

Meeting	Learning, Teaching and Research Committee
Date and time	Tuesday 15 March 2022 at 4.30 p.m.
Location	Via Microsoft Teams

Board Secretary
08 March 2022

AGENDA

Welcome and Apologies

Declarations of Interest

**Creative Space – Vision for Research and Curriculum Review – Assistant
Principal – Academic and Research**

ITEMS FOR DECISION

- 1. MINUTES**
 - a. Meeting of the Learning, Teaching and Research Committee held on 28 September 2021.
 - b. Minutes of the Learning, Teaching and Research Committee held on 07 December 2021.
- 2. OUTSTANDING ACTIONS**

ITEMS FOR DISCUSSION

- 3. QUARTER 2 – COMPLAINTS REPORT**
Report by Quality Manager
- 4. STUDENT RETENTION**
Joint Report by Information Systems Manager and Assistant Principal – Student Experience and Quality
- 5. UPDATE ON LEARNING AND TEACHING ENHANCEMENT (INCLUDING DIGITAL PEDAGOGY AND INCLUSIVE AND TRAUMA INFORMED PRACTICE)**
Report by Professional Development Manager

- 6. UPDATE ON CORPORATE PARENTING PLAN 2020-23**
Joint report by Assistant Principal Student Experience & Quality and Access and Progression Manager
- 7. RESEARCH REPORT**
Report by Assistant Principal – Academic and Research – *Report to Follow*
- 8. HISA REPORT AND STUDENT PARTNERSHIP AGREEMENT UPDATE**
Joint Report by HISA President and Assistant Principal – Student Experience and Quality
- 9. HISA CONFERENCE UPDATE**
Verbal Update from HISA Representatives
- 10. EDUCATION SCOTLAND PROGRESS REVIEW (15-17 MARCH 2022)**
Verbal Update from Assistant Principal Student Experience & Quality

ITEMS FOR NOTING

- 11. MINUTES FROM INVERNESS COLLEGE COMMITTEES**
 - a) Minutes from Student Journey and Enhancement Committee held on 16 November 2021
 - b) Minutes from Student Journey and Enhancement Committee held on 14 December 2021
 - c) Minutes from Student Journey and Enhancement Committee held on 18 January 2022
 - d) Minutes from Student Journey and Enhancement Committee held on 15 February 2022
 - e) Minutes from Equality, Diversity and Inclusion Committee held on 30 November 2021
- 12. AOCB**
Student Engagement Visits – May 2022
 - School of Forestry
 - Main Campus
 - Student Event
- 13. DATE OF NEXT MEETING – 14 June 2022 at 4.30 p.m.**

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

DRAFT MINUTES of the MEETING of the LEARNING, TEACHING AND RESEARCH COMMITTEE held via Microsoft Teams, on Tuesday 28 September 2021

PRESENT: Kelly Mackenzie, Chris O'Neil, Tina Stones, Robyn Kennedy, Arvinder Kainth, Russell Edwards, Bonnie Crawford

CHAIR: Tina Stones

APOLOGIES: Ruth McFadyen and Assistant Principal – Academic & Research

ATTENDING: Assistant Principal – Student Experience & Quality
Access and Progression Manager
Wellbeing and Learning Support Manager
Quality Manager
Board Secretary

The Chair welcomed everyone to the meeting.

Committee Members noted that Samantha Cribb has moved to the HR Committee for an interim period.

No Declarations of Interest were noted.

1. MINUTES

The Minutes of the meeting of the Learning, Teaching and Research Committee held on 08 June 2021 were **AGREED**, and **APPROVED** for signature by the Chair.

2. OUTSTANDING ACTIONS

- UHI Tertiary Learner Support Policy - It was noted that the Assistant Principal – Student Experience & Quality would discuss the development of section 3.5 within the Policy with the Wellbeing and Learning Support Manager, the Quality

Manager and the Board Member Teaching Staff Representative. An update with regards this will be brought to the December 2021 meeting.

- Student Satisfaction Survey – This will be discussed further within the agenda.
- Research and Innovation - A member of staff from the River and Loch Institute will attend the December 2021 meeting to provide a presentation to the Committee.

3. SSES AND NSS OVERVIEW – QUALITY ENHANCEMENT PLAN FOR ACADEMIC YEAR 2021-22

The Quality Manager introduced himself to the Committee and provided members with a presentation on Satisfaction – 2021 Survey Discussion and Proposed Actions.

This presentation provided Committee Members with guidance on:

- How we analyse data from satisfaction surveys.
- The impact which Covid-19 and the cyber incident has had on response rates and the measures, which are now in place to combat this.
- The core focus areas for the College.
- The enhancement themes for the Academic Year ahead.
- An explanation of the QEP tool with regards goal setting, tracker and dashboard.

The Committee noted:

- That the Early Student Experience Survey launched on 27 September 2021.
- Teams will update the tracker tool on a monthly basis.
- The new systems have allowed for a reduction in paperwork and should allow for early completion of our Annual Quality Enhancement Plan.

The Chair and Committee thanked the Quality Manager for this presentation.

A lengthy discussion around satisfaction surveys took place with the Committee enquiring and being updated with regards:

- The mechanisms, which are in place to enable us to feedback results and updates from these surveys to students to ensure that they continue to feel listened to.
- The rollout of training to staff on the new tool and forms.

The Committee noted that QEP was now a continuous cycle rather than a static system and that this move should make quality enhancement visible to all staff. The Committee was advised that this new approach complimented the work, which the EMT are finalising on our KPI matrix.

Action: It was **AGREED** that a copy of the presentation would be made available to Committee members.

4. ANNUAL COMPLAINTS REPORT

The Quality Manager provided the Committee with an analysis of the complaints received during the Academic Year 2020-21 and highlighted to the Committee the changes, which have been made to complaint recording this year.

The Committee noted the requirement for frontline staff to be able to resolve a complaint and that a training pack is to be rolled out to all appropriate staff members.

The Committee praised all frontline staff and teams for their work over the past year.

5. OVERVIEW OF SUPPORT SERVICES – WELLBEING AND MENTAL HEALTH, TRANSITIONS AND PDA'S

The Assistant Principal – Student Experience and Quality began a presentation, which provided to the Committee background with respect of our internal review carried out in 2018 with regards the support services provided to students, and the developments, which have been implemented across the College to ensure a holistic approach to student support. This holistic approach has resulted in an increase of declarations by students

The Access and Progression Manager went on to explain to the Committee what we currently do to support students and provided all present with a wider understanding of the role which her team plays in supporting curriculum teams and students; highlighting in particular:

- Person Centred Trauma Informed Approach
- Provision of 24/7, 365 days a year support for students.
- The support, which is offered for students from pre course through to course exit.
- Transition Support.

The Wellbeing and Learning Support Manager provided the Committee with both an insight into the Wellbeing Team highlighting the additional funding that had been sourced to expand the team and an insight into the Learning Support Team.

It was highlighted to the Committee that satisfaction with student support services has increased throughout the period 2018-21 from 80% to 91%.

The Committee thanked all involved for this presentation highlighting the impressive and progressive work, which these departments provide to both students and other teams.

The Access and Progression Manager, Quality Manager and Wellbeing and Learning Support Manager left the meeting at this point.

6. TERMS OF REFERENCE

The Committee was presented with an updated copy of the Terms of Reference and noted that these amendments had been suggested as part of the committee review meetings.

Recommendation: It was **AGREED** that the Terms of Reference should be recommended for approval by the Board of Management.

7. HISA REPORT AND STUDENT PARTNERSHIP AGREEMENT UPDATE

The Assistant Principal – Student Experience & Quality spoke to the joint report and advised the Committee that the enhancement themes for this Academic Year had been agreed as:

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

The Committee noted:

- That early indications appear that students are enjoying the blended learning approach and the flexibility which this is giving to them.
- Engagement with Student Halls has been prioritised by both HISA and Inverness College Staff.
- The rollout of the new audit tool Blackboard Ally.
- Distribution of laptops to those in Digital Poverty.

8. COMMITTEE EVALUATION FEEDBACK

The Board Secretary provided feedback to the Committee on the evaluation exercise, which was carried out on 08 June 2021. The Committee noted the feedback received made reference to the review of the Terms of Reference, which have now been carried out. The Committee noted that the remaining actions, which still require to be undertaken, relate to training for Board Members. The Board Secretary explained that she was arranging for tailored training sessions to be provided to Board Members in the New Year.

10. MINUTES FROM INVERNESS COLLEGE COMMITTEES

The Committee noted the contents of the minutes from the Equality, Diversity and Inclusion Committee held on 26 May 2021.

11. AOCB

ABC Gardens Visit

Appropriate Committee members set a date of 27 October 2021 at 1.00 p.m. for the visit to the ABC Gardens.

12. DATE OF NEXT MEETING: TUESDAY 07 DECEMBER 2021 AT 4.30 P.M.

Signed by the Chair: _____

Date: _____

**DRAFT MINUTES of the MEETING of the LEARNING, TEACHING AND RESEARCH
COMMITTEE held via Microsoft Teams, on Tuesday 07 December 2021**

PRESENT: Kelly Mackenzie, Chris O'Neil, Bonnie Crawford, Ruth McFadyen
CHAIR: Kelly MacKenzie
APOLOGIES: Tina Stones, Russell Edwards, Robyn Kennedy, Arvinder Kainth
and Assistant Principal – Academic & Research
ATTENDING: Assistant Principal – Student Experience & Quality
Information Systems Manager
Wellbeing and Learning Support Manager
Access and Progression Manager
Tertiary Education Leaders
Board Secretary

The Board Secretary advised that the Chair of the Committee had given her apologies and explained that the Vice-Chair is expected to attend however they have indicated that they may be late. The Board Secretary advised that where the Chair or Vice Chair is not present the Standing Orders advise that members shall elect from amongst themselves a Board member who is entitled to act as Chair for the Meeting.

Decision: It was **AGREED** that Kelly MacKenzie would Chair the meeting.

The Chair welcomed everyone to the meeting and noted that we were quorate.

No Declarations of Interest were noted.

Decision: It was **AGREED** that we would begin the meeting with items for discussion and return to items for decision upon the Vice-Chair's arrival.

1. EARLY STUDENT EXPERIENCE SURVEY RESULTS

The Assistant Principal – Student Experience and Quality provided the Committee with a summary of the overview of student feedback received as part of the Early Experience Survey which ran in October 2021. The following was highlighted to the Committee:

- That student satisfaction is back to pre-pandemic level.
- Students with a disclosed disability had experienced a drop in satisfaction; however, it was noted that only 9.75% of students disclosed they had a disability within the survey compared to 31% of students who declared that they had a disability during the enrolment process.
- The response rate to the survey was lower than pre-pandemic.
- There was a vast variation of response rates across the schools.
- Care experienced students showed an increase in satisfaction.
- Students expressed a high level of satisfaction with professional services.

The Committee noted that where there are variances in student satisfaction; steps are being taken to address these concerns.

The Committee welcomed the results of the survey. A lengthy discussion with regards student access to finances took place.

Action: The Assistant Principal – Student Experience and Quality will liaise with the Shared Service Finance Manager to look at how we can signpost students to the support they require to access appropriate funding.

2. STUDENT OUTCOMES REPORT

The Information Systems Manager joined the meeting.

The Information Systems Manager spoke to her report which provided the Committee with a summary of high-level performance indicators relating to student outcomes. The Information Systems Manager explained to the Committee, the calculations which had been used for student outcome

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performance indicators and advised that we had applied the same measures to our HE data to ensure consistency. The Committee was advised that deferred learning for FE Outcomes for 2019-20 and 2020-21 is currently excluded from the performance indicators. However, it was noted that there will be an opportunity to update SFC in the future.

The Committee was advised that whilst national benchmarking figures are not expected to be released until March 2022 it is anticipated that we will continue to exceed the national benchmarking as has been the case in previous years.

The Committee noted the interesting correlation between further withdrawals and success rates and thanked the Information Systems Manager for this report.

3. STUDENT RETENTION – REVIEW OF EARLY WITHDRAWALS

The Information Systems Manager spoke to the joint report on Early Withdrawals for 2021/22 advising the Committee of the early withdrawal deadline dates for both FE and HE students.

The Information Systems Manager advised that since the report was circulated the early withdrawal rates in respect of FE FTE had increased to 9%. The Committee discussed the reasons behind early withdrawals and a lengthy discussion around the effects of mental health on students and the initiatives and plans being undertaken to mitigate these took place

The Committee highlighted that no student had withdrawn due to digital poverty and commended staff on their work to ensure that all students had access to IT equipment.

The Information Systems Manager left the meeting.

4. WELLBEING AND MENTAL HEALTH UPDATE

The Wellbeing and Learning Support Manager joined the meeting

The Wellbeing and Learning Support Manager spoke to her report advising the Committee of how we are supporting the wellbeing and mental health of our students highlighting the additional funding we have received from SFC, and the negative impact which Covid-19 is having on student's mental health. The Wellbeing and Learning Support Manager underlined:

- The expanded Wellbeing and Learning Support team and the funding which has been secured for team members.
- The stepped care model which is in place to triage students.
- The increasing numbers of students who are experiencing acute mental health illness.
- The increased provision of crisis support being offered to students as well as the unavailability of NHS resources.
- The continued increase in referrals which has now resulted in a waiting list for students to access the service and the effect that these pressures are having on the team.

The Committee noted that from the results of the Early Student Experience Survey, reasons for withdrawals and this report it is evident that students are finding their mental health is obstructing their ability to study.

The Wellbeing and Learning Support Manager left the meeting.

5. SCHOOLS/SENIOR PHASE CURRICULUM

The Access and Progression Manager joined the meeting.

The Access and Progression Manager spoke to her report and provided the Committee with an overview of our current offer to senior phase pupils highlighting our geographical nature as well as our partnership working with both North and West Highland Colleges to ensure the delivery and consistency of the programme to students. The Committee noted that work is continuing to provide and receive information both to and from schools and external partners in one place on both our website and through a collective SharePoint site.

With regards applications and enrolments, the Committee was advised that these have been impacted by Highland Council budgets, Covid-19, and the cyber incident. The Committee was pleased to note that we have been able to provide all courses despite these difficulties.

The Committee was advised of the growing interest for in-school delivery and noted that plans are underway to increase the senior phase offer for the Academic Year 22/23.

The Committee undertook a lengthy discussion with regards travel for students highlighting the proposed change to free travel for all under the age of 22 as well as the current services offered by Stagecoach.

The Access and Progression Manager left the meeting.

6. ACADEMIC DEVELOPMENT REPORT (INCLUDING UHI CURRICULUM REVIEW)

The Tertiary Education Leaders joined the meeting

The Tertiary Education Leaders spoke to their joint report which provided the Committee with an overview of developments and activities affecting all schools. Highlighting curriculum planning, changes to PRD process and registration with GTCS. The Committee noted that credit targets for both FE and HE remain short of our target, but that work is continuing to increase credits across both provisions.

The Tertiary Education Leaders explained the new monthly data presentations which are received from Heads of Schools which allows for the team to trend and map data, undertake curriculum costings and understand and predict the data. The Committee was advised that this data can be benchmarked to both Covid-19 and pre-Covid-19.

The Tertiary Education Leaders left the meeting.

7. DISCUSSION – COLLEGE TRANSPORT AND EFFECTS ON STUDENT LEARNING, FINANCES AND PROGRESSION

The HISA President advised the Committee of the issues students are experiencing with regards to Stagecoach, reiterating some of the problems highlighted earlier in the meeting.

The Committee acknowledged the need for a dependable bus service and the impact which the unreliable service is having on students.

Decision: It was **AGREED** that this issue is to be included as part of the Principal's Report for the Board of Management Meeting on 14 December 2021. Following Board discussion, a communication around this issue will be shared with the University Court.

8. HISA REPORT AND STUDENT PARTNERSHIP UPDATE

The Assistant Principal – Student Experience and Quality spoke to the joint report advising that there continues to be a joint role in the monitoring of Covid-19 and compliance.

The Committee noted that the enhancement themes for the year ahead are:

- Student Life
- Advice, Support and Progression
- Learning and Teaching.

The following was highlighted to the Committee:

- study pods are now available for use by students
- new atrium furniture has been purchased
- the first student voice meeting for the Academic Year has been held
- around 370 laptops have been issued to students with a further 400 ready to be issued.
- Inductions for the new academic year have taken place

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- teaching observations are now underway
- there will be two secondment opportunities within the Learning, Teaching and Enhancement Team
- A new accessibility tool – Blackboard Ally – is now available and training on this tool has been provided to all Lecturing staff.
- HISA Con will take place in January 2022.
- An advent calendar event will be organised by HISA and will take place in the atrium.
- Safety packages are being produced for students.

A lengthy discussion with regards Naloxone training took place with HISA representatives advising that they had recently attended this training. The Committee noted that further discussion around this training is required with regards onsite storage, ethics as well as the development of guidance and a process to adhere to. The Committee was advised that further training sessions have been arranged and it was noted that these should be paused until these conversations have taken place.

Action: With regards the safety packages, HISA representatives advised that they would confirm where the funding for these packages was received from.

9. SAFEGUARDING ANNUAL REPORT

The Committee noted the contents of the confidential report which set out the number and nature of safeguarding disclosures which had been received as well as the ongoing partnership working as part of our role as a member of the multi-agency public protection arrangements. The Assistant Principal – Student Experience and Quality highlighted that the report contained an error within it.

Action: The Board Secretary will circulate an updated version of the confidential report to all members of the Committee.

The Committee noted that a new safeguarding training module was available on Brightspace for all staff to complete.

The Committee discussed the trends surrounding safeguarding reporting and communication with other agencies and held a lengthy discussion with regards safety, the Halls of Residence and training which is being made available to staff within the Halls of Residence by ourselves. The Committee noted that a further discussion with regards this would form part of the Board of Management meeting being held on 14 December 2021.

10. QUARTER 1 – COMPLAINTS REPORT

The Committee noted the contents of the Quarter 1 Complaints Report.

11. EDUCATION SCOTLAND QUALITY ASSURANCE ARRANGEMENTS

The Committee noted the contents of the Education Scotland Quality Assurance Arrangements Report.

12. MINUTES FROM INVERNESS COLLEGE COMMITTEES

The Committee noted the contents of the confidential minutes from the Student Journey and Enhancement Committee meetings held on 14 September and 19 October 2021.

13. POLICIES FOR APPROVAL – SUPPORTING STUDENT CARERS

The members of the Committee in attendance gave their approval of the Supporting Student Carers policy.

Action: It was **AGREED** that the Board Secretary would liaise with the members of the Committee who had offered their apologies and seek their online approval to the proposed changes to the Supporting Student Carers Policy.

14. OUTSTANDING ACTIONS

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- **UHI Tertiary Learner Support Policy.** The Committee noted that discussions had taken place with regard this policy and that 3.5 of the policy had been amended as follows:

3.5 – Alternative Assessment Arrangements: In order to justify Alternative Assessment Arrangements within a PLSP, it is often required to gather evidence of disability/disadvantage. This evidence can take a variety of forms and may be dependent on the accreditation body stipulations.

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

- **Research and Innovation:** The Committee noted that the Assistant Principal – Academic and Research was due to have a phased return in the new year.

Decision: It was **AGREED** that the presentation with regards Research and Innovation would be postponed until March 2022.

15. MINUTES

The members of the Committee in attendance gave their approval of the minutes of the meeting held on 28 September 2021.

Action: It was **AGREED** that the Board Secretary would liaise with the members of the Committee who had offered their apologies and seek their online approval of the minutes of the meeting held on 28 September 2021.

16. AOCB

The Committee expressed their thanks to Kelly MacKenzie for chairing the meeting.

17. DATE OF NEXT MEETING: TUESDAY 15 MARCH 2022 AT 4.30 P.M.

Signed by the Chair: _____

Date: _____

Outstanding Actions from LT&R Committee Meetings

Item	Action	Responsibility	Time Line	ACTIONED
08 June 2021				
Research and Innovation	A presentation from the Research Team will take place in March 2022.	AP – A&R	15 March 2022	
07 December 2021				
Early Student Experience Survey Results	The Assistant Principal – Student Experience and Quality is to liaise with the Shared Service Finance Manager to look at how we can signpost student to the support they require to access funding.	AP – SE&Q	March 2022	
HISA Report and Student Partnership Agreement Update	HISA Representatives to confirm where the funding for these packages was received from.	HISA Reps	March 2022	

Subject/Title:	Complaints Report (YTD)
Meeting and date:	15 March 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 2 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



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

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, 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 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, until a full year of reporting has occurred.

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 2.

Complaints by Category

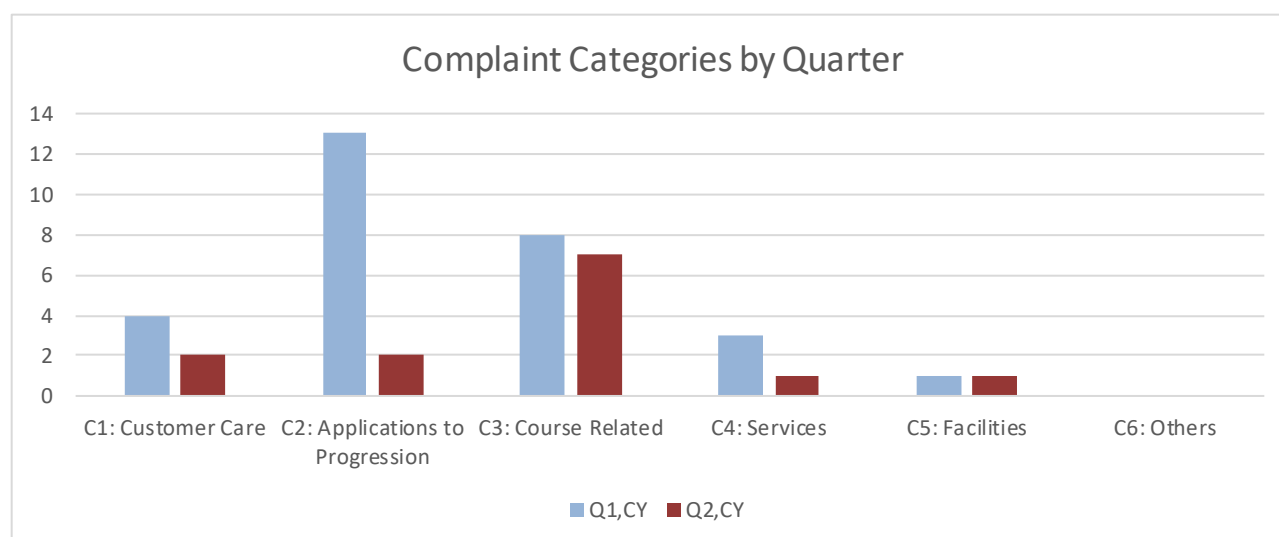
13 complaints have been received in Q2, 3 less than the same quarter last year and 16 less than Q1 this year.

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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	6	4	2	0	0
C2: Applications to Progression	15	13	2	0	0
C3: Course Related	15	8	7	0	0
C4: Services	4	3	1	0	0
C5: Facilities	2	1	1	0	0
C6: Others	0	0	0	0	0
TOTAL	42	29	13	0	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 Q2, equating to 54% of the total complaints received this quarter.

The remaining categories received between 1 and 2 complaints each, with 'Other' receiving none. Applications to Progression showed a significant decline in complaints received compared to Q1.

Of the 6 HE complaints received, 4 related to elements of course delivery, 1 related to the course cost and 1 was broad ranging and included dissatisfaction with communication, enrolment, additional support requirement and discrimination.

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Of the 5 FE complaints received, 1 was a facilities concern i.e. temperature of tap water in washrooms, 1 related to a course cancellation and lack of communication, two were course related but were wide ranging and included finance, enrolment, communications and discrimination issues. The final complaint was due to lack of response from a student's PDA and Lecturer.

1 complaint was received from an employer and 1 from a potential student.

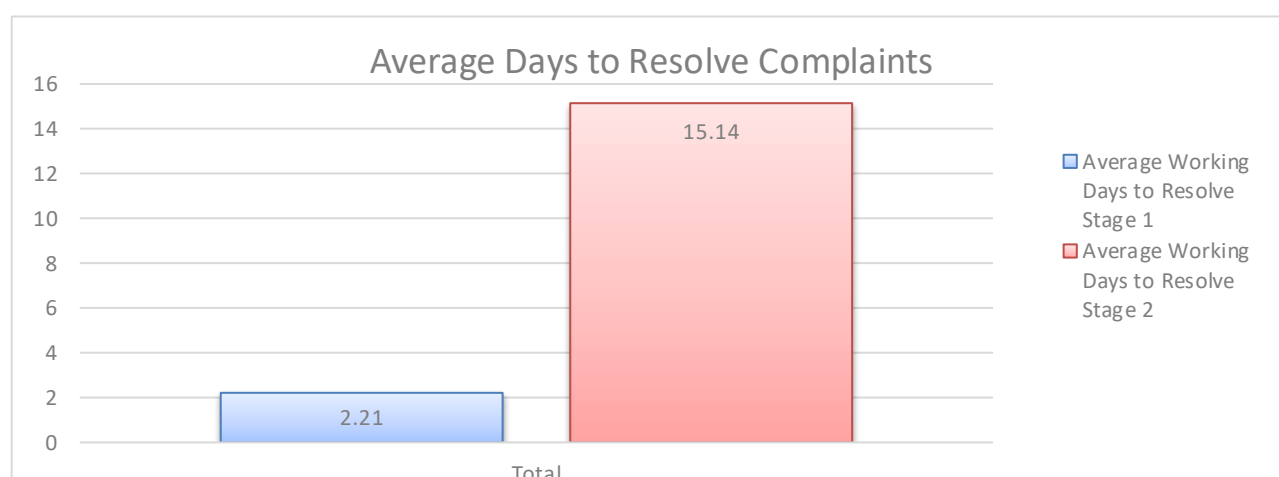
Complaint Outcomes

The graph below details the complaint outcomes.

30.7% of the complaints received in Q2 were Resolved. 23% of complaints were not upheld, compared to 25% in Q2 last year. 46% of complaints have been partially upheld compared to 18.7% in Q2 last year. No complaints were upheld, compared to 50% in Q2 last year. 2 complaints were escalated in Q2 and had outcomes confirmed in the same period.

Outcome	Stage 1	Stage 2	Total
Resolved	3	1	4
Not upheld	1	2	3
Partially upheld	1	5	6
Upheld	0	0	0
Still under investigation	0	0	0
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 Q2 is between 1 – 5 days.
The range of days taken to resolve Stage 2 complaints in Q2 is between 6 – 22 days.

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SPSO guidelines state pre-defined timescales of a 5 day turnaround for Stage 1, and 20 days for Stage 2. 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. One stage 2 complaint exceeded the 20 day threshold and the complainant was notified in advance that this would occur.

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 Q2. The complainant agreed that they had received courteous and prompt responses but disagreed that the complaints process was easy to use. The complainant disagreed that the complaint was taken seriously, that there was a fair and objective response and they had received a clear response. The complaint was not closed off to their satisfaction.

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:

- A lecturer was asked to slow down their delivery and to ensure there is allocated question time at the end of each class for questions to enable students to confirm their understanding.
- Delegated staff are to map outstanding content from S1 and embed in S2, review staff development activities and work with ICT to improve remote delivery.
- The tracking of fees made by students is not available for HE Students. This has been raised by IC Finance to UHI but no actions taken.
- Water temperature checked in washrooms.
- Additional support and consideration given to SE students when they are working remotely at home, PLSP to be reviewed within 2 weeks.

Board of Management

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:	15 March 2022
Date Paper prepared:	04 March 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.
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

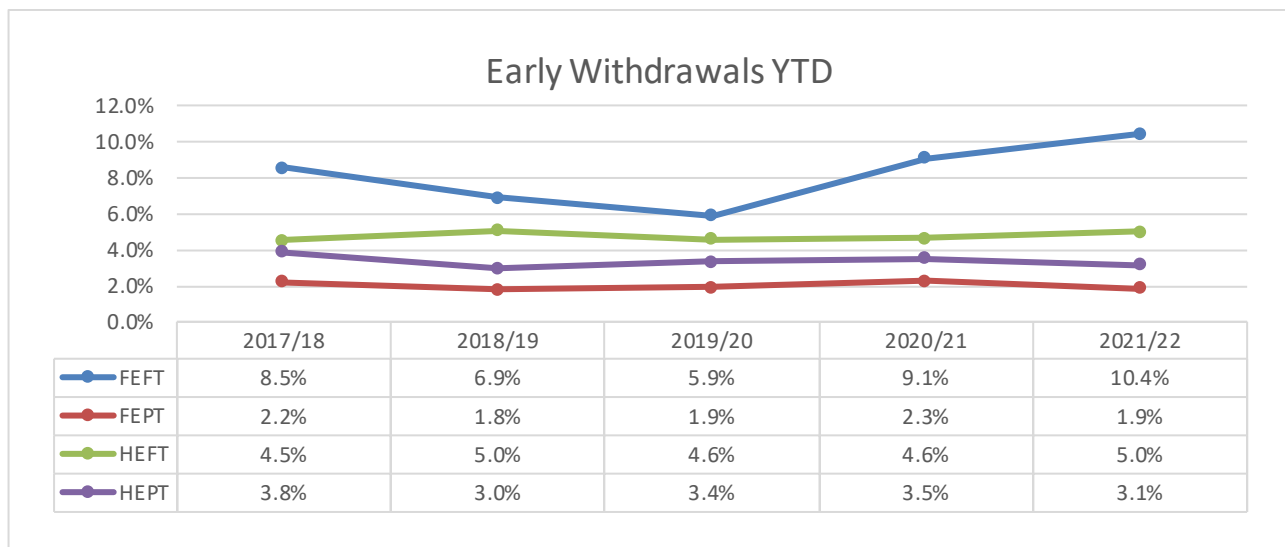
The report provides an update on student withdrawals for 2021/22.

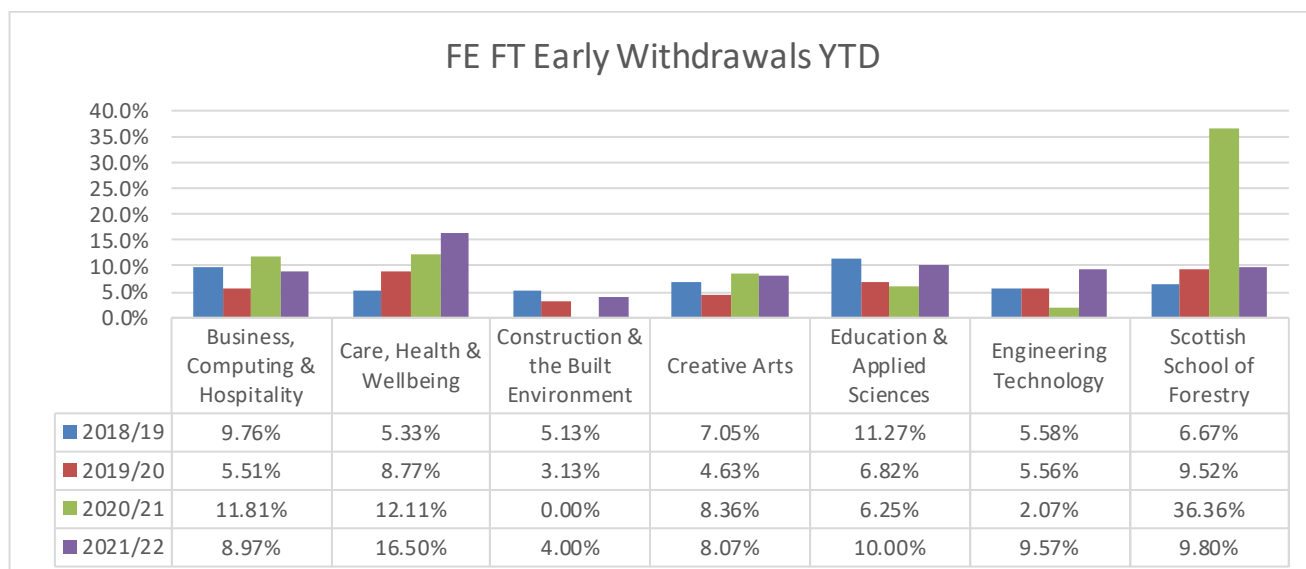
Both early and further withdrawals increased in 2020/21, most notably for FE Full Time students. At the time of writing the early withdrawal rate for full time FE students is 10.4%, and the further withdrawal rate is currently 11.9% however it is anticipated that this will rise.

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.



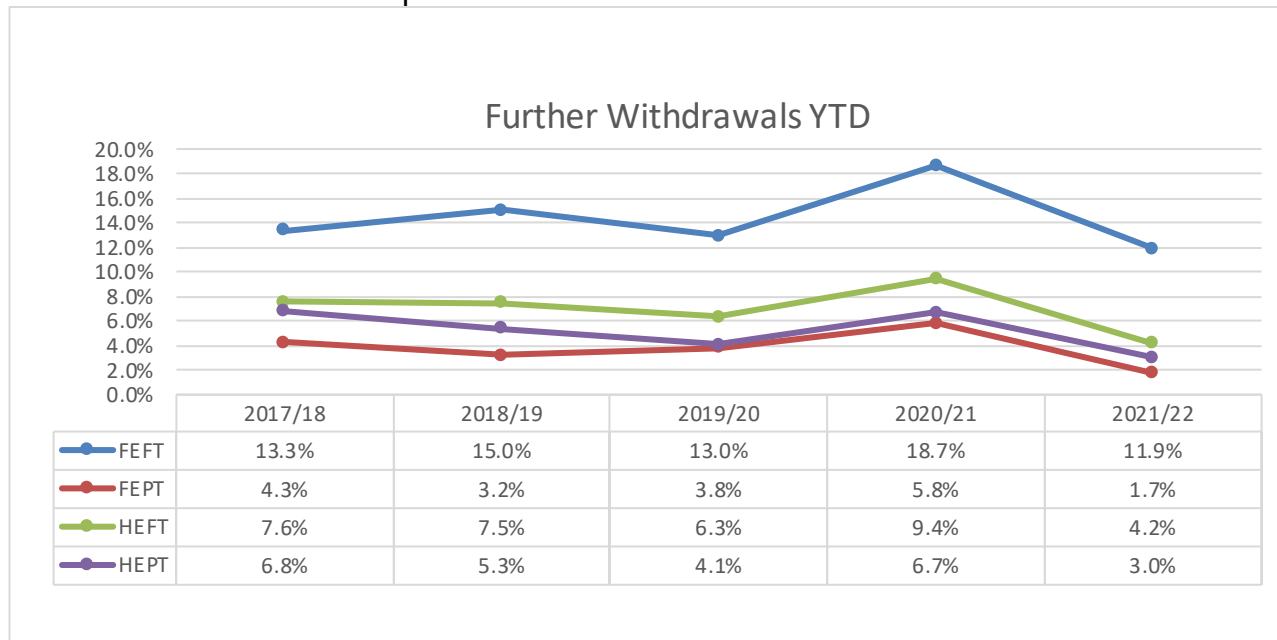


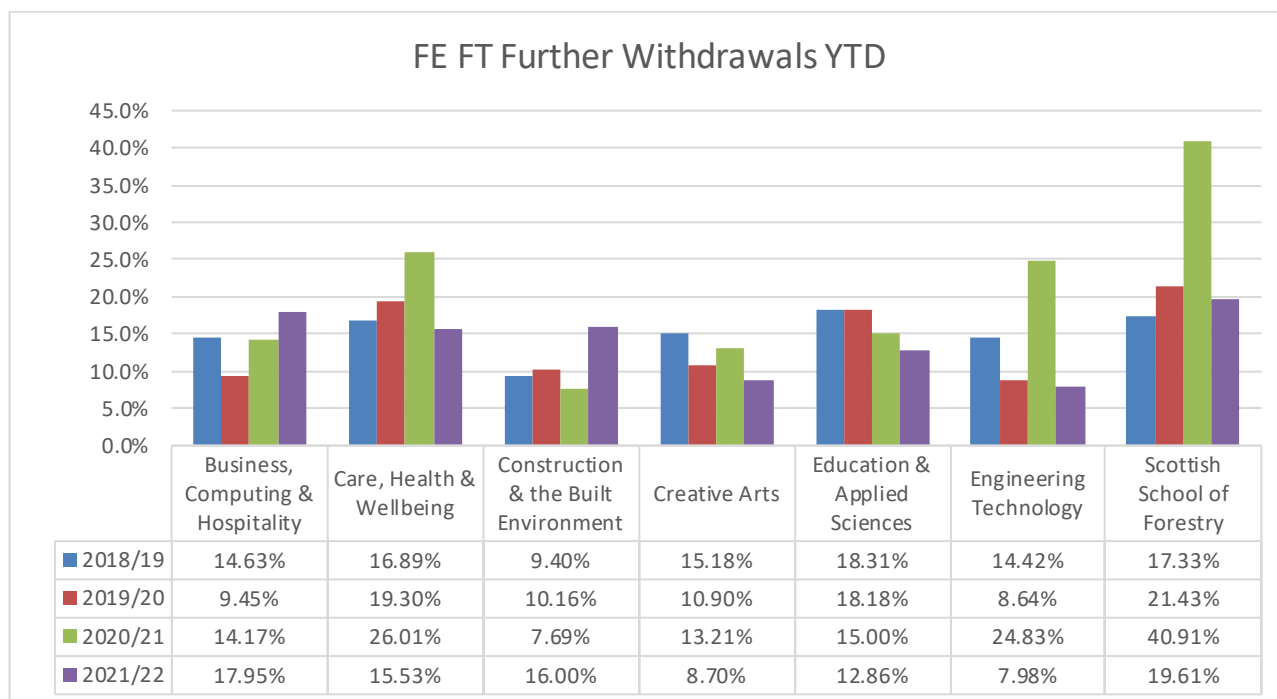
The EWs across Schools is very variable with Care, Health and Wellbeing having the highest EWs this AY to date for full time FE Students.

We introduced monthly data presentations in September '21 for each School whereby there is analysis of the data by the Head of School and actions identified. EWs have been one of the focus points.

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.

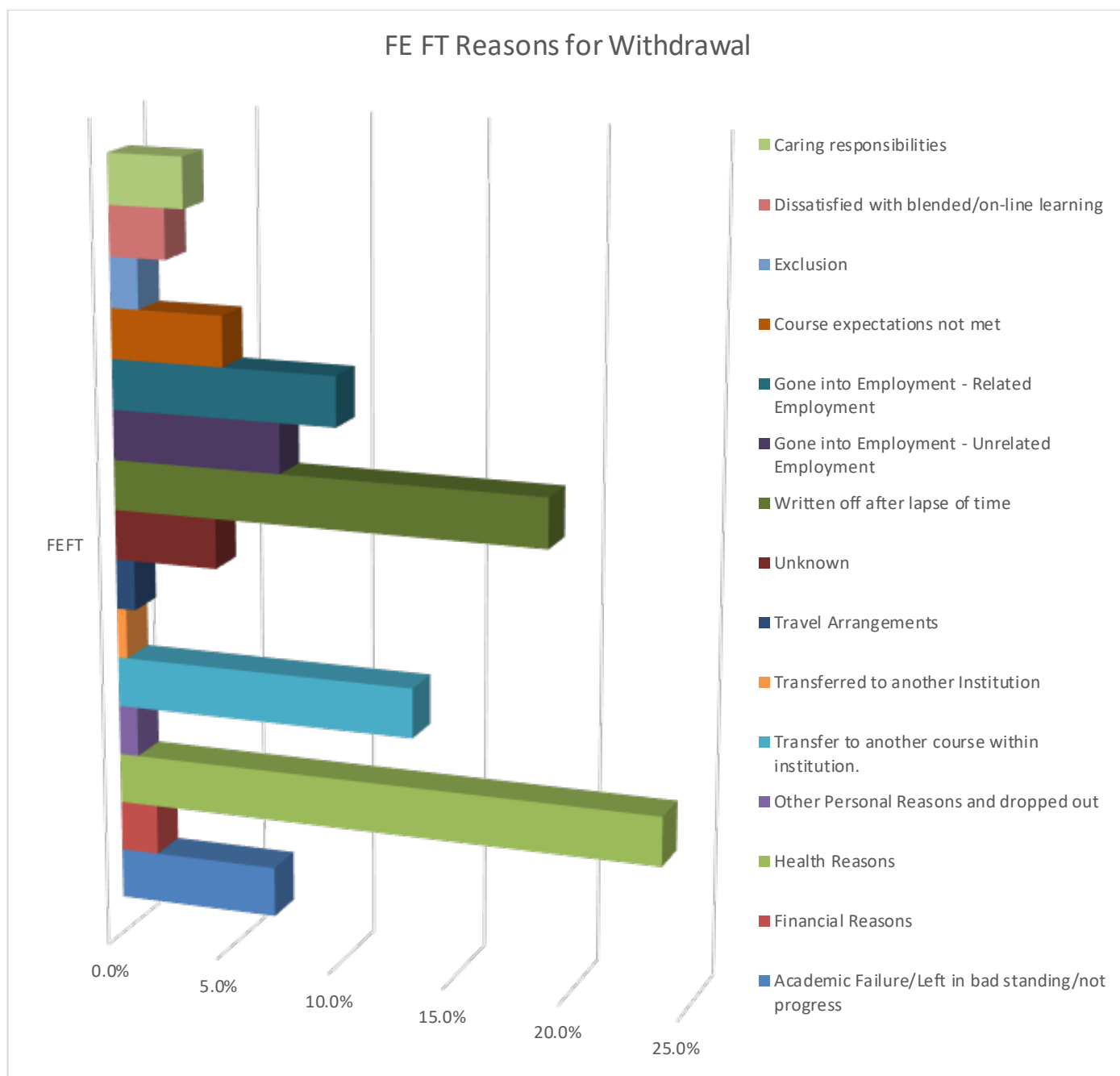
	DEPARTMENT	ENRs	EARLY WD	EARLY WD %	FURTHER WD	FURTHER WD %
FEFT	Business, Computing & Hospitality	78	7	9.0%	14	17.9%
	Care, Health & Wellbeing	206	34	16.5%	32	15.5%
	Construction & the Built Environment	25	1	4.0%	4	16.0%
	Creative Arts	322	26	8.1%	28	8.7%
	Education & Applied Sciences	70	7	10.0%	9	12.9%
	Engineering Technology	188	18	9.6%	15	8.0%
	Scottish School of Forestry	51	5	9.8%	10	19.6%
FEFT Total		940	98	10.4%	112	11.9%
FEPT	Business, Computing & Hospitality	159	9	5.7%	5	3.1%
	Care, Health & Wellbeing	514	15	2.9%	34	6.6%
	Construction & the Built Environment	734	8	1.1%	2	0.3%
	Creative Arts	185	6	3.2%	3	1.6%
	Education & Applied Sciences	253	15	5.9%	7	2.8%
	Engineering Technology	489	2	0.4%	1	0.2%
	Scottish School of Forestry	57	2	3.5%	1	1.8%
FEPT Total		2391	57	2.4%	53	2.2%
HEFT	Business, Computing & Hospitality	269	23	8.6%	17	6.3%
	Care, Health & Wellbeing	377	17	4.5%	14	3.7%
	Construction & the Built Environment	95	3	3.2%	5	5.3%
	Creative Arts	367	15	4.1%	15	4.1%
	Education & Applied Sciences	98	1	1.0%	1	1.0%
	Engineering Technology	32	4	12.5%	1	3.1%
	Scottish School of Forestry	55	2	3.6%	1	1.8%

Item 04

HEFT Total		1293	65	5.0%	54	4.2%
HEPT	Business, Computing & Hospitality	215	3	1.4%	10	4.7%
	Care, Health & Wellbeing	464	22	4.7%	15	3.2%
	Construction & the Built Environment	48		0.0%	1	2.1%
	Creative Arts	60	1	1.7%	2	3.3%
	Education & Applied Sciences	99	1	1.0%		0.0%
	Engineering Technology	79	3	3.8%	2	2.5%
	Scottish School of Forestry	74	2	2.7%	1	1.4%
HEPT Total		1039	32	3.1%	31	3.0%
Grand Total		5663	252	4.5%	250	4.4%

Intelligence from across the sector tells us that we are not alone in our increased withdrawals since the pandemic and indeed our spike in withdrawals is replicated across colleges, particularly in FE FT provision.

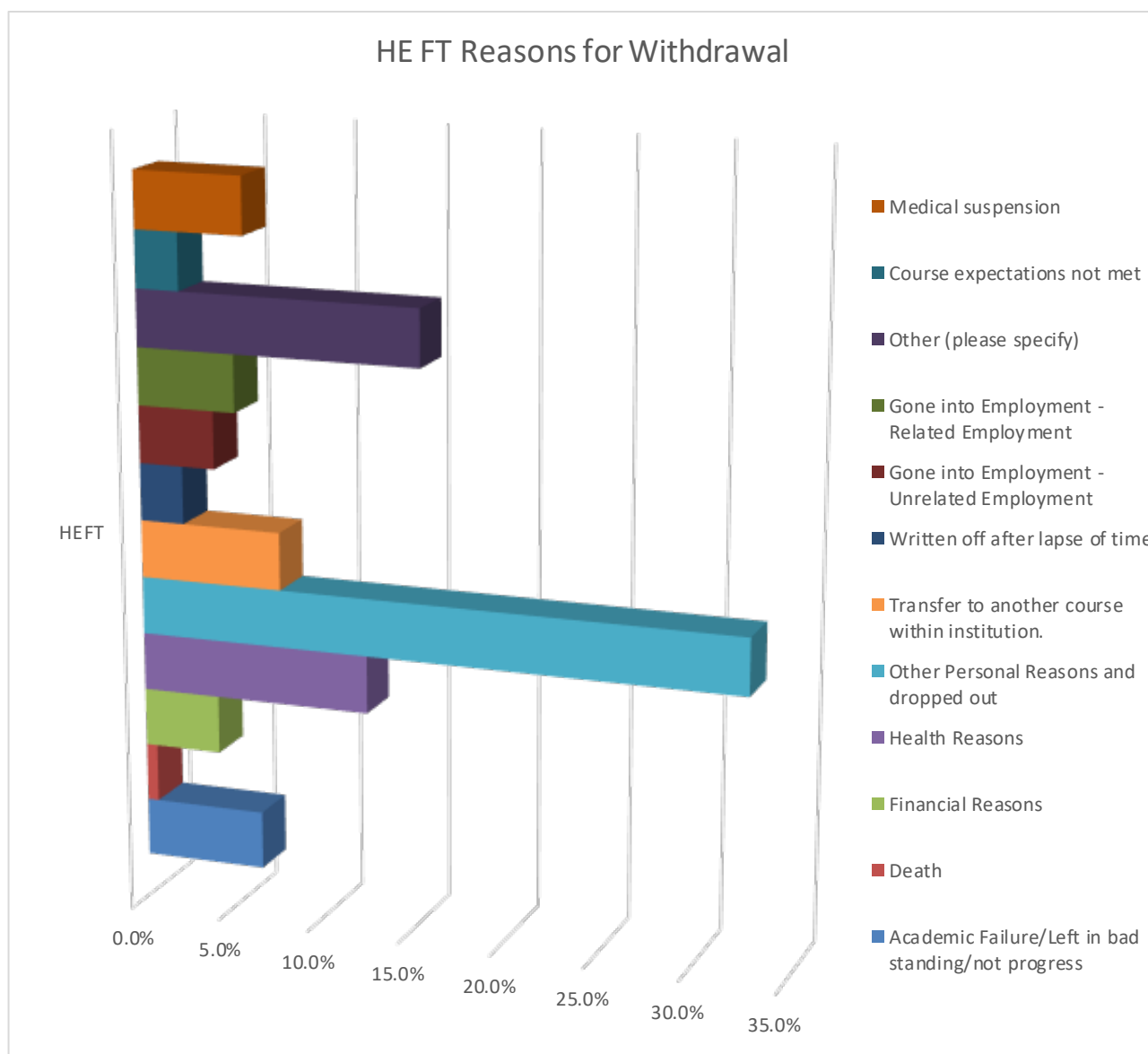
Reasons for Withdrawal – full time further education



The reasons for early withdrawal amongst FE FT students have been captured well by the Personal Development Advisers who have discussed circumstances of withdrawal with individuals in their case load. The **majority (37%) of FE FT students leaving their course before Nov 1st (Aug starts) and before 5th March (Jan starts) have done so due to personal reasons**, which include challenges with their health (**predominantly mental ill-health**) and **personal finances**.

We also note a high level (**17.2%**) of **students withdrawing to go into employment**. This is reflective of the buoyant employment market in the local area and high wages relative to skill requirement.

Reasons for Withdrawal – full time higher education



The reasons for EWs from HE programmes are grouped differently but we see similar themes emerging with the **majority of students (55.4%) leaving their course before Dec 1st due to personal reasons**, which include challenges with their health (**predominantly mental ill-health**) and **personal finances**. There is therefore a greater level of withdrawals (+18.4%) due to personal reasons amongst HE FT students by comparison to our FE FT students.

The college carried out a survey of HE PATs on gauge their feedback on their role of PAT during the pandemic and how it has evolved over time. The feedback strongly suggests that the **college need to consider how best we support our HE students** and consider extending our FE support model across our HE provision. It is anticipated that this **revised model would provide greater support to HE students, supporting retention and**

successful outcomes, as well as enabling HE lecturers to focus on learning and teaching. **A proposal will be discussed at EMT in later March on this.**

We are acutely aware that young people, in particular, across all modes and levels of study, are still struggling with the longer-term impact of covid on their mental health and resilience and we are continuing to note a **concerning lack of resilience** alongside **high levels of anxiety**. We continue to evolve our support model to take account of this and to ensure interventions are supportive and effective.

We also committed an additional investment in student laptops at the end of last AY to support those in digital poverty. A clear system was put in place in order to issue laptops at induction to those in need and we replicated that support for our January start students. It is notable that **no students have withdrawn due to a lack of IT access/equipment and support for digital skills.**

Subject/Title:	Update on Learning & Teaching Enhancement
Author: [Name and Job title]	Fiona Gunn, Professional Development Manager
Meeting:	Learning, Teaching & Research committee
Meeting Date:	15 March 2022
Date Paper prepared:	07 March 2022
Brief Summary of the paper:	<p>This paper provides an update on Learning & Teaching Enhancement</p> <ol style="list-style-type: none"> 1. Launch of new Learning & Teaching Induction programme. 2. Delivery of the PDA <i>Teaching Practice in Scotland's Colleges</i> and the new UHI TQFE. 3. Registration of lecturers with General Teaching Council Scotland (GTCS). 4. Re-launch of the Learning & Teaching Review programme. 5. Digital Skills Training Survey. 6. New UHI Learning & Teaching Enhancement Strategy 7. Future enhancements
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

Item 05

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]	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

Purpose

This paper provides an update on learning and teaching enhancement in semester 2, 2021/22. As Covid-19 restrictions ease, measures to continuously improve the quality of learning and teaching focus on further developing digital pedagogy and supporting face-to-face delivery to facilitate a blended learning approach.

Main body of information

1. Launch of new Learning & Teaching Induction programme

The professional development pathway for lecturers includes a mandatory Learning & Teaching Induction programme for all new lecturers. Elements of the programme were made available online during Covid related restrictions and the face-to-face programme will be launched again on 10 & 11 March. The revised programme includes a new focus on digital pedagogy, taking account of the growing importance of this, and will include 4 learning & teaching workshops, 4 digital skills training sessions and input from the Quality team and HISA on student engagement.

2. Delivery of Professional Development Award (PDA) *Teaching Practice in Scotland's Colleges* and Teaching Qualification Further Education (TQFE)

Delivery of the level 9 PDA *Teaching Practice in Scotland's Colleges* commenced in semester 2 with a cohort of 11 lecturers. The qualification is primarily aimed at newly appointed lecturers to enhance their professional core competences and abilities. Achievement of this qualification is a prerequisite for entry to the Teaching Qualification in Further Education course and lecturers are expected to complete it within 2 years of permanent employment.

Inverness College currently has 10 lecturers enrolled on the new UHI TQFE programme. This qualification is a requirement for registration as a college lecturer with the General Teaching Council Scotland.

3. Registration of lecturers with General Teaching Council Scotland (GTCS)

In October Inverness College provided contact details to GTCS of 126 permanent lecturers who meet the current criteria for registration. These staff were then invited to register and to date 76 lecturers have completed the registration process with a further 48 in progress and 2 staff have left.

Consultation with GTCS on the criteria for lecturer registration continues across the sector and is particularly pertinent to our tertiary setting.

The UHI GTCS validation event took place in November 2021 and Inverness College managers and lecturers participated in the various panels and discussions. GTCS commended Inverness College on several aspects of their submission but the overall feedback to UHI as a whole included a number of requirements which have yet to be clarified by GTCS. Discussions with GTCS will recommence in March and the Professional Development Manager will continue to seek a positive outcome for Inverness College as part

of the UHI verification process.

4. Re-launch of the Learning & Teaching Review programme (LTR)

The UHI Learning & Teaching Review programme was developed in 2019/20 and was largely based on the Inverness College Professional Discussion on Learning & Teaching programme. Each year a series of carefully selected trained reviewers observe classes and engage in a professional dialogue with the lecturers.

The aims of the LTR are to:

- Enhance the capacity for professional discussion and better support staff reflection on learning & teaching
- Improve the learning & teaching experience for all staff and students
- Better inform and support continuous improvement activity, including staff development and investment in resources
- Identify effective and innovative practice that can be shared and further developed
- Complement the existing mechanisms of self-reflection and student feedback to ensure a robust evaluation of learning and teaching

The programme was paused during Covid related restrictions and re-launched in February. The team of 7 experienced reviewers has now been extended as 8 new reviewers have been trained. Approximately 25 reviews are scheduled for semester 2 and examples of good practice and areas for improvement will be gathered to shape future professional development events.

LTR themes for this semester are (1) Good teaching practice online and face-to-face (2) Use of Logitech to support blended delivery of learning and teaching.

5. Digital Skills Training Survey

Digital Skills training to support digital pedagogy remains a priority. The Digital Skills Training Officer provides weekly workshops and one-to-one sessions for staff as well as a range of [Digital Skills resources](#) on the Professional Development SharePoint site. A future focus will be the development of a digital skills strategy.

Staff who engaged in training during semester 1 were recently surveyed to assess the impact of this training and to shape future training plans. A sample of responses is provided below as anecdotal evidence of the impact of their professional learning.

The training has given me confidence to use all available digital skills platforms. I am now able to assist students with ICT using these digital skills.

It has given me more skills and confidence in creating materials and using the technologies. My students used to be all F2F teaching.

I now feel more comfortable teaching online via WebEx. I believe, and from the feedback received, this has helped the student learning and teaching environment during these difficult times.

6. Development of new UHI Learning & Teaching Enhancement (LTE) Strategy

Consultation has commenced on the development of a new UHI LTE Strategy to replace the current strategy. The focus of the new strategy will be creative, effective and resilient learning, teaching and assessment with the aim to move from a 'common values' ethos to establishing 'common practice'. The strategy will also link to the GTCS [Professional Standards and Code for Lecturers - The General Teaching Council for Scotland \(gtcs.org.uk\)](https://www.gtcs.org.uk)

One of the Tertiary Education Leaders and the Professional Development Manager represent Inverness College on the development group and will be contributing to the new strategy.

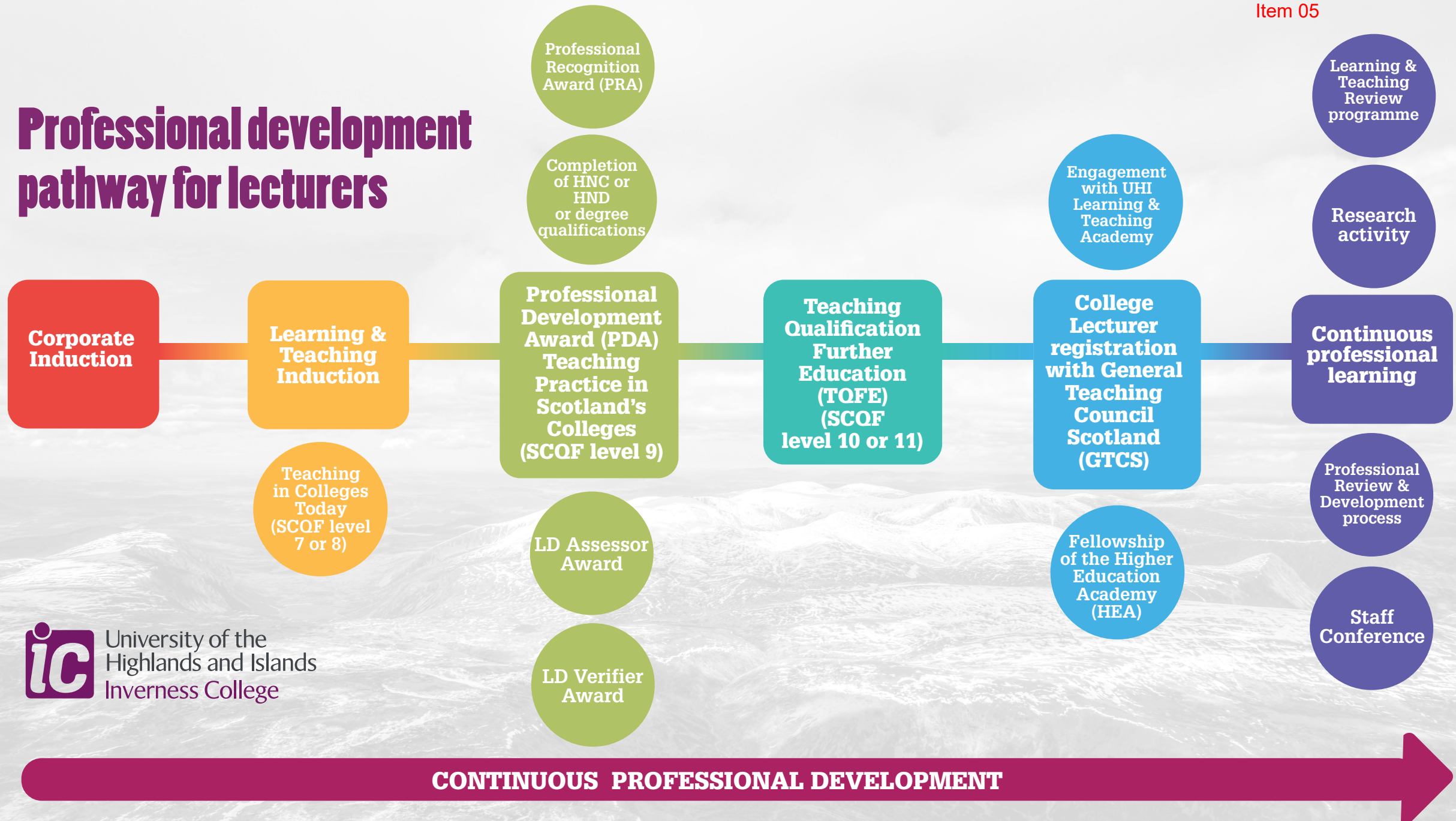
7. Future enhancements

A draft proposal will be presented to the Staff Resourcing Panel this semester to request funding for the secondment of two 0.4FTE lecturers to help us drive forward our focus on learning and teaching enhancement in 2022-23 and to be part of the cross-college L&T Enhancement team. The team will be overseen by the Assistant Principal Student Experience & Quality and take a cohesive approach to improving standards of learning and teaching through all aspects of the professional development pathway for lecturers (see appendix 1).

Conclusion

The enhancement of learning and teaching informs each aspect of the professional development pathway for lecturers. As teaching moves from either fully online or fully face-to-face to a mix of both, all areas of pedagogy are supported through both certificated qualifications and in-house programmes.

Professional development pathway for lecturers



LT&R Committee

Subject/Title:	Corporate Parenting Update 2022
Author: [Name and Job title]	Joint report: Assistant Principal Student Experience & Quality and Access & Progression Manager
Meeting:	LT & R Committee
Meeting Date:	15 March 2022
Date Paper prepared:	08 March 2022
Brief Summary of the paper:	The paper provides an update to actions on the Corporate Parenting Plan 2020-2023 and retention data and analysis for care experienced student withdrawals in the academic year 2020/21 and plans to improve retention and support for care experienced students in academic year 2021/22.
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	
Resource implications:	No If yes, please specify:
Risk implications:	Yes If yes, please specify: Operational: Organisational: risk of not upholding statutory duties in relation to care experienced young people
Equality and Diversity implications:	Yes If yes, please specify: As above – priority group who require additional support through legislation
Consultation:	

ITEM 06

[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]			
*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)	Y	Its disclosure would constitute a breach of confidence actionable in court (S36)	
Its disclosure would constitute a breach of the Data Protection Act (S38)		Other (please give further details)	
For how long must the paper be withheld? (express either as the time which needs to pass or a condition which needs to be met.)			

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Board of Management

Subject/Title:	HISA Report & Student Partnership Agreement Update
Author: [Name and Job title]	Ruth McFadyen, HISA Student President IC UHI & Lindsay Snodgrass, Assistant Principal Student Experience & Quality
Meeting:	Learning, Teaching & Research Committee
Meeting Date:	15 March 2022
Date Paper prepared:	08 March 2022
Brief Summary of the paper:	To provide an update of developments around student experience 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)	
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Student Partnership

Executive summary

To provide a brief overview of progress made with student engagement and the enhancement themes identified within the Partnership Agreement for academic year 2021-22.

Background

The Partnership Agreement was developed in 2018 to further embed the collegiate working between the college and the students' association. It has been, and continues to be, an important tool in leveraging out improvements across the student journey, as well as helping us to ensure the student voice is embedded across the life and work of the college.

Each academic year we collectively choose three enhancement themes informed by student feedback and other sources of evidence. The enhancement themes chosen for academic year (AY) 2021-22 are:

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

We have continued to have a collective focus on the immediate and emerging priorities surrounding the on-going return to more on campus delivery. HISA continue to play a key role within our weekly Covid steering group helping to shape our response to changing government guidelines and restrictions and their impact on the student experience.

Student Life

- Increasing number of students on site – under constant review, 36% now (up on 17% last AY)
- Reviewing face coverings – joint position
- Procurement of new furniture for 2nd floor
- Student Voice representatives - recruitment of student voice representatives have been very low this AY and reflective of the low number of students on campus in semester 1. This is also reflective of the lack of HISA staffing resource to support the recruitment and training of class representatives
- HISA led LGBT history month celebrations
- HISA led Valentine's celebrations
- Quiz night and ceilidh planned for Easter
- A further 6 new pods ([Nooks](#)) installed on campus for private study
- Joint promotional activity on the Student Satisfaction and Experience Survey (SSES) to support response rates



We have had focussed publicity in the local press and on social media around our intentions to be back on campus next academic year to support our recruitment in AY 22-23. This key messaging will continue to be pushed out over the coming months as part of our recruitment campaign and with input from HISA.

Advice, Support & Progression

- Digital poverty – continued focus, over 500 laptops now issued, including to January start students
- We are one of the first colleges to sign up for the [Emily Test](#) Charter in response to tackling gender-based violence
- Commencement of suite of workshops in the Bothy on campus – one stop ‘drop in’ for all learning support needs
- Targeted mental health support to curriculum areas / class groups in need of additional support for remainder of this AY and next – Forestry, Engineering and Education & Applied Sciences – all male dominated areas
- Launch of student breakfast club to support students in poverty

Learning & Teaching

- Learning and Teaching Review programme underway to gather emerging practice / shape professional development going forward
- Continued roll out of Ally tool – accessibility tool to audit materials in Brightspace
- [Inclusive practice toolkit](#) launched to support awareness of inclusive practice and accessibility

Emerging Concerns

A great deal of work has been on-going to make progress across our enhancement themes. However, our work has been somewhat limited due to continued staffing vacancies in HISA which remain unfilled and cause concern (2 team members down out of a team of 5 - one Student Officer post & HISA Co-ordinator post). This has meant that HISA have been hindered in undertaking much of their planned work with Student Voice representatives, for example.

We are sadly beginning to see the impact of this on some aspects of our work including the lower number of Student Voice representatives as well as far fewer candidates coming forward for nomination to elected posts within HISA for AY 2022-23. We have worked hard over recent years to ensure every position is contested but have seen a decline since the pandemic and some posts, both regional and local, will be uncontested for elected representatives for next AY.

Year	Regional (for 19 positions)	Local (for 3 positions)
2019-20	63	12
2020-21	49	14
2021-22	31	3

Our concerns about lower levels of student engagement with HISA are not unique to Invermess and are concerns echoed across other academic partners. The concern around adequate staffing resource to support HISA activities is due to be discussed again shortly with HISA regional office.