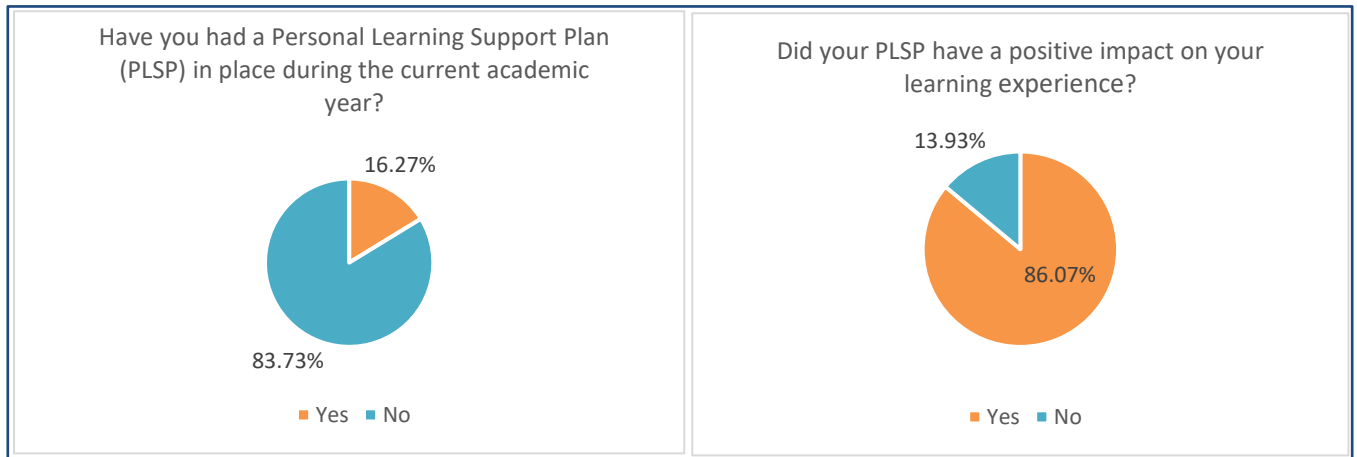


Figure 12: % of students who had a PLSP in place this year

	Have you had a Personal Learning Support Plan (PLSP) in place during the current academic year?		Did you find the PLSP had a positive impact on your learning experience?	
	% Satisfied	Raw Count	% Satisfied	Raw Count
Yes	16.27%	123	86.07%	105
No	83.73%	633	13.93%	17

Table 16: Raw count and Satisfaction of students who had a PLSP in place this year

Earlier in the academic year, a short life working group started to review the impact of PLSPs on students learning experience. This question set was included to provide greater insight into the high-level data to test this theory and to determine any potential causes. Figure 12 shows that **86% of those with a PLSP found it had a positive impact on their learning**, with a small percentage not recognising such an impact.

Students had the opportunity to provide free text comments on their experiences. For those who felt the PLSP had a positive impact on their learning reported increased confidence, helpful to have a PLSP in place to support needs, although students noted that some tutors were unaware of the PLSP. This helps to bring some further contextualisation around satisfaction by disability.

Satisfaction – Age Group

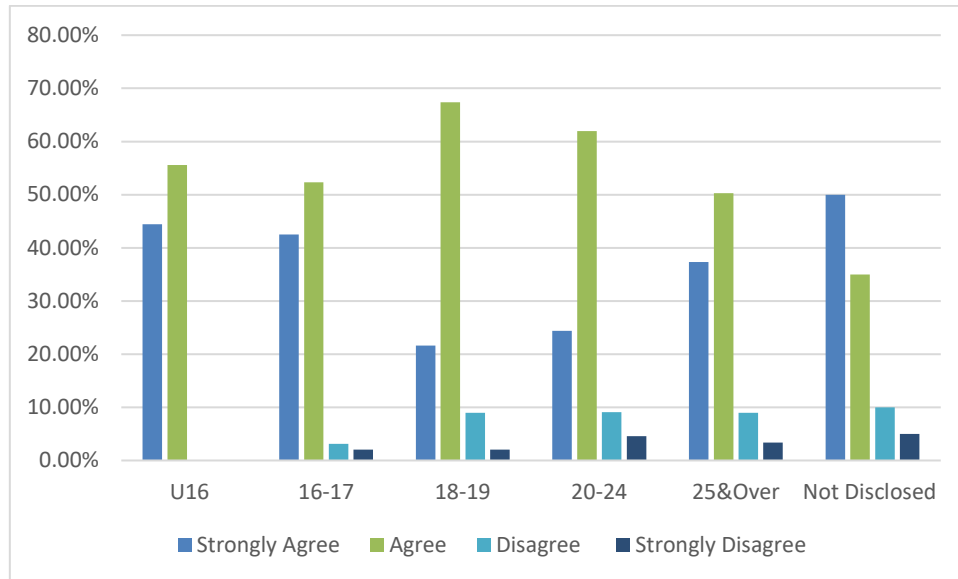


Figure 4: Satisfaction by Age Group

Age Group	% Satisfied	Raw Count
Under 16	100%	27
16-17	94.82%	193
18-19	88.98%	245
20-25	86.36%	242
25 and over	87.64%	356
Not Disclosed	85%	20

Table 9: Satisfaction by Age Group.

The age categories with the **highest level of satisfaction** are those **Under 16** and **16–17-year-olds**. Students who did not disclose their age were the least satisfied with 85% satisfaction rate.

Satisfaction – Gender

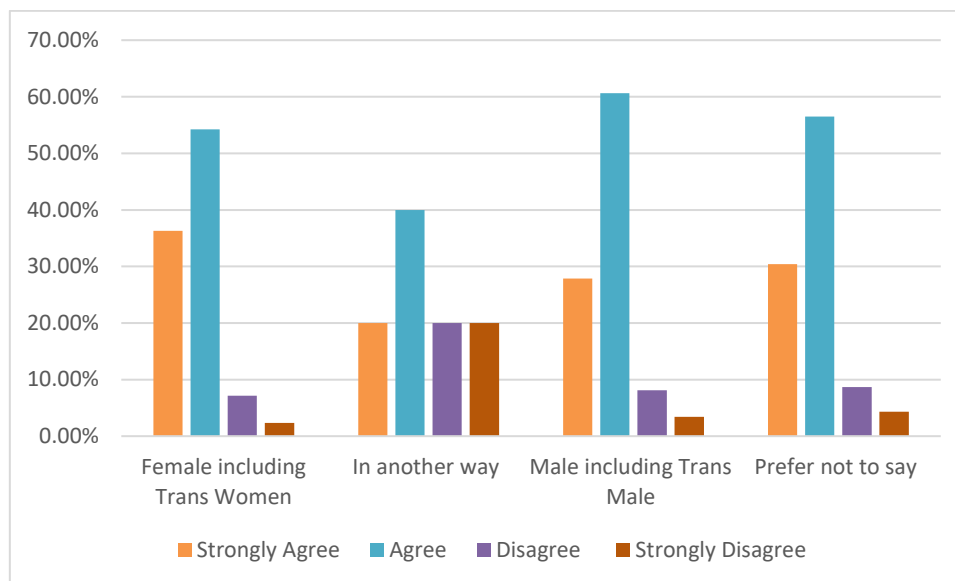


Figure 8: Satisfaction of Gender groups

Age Group	% Satisfied	Raw Count
Female including Trans Women	90.48%	557
In another way	60%	10
Male including Trans Man	88.51%	470
Prefer not to say	86.96%	46

Table 10: Satisfaction by Gender.

There is **no significant gap across male and female satisfaction**, however, there is a gap in satisfaction rates for those who describe themselves 'in another way' or those who 'prefer not to say'.

Satisfaction – Care Experienced

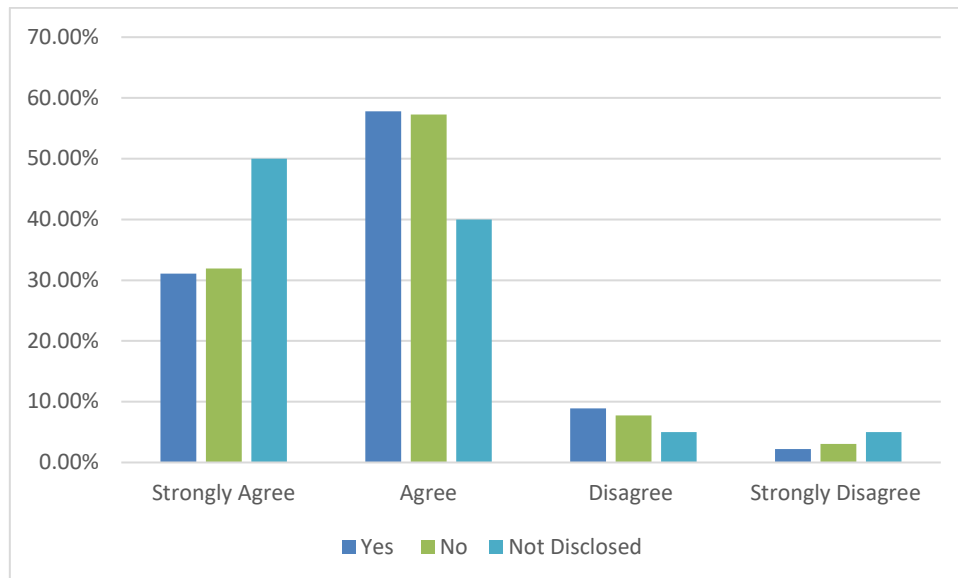


Figure 9: Satisfaction by Care Experience

Care Experienced	% Satisfied	Raw Count
Yes	88.89%	45
No	89.19%	1018
Not Disclosed	90%	

Table 11: Satisfaction by Care Experienced.

Satisfaction rates for care experienced students are significantly improved on last year with the gap reducing between those who disclose care experience compared to their non-care experienced peers and those who did not disclose. There is now only a marginal difference in satisfaction by comparison to last AY which is reflective of the return of face-to-face support being available.

Satisfaction – Caring Responsibilities

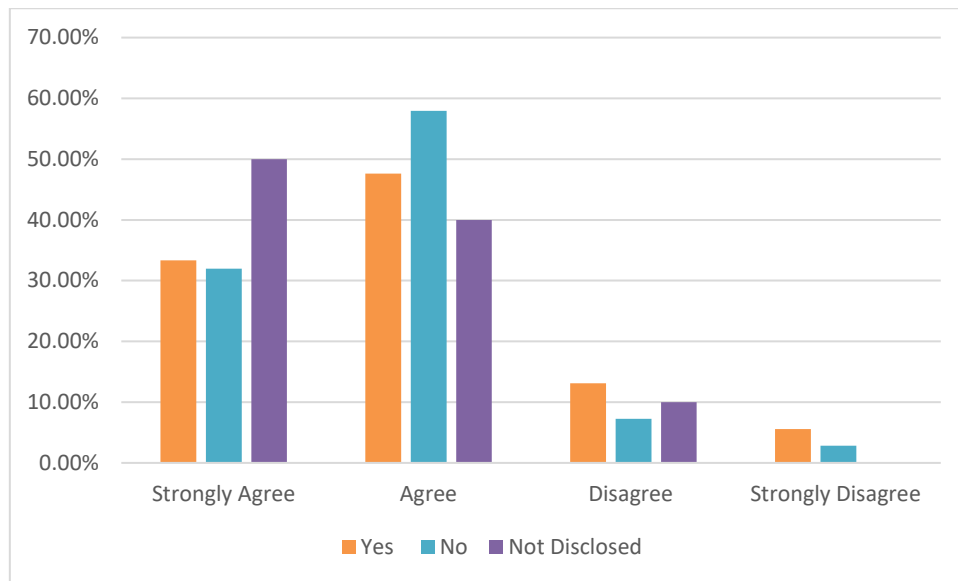


Figure 10: Satisfaction by Caring Responsibilities.

Caring Responsibilities	% Satisfied	Raw Count
Yes	80.95%	84
No	89.89%	989
Not Disclosed	90%	10

Table 12: Satisfaction by Caring Responsibilities.

Those with **caring responsibilities** are **less satisfied** with their college experience than those who did not disclose caring responsibilities. This represents a shift from last year.

Satisfaction Rate – by School

2021/22			
School	% Satisfied	Raw Count	Ranking
Business, Computing & Hospitality	92.86%	210	1
Care, Health & Wellbeing	89.66%	174	3
Creative Arts	87.93%	290	4
Education & Applied Science	86.89%	122	5
Engineering Technology	83.15%	89	6
Forestry & the Built Environment	90.19%	198	2

Table 13: Satisfaction by School – green identifies those who sit above average in satisfaction rates.

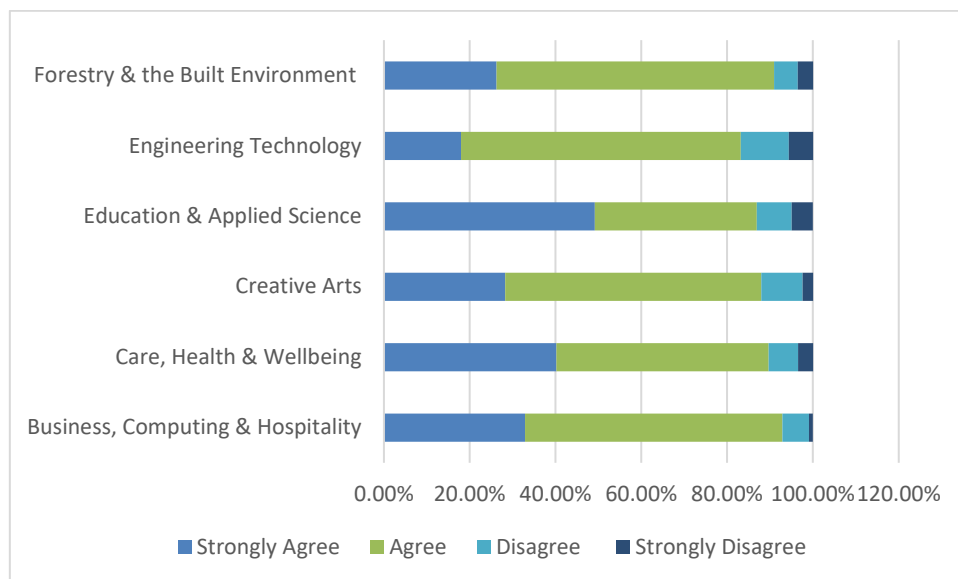


Figure 11: Satisfaction by School

Satisfaction rates are varied across the curriculum areas ranging from 83.15% to 92.86%. The overall satisfaction rate for the college is 89.2%. Three areas sit above this level, 4 below.

SFC Mandatory Questions – green highlighted shows improvement on last year

SFC Mandatory Questions	18/19		19/20		20/21		21/22	
	% Satisfied	Raw Count	% Satisfied	Raw Count	% Satisfied	Raw Count	% Satisfied	Raw Count
1. Overall, I am satisfied with my college experience	90.2%	1621	93.2%	1237	80.5%	563	89.2%	1083
2. Staff regularly discuss my progress with me	81.1%	1458	85.8%	1235	73.5%	562	82.66%	1084
3. Staff encourage students to take responsibility for their own learning	96.6%	1735	97.6%	1229	96.3%	563	94.72%	1079
4. I am able to influence learning on my course	83.1%	1489	84.7%	1223	77.2%	562	84.37%	1081
5. I receive useful feedback which informs my future learning	87.6%	1572	88.6%	1226	83.5%	564	87.60%	1081
6. The way I'm taught helps me learn	84.1%	1513	87.1%	1226	71.9%	563	86.02%	1080
7. My time at college has helped me develop knowledge and skills for the workplace	87.6%	1576	92.5%	1232	80.0%	559	87.15%	1082
8. I believe student suggestions are taken seriously	78.9%	1413	84.7%	1231	80.3%	562	82.90%	1082
9. I believe all students at the college are treated fairly and equally by staff	87.3%	1566	88.5%	1224	90.1%	564	89.74%	1082
10. Any change in my course or teaching has been communicated well.					78.6%	564	85.14%	1077
11. The online learning materials for my course have helped me learn.					80.8%	558	85.71%	1057
12. I feel part of the college community					63.7%	562	78.86%	1074
13. The college Student's Association influences change for the better	82.9%	1448	91.3%	814	90.0%	259	91.42%	606

Table 14: SFC Mandatory question satisfaction over 4-year period. Satisfaction rates across individual Schools have been provided to Heads of School.

The below question set was included this AY. It was felt that these questions were beneficial given the disruption to the student experience over two academic years and the impact on student engagement.

Student Community

Question	% Satisfied	Raw Count
14. I am aware of the role of the Highlands and Islands Student Association (HISA)	86.69%	646
15. My views were presented well by my class rep	85.57%	485
18. I feel connected to students on my course	84.27%	833
20. I have had the chance to study with other students as part of my course.	84.25%	832

Table 15: Student Community satisfaction levels

Quality of Service

Table Key: Green shading represents an increase of more than 2% from the previous year, amber a decrease of more than 2%.

Professional Service	18/19		19/20		20/21		21/22	
	% Satisfied	Raw Count	% Satisfied	Raw Count	% Satisfied	Raw Count	% Satisfied	Raw Count
Admissions/Applications	94%	1366	96%	931	92%	414	92.52%	749
Cafeterias	86%	1383	88%	955	90%	213	93.16%	760
Estates & Campus Services			95%	399	93%	91	94.63%	354
Funding	87%	918	89%	636	93%	272	89.67%	571
HISA	89%	649	92%	473	91%	178	90.34%	414
ICT	95%	958	96%	683	91%	220	93.13%	553
Learning Support	93%	697	93%	483	92%	213	90%	331
Lecturing Staff	93%	1503	95%	1009	92%	478	92.77%	885
Library	94%	1109	96%	879	92%	251	94.86%	623
LRC			96%	742	96%	170	96.28%	484
Reception	97%	1469	98%	966	98%	212	96.68%	602
Student Support	90%	993	93%	636	91%	312	89.07%	604
Wellbeing & Counselling	93%	570	91%	400	90%	163	89.64%	309

Table 18: Quality of Professional Service trend over 4 academic years.

In all areas, students are satisfied with the quality of service provided by individual areas. It should be noted that respondents are generally users of the service. The range is 89.07% to 96.68% which is marginally smaller than last year which was from 86% to 98%.

There have been marginal increases in 6 areas, 6 areas show a marginal decrease, and 1 area maintaining the same score as the previous year. Teams make use of granular data to identify any themes emerging from student expressing dissatisfaction, and to evaluate the split between the very satisfied and satisfied responses.

Free Text Responses

In this year's survey, students were given **more opportunity to provide free text comments**. They were asked to comment on **things they liked about their college experience** and **things they would like to see improved**. They were asked to comment specifically on learning and teaching, mental health services, PLSPs, library services, graduate attributes, specific work-based questions, course progression and provide thoughts about their overall experience. **All free text comments have been categorised and shared with teams** as appropriate for consideration.

The below provides a flavour of the comments:

- *Very friendly, helpful Library staff - go out of their way to help, great service provided*
- *Free biodegradable sanitary products welcomed*
- *Good relationship with lectures and my voice is heard*
- *Lectures want to see you succeed and are very supportive and encouraging*
- *An excellent place to return to education, I've thoroughly enjoyed my year at Inverness College and am excited to head to further education at UHI.*
- *My PLSP has overall been really helpful and made things easier*
- *I have had a very positive student experience, the support has been amazing, as previously stated I have enjoyed learning and becoming more confident within my work setting*
- *I am proud to be an Inverness student and have loved all of my three years so far. Excellent tutors, excellent online portal and great support and advice.*
- *Allow more time in class for face-to-face classes. I think that is valuable when learning a topic is to be in class with your peers and do activities and have discussions face to face, nothing can replace that way of learning and it is very beneficial I believe to most students.*
- *Let students know what tools they need to bring to college, more information about the course sent out earlier would have made me more comfortable for starting college*
- *More drop-in sessions between blocks would be good to give opportunity for me to see my assessor.*
- *The support I've received has helped me reduce panic from my studies and deal with bad days better.*

Of note, halls of residences received 17 free text comments, all of which were negative/focussed on what could be done to improve halls. Comments included –

- being too much noise from other student residents
- staff being unhelpful
- lack of cleanliness
- locks not working

Recommendations and Next Steps:

Individual teams have been provided access to granular level feedback and have been asked to **reflect upon the satisfaction rates in their area to identify potential areas for improvement**. Actions to be included in **next cycle of quality improvement** and the QEP tracker for AY 22-23.

Areas of Particular Focus:

Student engagement / participation rates - Individual Schools to reflect on the engagement with the survey in their area and consider ways to increase the response rate at a local level in the next academic year for key surveys.

A review of School plans to engage students in the surveys will be built into the data presentations from Sept and an analysis of participation after each survey. Programme level dissemination of curriculum area response rates to allow benchmarking and sharing of good practice through team meetings; TEMs and SJEC.

Student Voice identified as one of the enhancement themes for partnership working with HISA – focus on increasing the numbers of student voice representatives.

Supporting our priority learner groups through excellent learning and teaching and support
- College-wide focus on improvement / consistency in the following areas:

- The range and style of teaching methods – supported by our new Learning and Teaching Enhancement Leads
- The level of consistency in approach to the use of the VLE, particularly at individual programme level
- The use of BB Ally by individual lecturers to support accessible content
- Awareness of PLSPs and strategies to support inclusive practice
- Sharing of emerging practice
- Awareness of support services available

UHI | INVERNESS

Subject/Title:	Committee & Chair Evaluation
Author: [Name and Job title]	Lisa Ross, Board Secretary
Meeting:	LT&R Committee
Meeting Date:	14 June 2022
Date Paper prepared:	12 May 2022
Brief Summary of the paper:	Annual Learning, Teaching and Research Committee and Committee Chair Evaluation Exercises
Action requested: [Approval, recommendation, discussion, noting]	<p>The committee is requested to collectively complete the Committee self-evaluation exercise.</p> <p>The Chair will leave the room and the members will complete the committee chair evaluation exercise.</p>
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 	<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>
Resource implications:	
Risk implications:	Yes/No Operational: required for the proper Governance of the College
Equality and Diversity implications:	N/A
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

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

Date:

Good Practice	Yes	No	N/A	Comments/Action
Composition, Establishment and Duties of the Committee				
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
Terms of reference				
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?				

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

Good Practice	Yes	No	N/A	Comments/Action
Internal Control				
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
Administrative arrangements				
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?				

Evaluation of Learning, Teaching and Research Committee Chair

Chair being evaluated: Tina Stones

Circle to indicate
← Tendency →

Keeps members on topic and to the agenda	1 2 3 4 5 6	Tends to criticise the ideas and values of members
Summarises discussions and decisions impartially and confirms action points	1 2 3 4 5 6	Tends to force ideas on to the group
Spots likely problems early and states them in a constructive way	1 2 3 4 5 6	Makes decisions without consulting the group or despite the group's views
Suggests solutions	1 2 3 4 5 6	Leaves decisions 'hanging'
Ensures adequate time is given to the different areas of the agenda	1 2 3 4 5 6	Talks too much and gets too involved
Facilitates the expression of all views and opinions	1 2 3 4 5 6	Allows individuals to dominate discussion
Communicates information to Board members	1 2 3 4 5 6	Fails to inform Board members of important information
Supports individual Board members	1 2 3 4 5 6	Is too distant or directing

Comments

Completed by LT&R Committee

Date:.....

Subject/Title:	Complaints Report (YTD)
Meeting and date:	June 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 year to date, covering Quarter 3 of 2021-22

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

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Summary Report: Complaints 2021-22 year to date (YTD)

Introduction

Complaints are received all year round, from several different sources although the primary source tends to be from students. Complaints are received via a variety of mechanisms including direct emails, complaints forms, Red Button. UHI Inverness 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 IC UHI website (FE).

In April 2021 the 'Resolved' outcome was incorporated into the UHI Tertiary Complaints Handling Procedure (TCHP) to reflect changes in SPSO's Model Complaints Handling Procedure (MCHP). The introduction and reporting of this additional outcome category will increase the total number of complaints received so comparisons with previous quarters should be considered with this in mind.

The outcomes from complaint resolution are reported to UHI (HE) and published on the IC UHI 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 2021-22 for Quarter 3.

Complaints by Category

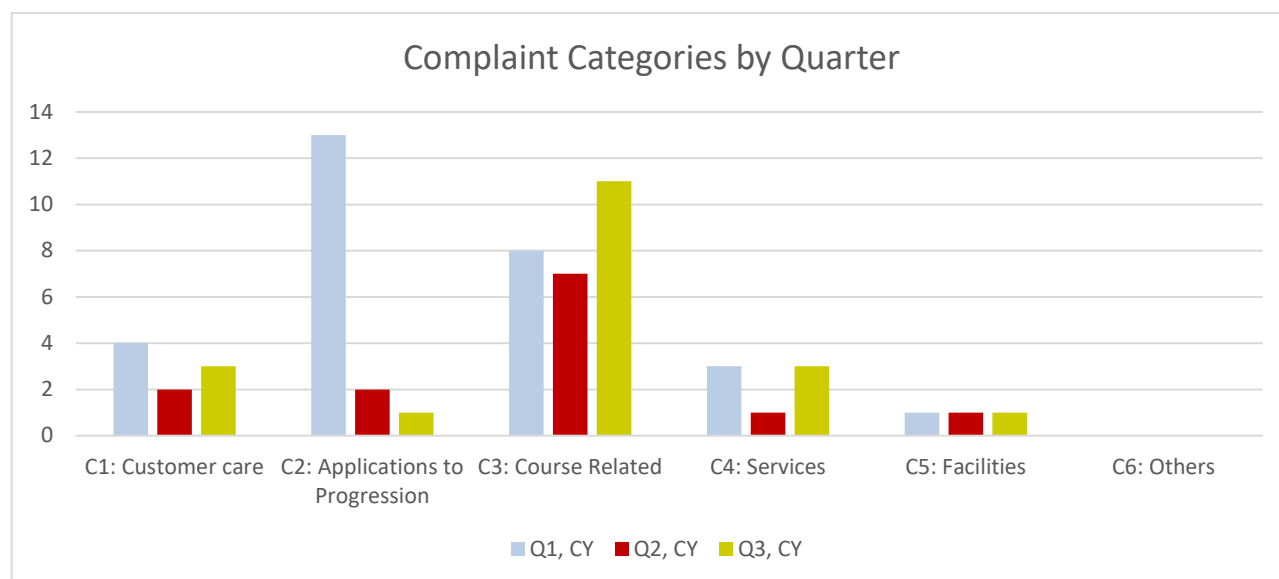
19 complaints have been received in Q3, 3 more than the same quarter last year and 6 more than Q2 this year.

Item 13

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

Customer Category: Current Year (Quarter) 2021/22	YTD CY	Q1,CY	Q2,CY	Q3,CY	Q4,CY
C1: Customer Care	9	4	2	3	0
C2: Applications to Progression	16	13	2	1	0
C3: Course Related	26	8	7	11	0
C4: Services	7	3	1	3	0
C5: Facilities	3	1	1	1	0
C6: Others	0	0	0	0	0
TOTAL	61	29	13	19	0

Customer Category: Previous Year (Quarter) 2020/21	YTD PY	Q1,PY	Q2,PY	Q3,PY	Q4,PY
C1: Customer Care	9	0	3	2	1
C2: Applications to Progression	8	3	1	1	4
C3: Course Related	35	6	5	11	13
C4: Services	8	2	2	2	2
C5: Facilities	2	0	2	0	0
C6: Others	4	0	0	0	1
TOTAL	63	11	16	16	21



The category of 'Course Related' received the highest number of complaints in Q3, equating to 58% of the total complaints received this quarter.

The remaining categories received between 1 and 3 complaints each, with 'Other' receiving none.

Item 13

Of the 11 HE complaints received, 8 related to elements of course delivery, the recurring theme being the lack of or incorrect communications from staff. 2 were finance related and 1 related to a lack of support from staff.

Of the 6 FE complaints received, 2 were in the category 'Course Related' and referred to poor communications from staff. The category of 'Application to Progression' received 1 complaint as did 'Services' which related to the lack of inclusivity and services for breastfeeding mothers. The category of 'Others' received 1 complaint regarding staff handling of student harassment issues, and Facilities received 1 complaint regarding the incorrect labelling of food in the canteen.

2 complaints were received from members of the public, 1 was a Data Protection issue and one came from a parent regarding the implementation of the Equality Policy.

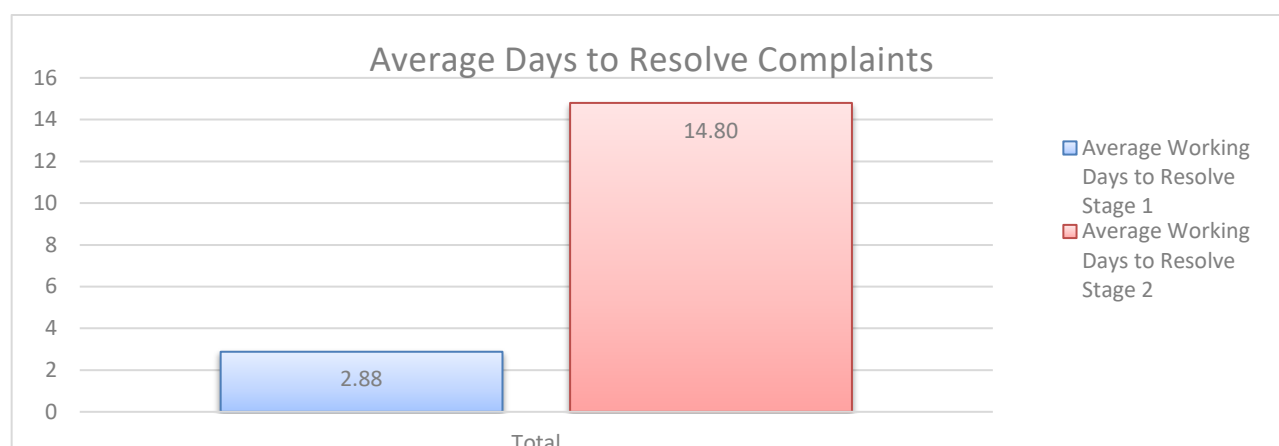
Complaint Outcomes

The graph below details the complaint outcomes.

47.4% of the complaints received in Q3 were Resolved, this is a substantial increase on Q1 (35.4%) and Q2 (30.7%). 15.7% of complaints were not upheld, compared to 44% in Q3 last year. 21% of complaints have been partially upheld compared to 38% in Q3 last year. 15.7% of complaints were upheld, compared to 12% in Q3 last year. 6 complaints were treated as or escalated to stage 2 due to their complexity or the timing of their receipt. The 3 complaints that were escalated in Q3 had outcomes confirmed in the same period.

Outcome	Stage 1	Stage 2	Total
Resolved	9	0	9
Not upheld	1	2	3
Partially upheld	2	2	4
Upheld	1	2	3
Still under investigation	0	0	0
Escalated to Stage 2	3		3

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 Q3 is between 1 – 8 days.

The range of days taken to resolve Stage 2 complaints in Q3 is between 7 – 21 days.

SPSO guidelines state pre-defined timescales of a 5-day turnaround for Stage 1, and 20 days for Stage 2. Stage 1 complaints can be given a 5-day extension if required and approved by the Quality manager. As part of the Stage 2 process, updates are provided to complainants where the complaint is complex and may take longer than 20 working days.

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.

One response was received in Q3. The complainant responded 'Strongly Agree' when asked if the complaints form was easy to use and they were aware of the complaints process prior to submitting a complaint. They agreed that the response was clear and dealt within an appropriate timescale. They responded 'Disagree' to receiving a prompt acknowledgement of their complaint, to the complaint being taken seriously, thoroughly investigated and closed off to their satisfaction. The complainant did not feel they had been dealt with courteously, nor had they received a fair and objective response to their complaint.

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 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 Q3:

- The MyDay Childcare logo has been removed and replaced with new logo. A review of UHI family room will be performed and appropriate measures will be put in place.
- A new lecturer is being given additional support within the classroom.
- Notice boards in the café areas are to include additional food content details where the name of the food item doesn't specifically mention it.
- To support staff in dealing with harassment amongst students, develop an action plan for the teaching team to be able to adhere to, including a behavioural agreement, strategies to support challenging the behaviours as they arise, especially (but not exclusively) in the classroom situation.
- Payment plan introduced to support a student.
- Consideration to allow online Mitigating Circumstance submissions for HN modules in addition to Degree and Postgraduate modules. Ongoing action.

Item 13

- Curriculum team reminded of the aim to provide prompt assessment feedback within 15 working days.