

## Board of Management

Meeting	Board of Management
Date and time	Tuesday 28 March 2017 at 4.30 p.m.
Location	Boardroom, 1 Inverness Campus

College Secretary  
21 March 2017

### AGENDA

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

### ITEMS FOR DECISION

1. **EXTERNALLY FACILITATED REVIEW – FINAL REPORT AND BOARD DEVELOPMENT PLAN**  
David Archibald of Henderson Loggie
2. **2016 DEVELOPMENT PLAN – REVIEW**  
Covering report by College Secretary
3. **MINUTES**  
Minutes of the Meeting of the Board of Management held on 20 December 2016
4. **POLICIES**
  - a) **RECORDS MANAGEMENT POLICY**  
Extract from Minutes of meeting of the Audit Committee held on 28 February 2017
  - b) **HEALTH AND SAFETY POLICY AND ANNUAL STATEMENT**  
Extract from Minutes of meeting of the Audit Committee held on 28 February 2017
  - c) **MATERNITY AND PARENTING LEAVE**  
Extract from Minutes of meeting of the Human Resources Committee held on 2 March 2017

**5. ARTICLES OF GOVERNANCE**

Extract from Minutes of meeting of the Chairs Committee held on 31 January 2017

**6. SALE OF LONGMAN CAR PARK (Confidential)**

Report by Principal

**7. EQUALITY OUTCOMES ANNUAL REPORT – APRIL 2017**

Report by Director of Organisational Development

**8. SCHEDULE OF MEETINGS AND EVENTS 2017-18**

Report by College Secretary

**9. SUCCESSION PLANNING**

Verbal Report by Chair

**ITEMS FOR DISCUSSION**

**10. DISPOSAL OF THE LONGMAN CAMPUS**

Report by Principal

**11. INVERNESS CAMPUS SPORTS AND HEALTH RELATED DEVELOPMENTS**

Report by Depute Principal

**12. PRINCIPAL'S REPORT**

Report by Principal

**13. PRINCIPAL RECRUITMENT PROCESS - APPOINTMENT OF SELECTION COMMITTEE**

Report by Director of Organisational Development

**14. MINUTES OF MEETINGS OF BOARD COMMITTEES**

- a) Chairs Committee – 31 January 2017
- b) Performance, Review and Remuneration – 31 January 2017
- c) Chairs Committee – 23 February 2017
- d) Audit Committee – 28 February 2017
- e) Human Resources Committee – 2 March 2017
- f) Learning and Teaching Committee – 7 March 2017
- g) Finance and General Purposes Committee – 9 March 2017

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**ITEMS FOR NOTING**

**15. AOCB**

**16. DATE AND TIME OF NEXT MEETING**

Thursday 22 June 2017 at 4.30 p.m.



**Inverness College UHI**

**Externally Facilitated Effectiveness Review**



**Draft issued: 16 March 2017**  
**2<sup>nd</sup> Draft issued: 20 March 2017**  
**Final issued: 20 March 2017**





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## 1. Background

The updated Code of Good Governance for Scotland's Colleges ('the Code'), published in August 2016, contains the following requirement:

*"The board must keep its effectiveness under annual review and have in place a robust self-evaluation process. There should also be an externally facilitated evaluation of its effectiveness at least every three years. The board must send its self-evaluation (including an externally facilitated evaluation) and board development plan (including progress on previous year's plan) to its funding body and publish them online".*

This report represents the externally facilitated evaluation described in the updated Code for 2016/17.

## 2. Scope, Objectives and Overall Findings

In August 2016, the College Development Network (CDN) published a Guidance Note, which provided the context and the process for conducting the Externally Facilitated Effectiveness Review described in the updated Code. This guidance built on the Board Member Development Framework, published in November 2015.

This effectiveness review covers the five sections of the Code namely:

- Section A - Leadership and Strategy
- Section B - Quality of the Student Experience
- Section C - Accountability
- Section D - Effectiveness
- Section E - Relationships and Collaboration

The scope agreed with the College was to observe the December 2016 Board of Management meeting, as required by the Code. In addition, it was agreed that Option 3iii, as described in the August 2016 Guidance Note, would be completed; namely to conduct 1 to 1 interviews with some board members. The issues arising from these interviews was then pressure tested as part of a desktop review to identify areas of strength within the College's governance arrangements and to identify proposed improvement actions.

The objective of this externally facilitated review was to conduct 1 to 1 discussions with Board members, to explore specific governance issues and to assess these to meet the requirements of the August 2016 Guidance Note which set out the specific requirement to provide a "basic level of assurance relating to core governance requirements plus an agreed list of actions on areas that board members wish to develop their governance further." by 31 March 2017.

## 2. Scope, Objectives and Overall Findings (continued)

### Overall Findings

The overall findings of our review are as follows:

- The College has already demonstrated a clear commitment to good governance through the production of a Governance Manual, which describes compliance with the Financial Memorandum; the relationship with the Regional Strategic body; Standing Orders; Terms of Reference for Board committees; a Scheme of Delegation and a Code of Conduct.
- The 1 to 1 discussions (and the subsequent pressure testing) confirms high levels of compliance across all five sections of the updated Code. Our assessment against the requirements of the updated Code highlighted significant areas of strength spanning all 5 sections of the Code. These strengths are described in Section 4 below.
- The College's proactive approach to the development of effective governance arrangements is evidenced by the high proportion of new requirements introduced by the Code of Good Governance in August 2016, which were either a) in place prior to publication of the new Code in August 2016 (such as the Partnership Agreement between the College and the Students' Association) or b) have been progressed by the College in the intervening period prior to our review.
- Some additional areas for improvement were identified through the 1 to 1 discussions, and through our review of documentation, which would enhance the Board arrangements in the context of the updated Code. These are summarised in Section 4 below.
- In some cases, these areas for improvement are further developments to supplement existing work which is already underway. The detailed improvement actions, together with management responses, are included in Section 6 below. Whilst recognising the areas identified for improvement our work did not identify any areas of material non-compliance with the Code of Good Governance.
- Reports to the Board of Management demonstrate the Board's commitment to ongoing monitoring and review of the actions required to maintain and improve the College's governance arrangements, in a manner which integrates with the production of the Annual Governance Statement as part of the College's Annual Report.

## 3. Audit Approach

The facilitator who conducted this review attended the Board of Management meeting on 20 December 2016. This allowed an opportunity to observe the contributions of board members, which informed the selection of the members chosen for 1 to 1 discussions.

In total eleven 1 to 1 meetings were held involving both executive and non-executive Board members. The rationale for selecting these eleven Board Members was to achieve a spread of Board Members from the following groups:

- Established Board members
- Newer Board members
- Members from each of the Board Committees
- The Chair of the Board of Management
- Board Committee Chairs
- The Senior Independent Member
- Staff Members
- Student Representative
- Executive Board Members, including the Principal

## 4. Summary of Main Findings

The questions covered in each of the 1 to 1 discussions were tailored for the individual Board member to allow detailed discussion on the specific areas of the Code which were most pertinent to their role.

The results of these discussions were collated and mapped against the Code. The issues raised were then pressure tested against Board papers, corporate documents, the risk register considered by the February 2017 meeting of the Audit Committee, the skills matrix produced for Board members and the most recent internal audit report on the Board's governance arrangements, internal audit report 2014/06 - Corporate Governance, which benchmarked compliance against the draft version of the December 2014 Code of Corporate Governance for Scotland's Colleges.

Our review highlighted a number of areas where the College can demonstrate particular strengths in specific aspects of the updated Code. Our review also highlighted specific areas where Board Members felt that there was scope for improvement in the Board arrangements. Both strengths and areas for improvement are summarised below. The detailed observations, recommendations and agreed management responses for each of the improvement actions is set out within Section 6 below.

### **Strengths**

#### **Section A – Leadership and Strategy**

- Collectively Board members demonstrated a clear understanding of the values and ethos of the College.
- Although there are a number of relatively new non-executive Board members, the interviews demonstrated a clear focus on providing support and challenge in a way which is consistent with the Code of Conduct for members of the Board of Management for Inverness College UHI, which specifically references the nine Principles of Public Life in Scotland.
- The development of the Strategic Plan 2017-2020 involved high levels of staff engagement with a large proportion of College staff involved in the workshops. Non-Executive Board member involvement in the November 2016 stakeholder event was viewed as a useful opportunity to influence the College's strategic aims and objectives in the context of key stakeholders.
- Each of the Committees are considering the underpinning strategies relevant to their remit over the final two committee cycles of the academic year. Members have been invited to attend any committee of which they are not a member so as to take part in the discussions and understand the linkages between a number of the supporting strategies. The KPIs are also being considered. Each committee will be recommending approval of the underpinning strategies and the KPIs to the June 2017 meeting of the Board of Management. Thereafter, each of the Curriculum Teams will develop the operational plans to take forward the strategies from the start of the 2017-18 academic year.
- A Short Life Working Group was convened in April 2016, which examined the information provided to committees and the format and accessibility of this information to stakeholders. This resulted in changes to the way that Board members accessed information to enhance their knowledge and understanding of the College through enhanced access to the intranet, circulars and news bulletins. Work was also conducted to streamline the information provided to more than one committee and work continues in this area.
- The college's commitment to equality and diversity is a central pillar of the Strategic Plan 2017-2020.
- Equality Outcomes for 2013-2017 are in place which link into the Access and Inclusion Strategy. Progress in delivering these Equality Outcome measures is reported annually.

## 4. Summary of Findings (continued)

### **Strengths (continued)**

#### **Section A – Leadership and Strategy (continued)**

- The Code sets out several requirements around the College's contribution towards economic development and in improving the quality of life of the local community. Specific examples of ways in which the College is delivering on these requirements are a) Each curriculum area has an Employer-led Curriculum Advisory Group which ensures that courses are tailored to meet the needs of employers. b) This work connects into the Skills Investment Plan and the Business Development Team produce sector specific plans for localities. c) Work is ongoing to develop pathways for apprentices through to degree level.

#### **Section B – Quality of the Student Experience**

- A Student Partnership Agreement between the Board of Management and the Inverness College Students' Association (ICSA) was signed off in December 2016.
- The Quality Department plays a key role in collating information around the quality of the student experience and a network of class representatives is in place with focus groups held to capture student views.
- A student portal has been developed to improve engagement with students and a new role of Student Engagement Officer has been established.
- The Learning and Teaching Committee receives regular updates on the delivery of the Student Partnership Agreement Action Plan and receives a Student President update.
- Plans around restructuring are being developed jointly between the Students' Association and SMT.
- The support and advice provided to the Students' Association by the Chair of the Board of Management following the decision of the then Student President to step down in the Autumn of 2016 was highlighted.
- Students played a key role in the development of the Strategic Plan 2017-2020 and were involved in workshops and stakeholder events. Student outcomes, the student voice and student satisfaction levels were fed into the initial senior management team event to initiate the strategic planning process.

#### **Section C – Accountability**

- A register of interests for all Board Members is maintained and published on the College website.
- Declarations of Interest are a standing agenda item for all Board committees.
- The volume, quality and level of detail contained within Board and Committee papers is considered to be good with papers received timeously. Agendas are well structured with business divided into items for decision, discussion and noting.
- The consensus is that the balance between the business considered at Board of Management meetings and at Board Committees is good with adequate opportunity to ask for more detail when minutes are considered at the Board of Management.
- The Standing Orders, Terms of Reference and Scheme of Delegation are set out within the College's Governance Manual which is published on the College website.
- The support and guidance provided to Committee Chairs by the relevant Executive Lead was praised. In particular, the senior management team were praised for their input in supporting the relevant Committee Chairs during the recent period of change and uncertainty around the Director of Corporate Services role.
- A Chairs Committee is in place which allows ongoing dialogue on key issues arising through each of the standing committees of the Board.



## 4. Summary of Findings (continued)

### **Strengths (continued)**

#### **Section C – Accountability (continued)**

- The Board has established risk management processes which allow the effective identification and monitoring of mitigating actions. The February 2017 meeting of the Audit Committee endorsed the proposal of the UHI Court to adopt the Inverness College UHI Risk Register to include the twelve generic risks proposed. These risks will be subject to scoring by the College's senior management team to ensure consistency in approach.
- The Audit Committee is well established and the remit specifically references the committee's responsibility around governance, risk management and the internal control framework. The specific duty to review reports submitted by the College's internal auditors and to monitor progress is reflected in the terms of reference, as is the requirement to engage with the College's external auditors around the annual report and the associated financial accounts.
- The Audit Committee Terms of Reference specifically preclude membership on the committee by the Chair of the Board of Management and the Principal.
- The Audit Committee Chair has recent relevant financial and audit experience.
- Members of the Remuneration Committee advised that they were fully conversant with their role and had access to relevant online training.
- There are well established mechanisms within the College for promoting and maintaining effective partnership between recognised trade unions and management with meetings of the Joint Consultative Committee scheduled every eight weeks during term time and held as necessary.
- Policies are developed in partnership; subject to scrutiny and governance processes and, once approved, are applied timeously.
- Quarterly reports are provided to the Board on HR data with specific linkages to the College's risk register to provide additional assurance around national pay bargaining and health and safety issues.
- The College has Investors in People Gold accreditation, which involved input from a cross section of 60 members of staff. This is a three-year business improvement project and the key mechanism utilised by the College to deliver the core requirements of the college sector Staff Governance Standard. The College intends to move towards IIP Platinum Standard.

#### **Section D – Effectiveness**

- All Board members felt encouraged to contribute in Board meetings and did not feel inhibited in challenging the Principal and the rest of the Senior Management Team, where appropriate.
- A skills matrix has been prepared to ensure that the Board has the appropriate balance of skills, experience, independence and knowledge of the College. Maintaining gender balance is seen as an ongoing challenge.
- All Board Members interviewed advised that they feel they are treated as full members of the Board, including student and staff representatives.
- Monthly 1 to 1 meetings are held between the Chair of the Board of Management and the Principal.
- A formal process is in place for recruiting the Principal. This previously involved three stakeholder groups incorporating both internal and external stakeholders (including students and staff).
- The internal induction process was highlighted as being extremely beneficial to new Board members in explaining the way that the College operates and how this links into the individual Board Committees. The ongoing support and guidance provided by the Secretary to the Board of Management was highlighted as being extremely beneficial by all Board members interviewed.

## 4. Summary of Findings (continued)

### ***Strengths (continued)***

#### ***Section D – Effectiveness (continued)***

- The College follows the guidelines and templates (Appendix D) for Board Member appraisal as set out in the Guidance Notes for Boards in the College Sector – 1. A Board Development Framework. Work is already underway to examine how the Board could assist the Chair of the Board Management in moving this forward to ensure timely appraisal.

#### ***Section E – Relationships and Collaboration***

- The development of partnerships with the local community was highlighted as an integral part of the operation of the college with established links to local schools, partner colleges and employers.
- The College is aligned with three of the nine local planning partnerships (Inverness, Badenoch & Strathspey and Nairn) as these are the ones most relevant to the College. This provides linkages to the Community Planning Partnership.
- A number of co-ordinated events are held within the new College building to encourage community use and to build relationships with community organisations and the general public.

## 4. Summary of Findings (continued)

### ***Areas for Improvement***

#### ***Section A – Leadership and Strategy***

- Stakeholder engagement in compiling the regional outcome agreement was considered to be a complex and evolving process. There was a consensus that there was a need for a more cohesive regional strategy in order to achieve synergy across partner colleges. Whilst the important role of the Chair of the Board of Management and the Principal in updating Board members on the pertinent business of FERB and the UHI Court was highlighted, there was a general perception that the flow of information from FERB and the UHI Court around regional priorities (and the impact that these regional priorities may have on the College in future) could be improved;
- Although the view was expressed that the quality of the financial information presented to the Finance & General Purposes Committee has improved, there is still scope for improvement in distilling the figures down into key messages on the financial position and on the implications for the College of relevant changes in legislation;

#### ***Section C – Accountability***

- Although work has previously been carried out to consider a risk appetite for the College this has not been finalised. Setting the parameters for different categories of risk would allow senior management to understand the Board's attitude to risk as they develop the suite of KPIs which will underpin the Strategic Plan 2017-2020 and will inform their thinking in bringing forward proposals to deliver the key strategic priorities set out in the Strategic Plan 2017-2020;
- In practice the members of the Audit Committee do meet internal and external auditors in private at least once a year but this is not formally recorded in the Audit Committee Terms of Reference.

#### ***Section D – Effectiveness***

- There is a need for further engagement with FERB and UHI Court to clarify which body will conduct the external evaluation of the performance of the Chair of the Board of Management, as described in the Code of Good Governance.

## 5. Acknowledgements

We would like to take this opportunity to thank the Board Members and staff at the College who helped us during the course of our audit visit.

## 6. Action Plan

### Section A: Leadership and Strategy

Observation	Risk	Recommendation	Management Response
There was a consensus amongst Board Members that there was a need for a more cohesive regional strategy in order to achieve synergy across partner colleges. Whilst the important role of the Chair of the Board of Management and the Principal in updating Board members on the pertinent business of FERB and the UHI Court was highlighted, there was a general perception that the flow of information from FERB and the UHI Court around regional priorities (and the impact that these regional priorities may have on the College in future) could be improved. We have been advised that the UHI Court is undertaking a review of governance arrangements which will encompass both FERB and the UHI Court.	Not all Board members may be sighted on the specific implications, and potential impact on Inverness College UHI, of decisions taken by FERB and the UHI Court.	<b>R1</b> As part of the UHI Court review of governance arrangements, specific clarification should be sought on how decisions taken at FERB and UHI Court, which may have implications for Inverness College UHI, will be translated into key messages which can be disseminated for discussion at the College Board of Management and potentially shared with staff.	Clarification will be sought on how this issue can be addressed as part of the UHI Court review of governance arrangements.  <b>To be actioned by:</b> Chair of the Board of Management  <b>No later than: 30 April 2017</b>

Section A: Leadership and Strategy (Continued)			
Observation	Risk	Recommendation	Management Response
Although the view was expressed that the quality of the financial information presented to the Finance & General Purposes Committee has improved, there is still scope for improvement in distilling the figures down into key messages on the financial position and on the implications for the College of relevant changes in legislation;	Board Members may not be sufficiently sighted on key messages relating to the College's financial position and may not be aware of the specific local implications of changes in legislation.	<b>R2</b> A revision of the financial reporting format should be a focus for the next Director of Corporate Services (or equivalent); with specific reference to the distillation of key messages (for the F&GP Committee and potentially other committees).	<p>This will be taken forward as part of a review of financial reporting within the College.</p> <p><b>To be actioned by:</b> Next Director of Corporate Services (or equivalent).</p> <p><b>No later than: 31 December 2017</b></p>

**Section C: Accountability**

Observation	Risk	Recommendation	Management Response
Although work has previously been carried out to consider a risk appetite for the College this has not been finalised.	Without quantification of the risk appetite for different categories of risk senior management may not be aware of the parameters set by the Board when developing strategic proposals.	<b>R3</b> The previous work conducted to consider the Board's risk appetite should be revisited and finalised.	<p>This work will be progressed following discussion and agreement on the Executive lead for risk management.</p> <p><b>To be actioned by:</b> To be determined</p> <p><b>No later than:</b> To be determined</p>

**Section C: Accountability (Continued)**

Observation	Risk	Recommendation	Management Response
In practice the members of the Audit Committee do meet internal and external auditors in private at least once a year but this is not formally recorded in the Audit Committee Terms of Reference.	The requirement for Audit Committee members to meet in private with the internal and external auditors is not formalised in the committee terms of reference.	<b>R4</b> The requirement for Audit Committee members to meet in private with the internal and external auditors annually should be added to the Audit Committee terms of reference when this is next updated.	<p>This will be taken forward as part of the scheduled review of all committee terms of reference.</p> <p><b>To be actioned by:</b> Secretary to the Board of Management</p> <p><b>No later than: 31 October 2017</b></p>

**Section D: Effectiveness**

Observation	Risk	Recommendation	Management Response
There is a need for further engagement with FERB and UHI Court to clarify which body will conduct the external evaluation of the performance of the Chair of the Board of Management, as described in the Code of Good Governance.	Responsibilities around the completion of the external evaluation of the performance of the Chair of the Board of Management are unclear.	<b>R5</b> Clarity should be sought from both FERB and the UHI Court regarding the process for achieving compliance with Section D.27 of the Code of Good Governance.	<p>This will be taken forward to ensure compliance with Section D.27 of the Code.</p> <p><b>To be actioned by:</b> Secretary to the Board of Management</p> <p><b>No later than: 30 April 2017</b></p>



## Board of Management

Subject/Title:	2016 Development Plan – review of implementation		
Meeting and date:	Board of Management – 28 March 2017		
Author:	Fiona Ambrose, Secretary to the Board		
Link to Strategic Plan:			
Cost implications:	No		
Risk assessment:	Yes <b>If yes, please specify:</b> Financial: Operational: Organisational: required for the proper Governance of the College		
Status – Confidential/Non confidential	Non Confidential		
Freedom of Information Can this paper be included in “open” business	Open		
If a paper should <b>not</b> be included within “open” business, please highlight below the reason.			
Its disclosure would substantially prejudice a programme of research (S27)		Its disclosure would substantially prejudice the effective conduct of public affairs (S30)	
Its disclosure would substantially prejudice the commercial interests of any person or organisation (S33)		Its disclosure would constitute a breach of confidence actionable in court (S36)	
Its disclosure would constitute a breach of the Data Protection Act (S38)		Other (please give further details)	
For how long must the paper be withheld? (express either as the time which needs to pass or a condition which needs to be met.)			

### Recommendation(s)

The Board is invited to note the progress which has been made in implementing the majority of the actions identified within the 2016 development plan and to request the Chair and the Board Secretary to give further consideration to the two actions which remain outstanding.

## **Background**

The 2016 plan was developed following the Strategic Planning day held in November 2015 with 5 actions being identified.

A short life working group was established to consider the issue of communication and it reported to the Board in June 2016. All but two of the actions identified have been completed. These relate to awareness of College events and to student achievement and awards.

All other actions within the 2016 development plan have been completed.

## **Next steps**

The progress made on the 2016 development plan, the board self-evaluation which was undertaken late last year as well as the externally facilitated review and action plan discussed at Item 1, all have to be sent to UHI as the College's funding body and everything published online. This is a requirement of the Code of Good Governance for Scotland's Colleges.

## Board of Management Evaluation

**2016 Action Plan developed from issues identified at the Strategic Planning event on 20<sup>th</sup> November 2015.**

Issue	Actions	Responsible person	Outcomes
Communication	Establish short life working group to review communication	College Secretary	Group reported to Board of management in March 2016 and a number of recommendations were made. See Appendix A
Liaison amongst the Board	Review opportunities for improved networking	Chair	Informal networking session hosted by the Chair in July 2016. Christmas dinner held for the Board in December 2016. Further opportunities being explored.
Papers for Board Prominence	Review reports being submitted to committees	Chairs Committee, Principal, College Secretary	Reports to committees much more focussed on strategic rather than operational details. Minutes of management committees which focussed on operational details no longer included in Committee agendas.
Induction	Update the induction pack to reflect the requirements in the Board Development Framework document	College Secretary	Induction pack updated and used for the new member inductions held in January/February and June/July 2016
Governance Management v	All Board members to attend the National College Sector Induction Programme. (Supplemented by college induction if necessary)	All Board Members and College Secretary	Approximately half of the board members attended Workshops 1 & 2 in April and June 2016. Further Board Members attended the revised one-day event in March 2017. Remaining and new members will be booked on subsequent courses as they are scheduled.

## Conclusions

The following conclusions have been reached from the questionnaire responses and from discussions at the communications working group meetings.

- The standard/quality of formal paperwork - Board and Committee papers - was considered to be good and received in a timely manner. **No action required**
- In general, the scope of the information provided in reports was about right although sometimes too much operation detail was included. Some authors needed to be more aware of their audience. **Reports have been reviewed and amount of operational detail has been reduced.**
- Access on G drive to Board agendas and papers for the four main standing committees would be welcomed. Appropriate access rights would need to be set up. **All Board members are sent the agendas and papers for the main standing committees**
- Information on upcoming college events was not very well communicated and should be improved.
- Board members were sometimes not aware of all the good news stories about the college. Receipt of press reports helped but there were some other achievements and awards which did not necessarily reach the press. It was important for board members to be aware of these so as to be able to make reference to them when representing the College.
- Raising awareness of the CREATE website would be welcomed. **Link to CREATE website provided June 2016**
- As a trial, the Colleges Scotland daily monitoring reports would be circulated to all members with the option to fully subscribe through the Colleges Scotland distribution list if they so wished. **Trial held over 8 week period. One Board member asked to be placed on the mailing list.**
- Guidance notes on how to make the best use of the facilities on the iPad /tools such as Adobe reader to be produced so that Board Members could annotate committee reports in advance of Board and Committee meetings. **Issued June 2016**
- Guidance notes on how to sync the college calendar on Board Member iPads with other devices to be produced. **Issued June 2016**

## Board of Management

### MINUTES of the MEETING of the BOARD OF MANAGEMENT held in the Boardroom, 1 Inverness Campus on Tuesday 20<sup>th</sup> December 2016

<b>PRESENT:</b>	Hazel Allen, Brenda Dunthorne, Brian Henderson, Louise James, Mick Longton, Helen Miller, Lindsey Mitchell, Diane Rawlinson, Gavin Ross, Gabriel Starr, Neil Stewart, Steve Walsh, Kate White
<b>CHAIR:</b>	Neil Stewart
<b>APOLOGIES:</b>	Jaci Douglas, Ryan McAdam, John Wilson
<b>IN ATTENDANCE:</b>	Depute Principal Director of Organisational Development Director of Business Development Interim Director of Corporate Services Head of Curriculum College Secretary

*The Chair introduced David Archibald from Henderson and Loggie who was attending the meeting as an observer. Henderson and Loggie would be carrying out the externally facilitated effectiveness review of the Board of Management which was a requirement under the Code of Good Governance for Scotland's Colleges. This was the first stage of the review.*

*The Chair advised that a number of Board members were still en- route to the meeting and he therefore proposed to change the order of the agenda. This was agreed.*

*With reference to item 12 on the agenda, IIP Gold, which was for noting only, the Chair offered many congratulations to the Principal, the Director of Organisational Development and the staff of the College in achieving the IIP Gold award.*

#### 1. MINUTES

The Minutes of the Meeting of the Board of Management held on 6<sup>th</sup> October 2016 were agreed as a correct record, were approved and signed.

*Lindsey Mitchell entered the meeting*

#### 2. PROMOTING ATTENDANCE POLICY

The Human Resources Committee, at its meeting on 1 December 2016 had considered a revised promoting attendance policy and subject to two minor amendments being made, had recommended it to the Board of Management for approval.

The Board of Management **APPROVED** the promoting attendance policy.

### 3. **UHI PARTNERSHIP INFORMATION SECURITY ACCEPTABLE USE POLICY**

The revised UHI partnership information security acceptable use policy had been through due college process for the approval of policies and the SMT had recommended it to the Board of Management for approval. The policy standardised the approach to Information Security across the partnership.

The Board of Management **APPROVED** the adoption of the UHI Partnership Information Security Acceptable Use Policy for use by the College.

### 4. **HOSPITALITY AND IN-HOUSE CATERING 2015-16**

A report by the Director of Business Development provided information on the first year of in-sourced Hospitality & Catering. The College had taken the decision to in-source its hospitality function at the end of the 2014/15 academic year. The primary reason for this was to increase opportunities for students to gain meaningful work experience in a commercial hospitality and catering setting, whilst being assessed by College staff.

The planned surplus of £7,500 was exceeded for the year at £29,599, representing a 4% contribution against a forecast of 2%. The turnover (sales) was significantly higher than forecast at £703K against £400K and the gross margin (% of product cost to sales) lower at 42% against a forecast of 58%. The main reason for this was the need to reduce prices in-year as a result of student feedback.

The Board of Management **NOTED** the very positive report and welcomed the increase in student numbers in hospitality.

### 5. **STUDENT RECRUITMENT 2016-17 UPDATE**

A report by the Depute Principal provided an update of student recruitment for 2016-17.

Total FE credits, as at 25<sup>th</sup> November, was 24,496, with the total credit target being 29,647. The college was still on track to meet its FE activity target for 2016-17 but January recruitment would be very closely monitored.

In relation to HE, the PPF target for funded undergraduate students in 2016-17 was 1622.9 FTE. The predicted actual at year end was around 1,550FTE. It was now clear that the college would not make its HE student activity target for 2016-17. However, the HE FTE activity would still be higher in 2016-17 than in previous years.

The Committee **NOTED** the position.

*Brian Henderson entered the meeting*

### 6. **PRINCIPAL'S REPORT**

A report by the Principal summarised the key activities of Inverness College UHI and sector-wide developments that had emerged during the past three months. There was discussion on the following:

- **UHI Developments**

Work was on-going to implement the agreed outputs of the UHI Strategy Working Group, not least the creation of three 0.5 Vice Principal posts that would be part of the UHI SMT.

In addition, it had recently been confirmed that John Sturrock QC had been appointed by the Deputy First Minister to take forward behavioural change on a consultancy basis.

The Board discussed these appointments and expressed their concern at some of the risks associated with the recruitment to these posts, not least the requirement to backfill senior positions on a 0.5 basis, the need to address issues of continuity in knowledge and experience and also the overall accountability of Principals, even if a Deputy was in an acting up role.

The Board **AGREED** that an invitation should be extended in due course to the three successful candidates as well as to the VPFE to meet the Board of Management.

- **Regional Outcome Agreement Development**

The development of the 2017/20 Regional Outcome Agreement was underway and it had been proposed that a fully integrated tertiary ROA be produced. This would be challenging as the regional structures within the UHI context were not yet integrated.

Principals of the academic partners had stressed the importance of their involvement in the writing of the ROA and target setting, given the new relationship with the quality assessment arrangements. The aim was to have a locally relevant ROA that also had a regionally strategic purpose.

The Board **AGREED** that it was important that the AP Principals be involved in the ROA development process.

- **The Learner Journey**

The Government was in the process of developing a Learner Journey Programme, which would be organised according to five key themes and which would be delivered over the next 4 years.

Scotland's Colleges had produced a Think Piece that proposed a cross-sectoral solution to the learner journey issue, citing Aberdeenshire as the exemplar to follow. Despite being challenged by several UHI Colleges, Scotland's Colleges was choosing not to include UHI as an illustration of seamless pathways through education or an alternative solution.

The Principal had proposed to the UHI SMT that the partnership develop an assertive marketing campaign highlighting the strengths of UHI and that all partners engage proactively with local stakeholder to get this message across.

The Board welcomed this approach and **AGREED** that the Chief Executive of Scotland's Colleges and Michael Foxley, who sat on the Colleges Scotland Board, be invited to meet representatives of Perth,

Inverness and West Highland Colleges to discuss the stance being taken by Colleges Scotland.

## 7. NATIONAL PAY BARGAINING

A report by the Director of Organisational Development provided a comprehensive update on the agreed negotiated settlements for academic and support staff in 2015/16, the agreed negotiated settlement for academic staff for 2016/17 and on the recently agreed settlement for support staff for 2016/17. The support staff settlement would be implemented in January 2017.

The Committee **NOTED** the conclusions and risk analysis as follows:-

- The college pay model was based on an objective job evaluation system and single table bargaining for all staff groups; this would be undermined by national settlements particularly if they continued to be based on flat cash.
- There was considerable pressure from academic unions to revert back to a 'Blue Book' approach which was not in keeping with the way colleges operated and did not reflect the UHI dimension.
- The SFC provided for the 15/16 and 16/17 pay increase. However, there was no extra money to pay for the proposed modernisation programme or harmonisation. This could considerably increase staff costs in the short, medium and long term.
- The pace of national negotiations had not allowed for full consideration of the relative costs and full impact assessment of the agreements entered into on our behalf.
- The introduction of national pay bargaining and the NJNC was politically instigated and was now reflected in formal governance arrangements.
- The College, in the form of the Principal and Director of Organisation Development, had a formal seat on the Employers Association.
- The Director of Organisation Development was now a sub for the Management side negotiators.

National Bargaining was likely to be a significant risk to the College going forward and the Board was pleased to note that it was already included in the strategic risk register. The risks to the UHI partnership were significant, particularly the impact of harmonisation for the smaller partners.

*Hazel Allen entered the meeting*

## 8. STRATEGIC PLAN 2017-2020

A report by the Principal provided an update to the strategic planning process which had engaged with staff, students and stakeholders to create ownership across the organisation and ensure continued relevance to the local, regional and national context. Following the Board Strategic Planning day in November, the Senior Management Team had considered the feedback from the Board Members and had made some changes to the draft plan.

The Board of Management **APPROVED** the strategic plan for 2017/20.



The Board had been asked to determine which committee should have oversight of each of the underpinning strategies but as many of these were interdependent, it was **AGREED**, following discussion, that a half day board session be put in place for this purpose so that all Board Members could contribute to the discussions.

The Board also made reference to the development of Performance Indicators which had been discussed briefly at the Strategic Planning day and **AGREED** to include further discussion on PI's in the half day board session.

#### **9. AUDIT COMMITTEE ANNUAL REPORT TO THE BOARD OF MANAGEMENT**

The Audit committee, at its meeting on 29 November 2016, had considered the Audit Committee's annual report to the Board of Management. The report, as required by the Code of Good Governance for Scotland's Colleges, covered the Committee's activity and the work of the College's internal and external auditors in 2015/16

The Committee had agreed that the report was an accurate reflection of what had been undertaken during 2015/16.

The Chair of the Audit Committee introduced the report and congratulated Management on the clean audit reports received but specifically the report on student activity data.

In response to a question about information governance and information security, the Audit Committee Chair confirmed that she had asked for a copy of the UHI audit report on ICT security.

The Board discussed briefly the UHI audit process and it was **AGREED** that the audit committee and other committees as appropriate, should receive a copy of both Inverness College and UHI audit reports.

The Board of Management **APPROVED** the Audit Committee Annual Report to the Board of Management.

#### **10. AUDITED ACCOUNTS FOR YEAR END 31 JULY 2016**

The Joint Audit/Finance and General Purposes Committee, at its meeting on 8 December 2016 had considered the annual audit report and the Financial Statements for the year ended 31 July 2016 and had recommended approval of same to the Board of Management. The independent auditor's report provided an unqualified opinion on the financial statements, on the regularity of transactions and on the consistency of the operating and financial review and the financial statements. They were also satisfied that there were no matters which they were required to report by exception.

The Chair of the joint Audit and F&GP committee referred to the underlying operating surplus of £283k and to a technical accounting deficit of £1.496m resulting from the accounting treatment of the NPD asset interest and pension contributions under FRS102.

The Board of Management **APPROVED** the final annual audit report and the Financial Statements for the year ended 31 July 2016 for submission to the Scottish Funding Council.

*The Chair and Members of the Senior Management team left the meeting.*

**11. BOARD CHAIR EVALUATION**

A report by the College Secretary made reference to the requirement for College boards of management to undertake annual evaluation exercises.

The Board collectively undertook an evaluation of the Chair.

The Board **NOTED** that under the terms of the Code of Good Governance for Scotland's Colleges, the Chair would also be evaluated by the Regional Strategic Body as he was appointed by the RSB and was personally accountable to it.

*The Chair and Members of the Senior Management returned to the meeting.*

**12. MINUTES OF MEETINGS OF BOARD COMMITTEES**

The Board **NOTED** the meetings of the following committee meetings as follows

- a) Chairs Committee – 24 November 2016
- b) Audit Committee – 29 November 2016
- c) Human Resources Committee – 1 December 2016
- d) Learning and Teaching Committee – 6 December 2016
- e) Finance and General Purposes Committee – 8 December 2016
- f) Joint Audit and Finance and General Purposes Committee – 8 December 2016

**13. DATE AND TIME OF NEXT MEETING**

Tuesday 28<sup>th</sup> March 2017 at 4.30 p.m. (rescheduled date)

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

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

## Board of Management

Subject/Title:	Records Management Policy
Meeting and date:	Board of Management – 28 March 2017
Extract from Minutes of the Meeting of the Audit Committee held on 28 February 2017	

### RECORDS MANAGEMENT POLICY

A number of revisions had been made to the records management policy and these had been discussed at Scrutiny Panel in December 2016 and at SMT in February 2017. The revisions were highlighted in a covering report.

The Committee **AGREED** to recommend the revised policy to the Board of Management for approval.

## Board of Management

Subject/Title:	Records Management Policy		
Meeting and date:	BoM Audit Committee, 28 February 2017		
Author:	Suzanne Stewart (Information Development Manager) – author of policy Claire Fraser (Quality Officer) - author of cover report		
Link to Strategic Plan:	To continue to develop our financial planning, risk management and business continuity processes to actively mitigate risk, protect our reputation and ensure our ongoing organisational sustainability.		
Cost implications:	Yes / No <i>(delete as applicable)</i> <b>If yes, please specify:</b> <b>There could be cost implications through failure to manage records if the college were to find itself in breach of the Data Protection Act 1998. Fines of up to £500K can be imposed by the ICO</b>		
Risk assessment:	Yes / No <i>(delete as applicable)</i> <b>If yes, please specify:</b> Financial:✓ Operational:✓ Organisational:✓		
Status – Confidential/Non confidential	Non confidential		
Freedom of Information Can this paper be included in “open” business	Yes		
If a paper should <b>not</b> be included within “open” business, please highlight below the reason.			
Its disclosure would substantially prejudice a programme of research (S27)		Its disclosure would substantially prejudice the effective conduct of public affairs (S30)	
Its disclosure would substantially prejudice the commercial interests of any person or organisation (S33)		Its disclosure would constitute a breach of confidence actionable in court (S36)	
Its disclosure would constitute a breach of the Data Protection Act (S38)		Other (please give further details)	
For how long must the paper be withheld? (express either as the time which needs to pass or a condition which needs to be met.)			

## Recommendation(s)

The BoM Audit are asked to agree the changes to the draft (revised) Records Management policy and approve these for progression to the next stage of approval.

## **Purpose of report**

To inform the Audit Committee of the changes to the Records Management policy.

## **Background**

This revised policy has been discussed at Scrutiny Panel (7 December 2017) and SMT (16 February 2016).

Following approval from BoM Audit Committee the policy will be submitted to the full Board of Management for final approval and then published.

## **Main body of information**

The Information Development Manager has provided the following summary of the main updates:

### **Purpose of the Framework**

Words updated slightly to make the paragraph read a little better.

### **Records Classification**

Words updated slightly to make the paragraph read a little better.

### **Records Retention Schedule**

Information revised to refer to an electronic records management system being a future development

### **Destruction & Disposal of Records**

Rewritten to draw attention to the responsibilities of managers and team leaders with regards to disposal of records no longer required.

### **Responsibilities**

Bullet points updated and increased from 10 points to 13. Reference to the 8 Data Protection Principles has been removed (dropped the 8) as these will reduce to 6 when the EU Data Protection General Regulation (GDPR) comes in to effect in May 2018.

Point 3.6 is a new addition

### **Supporting Documents**

Reference to the SharePoint User Guide has been removed.

### **Monitoring & Compliance**

Paragraph revised to talk about future monitoring of compliance as it's not feasible to do this for the whole college without a formal records management system in place. Responsibility for compliance is covered under the Responsibilities section.

Approved by Board of Management: 20 December 2012  
Amended: (date)



## **RECORDS MANAGEMENT POLICY**

**REFERENCE: PL/CI/2014/001**

**DRAFT- November 2014**

Lead Officer (Post):	Information Manager	Review date:	October 2015
Area:	College Information Services	Review Lead Officer (Post)	Information Manager
Responsible Committee:	Audit Committee	Date published Original publication date:	14 January 2013
Date approved by Board of Management Original approval date:	20 December 2013	Equality Impact and Assessment complete	Completed for original policy 22 May 2012

## RECORDS MANAGEMENT POLICY FRAMEWORK

### Policy Statement

Inverness College UHI is a publicly funded body that needs to be openly accountable for its decision making. Decisions need to be recorded in the form of records that are created and maintained to support and evidence past and present operations.

Efficient management of college records supports strategic decision making and informs organisational requirements to deliver the college strategic plan.

Inverness College UHI is committed to following the good practice guidelines laid down in the Records Management Code of Practice within Section 61 of Freedom Of Information (Scotland) Act 2002 (FOISA).

### 1. Purpose of the Framework

Good records management helps staff to do their jobs more efficiently by ensuring information can be located when it is required. It promotes business efficiency and underpins service delivery by ensuring that authoritative information about past or current activities can be retrieved, used and relied upon in current business.

Legislation for data protection and freedom of information exists which gives the general public rights to access certain information. Without formal records management processes in place, it is difficult to ensure that the college complies with its legal obligations.

#### Scope

This policy applies to the management of all corporate college records irrespective of the technology used to create them or the business system or filing system in which they are stored. It covers records throughout their lifecycle from planning and creation through to disposal.

It includes records irrespective of where they are located and includes records managed on behalf of Inverness College UHI by an external body or contractor.

Records come in many formats but will be either in hard copy or electronic. The term electronic records, includes (but is not limited to) all business systems e.g. finance system, HR system, student records system, customer relationship databases, voicemail, photographs, film, CCTV as well as the traditional word, excel, PowerPoint, Visio, email files etc.

### **Records Classification**

Following completion of an information audit a records classification scheme for the college's corporate records was approved for use. The classification scheme should be used to categorise both hard copy and electronic records to ensure consistent file naming conventions are used and to ensure a consistent approach is adopted to managing all college records.

### **Records Retention Schedule**

A records retention schedule is in place to ensure staff are able manage all records at departmental level. This will be further developed as and when an electronic records management system is introduced.

The electronic records management system will be programmed to ensure all records created include a retention period. Where possible, this will be an automated process.

### **Destruction & Disposal of Records**

Departmental managers/Team Leaders are responsible for ensuring corporate team records (both electronic and hard copy) are appraised annually in conjunction with the records retention schedule.

When an electronic records management system is in place, electronic records will automatically be removed from view when they are no longer current. The college Information Development Manager will liaise with departmental managers to ensure a final check is undertaken prior to deletion of records, once the retention period has been reached.

A process is in place to ensure appropriate disposal of all paper records.

## **2. Legislative Framework/Related Policies**

- Freedom of Information (Scotland) Act 2002
- Code of Practice on Records Management (under section 61 of FOISA)
- Data Protection Act 1998
- Environmental Information (Scotland) Regulations 2004
- Health & Safety at Work Act 1974 (plus various associated regulations)
- Employment Law (various)
- Local Government in Scotland Act 2003
- The Public Records (Scotland) Act 2011
- Code of Audit Practice (Audit Scotland, March 2007)
- Information Security Policy
- Business Continuity Policy
- All college policies but specifically the Data Protection Policy & the Freedom of Information Policy

## **3. Responsibilities**



- 
- 3.1 Overall responsibility for records management lies with the Director of Organisation Development. Managers and Team Leaders/Co-ordinators are responsible for ensuring:
- they have an understanding of the legislative and regulatory environment that applies to the activities and functions that are performed by their departments.
  - records are created to record and evidence our business activities (this includes work undertaken by permanent staff, temporary workers, contractors and volunteers.
  - All corporate records created at team level are stored on a shared team drive to enable relevant staff to have access to them as and when required.
  - No corporate records are stored on staff personal drives or desk top computers.
  - All electronic corporate records are saved in a shared drive to ensure all staff that require access are able to access what they need for their job role.
  - records containing personal or sensitive data are stored in accordance with the data protection principles outlined in the college's Data Protection Policy.
  - the college records classification scheme and standard file naming conventions are implemented to enable ease of access to information within the department.
  - access to records is provided for all authorised users and access is tightly controlled to sensitive or highly confidential information.
  - records required for business, accountability or cultural purposes are retained and remain usable for as long as they are needed.
  - "vital" records are identified and copies stored securely off-site to enable business continuity.
  - the college records retention schedule is implemented and managed for the functions for which they are responsible.
  - records of long term or historical value are identified and preserved.
  - other records are confidentially destroyed when they are no longer required in accordance with the records retention schedule.
- 3.2 All staff are responsible for ensuring that records created in the course of their duties are accurate and up to date.
- 3.3 The College Secretary is responsible for ensuring adequate records are created and maintained for all "Freedom of Information" (FOI) requests and all requests relating to the Environmental Information Regulations (EIR).
- 3.4 The college Data Controller is responsible for ensuring adequate records are created and maintained for all "Subject Access" requests.
- 3.5 The Information Development Manager is responsible for providing advice and guidance to staff with regard to record keeping, storage and destruction of documents, as well as maintenance and monitoring of the college wide records retention schedule.

3.6 The management of the college's archive records rests with the Information Development Manager who will ensure confidential destruction of records once the retention period has passed.

#### **4. Supporting Documents**

The following documents are available to support the implementation of the records management policy:

- Records Classification Scheme
- Records Retention Schedule
- File Archiving Procedure
- Access to Archived Records Procedure (due December 2016)
- Guidance Note on Storage and Disposal of Documents
- Data Protection Policy & Associated Guidelines for Staff

#### **5. Data Sharing**

The sharing of personal data is covered by the Data Protection Act 1998. Staff considering data sharing with a third party must first seek guidance from the college Data Controller at the earliest opportunity to discuss the purpose and nature of the proposed data sharing. In order to manage and safeguard all personal data a Data Sharing Agreement will be put in place between Inverness College UHI and the third party organisation and consent for the data sharing obtained, prior to any data sharing taking place.

#### **6. Access Arrangements**

The college information audit identified at departmental level the records that require limited or controlled access. Departmental managers, Team Leaders/Co-ordinators will ensure that access and security arrangements are reviewed periodically, especially during periods of staff turnover.

#### **7. Responsibility for In-active Records**

Departmental Managers, Team Leaders/Co-coordinators will ensure non-current (hard copy) records that must be retained for either legislative or external audit purposes are boxed up (in line with the college File Archiving Procedure) and stored within the central college archive. Additional guidance (if required) should be sought from the Information Development Manager.

When an electronic records management system is in place, electronic records will be removed from view when they are no longer current and retained within the electronic archive until the retention period has been reached.

#### **8. Monitoring & Compliance**

The college Information Development Manager will monitor electronic records management activity through review of customised system reports (once the electronic records management system is in place) and work in conjunction with departmental

Approved by Board of Management: 20 December 2012  
Amended: (date)

records management contacts to ensure on-going compliance with this policy. Activity will be reported to the senior management team on a regular basis.

## **9. Implementation Details**

Staff will be made aware of this policy via the normal consultation process associated with new policies. Training on the electronic records management system will involve reference to the records management policy and the associated supporting documents.

Each support department will have a nominated “super user” for the electronic records management system and this person holds additional responsibilities at team level for on-going records management duties. The “super users” will be supported (in a records management capacity) by the Information Development Manager.

## Board of Management

Subject/Title:	Health and Safety Policy
Meeting and date:	Board of Management – 28 March 2017
Extract from Minutes of the Meeting of the Audit Committee held on 28 February 2017	

### HEALTH AND SAFETY POLICY

A number of revisions had been made to the health and safety policy and these had been discussed at Scrutiny Panel in October 2016 and at SMT in December 2017. The revisions were highlighted in a covering report.

The Committee **AGREED** to recommend the revised policy, which included the health and safety policy statement, to the Board of Management for approval and subsequent signing by the Chair of the Board and the Principal.

## Board of Management

Subject/Title:	Health & Safety Policy		
Meeting and date:	SMT, 16 February 2017		
Author:	Richie Hart (Health & Safety Manager) – author of policy Claire Fraser (Quality Officer) - author of cover report		
Link to Strategic Plan:	To continue to develop our financial planning, risk management and business continuity processes to actively mitigate risk, protect our reputation and ensure our ongoing organisational sustainability.		
Cost implications:	<del>Yes</del> / No <i>(delete as applicable)</i> <b>If yes, please specify:</b>		
Risk assessment:	<del>Yes</del> / No <i>(delete as applicable)</i> <b>If yes, please specify:</b> Financial: Operational: Organisational:		
Status – Confidential/Non confidential	Non confidential		
Freedom of Information Can this paper be included in “open” business	Yes		
If a paper should <b>not</b> be included within “open” business, please highlight below the reason.			
Its disclosure would substantially prejudice a programme of research (S27)		Its disclosure would substantially prejudice the effective conduct of public affairs (S30)	
Its disclosure would substantially prejudice the commercial interests of any person or organisation (S33)		Its disclosure would constitute a breach of confidence actionable in court (S36)	
Its disclosure would constitute a breach of the Data Protection Act (S38)		Other (please give further details)	
For how long must the paper be withheld? (express either as the time which needs to pass or a condition which needs to be met.)			

### Recommendation(s)

The Audit Committee are asked to agree the changes to the draft (revised) Health & Safety policy and recommend these to the Board of Management for approval.

## **Purpose of report / Summary**

To inform the Audit Committee of the changes to the Health & Safety policy.

## **Background**

This revised policy has been discussed at Scrutiny Panel (20 October 2016) and SMT (15 December 2016).

Following approval from BoM Audit Committee the policy will be submitted to the full Board of Management for final approval and then published.

## **Main body of information**

The Health & Safety Manager has provided the following summary of the main updates:

### **1. Policy Statement**

The policy statement had been amended to bring in line with the HASMAP standard the College has adopted.

### **2. Legislative Framework/Related Policies**

The Regulations have been reviewed and the following applicable Legislation has been added to the policy:

- Health and Safety (First Aid) Regulations 1981
- Electricity at Work Regulations 1989
- Noise at Work Regulations 1989
- Employers' Liability
- Fire Safety (Scotland) Regulations 2006
- Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995 (RIDDOR)
- Control of Substances Hazardous to Health Regulations 2002
- The Health and Safety Information for Employees Regulations 1989
- Health and Safety (Display Screen Equipment) Regulations 1992 (As amended 2002)
- Health and Safety (First Aid) Regulations 1981

### **4.6 Estates Manager**

The Estates Manager title has been amended to Estates and Campus Services Manager.



## HEALTH AND SAFETY POLICY

**REFERENCE: PL/HR/2017/002**

Lead Officer (Post):	Director of Organisational Development and Performance	Review date:	March 2017 March 2018
Department:	Human Resources and Organisational Development	Review Officer (Post)	Health and Safety Manager
Category:	Human Resources	Date Published:	27 March 2009 9 December 2010 12 June 2012 17 July 2013 26 March 2015
Date approved by Board of Management	9 March 2009 7 March 2010 30 May 2012 20 June 2013 19 March 2015	Equality Impact and Assessment complete	24 February 2012 25 February 2013

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## **1. Policy Statement**

### **Health and Safety Policy Statement**

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

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

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

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

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

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

Principal and Chief Executive

.....

Date: .....

For and on behalf of the Board of Management

.....

Date: .....

## 2. Legislative Framework/Related Policies

The Health and Safety at Work *etc.* Act 1974.  
Management of Health and Safety at Work Regulations 1999  
Provision and Use of Work Equipment Regulations 1998  
Manual Handling Operations 1992  
Workplace, Health Safety and Welfare Regulations 1992  
Personal Protective Equipment Regulations 1992  
Health and Safety (First Aid) Regulations 1981  
Electricity at Work Regulations 1989  
Noise at Work Regulations 1989  
Employers' Liability  
Fire Safety (Scotland) Regulations 2006  
Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995 (RIDDOR)  
Control of Substances Hazardous to Health Regulations 2002  
The Health and Safety Information for Employees Regulations 1989  
Health and Safety (Display Screen Equipment) Regulations 1992 (As amended 2002)  
Health and Safety (First Aid) Regulations 1981

## 3. Scope

3.1 This policy applies to all staff, students and visitors within Inverness College UHI.

3.2 Contractors are covered by this policy with reference to the contractors' management system.

## 4. Organisation and Responsibilities

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

### 4.1 Board of Management

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

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## 4.2 Principal and Chief Executive

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

4.2.2 The Principal will:

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

## 4.3 Senior Management Team

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

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

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

## 4.4 Managers

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

4.4.2 In order to meet their responsibilities, Managers will:

- 
- Ensure risk assessments are carried out and regularly reviewed in line with the requirements of health and safety legislation and the college health and safety management policy and procedures.
  - Set clear measurable objectives to ensure progressive improvement.
  - Provide all personnel with, so far as reasonably practicable;
    - Safe place of work
    - Safe plant and machinery
    - Safe working environment
    - Safe system of work
    - Safe handling, storing and transportation
    - Sufficient and competent information, instruction, training and supervision

#### 4.4.3 Managers will be responsible for:

- Ensuring that Inverness College UHI's health and safety policy is explained to employees and they are made aware of their health and safety duties and responsibilities and that tutors equally convey this to students under their control.
- The training needs of employees are assessed and addressed to include the requirement for role specific induction training for new employees.
- Ensuring that the activities of college employees and contractors do not expose employees, students, contractors or others to risk.

### 4.5 Health and Safety Manager

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

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

- 
- Identifying information, instruction and training requirements and delivering effective solutions.
  - Contractor Management in association with the Estates Office.
  - Acting as a point of contact for Enforcing Authorities.
  - Maintaining own continuous professional development.
  - Monitoring effective implementation of the Safety Management Policy.
  - Providing specialist advice and support to senior management and all departments/schools including the disseminating of good practice.
  - Ensuring that the appropriate initial college health and safety induction training is given to all new employees.
  - Sanctioning the suspension, following consultation with the relevant SMT member, of activities where health and safety is being compromised significantly.

#### **4.6 Estates and Campus Services Manager**

4.6.1 The Estates and Campus Services Manager reports to the Director of Corporate Services and is responsible for:

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

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

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

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

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## **4.8 Fire Marshalls**

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

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

## **4.9 First Aiders**

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

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

## **4.10 Technicians**

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

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

## **4.11 Employees**

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

- To take reasonable care for the health and safety of themselves and other persons who may be affected by their acts or omissions at work.
- To co-operate with the employer, so far as is reasonably necessary to enable them to meet their statutory health and safety duties.
- No-one may intentionally or recklessly interfere with or misuse anything provided in the interests of health, safety or welfare.

- 
- Any employee who is required to operate machinery, equipment, dangerous substances, transport, safety devices or a means of production is to do so in accordance with training or instructions provided by the employer.
  - Employees must make the employer aware of any serious imminent dangers to health and safety.

#### **4.12 Students**

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

4.12.2 A student shall exercise reasonable care:

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

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

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

## **5. Compliance**

5.1 This policy must be complied with and it will be audited regularly with reports going to the appropriate committee.

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

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

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## 6. Objectives and Targets

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

## 7. Communication

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

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

## 8. Monitoring

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

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

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

## 9. Audit

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

- Management system
- Existing and new policies and procedures □ Student enrolment and induction □ Staff induction.
- Risk assessment and environmental aspects



- 
- Outputs from external audits or previous internal audits

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

## **10. Review**

10.1 This policy and supporting arrangements will be reviewed annually to ensure currency of content, arrangements, new legislative requirements and to provide a framework for the setting and reviewing of health and safety improvement objectives.

10.2 This policy may also be updated outside of the stated annual timeframe (i.e. changes to legislation, or as the result of review).

10.3 Revisions will brought to the attention of staff and students through agreed arrangements for health and safety and policy consultation and communication.

## Board of Management

Subject/Title:	Maternity and Parenting Policy
Meeting and date:	Board of Management – 28 March 2017
Extract from Minutes of the Meeting of the Human Resources Committee held on 2 March 2017	

### MATERNITY AND PARENTING LEAVE POLICY

A number of revisions had been made to the maternity and parenting leave policy and these had been discussed at Scrutiny Panel in June 2016 and at SMT in January 2017. The revisions were highlighted in a covering report.

The Committee **AGREED** to recommend the revised policy to the Board of Management for approval.

## Board of Management

Subject/Title:	Maternity and Parenting Leave Policy		
Meeting and date:	BoM HR Committee, 2 <sup>nd</sup> March 2017		
Author:	Alan Sears (HR Manager) – author of policy Claire Fraser (Quality Officer) – author of cover report		
Link to Strategic Plan:	Opportunity & Growth in Professional Practice		
Cost implications:	<del>Yes</del> / No ( <i>delete as applicable</i> ) <b>If yes, please specify:</b>		
Risk assessment:	<del>Yes</del> / No ( <i>delete as applicable</i> ) <b>If yes, please specify:</b> Financial: Operational: Organisational:		
Status – Confidential/Non confidential	Non Confidential		
Freedom of Information Can this paper be included in “open” business	Yes		
If a paper should <b>not</b> be included within “open” business, please highlight below the reason.			
Its disclosure would substantially prejudice a programme of research (S27)		Its disclosure would substantially prejudice the effective conduct of public affairs (S30)	
Its disclosure would substantially prejudice the commercial interests of any person or organisation (S33)		Its disclosure would constitute a breach of confidence actionable in court (S36)	
Its disclosure would constitute a breach of the Data Protection Act (S38)		Other (please give further details)	
For how long must the paper be withheld? (express either as the time which needs to pass or a condition which needs to be met.)			

### Recommendation(s)

The Committee is asked to agree the changes to the draft (revised) Maternity and Parenting Leave Policy and recommend these to the Board of Management for approval.

### Purpose of report

To inform the HR Committee of the changes to the Maternity and Parenting Leave Policy

## **Background**

This review and update is necessary to reflect current practice in Maternity and Parenting entitlements for Staff with the qualifying College Service, highlighting the role of the member of staff, line manager and Human Resources.

This revised policy has been discussed at Scrutiny Panel (8 June 2016) and SMT (19 January 2016). It has been through both the Staff Consultation process and the JCC.

Following approval from BoM HR Committee the policy will be submitted to the full Board of Management for final approval and then published.

## **Main body of information**

The HR manager has provided the following summary of the main updates:

### **Legislative Framework**

Update to current legislation in this area. Namely, remove reference to the Sex Discrimination Act 1975 which has been superseded by the Equality Act 2010. Also include reference to the updated Shared Parental Leave Regulations 2014.

Include reference to current ACAS Guidelines, as best practice guidance which should be read in conjunction with the Policy and Procedure.

### **Shared Parental Leave**

This draft revision does not change the existing Inverness College Maternity Leave or Maternity Pay entitlement (for those with the qualifying service) or the existing College obligations regarding protections during pregnancy and following return to work. It does revise and update the College Policy and Procedure regarding Shared Parental Leave

### **Shared Parental Leave**

The Shared Parental Leave Regulations were introduced in 2014 and are designed to allow parents more flexibility to share the care of their child during the first year following birth. Although this is now a mandatory requirement for employers to offer, it is extremely challenging to manage when dealing with parents who work for different employers with differing entitlements.

This mandatory entitlement also applies to Adoptive Parents

### **Parental Leave**

When consulting on this proposed update, Shared Parental Leave will become confused with Parental Leave. Parents with qualifying service can apply for a maximum of 13 weeks unpaid Parental Leave (with a maximum of 4 weeks per year) before their child's fifth birthday. This can be used for such things as planned hospital appointments, attending a new school or settling into new child care arrangements. Existing entitlement to Parental Leave is unaffected by this revision.

Approved by Board of Management: 9 June 2008  
Review approved :26 March 2012



## **MATERNITY & PARENTING LEAVE POLICY**

**REFERENCE PL/HR/2017/001**

Lead Officer (Post):	Director of Organisational Development and Performance	Review date:	8 June 2016
Department:	Human Resources	Review Lead Officer (Post)	HR Manager
Category:	Human Resource	Date published: Review published:	July 2016 8 July 2016
Date approved: Review approved:	9 June 2008 26 March 2012	Equality Impact and Assessment complete	11 April 2012

Approved by Board of Management: 9 June 2008  
Review approved :26 March 2012

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## 1. Policy Statement

Inverness College recognises the importance of a positive approach to ensuring that as far as practicable employees are able to combine their career and family responsibilities. This will assist the College to operate effectively, provide the necessary support to employees and ensure that all employees are treated in a consistent and fair manner and in accordance with relevant legislation.

This policy sets out the arrangements for:

- Maternity leave and pay.
- Adoption leave and pay.
- Paternity leave and pay
- Fertility leave and pay

Inverness College is committed to introducing, developing and supporting a family-friendly environment that supports individuals and encourages their ongoing contribution to the organisation.

The aim of this policy, and the supporting procedures, is to provide employees, line managers and HR staff with important information regarding:

- Working whilst pregnant.
- Applying for Maternity or Adoption Leave.
- What happens during Maternity or Adoption Leave.
- The assistance available.
- Rights regarding return to work.
- Ordinary Parental, Shared Parental, Paternity & Adoption Support Leave.
- Requests for Fertility leave.

In addition, this policy aims to ensure consistency of approach in line with employment legislation and Inverness College's commitment to good employment practice.

## **2. Legislative framework/related policies**

- 2.1. The Employment Protection (Consolidation) Act 1978, Section 31a.
- 2.2. The Employment Relations Act 1999.
- 2.3. The Maternity and Parental Leave (Amendment) Regulations 2002.
- 2.4. Additional Statutory Paternity Pay (weekly rates) Regulations 2010.
- 2.5. Additional Paternity Leave Regulations 2010.
- 2.6. Shared Parental Leave Regulations 2014
- 2.7. The Employment Act 2002.
- 2.8. The Equality Act 2010
- 2.9. Occupational Maternity provisions above statutory minimums for academic and support staff are outlined in relation to the Scheme of Salaries and Conditions of Service for Academic Staff and Terms and Conditions of Employment for College Support Staff.

## **3. Scope**

- 3.1. This policy applies to all Inverness College staff who qualify under the various conditions outlined in the policy.

## **4. Compliance**

- 4.1. This policy and associated procedures must be complied with and will be audited regularly with reports going to the appropriate committees.
- 4.2. This document is compliant with the Maternity, Adoption, Ordinary Parental Leave and Shared Parental Leave Regulations as detailed in the 'Legislative framework/related policies' above.

## **5. Monitoring**

- 5.1. Each College policy will be monitored and its implementation evaluated.  
Appropriate procedures for monitoring and evaluation are the responsibility of the lead officer. These procedures will be subject to audit by the Quality Unit.
- 5.2. The following maternity or adoption Performance Indicators will be used to monitor implementation:
  - 5.2.1. Quarterly reporting of numbers of employees on maternity, paternity, fertility or adoption leave with associated data analysis.
  - 5.2.2. Utilisation of 'Keeping in Touch' Days.
  - 5.2.3. Average number of sick days per employee.
  - 5.2.4. Breakdowns will be by department.

## **6. Review**

- 6.1. This policy will be reviewed on a 3 yearly basis, or sooner if legislative change requires to ensure currency of content and procedures and will amend the policy as a result of any agreed changes to the terms and conditions of academic and/or support staff as a result of agreements reached at JNC.



## Board of Management

Subject/Title:	Articles of Governance
Meeting and date:	Board of Management – 28 March 2017
Extract from Minutes of the Meeting of the Chairs Committee held on 31 January 2017	

### ARTICLES OF GOVERNANCE

A report by the Board Secretary advised that incorporated colleges were established under the Further and Higher Education (Scotland) Act and under that Act, Boards of Management were responsible for developing Standing Orders, Schemes of Delegation and Staff Member Election Rules.

#### The Committee

1. noted the Guide relating to the key functions, constitution and proceedings of Boards of Management and
2. considered the Scheme of Delegation and Standing Orders and staff member election rules and recommended them to the Board of Management for approval.

## Board of Management

Subject/Title:	Articles of Governance		
Meeting and date:	Chairs Committee – 31 January 2016		
Author:	Fiona Ambrose, Secretary to the Board		
Link to Strategic Plan:			
Cost implications:	No		
Risk assessment:	Yes <b>If yes, please specify:</b> Financial: Operational: Organisational: required for the proper Governance of the College		
Status – Confidential/Non confidential	Non Confidential		
Freedom of Information Can this paper be included in “open” business	Open		
If a paper should <b>not</b> be included within “open” business, please highlight below the reason.			
Its disclosure would substantially prejudice a programme of research (S27)		Its disclosure would substantially prejudice the effective conduct of public affairs (S30)	
Its disclosure would substantially prejudice the commercial interests of any person or organisation (S33)		Its disclosure would constitute a breach of confidence actionable in court (S36)	
Its disclosure would constitute a breach of the Data Protection Act (S38)		Other (please give further details)	
For how long must the paper be withheld? (express either as the time which needs to pass or a condition which needs to be met.)			

### Recommendation(s)

The Committee is invited to

1. note the Guide relating to the key functions, constitution and proceedings of Boards of Management,
2. consider the attached Scheme of Delegation and Standing Orders and recommend them, subject to any agreed changes, to the Board of Management for approval.
3. Recommend the staff member election rules to the board of Management for approval.

## **Purpose of report**

The purpose of the report is to provide the Board of Management with a draft Scheme of Delegation and Standing orders, which together with the constitutional arrangements set out expressly in the Further and Higher Education (Scotland) Act 1992 (“the 1992 Act”) and the Guide to key functions, constitution and proceedings of incorporated college boards, provide the Board with the required Articles of Governance.

## **Main body of information**

Incorporated colleges are established under the Further and Higher Education (Scotland) Act 1992 (“the 1992 Act”). Under that Act, Boards of Management are responsible for developing Standing Orders, Schemes of Delegation and Staff Member Election Rules. Other aspects of their constitutional arrangements are set out expressly in the 1992 Act, most notably in section 12 and Schedule 2.

## **Constitutions**

Incorporated colleges do not require to “adopt” the provisions in section 12 and Schedule 2. They have direct legislative effect. In other words, boards do not have to do anything for these provisions to have force in their college. The Board of Inverness College UHI have formally recognised the authority of Schedule 2 in its governance arrangements.

The practice in the past was for a Board of Management to adopt constitutions along with standing orders and schemes of delegations. Indeed, Inverness College UHI adopted an amended constitution in June 2015 which made reference to the Post 16 Education (Scotland) Act 2013 and the designation of UHI as the Regional Strategic Body.

The constitution forms part of the College Governance Manual which also includes the Standing Orders, Scheme of Delegation, Terms of Reference, Code of Conduct for Members of the Board of Management and the Financial Memorandum between UHI as the Regional Strategic Body and the College. The current Governance Manual can be accessed on the [website](#).

However, guidance from the Scottish Government’s Governance Team in December 2015 pointed out that Colleges should not adopt constitutions, which merely re-stated the provision made in the 1992 Act. The reason was that even slight changes to the carefully constructed language in the legislation, some nuances in meaning could easily be lost.

In addition, changes to legislation could be overlooked creating erroneous constitutions. The Head of the College Governance team identified this as a contributory factor towards the governance failings at Glasgow Clyde College.

That said, the Scottish Government’s Governance Team understood the desire of incorporate colleges to have relevant provisions in one place so they produced a Guide which brings together key pieces of legislation relating to the key functions, constitution and proceedings of Boards of Management. The text highlighted in green identifies

provisions specific to assigned incorporated colleges, of which Inverness College UHI is one.

### **Model Standing Orders and Scheme of Delegation**

When the guide was produced, it was agreed that the Good Governance Steering Group would develop model standing orders, schemes of delegation and staff member election rules.

The model standing orders and the model scheme of delegation are attached.

### **Staff member Election Rules**

Before making, varying or replacing the election rules, there is a requirement to “consult the representatives of any trade union which the Board recognises as being, or which otherwise appears to the Board to be, representative of the academic/support staff of the College”.

Following an approach by the Secretary to the Board, EIS and Unison have advised in writing that they have no objection to the formal adoption of the rules. GMB have been approached on a number of occasions and have failed to respond. They have been advised if no response is received it will be assumed that they have no objection and the rules will be submitted to the Board of Management for formal adoption.

The staff member election rules are attached.

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# GUIDE TO KEY FUNCTIONS, CONSTITUTION AND PROCEEDINGS OF INCORPORATED COLLEGE BOARDS

## Purpose

1.1 This guide describes and brings together key pieces of legislation relating to the key functions, constitution and proceedings of boards of management established under the Further and Higher Education (Scotland) Act 1992 (“the 1992 Act”). A college with a board of management under the 1992 Act is sometimes referred to as an “incorporated college”. Some of the legislative provisions are relevant specifically to boards of regional colleges, others to boards of assigned colleges.

1.2 An incorporated college board (“a board”) derives its functions and constitution from legislation. Legislation does not give a board the power to develop or modify its constitution. What might be considered for day-to-day purposes to be a ‘board constitution’ is largely the legislative provisions that are either specific to incorporated colleges or are particularly relevant to them.

1.3 The main piece of legislation that specifically makes provisions for boards is the 1992 Act. It has over the years been amended, including by the Post-16 Education (Scotland) Act 2013 (“the 2013 Act”). The Further and Higher Education (Scotland) Act 2005 (“the 2005 Act”) also confers functions on boards. It has similarly been amended over the years, including by the 2013 Act.

1.4 Extracts from legislation (as amended) that are particularly pertinent to incorporated college boards have been reproduced in this annex. Yellow identifies provisions specific to regional colleges; green identifies provisions specific to assigned incorporated colleges. Non-highlighted provisions apply to all incorporated colleges.

## 2. ‘Core’ functions of a board

2.1 What might be considered as ‘core’ functions<sup>1</sup> of a board are set out in section 12 of the 1992 Act (see **Appendix 1**).

## 3. Delegation, constitution and proceedings of the board

3.1 Section 12(4) of the 1992 Act gives a board powers to delegate the performance of any of its functions to its chair, to any board committee or to any member of the college staff. This is commonly achieved through a board’s **Scheme of Delegation**.

3.2 Provisions relating to the constitution and proceedings of a board are set out in Schedule 2 to the 1992 Act (see **Appendix 2**).

3.3 Paragraph 3B of Schedule 2 to the 1992 Act requires a board to make **rules for the election of staff members to the board**, following consultation.

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<sup>1</sup> This is simply a convenient term to use. There is no hierarchy of function.

3.4 Paragraph 11(1) of Schedule 2 to the 1992 Act gives a board powers to regulate its own proceedings and those of any committee appointed by it. This regulation is commonly achieved through a board's **Standing Orders**. Standing Orders should not merely restate legislative provisions, for example, those set out in Schedule 2 to the 1992 Act. Standing Orders are a means to *supplement* such regulation. Legislation does not require to be restated to have effect and to do so is potentially confusing because boards do *have* powers to determine Standing Orders whereas they *do not have* powers to determine legislative provisions. A board should also not seek to use Standing Orders to subvert the will of Parliament by, for example, reinstating in Standing Orders a repealed legislative provision.

#### 4. Other Key Legislative Provisions

##### *Regional colleges: functions*

4.1 Some additional functions of a regional college board are set out in sections 23A-23D of the 2005 Act (see **Appendix 3**).

##### *Assigned colleges: information and directions*

4.2 An assigned college board has additional functions to provide information to its regional strategic body and to comply with directions issued by it under section 23N of the 2005 Act (see **Appendix 4**).

##### *Board failure/mismanagement*

4.3 Provisions relating to board failure/mismanagement are set out in section 24 of the 1992 Act (see **Appendix 5**).

##### *Code of Governance*

4.4 Provisions relating to principles of good governance for the college sector are set out under section 9B of the 2005 Act.

4.5 Ministers have required the Scottish Further and Higher Education Funding Council (commonly known as the Scottish Funding Council or "SFC") to identify principles of good practice for publicly funded colleges and regional strategic bodies.

4.6 Publicly funded colleges are required to comply the **Code of Good Governance for Scotland's Colleges**<sup>2</sup> as a term and condition of grant provided by either the SFC or a regional strategic body. Regional strategic bodies are similarly required to comply with the Code.

##### *Equality*

4.7 A board is subject to section 26A of the 2005 Act, which is reproduced below (a board is a post-16 education body).

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<sup>2</sup> The [Code of Good Governance for Scotland's Colleges](#) has been identified by the SFC as the principles of good governance for the purposes of section 9B of the 2005 Act.

## 26A Equal opportunities: post-16 education bodies etc.

(1) Every post-16 education body and regional strategic body must, when making appointments to its governing body or exercising any of its other functions, do so in a manner which encourages equal opportunities and in particular the observance of the equal opportunities requirements.

(2) In subsection (1), “equal opportunities” and “equal opportunity requirements” have the same meanings as in Section L2 (equal opportunities) of Part II of Schedule 5 to the Scotland Act 1998.

4.8 A board is also bound by the Equality Act 2010 and the [Equality Act 2010 \(Specific Duties\) \(Scotland\) Regulations 2012](#)<sup>3</sup>, which introduced specific equality duties to assist bodies to meet the general public sector equality duty. The general equality duty requires public authorities, in the exercise of their functions, to have due regard to the need to:

- eliminate unlawful discrimination, harassment and victimisation and other prohibited conduct;
- advance equality of opportunity between people who share a relevant protected characteristic and those who do not; and
- foster good relations between people who share a protected characteristic and those who do not.

## Charity

4.9 Every board is a charitable body under the Charities and Trustee Investment (Scotland) Act 2005. As such it is regulated by the Office of the Scottish Charity Regulator and board members have duties under section 66 of that Act to act in the charity’s interest, subject to obeying other laws. It is a legal requirement that a board complies with directions from its regional strategic body and, as such, compliance with directions would not compromise individual board members in their capacity as charity trustees<sup>4</sup>.

4.10 [The Charity Test \(Specified Bodies\) \(Scotland\) Order 2008](#) (as amended) disapplies the Ministerial control aspect of the charity test in section 7 of the Act in relation to the boards of management of colleges listed in the Schedule to that Order<sup>5</sup>. Ministerial controls do not therefore disbar such colleges from being charities.

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<sup>3</sup> The Regulations were amended by the [Equality Act 2010 \(Specific Duties\) \(Scotland\) Amendment Regulations 2015](#) to ensure that they continue to apply to all publicly funded colleges (i.e. colleges that are generally eligible to be funded by the SFC or a regional strategic body).

<sup>4</sup> The Scottish Government’s view on this is set out in a [letter published on the Scottish Parliament’s website](#).

<sup>5</sup> The Schedule, which lists incorporated colleges, was updated by the [Post-16 Education \(Scotland\) Act 2013 \(Modification of Legislation\) Order 2015](#)

### *Ethical Standards*

4.11 The Ethical Standards in Public Life etc. (Scotland) Act 2000 provides for Codes of Conduct for members of relevant public bodies and imposes on them a duty to help their members to comply with the relevant code. A board is subject to this legislation. Board members accordingly have a responsibility to make sure that they are familiar with, and that their actions comply with, the provisions of the Code of Conduct adopted by the board.

### *Protection of Vulnerable Groups (PVG) Scheme*

4.12 It is an offence under section 35(1) of the Protection of Vulnerable Groups (Scotland) Act 2007 for a regional college board or in the case of an assigned incorporated college, a regional strategic body, to appoint a person to the college board if that individual is barred from regulated work<sup>6</sup>. By virtue of paragraph 18 of schedule 2 to that Act, regulated work with children includes being a member of the board. Under section 35(7) of that Act, the regional college board/regional strategic body can offer a board appointment subject to it being satisfied that the individual is suitable, e.g. by requesting a PVG scheme record. It is an offence under section 34 of that Act for any person who is barred from regulated work with children to seek to be a board member.

### *Scottish Public Services Ombudsman*

4.13 Under the Scottish Public Services Ombudsman Act 2002, a publicly funded college falls within the remit of the Scottish Public Services Ombudsman.

### *Freedom of Information*

4.14 Under the Freedom of Information (Scotland) Act 2002, a publicly funded college falls within the remit of the Scottish Information Commissioner.

### *Auditor General for Scotland*

4.15 Paragraph 18(2A) of Schedule 2 to the 1992 Act provides that the college accounts are audited by the Auditor General for Scotland. The Auditor General for Scotland may under section 21 of the Public Finance and Accountability (Scotland) Act 2000 appoint another person to audit the accounts. Under section 23(2)(a) of that Act the Auditor General for Scotland may initiate examinations into the economy, efficiency and effectiveness of the college.

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<sup>6</sup> Section 91(2) of, and schedule 2 to, the Protection of Vulnerable Groups (Scotland) Act 2007 define “regulated work with children” and section 92 sets out when an individual is “barred from regulated work”.



## *Academic Freedom*

4.16 A board is subject to section 26 of the 2005 Act, which is reproduced below (a board is a post-16 education body)<sup>7</sup>.

### 26 Academic freedom

- (1) A post-16 education body must have regard to the desirability of—
  - (a) ensuring the academic freedom of relevant persons; and
  - (b) ensuring that the matters mentioned in subsection (2) are not adversely affected by the exercise of a relevant person's academic freedom.
- (2) Those matters are—
  - (a) the appointment held; and
  - (b) any entitlements or privileges enjoyed, by the relevant person at the post-16 education body.
- (3) In this section, a “relevant person” is a person who is engaged in—
  - (a) teaching, or the provision of learning, at a post-16 education body; or
  - (b) research at a post-16 education body.
- (4) For the purposes of this section, “academic freedom” includes freedom (within the law) to—
  - (a) hold and express opinion;
  - (b) question and test established ideas and received wisdom; and
  - (c) present controversial or unpopular points of view.

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<sup>7</sup> Please note that the [Higher Education Governance \(Scotland\) Bill](#) introduced in the Scottish Parliament on 16 June 2015 proposes to amend section 26.

**SECTION 12 OF THE 1992 ACT (AS AMENDED)**

**BOARDS OF MANAGEMENT**

12. (1) A board of management shall have the duty of managing and conducting their college.

(2) A board of management shall have the power -

(a) to provide or secure the provision of further education (within the meaning of section 1(5)(b) of the 1980 Act);

(aa) to provide part-time and full-time courses of instruction for persons of school age;

(b) to charge fees for or in connection with the provision by them of any form of further education or any course of instruction provided under sub-paragraph (aa);

(c) to provide to students of the college such assistance of a financial or other nature (including waiving or granting remission of fees) as they may consider appropriate;

(d) for the purpose of the administration and management of the college, to receive any property, rights, liabilities and obligations transferred to the board under or in pursuance of any provision of this Part of this Act or of the Further and Higher Education (Scotland) Act 2005;

(e) to provide facilities of any description appearing to the board to be necessary or expedient for the purpose of or in connection with the carrying on of any of the activities mentioned in this subsection or in subsection (1) above (including boarding accommodation and recreational facilities for students and staff and facilities to meet the needs of students who have learning difficulties and disabled staff);

(f) to supply goods and services;

(g) subject to subsection (7)(a) below and section 18 of this Act, to acquire, hold and dispose of land and other property;

(h) to enter into contracts, including in particular -

(i) contracts for the employment of teachers and other staff for the purpose of or in connection with the carrying on of any such activities as are mentioned in this subsection or in subsection (1) above; and

(ii) contracts with respect to the carrying on by the board of any of such activities;

(i) to form or promote, or to join with any other person in forming or promoting, companies under the Companies Act 2006;

(j) subject to subsection (7)(a) below and the said section 18, to borrow such sums as the board think fit for the purpose of carrying on any of the activities they have power to carry on or for meeting any liability or obligation transferred to them under or in pursuance of any provision of this Part of this Act and, in connection with such borrowing, to grant such security or give such guarantee or indemnity as they think fit;

(k) to invest any sums not immediately required by the board for the purpose of their carrying on any of the activities which they have power to carry on or for meeting any liability or obligation transferred to them under or in pursuance of any provision of this Part of this Act;

(l) subject to subsection (7)(a) below and the said section 18, to raise funds, accept gifts of money, land or other property and apply it to, or hold or administer it in trust for, the purpose of carrying on any of the activities which they have power to carry on; and

(m) to do all such other things as are calculated to facilitate or are incidental or conducive to the carrying on of any of the activities which the board have power to carry on.

(3) In carrying out their functions under this section a board of management shall have regard to the requirements of persons who have learning difficulties.

(4) A board of management may delegate the performance of any of their functions to their chairman, to any committee appointed by them or to any member of their staff.

(4A) A board of management of a regional college is to pay to the chairing member appointed under paragraph 3(2)(a) of Schedule 2 such remuneration as the Scottish Ministers may in each case determine.

(5) A board of management may pay to persons appointed to be members of the board such allowances and expenses as they may determine; and any allowances and expenses to be paid by virtue of this subsection shall be calculated by reference to such criteria as the Secretary of State may determine.

(6) A board of management shall make such reports or returns and give such information to the Secretary of State as he may require for the purposes of the exercise of his powers and the performance of his duties under this Part of this Act.

(7) A board of management shall not, without the prior consent, given in writing, of the Secretary of State -

(a) borrow money from any source, give any guarantee or indemnity or create any trust or security over or in respect of any of their property; or

(b) effect any material change in the character of their college.

(8) The Secretary of State may by order amend the provisions of subsection (2) above by varying, adding to or removing the powers conferred by that subsection.

(9) An order shall not be made under subsection (8) above unless the Secretary of State has consulted such persons or organisations appearing to him to be representative of boards of management and such other persons as appear to him to be appropriate as to the amendments proposed to be made by the order.

(10) Schedule 2 to this Act shall have effect with respect to the constitution and proceedings of and other matters relating to every board of management established in pursuance of any provision of this Part of this Act.

*References to:*

*“the 1980 Act” are to the Education (Scotland) Act 1980;*

*“the Secretary of State” are to the Scottish Ministers.*

**SCHEDULE 2 TO THE 1992 ACT**

**CONSTITUTION AND PROCEEDINGS OF BOARDS OF MANAGEMENT**

**Status**

1. A board of management (in this Schedule referred to as “the board”) shall not-

(a) be regarded as the servants or agents of the Crown;

(b) have any status, immunity or privilege of the Crown,

and their property shall not be regarded as property of, or held on behalf of, the Crown.

**Membership**

3. (1) The board of a regional college is to consist of no fewer than 15 nor more than 18 members.

(2) The board is to be comprised of—

(a) a person appointed by the Scottish Ministers to chair meetings of the board (the “chairing member”);

(b) the principal of the college;

(c) a person appointed by being elected by the teaching staff of the college from among their own number;

(d) a person appointed by being elected by the non-teaching staff of the college from among their own number;

(e) two persons appointed by being nominated by the students’ association of the college from among the students of the college; and

(f) other members appointed by the board.

(3) An appointment made in pursuance of sub-paragraph (2)(f) has effect only if approved by -

(a) the chairing member; and

(b) the Scottish Ministers.

(4) A person is not eligible for appointment as the chairing member under sub-paragraph (2)(a) if the person is -

- (a) a member of the Scottish Parliament;
- (b) a member of the House of Lords;
- (c) a member of the House of Commons; or
- (d) a member of the European Parliament,

but such a person may otherwise be appointed as a member of the board<sup>8</sup>.

3A. (1) The board of a college which is not a regional college is to consist of no fewer than 13 nor more than 18 members.

(2) The board is to be comprised of -

- (a) a person appointed by the regional strategic body to chair meetings of the board (the “chairing member”);
- (b) the principal of the college;
- (c) a person appointed by being elected by the teaching staff of the college from among their own number;
- (d) a person appointed by being elected by the non-teaching staff of the college from among their own number;
- (e) two persons appointed by being nominated by the students’ association of the college from among the students of the college; and
- (f) other members appointed by the regional strategic body.

3B. (1) An election to appoint members in pursuance of paragraph 3(2)(c) or (d) or 3A(2)(c) or (d) is to be conducted in accordance with rules made by the board.

(2) Before making, varying or replacing rules about elections to be held in pursuance of paragraph 3(2)(c) or 3A(2)(c), the board must consult the representatives of any trade union which the board recognises as being, or which otherwise appears to the board to be, representative of the teaching staff of the college.

(3) Before making, varying or replacing rules about elections to be held in pursuance of paragraph 3(2)(d) or 3A(2)(d), the board must consult the representatives of any trade union which the board recognises as being, or

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<sup>8</sup> This reflects the provision as amended by the [Post-16 Education \(Scotland\) Act 2013 \(Modification of Legislation\) Order 2015](#)

which otherwise appears to the board to be, representative of the non-teaching staff of the college.

3C. (1) In appointing members under paragraph 3(2) or 3A(2) and in extending the period of appointment of any member so appointed, the board or, as the case may be, regional strategic body must have regard to any guidance issued by the Scottish Ministers in relation to the making of such appointments (including any guidance on the desirability of appointing members with particular skills and experience).

(2) Before issuing guidance under sub-paragraph (1), the Scottish Ministers must consult -

- (a) any board to which the guidance relates;
- (b) where it relates to the board of a college which is not a regional college, the regional strategic body for the college;
- (c) the local authority for any area in which the board to which the guidance relates is situated;
- (d) the relevant students' associations;
- (e) the representatives of any trade union which is recognised by a board to which the guidance relates or which otherwise appears to the Scottish Ministers to be representative of its staff;
- (f) the Council;
- (g) any body which appears to the Scottish Ministers to be representative of colleges of further education;
- (h) any body which appears to the Scottish Ministers to be representative of local authorities;
- (i) any body which appears to the Scottish Ministers to be representative of students of colleges of further education generally; and
- (j) any body which appears to the Scottish Ministers to be representative of trade unions in Scotland.

(3) Different guidance may be issued for different purposes.

### **Qualifications and tenure of office**

5. (1) Subject to this paragraph and paragraphs 5A and 5B below, a member of the board -

(a) if appointed in pursuance of paragraph 3(2)(a) as the chairing member of the board of a regional college, holds and vacates office on such terms and conditions as the Scottish Ministers may determine;

(b) if appointed in pursuance of paragraph 3(2)(c) to (f) as a member of the board of a regional college, holds and vacates office on such terms and conditions as the board may determine;

(c) if appointed in pursuance of paragraph 3A(2)(a) or (c) to (f) as a member of the board of a college which is not a regional college, holds and vacates office on such terms as the regional strategic body may determine; and

(d) is, on ceasing to hold office, eligible for re-appointment.

(2) Subject to sub-paragraphs (2A) to (2G) below—

(a) a member appointed by being elected in pursuance of paragraph 3(2)(c) or (d) or 3A(2)(c) or (d) is to hold office for 4 years;

(b) a member appointed in pursuance of paragraph 3(2)(e) or 3A(2)(e) is to hold office until 31 August following appointment; and

(c) each other member of the board (including the chairing member) is to hold office for such period (not exceeding 4 years) as is specified in the member's terms of appointment.

(2A) The Scottish Ministers may extend the period of appointment of the chairing member of a regional college for a single further period not exceeding 4 years.

(2B) The board of a regional college may extend the period of appointment of a member appointed under paragraph 3(2)(f) for a single further period not exceeding 4 years (but such an extension has effect only if approved by the chairing member and the Scottish Ministers).

(2C) A regional strategic body may extend the period of appointment of a member it appoints under paragraph 3A(2)(a) or (f) for a single further period not exceeding 4 years.

(2D) The chairing member of a regional college is to vacate office if the member becomes a person of the type described in paragraph 3(4).

(2E) The principal of a college is to vacate office on ceasing to be the principal.

(2F) A member appointed under paragraph 3(2)(c) or (d) or 3A(2)(c) or (d) is to vacate office if the member ceases to be a member of the teaching or, as the case may be, non-teaching staff of the college before the member's period of appointment ends.



(2G) A member appointed in pursuance of paragraph 3(2)(e) or 3A(2)(e) is to vacate office if the member ceases to be a student of the college before the member's period of appointment ends.

(5) A member of the board, other than the principal of the college, may resign his office at any time by giving notice in writing to -

(a) in the case of the chairing member of the board of a regional college, the Scottish Ministers;

(b) in the case of any other member of the board a regional college, the board;

(c) in the case of any member of the board of a college which is not a regional college, the regional strategic body.

5A. (1) A person is not eligible for appointment as a member of the board if the person –

(a) has within 5 years of the date on which the appointment would take effect, been sentenced (following conviction for an offence in the United Kingdom, the Channel Islands, the Isle of Man or the Irish Republic) to imprisonment for a period of not less than 3 months, whether suspended or not, without the option of a fine;

(b) is an undischarged bankrupt; or

(c) has been removed from office under section 24 of this Act or section 23Q of the Further and Higher Education (Scotland) Act 2005.

(2) For the purposes of sub-paragraph (1)(b), “undischarged bankrupt” means a person -

(a) whose estate has been sequestrated and who has not been discharged (or against whom a bankruptcy order has been made and is still in force);

(b) who has granted a trust deed for, or made a composition or arrangement with, creditors (and has not been discharged in respect of it);

(c) who is the subject of a bankruptcy restrictions order, or an interim bankruptcy restrictions order, made under the Bankruptcy (Scotland) Act 1985 or the Insolvency Act 1986;

(d) who is the subject of a bankruptcy restrictions undertaking entered into under either of those Acts;

- (e) who has been adjudged bankrupt (and has not been discharged); or
- (f) who is subject to any other kind of order, arrangement or undertaking analogous to those described in paragraphs (a) to (d), anywhere in the world.

5B. (1) The relevant person must remove a member of the board from office (by giving notice in writing to the member) if—

- (a) the member—
  - (i) is sentenced as mentioned in paragraph 5A(1)(a); or
  - (ii) has become a person to whom paragraph 5A(1)(b) applies; or
- (b) the relevant person is satisfied that the member -
  - (i) has been absent from meetings of the board for a period longer than 6 consecutive months without the permission of the board; or
  - (ii) is otherwise unable or unfit to discharge the member's functions.

(2) In sub-paragraph (1), “relevant person” -

(a) in the case of the chairing member of the board of a regional college, means the Scottish Ministers,

(b) in the case of any other member of the board of a regional college, means the board of management of that college,

(c) in the case of a member of the board of a college which is not a regional college, means the regional strategic body for that college.

(3) The Scottish Ministers must, by giving notice in writing to the member, remove a member from office if the member is removed from office under section 24 of this Act (in relation to any other college) or section 23Q of the Further and Higher Education (Scotland) Act 2005 (in relation to any regional board).

(4) Where a member removed under sub-paragraph (3) was appointed under paragraph 3(2)(f) or 3A(2)(a) or (f), the Scottish Ministers may appoint another person in place of the removed member<sup>9</sup>.

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<sup>9</sup> This reflects the provision as amended by the [Post-16 Education \(Scotland\) Act 2013 \(Modification of Legislation\) Order 2015](#)

(5) An appointment made under sub-paragraph (4) has effect as if made under the provision under which the removed member was appointed.

5C. Paragraphs 5A and 5B do not apply in relation to the principal of the college.

## **Proceedings**

11. (1) Subject to paragraph 13 below, the board may regulate their own proceedings and those of any committee appointed by them.

(2) The validity of any proceedings of the board or of any committee appointed by them shall not be affected by any defect in the appointment of any member of the board or any member of such committee or by a vacancy amongst the members of the board.

(3) Subject to sub-paragraph (5) below, the board shall make available for inspection at the college at all reasonable times by anyone who wishes to inspect them copies of the documents to which this sub-paragraph applies.

(4) The documents to which sub-paragraph (3) above applies are -

(a) the agenda for any meeting of the board or of any committee of theirs;

(b) the draft minutes of any such meeting as approved by the chairman of the meeting;

(c) the minutes of such meeting as agreed by the board or, as the case may be, committee; and

(d) any report or other document considered by such meeting.

(5) Sub-paragraph (3) above shall not apply to any document or part thereof which relates to -

(a) an employee, former employee or applicant for employment in relation to the college;

(b) a person who is, has been, or is likely to be a student of the college;

(c) any information the disclosure of which is prohibited by anything in any enactment (including this Act and an enactment contained in a subordinate instrument) or rule of law;

(d) anything which it appears to the board should be treated as confidential because of its commercial nature or otherwise.

## **Committees**

13. (1) The board may establish committees for any purpose and any such committee may appoint sub-committees.

(2) Such committees may include persons who are not members of the board; but such persons shall not be entitled to vote at meetings of a committee.

(3) The principal of the college shall be entitled to attend and speak at any meeting of a committee of the board; but he shall be entitled to vote at such meeting only if he is a member of such committee.

(4) The board may pay to the members of such committees (whether or not they are also members of the board) such allowances and expenses as they may determine; and any allowances and expenses to be paid by virtue of this sub-paragraph shall be calculated by reference to such criteria as the Secretary of State may determine.

(5) Any reference in this Schedule to a committee of the board shall include a reference to any sub-committee appointed by such committee.

## **Staff**

16. Subject to section 15 of this Act and paragraph 16A below, the board may appoint on such terms and conditions as they may determine such employees as they think fit.

16A. The appointment of a principal of a college which is not a regional college, and the terms and conditions of such an appointment, have effect only if approved by the regional strategic body for the college.

17. (1) The board may, in the case of such of its employees or former employees as they may, subject to sub-paragraph (2) below, determine -

(a) pay such pensions, allowances or gratuities to or in respect of those employees;

(b) make such payments towards provision of such pensions, allowances or gratuities; or

(c) make such arrangements for the provision and maintenance of such schemes (whether contributory or not) for the payment of such pensions, allowances or gratuities,

as they think fit.

(2) Sub-paragraph (1) above shall not apply to any person who becomes an employee of the board under or by virtue of any provision of this Act (other than paragraph 16 above) unless that person, by notice given in writing, informs the board that he wishes it so to apply.

(3) The reference in sub-paragraph (1) above to pensions, allowances or gratuities in respect of employees of the board includes a reference to pensions, allowances or gratuities by way of compensation to or in respect of any such employee who suffers loss of office or employment.

## **Accounts**

18. (1) It shall be the duty of the board to keep proper accounts and other records.

(2) The accounts shall be prepared in respect of each financial year in such manner as the Scottish Ministers may direct and the accounts shall be submitted to the Scottish Ministers by such time as they may direct.

(2A) The Scottish Ministers shall send the accounts to the Auditor General for Scotland for auditing.

(3) The financial year of the board shall be from 1st April to 31st March.

(4) The Secretary of State may by order provide that the board shall have a different financial year, and an order under this sub-paragraph may make such consequential provision as appears to the Secretary of State to be necessary or expedient.

19. The accounts of the board shall be open to the inspection of the Comptroller and Auditor General, but –

(a) the power conferred by this paragraph; and

(b) the powers under sections 6 and 8 of the National Audit Act 1983 (examinations into the economy, efficiency and effectiveness of certain bodies and access to documents and information) conferred on the Comptroller and Auditor General by virtue of section 6(3)(c) of that Act,

shall be exercisable only in, or in relation to accounts or other documents which relate to, any financial year in which expenditure is incurred by the board in respect of which grants, loans or other payments are made to them under this Part of this Act.

## **Execution of documents**

20. (1) For any purpose other than those mentioned in sub-paragraph (2) below, a document is validly executed by the board if it is signed on their behalf by a member of the board or by their secretary (or any person performing the duties of secretary to the board) or by any person authorised to sign the document on their behalf.

(2) For the purposes of any enactment or rule of law relating to the authentication of documents, a document is validly executed by the board if it

is subscribed on their behalf by being executed in accordance with the provisions of sub-paragraph (1) above.

(3) A document which bears to have been executed by the board in accordance with sub-paragraph (2) above shall, in relation to such execution, be a probative document if the subscription of the document bears to have been attested by at least one witness.

### **Provision of services**

21. The Local Authorities (Goods and Services) Act 1970 (supply of goods and services by local authorities to certain public bodies) shall have effect as if the board were a public body within the meaning of that Act.

*References to the “Secretary of State” are to the Scottish Ministers*

*[Note: In relation to the paragraph 18, the Scottish Ministers have by order changed the financial year of boards. Boards have a financial year of 1 August to 31 July<sup>10</sup>.*

*This Appendix does not reflect changes made to Schedule 2 to the 1992 Act by the [Lanarkshire Colleges Order 2014](#) in relation to New College Lanarkshire, as the changes are in relation to only that college.]*

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<sup>10</sup>[http://www.sfc.ac.uk/web/FILES/Guidance\\_college\\_reclassification/Colleges\\_of\\_Further\\_Education\\_Order\\_2015.pdf](http://www.sfc.ac.uk/web/FILES/Guidance_college_reclassification/Colleges_of_Further_Education_Order_2015.pdf)

**SECTION 23A – 23D OF THE 2005 ACT**

**REGIONAL COLLEGES: FUNCTIONS**

**Regional colleges: general duty**

23A (1) It is the duty of a regional college to exercise its functions with a view to securing the coherent provision of a high quality of fundable further education and fundable higher education in the locality of the regional college.

(2) In doing so, the regional college must have regard to any fundable further education and fundable higher education provided by other post-16 education bodies in the locality of the regional college.

**Regional colleges: planning, consultation and collaboration**

23B (1) A regional college must plan for -

(a) how it proposes to provide fundable further education and fundable higher education; and

(b) how it intends to exercise its other functions.

(2) When making plans, a regional college must have regard to the importance of ensuring that funds made available to it under section 12 are used as economically, efficiently and effectively as possible.

(3) A regional college must, where it considers it appropriate to do so in the exercise of its functions, consult -

(a) the representatives of any trade union which it recognises or which otherwise appears to it to be representative of its staff;

(b) its students' association;

(c) the local authority for the area in which the regional college is situated;

(d) the governing body of any other post-16 education body which provides fundable further education or fundable higher education in the locality of the regional college;

(e) any other regional college or regional strategic body whom it considers likely to have an interest in the matter concerned;

(f) any person who appears to it to be representative of employers in the locality of the regional college;

(g) any person who appears to it to be representative of the interests of any sector for which the regional college provides specialist education or training;

(h) The Open University;

(i) The Skills Development Scotland Co. Limited;

(j) the Scottish Qualifications Authority; and

(k) Scottish Enterprise or Highlands and Islands Enterprise (as appropriate).

(4) Any particular requirement for consultation imposed on a regional college by virtue of this or any other enactment is without prejudice to subsection (3).

(5) A regional college must, so far as is consistent with the proper exercise of its functions, seek to secure the collaboration with the regional college of the following persons -

(a) the representatives of any trade union which the regional college recognises or which otherwise appears to it to be representative of its staff;

(b) the regional college's students' association;

(c) the local authority for the area in which the regional college is situated;

(d) the governing body of any other post-16 education body which provides fundable further education or fundable higher education in the locality of the regional college;

(e) any other regional college or regional strategic body whom it considers it appropriate to collaborate with;

(f ) The Open University;

(g) The Skills Development Scotland Co. Limited;

(h) the Scottish Qualifications Authority; and

(i) Scottish Enterprise or Highlands and Islands Enterprise (as appropriate).

(6) The Scottish Ministers may by order modify subsection (3) or (5) by -

(a) adding or removing persons, or types of persons, to which those provisions apply; or



(b) varying the description of any such person or type of person.

(7) But such an order may not modify paragraph (a) or (b) of subsection (3).

### **Regional colleges: improvement of economic and social well-being**

23C (1) A regional college is to exercise its functions with a view to improving the economic and social well-being of the locality of the regional college.

(2) In doing so, the regional college is to have regard to -

(a) social and economic regeneration needs in the locality; and

(b) social cohesion and social inclusion issues in the locality.

(3) For the purposes of subsection (2)(a), “needs” means needs which appear to the regional college -

(a) to exist for the time being or be likely to exist in the future; and

(b) to be capable of being addressed (wholly or partly) by the provision of fundable further education or fundable higher education.

(4) For the purposes of subsection (2)(b), “issues” means issues which appear to the regional college -

(a) to exist for the time being or be likely to exist in the future; and

(b) to be capable of being addressed (wholly or partly) by the provision of fundable further education or fundable higher education.

### **Regional college to have regard to particular matters**

23D (1) In exercising its functions, a regional college is to have regard to—

(a) skills needs in the locality of the regional college;

(b) issues affecting the economy of the locality of the regional college;

(c) social and cultural issues in the locality of the regional college; and

(d) the needs and issues in relation to Scotland identified by the Council for the purposes of section 20(1).

(2) In exercising its functions, a regional college is to have regard to the desirability of the achieving of sustainable development.

(3) In exercising its functions, a regional college is to have regard to the—

(a) United Kingdom context; and

(b) international context,

in which it carries on its activities.

(4) In exercising its functions, a regional college is to have regard to the educational and related needs (including support needs) of persons who are, and the likely educational and related needs (including support needs) of persons who might wish to become, students of the college.

(5) In exercising its functions, a regional college is to have regard to the desirability of enabling, encouraging and improving participation in fundable further education and fundable higher education by persons belonging to any socio-economic group which the regional college reasonably considers to be under-represented in such education.

(6) For the purposes of subsection (1)(a), “skills needs” means any requirement or desirability for skills or knowledge which appears to the regional college –

(a) to exist for the time being or be likely to exist in the future; and

(b) to be capable of being addressed (wholly or partly) by the provision of fundable further education or fundable higher education.

(7) For the purposes of subsection (1)(b) and (c), “issues” means issues which appear to the regional college –

(a) to exist for the time being or be likely to exist in the future; and

(b) to be capable of being addressed (wholly or partly) by the provision of fundable further education or fundable higher education.

(8) For the purposes of subsection (5), a socio-economic group is to be treated as under-represented in fundable further education or fundable higher education if participation in such education by persons in that group is disproportionately low.

(9) A regional college may take into account any social or economic characteristics which it considers appropriate when determining which groups are to constitute “socio-economic groups” for the purposes of subsection (5).

(10) A regional college is to have regard to the under-represented socio-economic groups identified by the Council for the purposes of section 20(4A) when determining -

(a) which groups are to constitute “socio-economic groups” for the purposes of subsection (5); and

(b) whether a socio-economic group so determined is under-represented in fundable further education or fundable higher education.

*References to “the Council” are references to the Scottish Funding Council*

## SECTION 23N OF THE 2005 ACT

### ASSIGNED COLLEGES: INFORMATION AND DIRECTIONS

23N (1) A regional strategic body's colleges must provide the regional strategic body with such information as it may reasonably require for the purposes of or in connection with the exercise of any of its functions.

(2) A regional strategic body may give such directions to its colleges, or to any of them, as it considers appropriate.

(3) Directions given under this section may be of a general or specific character.

(4) Before giving directions under this section, a regional strategic body must consult -

(a) any college to which the proposed directions relate;

(b) the representatives of any trade union recognised by such a college or which otherwise appears to the regional strategic body to be representative of its staff; and

(c) the students' association of every such college.

(5) A college must comply with directions given to it under this section.

(6) Directions given under this section may be varied or revoked.

(7) Nothing in this section allows a regional strategic body -

(a) to give directions in relation to the transfer of any staff, property, rights, liabilities or obligations<sup>11</sup>; or

(b) to give directions to a college whose governing body is not a board of management established in pursuance of Part 1 of the 1992 Act.

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<sup>11</sup> This reflects the provision as amended by the [Post-16 Education \(Scotland\) Act 2013 \(Modification of Legislation\) Order 2015, SSI 2015/153](#)

## SECTION 24 OF THE 1992 ACT

### MISMANAGEMENT BY BOARDS

24 (1) This section applies where -

(a) it appears to the Scottish Ministers that the board of management of any college of further education -

(i) have committed or are committing a serious breach of any term or condition of a grant made to them under section 12 or 12B of the Further and Higher Education (Scotland) Act 2005 (“the 2005 Act”);

(ii) have committed or are committing repeated breaches of such terms or conditions;

(iii) have failed, or are failing, to provide or secure the provision of education of such standard as the Scottish Ministers consider appropriate;

(iv) have failed, or are failing, to discharge any of their duties properly; or

(v) have mismanaged, or are mismanaging, their financial or other affairs; or

(b) the Council has informed the Scottish Ministers that a college of further education whose board of management is established in pursuance of this Part is not, or is no longer, a body for which there are suitable provisions, procedures and arrangements of the type described by or under section 7(2) of the 2005 Act.

(2) Where this section applies, the Scottish Ministers may by order—

(a) remove any or all of the members of the board (other than the principal of the college); and

(b) where a removed member was appointed under paragraph 3(2)(a) or (f) or 3A(2)(a) or (f) of Schedule 2, appoint another person in place of the removed member.

(3) Before making an order under subsection (2)(a), the Scottish Ministers must consult the Council.

(4) The Scottish Ministers must give notice of exercise of the power of removal conferred by subsection (2)(a) to the board and the member.

(5) An appointment made under subsection (2)(b) has effect as if made under the provision of Schedule 2 under which the removed member was appointed.

*References to “the Council” are references to Scottish Funding Council*

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## Standing Orders of the Board of Management of Inverness College UHI

### Preamble

Paragraph 11 of [Schedule 2 to the Further and Higher Education \(Scotland\) Act 1992](#) "Schedule 2", a Board may regulate its own proceedings and those of any Committee appointed by it.

The purpose of these Standing Orders is to ensure the orderly and effective conduct of the meetings of the Board of Management ("the Board") and of Committees of the Board ("Committees"). They shall apply to all meetings of the Board and its Committees and shall, subject to a resolution by the Board for their suspension, remain in force unless and until they are varied or revoked as hereinafter provided.

The Standing Orders were adopted by the Board on ..... (Date) and come into effect on ..... (Date). They replace all other Standing Orders previously adopted by the Board, which are hereby revoked.

### 1 Meetings of the Board and Committees

- 1.1 The Board shall hold ~~at least four as many~~ Board and Committee meetings within each academic year ~~for the performance of its functions and at such times, places and frequency as the Board determines.~~
- 1.2 The Board Secretary shall produce an annual programme of meetings which shall be presented to the Board for approval.
- 1.3 Extraordinary meetings of the Board and Committees may be called on the instructions of the Chair or by agreement by a majority of the members entitled to vote at such a meeting.
- 1.4 Board and Committee meetings shall be called giving no less than five working days' notice. Where extraordinary meetings are called and, exceptionally, due to the urgency of the business five working days' notice cannot be given, notice will be given as soon as is reasonably practicable and giving no less than 2 working days' notice.

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Commented [FA1]: This is the current practice

### 2 Quorum and Voting Rights

- 2.1 The quorum for a meeting of the Board ~~shall be no less than one half of the members entitled to vote at such a meeting or for a meeting of a Committee, no less than three shall be no less than one third/one half of the of the~~ members entitled to vote at such a meeting.
- 2.2 If a meeting does not have a quorum of members present 15 minutes after its scheduled start time or falls below having a quorum of members present part way through, the Chair must either adjourn the meeting to a new date and time, or

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proceed with the agenda, ensuring that any decisions are taken by members at the next meeting of the Committee or Board, whichever is the sooner.

- 2.3 If the Chair of the Board or Committee is not present at any meeting, the Vice Chair (where this office exists) shall assume that role. Where a Vice Chair is not available, members shall elect from amongst themselves a Board member who is entitled to vote as the Chair of that meeting.
- 2.5 A question on which a vote is required shall be determined by a majority of votes of the members of the Board present and voting on the question and, in the case of an equal division of votes, the Chair of the meeting shall have a second or casting vote.
- 2.6 Only matters identified on the agenda as requiring a decision shall, if consensus is not possible, be decided by vote.
- 2.7 In exceptional circumstances, such as for matters requiring urgent attention, and when the approval of the Board or Committee is required, decisions can be taken, with the prior agreement of the Chair, by written procedure. That is, decisions can be taken without calling a physical meeting of the Board or Committee. In such circumstances for a decision to be deemed to be taken:
- the Board Secretary shall email all Board or Committee Members outlining the decision required, together with relevant briefing information
  - a quorum, as defined in 2.1 of these Standing Orders, must have replied to the email
  - the Board Secretary shall ensure that a deadline for response is clearly specified and Board members shall endeavour to respond within that timeframe
  - any decisions taken in this way shall be homologated at the next relevant meeting of the Board or Committee.
- 2.8 Where a proposal is amended, voting will take place on the amendment against the proposal, or the series of amendments, in the order of the last amendment first, until a single amendment is put against the proposal. Thereafter, voting will take place upon the proposal amended. All members have a single vote.
- 2.9 No-one shall be entitled to ender his or her dissent from any decision, except at the meeting at which it has been passed; but any member not present may at the next meeting have his or her dissent recorded.
- 2.10 No proposal nor any amendment to any such proposal, shall be moved if it involves a reconsideration of any question or proposal which has been decided or adopted by the Board at any time within the preceding six months unless:
- it is moved by the Chair
  - in addition to being signed by the mover, it is signed by at least one third of the total members of the Board.

### 3 Attendance at Board and Sub Committee Meetings

- 3.1 The Board Secretary shall have oversight of all Board and Committee meetings in order to ensure meetings are conducted in accordance with legislation, terms and conditions of grant (including in relation to its Financial Memorandum with UHI as the Regional Strategic Body, the Scottish Public Finance Manual, the Code of

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Good Governance for Scotland's Colleges), the -Board's Scheme of Delegation and these Standing Orders, and in order to ensure —a record is kept of proceedings.

- 3.2 It shall be a matter for the Board or Committee to determine which College employees (with the exception of the staff Board Members who shall be invited to attend all meetings of the Board and Committees they are a member of) or other individuals should be invited to attend any Board or Committee meeting or any part of it in an advisory capacity in order to ensure that the Board or Committee has the required advice to fulfil its functions. Where invited to do so by the Chair at the meeting, these employees or individuals may contribute to the discussion, but may not vote or contribute to any decision being taken.
- 3.3 The Board may decide to meet privately without the Principal or any Senior Management Team members being present. In these circumstances the Secretary to the Board shall be present at the meeting unless requested by the Chair to leave. Where the Secretary to the Board is requested to leave, there must be a clear and specific reason for this recorded in the minutes and the Chair shall ensure that appropriate arrangements are made for recording the discussion and any decisions taken at the meeting in the minutes. Staff and Student Board members are permitted to attend such meetings unless they have a conflict of interest in relation to the matter being discussed.

#### 4 Agenda

- 4.1 The Board Secretary in consultation with the Chair shall prepare the draft agenda. Other Board members may place an item or paper on the agenda for discussion by submitting this to the Secretary to the Board no later than 10 working days in advance of the meeting (except in the case of an extraordinary meeting where only the urgent business notified at the time the meeting was requested will be placed on the agenda). The Secretary shall ensure that all items placed on the agenda fall within the remit of the Board or Committee.
- 4.2 All matters for consideration by the Board or Committee shall be clearly identified on the draft agenda as to whether it is for ~~approval~~, decision, ~~discussion~~, or noting ~~or for~~ ~~information purposes~~.
- 4.3 The order of business shall be:
- Apologies for absence
  - Declarations of any Potential Conflicts of Interest in relation to any agenda items
  - Approval of the minutes of the previous meeting
  - Matters arising
  - All other business with those items of business requiring approval or a decision taking precedence over items of business for noting
  - Date of the next meeting(s)
- 4.4 All business at Board and Committee meetings shall be conducted through the Chair by members indicating to the Chair that they wish to speak. The Chair shall be heard without interruption.
- 4.5 The Chair shall be responsible for the general conduct of the meeting to preserve order and to ensure that every member has the opportunity to contribute.

#### 5 Board and Committee Papers

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- 5.1 Board and Committee papers may be submitted by the Principal, a Board or Committee member, a member of the Senior Management Team or the Secretary to the Board.
- 5.2 The Board Secretary shall ensure the circulation of papers to Board or Committee members at least 5 working days prior to the meeting. Where this timescale is not possible, the Board Secretary shall advise members of this and advise of the reason for the delay and when papers might be expected.
- 5.3 The Board Secretary shall be responsible for ensuring that Board papers are timeously published on the College's website, only redacting information where it is confidential.

## 6 Minutes of Board and Committee Meetings

- 6.1 In addition to recording the decisions and basis of decisions of all business on the agenda, the minutes shall include a record of those members present and any individuals in attendance, for all or part of the meeting.
- 6.2 Draft minutes shall be prepared for the Chair's agreement normally within five working days of the meeting and shall be labelled "draft".
- 6.3 Once agreed by the Chair, minutes shall be circulated to members normally within ten working days of the meeting and shall be labelled "unapproved circulated".
- 6.4 The minutes shall be considered for approval by the Board or Committee at its next meeting and the Chair of the meeting shall thereafter sign ~~confirm~~ the minute which ~~shall~~ be labelled "final version".
- 6.5 The Board Secretary shall be responsible for ensuring that a signed final version of the minutes is securely retained.
- 6.6 The Board Secretary shall be responsible for ensuring that the final version of the minutes of each Board and Committee meeting is timeously published on the College website.
- 6.7 In the event that extraordinary business is being transacted and additional meetings are being arranged, the timescales for preparing minutes shall be adjusted to ensure their availability for approval at the next meeting.
- 6.8 Where a Committee meets infrequently, draft minutes shall be circulated by email to all Members who will be required to confirm their approval or otherwise of the draft within eight weeks of the meeting having taken place. The meetings shall thereafter be confirmed by the Chair of the meeting, ~~and~~ labelled as "final version" and signed as soon as is practicable.
- 6.9 All Committee minutes will be submitted to the Board for information at the next scheduled meeting of the Board, regardless of whether the minutes are labelled as draft, unapproved circulated or final version.

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**Commented [FA4]:** This would refer specifically to Search and Nomination and PR&R and if it meets again New Campus Project Board. This is a change from the current practice whereby a minute is not approved until the next meeting, however far away in the future

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## 7 Establishment of Committees and Sub-Committees

- 7.1 As provided for in Schedule 2, the Board may establish Committees and a Committee may establish sub-committees. References in these standing Orders include sub-committees.

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7.2 A Committee shall consist of at least ~~three~~ five Board members appointed by the Board. One of these Members shall be elected as Chair of the Committee. The Board may also wish to elect a Vice Chair of each Committee.

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7.3 Each Committee shall review its remit ~~biennially~~ annually unless there is an urgent matter to be considered and shall submit any proposed changes to the Board for approval.

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## 8 Appointment of Vice Chair

A Vice Chair shall be appointed by the Board from amongst its members.

In the absence of the Chair, the Vice Chair shall have the authority the Chair would have under these Standing Orders.

## 9 Suspension of Standing Orders

These Standing Orders may be suspended when at least two-thirds of the members present entitled to vote agree to such a motion.

Approved by the Board XX Month 20XX

## Scheme of Delegation of the Board of Management of Inverness College UHI

### Preamble

In accordance with paragraph 12(4) of the Further and Higher Education (Scotland) Act 1992 ("the 1992 Act") a Board may delegate the performance of any of their functions to their chair, to any Committee appointed by them or to any member of their staff.

In accordance with paragraph C.8 of the [Code of Good Governance for Scotland's Colleges](#) ("the Code") delegation of responsibilities from, and matters reserved to, the Board and its Committee must be clarified through a Scheme of Delegation including the functions delegated by the Board to the Chair, Committees, the Principal and the Board Secretary.

This Scheme of Delegation must be approved by the Board before it comes into effect, and any subsequent amendments must also be approved by the Board.

### 1 Authority Reserved to the Board

Whilst initial discussion or consideration may take place by Committees or individuals, the Board reserves its authority with regard to the undernoted matters:

- 1.1 determining the objectives of the Board
- 1.2 final approval of the College's Strategic Plan and Regional Outcome Agreement
- 1.3 approval of the year-end annual report and accounts
- 1.4 approval of the annual budget
- 1.5 final consideration of the Annual Audit Report
- 1.6 approval of the strategic risk register
- 1.7 acquisition and disposal of heritable property, subject to approval of the Scottish Funding Council
- 1.8 appointment of Board members, in accordance with the [1992 Act](#) and the [College Sector Board Appointments: 2014 Guidance](#)
- 1.9 appointment and removal of the Principal
- 1.10 appointment and removal of the Board Secretary (in accordance with paragraph D.13 of the [Code](#))
- 1.11 approval of terms and conditions of appointment of Board members
- 1.12 approval of the Students' Association constitution and the election regulations for student officers
- 1.13 delegation of functions of the Board including remits of Committees and this Scheme of Delegation
- 1.14 the making, amendment and revocation of the Standing Orders of the Board.

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### 2 Delegation to Committees

- 2.1 In accordance with paragraph 13 of the [1992 Act](#), the Board may establish Committees for any purpose and any such Committee may appoint Sub Committees.
- 2.2 In accordance with paragraph C.8 of the [Code](#), the minimum Committees required are Audit, Remuneration, Finance and Nominations/Appointments.

- 2.3 Each Committee and Sub Committee shall have a clearly defined remit which shall clearly set out the duties and responsibilities delegated. The remit must be approved by the Board. The Committee may suggest amendments to the remit, but any amendments must be approved by the Board before they are implemented.
- 2.4 The Board may delegate functions to a specific Committee, and this shall be clearly detailed within the minutes of the appropriate meeting.
- 2.5 The Board reserves the right to review the Committees required and the authority delegated to them as and when it deems it appropriate to do so.
- 2.6 The minutes of each Committee meeting will be submitted to the Board for information at the next appropriate meeting. In addition, the Committee Chair shall give an update to the Board on key issues where requested to do so.

### **3 Delegation to Chair of the Board**

The Chair must abide by the terms and conditions of their appointment in leading the Board and ensuring its effectiveness, and in exercising any delegated authority. The Chair has delegated authority to:

- 3.1 exercise judgement in the event of a need for an urgent decision during the period between Board meetings, such that:
  - 3.1.1 an extraordinary Board meeting is called in the case of material decisions;
  - 3.1.2 a proposal is circulated and a decision is approved by email (in accordance with the [Standing Orders](#)) and is thereafter homologated at the next Board meeting.
- 3.2 on behalf of the Board, sign and date the College's Annual Report and Accounts, after Board approval, and other documents as may be required.
- 3.3 represent the Board within the College and externally.
- 3.4 issue communications on behalf of the Board in whatever form is appropriate, both within and out with the College.
- 3.5 monitor, review and record the Principal's performance at least annually against performance measures agreed by the Board.
- 3.6 monitor, review and record the Board Secretary's performance at least annually against performance measures agreed by the Board.
- 3.7 ensure each Board member participates in an annual development meeting, facilitated either by the Chair or Vice Chair.
- 3.8 initiate action further to a decision of the Board to take disciplinary action against, or suspend, the Principal or Board Secretary.
- 3.9 initiate action further to a decision of the Board to appoint a new Principal or Board Secretary.

### **4 Delegation to the Principal**

The Principal, as Chief Executive of the College, shall be responsible for the operational management of the College subject to strategic and policy direction by the Board and the terms of any specific authority reserved to the Board. The Principal may in turn delegate tasks as appropriate to staff.

The Principal has delegated authority to:

#### **General Management**

- 4.1 take such measures as may be required in emergencies subject to advising the Chair where possible and homologation at the appropriate Committee or to the Board as soon as possible thereafter on any items for which approval of the Committee or the Board would normally be necessary.
- 4.2 facilitate the management of the College and its provision of services within the framework determined by the College's Strategic Plan, the Regional Outcome Agreement, the approved budget, and any other policies and strategies determined by the Board.
- 4.3 consult on behalf of the Board with representatives from key organisations, local and national, about the priorities contained within the College's Strategic Plan and in the Regional Outcome Agreement prior to final approval by the Board.
- 4.4 respond on behalf of the Board to consultative documents that may be sent to the College by the Scottish Government, the Scottish Funding Council or other external agencies.
- 4.5 incur expenditure in making visits and the provision of reasonable hospitality to representatives of other Colleges, organisations and companies, taking into account the principles of the Bribery Act.
- 4.6 give a direction in special circumstances that any member of staff shall not exercise a delegated function.
- 4.7 take out membership of and attend meetings of outside bodies and professional associations where it is compatible with the duties of Principal and in the interests of the College to do so.
- 4.8 authorise the issue of press releases for publication and broadcasting on behalf of the College.
- 4.9 authorise the publication of any document on behalf of the College.
- 4.10 engage the services of outside persons, firms or organisations and enter into contracts and sign all deeds and other documents binding the Board for all purposes except those where the power to engage such services is not delegated to a Committee or is not reserved to the Board.
- 4.11 raise funds for and supply them to any of the activities which the Board has power to undertake.
- 4.12 provide courses as required by outside agencies and negotiate appropriate charges for these.

- 4.13 determine the dates of the College holidays and other details of the College's academic calendar.
- 4.14 appoint a senior member of staff to deputise for the Principal during periods of planned absence.

#### **Staff Management**

- 4.15 determine an appropriate staff structure for the College consistent with the conditions of employment that currently apply after consultation and (where appropriate) negotiation with representatives of recognised trade unions and professional institutions.
- 4.16 consult and negotiate with representatives of recognised trade unions and professional associations on behalf of the Board.
- 4.17 establish procedures for the appointment of College staff in circumstances where the power to appoint has not been delegated to a Committee or is not reserved to the Board.
- 4.18 supervise, manage and deploy staff within the College and arrange appropriate induction and training for College staff.
- 4.19 establish procedures for taking disciplinary action against College staff up to and including dismissal subject to complying with the policies laid down by the Board.
- 4.20 grant unpaid leave of absence to any member of College staff in accordance with the relevant policies laid down by the Board.
- 4.21 represent the Board in negotiating and implementing conditions of service in relation to relevant College staff.
- 4.22 approve the secondment of College staff to external agencies in accordance with relevant policies laid down by the Board and to approve the appointment, where necessary, of a temporary replacement for the duration of the secondment.
- 4.23 in exceptional circumstances, agree individual severance arrangements with staff, taking into account limits set by the Scottish Funding Council and functions delegated to the Board or a Committee.
- 4.24 establish any other procedures required for the orderly management of College staff.

#### **Student Management**

- 4.25 arrange for the provision of appropriate curriculum and support services for students and clients.
- 4.26 administer, in accordance with any policy determined by the Scottish Government or the Scottish Funding Council, with UHI as the Regional Strategic Body or the Board the disbursement of monies to students —attending the College.
- 4.27 administer, in accordance with any policy of the Board, the provision of financial or other assistance to students of the College.

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- 4.28 set and amend as necessary the level of tuition fees, examination expenses, maintenance and contribution scales for all courses offered by the College and to waive or grant remission of such fees or expenses in special cases within guidelines set by the Board.
- 4.29 authorise students, and to make grants to students, to enable them to attend courses and conferences and to undertake educational visits and excursions within, the UK or abroad, within approved budgets and policies of the Board.
- 4.30 take appropriate disciplinary action, including exclusion, against students in accordance with any policies of the Board.
- 4.31 provide financial or other assistance to the Students' Association of the College within the terms approved by the Board.

#### **Property Management**

- 4.32 allocate accommodation within the College in order to meet student and staff needs and to arrange for any necessary alterations or adaptations to College property.
- 4.33 apply to the appropriate authority for any necessary statutory consents.
- 4.34 grant any way leave or servitude over property of the College on such terms as may be appropriate.
- 4.35 grant the use of College accommodation to outside bodies or persons for the purpose of holding meetings and functions on such terms and conditions as are reasonable in the circumstances.

#### **Financial Management**

- 4.36 take personal responsibility for ensuring the proper and effective operation of financial, planning and management controls, and for giving effect to the Board's policies for securing the efficient, economical and effective management of all the College's income, assets and expenditure.
- 4.37 act at all times in compliance with the Financial Memorandum with UHI as the Regional Strategic body, conditions of grant, Scottish Public Finance Manual, and to follow the College's Financial Regulations —taking particular account of the delegated financial limits.
- 4.38 enter into and negotiate contracts and other binding arrangements for the supply of goods and services (whether bought, leased, hired or otherwise acquired) to the College or to authorise another to enter into such contracts up to a value of the relevant EU Procurement threshold or Board approved budgetary limits and all in accordance with the College's financial regulations.
- 4.39 terminate contracts, when it is in the best interests of the College to do so.
- 4.40 check the financial standing of potential contractors.
- 4.41 dispose of assets up to the value of the delegated financial limit as set out in the Finance Regulations and in line with the requirements of the Scottish Public Finance Manual.

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- 4.42 administer any educational endowment which transferred to and vested in the Board in terms of Section 19(1) of the 1992 Act.
- 4.43 take out any necessary insurances to protect the interests of the College.
- 4.44 settle any claims whether or not such claims are insured or whether or not a court action has been raised.
- 4.45 spend public funds only for the purposes for which they were given and in accordance with any terms and conditions attached to them.
- 4.46 arrange for the presentation to the Board for approval an annual budget of income and expenditure, including revenue and capital, and to give regular updates on income and expenditure account, balance sheet and cash flow statement.
- 4.47 arrange for the preparation, audit and presentation to the Board of accounts following the end of each financial year in compliance with the requirements of the Accounts Direction and encompassing Audit Scotland and the Scottish Funding Council instruction.
- 4.48 report to UHI as the Regional Strategic Body, to the Scottish Funding Council should the Board adopt a policy or commission —an action which is incompatible with the terms of the Financial Memorandum or the —Scottish Public Finance Manual, or which would infringe on the requirements of propriety or regularity, and report to the Board in writing on such matters being —considered, and advise the Board that, should it wish to choose to continue with the —policy or action, then as accounting officer he or she must report the Board's —intentions to UHI as the Regional Strategic Body and to the Scottish Funding Council in writing.

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## 5 Absence of the Principal

- 5.1 In the absence of the Principal, the Executive Team shall ensure that the essential functions and delegated authorities of the Principal are carried out with due regard to any relevant provisions of the Financial Memorandum ~~with Fundable Bodies in the College Sector, with UHI as the Regional Strategic Body~~
- 5.2 After a period of four weeks' unplanned continuous absence of the Principal, the Board shall designate ~~the Depute Principal a Vice Principal~~ as the accountable officer for the duration of the Principal's absence, ensuring that UHI as the Regional Strategic Body and the Scottish Funding Council is advised of —such absence at the earliest opportunity.

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## 6 Delegation to the Board Secretary

The Board Secretary has delegated authority to:

- 6.1 administer, circulate, retain and publish as appropriate the records of all Board and Committee business.
- 6.2 undertake appropriate actions to ensure that the Board is sufficiently informed of its obligations as defined in legislation, the terms and conditions of grant, the Scottish Public Finance Manual, the Code and the Standing Orders.
- 6.3 administer staff elections to the Board and act as returning officer.



- 6.4 act as Standards Officer in accordance with Advice on the [Role of a Standards Officer](#) (issued by the Standards Commission for Scotland).
- 6.5 in accordance with the Code, report any unresolved concerns about the governance of a body to the relevant funding body (i.e. the Scottish Funding Council or the regional strategic body).
- 7 Absence of the Board Secretary**
  - 7.1 In the absence of the Board Secretary, the Board shall agree temporary arrangements that can be put in place either by appointing a staff member to fulfil the delegated functions, or by making such other arrangements as may be required.
- 8 Previous Schemes**
  - 8.1 This Scheme of Delegation replaces any previous versions as may have been approved by the Board.

Approved by the Board XX Month 20XX

**Appointment of Teaching (Academic) and Non-Teaching (Support) Staff Members to the Board of Management of Inverness College UHI**

**Election Rules**

- 1 In accordance with Schedule 2 to the Further and Higher Education (Scotland) Act 1992 ("Schedule 2), the Board must include two members of staff. One shall be appointed by being elected by the teaching ("academic") staff of the college from amongst their own number and the other shall be appointed by the non-teaching ("support") staff of the college from amongst their own number.
- 2 Paragraph 3B(1) of Schedule 2 provides that such elections must be held in accordance with rules made by the Board.
- 3 Before making, varying or replacing these Election Rules, the Board must, as required under 3B of Schedule 2, consult the representatives of any trade union which the Board recognises as being, or which otherwise appears to the Board to be, representative of the academic/support staff of the College.
- 4 Having consulted relevant representatives as required under paragraphs 3(B)(2) and (3) of Schedule 2, these election rules have been made by the Board under paragraph 3(B)(1) of Schedule 2. These rules were made by the Board on [ ] and come into effect on [ ].
- 5 For the purposes of these election rules, staff groups are defined as follows:
  - **Teaching Staff/Academic Staff** – all staff (including Managers) who are on the academic staff payroll.
  - **Non-Teaching Staff/Support Staff**– all staff (including Managers) who are on the support staff payroll.
- 6 Appointments shall proceed as follows:
  - (a) The appointment shall be made by election administered by the Returning Officer (the Returning Officer shall normally be the Secretary to the Board. Where the Secretary to the Board is unavailable, the Board must appoint another staff member to act as Returning Officer).
  - (b) The Returning Officer shall communicate to staff any vacancies that arise and request nominations for membership from the Academic or Support Staff as relevant.
  - (c) Such nominations must be received by the Returning Officer by the date specified in the communication, being not less than fourteen days from the date of the communication.
  - (d) Each nomination must be signed by the nominee, the proposer and one other person all being members of the academic or support staff as appropriate. Only academic members of staff may nominate the academic member and only support staff may nominate the support staff member.
  - (e) If more than one nomination is received, the Returning Officer shall thereafter arrange for an election to be conducted using an appropriate electronic system and shall notify each member of the academic or support staff of the college as appropriate of the names of the nominees and the process to be followed.

- (f) The election shall be completed by the date and time specified in the notice issued by the Returning Officer being not less than seven days from the date of the issue of the notice of the election. Only academic members of staff may vote for the academic member and only support staff may vote for the support staff member. All staff members who are eligible to vote shall each be entitled to one vote.

7 The following rules shall be followed as regards counting votes:

- (a) The Returning Officer shall offer each nominee the opportunity to be present or represented at the counting of votes.
- (b) The counting of votes shall take place within 24 hours of the time set for the close of the election and shall be done by the Returning Officer in the presence of such nominees or their representatives as have chosen to attend.
- (c) The nominee receiving the most votes shall be declared elected.
- (d) In the event of a tie the election shall be decided by the drawing of cards or lots amongst the nominees with the most number of votes.
- (e) In the event of elections for academic and support staff members being held concurrently, the counting of votes shall be done as a separate and consecutive process for each election.
- (f) The Returning Officer may use such staff of the College as may be necessary to assist in the counting of votes.
- (g) The names of the persons elected shall be reported to the next meeting of the Board after the election, and announced to all staff.

The 'counting of votes' may be a physical count of ballot papers where a paper system has been used, or the opening of an electronic report where an electronic voting system has been used.

8 The following rules shall apply in the event of a vacancy arising in respect of the appointment for a staff member:

- (a) In the event of an election requiring to be held because of the expiry of the term of office of the respective members of the Board the procedures set out above shall be completed no later than four weeks prior to the date of expiry.
- (b) In the event of an election requiring to be held because of a resignation or death of the respective members of the Board the procedures set out shall be completed no later than eight weeks after the vacancy occurs. The eight weeks excludes College vacation periods to ensure that all staff have the opportunity to participate.

## Appointment of Teaching (Academic) and Non-Teaching (Support) Staff Members to the Board of Management of Inverness College UHI

### Sample Advertisement

As you may be aware, membership of the College Board of Management includes two places for College staff members (one academic and one support). The position of **[academic/support]** member will become vacant on **[date]**. The Board has a strong commitment to equality and diversity and particularly welcomes Board members from those groups under-represented on Scotland's public bodies.

Staff members of the Board of Management are full members and have the same rights, responsibilities and obligations as other Board members. Staff members are **not** there as 'representatives' of the staff, they are there to bring knowledge and expertise of the day-to-day workings of the College into Board meetings, processes and decision-making.

Nominations are sought to fill the current vacancy. Nominations must come from current members of **[academic/support]** staff. Each nomination will require a proposer and seconder, both also current members of **[academic/support]** staff. The nominee must also prepare a support statement, which should give a brief outline of why they should be elected to the Board. This will be used in the event of an election being required.

Where only one nomination is received, that nominee will automatically be elected to the Board. Where more than one nomination is received, an election by electronic secret ballot will take place and the nominee receiving the most votes shall become elected to the Board. In the event of a tie the nominee shall be determined by the drawing of cards or lots.

The term of appointment shall be for a period of four years.

Information about the role and on the role of a Board member is available .....

Nomination forms can be found .....

Should you require any additional information or have any queries, the Board Secretary would be happy to meet with you – **[insert name]** – **[insert e mail]**

**Appointment of Teaching (Academic) and Non-Teaching (Support) Staff Members to the  
Board of Management of Inverness College UHI**

**Sample Nomination Form**

We, the undersigned, wish to nominate:

Name: .....

[Curriculum Area / Department]: .....

For election as the **[academic/support]** staff member of the Board of Management. Our nominee has agreed to stand for election, and has provided a supporting statement overleaf.

---

**PROPOSER**

Name: .....

Signed: .....

Department: .....

Date: .....

---

**SECONDER**

Name: .....

Signed: .....

Department: .....

Date: .....

---

**Notes**

- All proposers, seconders and nominees must be eligible to stand for election as the **[academic/support]** staff member on the Board of Management.
- Proposers can only propose one person and cannot be a nominee or seconder.
- Seconders can only second the nomination of one person and cannot themselves be a nominee or proposer,
- Nominees cannot act as a proposer or seconder to any other nominee.
- Proposers, seconders and nominees shall be entitled to one vote in the event that an election is required.
- Return Form to: **[insert name]** Secretary to the Board of Management, 1 Inverness Campus, Inverness, IV2 5NA or e mail **[insert e mail]** by **[insert date and time]**. Late returns shall not be accepted.

**Nominee's Supporting Statement**  
**(Maximum 150 Words)**

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I accept the nomination to stand for election as the **[academic/support]** staff member of the Board of Management.

Name: .....

Signed: .....

**[Curriculum area / Department]:** .....

Date: .....

## Board of Management

Subject/Title:	Equality Outcomes Annual Report		
Meeting and date:	Board of Management - 28 March 2017		
Author:	Lindsay Ferries, Director of Organisational Development		
Link to Strategic Plan:			
Cost implications:			
Risk assessment:	Yes <b>If yes, please specify:</b>		
Status – Confidential/Non confidential	Non Confidential		
Freedom of Information Can this paper be included in “open” business	yes		
If a paper should <b>not</b> be included within “open” business, please highlight below the reason.			
Its disclosure would substantially prejudice a programme of research (S27)		Its disclosure would substantially prejudice the effective conduct of public affairs (S30)	
Its disclosure would substantially prejudice the commercial interests of any person or organisation (S33)		Its disclosure would constitute a breach of confidence actionable in court (S36)	
Its disclosure would constitute a breach of the Data Protection Act (S38)		Other (please give further details)	
For how long must the paper be withheld? (express either as the time which needs to pass or a condition which needs to be met.)			

### Recommendation(s)

The Board of Management is asked to discuss and agree the report.

### Purpose of report

To provide the Board with an update on progress towards reporting on Equalities Trends and Outcomes for the period 2013-17. Also to highlight the changes to legislation and SFC reporting requirements going forward.

## Main body of information

In April 2013 we set out our equality objectives and published our first Inverness College UHI Equality Outcomes for 2013 – 2017.

The commitments are structured under the following themes:

1. Institutional Leadership and Governance;
2. Learning and Teaching;
3. Students;
4. Staffing;
5. Staff Development;
6. Communication;
7. Performance

Contained within this report are updates on progress between 2013 and 2017. Going forward, the SFC guidance on Regional and College Outcome Agreement requires colleges and universities to address inequalities through a published Access and Inclusion strategy alongside a Gender Action Plan. These are due for publication in July 2017.

While these address actions to tackle inequality in relation to students including participation and attainment, the Public Sector equality duty also requires colleges and universities to take action to address inequalities as an employer.

This report sets out our relative performance in light of our equality outcomes as stated in 2013, a further staffing report will follow.

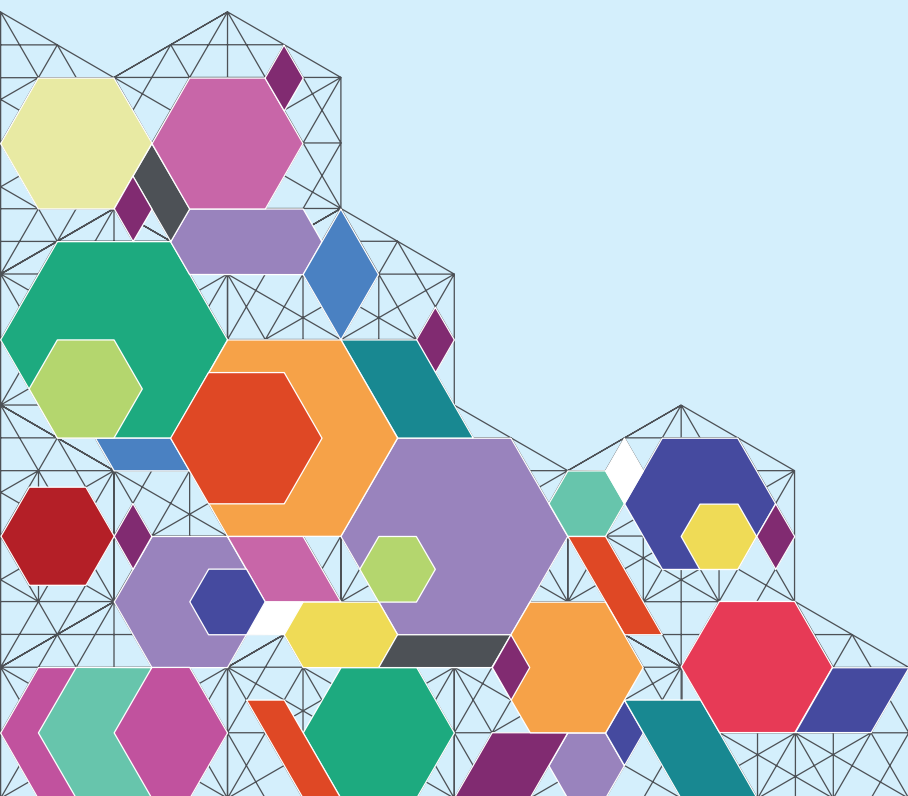


START  
TOMORROW  
TODAY

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# Equality Outcomes Report 2013 - 2017

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University of the  
Highlands and Islands  
Inverness College

## 1. Equality Theme – Institutional Leadership and Governance

**Outcome** – The Board of Management understand their responsibilities in line with the Equality Act.

Over the period of this report all existing and new Board of Management members have received formal training delivered by the Senior Management lead for equalities. The training covers the role of board members in scrutinising the progress made by the college across board committees and the strategic relevance of equalities in an educational context. Equality and Diversity Training is included as part of the standard induction for all new Board of Management members.

Chaired by the SMT lead for Equalities, the Equality and Diversity Committee met four times per year over the period of the report and continues to meet four times per year to address progress towards meeting the college equality outcomes. This is now refocussed in light of the SFC guidance for college outcome agreements and will also focus on the Access and Inclusion Strategy and Gender Action plan.

Membership of this committee includes a cross section of staff and benefits greatly from student representation through the Inverness College Student Association Vice President– Equalities.

Furthermore, the student vice president - equalities became a member of the Board of Management and has taken the role of equalities link at a student level. This has worked well and has ensured that alongside management reporting that the student voice is considered in all matters relating to the equalities agenda.

**Outcome** – The Board of Management membership is in keeping with the Scottish Government commitment to ensure gender balance by 2020.

In line with the Scottish Government commitment to ensure gender diversity in Board membership, the college has done well over the last four years to attract and maintain a gender balanced membership.

### Board Membership Gender Balance 2013 - 2017

Year	Male	Female	Vacancies
June 2013	8	7	1
June 2014	7	8	1
June 2015	5	10	3
June 2016	8	8	2
March 2017	7	9	2

This has been attributed to a range of initiatives over the period to help maintain this position these include:

- the use of a variety and broad range of mediums to attract candidates;
- at each recruitment campaign, taking the opportunity to highlight profiles of current board members on the College website;
- at each recruitment campaign, holding an open evening where potential applicants can meet board members, learn a little about the role and about the college in an informal setting;
- maximising the use of press releases to make specific reference to the diversity of the Board;
- the use of social media, namely twitter and Facebook to appeal to and engage with diverse groups;
- periodically reviewing the timings of Board and Committee meetings, to take into account the work and family commitments of board members.

The Board of Management will continue to use these mechanisms to continue to build on the diversity of the Board going forward.

## 2. Equality Theme – Learning and Teaching

**Outcome** - Equality and diversity, are promoted effectively throughout the curriculum (Education Scotland<sup>1</sup>)

Education Scotland conducted its 4-yearly external review of the college in March 2016. The external review report contains the following judgement:

“The college actively promotes equality and diversity through its *Equality Outcomes Strategy*. Where opportunities arise within the curriculum, teaching staff work well to develop learner understanding of equality and diversity.

The college offers a suitable portfolio of FE programmes which meets the needs of learners well. Almost all curriculum teams ensure that programme content is appropriate and addresses the needs of different groups of learners from diverse backgrounds and circumstances. Almost all programmes also provide clear progression routes into further learning and take good account of the requirements of local industries.

The college provides high levels of support for learners who need to overcome barriers to learning. Most of these learners progress into employment or further study. Almost all learners are well aware of where and how to access services to support learning.”<sup>2</sup>

Over the last two years the college has worked with staff to implement the Framework for Excellent Learning and Teaching. One of the aims of the framework is to ensure equality and diversity are positively promoted throughout the curriculum, supported

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<sup>1</sup> Encompassing the former Her Majesty's Inspectorate of Education (HMIE)

<sup>2</sup>

<https://www.education.gov.scot/assets/contactorganisationinspectionreports/invernesscollegehirev06may2016.pdf>  
p.9

through the professional review process. This is progressing well. The *Framework for Excellent Learning and Teaching* (part of the Learning and Teaching Strategy) identifies among its characteristics that excellent learning and teaching:

- is built on a foundation of respect and positive relationships, and;
- develops essential skills, capacities and attributes

The first of these characteristics includes the principles that the learning environment (face-to-face or virtual) is safe, positive and engaging, and is a place where students feel respected, included and able to learn regardless of their circumstances or particular needs. That teaching staff promote positive behaviour and take responsibility for creating a climate of respect and trust, and that they take an interest in individual students and have an awareness of their circumstances and background.

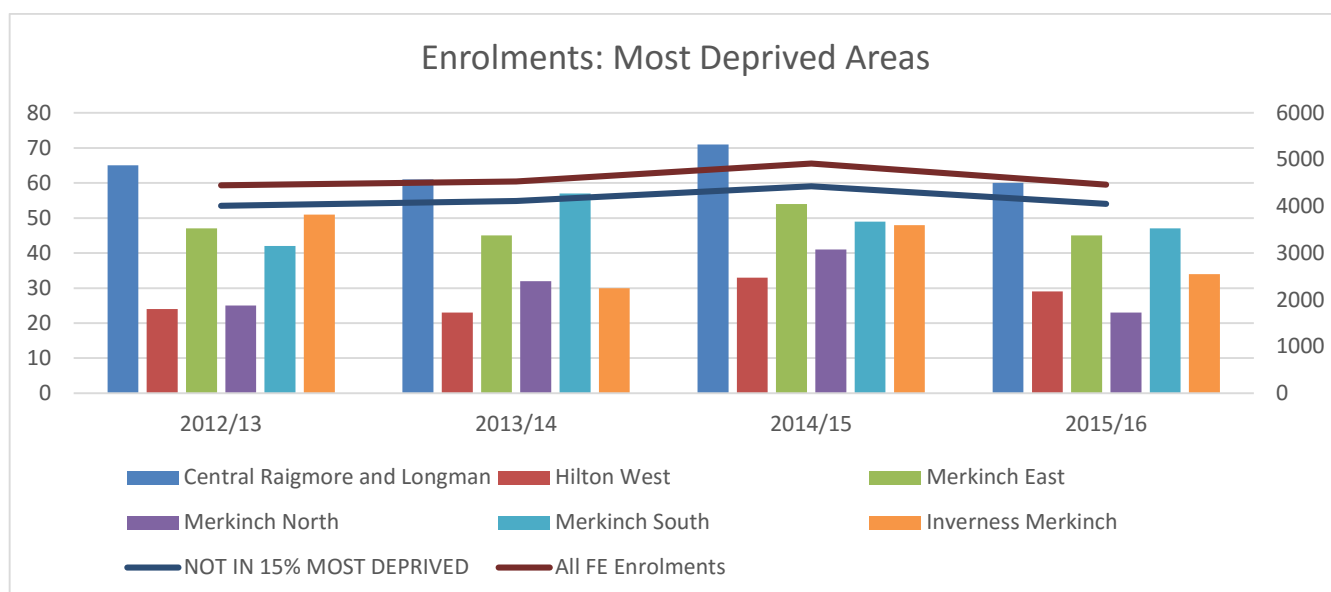
The second characteristic includes the principle that opportunities to promote positively equality and diversity should be identified and used effectively by teaching staff to raise awareness of social and intercultural diversity.

Staff development aligned with the framework and characteristics has taken place and will continue. The college has also developed and implemented a lesson observation model, *Professional Discussion on Learning and Teaching (PDLT)*. The model evaluates an observed episode of learning, along with the findings from discussion with the students and the lecturer, against the framework, including the characteristics and principles set out above.

### 3. Equality Theme - Students

**Outcome:** Students from the most deprived areas in highland are represented in post-school education.

**Outcome:** Increase enrolment for students from the four data zones identified as the most deprived areas in Inverness: Inverness South Kessock; Merkinch N/S/E; Inverness Hilton West; Inverness Central and Longman by **0.2%** year on year.



*Enrolments from most deprived areas over time*

<b>Year</b>	<b>Total enrolments</b>	<b>Enrolments: most deprived areas</b>	<b>% Enrolments: most deprived areas</b>
<b>2012-13</b>	4449	254	5.7%
<b>2013-14</b>	4535	248	5.5%
<b>2014-15</b>	4916	296	6.0%
<b>2015-16</b>	4462	238	5.3%

The number of enrolments from the identified most deprived areas has fluctuated between 2012-13 and 2015-16. The enrolments from these areas as a percentage of all FE enrolments has varied from between 6.0% and 5.3% over the same period.

Our Access and Inclusion Strategy, as part of the Regional Outcome Agreement (ROA) with the Scottish Funding Council for 2017-18 to 2020-21, will ensure we continue to build on our school partnerships and transition programmes and continue to focus on those schools serving the four data zones identified as the most deprived areas in our sub region: Inverness High School (HIS), Inverness Royal Academy (IRA) and Milburn Academy (MA).

The table below shows the enrolments by pupils from these schools on school-link programmes over time.

*School-link enrolments from schools in the most deprived areas over time*

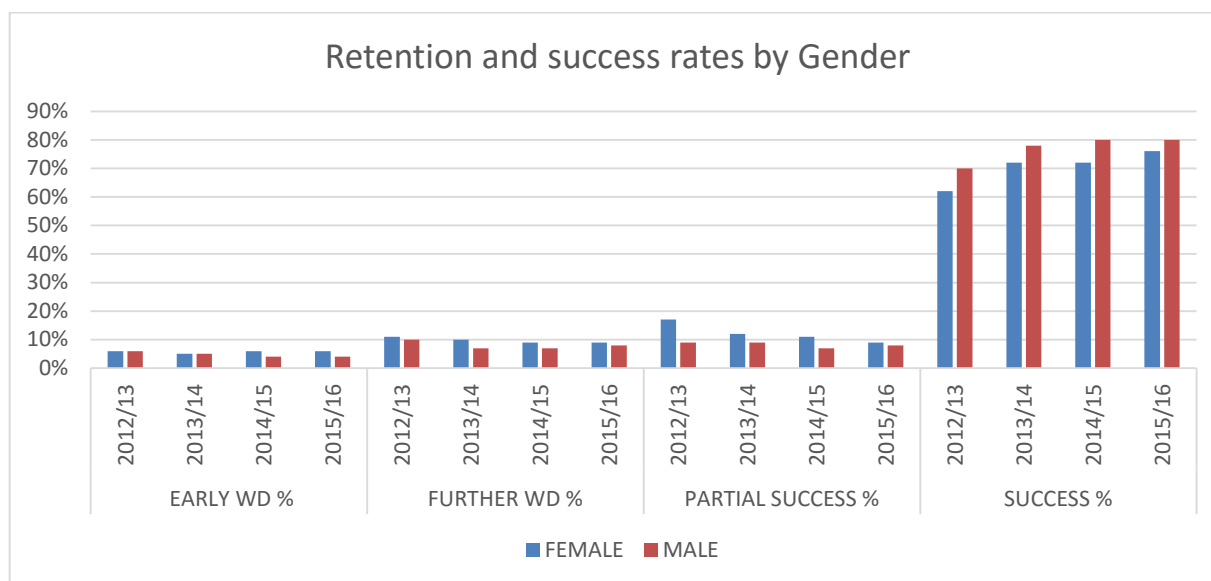
<b>School</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>
<b>IHS</b>	35	44	38	53
<b>IRA</b>	48	56	36	54
<b>MA</b>	38	37	37	39
<b>Total</b>	<b>121</b>	<b>137</b>	<b>111</b>	<b>146</b>

**Outcome:** Proactively work toward eliminating occupational segregation by promoting courses where there is a gender imbalance

The college continues to be proactive and targets promotion of courses in sectors where there is an under-representation of one gender. For example, promoting construction courses to females and care courses to males. This is achieved through the use of marketing materials and role models, including female engineering lecturers and male hairdressing lecturers engaged in school-link programmes and information evenings.

The Gender Action Plan will build on this work and ensure that further positive action is taken over the next few years, including identifying and working towards targets for gender representation in specific subject areas.

**Outcome:** Increase retention rates across all programmes, specifically targeting gender, age, and subject area



*Retention and success rates by gender*

Gender	Retention Rates			
	2012-13	2013-14	2014-15	2015-16
Female	83%	85%	85%	85%
Male	84%	88%	89%	88%

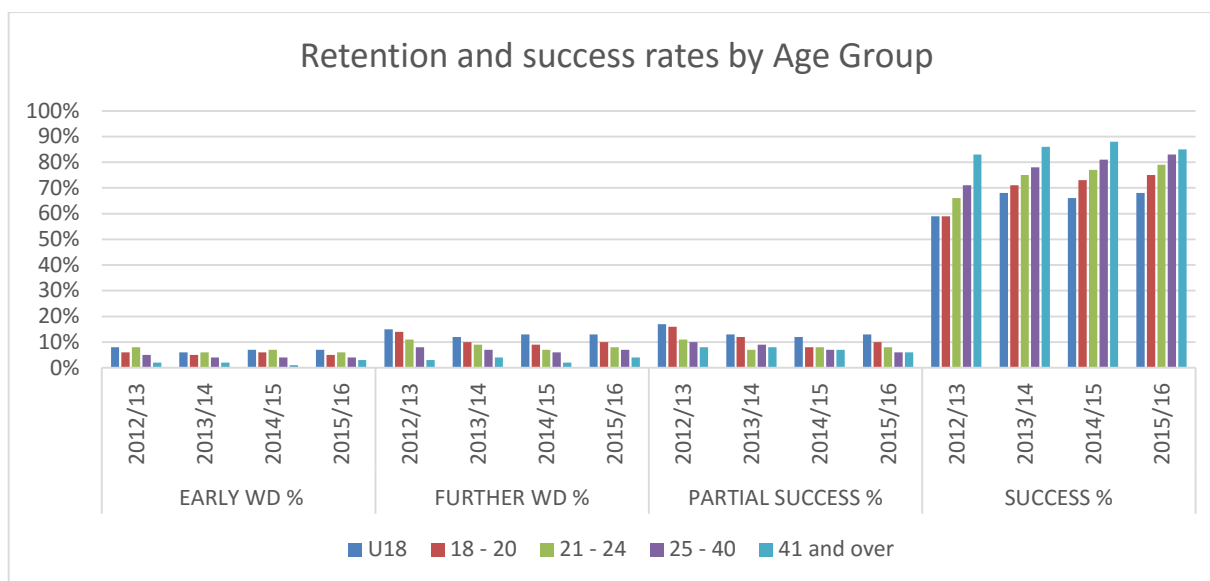
Gender	Success Rates <sup>3</sup>			
	2012-13	2013-14	2014-15	2015-16
Female	62%	72%	72%	76%
Male	70%	78%	80%	80%

Retention is high for both females and males, and has improved over time. Retention rates for male students are slightly higher than for females.

Success rates have improved for both females and males over time: female success rates have improved by 14 percentage points (pp) and male success rates have improved by 10pp over four years. Female success rates are consistently lower than those for male students, although the gap has narrowed over time. This is consistent with the higher success rates overall for male-dominated subject areas, such as construction and engineering, and the relatively lower success rates in female-dominated subjects such as care, hairdressing and beauty. There is a high proportion of employed students (Modern Apprentices) in both construction and engineering, which accounts for the higher than average success rates in these subject areas overall.

The college's annual evaluation at programme level indicates that there is no significant or systemic difference between male and female success rates within subject areas.

<sup>3</sup> 'Completed: successful' student outcome as defined by the Scottish Funding Council



### *Retention and success rates by age group*

Age Group	Retention Rates			
	2012-13	2013-14	2014-15	2015-16
<b>U18</b>	77%	82%	80%	80%
<b>18 - 20</b>	80%	85%	85%	85%
<b>21 - 24</b>	81%	85%	86%	86%
<b>25 - 40</b>	87%	89%	90%	89%
<b>41 and over</b>	95%	94%	97%	93%

Age Group	Success Rates			
	2012-13	2013-14	2014-15	2015-16
<b>U18</b>	59%	68%	66%	68%
<b>18 - 20</b>	59%	71%	73%	75%
<b>21 - 24</b>	66%	75%	77%	79%
<b>25 - 40</b>	71%	78%	81%	83%
<b>41 and over</b>	83%	86%	88%	85%

Retention rates increase incrementally with age, starting with under 18 and moving to 41 and over. This pattern is consistent over time. Retention rates in each age group have improved over time, apart from the 41 and over age group, and are high across all groups.

Success rates mirror the pattern for retention rates.

**Outcome:** Achieve the Buttle UK Quality Mark for Looked After Children and Care Leavers

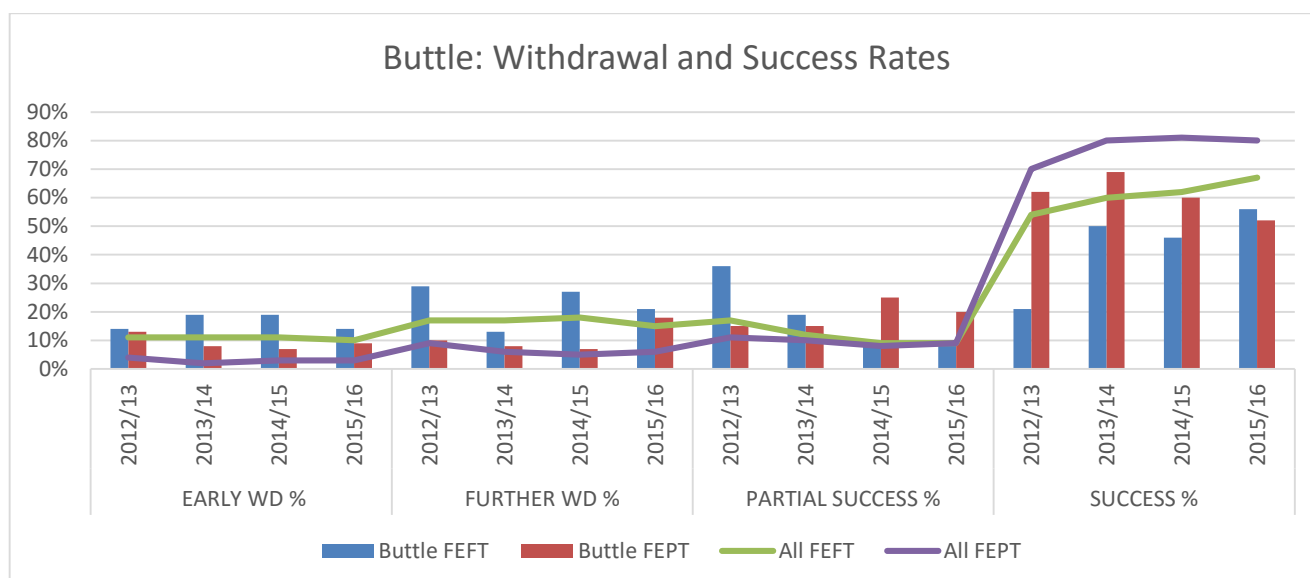


Table 9 in Appendix 1 details Enrolments, Early Withdrawal, Further Withdrawal, Partial and Success Rates for Looked After Children and Care Leavers

In 2015 the college was successful in its application for the Buttle UK Quality Mark for Looked After Children and Care Leavers. In line with Corporate Parenting legislation and the requirement to publish our College Corporate Parenting Plan, we mapped the Buttle Framework to the Corporate Parenting guidelines. Our College corporate parenting plan was approved by the Board of Management and serves as the framework to support care leavers and looked after children. Progress towards meeting our commitment will be reported and published on an annual basis. We are also responding to the latest guidelines from the Scottish Care Leavers Covenant – Supporting Corporate Parents to Improve Life Chances. We are looking at how we can implement the recommendations within the Covenant and are making good progress across many aspects of this.

While it is recognised that the numbers are low, the increases in success rates and the number of students participating in education are encouraging and are indicated across subject areas and SCQF levels.

#### 4. Equality Theme - Performance

**Outcome:** Improve achievement rates in mature students (>21) by **0.2%** each year.



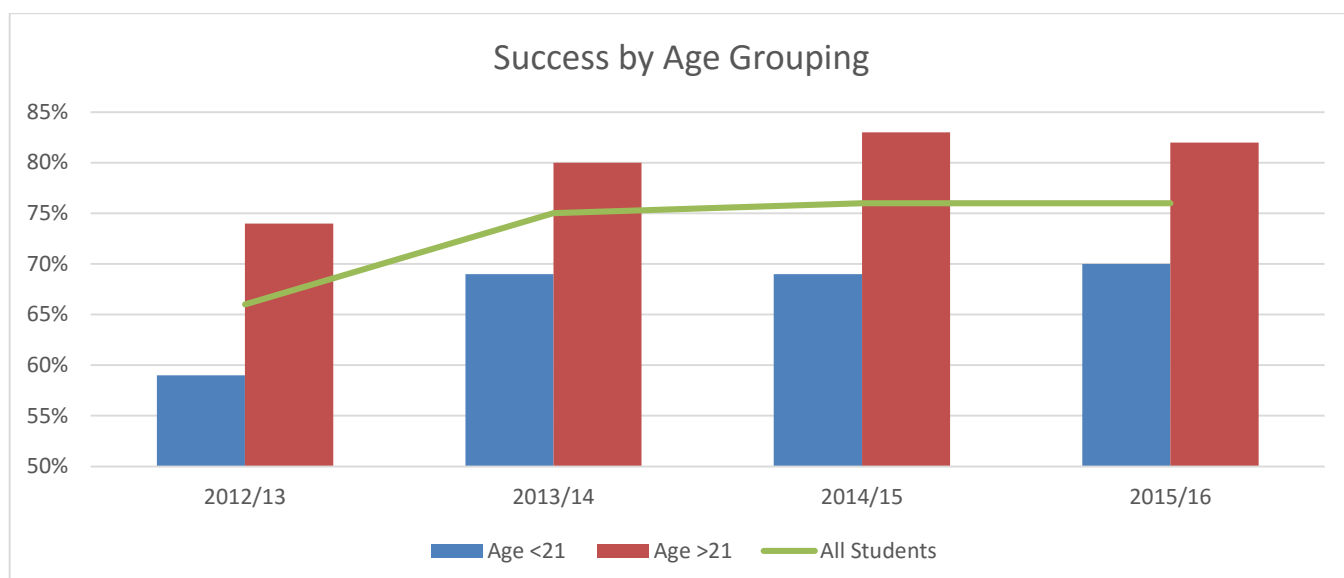
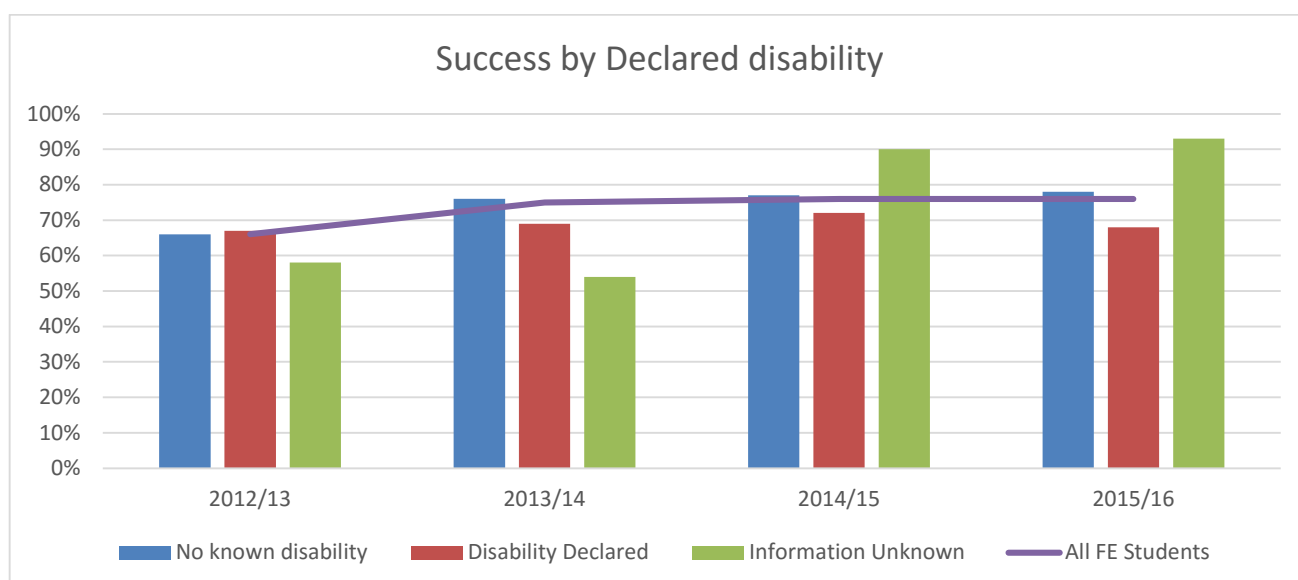


Table 10 in Appendix 1 details Enrolments, Early Withdrawal, Further Withdrawal, Partial and Success Rates by age grouping.

Students aged over 21 have increased their level of success annually over the past three years. There was a 6pp increase from 2012/13 to 2013/14, followed by a 3pp increase from 2013/14 compared to 2014/15. This is also notable for students in the age group under 21, demonstrating clearly the impact of improves success rates overall.

**Outcome:** Improve achievement rates for students with a declared disability by **0.2%** year on year



Tables 10 and 11 in Appendix 1 detail Enrolments, Early Withdrawal, Further Withdrawal, Partial and Success Rates by disability declaration.

Success rates for students with a declared disability increased from 2012-13 to 2014-15. However, success rates for this learner group fell slightly in 2015-16, although they are

still 1pp above 2012-13 levels. Success rates for students with no known disability have increased steadily and are now 10pp above those for students with a disability. The college's Access and Inclusion Strategy for 2017-20 and associated action plan will place a focus on maintaining high success rates for all students and narrowing the gap between success rates for disabled and non-disabled students.

## 5. Equality Theme – Staff Development

A variety of development opportunities have been provided for staff throughout the period of this report.

Over the period of the report, an annual provision of four dedicated all staff development days has been implemented. On staff development days, relevant workshops focus on topics such as Autism Awareness, Mental Health First Aid, Diversity & Inclusion and Corporate Parenting.

Professional development is also enhanced through participation in informal groups which are led by the Learning and Teaching Working Group and provide a platform for staff to share best practice.

**Outcome** – All new staff to have undertaken and successfully complete compliance awareness training within 2 months of recruitment and or engagement (for bank staff)

All college staff complete a mandatory induction programme which covers Equalities, Safeguarding, Health & Safety and Corporate Parenting. This ensures that staff have an immediate awareness of the importance of access and inclusion for our students. Teaching staff complete a further mandatory induction programme which includes sessions on Building a Rapport with Students; Supporting Students; The Inclusive Classroom. This induction programme incorporates digital skills training for staff on the use of Smartboards and our Blackboard Virtual Learning Environment. This training ensures that these technologies can be used by all teaching staff to enhance their practice and aid inclusivity in their classrooms. Our Learning Technologist also provides training on assistive technology during induction so that all teaching staff are aware of what is available to students.

Within the College we have a highly skilled Additional Support Needs (ASN) Team who work first hand with individuals with additional support needs. Over the period of the report, two members of staff have achieved the *PDA in Inclusiveness*, an SQA qualification at Level 9. A third member of staff is in the last stage of this training. All members of the ASN Team have completed BRITE training.

DSA Needs Assessors attend at least three training courses per academic year to ensure their practice is current, particularly around developments in technology and the compensatory strategies that can be recommended to students.

Staff across the ASN, Student Funding and Admissions, and Guidance Teams have been trained in supporting students with mental health difficulties, counselling needs, Autism, Dyslexia, other specific learning needs as well as hearing and visual impairments<sup>4</sup>. The

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<sup>4</sup> [Staff Development Matrix](#)

college also have four trained counsellors available to students. Between them they can support individuals with mental health difficulties. The College supports them to keep their qualifications and registration up to date. The College has also invested in professional development for our Guidance Team who are qualified at SVQ3 level in Guidance and who have also completed an Introduction to Counselling, Careers Coaching and Mental Health First Aid. This enables us to provide a first level Guidance, support and referral service out with the formal counselling service. Informally, all members of the Guidance and ASN Teams take part in on-going CPD through College Development Network and third sector agencies to help keep their practice and skills relevant.

Teaching staff are supported by the Learning Technologist and the Digital Skills Training Officer in creating accessible content for use in the classroom and online. Our Technology Enhanced Learning Studio provides the equipment necessary to create a variety of materials using different media. Ongoing staff development and digital skills training takes place throughout the academic year.

New and experienced teaching staff work together informally to observe and to share best practice in all areas of pedagogy. Creating and maintaining an inclusive classroom is a strong theme within these groups and they help to raise awareness and embed excellent learning and teaching across all vocational areas.

Continuous professional development will continue to be a focus in our Access and Inclusion Strategy going forward.

To conclude, the college has seen significant improvements in the last four years. Aligned to our 2017-2020 Strategic Plan and the College Outcome Agreement, the Access and Inclusion Strategy will build on and continuously strive to improve our performance in this area.

## Appendix 1: Data Tables

**Table 1: All students by Mode of Study: Enrolments, Early Withdrawal, Further Withdrawal, Partial and Success Rates**

	ENROLMENTS				EARLY WD %				FURTHER WD %				PARTIAL SUCCESS %				SUCCESS %			
MODE OF STUDY	2012/13	2013/14	2014/15	2015/16	2012/13	2013/14	2014/15	2015/16	2012/13	2013/14	2014/15	2015/16	2012/13	2013/14	2014/15	2015/16	2012/13	2013/14	2014/15	2015/16
FE Full time	1158	1129	1253	1199	11%	11%	11%	10%	17%	17%	18%	15%	17%	12%	9%	9%	54%	60%	62%	67%
FE Part Time	3291	3406	3663	3263	4%	2%	3%	3%	9%	6%	5%	6%	11%	10%	8%	9%	70%	80%	81%	80%
Grand Total	4449	4535	4916	4462	6%	5%	5%	5%	11%	9%	8%	9%	13%	10%	8%	9%	66%	75%	76%	76%

**Table 2: FE Students by Deprivation Index: Enrolments, Early Withdrawal, Further Withdrawal, Partial and Success Rates**

	ENROLMENTS				EARLY WD %				FURTHER WD %				PARTIAL SUCCESS %				SUCCESS %			
DEPRIVATION INDEX	2012/13	2013/14	2014/15	2015/16	2012/13	2013/14	2014/15	2015/16	2012/13	2013/14	2014/15	2015/16	2012/13	2013/14	2014/15	2015/16	2012/13	2013/14	2014/15	2015/16
15% MOST DEPRIVED	435	418	489	407	9%	7%	9%	8%	12%	12%	10%	14%	18%	13%	11%	10%	59%	66%	69%	68%
NOT IN 15% MOST DEPRIVED	4014	4117	4427	4055	5%	4%	4%	4%	10%	8%	7%	8%	13%	10%	8%	9%	68%	77%	77%	77%
Grand Total	4449	4535	4916	4462	5%	4%	5%	5%	10%	8%	8%	9%	13%	11%	9%	9%	67%	76%	76%	76%

**Table 3: FE Students within target areas: Enrolments, Early Withdrawal, Further Withdrawal, Partial and Success Rates**

	ENROLMENTS				EARLY WD %				FURTHER WD %				PARTIAL SUCCESS %				SUCCESS %			
SIMD Target Areas	2012/13	2013/14	2014/15	2015/16	2012/13	2013/14	2014/15	2015/16	2012/13	2013/14	2014/15	2015/16	2012/13	2013/14	2014/15	2015/16	2012/13	2013/14	2014/15	2015/16
Central Raigmore and Longman	65	61	71	60	12%	10%	8%	7%	12%	10%	6%	15%	15%	19%	6%	8%	58%	60%	80%	70%
Hilton West	24	23	33	29	4%	10%	22%	0%	17%	19%	9%	7%	38%	5%	6%	3%	42%	67%	59%	90%
Merkinch East	47	45	54	45	9%	9%	7%	11%	13%	9%	9%	31%	16%	9%	11%	9%	58%	68%	72%	49%
Merkinch North	25	32	41	23	8%	13%	8%	9%	12%	13%	8%	26%	8%	19%	15%	17%	72%	55%	70%	48%
Merkinch South	42	57	49	47	10%	2%	6%	9%	14%	20%	14%	13%	17%	15%	16%	17%	57%	62%	63%	62%

Inverness Merkinch	51	30	48	34	4%	10%	7%	3%	12%	14%	9%	6%	20%	3%	15%	3%	62%	72%	70%	88%
Grand Total	254	248	296	238	8%	8%	9%	7%	13%	14%	9%	16%	18%	13%	11%	10%	59%	63%	71%	67%

**Table 4: Female FE Students by Education Scotland Superclass: Enrolments, Early Withdrawal, Further Withdrawal, Partial and Success Rates**

	ENROLMENTS				EARLY WD %				FURTHER WD %				PARTIAL SUCCESS %				SUCCESS %			
EDUCATION SCOTLAND SUPERCLASS	2012 /13	2013 /14	2014 /15	2015 /16	2012 /13	2013 /14	2014 /15	2015 /16	2012 /13	2013 /14	2014 /15	2015 /16	2012 /13	2013 /14	2014 /15	2015 /16	2012 /13	2013 /14	2014 /15	2015 /16
Art and design	78	90	88	59	9%	4%	2%	7%	17%	10%	8%	11%	9%	11%	2%	2%	47%	74%	80%	75%
Business, management and administration	123	112	163	108	3%	6%	2%	13%	8%	2%	9%	8%	22%	21%	7%	11%	65%	70%	81%	65%
Care	387	410	430	360	4%	4%	3%	4%	11%	10%	8%	7%	21%	11%	14%	18%	54%	74%	73%	69%
Computing and ICT	115	205	186	167	1%	2%	2%	1%	6%	2%	1%	5%	31%	13%	14%	12%	61%	78%	69%	79%
Construction	33	55	42	39	6%	4%	5%	0%	6%	5%	10%	5%	0%	5%	7%	3%	42%	76%	79%	90%
Education and training	122	141	61	87	4%	3%	11%	6%	2%	4%	8%	7%	13%	6%	18%	14%	81%	88%	62%	73%
Engineering	26	45	42	46	19%	7%	5%	4%	0%	9%	2%	8%	12%	13%	5%	4%	69%	71%	88%	85%
Hairdressing, Beauty and Complementary Therapies	308	293	270	256	5%	7%	6%	8%	13%	16%	18%	15%	12%	8%	5%	4%	67%	68%	70%	72%
Hospitality and tourism	133	99	144	231	6%	3%	7%	1%	5%	3%	2%	3%	0%	7%	1%	5%	89%	87%	90%	91%
Land-based industries	11	15	23	12	0%	0%	0%	0%	0%	7%	13%	8%	36%	7%	0%	8%	55%	80%	78%	85%
Languages and ESOL	162	161	184	121	7%	3%	8%	3%	19%	11%	8%	10%	14%	16%	4%	3%	59%	70%	80%	83%
Media	22	21	20	31	0%	10%	10%	13%	32%	0%	5%	10%	18%	19%	20%	35%	50%	71%	65%	42%
Performing arts	7	12	7	13	0%	17%	14%	15%	14%	0%	14%	0%	29%	0%	0%	0%	57%	83%	71%	85%
Science	125	74	108	91	8%	8%	13%	16%	19%	20%	23%	20%	32%	14%	18%	31%	41%	57%	46%	33%
Social subjects	124	64	86	135	10%	9%	17%	5%	18%	17%	20%	20%	28%	27%	22%	17%	43%	47%	41%	57%
Special Programmes	266	278	243	289	6%	6%	7%	6%	8%	13%	7%	15%	15%	14%	17%	12%	70%	66%	69%	66%
Sport and Leisure	44	77	123	65	26%	4%	10%	15%	5%	13%	3%	13%	9%	22%	13%	0%	60%	61%	74%	73%
FEMALE Total	2086	2152	2220	2110	6%	5%	6%	6%	11%	10%	9%	10%	17%	12%	11%	11%	62%	72%	72%	72%

**Table 5: Male FE Students by Education Scotland Superclass: Enrolments, Early Withdrawal, Further Withdrawal, Partial and Success Rates**

EDUCATION SCOTLAND SUPERCLASS	ENROLMENTS				EARLY WD %				FURTHER WD %				PARTIAL SUCCESS %				SUCCESS %			
	2012 /13	2013 /14	2014 /15	2015 /16	2012 /13	2013 /14	2014 /15	2015 /16	2012 /13	2013 /14	2014 /15	2015 /16	2012 /13	2013 /14	2014 /15	2015 /16	2012 /13	2013 /14	2014 /15	2015 /16
Art and design	34	34	27	19	3%	0%	7%	11%	18%	9%	7%	16%	6%	9%	15%	0%	41%	82%	70%	74%
Business, management and administration	35	26	48	45	9%	0%	0%	4%	11%	15%	6%	18%	9%	19%	21%	13%	71%	65%	73%	60%
Care	130	150	162	62	4%	4%	2%	6%	6%	5%	5%	11%	10%	7%	10%	6%	78%	83%	83%	80%
Computing and ICT	114	143	191	178	9%	6%	6%	2%	25%	18%	13%	12%	22%	14%	10%	18%	44%	60%	71%	68%
Construction	530	600	574	571	5%	4%	3%	3%	4%	6%	7%	5%	2%	5%	3%	4%	80%	84%	79%	88%
Education and training	74	47	28	23	0%	0%	0%	0%	1%	0%	0%	0%	4%	32%	25%	0%	91%	68%	71%	100%
Engineering	667	779	893	708	5%	4%	3%	5%	8%	6%	5%	7%	7%	5%	3%	4%	75%	83%	88%	85%
Hairdressing, Beauty and Complementary Therapies	5	7	5	6	40%	14%	20%	17%	0%	14%	20%	0%	20%	0%	20%	0%	40%	71%	20%	80%
Hospitality and tourism	102	63	118	138	12%	8%	2%	2%	7%	10%	7%	5%	6%	3%	1%	5%	75%	79%	90%	88%
Land-based industries	121	126	178	144	5%	10%	5%	5%	5%	10%	7%	6%	18%	11%	15%	10%	64%	65%	65%	77%
Languages and ESOL	62	64	71	43	2%	2%	11%	9%	18%	14%	10%	12%	13%	5%	1%	0%	68%	80%	77%	81%
Media	12	3	14	14	8%	0%	0%	0%	17%	0%	14%	7%	42%	0%	7%	50%	33%	100%	79%	43%
Performing arts	8	14	5	12	0%	0%	0%	0%	38%	7%	20%	8%	38%	21%	0%	0%	25%	71%	80%	92%
Science	94	42	75	55	6%	2%	11%	2%	46%	7%	14%	29%	14%	33%	31%	29%	29%	57%	44%	40%
Social subjects	45	12	19	46	9%	8%	5%	11%	24%	8%	16%	8%	33%	17%	16%	13%	33%	67%	63%	69%
Special Programmes	237	206	201	203	4%	6%	5%	4%	9%	6%	7%	8%	14%	21%	12%	15%	72%	66%	75%	70%
Sport and Leisure	93	66	85	83	11%	11%	7%	5%	23%	18%	7%	15%	11%	18%	5%	21%	56%	53%	81%	60%
MALE Total	2363	2382	2694	2350	6%	5%	4%	4%	10%	7%	7%	8%	9%	9%	7%	8%	70%	78%	80%	80%

**Table 6: Retention by Gender**

	ENROLMENTS				EARLY WD %				FURTHER WD %				PARTIAL SUCCESS %				SUCCESS %			
GENDER	2012/ 13	2013/ 14	2014/ 15	2015/ 16	2012/ 13	2013/ 14	2014/ 15	2015/ 16	2012/ 13	2013/ 14	2014/ 15	2015/ 16	2012/ 13	2013/ 14	2014/ 15	2015/ 16	2012/ 13	2013/ 14	2014/ 15	2015/ 16
FEMALE	2086	2152	2220	2110	6%	5%	6%	6%	11%	10%	9%	9%	17%	12%	11%	9%	62%	72%	72%	76%
MALE	2363	2382	2694	2350	6%	5%	4%	4%	10%	7%	7%	8%	9%	9%	7%	8%	70%	78%	80%	80%
OTHER		1	2	2		0%	0%	50%		100%	0%	0%		0%	0%	0%		0%	100%	100%
Grand Total	4449	4535	4916	4462	6%	5%	5%	5%	11%	9%	8%	9%	13%	10%	8%	9%	66%	75%	76%	76%

**Table 7: Retention by Age**

	ENROLMENTS				EARLY WD %				FURTHER WD %				PARTIAL SUCCESS %				SUCCESS %			
AGE GRP	2012/ 13	2013/ 14	2014/ 15	2015/ 16	2012/ 13	2013/ 14	2014/ 15	2015/ 16	2012/ 13	2013/ 14	2014/ 15	2015/ 16	2012/ 13	2013/ 14	2014/ 15	2015/ 16	2012/ 13	2013/ 14	2014/ 15	2015/ 16
U18	1389	1244	1232	1262	8%	6%	7%	7%	15%	12%	13%	13%	17%	13%	12%	13%	59%	68%	66%	68%
18 - 20	917	923	1029	936	6%	5%	6%	5%	14%	10%	9%	10%	16%	12%	8%	10%	59%	71%	73%	75%
21 - 24	470	504	549	481	8%	6%	7%	6%	11%	9%	7%	8%	11%	7%	8%	8%	66%	75%	77%	79%
25 - 40	889	980	1105	954	5%	4%	4%	4%	8%	7%	6%	7%	10%	9%	7%	6%	71%	78%	81%	83%
41 and over	784	884	1001	829	2%	2%	1%	3%	3%	4%	2%	4%	8%	8%	7%	6%	83%	86%	88%	85%
Grand Total	4449	4535	4916	4462	6%	5%	5%	5%	11%	9%	8%	9%	13%	10%	8%	9%	66%	75%	76%	76%

**Table 8: Retention by Education Scotland Superclass**

EDUCATION SCOTLAND SUPERCLASS	ENROLMENTS				EARLY WD %				FURTHER WD %				PARTIAL SUCCESS %				SUCCESS %			
	2012/ 13	2013/ 14	2014/ 15	2015/ 16	2012/ 13	2013/ 14	2014/ 15	2015/ 16	2012/ 13	2013/ 14	2014/ 15	2015/ 16	2012/ 13	2013/ 14	2014/ 15	2015/ 16	2012/ 13	2013/ 14	2014/ 15	2015/ 16
Art and design	112	124	116	79	7%	3%	3%	9%	17%	10%	8%	12%	8%	10%	5%	1%	46%	77%	78%	74%
Business, management and administration	158	138	211	153	4%	5%	2%	10%	9%	4%	9%	11%	19%	21%	10%	12%	66%	69%	79%	63%
Care	517	560	592	422	4%	4%	3%	4%	10%	9%	7%	8%	18%	10%	13%	16%	60%	77%	76%	71%
Computing and ICT	229	348	377	345	5%	4%	4%	2%	16%	10%	8%	9%	26%	13%	11%	15%	52%	69%	70%	73%
Construction	563	655	616	610	5%	4%	3%	3%	4%	6%	7%	5%	2%	5%	3%	4%	78%	83%	79%	88%
Education and training	196	188	89	110	3%	2%	8%	5%	2%	3%	6%	6%	10%	12%	20%	12%	85%	83%	65%	77%
Engineering	693	824	935	754	6%	4%	3%	5%	8%	7%	5%	7%	8%	6%	3%	4%	74%	82%	88%	85%
Hairdressing, Beauty and Complementary Therapies	313	300	275	262	5%	7%	7%	8%	13%	16%	18%	15%	12%	7%	5%	4%	67%	68%	69%	72%
Hospitality and tourism	235	163	262	369	9%	5%	5%	2%	6%	6%	4%	4%	3%	6%	1%	5%	83%	83%	90%	90%
Land-based industries	132	141	201	156	5%	9%	4%	4%	5%	9%	8%	6%	20%	11%	13%	10%	63%	67%	66%	77%
Languages and ESOL	224	225	255	164	6%	2%	9%	5%	19%	12%	8%	10%	14%	13%	3%	2%	62%	73%	80%	83%
Media	34	24	34	45	3%	8%	6%	9%	26%	0%	9%	9%	26%	17%	15%	40%	44%	75%	71%	42%
Performing arts	15	26	12	25	0%	8%	8%	8%	27%	4%	17%	4%	33%	12%	0%	0%	40%	77%	75%	88%
Science	219	116	183	146	7%	6%	12%	11%	30%	16%	20%	24%	24%	21%	23%	30%	36%	57%	45%	36%
Social subjects	169	76	105	182	10%	9%	15%	7%	20%	16%	19%	17%	30%	25%	21%	16%	40%	50%	45%	61%
Special Programmes	503	484	445	492	5%	6%	6%	5%	8%	10%	7%	12%	14%	17%	14%	13%	71%	66%	72%	68%
Sport and Leisure	137	143	208	148	15%	7%	9%	9%	17%	15%	5%	14%	10%	20%	10%	12%	57%	57%	77%	66%
Grand Total	4449	4535	4916	4462	6%	5%	5%	5%	11%	9%	8%	9%	13%	10%	8%	9%	66%	75%	76%	76%



**Table 9: Buttle: Enrolments, Early Withdrawal, Further Withdrawal, Partial and Success Rates**

MODE OF STUDY	ENROLMENTS				EARLY WD %				FURTHER WD %				PARTIAL SUCCESS %				SUCCESS %			
	2012/ 13	2013/ 14	2014/ 15	2015/ 16	2012/ 13	2013/ 14	2014/ 15	2015/ 16	2012/ 13	2013/ 14	2014/ 15	2015/ 16	2012/ 13	2013/ 14	2014/ 15	2015/ 16	2012/ 13	2013/ 14	2014/ 15	2015/ 16
Buttle FEFT	14	16	26	40	14%	19%	19%	18%	29%	13%	27%	21%	36%	19%	8%	9%	21%	50%	46%	56%
Buttle FEPT	40	55	69	54	13%	8%	7%	9%	10%	8%	7%	18%	15%	15%	25%	20%	62%	69%	60%	52%
Grand Total All students	54	71	95	94	13%	10%	11%	13%	15%	9%	13%	9%	21%	16%	20%	9%	51%	65%	56%	76%

**Table 10: Success Rates by Age group (<21 and >21)**

	ENROLMENTS				EARLY WD %				FURTHER WD %				PARTIAL SUCCESS %				SUCCESS %			
	2012/ 13	2013/ 14	2014/ 15	2015/ 16	2012/ 13	2013/ 14	2014/ 15	2015/ 16	2012/ 13	2013/ 14	2014/ 15	2015/ 16	2012/ 13	2013/ 14	2014/ 15	2015/ 16	2012/ 13	2013/ 14	2014/ 15	2015/ 16
<21	2303	2167	2261	2198	7%	6%	7%	6%	14%	11%	11%	12%	16%	13%	10%	12%	59%	69%	69%	70%
>21	2146	2368	2655	2264	4%	4%	4%	4%	7%	6%	5%	6%	9%	8%	7%	7%	74%	80%	83%	82%
Total	4449	4535	4916	4462	6%	5%	5%	5%	11%	9%	8%	9%	13%	10%	8%	9%	66%	75%	76%	76%

**Table 11: Enrolments and Success Rates by Disability Declaration**

DISABILITY TYPE	ENROLMENTS				EARLY WD %				FURTHER WD %				PARTIAL SUCCESS %				SUCCESS %			
	2012/ 13	2013/ 14	2014/ 15	2015/ 16	2012/ 13	2013/ 14	2014/ 15	2015/ 16	2012/ 13	2013/ 14	2014/ 15	2015/ 16	2012/ 13	2013/ 14	2014/ 15	2015/ 16	2012/ 13	2013/ 14	2014/ 15	2015/ 16
No known disability	3475	3636	3923	3537	5%	4%	5%	5%	11%	8%	8%	8%	13%	10%	8%	8%	66%	76%	77%	78%
Disability Declared	924	886	961	903	7%	7%	6%	5%	11%	11%	9%	12%	13%	12%	10%	13%	67%	69%	72%	68%
Information Unknown	50	13	32	22	18%	8%	0%	0%	13%	31%	0%	0%	11%	8%	10%	7%	58%	54%	90%	93%
Grand Total	4449	4535	4916	4462	6%	5%	5%	5%	11%	9%	8%	9%	13%	10%	8%	9%	66%	75%	76%	76%

**Table 12: Declared Disability: Enrolments, Early Withdrawal, Further Withdrawal, Partial and Success**

DISABILITY TYPE	ENROLMENTS				EARLY WD %				FURTHER WD %				PARTIAL SUCCESS %				SUCCESS %			
	2012 /13	2013 /14	2014 /15	2015 /16	2012 /13	2013 /14	2014 /15	2015 /16	2012 /13	2013 /14	2014 /15	2015 /16	2012 /13	2013 /14	2014 /15	2015 /16	2012 /13	2013 /14	2014 /15	2015 /16
No known disability	3475	3636	3923	3537	5%	4%	5%	5%	11%	8%	8%	8%	13%	10%	8%	8%	66%	76%	77%	78%
A specific learning difficulty such as dyslexia, dyspraxia or AD(H)D	318	306	322	308	8%	6%	3%	4%	13%	10%	10%	13%	16%	14%	9%	12%	62%	70%	78%	69%
Personal Care Support	2		1	1	50%		0%	0%	0%		0%	0%	0%		0%	0%	50%		100 %	100 %
You are blind or have a serious visual impairment uncorrected by glasses	12	11	15	12	0%	0%	7%	8%	0%	18%	7%	11%	33%	27%	7%	11%	67%	36%	79%	67%
You are deaf or have a serious hearing impairment	31	31	36	40	4%	4%	12%	0%	0%	7%	0%	7%	4%	11%	9%	12%	93%	78%	76%	80%
You have a long standing illness or health condition such as cancer, HIV, diabetes, chronic heart disease, or epilepsy	109	105	130	112	14%	6%	10%	7%	9%	17%	4%	12%	12%	14%	9%	11%	62%	61%	75%	68%
You have a mental health condition, such as depression, schizophrenia or anxiety disorder	128	160	151	149	6%	11%	8%	6%	13%	11%	11%	18%	15%	9%	16%	13%	63%	68%	59%	57%
You have a social/communication impairment such as Asperger's syndrome/other autistic spectrum disorder	21	25	38	28	5%	5%	3%	4%	19%	5%	8%	0%	5%	14%	11%	10%	67%	77%	75%	88%
You have physical impairment or mobility issues, such as difficulty using your arms or using a wheelchair or crutches	32	23	26	14	3%	10%	4%	0%	10%	10%	13%	0%	6%	15%	13%	38%	74%	60%	65%	50%
You have a disability, impairment or medical condition that is not listed above	158	120	121	116	3%	5%	8%	6%	8%	11%	8%	5%	12%	11%	8%	10%	74%	72%	75%	81%
You have two or more impairments and/or disabling medical conditions	113	105	121	123	9%	10%	5%	7%	8%	9%	12%	16%	12%	9%	10%	16%	70%	72%	69%	62%
Information Unknown	50	13	32	22	18%	8%	0%	0%	13%	31%	0%	0%	11%	8%	10%	7%	58%	54%	90%	93%
Grand Total	4449	4535	4916	4462	6%	5%	5%	5%	11%	9%	8%	9%	13%	10%	8%	9%	66%	75%	76%	76%

INVERNESS COLLEGE UHI BOARD OF MANAGEMENT MEETINGS - 2016 / 2017 SCHEDULE

	Aug-17		September		October		November		December			Jan-17		February		March		April		May		June		July	
Mon												1													
Tue	1											2								1					
Wed	2						1					3								2					
Thur	3						2					4	1			1	Human Res			3					
Fri	4		1				3	1		1		5	2		2					4		1			
Sat	5		2				4		2			6	3		3					5		2			
Sun	6		3		1		5		3			7	4		4			1		6		3		1	
Mon	7		4		2		6		4	L & T		8	5		5			2		7		4		2	
Tue	8		5		3		7		5			9	6		6	L & T		3		8		5	L & T	3	
Wed	9		6		4		8		6			10	7		7			4		9		6		4	
Thur	10		7		5		9		7	F&GP & Joint Audit/F&GP		11	8		8	F&GP		5		10		7	F&GP	5	
Fri	11		8		6		10		8			12	9		9			6		11		8		6	
Sat	12		9		7		11		9			13	10		10			7		12		9		7	
Sun	13		10		8		12		10			14	11		11			8		13		10		8	
Mon	14		11		9		13		11			15	12		12			9		14		11		9	
Tue	15		12		10		14		12			16	13		13			10		15		12		10	
Wed	16	Chairs etc	13		11		15		13			17	14		14			11		16		13		11	Chairs etc
Thur	17		14	Chairs etc	12	B of M	16		14			18	15		15			12		17		14		12	
Fri	18		15	Graduation	13		17		15			19	16		16			13		18		15		13	
Sat	19		16		14		18		16			20	17		17			14		19		16		14	
Sun	20		17		15		19		17			21	18		18			15		20		17		15	
Mon	21	Staff Dev	18		16		20		18			22	19		19			16		21		18		16	
Tue	22		19	Audit	17		21		19	B of M		23	Chairs etc	20		20		17		22		19		17	
Wed	23		20		18		22		20			24	Staff Dev	21		21		18		23	Chairs etc	20		18	
Thur	24		21	Human Res	19		23	Chairs etc	21			25	Staff Dev	22	Chairs etc	22	B of M	19		24		21	B of M	19	
Fri	25		22		20		24		22			26	23		23			20		25		22	Staff Dev	20	
Sat	26		23		21		25		23			27	24		24			21		26		23		21	
Sun	27		24		22		26		24			28	25		25			22		27		24		22	
Mon	28		25		23		27		25			29	26		26			23		28		25		23	
Tue	29		26	L & T	24		28	Audit	26			30	27	Audit	27			24		29	Audit	26		24	
Wed	30		27		25		29		27			31	28		28			25		30		27		25	
Thur	31		28	F&GP	26		30	Human Res	28							29	Chairs etc	26		31	Human Res	28		26	
Fri			29		27				29							30		27				29		27	
Sat			30		28				30							31		28				30		28	
Sun					29				31									29						29	
Mon					30													30						30	
Tues					31																			31	

Christmas, Easter and May Bank Holiday Closures

Chairs etc

Chairs, S&N + PR&R - Thursdays 08.30 a.m. (except January meeting - Tuesday @8.30 a.m.)

Academic Holiday

Audit

Tuesdays @ 8.30 a.m.

Human Resources

Thursdays @ 8.45 a.m.

Learning and Teaching

Tuesdays @ 8.30 a.m.

Finance & General Purposes

Thursdays @ 9.00 a.m.

Joint Audit/F&GP

Thursday 8 December @ 11.00 a.m.

Board of Management

Thursdays @ 4.30 p.m. (except December meeting - Tuesday @4.30 p.m.)

Staff Conference

mid June 2018

Board Development Day

Graduation

Friday 15th September 2017

## Board of Management

Subject/Title:	Disposal of the Longman Campus		
Meeting and date:	Meeting of the Board of Management 28 <sup>th</sup> March 2017		
Author:	Diane Rawlinson, Principal and Chief Executive		
Link to Strategic Plan:	Yes		
Cost implications:	Cost neutral		
Risk assessment:	Yes <b>If yes, please specify:</b> The proposed demolition of the Longman buildings mitigates the risk of security breaches at the campus and could increase the marketability of the land		
Status – Confidential/Non confidential	Non-confidential		
Freedom of Information Can this paper be included in “open” business	Yes		
If a paper should <b>not</b> be included within “open” business, please highlight below the reason.			
Its disclosure would substantially prejudice a programme of research (S27)		Its disclosure would substantially prejudice the effective conduct of public affairs (S30)	
Its disclosure would substantially prejudice the commercial interests of any person or organisation (S33)		Its disclosure would constitute a breach of confidence actionable in court (S36)	
Its disclosure would constitute a breach of the Data Protection Act (S38)		Other (please give further details)	
For how long must the paper be withheld? (express either as the time which needs to pass or a condition which needs to be met.)			

### Recommendation:

This report is offered for discussion.

### Purpose of report / Summary

This report provides the Board of Management with an update on the disposal of the Longman Campus. It outlines the proposal being made to SFC by SFT that the Longman buildings be demolished prior to the land being marketed.

## Background

The sale of the legacy estates at Midmills and Longman formed part of the funding package for the new campus buildings at Inverness Campus and Balloch. The funding package agreed was that SFC would provide the funding for the new campus up front and the proceeds (net of cost incurred by the College) of the sale of the legacy estate would be returned to SFC.

## Recent developments

The Scottish Courts and Tribunals Service has procured land adjacent to the Longman building and today the Board has been asked to approve the sale of the Longman car park to SCTS to support the developments on the Longman Road. SFT is conscious of the potential risk to the new SCTS development at a future date when the Longman College building would be demolished. If the demolition is delayed until after the SCTS development is complete it could impact negatively on the new development.

SFT is therefore discussing with SFC the possibility of demolition of the Longman building prior to marketing the land. The agents have indicated that this would have a positive impact on the marketability of the land and could speed up the disposal process by attracting less conditional offers.

It should be noted however that any such demolition would be dependent on SFC agreeing that the receipt from the sale of Midmills and the Longman car park be used to cover the costs of the demolition as well as any costs incurred by the College for legal support, site security and sale. In order that this assessment can be made, we have been asked to provide details of costs incurred by the College in securing the site to date.

There are advantages to the College in proceeding with demolition in advance of the land being marketed. The College has continued responsibility for site security and management time is tied up in discussion with SFT and other parties regarding disposal arrangements. Furthermore, the College is perceived locally to be doing little to address the negative aesthetic impact of the Longman building which sits on a major artery into Inverness.

In order to close out any outstanding issues with the Longman campus prior to a decision being made, confirmation in writing has been requested from UHI that the Millennium funding of the LRC has been resolved. SFT is also working to resolve the issue relating to the location of the Thus communications cabinet that remains onsite.

As discussions progress, the Board will be kept informed but should SFC agree with SFT's recommendation to demolish ahead of the sale of the land, there may be a requirement for the Board to decide whether to support this recommendation in the coming month.

Diane Rawlinson  
Principal and Chief Executive  
March 2017



## Board of Management

Subject/Title:	Inverness Campus sports and health related developments		
Meeting and date:	Board of Management, 28 March 2017		
Author:	Roddy Henry, Depute Principal		
Link to Strategic Plan:	Yes Opportunity and growth in: <ul style="list-style-type: none"> <li>• Student life</li> <li>• Curriculum</li> <li>• Research and innovation</li> </ul>		
Cost implications:	Yes <i>(delete as applicable)</i> <b>If yes, please specify:</b> strategic capital investment funds will be required to take forward the developments under discussion.		
Risk assessment:	Yes <b>If yes, please specify:</b> Financial: business case for sports development required		
Status – Confidential/Non confidential	Non confidential		
Freedom of Information Can this paper be included in “open” business	Yes		
If a paper should <b>not</b> be included within “open” business, please highlight below the reason.			
Its disclosure would substantially prejudice a programme of research (S27)		Its disclosure would substantially prejudice the effective conduct of public affairs (S30)	
Its disclosure would substantially prejudice the commercial interests of any person or organisation (S33)		Its disclosure would constitute a breach of confidence actionable in court (S36)	
Its disclosure would constitute a breach of the Data Protection Act (S38)		Other (please give further details)	
For how long must the paper be withheld? (express either as the time which needs to pass or a condition which needs to be met.)			

## Recommendation(s)

The Board is asked to *discuss* this report.

## Purpose of report

Following the report by the Principal on allied-health curriculum planning, tabled at the Board meeting on 15 June 2016, this report provides information on the progress of sports and health related developments on the Inverness Campus. The developments provide the college with opportunities to enhance its curriculum offer, aligned with employer/sector demand, and to grow its student numbers and research activity and will require capital investment.

## Background

*Centre for Health Science Phase II* (CfHS2) is a working title for a collaborative development involving NHS Highland, UHI and Highlands and Islands Enterprise (HIE): Inverness College UHI is acknowledged to have a stake in the development. The project includes the planned location of an elective care unit on the Campus site. The concept is a convergence of opportunities emerging from NHS Highland, in elective care and primary care, and from UHI which has secured substantial external investment to grow its School of Health and Life Sciences. UHI is also a partner in the creation of a Scottish Graduate Medical School. UHI received c£9m towards its School of Health and Life Sciences as part of the Inverness City Deal funding package and had already received £4m from HIE for the same development. £4.5m of the city deal funding is allocated towards the capital expenditure for the new CfHS2 building.

The development of sports facilities on Inverness Campus was part of HIE's vision from the outset of the campus project, culminating in a 'sports centre feasibility study' published in November 2014. That report highlighted Inverness College UHI and the links to education and research and to health and wellbeing as key potential features of any development. The study acknowledged that the Highland Council (THC) were about to embark on a feasibility study of their own into the potential enhancement of sports facilities on the west of the city. The findings of THC's study subsequently overtook the plans for the development of sport on the campus and the aspiration expressed in the campus vision was put on hold by HIE. However, HIE remained keen to revisit the aspiration and the topic remained 'live' in discussions with the college, with both parties monitoring the progress of the plans for the west of the city.

The college's well-established and growing sport and health-related curricula would both complement and benefit from the creation of a CfHS2 and sports facilities on campus. Recognising the potential for aligning the development of the sport and health curricula and the synergies that could be exploited, the college developed the phased curriculum development plans outlined in the June Board paper.

## Main body of information

Since the Principal's report to the Board in June 2016, work has progressed on the plans for curriculum development that align with the CfHS2. At the same time, the college has



been proactive in progressing discussions around the development of a sports facility on the Campus.

### **Centre for Health Science Phase II**

Several working groups are underway looking at aspects of the CfHS2 development, with representation from the key partners. The college is being represented on these groups by Jeff Howarth, UHI Vice Principal for Enterprise. The most recent meetings have been around the building design. The Depute Principal has regular meetings with the VP for Enterprise and with HIE's representative to ensure that the college's aspirations and plans are incorporated within the centre's design. The college will have a direct input as things progress.

The development will enable UHI to create new teams to deliver access to medical/clinical training, allied health professional training, and health and life science training as well as related research. The key purpose is to obtain benefits from inter-disciplinary working with applied life science, allied health innovation, digital health and medical/clinical leadership. The development also provides potential for:

- new research in themes such as sports medicine, fitness/exercise and wellbeing;
- opportunities to integrate research sessions into clinician time to enrich jobs, in turn helping to address hard to fill vacancies;
- support for multi-disciplinary activity that will increase research capacity, outcomes and innovation.

Other benefits of the CfHS2 project include:

- enhanced collaboration between NHS Highland, UHI, Inverness College UHI, other higher education providers and commercial interests;
- regular and planned connections between academic, commercial and healthcare sectors;
- opportunity to explore innovative solutions to improve the long-term health and wellbeing of the population of the Highlands and Islands, including the development of an 'International Centre for Community Health and Wellbeing';
- an increase in employment and in the number of clinicians in Inverness, and an improvement in the recruitment and retention of clinical professionals across the region;
- improved clinical outcomes through the presence of a purpose-designed facility for elective care.

The current plan is for a shared/integrated space (NHS, UHI and IC) within the centre focussing on rehabilitation and activity-based therapies. The projected completion date for the facility is October 2019.

### **Campus Sports Facilities**

Several factors combined to move the discussions on sports facilities forward in the autumn of 2016, including the CfHS2 project and associated links to sport, discussions with UHI on potential to locate sports science facilities within An Lochran, THC plans for a c£38m Regional Sports Facility on the west of the city, including the identification of

‘anchor sports’, and approaches made to HIE (including from Inverness Caledonian Thistle FC) to explore establishing sports facilities on the campus.

The college decided to establish a Campus Sports Development Steering Group, chaired by the Depute Principal, to synthesise these factors and make the most of the opportunity to drive forward the development of sport on the Inverness Campus. After discussions with the campus project manager at HIE and VP Enterprise at EO, the Depute Principal arranged the first meeting in December 2016 with a small group of key stakeholders, representing the college, EO, HIE, THC, Highlife Highland (HLH) and Inverness Caledonian Thistle FC. Two further meetings have been held and a representative from Sportscotland has been added to the group.

The meetings explored the aspirations of each partner and have been very positive and productive. The THC and HLH representatives are both keen to develop sports facilities on the east of the city and see the campus as the ideal location. The THC representative reported that Highland Council elected members had debated the c£38m development for the west and no conclusion had been reached regarding its approval. It is thought that no decision will be reached until after the Council elections in May. However, both THC and HLH saw a smaller development on the Campus as a positive move that would either complement whatever emerges on the west and/or act as a stimulus to move forward the plan for an elite sports hub in the city, which may then be on more than one site. The steering group is clear that any development on the Campus should not compete with or duplicate unnecessarily the planned facilities on the west.

Inverness Caledonian Thistle FC have a clear need for modern, appropriate training facilities to support the range of their work with youth and elite players and community engagement. The Scottish Football Association (SFA) are apparently supportive of such a development in Inverness. Sportscotland is supportive of the Campus development and already works closely with the college. However, it has already agreed to contribute funding to any development on the west of the city, and made it clear that those funds would not be diverted to any development on the Campus.

Through discussion, the potential nature of the facility has been identified as including outdoor/indoor synthetic pitches for football and rugby (with shinty another potential ‘anchor’ sport), indoor training/conditioning and changing facilities. HIE and UHI have provided funding, supplemented by a small amount for the college if required, to undertake a feasibility study on behalf of the steering group. A tender for the work has been raised by HIE with the aim to complete the study by early May 2017. The study will:

1. Review relevant information and reports pertaining to the potential for new sports facilities on Inverness Campus.
2. Consider the views of each of the members of the Inverness Campus Sports Development Steering Group.
3. Consider what the components of such a facility might be in terms of indoor and outdoor provision, and how the development could be phased over time.
4. Prepare a high-level financial appraisal of the initial capital costs, based on historic information already undertaken.

5. Advise on options for ownership and operation of the facility, and recommendations as appropriate.
6. Offer comment on operational costs.
7. Consider a funding model for a recommended phase 1 development including a strategy for successfully leveraging funding from the recommended sources.
8. Prepare visual information (plans, sketches) which can be used to inform and enthuse stakeholders and potential funders.

Alongside the potential development on the Campus, the college will ensure it is closely involved in any development on the west of the city: the connections established through the campus steering group should support that.

### **Summary and next steps**

These developments are examples of the collaborations that the Inverness Campus project was designed to enable. They have the potential to significantly expand the college's sports and health-related curricula and associated student numbers and to open up new strands of research activity. The synergy between the two developments is a key strength, offering the opportunity for cross-disciplinary learning and research.

Capital funding from the college will be required to contribute to the CfHS2 development, although the proposed integrated space for rehabilitation and activity-related therapies should lever out better value/return for investment. The Arms-Length Foundation (ALF) is the most likely source. Depending on the findings of the feasibility study, any sports facilities will require significant capital funds. It is hoped that other stakeholders – Highland Council, Highlife Highland, Sportscotland, SFA, UHI Executive Office – may contribute and other sources will be explored.

A workshop involving senior managers and curriculum leads from the college and EO is planned for Friday 24 March to review the initial sports and health-related curriculum plans (shared with UHI Deans in 2016) and to plan curriculum developments going forward, with a particular focus on HE programmes.

The Board will be kept updated on progress as the two projects develop and as business cases and funding requirements emerge.

A very recent, further development in health provision is a proposal to develop an Optometry degree. The college and Moray College UHI have been approached by UHI EO to work collaboratively on the development of an Optometry degree to be offered at both colleges. The initiative was proposed by Specsavers who are concerned about the lack of skilled optometrists in the Highland and Islands. Although this has come from a Specsavers proposal and the company is keen to offer some financial and in kind support, the degree will support the whole industry. UHI is currently working through the General Optical Council (GOC) accreditation, with the support of Specsavers, to gain the required status for the university to offer the qualification. It is anticipated that this will be delivered in a collaborative fashion using industry partners' facilities. One of the requirements of GOC is a baseline staffing level that will require UHI support, and intensive work to get the qualification through validation and approval.

Roddy Henry  
Depute Principal

## Board of Management

Subject/Title:	Principal's Report to the Board of Management		
Meeting and date:	Board of Management Meeting 28 <sup>th</sup> March 2017		
Author:	Diane Rawlinson, Principal and Chief Executive		
Link to Strategic Plan:			
Cost implications:			
Risk assessment:	Yes <b>If yes, please specify:</b>		
Status – Confidential/Non confidential	Non-confidential		
Freedom of Information Can this paper be included in "open" business	Yes		
If a paper should <b>not</b> be included within "open" business, please highlight below the reason.			
Its disclosure would substantially prejudice a programme of research (S27)		Its disclosure would substantially prejudice the effective conduct of public affairs (S30)	
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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.)			

### Recommendation:

This report is offered for discussion.

### Purpose of report / Summary

This report provides the Board of Management with a summary of College activity in the last quarter.

### Regional Outcome Agreement

A more collegiate approach has been taken to the development of the Regional Outcome Agreement (ROA) for 2017/20. The University now negotiates a single outcome

agreement that is fully integrated, spanning higher and further education activity and key staff and managers from across the partnership have been involved in its development.

Much of the discussion in the ROA development has centred on the need to contextualise targets and the challenges this presents in a region as diverse as the Highlands and Islands. It is anticipated that the ROA and a more regionally informed approach will more significantly impact our strategy in future, not least, our work with schools, development of a regional approach to increasing participation and attainment rates in areas multiple deprivation and our corporate parenting work. The inclusion of targets related to curriculum planning, for instance, increasing the proportion of credits delivered in STEM subjects, will further drive a regional approach to portfolio planning.

It is expected that the ROA will be approved by the UHI Court in late March and will be distributed to Boards of Management of academic partners thereafter. Circulation of a finalised version to academic partner Boards has proved to be impossible due to the delay caused by adopting a more collegiate approach to its development. Senior staff from academic partners have however been consulted during the process and have informed the development of the ROA. The final version will be circulated as soon as it is made available to partners.

### **The UHI Strategy Group**

Good progress has been made in the last two months against the recommendations that emerged from the workings of the UHI Strategy Group and were endorsed by the Depute First Minister.

The Partnership Council is up and running and has met on four occasions to date. The Partnership Council replaced HEPPRC and FEED, creating a new tertiary forum with a monthly meeting schedule that is bringing the University's senior leaders together more frequently than before. The members have agreed to meet face to face every third meeting to facilitate better partnership working.

Two of the three VP 0.5 FTE roles have been filled. Lydia Rohmer, Principal of West Highland College has been appointed to the 0.5 VP Tertiary role. Iain Macmillan, Principal of Lews Castle College has been appointed to the 0.5 VP Strategic Harmonisation and Organisation Efficiencies role. The 0.5 FTE VP International and External Engagement role is being re-advertised with applications being sought from staff in academic partners or Executive Office.

As previously reported, on 19th December John Sturrock QC facilitated a leadership development workshop attended by members of the University's SMT, Academic Partner Principals and John Kemp CEO of SFC. A follow up session was held on the afternoon of 21st March in Perth prior to the University's strategic event and our meeting with the Deputy First Minister on 22nd March.

There is a building momentum across the partnership driving a far more collaborative approach to our work with the boundaries between further and higher education in our partnership working becoming increasingly blurred. As this progresses and we start to streamline processes I am confident that we will be able to reduce duplication and

bureaucracy, freeing up more time for senior staff across the partnership to take regional lead roles driving initiatives from which all partners will benefit.

## **2017/18 Funding**

The UHI academic partners have been working collectively to agree principles for the distribution of funding for further education, not least to work through the potential impact of the introduction of price groups to the credit funding coming from the Scottish Funding Council (SFC).

After many months of deliberation, a funding methodology has been proposed that mirrors the model originally proposed by SFC with slight modification. The model has several funding strands: student activity credits, extended learning support, rurality and deprivation funding. A formulaic approach has been taken that reflects the percentage of activity of partners and the specific circumstances of each. As the funding model proposes the re-distribution of some funding, not least 1,000 credits from Lews Castle College, transitional arrangements have been built in to help mitigate the turbulence that could otherwise ensue.

The proposal will be included for discussion at FERB.

## **Professor Eric Verspoor's Inaugural Lecture**

On the evening of 23<sup>rd</sup> March, Professor Eric Verspoor, Director of the Rivers and Loch's Institute gave his inaugural lecture, 'Beneath the surface: fish and chips in rivers and lochs', at Inverness College UHI. Eric Verspoor, director of the Rivers and Lochs Institute at Inverness College UHI, was awarded a personal chair (professorship) in recognition of his expertise in aquatic biodiversity conservation and management. This is Inverness College UHI's first professorship.

Professor Verspoor has worked as a researcher and advisor in the field of aquatic biodiversity for over 35 years, including 22 years as a principal scientific officer to the Scottish government. He has authored more than 150 peer-reviewed scientific papers, research reports and book chapters and was the lead editor of the book 'Atlantic salmon: genetics, conservation and management.'

Since helping to found the new Rivers and Lochs Institute in 2012, Professor Verspoor has overseen the development of its research programme, postgraduate teaching and academic collaborations. His own research is focused on expanding our understanding of biodiversity in Scottish rivers. This includes leading research initiatives such as the Inverness College UHI River Carron Restoration Project and, with national and international collaborators, securing a UK research council grant to develop molecular markers for discriminating farm and wild salmon. He also contributes to many other international research collaborations related to fish species such as Atlantic salmon and Arctic char.

## **Political Interest**

In February, we were visited by Keith Brown MSP, Minister for Transport. The Minister was here primarily to sign the Inverness City Deal, but stopped off at the College to talk to staff and partners about the work we are doing with Academy 9, the education project linked to the dualling of the A9. He was impressed at the range of educational opportunities that were being created, involving people in the region with a project that is likely to have a profound effect on the region's economy.

The same months we also hosted a visit from Jamie Hepburn MSP, Minister for Employability and Training. The Minister came to hear more about our work-based learning provision, particularly our work in growing the number of foundation and modern apprenticeships. Members of the Inverness Developing the Young Workforce Group joined the event as did some of our apprentices.

In recent years we have successfully raised the profile of Inverness College UHI within the Highland region. It is gratifying to see our further education work becoming more nationally more visible.

Two Ministerial addresses have been arranged in March which we anticipate will inform our future work. The Deputy First Minister and Cabinet Secretary for Education and Skills hosted an event at Queen Margaret University titled, 'Delivering excellence and equity in education: from the early years and through life', at which he outlined what was described as the Scottish Government's defining mission. On 31<sup>st</sup> March Shirley-Anne Sommerville, Minister for Further Education, Higher Education and Science, is giving an address to College sector leaders as part of the Colleges Scotland Board residential. All College principals and chairs have been invited to this session. Representation from the College has been agreed at both of these events.

## **Director of Corporate Services Role**

The college has attempted to fill the post of Director of Corporate Services twice. Despite engaging the services of a recruitment consultant for the second recruitment drive, the College has been unsuccessful.

A request has been made by the Scottish Funding Council that we give consideration to a proposal for a shared finance director role that would provide support to both Inverness College UHI and Moray College UHI. This was proposed in the context of Moray College's financial challenges and is being presented by SFC as an opportunity to reduce overheads. This proposal has been agreed in principle and talks are on-going with Moray College regarding how this would operate and how this arrangement could address the recruitment challenge we face. The intention would be to recruit successfully to this post before June.

## **National Pay Bargaining**

As is being reported in the press, a dispute is arising over the implementation of the academic staff pay deal agreed for 2015/16 and 2016/17. As a reminder the detail of the agreement is given below.



A two-year deal:

1 April 2015– 31 March 2016

- 1% consolidated pay increase, or £300 (pro rata for part time) consolidated increase for employees earning less than £30,000, whichever is the greater.

Bridging payment

- £100 consolidated one off payment directly attributed to 15/16 offer to bridge the gap between the two years and paid in the 16/17 year in the May 2016 monthly pay and consolidated in pay points.

1 April 2016 – 31 March 2017

- Further £450 consolidated payment applied to every point of the lecturer pay scale.
- The pay scale for lecturers at Inverness College UHI with effect from 1 April 2016 is therefore £31,561 - £36,337 per annum (increase of £550 on each point of the scale)
- The package also included a wide ranging set of terms to the agreement. These include a jointly developed road map towards harmonisation to include:
  - Agreed settlement dates over a three-year period on an agreed principle of no detriment.
  - Top of un-promoted lecturer salary of £40,026 to be the top point of the national pay scale for un-promoted lecturers and an associated migration plan.
  - Equality Impact Assessment and therefore a drive towards a national job evaluation scheme.
  - No deduction for the strike action that took place on 17 March 2016.
  - Undertaking to agree common terms and conditions by October 2016.

The management and EIS sides are currently unable to agree the terms of the associated modernisation of the workforce terms and conditions that should accompany the pay rise.

A non-statutory indicative ballot for industrial action opened on 17<sup>th</sup> February with a closing date of Friday 3 March. The outcome was in favour of strike action. Notice of a statutory ballot has now been received with strike action being proposed following the Easter academic holiday.

Diane Rawlinson  
Principal and Chief Executive  
March 2017

## Board of Management

Subject/Title:	Principal Recruitment Process - Appointment of Selection Committee		
Meeting and date:	Board of Management 28 March 2017		
Author:	Lindsay Ferries, Director of Organisational Development		
Link to Strategic Plan:			
Cost implications:			
Risk assessment:	Yes <b>If yes, please specify:</b>		
Status – Confidential/Non confidential	Non-confidential		
Freedom of Information Can this paper be included in “open” business	Yes		
If a paper should <b>not</b> be included within “open” business, please highlight below the reason.			
Its disclosure would substantially prejudice a programme of research (S27)		Its disclosure would substantially prejudice the effective conduct of public affairs (S30)	
Its disclosure would substantially prejudice the commercial interests of any person or organisation (S33)		Its disclosure would constitute a breach of confidence actionable in court (S36)	
Its disclosure would constitute a breach of the Data Protection Act (S38)		Other (please give further details)	
For how long must the paper be withheld? (express either as the time which needs to pass or a condition which needs to be met.)			

### Recommendation(s)

Agree the appointment of the proposed selection Committee and formalise diary dates.

### Purpose of Report

The proposed Selection Committee is as follows:

1. Neil J Stewart (Chair of the Board of Management)– Selection Committee Chair

2. Professor Clive Mulholland (Principal and Vice Chancellor UHI) – Selection Committee – UHI Perspective.
3. Lindsey Mitchell (Board Member) – Selection Committee – people management/organisation development perspective.
4. Hazel Allen (Board Member and Audit Committee Chair) – Selection Committee– audit and compliance perspective.
5. Brian Henderson (Board Member and Finance and General Purposes Committee Chair) – Selection Committee – Finance and Corporate Services perspective.
6. College Principal and Chief Executive (tbc) – Selection Committee – learning and teaching perspective.

Donogh O'Brien – Aspen People, Executive Recruitment Contractor, appointed by competitive tender.

Lindsay Ferries - (Director of Organisational Development) Human Resource Support and Board link to Executive Recruitment Contractor.

The proposed selection committee provides a range of perspectives and expertise relevant to the selection criteria for the post.

The following provisional dates set out some key commitments for the selection committee and the wider Board membership.

Activity	Participants	Outline Timescale and Location
Meeting with contractor	Neil J Stewart	17 March
Advert Live		29 March
Review of Long list/ prescreening process	Neil J Stewart Donogh O'Brien	2 <sup>th</sup> /3 <sup>th</sup> May Executive Search Offices Glasgow
:  • Background briefing on proposed candidates including performance through pre-screening stage.	Selection Committee Donogh O'Brien Lindsay Ferries	5 <sup>th</sup> May (10:00 – 16:00) An Lochran

<ul style="list-style-type: none"> <li>• Finalise shortlist.</li> <li>• Briefing on final selection process and timetable.</li> </ul>		
Two day selection process	Selection Committee Donogh O'Brien Lindsay Ferries	Week commencing 22 May 2017  anticipate two full consecutive days  External Venue (tbc)
Day one stakeholder candidate presentations and evening reception.	Selection Committee  <b>All Board Members including staff and student members.</b>	Afternoon and evening on first day of process  External Venue (tbc)

All feedback and appointment processes through to completion, on selection of the chosen candidate will be taken forward by the Executive Search Contractor.

It is anticipated that the formal start date for the selected candidate will be at the latest August 2017 and therefore at the start of the 17/18 academic year. As is customary in this level of appointment, we will agree and schedule induction briefings to take place through the summer. This may include attendance at the Board of Management Meeting scheduled on 22<sup>nd</sup> June 2017.

## Board of Management

### MINUTES of the MEETING of the CHAIRS COMMITTEE held in Room 220, 1 Inverness Campus on Tuesday 31 January 2017

**PRESENT:** Brian Henderson, Louise James, Neil Stewart, John Wilson  
**CHAIR:** Neil Stewart  
**APOLOGIES:** Hazel Allen  
**ATTENDING:** Principal  
 Board Secretary

#### 1. MINUTES OF MEETING OF THE COMMITTEE HELD ON 24 NOVEMBER 2016

The Minutes of the Meeting held on 24 November 2016 were agreed as a correct record, **APPROVED** and signed.

#### 2. STRATEGY / KPI HALF DAY EVENT

The Chair reminded members that at the Board Meeting in December it had been agreed that a half day event be held to discuss the underpinning strategies and KPIs.

Following a lengthy discussion on how to plan the event and reach a meaningful outcome, it became evident that there was not enough time set aside to discuss all the supporting strategies (14 in total) and KPIs. The Chairs considered how best to take this forward and concluded that rather than have a specific event to discuss all the strategies, each of the committees would consider the supporting strategies relevant to that committee remit and also consider the KPIs.

It was noted that many of the strategies overlapped with each other e.g. business development and enterprise, business development and curriculum so it was **AGREED** that the Lead Officers, when preparing their covering reports on each of the strategies would highlight the overlaps.

All Board Members would also be invited to attend each of the committees if they so wished.

The Committees would look to agree the supporting strategies and the KPIs and make a recommendation to the Board of Management meeting on 15<sup>th</sup> June that they be approved. This would ensure that the supporting strategies and the KPIs were in place for the beginning of the 2017-18 academic year.

It was **AGREED** to defer discussion on Risk Appetite as the Chair of the Audit Committee was not present.

### 3. COMMITTEE STRUCTURE AND TERMS OF REFERENCE

#### a) Committee Structure

The Committee discussed the current committee structure and agreed that it was still fit for purpose. The Vice Chair asked a question relating to governance in that the New Campus Project Board had not met since October 2015. He suggested that a recommendation be made to the Board of Management that the New Campus Project Board be wound up and that any extant issues become the responsibility of the Finance and General Purposes Committee.

The Principal reported that there had been nothing to report to the New Campus Project Board as Equitix had not progressed the outstanding issues relating to Group 2 or the Compensation event. In addition, the College had not yet received the final account.

The Committee **AGREED** that it would be useful to call a meeting of the New Campus Project Board to review the current position and requested the Board Secretary to identify a suitable date when all members could attend.

#### b) Terms of Reference

The Committee **NOTED** the committee terms of reference and **AGREED** that these be considered by each Committee, in the May/June cycle of meetings.

### 4. NON-EXECUTIVE BOARD MEETING

The Chair advised that it was good practice for the Board to meet with only non-executive members.

The Committee **AGREED** that the Chair and the Board Secretary should identify an appropriate date for such an event in late spring.

### 5. ARTICLES OF GOVERNANCE

A report by the Board Secretary advised that incorporated colleges were established under the Further and Higher Education (Scotland) Act and under that Act, Boards of Management were responsible for developing Standing Orders, Schemes of Delegation and Staff Member Election Rules.

The Committee

1. noted the Guide relating to the key functions, constitution and proceedings of Boards of Management and
2. considered the Scheme of Delegation and Standing Orders and staff member election rules and recommended them to the Board of Management for approval.

### 6. BOARD MEMBER EVALUATION – UPDATE

The Chair confirmed John Wilson's evaluation was complete and that Brian Henderson's evaluation was scheduled for later in the day.

The outstanding evaluations would be scheduled over the next two months.

**7. ACADEMIC MANAGEMENT COMMITTEE MINUTES**

The Committee discussed whether or not the minutes of the academic committees should continue to be included in the Board committee papers.

As the minutes were mainly reporting on operational matters it was **AGREED** that they would no longer be included in Board Committee papers.

**8. ASSURANCE FRAMEWORK**

As the Chair of the Audit Committee was not present, it was **AGREED** that this item be carried over to the next meeting in February.

**9. UHI STRATEGY EVENT AND MARCH COURT MEETING**

The Chair advised that he was unable to attend this event on 21 and 22 March as he was away on business that week.

It was **AGREED** that the College Secretary would seek a substitute.

**10. DATE OF NEXT MEETING**

Thursday 23 February 2017 - 8.30 am

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

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

## Board of Management

### MINUTES of the MEETING of the PERFORMANCE, REVIEW AND REMUNERATION COMMITTEE held in Room 220, 1 Inverness Campus on Tuesday 31 January 2017

**PRESENT:** Louise James, Neil Stewart, John Wilson  
**CHAIR:** John Wilson  
**APOLOGIES:** Hazel Allen, Brian Henderson  
**ATTENDING:** Principal  
 Director of Organisational Development  
 College Secretary

#### 1. MINUTES

The Minutes of the Meeting of the Performance Review and Remuneration Committee held on 25 February 2016 were **AGREED** as a correct record, were **APPROVED** and signed.

#### 2. PRINCIPAL, SMT AND RESEARCH STAFF 2016/17 PAY RISE

A report by the Director of Organisational Development advised that the Principal, SMT and Research Staff did not come under the scope of the National Recognition and Procedure Agreement.

Historically the Board had aimed to balance the need to attract high calibre people to manage the college with the need to ensure Best Value. The Board was committed to efficiency in Senior Management Team pay bill and had worked with the college Principal to deliver a streamlined and effective senior management structure.

The criteria to consider in determining pay for the SMT included:

- Reference to the pay model and job evaluation
- Reference to the SMT pay structure in comparison to other comparable colleges of a similar size and income.
- Reference to the government's approach to remuneration in the public sector
- Affordability
- Pension effect of remuneration proposals

The proposal was to pay the same flat cash settlement of £550 consolidated increase consistent with the nationally negotiated pay award for all other staff.

The Committee discussed at length the proposal and the risks. A flat cash settlement of £550 for the senior management team posts would erode the differentials between operational managers at grade J and K and the SMT. The Principal and SMT would receive the lowest percentage increase in real terms. Also, going forward, this strategy built in potential risk in attracting and recruiting staff at this senior level.



The risks presented for SMT did not apply in the same way to research staff on research terms and conditions. The implementation of the same pay rise would keep them in step with their counterparts on the pay model and therefore maintain the integrity of their pay in light of Job Evaluation.

In spite of the inherent future risks, the Committee on this occasion **APPROVED** the pay rise of a flat cash settlement consolidated increase of £550 for 2016/17, effective from 1 April 2016 for the Principal. SMT and Research Staff which was consistent with the nationally negotiated pay award for all other staff. The Committee fully recognised that there might well be a need to revisit this decision if these risks became a real problem.

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

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

## Board of Management

### MINUTES of the MEETING of the CHAIRS COMMITTEE held in the Board Room, 1, Inverness Campus on Tuesday 31 January 2017

**PRESENT:** Hazel Allen (by teleconference), Louise James, Neil Stewart, John Wilson  
**CHAIR:** Neil Stewart  
**APOLOGIES:** Brian Henderson  
**ATTENDING:** Board Secretary

#### 1. MINUTES OF MEETING OF THE COMMITTEE HELD ON 31 January 2017

The Minutes of the Meeting held on 31 January 2017 were agreed as a correct record, **APPROVED** and signed.

#### 2. SENIOR INDEPENDENT MEMBER

John Wilson had attended a networking event for Senior Independent Members in December 2016. He advised that the discussion had identified four main areas for debate:

- A common understanding of the role/remit of a Senior Independent Member (SIM)
- The attributes required when considering appointment of a SIM including
  - The degree of 'independence' required
  - The extent to which the role can be held in conjunction with other posts
  - The personal characteristics required
- The role of the SIM in Chair Appraisal
- The relationship between the SIM and other key personnel both inside the college and externally (SFC/government/regional strategic body)

A role description had been proposed and the attributes required of an individual had been suggested.

The networking event had concluded that it was for each Board to decide whether the SIM also held other senior roles. The Committee discussed this in some detail and noted that at present, John Wilson as SIM also held other roles, namely Vice Chair, Chair of HR and Chair of PR&R.

The Committee **AGREED** to keep the current arrangements in place until the outcome of a further SIM networking event (scheduled for May/June 2017) was known. By this time the current Board recruitment would be concluded and a review of Committee membership and Chair appointments would also be required.

### 3. **BOARD MEMBER EVALUATION – UPDATE**

The Chair confirmed that the evaluation of Brian Henderson was complete and Brian had provided feedback on the Chair evaluation carried out by the Board at its meeting in December.

The Chair **AGREED** to liaise with Helen Miller and Hazel Allen in the first instance and set dates for their evaluations with evaluation dates for Mick Longton, Lindsey Mitchell and Steve Walsh to be arranged thereafter.

### 4. **ASSURANCE FRAMEWORK**

The Audit Committee, at its meeting in November 2016 had considered the need for the Board to have an overview of the whole assurance framework and an understanding of how audits and quality assurance meshed together.

It was **AGREED** to await the outcome of the external effectiveness review, consider any recommendations from the review and then shape a piece of work which would inform the Board accordingly.

### 5. **RISK APPETITE**

Under the terms of the Code of Good Governance for Scotland's Colleges there was a requirement for the Board of a college to "set the risk appetite of the body and ensure there is an appropriate balance between risk and opportunity..."

Following discussion, the Committee **AGREED** that a two-step process was required, namely

1. A briefing to Board Members at a Board Meeting to ensure their understanding of risk appetite and
2. A formal session where the Board undertake an exercise to set the risk appetite of the College.

The Chair of the Audit Committee was asked to identify any individuals who might be able to undertake the briefing.

### 6. **BOARD RECRUITMENT**

The Chair provided an update on the board recruitment campaign which was underway. Ten applications had been received and 8 candidates had been invited to attend for interviews on 7<sup>th</sup> and 9<sup>th</sup> March. The calibre of the candidates on paper was extremely high and very encouraging.

The Board currently had three vacancies and if it was considered that more than three candidates were suitable for appointment, co-option would be considered. This would support Board succession planning.

**7. DATE OF NEXT MEETING**

Thursday 30 MARCH 2017 - 8.30 a.m.

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

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

## Board of Management

### MINUTES of the MEETING of the AUDIT COMMITTEE held in the Boardroom, 1 Inverness Campus, on Tuesday 28 February 2017

**PRESENT:** Hazel Allen, Jaci Douglas, Louise James, Lindsey Mitchell, Steve Walsh

**CHAIR:** Louise James (items 1 & 2) Hazel Allen (items 3 – 10)

**APOLOGIES:** -

**ATTENDING:** Principal  
Depute Principal  
Director of Organisational Development  
Finance Services Manager  
ICT Services Manager  
David Archibald, Henderson Loggie  
College Secretary

#### 1. MINUTES

- a. The minute of the Meeting of the Audit Committee held on 29 November 2016 was **AGREED** as a correct record and was approved and signed.
- b. The minute of the Meeting of the Joint Audit and Finance and General Purposes Committee held on 8 December 2016 was **AGREED** as a correct record and was approved and signed.

#### 2. POLICIES

##### a. Records Management

A number of revisions had been made to the records management policy and these had been discussed at Scrutiny Panel in December 2016 and at SMT in February 2017. The revisions were highlighted in a covering report.

The Committee **AGREED** to recommend the revised policy to the Board of Management for approval.

##### b. Health and Safety

A number of revisions had been made to the health and safety policy and these had been discussed at Scrutiny Panel in October 2016 and at SMT in December 2017. The revisions were highlighted in a covering report.

The Committee **AGREED** to recommend the revised policy, which included the health and safety policy statement, to the Board of Management for approval and subsequent signing by the Chair of the Board and the Principal.

*Hazel Allen joined the meeting.*

### 3. **OUTSTANDING AUDIT RECOMMENDATIONS**

A report by the Principal advised that the College had made significant progress in efficient and timely implementation of action points arising from internal audit recommendations. The outstanding action points from previous years had been reduced to two and one of these, relating to a function managed by UHI, was beyond the College's control.

Of the outstanding actions from 2016-17, two had been fully implemented and three had been partly implemented. The report provided a summary of each of the outstanding actions and the progress in implementing the recommendations.

The Committee **NOTED** the significant progress which had been made and were pleased to note that Executive Office had, together with other UHI partners (North Highland, Moray and West Highland Colleges) committed to a joint procurement exercise for a health and safety system through APUC. The cost had reduced considerably as a result of the joint procurement exercise.

### 4. **RISK REGISTER AND BUSINESS CONTINUITY**

A report by the Principal provided an update on risk management from an Inverness College and UHI partnership perspective. UHI Court had proposed that all partners adopt and score 11 generic risks to facilitate improved oversight and management of risk at the level of Regional Strategic Body. The addition of these risks to the Inverness College register did not preclude the recording and management of additional risks identified as being specifically pertinent to the organisation.

UHI as the Regional Strategic Body had in the last year been attempting to play a greater role in the risk management of academic partners. Meetings of Audit Chairs with the Chair of UHI's Audit Committee were being held and some effort was being made to discuss and align risk management across the partnership.

The UHI Court regularly received copies of the risk register of individual academic partners but was concerned that some generic high level risks were not being monitored by all partners and had identified the following 11 generic risks.

- Partner does not achieve allocated HE student number targets.
- Partner does not achieve allocated FE credits
- The institution has a poor reputation
- Disruption to services/projects and/or partnership working resulting from loss of a key staff member
- Non-compliance with relevant statutory regulations
- Governance Failure
- Financial failure/operating loss. Inability to achieve a balanced budget
- College estate not fit for purpose
- Academic quality is sub standard
- Poor Student Experience
- Research outputs are sub standard

The UHI Court had also requested that each academic partner regularly update their risk register directly to the UHI system and adopt the UHI process.

Following the proposed rationalisation, under the current register, there were 3 additional local risks that Inverness College would retain, namely

- Reduction in HE unit of resource
- The College is unable to continue to be locally responsive and accountable to its community
- The College fails to identify or pursue opportunities for development

The Committee discussed the financial position of two of the partner colleges and the requirement for the 5 incorporated colleges to achieve a balanced budget by the end of March 2017. They also considered the 11 generic risks and were very concerned that a number of risks could not be managed on an individual partner basis and that any risks to the College as a result of the governance structure of UHI were not included.

Reference was also made to the risks associated with the implementation of the new Finance System across the partnership and the specific risk to Inverness College UHI of the Director of Corporate Services position remaining vacant. The Principal advised that there had been a request to delay the recruitment as a result of issues affecting the wider partnership.

The Committee **AGREED** that the Chair of the Committee should raise these concerns with the UHI Court.

The Committee further **AGREED**

1. To endorse the proposals of the UHI Court to adopt 11 generic risks
2. To adapt the Inverness College UHI Risk Register to include the generic risks proposed
3. that the Risk Register be adopted and scored, subject to final review against the new Strategic Plan for 2017/20 and associated under-pinning strategies
4. that the Principal would provide timely updates to the Committee on the implementation of the new Finance System.

## 5. ICT SERVICES REPORT

A report by the ICT Services Manager provided an update on strategic and key ICT operational activities within the College. The report covered the key areas of

- ICT Infrastructure and Business Continuity
- Service update
- Information security

The ICT Services Manager was pleased to report that almost all staff had completed the mandatory online training modules on data protection and on information security. Internal audit reports on IT Network arrangements and Data Protection would be presented to the next meeting at the end of May.

The Committee **NOTED** the report.

## 6. HEALTH AND SAFETY

A report by the Health and Safety Manager provided an update on matters pertaining to health and safety.

The contract for the HSG 65 (Management System) H&S software was to be signed later in the day with the implementation phase of the project scheduled from 1 March through to the go live date of 10 July. The system and system users would be fully operational in advance of the 17/18 Academic year.

21 accident/incident/near miss reports had been received in Q2. Four of these were considered to be significant incidents and the mitigating actions were outlined in the report.

The fire management plan had been further refined following three fire evacuations, staff briefing sessions had been held and the duty managers had received guidance on the fire management procedure when on evening and Saturday duty. The Fire Brigade familiarisation visits were scheduled for both Beechwood and Balloch.

The Committee **NOTED** the actions and progress which was being made in a number of areas.

#### **7. ACADEMIC PARTNER AUDIT COMMITTEE CHAIRS MEETING – 2 MAY 2017**

The next Academic Partner Audit Committee Chairs meeting was scheduled for the beginning of May and it was important that the Committee consider any items which it wanted to be included in the agenda for this meeting.

The Chair confirmed that she and the College Secretary would review the list of previously agreed actions which had included, e.g. the sharing of the UHI Audit Plan and UHI Audit reports.

The Committee also **AGREED** that it would be appropriate for the Audit Committee to consider succession planning at partnership level.

#### **8. AOCB – INTERNAL AUDIT TENDER**

The Finance Services Manager advised that the contract with Henderson Loggie, the College's internal auditors would come to an end on 31 July 2017. A tender exercise was therefore required to ensure that internal audit service provision was maintained.

APUC had been approached to seek their assistance and they had advised that they were running a collaboration exercise with Executive Office, North Highland College and West Highland College. The intended start date was 1 August 2017 which aligned with our timing. There were a number of advantages in participating in the exercise, both in terms of the tender process itself and thereafter the ongoing provision of services.

The Committee discussed the potential that Henderson Loggie could be successful in the tendering process and continue as the College's internal auditors, already having held this position for 5 years. As there would be a new Director of Corporate Services, or equivalent, the Committee were comfortable that a professional relationship would be maintained. There was some concern about loss of control of the process. The Finance Services Manager confirmed that the process would be led by a member of APUC staff.



The Committee **AGREED** that Inverness College UHI should participate in a collaborative tender exercise for the provision of internal audit services and that the College should be able to influence the criteria and weighting within the tender documentation and be involved in the selection process which should include presentations by all tenderers.

*The following items were included in the agenda for noting only and therefore no discussion took place at the meeting.*

**9. DATA PROTECTION, FREEDOM OF INFORMATION, COMPLAINTS AND PUBLIC INTEREST DISCLOSURE ANNUAL REPORT 2016**

A joint report by the College Secretary, Quality Manager and Information Development Manager provided an annual update on activity relating to data protection, freedom of information, public interest disclosure and complaints at Inverness College.

**10. DATE OF NEXT MEETING**

Tuesday 23 May 2017 at 8.30 a.m.

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

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

## Board of Management

### MINUTES of the MEETING of the HUMAN RESOURCES COMMITTEE held in the Boardroom, 1 Inverness Campus on Thursday 2 March 2017

**PRESENT:** Mick Longton, Lindsey Mitchell, Diane Rawlinson, John Wilson  
**CHAIR:** John Wilson  
**APOLOGIES:** Brenda Dunthorne  
**ATTENDING:** Director of Organisational Development  
 College Secretary

#### 1. MINUTES

The Minutes of the Meeting of the Human Resources Committee held on 1 December 2016 were **AGREED** as a correct record and were **APPROVED** and signed.

#### 2. MATERNITY AND PARENTING LEAVE POLICY

A number of revisions had been made to the maternity and parenting leave policy and these had been discussed at Scrutiny Panel in June 2016 and at SMT in January 2017. The revisions were highlighted in a covering report.

The Committee **AGREED** to recommend the revised policy to the Board of Management for approval.

*The Chair requested that item 3 on the agenda, organisation and professional development strategy be considered at the end of the meeting. This was agreed.*

#### 3. EQUALITY OUTCOMES ANNUAL REPORT – APRIL 2017

A report by the Director of Organisational Development highlighted the public sector equality duty, the college and regional outcome agreement and the Scottish Funding Council reporting requirements going forward.

In line with the Institutional Leadership and Governance theme was the Board of Managements' performance over the period 2013 – 2017 in relation to the Scottish Government 2020 target to achieve gender balance in Board membership. There was evidence to show the consistency of gender balance over the last four years

The Committee **NOTED** the report.

#### 4. HUMAN RESOURCES REPORT – QUARTER 1 - 2016/17

A report by the Director of Organisational Development presented qualitative analysis of key HR measures surrounding turnover and absence. The key issues to note were as follows:-

- The anticipated turnover expected at the beginning of 15/16 was realised at the beginning of 16/17. This effect was largely attributed to the lecturer pay rise and collective pay bargaining. Staff remaining in employment

beyond retirement age was likely to continue into 2017/18 as further expectations of pay progression impacted on their final salary projections.

- Permanent teaching numbers had stabilised while there was an increase in fixed term teaching staff. Hourly paid supply staff had reduced considerably. The overall increase in temporary fte was due to a number of factors:
  - Year on year growth in HE activity
  - Year on year realisation of FE target
  - Development of HE programmes
  - There were 22 leavers, 7 of which were anticipated retirements. Twelve were resignations, 2 fixed term contracts came to an end and 1 permanent support staff member retired on ill-health grounds.
  - There were 34 starters, 18 of whom were support staff and 16 were teaching staff
  - Sickness absence totalled 453.5 days, equivalent to 2.2%. This was a decrease on Q4 2015/16 (2.5%) and was consistent with seasonal patterns of absence in previous years.
  - 3 members of staff met the long term sickness absence trigger for stress/anxiety (13 or more consecutive days).
  - Three employees remained absent from Q4 2015/16 with long term sickness for debility and musculoskeletal reasons (28 days or over)
  - The most common reason for absence was musculoskeletal with 107.5 (23.7%) days lost across 6 separate episodes, followed by stress/anxiety with 101 (22.3%) days lost across 6 episodes.

The Committee discussed the report and **REQUESTED** that analysis of resignations and long term sickness be included in future reports and suggested that the very low absence rate should be reinforced by setting the figures in a wider context, highlight comparisons with other sectors where possible.

## 5. IIP GOLD FINAL REPORT

The Chair congratulated everyone involved in the achievement of the Gold award and referred to the significant progress which had been made in the College. The final report was extremely positive.

The Director of Organisational Development advised that going forward, there would be a review process to achieve annual reaccreditation. There was discussion on whether the College should seek to achieve the Platinum award and it was agreed that there could be tangible benefits.

If the College went for the Platinum award it might also influence other Academic Partners to go for the Gold Award. The most important aspects however were around the IIP framework which provided assistance in the drive for continuous improvement, and also as an excellent external validation of the College's progress and achievement.

The Committee **NOTED** the report.

## 6. NATIONAL PAY BARGAINING

A report by the Director of Organisational Development provided a comprehensive update on the agreed negotiated settlements for academic and support staff in both 2015/16 and 2016/17.

The Director of Organisation Development advised that the modernisation programme was still to be determined but was progressing quickly given the timescales and assurances provided alongside the two year pay settlement. The pace was a risk as key aspects including the role of the lecturer and establishment of modern and more flexible terms and conditions could impact on pay progression and might not reflect the UHI dimension.

Despite meetings being held in February, EIS FELA confirmed their dispute on the grounds of failure to agree the implementation of the NJNC March pay agreement. Management side again set out their position that the terms of the agreement was a total package with pay and conditions of service inextricably linked. EIS FELA maintained their position that these should be separate.

A non-statutory indicative ballot for industrial action opened on 17<sup>th</sup> February with a closing date of Friday 3 March. It was highly likely that a statutory ballot would follow and further industrial action would progress before/after the Easter break.

The Committee discussed the position and **AGREED** that it was important that the main identified risks and the consequences be documented by way of a series of bullet points and presented to the Board of Management.

## 7. ORGANISATION AND PROFESSIONAL DEVELOPMENT STRATEGY

The Chair set the scene for this item, explaining that this followed on from the previous Strategic Planning Day and subsequent Chairs Meeting to discuss next steps. As a result, each committee was tasked with reviewing relevant, appropriate sub strategies, to ensure alignment with the 2017/2020 College Strategic Plan and also to identify Key Performance Indicators specifically for the Committee and Board to concentrate on.

The Director of Organisational Development had subsequently produced a single strategy, combining the two previous ones and the Committee agreed the combination of strategies

A covering report by the Director of Organisational Development advised that the strategy provided a route map for continuous improvement and growth. There were 6 strategic objectives which aligned to the strategic aims within the strategic plan 2017-20.

The Committee discussed at length the proposed KPIs and **AGREED** to combine two and delete three KPI's from the list presented. The Committee **REQUESTED** the Director of Organisational Development to review the wording of the remaining KPIs to ensure they were meaningful, to add targets

where possible, and to provide an interim update to the committee for any comments in advance of the next meeting at the end of May.

*The following items were included in the agenda for noting only and therefore no discussion took place at the meeting.*

**8. EMPLOYEE RELATIONS**

The Minutes of the Meeting of the Joint Consultative Committee – 14 December 2016.

**9. DATE OF NEXT MEETING**

Thursday 25 May 2017 at 8.45 a.m.

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

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

## Board of Management

### MINUTES of the MEETING of the LEARNING AND TEACHING COMMITTEE held in the Boardroom, 1 Inverness Campus on Tuesday 7<sup>th</sup> March 2017

**PRESENT:** Jaci Douglas, Louise James, Ryan McAdam, Helen Miller, Gavin Ross, Gabriel Starr, Kate White

**CHAIR:** Louise James

**APOLOGIES:** Diane Rawlinson, Steve Walsh

**ATTENDING:** Depute Principal  
Head of Curriculum  
College Secretary

#### 1. MINUTES

The Minutes of the meeting of the Learning and Teaching Committee held on 6 December 2016 were **AGREED** as a correct record, were **APPROVED** and signed.

#### Matters arising

##### Item 3 – Quality Enhancement processes

The Chair suggested that the presentation by the Depute Principal be included in the new member induction material.

##### Item 8 – External Quality Arrangements

The Depute Principal confirmed that the two documents referred to had been finalised and would be circulated.

#### 2. SUPPORTING STRATEGIES - LEARNING AND TEACHING, QUALITY ASSURANCE AND ENHANCEMENT AND STUDENT ENGAGEMENT

The Chair referred to the three strategies which were to be discussed and congratulated management on the very readable and user friendly format.

The Depute Principal advised that these were the first of the five supporting strategies which would be presented to the Committee at this and the next meeting at the end of May. The new Access and Inclusion Strategy was linked to the Regional Outcome Agreement and a draft had to be submitted to the Scottish Funding Council by the end of March. The final strategy was Research and this was an update from the current strategy.

The strategies also identified the key performance indicators (KPIs) that would help to evidence the impact of the objectives. KPIs 1 – 8 in the covering report by the Depute Principal were high level KPIs across the college, the remaining KPIs, 9 – 17 were specific to a particular strategy.

The Depute Principal elaborated on each of the objectives within the three strategies, highlighting the particular actions which would be taken to achieve the objectives.

On the Student Engagement Strategy, the Vice President (Engagement) gave an example of student led marketing being very effective elsewhere and asked if this was something which could be considered. The Depute Principal confirmed that he would discuss this proposal in the first instance with the Director of Business Development.

The Chair thanked everyone involved for the considerable work which had been put into all three strategies.

The Committee asked a range of questions on each of the strategies and

1. requested that targets be set for some of the KPIs
2. that cross references be made to other strategies as appropriate and
3. **AGREED** to recommend the Learning and Teaching, Quality Assurance and Enhancement and the Student Engagement strategies with the supporting KPIs to the Board of Management for approval.

### 3. **STUDENT RECRUITMENT 2016-17**

A report by the Depute Principal provided an update of student recruitment for 2016-17 and a summary of applications received to date for 2017-18. The FE credit target for 2016/17 was 29,647. As at 24<sup>th</sup> February, the FE enrolments totalled 3,472. These were generating 29,862 credits – 215 above the target. However, early withdrawals from January start FE programmes had still to accrue, as had enrolments on some rolling programmes so this was still an interim figure.

The HE target for 2016-17 was 1664.6 FTE. As reported previously, the College would not make its HE undergraduate student activity target although the HE FTE activity would still be higher than in previous years for both undergraduate and postgraduate provision.

Student recruitment for 2017-18 was well underway and applications were looking very positive at this time. Applications for 2017-18 would be monitored closely through the college committee structures.

The Committee **NOTED** the positive report.

### 4. **STUDENT PARTNERSHIP AGREEMENT**

A Report by the Head of Student Services provided an update on the progress made in the Student Partnership agreement across the 4 aspects of:-

- **Student Representation**  
There was now a full complement of student volunteer officers as well as 227 class representatives. In addition, attendance at the monthly Student Representative Committee (SRC) had been healthy and had continued to provide an effective forum for individuals to receive updates but also to express any feedback they had from their class.
- **Student Community**  
The student community continued to develop and this had been identified as one of the LEAD management projects. The LEAD project would consider the results of a survey of the student residents to gauge interest in various out of hours services. There had also been a meeting with representatives from the Dingwall Sub-Aqua Clu who were keen to

provide support in the establishment of an Inverness College UHI Sub Aqua Club. The annual university student health event - Healthy, Happy You had been very successful and the Live, Study, Play group was piloting a project of active collaboration with business to arrange specific deals and events for students

- **The College Welcome**  
Induction for January start programmes went smoothly during the week of 25<sup>th</sup> January 2017. Attention was turning to session 2017-18 and the early student experience.
- **Learning and Teaching**  
Students had attended around two thirds of course committee meetings where they could provide feedback on their courses and programmes. Improved attendance would be a focus for next year to help maximise the student voice.

The Committee **NOTED** the progress being made.

#### 5. **CUSTOMER SERVICES EXCELLENCE FINAL REPORT**

A report by the Head of Student Services provided an update on the outcome of the recent review of Customer Service Excellence, which was conducted in Dec 2016.

The outcome was very positive with the College being re-accredited with the Customer Service Excellence Award. 23 areas of good practice had been identified which had impacted positively on the customer experience. Some minor areas for improvement had been identified and work had begun on these ahead of the next annual review.

The Committee were pleased to **NOTE** the very positive outcome of the review.

*The following items were included in the agenda for noting only and therefore no discussion took place at the meeting.*

#### 6. **2015-16 COLLEGE PERFORMANCE INDICATORS**

A report by the Depute Principal provided confirmation of the published college, region and sector performance indicators (PI) for further education (FE) programmes for 2015-16. The report contained success rates for full-time and part-time FE programmes overall and by subject area, and an analysis of early withdrawal, further withdrawal and partial success rates for full-time programmes.

#### 7. **STUDENTS' ASSOCIATION REPORT**

A report by the Vice President Equality provided an update on the range of activities undertaken by the Students' Association in the last quarter.

#### 8. **DATE OF NEXT MEETING**

Tuesday 30 May 2017 at 8.30 a.m.

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



**Date:**

\_\_\_\_\_

## Board of Management

### MINUTES of the MEETING of the FINANCE AND GENERAL PURPOSES COMMITTEE held in the Board Room, 1 Inverness Campus on Thursday 9 March 2017

**PRESENT:** Brian Henderson, Helen Miller, Diane Rawlinson, Gavin Ross  
**CHAIR:** Brian Henderson  
**APOLOGIES:** Brenda Dunthorne, Mick Longton  
**ATTENDING:** Depute Principal  
 Director of Organisational Development  
 Finance Services Manager  
 College Secretary

#### 1. MINUTES

The Minutes of the Meeting of the Finance and General Purposes Committee held on 8 December 2016 were **ACCEPTED** as a correct record, were **APPROVED** and signed.

#### Matters arising

Item 4 - Finance Monitoring report

As the appointment of the Finance Project Manager had been delayed, the Principal confirmed that the profiling across some budget headings would not be carried out until next academic year.

#### 2. SUPPORTING STRATEGY - PROCUREMENT

A covering report by the Finance Services Manager provided the background and context to the revision of the Procurement Strategy. There had been significant changes to the procurement landscape within which the College must operate. New legislation placed a number of requirements on the College in relation to how it procured and the records it held and made available. The College had to evidence that it was managing the procurement activity to ensure it acted in a compliant manner and was securing best value in purchasing and procurement. The Procurement Strategy was a key tool in driving this forward.

The Committee discussed the strategy at length and asked a range of questions on the strategy and on the action plan which included the proposed KPIs.

The committee discussed

- the use of the wording “consider” or “give consideration to” rather than having a more definitive statement. The use of this wording gave more flexibility in trying to achieve best value but did not give assurance that the matter in hand would actually be implemented
- the feasibility of re-investment of resulting savings and efficiencies

- reporting timeframes which it was confirmed would be improved with the adoption of the new finance system

The Committee **AGREED** to recommend the Procurement Strategy to the Board of Management for approval subject to a number of amendments as follows:-

- that definitive actions be identified where the wording “consider” or give consideration to” was used
- A target be set for the publishing of the annual procurement report (a particular committee cycle) and that it be added to the action plan
- A target be set for compliance and induction training
- Identify a KPI for the list of the top 10 contractors by value
- The KPI’s to be made smarter and to make use of trends
- The inclusion of an overarching KPI on savings achieved
- cross references be made to other strategies as appropriate
- e invoicing - recognition within the strategy that this would be a journey

### 3. **FINANCE MONITORING REPORT – JANUARY 2017**

A report by the Finance Services Manager provided the results of the financial monitoring exercise for the 6 months to January 2017. The key points discussed were:

- The year to date position, for the 6 months to January 2017, showed the net operational position was £573,000 below the budget level. Income, at £661,000 below the budget level and expenditure at £88,000 below budget level, contributed to the variation at the end of the period.
- The year-end position showed a forecast net operational deficit of £1,057,000 compared with the budget level of £0. The variance in deficit related to the adjusted values to be applied in respect of deferred capital grant income. Deferred grant had been recalculated in line with the required accounting in respect of the new campus arrangements. The original budget was set prior to agreement on the correct accounting. This had resulted in negative variance. Discussions were still ongoing with SFC on how they wanted to deal with this. This was a technical deficit, not a deficit in cash terms and the question was raised as to whether this would inhibit future deposits to the ALF.
- Overall, the projected outturn of £1,057,000 was a realistic assessment of the College’s current financial position. The forecasted activity figures for FE were positive at this time. The HE activity was forecast to be higher than 2015/16 although below the target set at the beginning of the year. The impact of this on the overall Income & Expenditure Accounts surplus/deficit would be mitigated through careful management of temporary staff levels and other expenditure.
- It was confirmed that the Finance team was actively working on the reduction of days for student debt

The Committee **NOTED** the financial position and **AGREED** that

1. it should be kept informed of developments around deferred grant treatment and

2. in future the report should focus on highlighting exceptions, that explanations and analysis be improved and actions identified.

#### 4. **CAPITAL EXPENDITURE PLAN REPORT 2016/17**

A report by the Finance Services Manager provided an update on the Capital Expenditure Plan for 2016/17, as at January 2017.

The grant funding from SFC for FE capital for 2016/17 was now £202,051 (previously notified as £187,000). The capital funding from UHI was £393,793 (previously notified as £344,000). There had been a number of options which were looked at in relation to the split of funds but these figures reflected the final allocation approved by FERB and HEPPRC.

The expectation was that funds would have to be spent by 31 March 2017. However, due to the late notice of the extensive additional allocations, SFC had given approval for an extension on HE spend until 31 July 2017. However, all funds must be defrayed by 31 July 2017.

Overall, the Capital Expenditure Plan for 2016/17 showed a projected outturn figure of £595,844, the same as the funded amount for the year. Although the spend to date was still relatively low, there had been significant procurement activity in the last few months with a view to ensuring that funds were spent within the required timeframe.

The Committee discussed the report and were pleased to **NOTE** that a detailed asset register was being developed. An investment strategy which would identify the need for new equipment would then be prepared which would allow the College to proactively plan ahead with investment spend.

#### 5. **BUSINESS DEVELOPMENT REPORT**

The Principal referred to the report by the Director of Business Development which gave a summary of performance and budget monitoring across the key business development teams, namely business solutions, SDS contracts, CREATE and international development.

The Chair noted that the timelines for the sector strategies which were under development had not been included in the report. The Principal advised that the priority for the Director of Business Development had been the development of the supporting strategies and confirmed that the timelines would be included for the next meeting in June.

The Committee was pleased to see the wide range of continuing activity and **NOTED** the budget variations in both income and expenditure in each of the teams.

#### 6. **GALLIFORD TRY FACILITIES MANAGEMENT (GTFM) MONITORING REPORT / ESTATES AND CAMPUS SERVICES**

In line with the agreed contract monitoring arrangements, GTFM provided a monthly status report relating to the NPD assets at Inverness Campus and Balloch. A report by the Finance Services Manager provided summary information in relation to a number of areas including performance of the estate, deductions and the status of outstanding requests.

The level of deductions reported in the January 2017 report showed a significant reduction from previous months, however the figures had yet to be agreed in line with the payment mechanism.

The Committee **NOTED** the main issues and were given an assurance that any Health and Safety matters were being resolved as a matter of priority by GTFM.

*The following item was included in the agenda for noting only and therefore no discussion took place at the meeting.*

**7. DEBT WRITE-OFF REPORT**

A report by the Finance Services Manager provided information on the debts which had been written off by the Principal under delegated authority

**8. AOCB**

**Director of Corporate Services**

The Principal confirmed that Moray College had agreed to share a post of Director of Finance. The recruitment consultants were in place, the job description had been refreshed and job evaluation would be carried out. As Estates and ICT would not be included in this new role, adjustments to the responsibilities of members of the SMT would be required.

**9. DATE OF NEXT MEETING**

Thursday 1 June 2017 at 9.00 a.m.

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

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