

#### **Board of Management**

Meeting	Board of Management
Date and time	Tuesday 20 June 2017 at 4.30 p.m.
Location	Rooms 203/04, 1 Inverness Campus

College Secretary 15 June 2017

#### **AGENDA**

#### **Welcome and Apologies**

#### **Declarations of Interest**

#### ITEMS FOR DECISION

#### 1. MINUTES

Meeting of the Board of Management – 28 March 2017

#### 2. APPOINTMENT OF PRINCIPAL

Verbal report by Chair

#### 3. REVENUE BUDGET 2017/18 (CONFIDENTIAL)

Extract from Minutes of Meeting of the Finance and General Purposes Committee held on 12 June 2017

#### 4. CAPITAL EXPENDITURE PLAN – 2017/18 (CONFIDENTIAL)

Report by Financial Services Manager (to follow)

#### 5. FEES AND CHARGES 2017/18

Extract from Minutes of Meeting of the Finance and General Purposes Committee held on 12 June 2017

#### 6. APPOINTMENT OF INTERNAL AUDITORS

Report by Secretary to the Board

#### 7. UNDERPINNING STRATEGIES and KPIs

Learning and Teaching

Quality Assurance and Enhancement

Student Engagement

Access and Inclusion

Research

Organisation and Professional Development

Procurement

**Business Development** 

Marketing and Communications

Estates ICT

Covering report by Acting Principal

#### 8. NATIONAL BARGAINING (CONFIDENTIAL)

Report by Acting Principal

#### 9. ICSA/HISA MERGER

Report by Acting Principal

# 10. COMMITTEE MEMBERSHIP AND APPOINTMENT OF CHAIR, VICE CHAIRS AND SENIOR INDEPENDENT MEMBER

Extract from Chairs Committee – 13th June 2017

#### 11. RATIFICATION OF SCHEDULE OF MEETINGS FOR 2017-18

Schedule attached

#### ITEMS FOR DISCUSSION

#### 12. ACTING PRINCIPAL'S REPORT

Report by Acting Principal

#### 13. RISK REGISTER

Report by Acting Principal

# 14. DRAFT MINUTES OF MEETINGS OF BOARD COMMITTEES

(CONFIDENTIAL)

- a) New Campus Project Board 30 March 2017
- b) Performance Review and Remuneration Committee 30 March 2017
- c) Chairs Committee 30 March 2017
- d) Audit Committee- 29 May 2017
- e) Learning and Teaching Committee 30 May 2017
- f) Human Resources Committee –1 June 2017
- g) Finance and General Purposes Committee 12 June 2017
- h) Chairs Committee 13 June 2017
- i) Performance, Review and Remuneration Committee 13 June 2017 (to follow)

#### **ITEMS FOR NOTING**

#### 15. REGIONAL OUTCOME AGREEMENT 2017-2020

Copy of agreement

#### 16. EQUALITIES CHALLENGE UNIT – BRIEFING PAPERS

- a) Scottish Board Members role in Equality and Diversity
- b) 2016 amendments to the specific duties and implications for colleges

#### 17. AOCB

#### 18. DATE AND TIME OF NEXT MEETING

Thursday 12<sup>th</sup> October 2017 at 4.30 p.m.



#### **Board of Management**

Subject/Title:	PROPOSED FEES FOR 2017/18			
Meeting and date:	Board of Management – 20 June 2017			
Extract from Minutes of the Meeting of the Finance and General Purposes Committee held on 12 June 2017				

#### PROPOSED FEES FOR 2017/18

Under the terms of the Further and Higher Education (Scotland) Act 1992, College Boards of Management were required to set and charge fees for education provision with some exceptions. The full time fee rates were not within the control of the College and both FE and HE full time rates remained at the same level as previous years.

A report by the Financial Services Manager outlined the proposed schedule of fees for 2016/17. The HE fees were provided for noting as these were set and approved by UHI. She explained that the significant change was in part time FE fees which would see an increase of 5%. This increase had been proposed in order to meet some of the anticipated staffing costs as a result of the ongoing National Bargaining discussions.

There was a discussion on the requirement of the Board of Management to approve some categories of fees, namely nursery and commercial fees as the legislation did not specifically require approval by the Board. The Committee were of the opinion that they would like to continue to see all proposed fees, with the exception of commercial fees as it was understood the need for flexibility in the setting of these fees throughout the year.

The Committee **RECOMMENDED** to the Board of Management approval of the proposed schedule of part time FE fees, nursery fees and other course fees for 2017/18 set out in the appendices to the report subject to the Financial Services Manager providing further justification and risk analysis of the increase in FE fees.



### **Board of Management**

Subject/Title:	Proposed Fees 2017/18					
Meeting and date:	Finance & Ge 2017	eneral Purposes Committee – Thursday 8 June				
Author:	Fiona Mustard	rde, Financial Services Manager				
Link to Strategic Plan:						
Cost implications:	Yes If yes, please sp Loss of income	specify:				
Risk assessment:		ete as applicable) specify:				
Status – Confidential/Non confidential	Non-confidential					
Freedom of Information Can this paper be included in "open" business	Yes	'es				
If a paper should <b>not</b> be inclu	ided within "open"	business, please highlight below the reason.				
Its disclosure would substant prejudice a programme of res		Its disclosure would substantially prejudice the effective conduct of public affairs (S30)				
Its disclosure would substant the commercial interests of a organisation (S33)		Its disclosure would constitute a breach of confidence actionable in court (S36)				
Its disclosure would constitute of the Data Protection Act (SC	, ,					
For how long must the paper either as the time which need which needs to be met.)						

#### Recommendation(s)

The Committee is asked to approve the proposed schedule of FE fees, nursery fees and other course fees for 2017/18 set out in the attached appendices. The HE fees are provided for noting as these are set and approved by UHI.

#### Purpose of report

To present the proposed fee charges for 2017/18 to the Committee for approval.

#### Proposed 2017/18 Fees

Under the terms of the Further and Higher Education (Scotland) Act 1992, College Boards of Management are required to set and charge fees for education provision with some exceptions. The full time fee rates are not within our control and both FE and HE full time rates remain at the same level as previous years.

A proposed schedule of fees for 2017/18 has been set out in the appendices.

#### **Higher Education (HE) Fees**

In the case of HE fees, there is agreement through UHI Executive Board that all Academic Partners (APs) will levy uniform fee charges, which UHI have now set.

Full time fees have also been announced by SFC as part of the HE sector funding settlement. Part-time fees and those for non-EU students for HE level courses have been considered and set by UHI's Board of Governors and are shown within appendix 1.

#### Further Education (FE) Fees

For FE courses, full-time fees are set nationally. Part-time FE level course fees remain to be set by colleges' Boards of Management locally.

Increases of approximately 5% have been built into proposed FE part-time fee rates for 2017/18. This is higher than the prevailing rate of inflation, and reflects the anticipated increase in the staffing cost of delivery. The most recent published figures for inflation for April 2017 are 2.7% (CPI measure) and 3.5% (RPI measure, including mortgage interest payments and is forecast to continue rising.

In recent years, the uplift has been around 2% to 3%. This was higher than inflation in each year and this was necessary to balance both the increasing staff costs resulting from employer pension contribution increases and pay awards, and non-pay costs. There is no hard data that identifies that this proposed increase of 5% will result in a negative impact on student numbers and indeed the FE tuition fee income is on budget for 2016/17. A significant proportion of the FE tuition fee income relates to contracts with managing agents such as CITB and those charges are negotiated separately.

In the case of overseas students, the College policy has been to set a fee that broadly equates income from these students to combined fee and grant income received by the College for home and EC students.

The proposal is to take the current fee for these students in 2016/17, which is £5,240 and increase this to £5,500 for 2017/18, an increase of 5%.

All part-time courses for overseas students are charged at circa four times the standard rate for EU students; as such it is proposed that these fees are also increased by approximately 5%.

#### **Fee Waivers**

FE fee waivers will continue to be available in 2017/18 to eligible students under the SFC scheme. Fee waiver grant forms part of the funding received from SFC to compensate for revenues lost by Colleges as a consequence of not making direct charges to students. This is included within the main core grant and not paid separately. As a UHI college, fee waivers are only available at FE level and not for HE activity. Part-time HE students must apply to SAAS for funding.

#### **Commercial Course Fees**

It has not been possible to finalise the proposed commercial course fees for 2017/18 at this time. A number of courses require to have the current fee structure reviewed and the impact of the national pay agreement also requires to be taken account. The Business Solutions team are working towards a final draft proposal for the Board of Management.

#### **Nursery Fees**

The attached appendix shows both the current charges for nursery provision in 2016/17 and the proposed rates for 2017/18. The rates have been set through reviewing the costs of the provision and the charges levied by comparable nursery providers in our area.

#### **Professional Development Award (PDA) and Other Fees**

There are some courses which are priced independently to take account of the activity required for successful delivery. Some of these courses, such as the SVQs, relate to activity which is largely delivered under contractual arrangements with employer organisations. The appropriate time to review these rates will be at contract renewal.

#### **TUITION FEES**

	2016/17	2017/18
	Fee (£)	Fee (£)
FULL TIME COURSES		
FULL TIME COURSES	4.005	4 005
SC & EU Students - HNC/D	1,285	1,285
SC & EU Students - Degree Courses	1,820	
RUK Students - HNC/D	6,510	
RUK Students - Degree Courses (note 2)	8,000	
RUK Students - Degree Courses BSc, BEng (note 2)	9,000	9,000
PART TIME COURSES		
HN SQA modules / units		
0.5 Credit SC & EU	43	43
1 Credit SC & EU	86	86
Double Credit SC & EU	172	172
RUK per SQA credit	434	434
Undergraduate modules	045	045
SC & EU - per 20 credit module (note 1)	215	215
SC & EU - structured part-time	644 1,340	644
RUK per 20 credit degree module - Arts RUK per 20 credit degree module - Science	1,540 1,500	,
RUK per 20 credit degree online module - Arts	900	900
RUK per 20 credit degree online module - Science	1,020	1,020
Trent per 20 diddit degree dimine medale Colonie	1,020	1,020
Postgraduate Progs (MSc):		
UK & EU fee per 20 credit module	520	520
UK & EU fee for dissertation (equiv 60 credits)	1,560	
UK & EU fee (120 credits plus dissertation)	4,680	4,680
RUK fee per 20 credit module	650	650
RUK fee for dissertation (equiv 60 credits)	1,950	1,950
RUK fee (120 credits plus dissertation)	5,850	5,850
International Students - Full Time Courses	40.000	
Degree Courses - Arts, Humanities, Social Sciences, Business	10,000	•
Degree Courses - Science and Technology (min 90 credits)	11,000	11,000
HNC/D - Arts, Humanities, Social Sciences, Business (min 12 SQA credits)	6,510	6,510
HNC/D - Science and Technology (min 12 SQA credits)	6,510	6,510
International Students - Part Time Courses		
Per 20 credit degree module – Arts	1,680	1,750
Per 20 credit degree online module – Arts	900	963
Per 20 credit degree module – Science	1,840	
Per 20 credit degree online module – Science	1,020	
Per single SQA credit - Arts	434	434
Per single SQA credit – Science Subjects	434	434
International Students - Postgraduate MSc	000	0.50
Per 20 credit degree module	820	852
Int fee for dissertation (equiv of 60 credits)	2,460	2,556
Int fee (120 credits plus dissertation)	7,380	7,660
UHI Diploma in Counselling		
Year 1 - 40 Credits (P/T) SCQF Level 7 (COSCA Certificate)	430	430
real 1-40 orealis (1/1) oodi Level / (0000A oerillicate)	_	
Year 2 - 80 Credits (P/T) SCQF Level 7	860	860

SC = Scottish Domiciled Students

RUK = Rest of UK Students

EU = European Union Member States Students

UK = both Scottish Domiciled and RUK

International = Students not covered by the above

All HE fees set by UHI

Note 1: All degree modules from 12/13 are 20 credit modules. Previous years fee was based on 15 credit modules

Note 2: Maximum charge for full degree capped at 3 years - final year is "free". Existing students to remain on the SC & EU rate.

#### **TUITION FEES**

	2016/17	2017/18
	Fee (£)	Fee (£)
FULL TIME COURSES		
Non-Advanced (FE) level ie NC/NQ: Home and EU students	1,008	1,008
RUK Students	5,240	5,500
International Students	5,240	5,500
DART TIME COURSES		
PART TIME COURSES Non-Advanced (FE) level:		
SQA modules / units		
0.5 Credit	53	56
1 Credit	105	112
Double Credit	210	224
NQ Higher – all levels (including 1 examination entry)	302	317
Intermediate 2	302	317
European Computer Driving Licence (ECDL Essentials)	203	213
European Computer Driving Licence (ECDL Extra)	270	284
Advanced ECDL (per unit)	163	171
English for Speakers of Other Languages		
ESOL - Lower Elementary to Upper Intermediate per	522	548
course ESOL Advanced	698	733
PART TIME COURSES - International Students		
Non-Advanced (FE) level:		
SQA modules / units	242	004
0.5 Credit 1 Credit	212 424	224 448
Double Credit	849	896
NQ Higher – all levels (including 1 examination entry)	1,176	1,235
Intermediate 2	1,176	1,235
European Computer Driving Licence (ECDL Essentials)	811	852
European Computer Driving Licence (ECDL Extra)	1,080	1,134
Advanced ECDL (per unit)	651	684
English for Speakers of Other Languages	2 101	2 206
ESOL - Lower Elementary to Upper Intermediate per course	2,101	2,206
ESOL Advanced	2,816	2,957

# **Inverness College Nursery Fees**

		IC wef 1 Aug 16	Proposed IC wef 7 Aug 17
Babies & Toddlers (0-3) Early Years (3-5) (pre council funding)	Weekly	200.00	210.00
	Weekly	182.00	190.00
Babies & Toddlers (0-3) Early Years (3-5) (pre council funding)	Daily	41.00	43.00
	Daily	38.00	40.00
Babies & Toddlers (0-3) Early Years (3-5) (pre council funding)	Session	22.00	23.00
	Session	21.00	22.00

NO FEE WAIVERS FOR THESE COURSES	2016/17 Fee (£)	2017/18 Fee (£)
PDA		
Leading and Managing Care Services - per course *	968.00	
SVQ 3 - Health & Social Care for Children & Young People - no College assessor	600.00	600.00
SVQ 3 - Health & Social Care for Children & Young People - with College assessor	1,200.00	1,200.00
SVQ 2 Health and Social Care	750.00	815.00
SVQ 3 Health and Social Care	1,030.00	1,115.00
SVQ 2 Barbering (Evening) 2 year course (£500 pa)	1,000.00	1,010.00

<sup>\*</sup> awaiting confirmation from Orkney College as course leader



#### **Board of Management**

Subject/Title:	Internal Audit Tender Process					
Meeting and date:	Board of Mana	Board of Management – 20 June 2017				
Author:	Fiona Ambros	e, Secretary to the Board of Management				
Link to Strategic Plan:						
Cost implications:	Yes If yes, please sp	ecify:				
Risk assessment:	Yes If yes, please specify: 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 inclu	ded within "open" b	ousiness, 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 substanti the commercial interests of ar organisation (S33)	stantially prejudice Its disclosure would constitute a breach of					
Its disclosure would constitute of the Data Protection Act (S3	,					
For how long must the paper either as the time which need which needs to be met.)						

#### Recommendation

Following an evaluation process and presentations from 4 bidders, the Chair of the Audit Committee will make a recommendation to the Board of Management to appoint a preferred bidder to supply the College with Internal Audit Services.

#### Purpose of report

To provide the Board with background information on the tender process for the supply of Internal Audit Services to Inverness College UHI.

#### **Background**

The contract with Henderson Loggie to supply Internal Audit services comes to an end at the on 31 July 2017. The Audit Committee has been kept informed of the tendering progress which has been led by Advanced Procurement for Colleges and Universities (APUC).

Four bidders submitted tenders for the work BDO Henderson Loggie Scott Moncrieff TIAA

#### **Tender process**

The tender document asked each bidder to provide information on two technical questions

#### Q1. Service Delivery Management

- Please provide a detailed implementation plan that will ensure the delivery of a high standard service from contract commencement of the contract.
- Please provide 3 examples of audit reports that would be submitted to the Audit Committee.

#### Q2. Staffing & Resources

- Please provide a maximum two-page CV of the service delivery team demonstrating their understanding and technical ability to effectively project manage the contract and meet the requirements under the Statement of Requirements.
- Please provide a brief of how you manage business continuity should the service delivery team no longer be available.
- Please provide details on any area of the requirement that will be sub-contracted out and the controls that are in place to monitor and manage any sub-Contractor (details should also be provided on the process and checks carried out when appointing any sub-Contractor).

#### **Tender Evaluation**

An evaluation panel comprising the Chair and two members of the Audit Committee, namely Hazel Allen, Jaci Douglas and Lindsey Mitchell, together with the Inverness College Financial Services Manager, Fiona Mustarde, evaluated each of the technical questions and presentations were made by each of the four bidders on Wednesday 14<sup>th</sup> June.

Amanda MacKenzie, Head of Procurement- UHI Shared Service, Advanced Procurement for Universities and Colleges was in attendance as an advisor.

The Chair of the Audit Committee will provide a verbal report to the Board of Management on the evaluation process and recommend the appointment of a preferred supplier of Internal Audit Services with effect from 1 August 2017 for a period of 3 years with the option of an extension for 2 twelve month periods.



#### **Board of Management**

Subject/Title:	Underpinning Strategies and Key Performance Indicators (KPI)					
Meeting and date:	Board of Manager	Board of Management, 20 June 2017				
Author:	Roddy Henry, Acti	ng Principal				
Link to Strategic Plan:	Yes: all themes					
Cost implications:	No (delete as applica If yes, please specify	,				
Risk assessment:		Operational:				
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 substanti prejudice a programme of res						
Its disclosure would substanti the commercial interests of ar organisation (S33)		Its disclosure would constitute a breach of confidence actionable in court (S36)				
Its disclosure would constitute of the Data Protection Act (S3		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 *ratify* the underpinning strategies, as approved by the relevant Board committees, and *agree* the associated KPIs.

#### **Purpose of report / Summary**

This report provides a summary of the underpinning strategies that have been approved by Board committees and a table of associated KPIs.

#### **Background**

An extensive strategic planning process involving the Board, staff, students and external stakeholders resulted in the publication in January 2017 of the college's Strategic Plan 2017-20. The plan focusses on 'opportunity and growth', over the next three years, under six strategic themes:

- student life
- curriculum
- professional practice
- organisational development
- research and innovation
- sustainability

A number of underpinning strategies have been revised or created to ensure the strategic aims are reflected in specific college strategies and then embedded in operational planning and activity. The Board of Management asked for the supporting strategies to be considered through the relevant Board committees.

#### Main body of information

#### 1. Underpinning Strategies

The table below shows the strategies that have been approved by the appropriate committee. The underpinning strategies are appended to this report.

Strategy	Committee	Date approved		
Learning and Teaching	Learning and Teaching	7 March 2017		
Quality Assurance and Enhancement		7 March 2017		
Student Engagement		7 March 2017		
Access and Inclusion*		30 May 2017		
Research and Innovation		30 May 2017		
Organisation and Professional	Human Resources	2 March 2017		
Development				
Procurement	Finance and General	9 March 2017		
Business Development	Purposes	12 June 2017		
Marketing and Communications		12 June 2017		
Estates**		12 June 2017		
ICT	Board of Management	20 June 2017		

The International Strategy is still under development and will be completed in line with the anticipated UHI International Strategy.

<sup>\*</sup>The Access and Inclusion Strategy is a requirement of the Regional Outcome Agreement with SFC and contains specific measures and targets that are applied nationally.

\*\* The draft Estates Strategy is attached for information: changes have still to be made following discussion at the F&GP Committee on 12 June. The committee asked the Director of Organisational Development to update the strategy to include some further data, to make reference to business continuity within the section on security and to refer to the opportunities for the utilisation of space.

The Board is asked to formally ratify the approval of the strategies by relevant Board committees.

#### 2. Key Performance Indicators

Each strategy has a set of performance indicators or an action plan. Progress against these will be monitored regularly by the senior team and by the relevant Board committee.

The key performance indicators (KPI) in the attached table are distilled from the performance indicators and actions in the strategies. The KPIs provide high-level, measurable values, which are valid and reliable over time, to enable the Board to monitor the college's overall performance against its strategic aims on an annual basis.

The KPIs are presented to the Board for discussion and agreement.

Once agreed, the baseline figures (as available) and targets will be added by the senior team and taken to Board committees in September for agreement, and then to Board in October for ratification. The baseline indicators will be 2016-17 actuals, and some of these (eg, student outcomes) will not be confirmed until the October Board meeting.

Roddy Henry Acting Principal

				Target	Actual	Target	Actual	Target	Actual
Strategies *	No	KPI	Baseline	2017/18	2017/18	2018/19	2018/19	2019/20	2019/20
	1	Student activity, outcomes and engagement							
L, Q, S, N	را 1.1	FE credits							
L, Q, O, N	/1 1.1	HE full-time equivalent (FTE)							
L, Q, S, (	1 1 2	FE student retention rates							
L, Q, O, C	1.2	HE student retention rates							
L, Q, S, (	1 1 2	FE student successful completion rates							
L, Q, O, C	1.0	HE student successful completion rates							
L, Q, S, O, E, I	[ ]	FE student satisfaction rates (SSES)							
L, Q, O, O, L, I		HE student satisfaction rates (NSS)							
		Class groups with a Class Representative (%)							
	3 1.6	Class representatives who have engaged in training (%)							
	2	Research							
F	2.1	Staff inclusion in Research Excellence submission (FTE)							
F	₹ 2.2	Postgraduate research students (FTE)							
R, (	_	Number of staff with 3* & 4* REF outputs							
R, I	3 2.4	Research and innovation grant income (£)							
		Business Development							
В, М	<i>I</i> 3.1	Commercial course and events margin (£)							
В,	L 3.2	Apprenticeship contract value (£)							
I, B, N		International commercial activity margin (£)							
B, O, E, I	Γ 3.4	Customer satisfaction rates							
		Organisation and Professional Development							
O, L, (	Q 4.1	Teaching staff with a recognised teaching qualification (%)							
O, L, (	4.2	Staff teaching on undergraduate degree programmes and holding a							
O, L, C	4.2	qualification at SCQF level 10 or above (%)							
С	4.3	Promoted staff with a recognised management qualification (%)							
(		Staff absence rate							
(		Average CPD hours per staff member							
	4.6	Staff turnover (variance to norm)							
	5	Sustainability							
L, B, M, I	5.1	Operating surplus/(deficit)							
L, (		Staff costs as percentage of turnover							
L	5.3	Teaching delivery efficiency (student FTE/teaching staff FTE)							
		Best value (tbc)							
	5.5	Room utilisation (tbc)							
		Utilitise efficiency (£/sq m)							
	5.7	Reportable accidents							

#### \*Key:

B = Business Development

E = Estates and Infrastructure

I = International

IT = Information and Communications Technology

L = Learning and Teaching Strategy
M = Marketing & Communication

O = Organisaton & Professonal Development

P = Procurement

Q = Quality Assurance and Enhancement Strategy

R = Research and Innovation

S = Student Engagement Strategy

# **Learning and Teaching 2017-2020**

#### How to use this Strategy

It is intended that this strategy will provide clear direction to the Board of Management, staff and stakeholders of Inverness College UHI on our strategic approaches to Learning and Teaching.

Staff should make use of this strategy when creating their Operational Plans.

#### Context

The term learning and teaching, in the context of this strategy, defines key elements of our core purpose: the development of our curriculum, our teaching practice and its links with research, and how well these activities support students to achieve on their courses of study.

The Learning and Teaching Strategy relates to the following themes in the Strategic Plan 2017-20: Student Life, Curriculum, Professional Practice, Research and Innovation and Sustainability. The strategy also takes account of other college strategies, in particular the Student Engagement Strategy and the Quality Assurance and Enhancement Strategy, and the university's Learning and Teaching Strategy.

The objectives relate to:

- Curriculum development
- Teaching practice
- Research-teaching linkages
- Student outcomes

#### **Strategic Objective 1:**

To deliver a progressive and valued curriculum that is responsive to demand and contributes to the growth of our region.

We will achieve this by:

- Maintaining strong links with key partners and the communities we serve to systematically gather and analyse intelligence on labour market trends, skill needs and employer sector demands, and review and develop our curriculum accordingly.
- Targeting and/or tailoring provision to ensure that people who face the greatest challenges, including those from challenging backgrounds and those

- from deprived and remote communities, have at least an equal opportunity to access our curriculum and progress successfully.
- Making the most of our tertiary nature to ensure access and progression pathways are effective, efficient and understood.
- Ensuring that workplace experiences, enterprise and entrepreneurship are key features of our curriculum and central to the graduate attributes and essential skills developed by our students.
- Continuing to identify and develop across our curriculum opportunities for research, innovation and knowledge exchange.

#### Strategic objective 2:

To maintain excellent standards of teaching practice across the college.

#### We will achieve this by:

- Maintaining a Framework for Excellent Learning and Teaching as a reference to support staff and teaching teams to evaluate their practice, facilitate professional dialogue, inform ongoing professional development and ensure consistency of practice.
- Ensuring our teaching practice is consistently inclusive, takes account of individuals' additional needs and supports a positive and respectful environment for learning for all students.
- Ensuring that effective and innovative practices are identified, celebrated and shared to help inform the practice of other staff and teaching teams.
- Providing ongoing professional learning and development opportunities specific to teaching practice and the learning process and ensure, through evaluation and monitoring, that these opportunities have a positive impact on practice and the student experience.
- Establishing research and innovation in pedagogy that informs practice, including the development of staff research profiles.

#### Strategic objective 3:

To grow the research-teaching linkages across our curriculum.

#### We will achieve this by:

- Ensuring that teaching on degree awards is informed by relevant research outputs and that there is a structured approach to support staff teaching on degrees at SCQF level 9 and above to be engaged in research activity.
- Ensuring that research activity across the college and the university is embedded in teaching within the relevant curriculum areas.

- Engaging proactively with the university's Research-Teaching Linkage project to build staff and student capacity for research.
- Creating opportunities, wherever possible, for postgraduate research students to engage in teaching.

#### Strategic objective 4:

To maintain and improve successful outcomes for our students and support them into positive post-course destinations.

#### We will achieve this by:

- Maintaining effective mechanisms for self-reflection and programme evaluation that support high rates of successful completion for students on all levels of programme and modes of delivery.
- Ensuring that outcomes for students in specific groups and with protected characteristics are systematically reviewed and monitored, and actions are taken to maintain equity of success and achievement for all students.
- Responding quickly and positively to student feedback to ensure that student satisfaction with learning and teaching is consistently high.
- Monitoring school leaver destinations, student enrolments, attainment and progression rates and the destinations of our further and higher education leavers to inform our learning and teaching and to evaluate the impact it is having on progression and positive post-course destinations.

#### **Performance Indicators (PI)**

PI
Student recruitment against targets and over time
Student progression rates
Student retention rates
Student successful completion rates
Successful completion rates by specific learner groups
Student satisfaction rates
College and university leaver destination rates
Staff research profile
Postgraduate research student involvement in teaching
External quality reports and endorsements

#### **Cross Reference to Strategic Plan**

This strategy links to the following strategic aims:

#### **Strategic Aim**

#### **Student Life**

We will build a vibrant campus community that all of our students are proud of, and within which they are engaged and supported to reach their potential. We will strengthen our existing relationships between our students, staff, employers and the wider community to further increase student participation and the student voice

#### Curriculum

We will offer a progressive curriculum that is valued by our students, employers and the communities we serve, and that is delivered in a variety of ways to make it accessible to all. We will ensure the curriculum remains relevant, responsive to demand and aligned with employment opportunities, providing a range of progression pathways that contribute to the economic growth and social cohesion of our region.

#### **Professional Practice**

Recognising that people have the greatest influence on our success, we will operate in a positive culture where we stretch ourselves to deliver the highest standards of service, support and delivery that exceeds expectations.

#### **Research and Innovation**

We will build upon our successes in research by strengthening our impact and excellence and growing our regional and international reputation. We will continue to support and grow an innovative and inspired postgraduate researcher community. Our research will directly inform innovation and entrepreneurship activity in key sectors regionally and internationally

# **Quality Assurance and Enhancement Strategy 2017-2020**

#### How to use this Strategy

It is intended that this strategy will provide clear direction to the Board of Management, staff and stakeholders of Inverness College UHI on our strategic approaches to quality assurance and enhancement.

Staff should make use of this strategy when creating their Operational Plans.

#### Context

Quality assurance and enhancement activities are fundamental to ensuring that the college, and the university, maintains and continues to improve the quality of its provision for students and other stakeholders.

Due to its fundamental nature, the Quality Assurance and Enhancement Strategy relates to all the themes in the Strategic Plan 2017-20. The strategy also takes account of key external quality frameworks and demands, such as those of Education Scotland, the Quality Assurance Agency and awarding bodies.

The objectives relate to:

- The role of data
- Internal verification and audit
- Approval processes
- Quality monitoring arrangements
- · Quality enhancement arrangements

#### **Strategic Objective 1:**

To ensure the quality of the student experience and the college performance is informed by relevant data.

We will achieve this by:

- Maintaining robust and effective systems and mechanisms to gather, process and use student data, taking account of all data protection requirements.
- Identifying relevant data sets and information for analysis and comparison with national, sector and/or regional benchmarks.

- Making relevant data on student and college performance easily accessible to staff and presenting it in a way that informs the monitoring and evaluation of quality and the college performance.
- Ensuring that staff have the knowledge and skills to enable them to access and use data safely and effectively, in line with their role, to support evaluation, planning and improvement.

#### **Strategic objective 2:**

To maintain robust and effective internal verification and audit processes.

#### We will achieve this by:

- Maintaining a robust and effective internal verification process that ensures: awarding body requirements are upheld; learning, teaching and assessment approaches are in line with college policy and recognised best practice; improvement actions are implemented, and; assessment judgements are valid.
- Ensuring staff have the necessary knowledge and skills to lead and/or to participate effectively in the internal verification process.
- Maintaining a robust internal audit process to ensure compliance with appropriate academic regulations, awarding body requirements and college internal verification policy and procedure.
- Utilising the outcomes from internal verification and audit systematically to further enhance quality assurance processes and procedures.

#### **Strategic objective 3:**

To maintain an approval process that assures the quality and sustainability of the college curriculum.

#### We will achieve this by:

- Maintaining a robust approval process for new awards to ensure that the curriculum remains relevant, valued, progressive and sustainable, and that students have access to high quality resources and support.
- Ensuring the approval process has the flexibility to respond to the demands of employers and other stakeholders while maintaining its integrity.
- Ensuring that the approval process includes the effective communication of decisions and outcomes at every stage.
- Embedding the approval process within our committee structure to ensure all decisions are ratified by the committee of the Senior Management Team and referred to the Academic Quality and Standards Committee.
- Working with colleagues across the university to maintain effective collaborative approval processes.

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#### Strategic objective 4:

To maintain effective arrangements to monitor the quality of the college's provision.

#### We will achieve this by:

- Maintaining a calendar of quality monitoring arrangements that ensures alignment with other relevant operational activities and covers the entirety of the student journey, from application to post-course destination.
- Utilising relevant external quality frameworks and standards to structure our quality processes and behaviours.
- Ensuring our quality monitoring arrangements incorporate fully all aspects of the college's provision and services.
- Gathering a range of evidence effectively and systematically to inform selfevaluation and reflection on practice: the evidence will include student data, student and stakeholder feedback, internal and external audit and verification outcomes, external benchmarks and the findings from reflective activities.
- Maintaining a risk-based approach to quality monitoring to ensure the efficient and effective deployment of resource and to maximise impact.

#### Strategic objective 5:

To maintain effective arrangements to enhance the quality of the college's provision.

#### We will achieve this by:

- Maintaining a culture of continuous improvement by empowering and enabling all staff to reflect on their practice, evaluate their own and their team's performance and to seek creative solutions.
- Regularly reviewing our quality arrangements to ensure they continue to support effectively the enhancement and continuous improvement of our provision.
- Utilising systematically, at team and college levels, the evidence we gather from a range of sources to identify strengths and areas for development.
- Using our identified strengths and areas for development to inform actions that drive the continuous improvement of our provision.
- Working collaboratively with academic partners to further enhance the student experience across the region and the university.

#### **Performance Indicators**

PI
Student progression rates
Student retention rates
Student successful completion rates
Successful completion rates by specific learner groups

Student satisfaction rates

College and university leaver destination rates

External verification outcomes

External quality reports and endorsements

#### **Cross Reference to Strategic Plan**

This strategy links to the following strategic aims:

(Remove where not applicable)

#### **Strategic Aim**

#### Student Life

We will build a vibrant campus community that all of our students are proud of, and within which they are engaged and supported to reach their potential. We will strengthen our existing relationships between our students, staff, employers and the wider community to further increase student participation and the student voice

#### Curriculum

We will offer a progressive curriculum that is valued by our students, employers and the communities we serve, and that is delivered in a variety of ways to make it accessible to all. We will ensure the curriculum remains relevant, responsive to demand and aligned with employment opportunities, providing a range of progression pathways that contribute to the economic growth and social cohesion of our region.

#### **Professional Practice**

Recognising that people have the greatest influence on our success, we will operate in a positive culture where we stretch ourselves to deliver the highest standards of service, support and delivery that exceeds expectations.

#### **Organisational Development**

As a highly regarded organisation, we will attract and retain talented employees committed to achieving shared goals. We will create a supportive, collaborative and dynamic environment where students and staff are inspired to learn and develop. Our high performance culture will be underpinned by a dispersed leadership model, within which teams are empowered to deliver and share accountability for outcomes.

#### **Research and Innovation**

We will build upon our successes in research by strengthening our impact and excellence and growing our regional and international reputation. We will continue to support and grow an innovative and inspired postgraduate researcher community. Our research will directly inform innovation and entrepreneurship activity in key sectors regionally and internationally

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#### Sustainability

We will ensure our continuing financial stability by developing income streams and promoting efficient, effective service delivery. We will work collaboratively to enhance the prosperity of the regional economy. We are committed to acting responsibly by protecting our environment, maintaining and developing our infrastructure and managing our risks.

5

# **Student Engagement Strategy 2017-2020**

#### How to use this strategy

It is intended that this strategy will provide clear direction to the Board of Management, staff and stakeholders of Inverness College UHI on our strategic approaches to student engagement.

Staff should make use of this strategy when creating their Operational Plans.

#### Context

Student engagement is fundamental to ensuring that the college, and the university, maintains an effective partnership with its students. The role that students play, whether individually or collectively, is critical to maintaining and enhancing the quality of the student experience.

The Student Engagement Strategy relates to the following themes in the Strategic Plan 2017-20: Student Life, Curriculum, Professional Practice and Organisational Development. The strategy also takes account of the national Student Engagement Framework.

The objectives relate to:

- Students feeling part of a supportive institution
- Students being supported to engage in their own learning
- Students feeling involved in the work of the College
- Students participating in quality and governance arrangements

#### Strategic Objective 1: To ensure students feel part of a supportive institution

We will achieve this by:

- Maintaining our links with schools and community groups and further enhancing our transition planning arrangements to ensure all students, and particularly those with specific needs, are fully supported when they begin their studies.
- Further develop ways to build relationships with applicants prior to admission, to better identify their needs, inform their decision making and to support their early student experience.

- Continuing to work with the students' association to ensure that induction programmes and activities are effective in welcoming new students and providing them with the right information, at the right time, about their programmes and wider student life.
- Providing students with a range of high quality services that support their success, including services related to funding, welfare, childcare and learning support.
- Recognising and celebrating student success in a variety of ways, including through formal awards and graduation ceremonies.

#### Strategic objective 2: To support students to engage in their own learning

We will achieve this by:

- Providing the skills and opportunities for students to extend and enhance their learning through participation in activities such as peer review, structured reflection on progress and planning next steps.
- Providing opportunities for students to lead learning activities, particularly at postgraduate level.
- Embedding practice across the curriculum that supports the development of students' independence in learning.
- Providing high quality facilities and resources to support learning at curriculum and cross College levels

#### Strategic objective 3: To ensure student involvement in the work of the College

We will achieve this by:

- Continuing to work with the students' association to maintain the Student Partnership Agreement.
- Maintaining a variety of mechanisms to capture and analyse student views, at class and college levels, and ensure that students are involved in and informed of the actions taken to make changes and improvements.
- Working with the students' association to ensure that class representatives are prepared and equipped to undertake their roles effectively.
- Maintaining, in collaboration with the students' association, the Student Representative Council (SRC) to provide a forum for students, the students' association and senior managers to engage with cross-college issues and facilitate open and productive discussion.

# Strategic objective 4: To support student participation in quality and governance arrangements

We will achieve this by:

- Continuing to support the students' association to maintain elections and the democratic processes that underpin effective student representation.
- Continuing to provide support for the students' association elected officers to undertake their roles and responsibilities effectively, including support to participate effectively in college and Board of Management committees, while maintaining the independence and integrity of the student voice.
- Providing informal and formal opportunities for elected student representatives to liaise regularly with the college principal and senior managers.
- Continuing to provide appropriate financial support and resources to the students' association
- Involving student representatives in the college committee structure and on operational working groups to ensure that the student voice contributes to and informs operational decision making.

#### **Performance Indicators**

PI
Student recruitment by specific learner groups
Student progression rates
Student retention rates
Student successful completion rates
Successful completion rates by specific learner groups
Student satisfaction rates
Student satisfaction with services to support learning
Student satisfaction with opportunity to engage with own learning
Student satisfaction with response to their views
College and university leaver destination rates
External quality reports and endorsements
Percentage of class groups with a class representative
Percentage of class representatives who have engaged in training

#### **Cross Reference to Strategic Plan**

This strategy links to the following strategic aims:

#### Strategic Aim

#### **Student Life**

We will build a vibrant campus community that all of our students are proud of, and within which they are engaged and supported to reach their potential. We will strengthen our existing relationships between our students, staff, employers and the wider community to further increase student participation and the student voice

#### Curriculum

We will offer a progressive curriculum that is valued by our students, employers and the communities we serve, and that is delivered in a variety of ways to make it accessible to all. We will ensure the curriculum remains relevant, responsive to demand and aligned with employment opportunities, providing a range of progression pathways that contribute to the economic growth and social cohesion of our region.

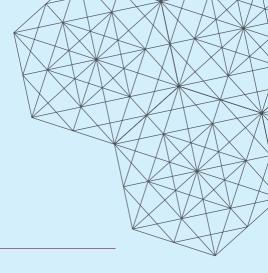
#### **Professional Practice**

Recognising that people have the greatest influence on our success, we will operate in a positive culture where we stretch ourselves to deliver the highest standards of service, support and delivery that exceeds expectations.

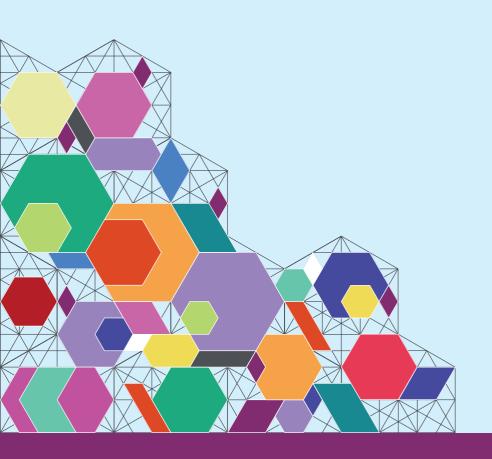
#### **Organisational Development**

As a highly regarded organisation, we will attract and retain talented employees committed to achieving shared goals. We will create a supportive, collaborative and dynamic environment where students and staff are inspired to learn and develop. Our high performance culture will be underpinned by a dispersed leadership model, within which teams are empowered to deliver and share accountability for outcomes.

# START TOMORROW TODAY



# Access & Inclusion Strategy





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#### **Introduction and Context**

Inverness College UHI is the main provider of education and skills development in the Highland region and touches the lives of many. In August 2015 the College relocated to the setting of Inverness Campus, and re-developed the Scottish School of Forestry in Balloch. We also have a footprint in Badenoch and Strathspey with the Falcon Centre hosting our community based learning hub for the area.

The College has an income of approximately £25m and provides education and training for approximately 6,500 students, with over 2,600 of them attending on a full-time basis. In the last four years our higher education provision has grown significantly and, as the presence of the University of the Highlands and Islands in Inverness, we are the key provider of higher education in the region. The College's provision however spans all Scottish Credit and Qualification (SCQF) levels from foundation through to doctoral level study and as an organisation we pride ourselves on our ability to support the needs of all of our students, no matter what their level of study. In this sense, our provision is truly accessible and inclusive.

At the heart of our organisation is a commitment to parity of esteem for vocational and academic study. We value both equally and indeed seek to blur the boundaries between the two, providing meaningful experience that properly equips our students for progression to higher level study or to employment and a rewarding career. We provide work-based learning pathways that stretch from the school Senior Phase through to graduate-level study. We provide Supported Education programmes for some of the most vulnerable in our community, as well as post-doctoral research opportunities in state-of-the-art laboratories. We aim to be the first port of call for anyone in the Highlands or beyond seeking post-compulsory education and training and as such we sit at the heart of the community, working in close partnership with regional agencies.

Our Strategic Plan for 2017 – 20 sets out our ambitions of how the College will develop during the next three years and how we intend to contribute to the realisation of the University of the Highlands and Islands' strategic vision, as set out in the UHI Strategic Plan. Our focus is on providing seamless pathways that blur the boundaries between school and college, and college and university; and that support all of our students in the development of rewarding careers, and our region in its continued prosperity.

Our approach to Access and Inclusion is guided by our Strategic Plan, by the Scottish Funding Council's Guidance, and by our legal responsibilities as outlined in the Equality Act 2010. Our vision is to –

Be recognised as a centre of excellence, working with partners to deliver a coherent education system founded upon:

- Inclusive practice that encourages participation and closes the attainment gap;
- Courses of excellent quality that respond to industry demand;
- Seamless pathways through all levels of education;
- Research that informs teaching and drives regional innovation.

Our approach to Access and Inclusion underpins and guides all we do and provides an umbrella under which every aspect of the student journey is encompassed. The student is at the centre of all we do and as such our approach to Access and Inclusion is cross cutting throughout all services within the College. The principles of Access and Inclusion are firmly embedded in our Strategic Plan<sup>1</sup> and across the workings of the College. Our Access and Inclusion Strategy applies to all students but is of particular importance to introductory and access level provision up to SCQF Level 4.

Our Strategy takes account of a range of different strands and influences in Scottish Education such as –

- Delivering Excellence and Equity in Scottish Education<sup>2</sup>
- Education Scotland new Quality Framework for Inspection and Review 2017
- IC UHI Corporate Parenting Plan <sup>3</sup>
- Career Education Standard (3-18)
- IC UHI Additional Support Needs Policy <sup>4</sup>
- IC UHI Additional Support Needs Procedure 5
- IC UHI Framework for Excellent Learning and Teaching <sup>6</sup>
- Getting it Right for Every Child to improve outcomes for all
- Curriculum for Excellence
- National Youth Work Strategy
- SFC Gender Action Plan
- Developing the Young Workforce
- Teaching Scotland's Future
- Scottish Attainment Challenge
- The National Improvement Framework and the 6 drivers
  - Performance Information
  - School / College Improvement
  - Assessment of Progress

<sup>&</sup>lt;sup>1</sup> Strategic Plan 2014-17 and 2017-2020

<sup>&</sup>lt;sup>2</sup> Delivering Excellence and Equity in Scottish Education, Scottish Government

<sup>&</sup>lt;sup>3</sup> IC UHI Corporate Parenting Plan

<sup>&</sup>lt;sup>4</sup> Additional Support Needs Policy

<sup>&</sup>lt;sup>5</sup> Additional Support Needs Procedure

<sup>&</sup>lt;sup>6</sup> IC UHI Framework for Learning and Teaching

- o Parental Engagement
- o Teacher Professionalism
- o School / College Leadership

As a College we are cognisant that an individual's circumstances – where they live, their gender, their support needs, their family's circumstances – still have a disproportionate impact on their chances of success. As a College we are keen to do all we can to ensure that there is *equity in opportunity* for individuals. However, we are keen to put in place any additional support we can to ensure there is also *equity in outcome* for individuals so their circumstances do not disadvantage them. We have gathered data on our 20 per cent most deprived postcodes and have recently narrowed this to look at 10 per cent most deprived. To supplement this, we have also started to use the Socio-Economic Performance (SEP) Index and the 8 Fold Rurality Index which we have linked to our Equalities data on our Enrolment Dashboard.

Our improvement agenda around access and inclusion focuses our action around the three core aims as identified in *Delivering Equity and Excellence in Scottish Education* –

- Closing the attainment gap
- Ensuring we have a responsive curriculum
- Empowering our communities

We will use our Access and Inclusion Fund to support the achievement of these core aims through inclusive practices which will support all of our students. Our Strategy will be identifiable within our Regional Outcome Agreement (ROA) and will identify what our funding is used for as well and its impact.

Our Access and Inclusion Strategy has 4 elements: -

#### 1. Defining our Approach to Access and Inclusion

This section looks at how we how we approach access and inclusion including how we assess and meet the needs of students

#### 2. Financial Overview of our Spend

This section provides a high level overview of our across College spend for access and inclusion

# 3. Expected Impact of the College's Access and Inclusion Strategy on Performance Indicators

This section provides the narrative around the trend in our Performance Indicators over the last 3 academic sessions. It also details the impact of our approach on our priority groups including our intake and outcomes.

#### 4. Future Enhancements around Access and Inclusion

This section provides an overview of our future plans and developments around access and inclusion which culminate in our access and inclusion action plan.

Our Access and Inclusion Strategy sits alongside various other Inverness College UHI strategies which all align in terms of their ambitions –

- Human Resources
- Staff Development
- Learning and Teaching
- International
- Marketing
- Enterprise
- Estates and Infrastructure
- Procurement
- ICT & Assistive Technology
- Student Engagement
- Quality Enhancement and Engagement

#### **Consultation and Engagement**

We have consulted with a wide range of internal and external stakeholders in the writing of our Access and Inclusion Strategy. These have included –

Internal Stakeholders	External Stakeholders
IC UHI Board of Management	Community Planning Partnership
IC UHI Staff	Third Sector and Charitable Organisations
IC UHI Student's Association	Highland Council Schools
	Skills Development Scotland

Each of these stakeholders have had opportunity to feed into our Strategy and provide their views on it. This Strategy has also been overseen by the Regional Strategic Board.

#### 1 Defining our Inclusive Approach

We have a firm commitment to making our College accessible and inclusive to all learners and this approach penetrates every aspect of our student experience from start to finish. We strive to provide access to education, employment, services, programs, and activities to all persons, regardless of physical or mental disabilities. As such, members of the College work together in an effort to create solutions to any barriers that may exist for an individual with a disability or a need for additional support.

Across the entirety of the student journey we have taken steps to ensure that individuals feel supported through our positive declaration environment and are further supported by the processes which follow.

Placing the learner at the centre of all we do is the overarching principle which guides our work and helps us to encourage students to take an active role in their learning. Our Student Services Teams, in conjunction with curriculum colleagues, ensure that students are holistically supported throughout their learner journey.



#### Supporting Individuals at Each Step

- Initial Enquiry website information is accessible and available in a range of formats
- Disclosing Accessibility Barriers we have a positive declaration environment<sup>7</sup> where individuals are encouraged at various points to declare if they have any learning need which they will require support with
- Assessing an Individual's Needs we have a thorough needs assessment to enable us to accurately assess what support needs to be put in place for learning<sup>8</sup>
- Putting Support in Place<sup>9</sup> following the needs assessment, we have a clear process in place to ensure that relevant staff are informed of how best to support an individual
- Monitoring Support Measures we regularly monitor individuals through the role of the Personal Academic Tutor<sup>10</sup>
- Supporting learning through Technology assistive technology hardware and software tools are suggested to some individuals to meet the needs of students with various disabilities
- Exam Arrangements adjustments to exams can be made in order to support an individual's chances of successful completion<sup>11</sup>
- Creating Accessible Content Inclusive learning and teaching practices are promoted and embedded within our Framework for Excellent Learning and Teaching
- Monitoring Successful Outcomes our PI dashboard <sup>12</sup> enables us to disaggregate our outcomes by protected characteristic so we can closely monitor progress by group. Our INSIGHT Monitoring and Tracking Process<sup>13</sup> provides the tool for us to monitor attendance and progress of individuals on a weekly basis and put timely interventions in place when required.

#### 1.1 Contextualised Admissions

Improving access to higher education, and education in its widest sense, for people from the widest possible range of backgrounds, is a key priority of The Scottish Funding Council and is addressed in the UHI outcome agreement. As a College we are committed to ensure that there are no barriers to entrants from protected characteristic groups such as age, gender, ethnicity, disability, care leavers; SIMD areas and SHEP schools.

<sup>&</sup>lt;sup>7</sup> ASN Policy

<sup>&</sup>lt;sup>8</sup> ASN Procedure Flow Chart

<sup>&</sup>lt;sup>9</sup> ASN Procedure

<sup>&</sup>lt;sup>10</sup> PAT Guide to Supporting Students

<sup>&</sup>lt;sup>11</sup> Exam Arrangements

<sup>12</sup> PI Dashboard - P:\Staff\Student Records\Reports

<sup>&</sup>lt;sup>13</sup> INSIGHT Procedure

Contextualised Admissions<sup>14</sup> is one of our key principles in terms of ensuring there are no barriers to access during the admissions process.

Each applicant who has positively disclosed information related to indicators 1 to 3 on their application form, will be flagged in SITS as 'contextualised admissions'.

- Indicator 1 Applicants with experience of being looked after / in care for a period of time
- Indicator 2 Applicants whose parents or guardians have not previously attended university
- Indicator 3 Applicants who have participated in outreach activity or access programmes

As a College we record our contextualised admissions, showing the number of applicants identified in this group, by programme of study and outcome of applications. Our Admissions Team work closely with our Students Records and MIS Manager to ensure individuals who have made disclosures are flagged and supported appropriately.

#### 1.2 Partnership Working

Partnership working is critical to the holistic way in which we support our students and runs through every aspect of the College. In terms of access and inclusion, we identify that partnership working is critical around transition planning. Our transition planning is focused around –

- School pupils transitioning into College as part of their Senior Phase
- Care Experienced Individuals transitioning into College
- School pupils transitioning into Price Group 5 Supported Education programmes as part of their Senior Phase
- Students transitioning into employment or further study

#### Transition Planning for School Pupils

We visit each of our local secondary schools to provide an overview of the Senior Phase provision which we offer. This input starts in S3 and continues annually through S4, S5 and S6. We also work closely with the Highland Council to shape our curriculum offering to ensure it meets the needs of the young people coming from schools. We currently offer provision from SCQF level 1 to 9 <sup>15</sup>.

We have many vulnerable young people transitioning from school to college and who benefit from enhanced support. An estimate of 5 transition visits per week take place for these pupils at key times, whether current or prospective students, which provides extra support.

<sup>&</sup>lt;sup>14</sup> Admissions Flow Chart

<sup>&</sup>lt;sup>15</sup> Senior Phase Brochure

The Schools for Higher Education Programme (SHEP) is funded by the Scottish Funding Council. Our local provider, ASPIRE North, provides support in 10 schools across the North of Scotland that traditionally have low progression rates to higher education. ASPIRE North encourages young people to make more positive and better informed decisions about their post-school educational choices. Inverness College UHI works closely with this partner to input into their programme for pupils from Highland schools including –

- Providing tasters for S3 pupils to enable young people to experience college / university life and to help motivate them to continue with their school education and progress to post school further or higher education
- Supporting the S4 residential weekend giving a guest lecture and helping to inspire young people to reach their educational goals
- Providing study skills sessions to S6 pupils helping to ease their transition between school and college / university

The College Access and Progression Manager is the Regional Chair for ASPIRE North contributing to both the strategic and operational planning and management of the programme.

We will also work with partner schools to ensure that at point of application we are receiving adequate information relating to an individual's support needs. We have regular meetings with Head Teachers and Guidance Teachers and transition planning is firmly on the agenda. We will move to an online application process for school pupils coming to us as part of their Senior Phase. This will enable us to gather data around support needs at point of application and support us in putting nay support measures in place. This will also enable us to record this data on our student records system.

#### Transition Planning for Supported Education Students

We have robust transition arrangements for school pupils coming to College as part of their Senior Phase. Transition planning includes visits to the campus and opportunities to meet college teaching and support staff; liaison with school pupil support assistants (PSAs) who are offered campus visits to allow arrangements for personal care needs to be in place; flexible arrangements with schools to release PSAs to provide 1:1 support for individuals including medical and personal care for those attending the College Link programme. We have developed close partnerships with schools who send pupils to the College Link programme.

Robust transition planning is also in place for individuals coming from other providers such as third sector and charitable groups like L'Arche, Richmond Fellowship, Key or those who come under the care of Community Psychiatric Nurses. Separate open events are run for individuals coming to Price Group 5 programmes to make it more accessible for them. Individual lecturers also go out to deliver taster sessions within familiar surroundings to assist future students in becoming more comfortable with the prospect of coming to College. At point of initial needs assessment, we gather information which is relevant to the individual such as medical protocols and

previous care plans from agencies. Once enrolled we have initial settling in discussion with the individual, and any support worker who accompanies them in College, to establish if they are being supported appropriately.

#### Transition Planning for Care Experienced Individuals

Currently Inverness College UHI have highly effective working relationships with Barnardos and other third sector organisations, Highland Council Social Work department, and Highland schools working with young people in care. We have a data sharing agreement with Barnardos which helps us to fully support young people who are either in or about to come out of care.

Our care experienced students make up a small percentage of the total population of the College cohort, however their support need is often high. We have a dedicated Transitions Co-ordinator who works to support this vulnerable group in a range of different ways across many aspects of their life at College. Individuals who actively use the service will usually access support weekly and engage with other support services such as Guidance, ASN and counselling / wellbeing. We have robust systems and processes in place which means that individuals are fully supported from point of disclosure<sup>16</sup>. As a College we have recently published our Corporate Parenting Plan<sup>17</sup> which provides corporate parenting support for individuals who are looked after at their 16<sup>th</sup> birthday. We have chosen to remove the upper age of this support entitlement to enable any individual with a care experienced background to receive enhanced support.

#### Students transitioning into Employment or Further Study

We provide a high level of support to individuals who are transitioning either out of College into employment or into further study<sup>18</sup>. Our aim is to help to prepare students for further study and/or employment. Throughout the year we offer workshops that can be delivered in a classroom situation relating to progression, careers and employability and we encourage Personal Academic Tutors to book these workshops for their student groups. We also encourage students to drop into the Student Services Centre to arrange one to one support in job searching, completing applications, personal statements and CVs and also advise about academic progression either within Inverness College UHI or in other universities and colleges.

Our ambition is to work with academic departments to ensure that all students leaving Inverness College are work ready and have an up to date CV and Personal Statement.

<sup>&</sup>lt;sup>16</sup> https://www.inverness.uhi.ac.uk/students/student-support/care-leavers

<sup>&</sup>lt;sup>17</sup> Corporate Parenting Plan

<sup>&</sup>lt;sup>18</sup> Guidance Workshop Booklet

#### 1.3 **Commitment to Ongoing Continued Professional Development**

We invest in our staff resource to support our approach to access and inclusion and the continued professional development of our staff is critical to ensure we have highly trained specialised staff. This is a focus within our Learning and Teaching and Organisation and Professional Development Strategies.

#### The Inclusive Classroom

Inclusive learning and teaching practices are promoted and embedded within our Framework for Excellent Learning and Teaching 19. Within each of the 8 characteristics, the underlying principles put learners at the centre and as our primary focus, ensuring the learning of each individual is both accessible and inclusive. The framework is also underpinned by our opportunities for continuous professional development which support colleagues to develop themselves as skilled professionals who share emerging practice.

A variety of development opportunities are provided for staff throughout the academic year and all staff also participate in 4 specified college-wide development days per year. On staff development days, relevant workshops focus on topics such as Autism Awareness, Mental Health First Aid, Diversity & Inclusion and Corporate Parenting. We therefore put a real emphasis on staff development around access and inclusion.

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.

#### Staff Induction

All of our staff complete a mandatory induction programme<sup>20</sup> which covers Safeguarding, Health & Safety and Corporate Parenting. This ensures that all of our new staff coming in have an immediate awareness of the importance of access and inclusion for our students. Teaching staff complete a further mandatory induction programme<sup>21</sup> which includes sessions on Building a Rapport with Students; Supporting Students; The Inclusive Classroom. This induction programme also 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.

<sup>&</sup>lt;sup>19</sup> Framework for Excellent Learning and Teaching

<sup>&</sup>lt;sup>20</sup> New Staff Induction Programme

<sup>&</sup>lt;sup>21</sup> New Staff Learning and Teaching Induction Programme

Professional Development to Support Students with Additional Support Needs

With the College we have a highly skilled ASN Team who work first hand with individuals with additional support needs. Two members of staff hold 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 our ASN Team have gone through 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 difficulties as well as hearing and visual impairments<sup>22</sup>. We also have four trained counsellors who between them 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 gone through Introduction to Counselling, Careers Coaching and Mental Health First Aid. This enables us to provide a first level Guidance and support 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<sup>23</sup>.

New and experienced teaching staff work together informally to observe and to share best practice in all areas of pedagogy<sup>24</sup>. 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.

#### 1.4 The Services We Provide

Inverness College UHI provides a range of services to ensure equity of opportunity for individuals in terms of their access and inclusion in College life and the outcomes they achieve. The Early Experience Student Survey<sup>25</sup> provides some context to the feedback we gather and receive from our students around their experience.

<sup>&</sup>lt;sup>22</sup> Staff Development Matrix

<sup>&</sup>lt;sup>23</sup> <u>TEL Staff Development Opportunities Overview</u>

<sup>&</sup>lt;sup>24</sup> LED overview

<sup>&</sup>lt;sup>25</sup> Early Experience Student Survey

#### Student Services Centre

We have consciously decided to make our Student Support Services visible and accessible within our campus to ensure our students feel they have easy access to the services they rely on for support. The Centre provides a triage type facility to students to provide support across a broad spectrum. Our Access, Progressions and Guidance Team, our ASN Team and our Admissions and Student Funding Team are all visible within the Student Services centre and are on hand to provide support.

#### Additional Support Needs Service

The College has a dedicated team who support anyone with additional support needs. Support is provided through the Personal Learning Support Plan which is devised as part of a needs assessment<sup>26</sup>. We have a growing number of individuals who disclose an additional support need and who are supported through a PLSP. This upward trend is likely to continue as we further improve our pre-course information, our transition planning and our positive declaration environment. We also provide bespoke one to one support to those who have a visual or hearing impairment.

Disclosures						
	Application	Enrolment	Student	Grand Total	PLSPS per session	1
2015	950	1353	821	3124	2014/15	183
February	35			35	2015/16	288
March	85			85	2016/17	363
April	82			82	Total	834
May	109	1		110		
June	163	391	4	558		
July	172	446	262	880		
August	121	376	401	898		
October	51	55	87	193		
November	46	41	39	126		
December	86	43	28	157		
2016	1111	1502	2165	4778		
January	163	80	142	385		
February	158	26	113	297		
March	228	42	136	406		
April	268	14	254	536		
May	184	1	109	294		
June	104	335	70	509		
July		591	496	1087		
August	1	273	629	903		
October		42	127	169		
November		41	46	87		

<sup>&</sup>lt;sup>26</sup> ASN Policy and Procedure

December	5	57	43	105
2017		63	141	204
January		55	127	182
February		8	14	22

We also provide enhanced support for those with Autism or Anxiety and run support groups for individuals with these conditions. Our Autism Support group is run in partnership with third sector agency Autism Initiatives. Students with Autism can settle into their new surroundings at Inverness College UHI quickly, and flourish in their chosen paths, thanks to the Support Group. The initiative, which aims to provide a weekly forum where students with the condition can share their experiences, took the University of the Highlands and Islands Student Support Initiative Award in 2016. This support group, among others, provide a high level of support to individuals and provide a valuable service which helps them sustain their studies. There has been a significantly positive improvement on student outcomes for those who have disclosed Autism. Over a three year period there has been an improvement in success rates from 74% to 88%. The cause of this is unclear but participation in the support group is likely to be one of the factors for this.

#### Health and Wellbeing and Counselling Services

We operate a triage system for students who are referred to counselling. Students requesting counselling or wellbeing are offered a Wellbeing Consultation. In this solution-focused session, counselling referral and/or other options will be discussed. Specialist wellbeing support for any student experiencing significant or enduring difficulties. We regularly liaise with external services (such as local NHS hospitals and community teams) to ensure students are able to access appropriate support, and co-ordinate support so that impact on studies is minimised<sup>27</sup>.

#### Access, Progression and Guidance

Our students are supported by our Access, Progression and Guidance Team who provide a wide range of support in house but also signpost individuals to external services as well. The Guidance Team provide support on an individual and class basis on a range of aspects including information, guidance and advice on progression; funding advice; careers and employability advice; accommodation information; support with applications; and personal support.

#### Support through the Personal Academic Tutor

All students are assigned a Personal Academic Tutor (PAT)<sup>28</sup> who will support them throughout their studies. This role is not only key to the face to face on-going support which individuals need but also critical in signposting individuals to other services when required. The PAT has dedicated time allocated on a weekly basis to carry out their support duties.

<sup>&</sup>lt;sup>27</sup> Well Being Service

<sup>&</sup>lt;sup>28</sup> PAT Guide to Supporting Students

#### Support for Care Experienced Young People

We are committed to supporting individuals with a care experienced background to ensure they have equal access to opportunities and to success. We have chosen to extend the support we provide to –

- Those of any age with a care experienced background (government recommendations are up to the age of 26)
- Young carers
- Other young people deemed to be vulnerable

We offer 1:1 support for care experienced young people, young carers and other vulnerable young people and have a dedicated member of staff who will provide support from the initial enquiry stage. We have a Corporate Parenting Plan in place to demonstrate our commitment to this group and have an action plan which is reviewed quarterly. All of our staff have now completed Corporate Parenting training to ensure care experienced young people are given full understanding of their situation and needs.

#### Library, Learning Resource Centre and SkillZone Services<sup>29</sup>

We have an accessible library service and offer a Postal loans service for students who cannot physically access the Library due to mobility or transport issues, or to those who are distance learners. We are also keen to take a holistic approach to our approach to health and well-being and as such we signpost any students with mental health issues to our Reading Well book collection, a collection of self-help literature put together by our Health and Well Being Team. Due to the nature of many of our programmes, we offer 24/7 access to resources through provision of online resources such as ebooks, journals and online collections. Many of these resources have accessibility features such as coloured overlays, audio and large print making them fully accessible for those with additional support needs.

We also have a dedicated drop in facility for those who require study support of any kind. This is very wide ranging and includes support around –

- ESOL support from literacy tutor
- ECDL materials which can be accessed from home, so students only need to come to College for assessments
- Print copies of support guides available as well as online versions all aspects of study skills covered such as Referencing, Essay Writing, Note Taking, Time Management, Managing Deadlines and so on
- Social media presence to make this facility accessible and proactive
- Core suite of Study Skills workshops available, but bespoke sessions also available, for class tutors to book

<sup>&</sup>lt;sup>29</sup> Library Guide

#### Accessible Infrastructure

As a new building, our infrastructure and facilities are fully accessible and inclusive. We have taken cognisance of learners who may have additional requirements in terms of our infrastructure and the environment they learn in and have introduced a Multi Faith Room and a Quiet Room in response to student feedback.

#### 1.5 Investment in ICT and Assistive Technology

As a College we provide a wide range of ICT devices and software to support student's learning needs and to make learning accessible to all –

- Literacy software on all PCs: assisting staff and students with dyslexia, other learning difficulties or those whose first language is not English;
- Provide a bank of laptops that are tailored to individual student need, where the student has additional learning requirements;
- A range of interactive screens to provide interactive content, as well as a touch screen for students to contribute to classes via touch as well as vocally;
- Hearing loops are provided in the core multimedia and VC rooms as well as at Reception and in the Library
- The College also has a Technology-Enhanced-Learning Studio. The purpose of this resource is to improve the digital skills of staff, the quality of blended learning materials being developed, and the subsequent engagement of students through more inclusive content.

We also have a Learning Technologist who can produce teaching materials in accessible formats for individuals with specific needs.

#### 1.6 Providing Bespoke Individualised Support

As a College we run a range of bespoke supported programmes within Price Group 5 for individuals with complex needs<sup>30</sup>. These programmes fall within our Supported Education department and all receive a high level of support through classroom assistant input for all groups. We also work in partnership with external agencies who support individuals through support workers in class. We provide a high level of support to these groups and all individuals have a personal support plan to help track and support progression. As a College we have a very clear progression pathway for individuals coming through our Supported Education programmes with a focus on building knowledge, skills and independence. We have built good links with local schools and provide a senior phase pathway for individuals in S4-6 who have more sever and complex needs. Our College Link programme has been designed to enable school pupils to attend College 1 day a week in preparation for commencing a part time programme with us when they leave school.

<sup>&</sup>lt;sup>30</sup> Supported Education Provision

We are also beginning to track individuals who are subject to welfare guardianship and will include that in the data we collect from 2017-18 applications. This will enable us to ensure that Carers are included in information and decisions in the best interest of prospective and current students.

As a College we have considerable spend in terms of making College accessible to students. Students who require transport to College are supported by College staff to

access a taxi service paid for through bursary funds. Whilst we do not provide personal care for students, we liaise very closely with external agencies to ensure that individuals are aware of the accessible facilities we have to help support the delivery of personal care<sup>31</sup>.

#### 1.7 Assessing Students' Learning Needs

The way in which we assess a students' learning needs is clearly stated in our ASN Policy and procedure<sup>32</sup>. Students who disclose a disability or learning support need at point of application are automatically flagged on our Student Records system and invited to make a personal learning support plan (PLSP) with a specialist needs assessor. A confidential, student centred, holistic approach is taken and covers the nature of the difficulties; the student's educational background and history of support; the difficulties experienced previously and at present; the student's learning style and perceived strengths and weaknesses; and the strategies employed to date. The needs assessor then recommends learning strategies for the student to try and agrees with them what information will be forwarded to the lecturing staff via the Personal Academic Tutor (PAT). Where relevant, use of assistive technology (AT) is discussed and demonstrated to the student and access to this arranged.

The PLSP is recorded in the student HUB so that they can view at any time what was agreed and request any changes that arise during the course. The student's progress is reviewed three times per session through the PAT <sup>33</sup> and ASN with their needs being assessed at this point. Any additional support which they may require is then followed up on through our referral system to Student Services<sup>34</sup>.

#### 1.8 Meeting Students' Learning Needs

The way in which we meet the learning needs of individuals is determined by the needs assessment which individuals are invited to and are outlined in our ASN Procedure<sup>35</sup>. The College provide reasonable adjustments in certain circumstances where a student or prospective student would otherwise be disadvantaged by a provision, criterion or practice operated by the College. The relevant matters to which such adjustments might relate to include:

• Deciding who is offered admission as a student

<sup>&</sup>lt;sup>31</sup> See previous page – Accessible Infrastructure

<sup>&</sup>lt;sup>32</sup> ASN Policy and Procedure

<sup>&</sup>lt;sup>33</sup> PAT Review Forms

<sup>&</sup>lt;sup>34</sup> Student Services Referral Form

<sup>&</sup>lt;sup>35</sup>ASN procedure

- Provision of education
- Access to a benefit, facility or service

Whether it is reasonable for an education provider to make any particular adjustment will depend on a number of factors, including:

- The effectiveness of making the adjustment and whether it is practical to do so
- The financial resources available
- The availability of grants, loans and other assistance to disabled students, such as Disabled Student Allowance, or charitable trusts
- The extent to which aids and services will be provided to disabled students from other sources
- Health and safety requirements this means if the adjustment increased the risks to the health and safety of another person
- The relevant interests of other people this means where the adjustment results in significant disadvantage for other people

The College also has a dedicated facility for students to receive additional study support, the SkillZone<sup>36</sup>. Students' learning needs are identified by PATs, other lecturers, ASN, SkillZone or the Guidance Team and they are referred to the SkillZone for additional support with their studies. This could be in the form of -

- PATs/Lecturers identify areas in which their groups need support and book visits from SkillZone or Guidance to facilitate this.
- PATs/Lecturers identify areas with which an individual student requires support and via the Student Referral Form, requests this from SkillZone.

#### 1.9 INSIGHT Monitoring and Tracking

As a College we are committed to supporting all students to achieve a successful outcome. Our INSIGHT Attendance and Progress Monitoring Procedure<sup>37</sup> is a whole college approach to supporting student attendance, progress and attainment and supports successful outcomes for all students. The key purpose is to ensure that all students are fully supported to sustain their studies and are provided the opportunity to do their best to achieve their qualification. In particular, INSIGHT helps us to predict when an individual is at risk of not sustaining their studies and enables us to put interventions in place in a timeous manner to help support them. A whole college approach is taken to supporting student success and positives outcomes for all. Key principles of INSIGHT include –

- Appropriate support is identified and provided to those who need it
- Interventions and support is provided in a timely manner

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<sup>&</sup>lt;sup>36</sup> SkillZone Offering

<sup>&</sup>lt;sup>37</sup> INSIGHT Procedure

 Individuals feel fully supported and equipped to continue their studies and achieve success.

INSIGHT helps us to pay particular attention to those we deem most at risk –

- Individuals who are Care Experienced Leavers / Looked After Children
- Individuals with outstanding funding evidence
- Individuals who have declared an additional support need

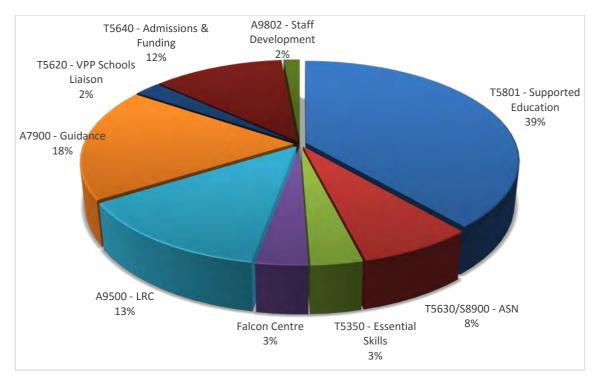
INSIGHT operates a flagging system whereby those falling within these categories are highlighted to the attention of the Personal Academic Tutor. This raises awareness of the PAT around the increased challenges which these individuals may face and also prompts them to keep a close check on their attendance and progress. A series of automatic communications have been established for individuals who fall below the thresholds for attendance and or progress. This enables us to put interventions in place which are timely and appropriate and reduces the risk of the individual withdrawing. The Student Services referral form has helped us to streamline the process in terms of the way in which we meet direct students accordingly to help meet their needs. Support and intervention is timely and targeted through this system<sup>38</sup>.

<sup>&</sup>lt;sup>38</sup> Student Services Referral Form

# 2 Financial Commitment to our Inclusive Approach

We have a significant spend on access and inclusion across College which has had a positive impact on our student recruitment and outcomes, as demonstrated in 1.12. A high level financial overview has been provided which highlights how our funds are used to support our inclusive practices. A more detailed breakdown has also been provided<sup>39</sup>. Our access and inclusion spend accounts for approx. 21% of our SFC FE grant.

Access and	Access and Inclusion Commitment 2015-16					
Pay Costs		2015/16				
	T5801 - Supported Education	427,800				
	T5630/S8900 - ASN	81,779				
	T5350 - Essential Skills	37,072				
	Falcon Centre	37,229				
	A9500 - LRC	147,040				
	A7900 - Guidance	203,202				
	T5620 - VPP Schools Liaison	25,401				
	T5640 - Admissions & Funding	130,458				
	A9802 - Staff Development	15,972				
Pay Total		1,105,953				
Non-Pay Costs	Supplies to Deliver	62,735				
	Fees – software and specialist services	56,324				
Non-Pay Total		119,059				
	Overhead allocation at 30% of staffing	331,786				
Non-Pay including Overheads		450,845				
Total including Overheads		1,556,798				
SFC FE Grants		7,407,169				
% spend on A&I of total SFC FE Grant		21%				



<sup>&</sup>lt;sup>39</sup> High level overview of our spend

#### 3 Expected Impact of the College's Access and Inclusion Strategy

The approach we take to access and inclusion has made a significant, positive contribution to student recruitment and outcomes over the last three years.

#### Student Recruitment

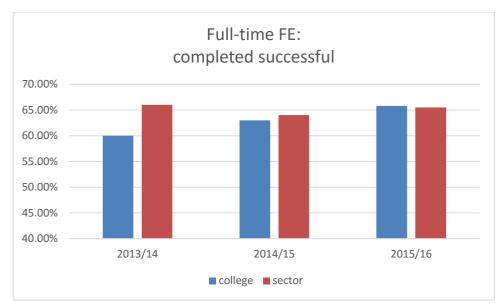
The college exceeded its FE activity targets in 2014-15 (by 3%) and in 2015-16 (by 10.6%).

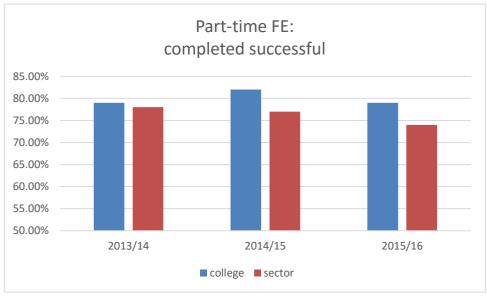
#### Successful Completion Rates

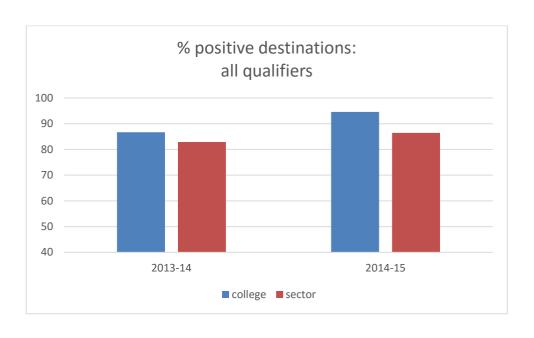
Rates of successful completion for learners on full-time FE programmes have improved year-on-year and are now above latest published sector levels. Rates for learners on part-time FE programmes have remained high over the last three years and are also above sector levels.

#### Positive Destinations

Positive destination rates for FE learners successfully completing programmes at the college, as a percentage of all qualifying leavers, are high (94.6% for those leaving at the end of 2014-15), have increased over the last two years and are above sector levels.

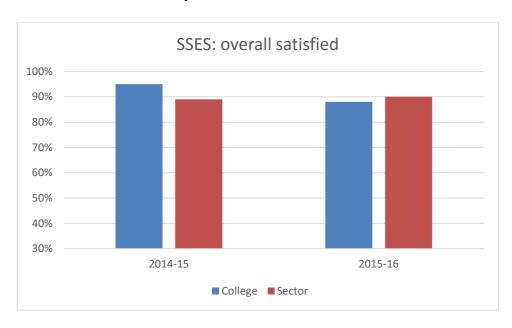






#### 3.1 Student Satisfaction

Satisfaction rates for learners on FE programmes are high, although there was a slight drop in 2015-16 due to the difficulties experienced in moving into the new college buildings. The chart below shows the satisfaction levels recorded in the SFC Students Satisfaction and Engagement Survey (SSES) pilots: it should be noted that the sector returns include both FE and HE students, whereas the college returns include FE students only.

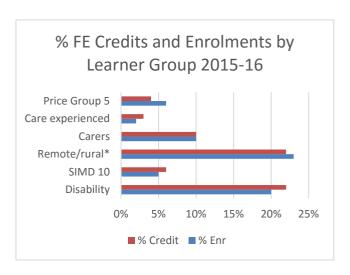


#### 3.2 Enrolments by learner group

Enrolments in 2015-16 by specific learner groups, as a percentage of overall FE enrolments, are shown below:

	%	%
Learner Group	Enrolments	Credits
Disability	20%	22%
SIMD 10	5%	6%
Remote/rural*	23%	22%
Carers	10%	10%
Care experienced	2%	3%
Price Group 5**	6%	4%

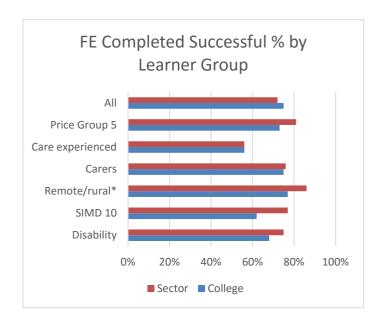
<sup>\*\*</sup> Learners living in postcodes categorised as remote rural or very remote rural by the Scottish Government's Urban Rural Classification. \*\*\*Previously Dominant Programme Group (DPG) 18.



#### 3.3 Successful completion rates by Learner Group

The successful completion rates for learners on FE programmes (including those on programmes not leading to a recognised qualification) in 2015-16 by specific groups are shown below:

	%	%
	Success	Success
Learner Group	(college)	(sector)
Disability	68%	75%
SIMD 10	62%	77%
Remote/rural	77%	86%
Carers	75%	76%
Care experienced	56%	56%
Price Group 5	73%	81%
All students	75%	79%



Success rates for learners on FE programmes in 2015-16 by type of disability are shown below (categories with less than 20 enrolments and programmes not leading to a recognised qualification have been excluded):

DISABILITY TYPE	Enrl.	% Success
No known disability	3783	78%
A specific learning difficulty such as dyslexia, dyspraxia or AD(H)D	319	69%
You are deaf or have a serious hearing impairment	42	80%
You have a mental health condition, such as depression, schizophrenia		
or anxiety disorder	136	57%
You have a social/communication impairment such as Asperger's		
syndrome/other autistic spectrum disorder	41	88%

#### 3. 4 Our Access and Inclusion Ambitions for Priority Groups

The College is working more closely with the Highland Council particularly to share data to help widen access and further improve transition planning for priority groups. We are in the early stages of establishing a Transitions Steering group comprising of colleagues from the Highland Council, schools and from the College. The purpose of this is to enhance our partnership approach particularly around how we share data and provide a seamless transition for young people progressing into College. Initial work has been done to help us benchmark our enrolments for those who are care experienced and those who disclose an additional support need

# against Highland Council data.

	% within Highland	% of Inverness	% credits
	Council area	College	delivered to group
		Enrolments	
Care Experienced	2%	2%	3%
young people*			
Disclosure of	26%	20%	22%
ASN**			

<sup>\*</sup> Data for Highland Council relates to young people aged 15-20; data for Inverness College is based on those up to age 26

# All FE: targets for credits delivered by learner group:

	Actual		Targets			
Learner Group	% Credits 2015-16	% Credits 2016-17 tbc	% Credits 2017-18	% Credits 2018-19	% Credits 2019-20	
SIMD 10	6%	6%	7%	7%	7%	
Care experienced	3%	3%	3%	3%	3%	

# All FE: targets for successful completions by learner group:

	Acti	ual		Targets	
	0.4	%	%	%	%
	% Suggest	Success 2016-17	Success	Success	Success
Loarnor Group	Success 2015-16	2016-17	2017-18	2018-19	2019-20
Learner Group	2013-10	LDC			
Disability	68%	70%	71%	72%	73%
SIMD 10	62%	66%	67%	68%	69%
Carers	75%	78%	78%	79%	80%
Care experienced	56%	56%	57%	58%	60%
Price Group 5	73%	75%	77%	78%	79%
All learners	75%	77%	78%	79%	80%

# All FE: targets for learners on FE programmes in 2015-16 by type of disability:

	Actual			Targets	
	% % Success Success		%	%	%
			Success	Success	Success
	2015-	2016-	2017-	2018-	2019-
DISABILITY TYPE	16	17 tbc	18	19	20

<sup>\*</sup> Data for Highland Council relates to young people aged 15-20; data for Inverness College is based on all enrolments

A specific learning difficulty such as dyslexia, dyspraxia or AD(H)D	69%	70%	71%	72%	73%
You are deaf or have a serious hearing impairment	80%	Maintain at level of learners with no known disability, as minimum			
You are blind or have a serious visual impairment uncorrected by glasses	n/a <sup>40</sup>				
You have a mental health condition, such as depression, schizophrenia or anxiety disorder	57%	58%	59%	60%	61%
You have a social/communication impairment such as Asperger's syndrome/other autistic spectrum disorder	88%			of learners ty, as minii	

<sup>&</sup>lt;sup>40</sup> Less than 10 enrolments

#### 4 Future Aspirations and Enhancements around Access and Inclusion

As a College we have aspirations to further enhance our approach to access and inclusion. Key areas for future enhancement include –

- Staff Development
- Monitoring and Tracking of Students
- Transition Planning
- Pre-Course Information
- Monitoring student outcomes by priority groupings
- Support for student carers
- Support around careers and employability
- Assistive Technology
- The PAT Role

These have been collated into our Access and Inclusion action tracker<sup>41</sup> and are aligned with our Strategic Plan and our cross College Quality Enhancement Plan.

<sup>&</sup>lt;sup>41</sup> Access and Inclusion Action Tracker

# Research and Innovation 2017-2020

#### How to use this Strategy

It is intended that this strategy will provide clear direction to the Board of Management, staff and stakeholders of Inverness College UHI on our strategic approaches to opportunity and growth in research and innovation.

Staff should make use of this strategy when creating their Operational Plans.

#### Context

Since 2007 Inverness College has been committed to the development of research as a core part of its growth as a partner in the University of the Highlands and Islands. Over this period the Research Strategy has been implemented in two phases; Phase 1 2007-2012 and Phase 2 2012-17. Both of these phases met targets which have resulted in the organisation and growth of research capacity; and development of a culture of research in the duel sector education environment of UHI. This phased approach has ensured research is now an integral part of the College Strategic Plan and, with the opportunities presented by the move to the Inverness New Campus in 2015, it is a key component of driving academic excellence throughout the organisation.

The environment for research in the college encourages and supports research and scholarship across the breadth of curriculum. The College Research Hub is a dedicated research base for staff and postgraduate researchers. This provides a forum for the development of multi-disciplinary research, in the College, in UHI and with other institutions in the UK and internationally.

The College has specialist strengths in freshwater and fisheries science, forestry, literature, social sciences and rural policy, and has growing research activity in education, sport science, health, psychology and sustainable built environments.

There are three centres of research:

- Rivers and Lochs Institute
- · Centre for Remote and Rural Studies
- Scottish School of Forestry

The College encourages and supports individual staff in furthering their research through several mechanisms, including remitted time from teaching responsibilities

where research will lead to consideration for inclusion in the Research Excellence Framework (REF), time allocation for undertaking a Ph.D., and a Research and Scholarship Scheme open to all staff in the College.

Research at Inverness College has grown in close alignment with the UHI Research Strategy and through partnership working with centres of research in other partners in the university. In the 2013 REF three members of staff were submitted into three Units of Assessment.

The research postgraduate community (including College staff undertaking Masters and Doctoral research) has grown steadily, with relatively small but strategically important numbers in key discipline areas.

Inverness College UHI is well placed to deliver innovative, internationally relevant, and applied research, that aims to make a significant contribution to the growth of a knowledge based economy in the heart of the Highlands and Islands of Scotland.

#### **Strategic Objective 1:**

To build upon our established platform of research excellence, expanding activity in our research centres and across academic teams.

We will achieve this by:

- Continuing to support the growth of the Inverness College research centres and research active staff.
- Focusing on the delivery of research excellence and impact in the 2019/20 REF.
- Working with colleagues in UHI to facilitate appropriate and effective engagement in research and scholarship, with associated staff development support, for staff in the university.

IN16MS 2

#### **Strategic objective 2:**

To ensure our research has relevance, application and impact through development of innovative partnerships with schools, key sector partners and academic partners, and through effective communication of results.

#### We will achieve this by:

- Expanding and strengthening our collaborations and partnerships with partners in key sectors, for example in freshwater and wild fisheries management, ensuring our innovative research has direct relevance and application.
- Developing strong links with schools, giving both primary and senior phase students the opportunity to find out about research, and potential research careers on their doorstep.
- Continuing to develop and expand inter-disciplinary research partnerships and collaboration in the College, with other partners in UHI and with national and international academic institutions.

#### Strategic objective 3:

To maximise the opportunities for growing our postgraduate researcher community, creating a strong research culture for our early career researcher development.

#### We will achieve this by:

- Continuing to grow and support the research postgraduate community in the College, ensuring delivery of quality in supervision and the research environment.
- Growing the numbers of staff with experience and expertise to supervise research students across target areas of curriculum in the College.
- Providing research studentship opportunities for students graduating from College undergraduate programmes.
- Fully participate in delivery of high quality provision for research postgraduates, meeting and exceeding quality standards.

#### Strategic objective 4:

To ensure research is embedded across our curriculum presenting opportunities for staff and students to be challenging and innovative in their professional practice and supporting integrated career progression.

#### We will achieve this by:

- Promoting and develop research-teaching linkages to ensure enhancement of the learning and teaching environment for students at all levels of the curriculum.
- Developing professional MRes programmes, including PGCert exit awards, in specialist areas aligned with our research centres.
- Contributing to the development of taught Masters and Honours degree provision, supporting staff in growing areas of core research expertise to link directly to the delivery of subject specialisms for which the College has a growing reputation.

#### Strategic objective 5:

To expand and develop innovative research and entrepreneurship and grow our knowledge exchange activity.

#### We will achieve this by:

- Continuing to fully engage with, and develop our knowledge exchange activity, working with national and international stakeholders, local communities and through participation in public engagement activity.
- Focusing on growth of innovative research, directly linked to and applied to relevant sectors, supporting entrepreneurship and enterprise.
- Continuing to achieve financial sustainability whilst developing research capacity.

# **Performance Indicators**

PI	
Staff inclusion in Research Excellence submission	
Postgraduate research students	
Research – teaching links	
Staff research profile	
Research and innovation grant funding	

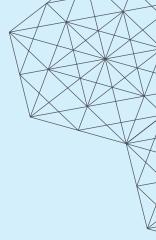
# **Cross Reference to Strategic Plan**

This strategy links to the following strategic aims:

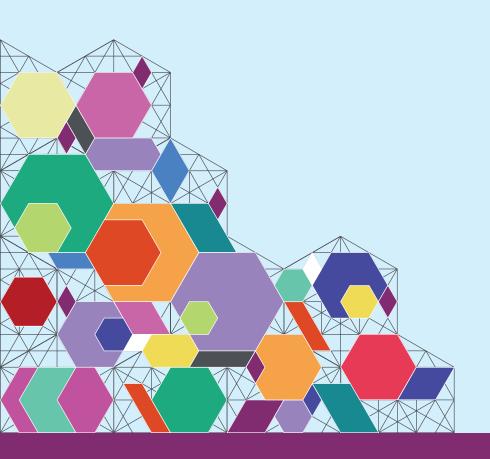
Cross Reference	Strategic Aim
X	We will build a vibrant campus community that all of our students are proud of, and within which they are engaged and supported to reach their potential. We will strengthen our existing relationships between our students, staff, employers and the wider community to further increase student participation and the student voice
X	We will offer a progressive curriculum that is valued by our students, employers and the communities we serve, and that is delivered in a variety of ways to make it accessible to all. We will ensure the curriculum remains relevant, responsive to demand and aligned with employment opportunities, providing a range of progression pathways that contribute to the economic growth and social cohesion of our region.
X	Recognising that people have the greatest influence on our success, we will operate in a positive culture where we stretch ourselves to deliver the highest standards of service, support and delivery that exceeds expectations.
X	As a highly regarded organisation, we will attract and retain talented employees committed to achieving shared goals. We will create a supportive, collaborative and dynamic environment where students and staff are inspired to learn and develop. Our high performance culture will be underpinned by a dispersed leadership model, within which teams are empowered to deliver and share accountability for outcomes.
X	We will build upon our successes in research by strengthening our impact and excellence and growing our regional and international reputation. We will continue to support and grow an innovative and inspired postgraduate researcher community. Our research will directly inform innovation and entrepreneurship activity in key sectors regionally and internationally
X	We will ensure our continuing financial stability by developing income streams and promoting efficient, effective service delivery. We will work collaboratively to enhance the prosperity of the regional economy. We are committed to acting responsibly by protecting our environment, maintaining and developing our infrastructure and managing our risks.

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# Organisation & Professional Development Strategy





# Organisation and Professional Development 2017-2020

#### How to use this Strategy

It is intended that this strategy will provide clear direction to the Board of Management, staff and stakeholders of Inverness College UHI on our strategic approaches to Organisational Development including Human Resources and Staff Development.

Staff should make use of this strategy when creating their Operational Plans.

#### Context

Inverness College UHI re-located to its new estate in August 2015, marking the start of a new era for the organisation. The 2017 – 2020 strategy is set in light of the opportunities presented by the provision of purpose built world class facilities providing an inspiring environment for students and staff. This strategy is also set in the context of an organisation that has gone from strength to strength, growing provision, diversifying income streams and achieving national recognition for business excellence and provides a route map to guide us to further success.

This strategy document provides a route map for continuous improvement and growth. Through delivery of this strategy, Inverness College will become an employer of choice in the region, creating an exceptional organisational environment providing excellent further and higher education opportunities and research outputs. As an organisation we will develop a supportive, creative and dynamic organisation that is responsive to our local community and has national and international reach.

At the heart of the strategy are our collective values and commitments. Our position as one of the largest partners within UHI makes our contribution to the achievement of the University's vision significant. The Inverness College Strategy is therefore closely aligned to the UHI People Strategy and the overall strategic vision for UHI. The UHI values of, collaboration, openness, respect and excellence, are implicit within Inverness College's commitment to:

- Operate in an environment of mutual respect, behaving professionally at all times;
- Act with integrity, being honest and transparent in our work and putting the interests of our students first;
- Accountable for our actions, do what we say we will do and exceed expectations;
- Passionate in our work and in our ambition for our students, our college and our university.

As an organisation we are raising the bar, setting greater expectation of ourselves and our students and working collaboratively with external stakeholders to realise shared ambitions for the Highlands and Islands.

#### **Strategic Objective 1:**

To engage in proactive workforce planning to attract and equip our staff with the skills and attributes required to meet our ongoing and future needs.

#### We will achieve this by:

- Developing effective workforce planning processes;
- Developing robust recruitment practice that is closely aligned to organisational values, commitments and workforce planning mechanisms;
- Supporting continued opportunities for professional learning closely aligned to the strategic plan and associated workforce priorities;
- Developing a programme to support the development of those aspiring to future leadership and management roles;
- Promoting development opportunities through secondments, networking and collaborative working with the wider partnership.

#### Strategic objective 2:

To work with UHI partners to support the implementation of UHI shared Services and collectively influence and develop conditions of service and working practices appropriate for a tertiary organisation in the 21<sup>st</sup> Century

#### We will achieve this by:

- Supporting the development of the HR project workstream to delivery UHI shared services;
- Working with UHI, College Principals and recognised trade unions to develop local UHI agreements in keeping with the tertiary needs of the UHI partnership and ensuring a fair and consistent framework for staff;
- Developing consistent staff policies and procedures in keeping with the needs of a modern tertiary organisation;
- Developing cross partnership trade union and employee consultation and engagement arrangements linked to national joint negotiating and consultation mechanisms.

#### Strategic objective 3:

To continue to embed our values and commitments in our working practice to develop a distinctive organisational identity and to ensure consistency in culture.

We will achieve this by:

- Refining the college personal skills framework, continuing to utilise the framework to challenge and support behaviours in line with college commitments and values:
- Refining the Professional Development Review Process, ensuring that the process motivates staff to achieve their highest performance in line with strategic and operational objectives and college commitments.
- Continuing to improve and ensure business excellence at a local and partnership level by utilising appropriate recognised quality frameworks that support organisational development and cultural change in line with UHI values and people strategy.
- Maintaining IIP Gold and Customer Service Excellence
- Achieving IIP Platinum

#### Strategic objective 4:

To create opportunities for leadership at every level empowering individuals and teams to deliver creative solutions.

We will achieve this by:

- Developing an organisational coaching and mentoring programme to develop the capacity for dispersed leadership throughout the organisation;
- Developing opportunities for leadership of cross-college initiatives at all levels within the organisation;
- Providing mechanisms that encourage cross departmental, and cross partnership working and development;
- Recognising and celebrating success and learning in cross college projects;

#### Strategic objective 5:

To develop an effective, motivated and engaged workforce able to support sustained improvement and organisational development

We will achieve this by:

- Reviewing mechanisms for reward, recognition and celebrating success ensuring alignment with college commitments and values;
- Developing a systematic approach to ensuring currency with industry practice to support continued relevance in education and training provision:
- Ensuring effective self-evaluation and peer review processes across all services that inform operational planning for improvement;
- Providing opportunities for staff to initiate and influence developments and improvements;
- Ensuring staff are equipped and supported to deal with internal and external changing environments, enabling them to be resilient and adaptive to change.

#### **Strategic objective 6:**

To provide ongoing professional learning and development for all staff that fosters innovation and ensures a productive and appropriate balance between organisational and role specific goals and aspirations

#### We will achieve this by:

- Developing and implementing staff development opportunities which are closely aligned to the strategic plan and associated workforce development priorities;
- Developing opportunities for leadership of cross-college initiatives at all levels within the organisation;
- Promoting development opportunities through interaction with the wider partnership and external stakeholders;
- Developing a digital skills framework, including role specific training needs assessment and development
- Supporting staff in developing their research and scholarly activity.

#### **Performance Indicators**

PI	TARGET
Diversity Profile of Staff in light of local and	Profile of our staff reflects the
national demographic	profile of our community.
Diversity Profile of Students in light of local	Profile of our students reflects the
and national demographic	profile of our community.
Proportion of staff with a recognised teaching	95% of all permanent staff have a
qualification	teaching qualification or are
	working towards a teaching
	qualification.
Proportion of Staff with a Post Graduate	100% of staff delivering
Qualification at SCQF level 10 or above	undergraduate degree
	programmes.

Proportion of Managers with a recognised Management Qualification	95% of all managers have a recognised management qualification or are working towards one.
Average number of CPD hours per member of staff	Full time staff record a minimum of 42 hours per annum, pro rata for part time staff.
Proportion of all staff completed PDR	100% of all staff have a PDR once a year.
Absence	3%

#### **Cross Reference to Strategic Plan**

This strategy links to the following strategic aims:

#### Strategic Aim

#### Curriculum

We will offer a progressive curriculum that is valued by our students, employers and the communities we serve, and that is delivered in a variety of ways to make it accessible to all. We will ensure the curriculum remains relevant, responsive to demand and aligned with employment opportunities, providing a range of progression pathways that contribute to the economic growth and social cohesion of our region.

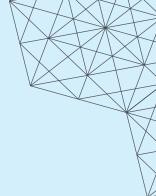
#### **Professional Practice**

Recognising that people have the greatest influence on our success, we will operate in a positive culture where we stretch ourselves to deliver the highest standards of service, support and delivery that exceeds expectations.

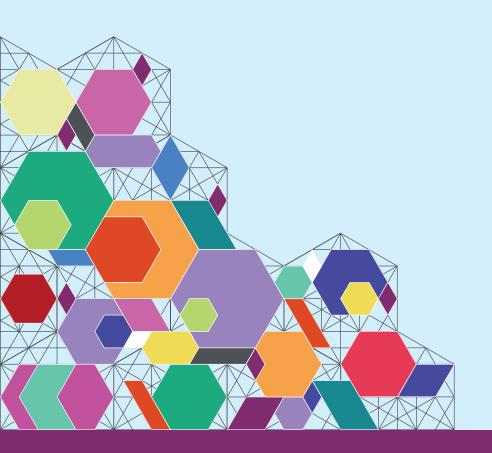
#### **Organisational Development**

As a highly regarded organisation, we will attract and retain talented employees committed to achieving shared goals. We will create a supportive, collaborative and dynamic environment where students and staff are inspired to learn and develop. Our high performance culture will be underpinned by a dispersed leadership model, within which teams are empowered to deliver and share accountability for outcomes.





# **Procurement Strategy**





# **Procurement Strategy 2017-2020**

#### 1. Inverness College UHI Purpose, Vision, Values and Commitments

#### **OUR PURPOSE**

Inverness College UHI will have a transformational impact on the development and prospects of the Highlands and Islands region through the provision of excellence in education, training and research, encouraging individual attainment and driving economic and community development.

We will inspire each other, and our community, providing a safe and supportive environment within which we nurture ambition at every opportunity.

We will enrich our Highland community and have national and international reach, putting Inverness College UHI and the University of the Highlands and Islands on the world map and encouraging inward migration.

#### **OUR VISION**

We will be recognised as a centre of excellence, working with partners to deliver a coherent education system founded upon:

- Inclusive practice that encourages participation and closes the attainment gap;
- Courses of excellent quality that respond to industry demand;
- Seamless pathways through all levels of education;
- Research that informs teaching and drives regional innovation.

We will achieve this by creating a dynamic and progressive environment, which promotes effective teamwork, dispersed leadership and creativity.

#### **OUR VALUES**

Our values define who we are, our expectations of ourselves and of each other. They describe how we interact with one another and how we interact with our students and partners.

The values that underpin the culture of Inverness College UHI are:

- Respect
- Integrity
- Accountability
- Passion

These values underpin our behaviours at work and the commitments we make to ourselves and one another.

#### **OUR COMMITMENTS**

We will operate in an environment of mutual respect, behaving professionally at all times;

We will act with integrity, being honest and transparent in our work and putting the interests of our students first:

We will be accountable for our actions, do what we say we will do and exceed expectations;

We will be passionate in our work and in our ambition for our students, our college and our university.

#### 2. Introduction

This strategy aligns closely with the Inverness College Strategic Plan and that of the University of the Highlands and Islands working towards the Scottish Government's overarching strategic outcomes as outlined by Public Procurement in Scotland (PPS) to accelerate the pace of change and the delivery of benefits, embedding public policy strategic aims into business as usual.

Overall Estates spend is one of the largest budgets in the College. All spend will be procured within the Public Sector Procurement guidance and contracts will be rationalised across campuses wherever possible. This will enable the College to build relationships with key contractors and more effectively manage contracts across the Estate. It will also ensure that best value for money is achieved through improved bargaining power. The regional approach to procurement will also assist in this regard. Specifically, the College will use Government negotiated contracts and frameworks wherever possible and will ensure that energy and water are procured through these frameworks. The Procurement Strategy provides further detail on how procurement is managed across the College'

Information Communication and Technology (ICT) is also a high spend area in which a number of national framework agreements are used. The Procurement Strategy is aligned with the ICT Strategy

The institutional spend of Inverness College UHI on bought in goods and services is circa £4.5m per annum. At all times, Inverness College is committed to obtaining value for money in all of its transactions, and in conducting its daily business staff must always implement the institution's wider responsibilities in terms of legal, moral, social, economic and environmental impact. Effective procurement will support the key institutional objectives outlined in the strategic plan.

# Best value procurement will:

- Be transparent.
- AAAAA Be driven by desired results.
- Create the most economically advantageous balance of quality & cost.
- Reduce the burden on administrative and monitoring resources.
- Lead to simplified or routine transactions.
- Encourage open and fair competition.
- Follow all appropriate regulations and legislation.

This Strategy has been designed to ensure legislative compliance with the Procurement Reform (Scotland) Act 2014 and other relevant legislation and is aligned with the College's and the Scottish Funding Council's key strategic outcomes as detailed in our Regional Outcome Agreement and Inverness College Strategic Plan.

The key elements of the new legislation:

- $\triangleright$ require us to maintain a public contracts register on our external website
- $\triangleright$ increase the scope of our regulated procurements
- require us to meet the sustainable procurement duty

This strategy sets us challenging but realistic goals for the development of our procurement activities over the next 4 years, which will be subject to regular and transparent review.

The successful implementation of this Strategy can only be achieved by everyone involved in the procurement of goods and services on behalf of Inverness College working in partnership with our Procurement Team and collaboratively with our partners across the wider education and public sector.

Working together we can significantly contribute to the future sustainability of the College through the reinvestment of resulting savings and efficiencies from our procurement activities to enhance our students learning experiences and outcomes and meet our aspirations as set out in our College's, Mission, Vision, Values and Ambitions by 2021. The intention of this Procurement Strategy is to set out a number of key objectives to encourage, monitor and deliver the most effective procurement processes in alignment with the College Strategic Plan 2017-2020.

In line with government guidance, this will be a 4-year strategy with an appended action plan outlining key priorities for the 12 months following publication, to be updated annually.

# 3. Formation and approval of our Procurement Strategy

The formation of this Strategy is the culmination of consultation and engagement with a wide range of staff involved in procurement as well as external stakeholders and guided by the UHI Strategic Procurement Team.

This Strategy has also been informed by the Scottish Procurement's statutory guidance under the Procurement Reform (Scotland) Act 2014 with the support of APUC, the procurement centre of expertise for all of Scotland's colleges and universities.

The Strategy was approved by the College's Board of Management on 20<sup>th</sup> June 2017 and subsequently published on our external facing website.

We will review this Strategy annually as a minimum thus maintaining the alignment of our procurement activity with our broader priorities and allow the College where necessary to revise the Strategy and its related Action Plan. The Action Plan will be reviewed annually and the UHI Strategic Procurement Team will provide support and guidance to ensure compliance with the Procurement Reform (Scotland) Act 2014.

Appendix 1, at the end of this document gives a concise summary of the application of the Procurement Reform Act and Public Contracts (Scotland) Regulations 2016 and the key strategic and operational requirements therein.

# 4. Context

This Procurement Strategy provides the framework within which the procurement activities of the College can develop and help support our strategic objectives and outcomes. It can also be understood as a procurement improvements journey based on a clear understanding of where the College is currently in terms of our procurement practice, where we want and need to be, and how we should get there.

The College aligns its procurement strategy with the Procurement Reform (Scotland) Act 2014, which provides a national legislative framework for sustainable public procurement that supports Scotland's economic growth through improved procurement practice. The Act focuses on a small number of general duties on contracting authorities regarding

their procurement activities and some specific measures aimed at promoting good, transparent and consistent practice in procurement processes detailed in section 6 below.

This Strategy recognises that our procurement practice is based on the Scottish Model of Procurement, which sees procurement as an integral part of policy development and service delivery and is essentially about achieving the best balance of cost, quality and sustainability.

A key element of this Strategy is about moving the balance of procurement effort away from the buying or tendering phase and towards a greater emphasis on the planning and post contract phases of procurement. Included in this is an increasingly greater engagement with our stakeholders both internal and external.

#### 5. **Procurement Procedures**

Our Procurement Procedures set out the operational framework of how we conduct our procurement activity and are largely based on the Scottish Government's Procurement Journey. This will facilitate our regulated procurements being conducted in accordance with best practice in a legally compliant manner that is consistent with the rest of the Scottish public sector in achieving value for money for our stakeholders.

#### 6. **Strategic Procurement Objectives**

Our strategic procurement objectives as defined below form the core of our Procurement Strategy. They pay regard to the five strategic areas defined by the Public Procurement Reform Board (PPRB): Sustainability, Access, Efficiency and Collaboration, Savings and Benefits and Capability, which in turn have been aligned with SFC's Strategic Aims as further detailed in the College's Regional Outcome Agreement, namely:

- Ensuring an efficient regional structure
- Delivering high quality and efficient learning
- AAAA Providing access to people from the widest range of backgrounds
- Delivering the right learning in the right place
- Creating a developed workforce for the region and
- Creating a sustainable institution.

Our strategic focus for the period of this strategy will therefore be as follows:

- $\triangleright$ We will ensure compliance with the general duties and specific measures of the Procurement Reform (Scotland) Act 2014.
- $\triangleright$ We will deliver value for money – value for money as defined by the Scottish Model of Procurement is not just about cost and quality, but is also about the best balance of cost, quality and sustainability.

Through our Procurement Policy and practice, we will seek to consistently apply the above principle albeit the balance of cost, quality and sustainability will vary for a regulated procurement depending on the particular commodity, category and market.

We will evaluate the whole-life cost of what is being procured and when applying the above principle of value for money, ensure that we do so in a clear, transparent and proportionate manner; in line with the Treaty on the Functioning of the European Union of equal treatment, non-discrimination, transparency, proportionality and mutual recognition and in compliance with the general duties of the Act as well as the sustainable procurement duty.

In compliance with the Procurement Reform Act we will give consideration to the environmental, social and economic issues relating to all regulated procurements and how benefits can be accrued, on a contract-by-contract basis by taking proportionate actions to involve SME's, third sector bodies and supported businesses in our procurement activities and in so doing benefit not only the College but the wider region of the Highlands.

To support compliance with the duty we will endeavour to make use of available tools and systems such as the Scottish Public Procurement Prioritisation Tool, the Sustainability Test, Life Cycle Impact Mapping, the Scottish Flexible Framework as well as APUC's Code of Conduct, Sustain and Electronics Watch where relevant and proportionate to the scope of the procurement. These tools are available to Inverness College.

We will consult and engage with those affected by our procurements – we will take note of available good practice/principles of engagement including those detailed in the National Standards for Community Engagement as well as ensuring procurement staff have or will be developed to have the relevant communication and engagement skills. In each procurement we will always take into account the community affected by the resultant contract and ensure any affected organisations/persons are consulted (e.g. impact on service for students, or a local contract that could be combined with other similar institution's needs).

Such consultation will always be on a scale and approach relevant to the procurement in question.

We will analyse our third party expenditure, identify 'EU regulated procurements' [Goods and Services worth more than £164,176 and Works worth more than £4,104,394 (OJEU Thresholds that apply to the College as an "other public sector contracting authority")] and 'lower value regulated procurements' [Goods and Services worth more than £50,000 and Works worth more than £2 million (Procurement Reform Act 2014)].

In addition, we will sort regulated procurements into procurement categories and provide effective consultation that aligns individual procurement strategies with our own aims and objectives and in turn, their contribution to the National Outcomes as detailed in our Regional Outcome Agreement.

Finally, we will embed the effective use of contract and supplier management to monitor and further improve the regulated procurement contract outcomes.

We will conduct all of our regulated procurements in compliance with the principles of the Treaty on the Functioning of the European Union; equal treatment, non-discrimination, transparency, proportionality and mutual recognition and will conduct early engagement with the supply market where relevant prior to the publication of a contract notice.

All regulated procurements will be posted on portals such as Public Contracts Scotland (PCS) and Public Contracts Scotland-Tender (PCS-T) and shall strive to ensure the appropriate use of separate lots with straightforward output based specifications and clear evaluation criteria to

ensure the procurement is accessible to as many bidders as possible.

We will find practical ways to supply healthy, fresh, seasonal, and sustainably grown food, which represents value for money whilst improving the health, wellbeing and education of our teaching and learning communities, coupled with promoting the highest standards of animal welfare.

We will work to put in place affordable contracts, which meet the nutritional requirements for food for all users of our catering services and will use available good practice and guidance such as "Catering for Change – Buying food sustainably in the public sector".

With specific reference to the aims identified within Inverness College Strategic Vision 2017-2020:

**Aim 1: Opportunity and growth in student Life -** We will build a vibrant campus community that all of our students are proud of, and within which they are engaged and supported to reach their potential. We will strengthen our existing relationships between our students, staff, employers and the wider community to further increase student participation and the student voice.

- We will purchase value for money quality and innovative products through the procurement process to enhance the learning environment for our students.
- We will focus on student considerations when purchasing goods and services to ensure the outcomes meets or exceeds the need.

Aim 2: Opportunity and growth in Organisational Development - As a highly regarded organisation, we will attract and retain talented employees committed to achieving shared goals. We will create a supportive, collaborative and dynamic environment where students and staff are inspired to learn and develop. Our high performance culture will be underpinned by a dispersed leadership model within which teams are empowered to deliver and share accountability for outcomes.

- We will educate all staff with devolved purchasing authority through effective communication streams and training events.
- We will support our procurement staff to develop and maintain their procurement knowledge in terms of best practice and legislation requirements
- We will work with Centres of Expertise to embed best practice procedures in our procurement processes
- We will endeavour to embed the principles of effective contract management across the organisation, providing guidance and training where appropriate, focussing on high spend and high-risk areas.

**Aim 3: Opportunity and growth in research and innovation -** We will build upon our successes in research by strengthening our impact and excellence and growing our regional and international reputation. We will continue to support and grow an innovative and inspired postgraduate researcher community. Our research will directly inform innovation and entrepreneurship activity in key sectors regionally and internationally.

- We will enable innovative solutions to be purchased through using the most relevant procurement route and tools whilst supporting the research community to meet or exceed their requirements.
- We will include innovation evaluation criteria where relevant within our tendering exercises

**Aim 4: Opportunity & Growth in Sustainability -** We will ensure our continuing financial stability by developing income streams and promoting efficient, effective service delivery. We will work collaboratively to enhance the prosperity of the regional economy. We are committed to acting responsibly by protecting our environment, maintaining and developing our infrastructure and managing our risks.

- Where appropriate we will maximise community benefits through the tendering process such as the introduction of apprenticeships and work experience for students as well as promoting value added services to enhance the college and local area.
- Regulated procurement exercises will be evaluated using; quality, risk, sustainability and cost factors.
- We will maximise the opportunities presented by the implementation of the new finance system (2017) and we aim to ensure financial stability through promoting an efficient and effective service delivery. The new finance system will deliver efficiencies in the finance process.
- We recognise that the move to e-invoicing will be a journey the College undertakes. We will ensure that e-Invoicing is implemented by November 2019 at the latest in line with EU and governmental legislative requirements.
- We will use available tools such as the Flexible Framework and Life Cycle Impact Mapping to ensure that, where appropriate, all environmental, social and economic issues are assessed as well as the benefits that can be delivered.
- We will enhance our efficiency through effective engagement with our partners both in UHI, the wider education sector and the public sector in general maximising collaborative opportunities
- We will continue to engage with local businesses and employers who are part of our community and seek to demonstrate transparency and fairness in the way in which the College carries out procurement and awards contracts for its services and goods.
- We will publish a contracts register to highlight contracts that local suppliers may be interested in bidding for.
- We will embed and promote the APUC Supply Chain Code of Conduct
- As an accredited Living Wage employer, we will make specific reference within tender documentation to meet the requirements of the Scottish Government's Fair Work Practice Act and Modern Slavery Act 2015.
- We are committed to working with suppliers that comply with all relevant legislation, including Health and Safety legislation. Where appropriate and on a contract-by-contract basis, we will ensure that bidders are fully compliant

with such legislation. Where proportionate, we will also seek to assess the compliance of subcontractors, as this is a legal requirement on regulated exercises.

- We recognise the importance of paying suppliers promptly once a service has been performed or goods delivered and that late payment is particularly detrimental to SMEs, third sector bodies and supported businesses. We will comply with Late Payment legislation and will review on a contract-by-contract basis whether such obligations should be enforced further down its supply chain.
- To ensure effective risk management in relation to procurement activities, we will develop a procurement risk register that will identify commercial and reputational risks and the appropriate control measures required to mitigate them.
- We will support the sourcing of goods that are fairly and ethically traded. Where directly relevant we will make use of appropriate standards and labels in our procurements to take account of fair and ethical trading requirements as well as considering equivalent offerings from suppliers that can demonstrate they can meet the specified criteria without necessarily having the specific certification.

These objectives are measured and supported in three ways; through the Procurement Action Plan within this Strategy, through our involvement in the Scottish Government's Procurement and Commercial Improvement Programme (PCIP) and through the publication of an Annual Procurement Report (section 7).

# 7 Annual Procurement Report

In accordance with Procurement best practice, we will publish an Annual Procurement Report as soon as practicable after College's financial year-end 31st July. The report will be issued within Q1 of the following financial year (August to October).

This report will provide a commentary on the progress of this Strategy and its Action Plan and will contain as a minimum the following:

- ➤ A summary of the regulated procurements that have been completed during the year covered by the Report.
- A review of whether these procurements complied with this Strategy.
- ➤ The extent that any regulated procurements did not comply, a statement of how we intend to ensure that future regulated procurements do comply.
- A summary of any community benefit requirements imposed as part of a regulated procurement that were fulfilled during the year of the Report including for example; apprenticeships completed, curriculum support activities, business support activities, support to communities and resource efficiencies achieved in terms of materials, waste or water.
- ➤ A summary of any steps taken to facilitate the involvement of supported businesses in regulated procurements during the year covered by the Report.
- ➤ A summary of the regulated procurements we expect to commence in the next two financial years.

- ➤ Such other information as the Scottish Ministers may by order specify and where applicable that demonstrate compliance with other legislation that places specific requirements on the College with respect to our procurement activities and the College will demonstrate:
  - What we have learned from our consultation and engagement with stakeholders and those affected by its procurements, and what it is doing to respond to these views
  - What we are doing to improve our performance and impact, drawing on relevant information – for example spend analysis – and what improvements have been achieved since our last report; and
  - How we are working with other bodies for example procurement centres of expertise – to maximise effectiveness and efficiency.
- ➤ We will seek to publish our annual procurement report in an inclusive way that takes into account equality and accessibility issues and allows stakeholders to form a clear view of the College's performance.

# 8 Definitions

**Procurement Reform (Scotland) Act 2014** – Updated legislation that came into effect in April 2016 and has a significant impact on all of our procurement processes.

**EU Treaty Principles** – These principles relate to equality of opportunity for all EU member states and are equal treatment, non-discrimination, transparency, proportionality and mutual recognition.

**Scottish Model of Procurement** – Looking at outcomes rather than outputs, the Scottish Model of Procurement uses the power of public spend to deliver genuine public value beyond simply cost and/or quality in purchasing, ensuring the best balance of cost, quality and sustainability.

**Public Contracts Scotland** – The web portal provided by the Scottish Government upon which all public contract opportunities are advertised.

**APUC – Advanced Procurement for Universities and Colleges**, the Centre of Excellence for the Scottish FE/HE sector.

**The Flexible Framework** – The Flexible Framework is a widely used self-assessment mechanism developed by the business-led Sustainable Procurement Task Force, which allows organisations to measure and monitor their progress on sustainable procurement over time.

**Life Cycle Impact Mapping** – A process that maps the impact of a product on the environment through the supply chain through to end of life disposal.

**Procurement Journey** – The Procurement Journey provides guidance and documentation for the Scottish Public Sector, which can be updated on a continual basis with any changes in legislation, policy and facilitates best practice and consistency.

**Local Procurement Journey** – Inverness College best practice procedure for the procurement of goods and services.

**Hunter Database** – Contract management database provided by APUC.

**Public Contracts Scotland** – A portal provided by the Scottish Government which provides suppliers with free easy access to all essential information on public sector business opportunities. All public sector bodies in Scotland are expected to use PCS.

**Public Contracts Scotland Tender** – national e-Sourcing system provided free of charge by the Scottish Government allowing buyers to communicate securely with suppliers throughout the whole procurement lifecycle

**Quick Quote** – the facility on Public Contracts Scotland that allows buyers to ask for competitive quotes for low value/low risk procurement exercises from suppliers who are registered on Public Contracts Scotland.

**Small and Medium Sized Enterprises (SME's)** - Companies with less than 250 employees (Scottish Government Definition)

**Procurement and Commercial Improvement Programme** (PCIP) – Assessment and review of procurement and commercial performance carried out by APUC.

**Public Procurement Reform Board (PPRB)** – the Board formed following the McClelland report in 2006 to drive change within public sector procurement in Scotland, promoting collaborative working across a wide range of procurement activities and practice across all public sector procurement spend.

# 9 Responsibilities

- 9.1 The Senior Management Team and Board of Management have overall responsibility for the Strategy and for fostering a culture within the organisation in which legislative compliance is accepted as a minimum.
- 9.2 The Director of Corporate Services has responsibility for implementing the Strategy, monitoring compliance and ensuring the Strategy is regularly reviewed and updated as appropriate.
- 9.3 The responsibility to control the risks of non-compliance resides at all levels of the organisation.
- 9.4 The responsibility for consultation with stakeholders, training and providing support and guidance to ensure organisational and legislative compliance rests with the Director of Corporate Services.
- 9.5 Quality approval check of the strategy is the responsibility of the Head of Quality who will arrange for the strategy to be posted on the web.

# 10. Linked Policies/Related Documents

- Financial Regulations
- Procurement Policy
- Anti-bribery Policy
- Contract Management Procedure

- Fraud Prevention Policy and Response Plan
- Health and Safety Policy
- Selection of Suppliers Procedure
- Tendering Procedure

# 11. Relevant Legislation/Guidance

- Procurement Reform (Scotland) Act 2014
- Health and Safety at Work Act 1974
- Modern Slavery Act 2015
- Treaty on the Functioning of the European Union
- EU Procurement Directive on Public Procurement
- EU Procurement Directive on the Award of Concession Contracts
- EU Procurement Directive on the Award of Contracts by Entities Operating in the Water, Energy, Transport and Postal Services Sectors
- EU Procurement Directive for Electronic Invoicing in Public Procurement
- Statutory Guidance on the Selection of Tenderers and Award of Contracts
- Addressing Fair Work Practices, including the Living Wage, in Procurement

# Appendix 1: Action Plan for Jan 2017 - July 2018

# **Opportunity and growth in Organisational Development**

Objective	Main Action	КРІ	By Whom	By When
We will educate all staff with devolved purchasing authority through effective communication streams and training events.	Create and Introduce an e-learning Procurement module	E-learning module available to staff on Blackboard or equivalent	Contracts & Procurement Coordinator	31/12/17
	Quarterly reports produced on e-learning module statistics	Reports produced quarterly detailing:  Number of staff completed training  Mof first time pass rate  Additional training requirements	Contracts & Procurement Coordinator	31/01/18
	Devolved purchasing authority staff to be identified and given access to e-learning training module	90% of all staff to complete training module	Fiona Gunn + C& P Coordinator	31/07/18
	Create and manage Procurement Guidance Documents	Complete an annual customer feedback survey in Spring 2018. Report on Customer Feedback Survey by Summer 2018.	Contracts & Procurement Coordinator	30/04/18
		Continuous Improvement Action Log to be created from Survey results and actioned by deadlines.		31/07/18
We will support our procurement Staff to develop and maintain their procurement knowledge in terms of best practice and legislation requirements	Procurement Staff to attend relevant Procurement training	Create and manage a Procurement Staff Training log, identify and action training gaps.  Work with APUC to attend training	Contracts & Procurement Coordinator	31/12/17
		events / courses.  Worth with UHI Strategic		
		Procurement Team to secure Training funding.		

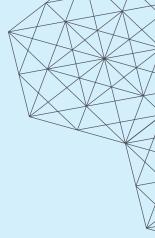
# Opportunity & Growth in sustainability

Objective	Main Action	КРІ	By Whom	By When
We will ensure our continuing financial stability by developing income streams and promoting efficient, effective service delivery.	Evaluate whole life costs where relevant	Whole life costs documented in Evaluation matrix for regulated procurements.	Contracts & Procurement Coordinator	31/10/17
	Regulated Procurement Benefits and savings to be formally documented.	Cash and Non-cash savings will be calculated by using the Scottish Government Benefits Methodology and reported on Hunter Database. Cash and Non-Cash savings to be included in Annual Report.		
We will ensure fair and transparent opportunity for all current and potential suppliers including small and medium sized enterprises (SME's), third sector and voluntary organisations	Engage with local businesses and employers who are part of our community and seek to demonstrate transparency and fairness in the way in which the College carries out procurement and awards contracts for its services and goods.	Participate in local meet the buyer events/Participate with local authorities on SME engagement events.	Contracts & Procurement Coordinator	31/12/17
We will support the government's directive to drive change through engagement with supported businesses, recognising the positive impact that these have in addressing stubborn inequalities.	Where appropriate, work with supported businesses to develop meaningful contracts for the provision of goods and services.	Minimum of 1 formal contract to be formalised with supported businesses on the national framework agreement.	Contracts & Procurement Coordinator	31/12/17
We will enhance our efficiency through effective engagement with our partners in both UHI, the wider education sector and the public sector in general.	Engage with partners out with UHI to maximise economies of scale based on local geography and through this engagement ensure that we meet our corporate social responsibility requirements in our local communities.	Participate in a minimum of 1 contract per annum with another Public Sector Body	Contracts & Procurement Coordinator	31/12/17

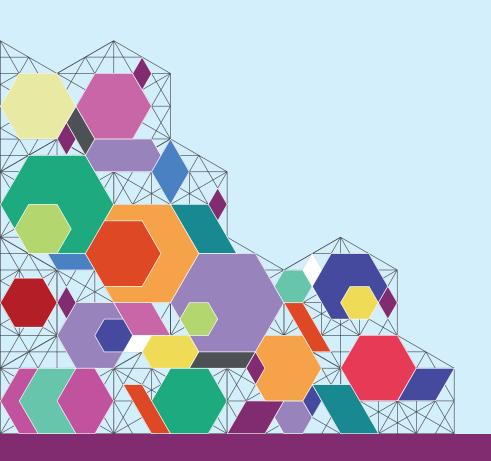
We will ensure that sustainability criteria is reviewed as part of each tendering exercise and, where	Ensure tender documentation contains appropriate sustainability criteria for measurement and evaluation.	By including 5% (minimum) Fair Work Practice criteria in regulated procurement evaluations.	Contracts & Procurement Coordinator	31/12/17
appropriate, evaluated and measured.		Validate if a contractor is Living Wage Accredited through tender documentation.	Contracts & Procurement Coordinator	31/12/17
		Report all sustainability benefits in Award Recommendation Documents along with Cash and Non Cash Savings.		
		Capture all sustainability benefits achieved in regulated procurements through BT14 function on Hunter Database.		
We will use available tools such as the Flexible Framework and Life Cycle Impact Mapping to ensure that, where appropriate, all environmental, social and economic issues are assessed as well as the benefits that can be delivered.	Complete the Flexible Framework self- analysis of sustainability criteria.	Achievement of Level 1.	Contracts & Procurement Coordinator	31/12/17
We will support an ethos of effective contract management, adopting a proactive approach to ensure optimum	Identify Top 10 Key Suppliers by value	Taken from the 4 year spend analysis, managed and reported to SMT	Contracts & Procurement Coordinator	31/12/17
performance and service levels.	Work with Budget Holders / Heads of Department to embed an effective contract management process	Contract management documentation created and communicated Carry out 4 Contract Management training sessions to be provided to staff throughout the year	Contracts & Procurement Coordinator + Budget Holders Heads of Depts	31/12/17
		Quarterly and Annual Reviews in place with top 10 suppliers based on risk / value analysis		
		Quarterly Review meetings formally documented in central file		

Identify Procurement Related Risks	Keep abreast of changes to legislative conditions because of the referendum decision to leave the European Union, identifying any challenges and risks because of this.	Engagement with APUC to identify risk / challenges  All risks / challenges to be identified in Procurement Risk Register and in addition high risks to be added to IC Strategic Risk Register  All identified risks / challenges to be actioned within register deadlines	Contracts & Procurement Coordinator + Budget Holders Heads of Depts	31/12/17
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# **Business Development Strategy**





# **Business Development Strategy 2017-2020**

# How to use this strategy

It is intended that this strategy will provide clear direction to the Board of Management, staff and stakeholders of Inverness College UHI on our strategic approaches to Business Development.

Staff should make use of this strategy when creating their Operational Plans.

# Context

The College's Strategic plan articulates two main themes in relation to its strategic aims: opportunity and growth. Business Development, for the purpose of this strategy document, can be described as the activity required to identify and exploit opportunities to support growth – both in curriculum and related commercial activities.

A strategic approach has been taken to harness the opportunities arising from the new campuses, significant infrastructural investment in Inverness through the City Region Deal and growth in a range of sectors such as tourism and health related industries. Sector development plans are being developed and implemented to prioritise resources to support local and regional economic development.

Whilst there is an organisational responsibility for business development in its widest sense, the College has recently refocussed its approach under the "Business Solutions" brand. Business Solutions provides a 'one stop shop' through which industry can access the full range of college services and influence curriculum development.

The business development activities of the College include international business development. Although there is a separate strategy for International Business Development and a dedicated team, there are synergies between the two activities. For instance, local business customers of the College are supporting our commercial international summer school by providing project work and business presentations. Similarly, international companies have links with curriculum areas, providing international progression opportunities for graduates.

# **Strategic Objective 1:**

To inform the continued development of the College's curriculum to meet the needs of business.

# We will achieve this by:

- Liaising with local industry, employers and relevant agencies to gain an understanding of current and future business needs.
- Devising, implementing and regularly reviewing Sector Development Plans, using a range of data and information sources to enable identification of opportunities to grow and extend curriculum offers, including research.
- Supporting Managers to develop or adapt training, education and research to meet the needs of business.
- Working with the Marketing and Communications Team to promote the College's "Business Solutions" service offer to Businesses
- Continuously reviewing and supporting improvements to the quality, flexibility and responsiveness of our services to businesses.

# Strategic objective 2:

To be the training and education provider of choice in Inverness and the Highland region.

# We will achieve this by:

- Supporting the development and delivery of solutions for business, in response to current or emerging demand
- Developing strong relationships with our customers, providing an 'Account Managed' service to businesses
- Offering an exceptional level of customer service through our Business Solutions function
- Developing and implementing targeted marketing plans, maximising the use of the Customer Relationship Management system
- Continuously reviewing and supporting improvements to customer satisfaction

# Strategic objective 3:

To grow and diversify the College's funding for training, education and research.

# We will achieve this by:

- Identifying opportunities to access funding to meet the needs of local and regional businesses, including: education, skills, knowledge transfer and research
- Working with colleagues to identify and develop opportunities to commercialise research and other college activities
- Further developing partnerships with funding and referral agencies
- Supporting businesses to identify appropriate Apprenticeship opportunities: Foundation, Modern and Graduate.
- Working with employers to develop and implement employability programmes to meet their recruitment needs

# Strategic objective 4:

To maximise commercial and community engagement with the College.

# We will achieve this by:

- Supporting the delivery of a range of sector based events
- Hosting high profile non-college events, which link to our curriculum or support the interests of the wider community
- Developing social and digital media capability to increase engagement with businesses and communities
- Further developing links with community representative bodies and external agencies

# **Performance Indicators**

Commercial course income year on year.
Margin on commercial course income
Modern Apprenticeship contract volume and value
Modern Apprenticeship success rates
Employer satisfaction rating

# **Cross Reference to Strategic Plan**

This strategy links to the following strategic aims:

# Strategic Aim

# Student Life

We will build a vibrant campus community that all of our students are proud of, and within which they are engaged and supported to reach their potential. We will strengthen our existing relationships between our students, staff, employers and the wider community to further increase student participation and the student voice

# Curriculum

We will offer a progressive curriculum that is valued by our students, employers and the communities we serve, and that is delivered in a variety of ways to make it accessible to all. We will ensure the curriculum remains relevant, responsive to demand and aligned with employment opportunities, providing a range of progression pathways that contribute to the economic growth and social cohesion of our region.

# **Professional Practice**

Recognising that people have the greatest influence on our success, we will operate in a positive culture where we stretch ourselves to deliver the highest standards of service, support and delivery that exceeds expectations.

# **Organisational Development**

As a highly regarded organisation, we will attract and retain talented employees committed to achieving shared goals. We will create a supportive, collaborative and dynamic environment where students and staff are inspired to learn and develop. Our high performance culture will be underpinned by a dispersed leadership model, within which teams are empowered to deliver and share accountability for outcomes.

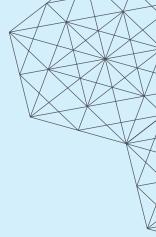
# **Research and Innovation**

We will build upon our successes in research by strengthening our impact and excellence and growing our regional and international reputation. We will continue to support and grow an innovative and inspired postgraduate researcher community. Our research will directly inform innovation and entrepreneurship activity in key sectors regionally and internationally

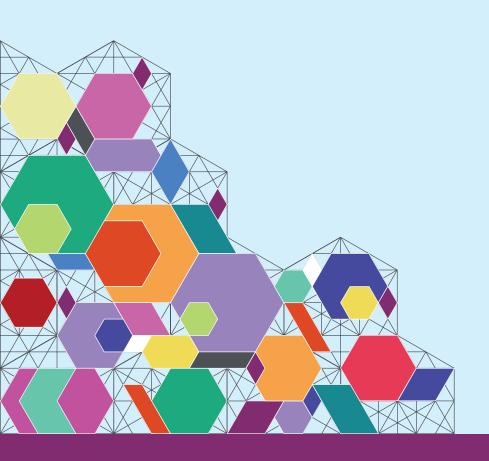
# Sustainability

We will ensure our continuing financial stability by developing income streams and promoting efficient, effective service delivery. We will work collaboratively to enhance the prosperity of the regional economy. We are committed to acting responsibly by protecting our environment, maintaining and developing our infrastructure and managing our risks.

# START TOMORROW TODAY



# Marketing & Communications Strategy





# **Marketing & Communications Strategy 2017-2020**

# How to use this strategy

It is intended that this strategy will provide clear direction to the Board of Management, staff and stakeholders of Inverness College UHI on our strategic approaches to Marketing and Communications

Staff should make use of this strategy when creating their Operational Plans.

# Context

Marketing and Communications is key to supporting the themes of opportunity and growth identified in the strategic plan for 2017-2020. The new college branding, developed in 2016-17, illustrates opportunity through the "Start tomorrow today" strapline and growth through the helix imagery. The current college branded materials have supported an integrated marketing and communications approach which has been well received by customers and stakeholders, receiving recognition in the Customer Service Excellence report.

The Marketing and Communications Strategy links to all strategic aims, as effective internal and external communication is essential to support the delivery of the strategic objectives and ensure growth targets are met.

There is potential to significantly enhance internal communications, promotional activity and public relations using emerging technologies, to meet student recruitment targets and support organisational development through encouraging applications for staff vacancies.

The strategy relies upon extensive cross college support and adherence by all staff to the college's commitments, to achieve our aspirations for growth.

# **Strategic Objective 1:**

To position Inverness College UHI as the provider of choice for high quality tertiary education and training

We will achieve this by:

- Articulating and managing Inverness College UHI's brand, key messages and visual identity;
- Continuing to develop and implement brand guidelines consistently across the organisation;
- Ensuring sub-branded areas are aligned with the umbrella Inverness College UHI brand;
- Reinforcing the position of Inverness College UHI, as an integrated University delivering high quality further and higher education;
- Ensuring that marketing and communication activities provide clarity on the relationship with UHI and partner colleges.

# Strategic objective 2:

To increase student applications and enrolments to meet recruitment targets

We will achieve this by:

- Developing and implementing targeted marketing plans by curriculum area, through the most effective media channels and events
- Exploiting digital and social media channels to stimulate interest from potential new students and improve engagement with existing students
- Developing a data driven approach, to support improvements in applications and conversion rates
- Developing targeted marketing plans to deliver the International Strategy, including the promotion of Erasmus
- Encouraging applications from under-represented groups through targeted campaigns, events, partnership activities with external agencies and work with third sector organisations

# Strategic objective 3:

To increase commercial and non-mainstream income

We will achieve this by:

- Engaging in sustained and comprehensive relationship campaigns with existing and potential customers and stakeholders
- Promoting summer school activity
- Maximising the use of the CRM to support relationship management and external communication

- Supporting the development and implementation of the Business
  Development strategy and Sector Development plans; providing coherent
  marketing and promotion of the Business Solutions service.
- Piloting and evaluating new approaches to increase business to business sales, supporting the development of a wider commercial offer, in response to local, regional and international demand
- Developing social and digital media capability to increase engagement with businesses in target sectors

# Strategic objective 4:

To support the growth of research participation and income

We will achieve this by:

- Implementing targeted marketing plans to highlight the College's research specialisms
- Exploiting opportunities to promote the college's research specialisms through connected events (Salmon festival, World Canals, etc.)
- Supporting the commercialisation of the College's research specialisms through promotional activities and events
- Developing and maintaining web and social media content, maximising reach and engagement
- Working with UHI to encourage the promotion of the College's research and the UHI research community

# Strategic objective 5:

To increase the College's profile and reputation in local, regional, national and international markets

We will achieve this by:

- Engaging in proactive media relations management; promoting the colleges resources, successes, quality of services and impact
- Supporting applications for applications for industry, national and international awards and publicising achievements and accreditations of standards, including IIP and customer service excellence
- Raising awareness of activities which demonstrate Corporate Social Responsibility
- Providing and hosting a wide range of events to showcase the college's facilities, resources and the full range of its provision
- Managing the College's public presence and communicate with the local community through media relations and public events

# **Performance Indicators**

Meet student application targets in line with curriculum plan

Meet annual commercial course income targets

Increased income from international activity annually

Increased social media engagement month on month

Increase quantity and value of media coverage annually

Increased number and value of events annually

Increase research income annually

# **Cross Reference to Strategic Plan**

This strategy links to the following strategic aims:

# Strategic Aim

# Student Life

We will build a vibrant campus community that all of our students are proud of, and within which they are engaged and supported to reach their potential. We will strengthen our existing relationships between our students, staff, employers and the wider community to further increase student participation and the student voice

# Curriculum

We will offer a progressive curriculum that is valued by our students, employers and the communities we serve, and that is delivered in a variety of ways to make it accessible to all. We will ensure the curriculum remains relevant, responsive to demand and aligned with employment opportunities, providing a range of progression pathways that contribute to the economic growth and social cohesion of our region.

# **Professional Practice**

Recognising that people have the greatest influence on our success, we will operate in a positive culture where we stretch ourselves to deliver the highest standards of service, support and delivery that exceeds expectations.

# **Organisational Development**

As a highly regarded organisation, we will attract and retain talented employees committed to achieving shared goals. We will create a supportive, collaborative and dynamic environment where students and staff are inspired to learn and develop. Our high performance culture will be underpinned by a dispersed leadership model, within which teams are empowered to deliver and share accountability for outcomes.

# **Research and Innovation**

We will build upon our successes in research by strengthening our impact and excellence and growing our regional and international reputation. We will continue

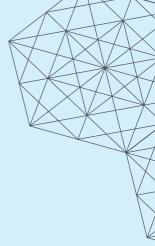
to support and grow an innovative and inspired postgraduate researcher community. Our research will directly inform innovation and entrepreneurship activity in key sectors regionally and internationally

# Sustainability

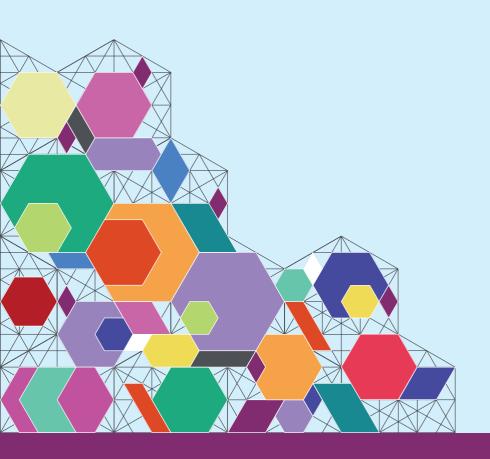
We will ensure our continuing financial stability by developing income streams and promoting efficient, effective service delivery. We will work collaboratively to enhance the prosperity of the regional economy. We are committed to acting responsibly by protecting our environment, maintaining and developing our infrastructure and managing our risks.







# **Estates Strategy**





# **Estates Strategy 2017-2020**

# How to use this strategy

It is intended that this strategy will provide clear direction to the Board of Management, staff Estates Management.

Staff should make use of this strategy when creating their Operational Plans.

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# **Inverness College UHI Estates Strategy**

# 1. Introduction and Summary

The purpose of this document is to provide Inverness College UHI with a strategic plan for managing its estate over a 3-year period from 2017 - 2020.

This plan focuses on this 3-year period and this strategy will be updated in 2019/20.

An earlier review may be required if the volume of learner activity, funding or planned curriculum mix was to change materially during the period of the plan.

The Estates Strategy has been developed to support the strategic aims and objectives of the College. The provision of high quality buildings, facilities and equipment to support learning and teaching is fundamental to all aspects of the College's Strategic Plan, Values, Vision and Commitments. The Estates Strategy takes into account the current and anticipated environmental context facing the College. This includes:

- The continued pressures on Government funding and activity levels,
- The College's Regional Outcome Agreement (2017-20); and
- Scottish Government Priorities including Developing the Young Workforce.

The Estates Strategy has been developed in a way which is consistent with the College's Strategic plan – and in particular Financial Strategy and Curriculum Plans (in the overall regional context).

The aim of the Estate Strategy is to:

- Ensure the College provides fit for purpose learning and working accommodation;
- Ensure the College has high quality buildings, facilities and equipment which support the curriculum offer;
- Utilise building capacity and space efficiently;
- Maximise the value of the estate for existing uses and consideration of alternative uses and partnership working, co-location or shared services;
- Ensure the College is managing its environmental impact and has appropriate carbon reduction plans in place; and
- Protect the public sector investment in the estate operated by the College for the long term.

The table below provides a high level summary of the College current Estate:

Campus	Gross Internal Area	Number of Learning Spaces	Learning : GIA as %	Utilisation (?)	Condition
Inverness	19565m <sup>2</sup>			%	Excellent
ELCC	m <sup>2</sup>			100%	Excellent
Balloch	1353m <sup>2</sup>			%	Excellent/Poor
Longman				n/a	Poor
Aviemore*				%	Good/Poor
Total				72%	

<sup>\*</sup> Occupied under lease from the Macdonald Aviemore Resort

The assessment of the condition of each site is based on the College's extensive and experience of operating the properties. The narrative provided for each property provides further information on specific issues relating to each site. The condition ratings are based on the Excellent/Good/Fair/Poor definitions recommended for use by the Scottish Funding Council. The main priority of the College is to maintain its existing Estate to a high standards and ensure it remains fit for purpose. This means the Estate needs to continue to adapt to the needs of the Curriculum offer (both in terms of volume and subject areas). Furthermore the disposal of legacy sites/buildings is a focus of attention.

The conclusions of the review of the College Estate outlined in this document are:

- The College campus buildings are appropriate in supporting the delivery of the existing buildings;
- Following the sale of the Longman legacy site, the College estate will be well
  used assuming the level of funded activity remains constant;
- Plans for growth in HE activity are in development.
- There are no further opportunities for disposal of properties;
- The buildings are in appropriate locations to enable the College to deliver on the commitments in the Regional Outcome Agreement and are appropriately supported by the Learning Network venues;
- There is a requirement to develop longer term maintenance plans to reduce costs and reactive emergency repair work at all sites. This is to be complete by Summer 2017;
- The staffing structure has been reviewed to meet the needs of the college and to effectively manage the estate;
- The remaining older buildings at the Balloch site require significant improvement through refurbishment to update the facilities

# 2. College Background

The Estates Strategy primarily seeks to ensure the estate meets the requirements derived from the needs of its communities, the learners it expects to recruit over the period of the plan and its stakeholders. The College's student activity target, measured in credits, is outlined in the Regional Outcome Agreement (ROA). The ROA likewise outlines the priority curriculum areas in line with the local economic strategies for the Inverness and wider Highlands region and national policy priorities of the Scottish Government. The overall objective of the Estates Strategy is to ensure that the College has a fit for purpose estate that delivers value for money, is environmental sustainable, enables the College to deliver its contribution to the ROA and meets the needs of the communities which it serves. The College employs around 350 FTE members of staff and recruits circa 6,500 full time and part time learners each year.

# 3. Current Estate

This section of Estates Strategy describes each of the College's campus buildings, provides summary statistics, and outlines current issues and planned developments. It also provides an overall assessment of the future of sites in respect of the delivery of the Board of Management's strategic objectives. The College seeks to manage its estate in a consistent way and aims to provide a high quality service which responds to the needs of all users of the buildings in an appropriate way. The accessible culture fostered by the College means that the buildings are used by large numbers of individuals on a daily basis; users include students, staff, members of the public and partner organisations.

The College operates an Estates Helpdesk system to enable the team to respond quickly to emergency issues or requests for repairs and maintenance on a managed basis.

The analysis provided in respect of each campus is based on available information and the position as at May 2017. The College will seek to improve the quality of the estates data it holds over time - this will be a priority for future Estates Operational Plans.

The Estates Strategy is based on an expectation that further education student activity levels will be subject to moderate growth as funding becomes available to support it and it is assumed that the curriculum offer will remain similar to that outlined in the Regional plan in terms of subject areas taught.

Moderate growth is also planned for higher education numbers. It is intended that some of this growth will be through the development of a distance learning/on-line portfolio. Additional curriculum will also however be developed to complement the development of the UHI School of Health and Well-being and would be delivered through use of collaborative space within the Centre for Health Science Phase II and An Lochran.

The capacity provided within the College's Estate is currently appropriate. However, if the College is successful in its plans for moderate growth it will be essential that the estate is managed efficiently and that efficient timetabling processes ensures that the space available is maximised.

The College remains committed to serving the communities which surround its main campus buildings, these buildings are in appropriate geographical locations to enable the College to deliver to the populations in the City and surrounding area. At the time of writing, the College is involved in discussions with the Local Authority -

and other bodies - regarding a possible new multi-million pound Sports Hub on the west of the city and the potential development of complementary facilities on the Inverness Campus site to support student activity growth in this area.

Given the funding constraints the College is working within, the College will seek to work collaboratively with partners such as UHI, HIE, The Highland Council and the NHS; to exploit opportunities to support curriculum diversification and growth through the development of shared facilities, particularly in regard to Inverness Campus.

In respect of furniture, fittings and equipment, the College will maintain a revenue budget for each building to allow for replacement of these. Where there are health and safety matters which require to be addressed, these of course will be prioritised.

# 3.1 - Inverness Campus

The Inverness Campus was opened in August 2015. It was constructed via the Non-Profit Distributing (NPD) scheme at a cost of £48m. The NPD programme was developed as an alternative to, and has superseded, the traditional Private Finance Initiative (PFI) model in Scotland and is used to fund projects in three main sectors – FE, Health and Transport.

The Inverness Campus is the College's main campus building and is where the majority of courses are delivered. As well as being the main college location for learning activity, the main administrative functions and student support teams are based there. It is also the official College address.

# Location

The property is located just off the A9 on the south side of the city at IV2 5NA. The site has excellent public transport links to both the city centre and to suburbs to the city. Public transport links to outlying areas are more challenging causing lengthy journeys for some students travelling from some very remote areas.

# **Description**

The campus is a large 3 storey building of concrete frame and block/brickwork construction. There are 33 classrooms, 21 workshops, 17 VC suits and 12 ICT suits.

#### **Ground Floor**

Main reception, Student Association, Student Services, Construction and Engineering workshops, CAD suits and classrooms; training restaurant, café, meeting rooms, support staff offices and lifts to all floors.

# First Floor

Classrooms, VC suites, Labs, Hair and Beauty training salons, Commercial Salon, simulated Nursery and observation, ICT suites and academic/support staff office areas.

# **Second Floor**

Lecture Theatre, Performing Arts Studio, Enterprise Centre, Research Hub, Library and Learning Resource Centre, Sports Hall, Fitness Suite, Changing Rooms, classrooms, Management staff offices, and Board Room.

# Floor Area

In accordance with the RICS Code of measuring Practice 6<sup>th</sup> edition the total floor area on a gross internal basis is 19 565sq m (210,598sq ft).

# Site Area

The site area is estimated at 5.78 hectares (14.3 acres) and includes 3 College car park areas with 525 designated parking bays in total, including 22 x disabled parking bays.

# Rateable Value

The valuation roll for the NAV / RV was set at £1,177,000 from 17 August 2015. The rateable value in respect of 2017/18 is £1,100,000.

#### Valuation

The property was valued on 1 August 2015 on a depreciated replacement cost basis at £48,000,000 (including VAT) with the land valued at £1,881,000.

# **Legislative Compliance**

The building is a new build and therefore meets all current legislative requirements. The building is fully accessible and complies with current equalities legislation.

# **Age and Condition**

The building was completed for Inverness College in 2015. The building is in excellent condition overall, and was designed/constructed to achieve a BREEAM excellent rating.

# **Use and Fitness for Purpose**

The property is used for the delivery of a large proportion (circa xx%) of the College's campus based curriculum offer. It contains a large number of generic classroom space along with specialist facilities for engineering, construction and creative industries teaching. It is also the administrative headquarters of the College. The campus building is strategically critical to the College and it would not be possible for the College to meet its student activity commitments in the event of the building being in-operable.

In terms of functional suitability and fitness for purpose the College would grade the building as excellent. While the building does fully support the current activities taking place within it there are a number of challenges associated with it which could limit the teaching activity which can be timetabled in the building as the Colleges continues to grow. Should growth continue it is likely that supplementary space would need to feature additional rooms or lecture theatres that can accommodate large theory classes, practical workshop and laboratory space, as well as storage space.

# **Space Utilisation**

The College operates a central timetabling system to control room booking and the utilisation of space in the building. Overall, the building is well used and busy.

# Residences

There is student accommodation adjacent to the site. A residence with 150 bed spaces was opened in August 2016 and a second facility with a further 150 beds will open in September 2017. The construction is managed and financed via University of Highlands and Islands (UHI) and operated by Cityheart Limited.

# **Development Plan**

In the coming 3 years (from 2017) the following are the key priorities for the site:

Project	Timing	Estimated Cost
Joinery Extract Canopy Cladding	March – July 2017	£30,000

External Goods Yards Shed	March – July 2018	£300,000
Review of utilisation in line with demand.	August 2018	tbc
Repurposing of Games Hall and Fitness Suite	August 2020 dependent on progress of campus sports development	tbc

# 3.2 – The Early Learning and Childcare Centre (ELCC) - Inverness Campus

As with the main campus, the Early Learning and Childcare Centre opened in summer 2015. Throughout the year the Centre will have childcare students on placement. It is necessary for the childcare workforce to develop and for students to fulfil their course work on placement. The ELCC forms an essential part of Highland Council's early years' provision and complements the early years' education provision at the College which will grow in response to the Government's pledge to increase the provision of early years child care to those in receipt of benefits.

#### Location

The property is located on the Inverness Campus in a separate stand-alone building.

# **Description**

The Early Learning and Childcare Centre is a single storey building of steel frame and block/brickwork construction.

# **Ground Floor**

Main reception, four early learning and childcare rooms specific to each age group, partitioned outdoor space, kitchen area, staff room, parent room and toilets partitioned for staff and children.

#### Floor Area

In accordance with the RICS Code of measuring Practice 6<sup>th</sup> edition the total floor area on a gross internal basis is x,xxx sq m (xx,xxx sq ft).

# Site Area

The site area is estimated at 0.06 hectares (0.17 acres) and includes a drop off/pick up bays. Next to the ELCC site is Car Park 2 with a drop off & pick area as well as 2 disabled parking bays

# **Rateable Value**

The current valuation roll has the NAV/RV set at £xxx,000 from 1 April 2017.

# Valuation

The property was valued on 31 July 2015 on a depreciated replacement cost basis at £x,xxx,xxx (excluding VAT) with the land valued at £xxx,xxx.

# **Legislative Compliance**

The building is a new build and therefore meets all current legislative requirements. The building is fully accessible and complies with current equalities legislation.

# Age and Condition

The building was constructed in 2015 and is in excellent condition.

# **Use and Fitness for Purpose**

The Early Learning and Childcare Centre (ELCC), which has a maximum number of 50 places which cannot be exceeded, is well used and operates Monday to Friday, term time only and on a reduced basis over the holiday periods. There are plenty of sleeping facilities away from the hubbub of the playrooms and with a Healthy Eating Policy, meals prepared from the College Kitchens using fresh ingredients are available daily.

# **Space Utilisation**

The ELCC has a baby room (0-17 month olds), a Tweenie room (1.5 - 2 year olds), a Toddler room (2 - 3 years olds) and an Early Level room (3 - 5 year olds). All rooms have access to separate toiletry facilities, and a secure external play areas mostly laid with lawn. There is also Parent room, Staff room, a kitchen and a staff office.

# **Development Plan**

In the coming 3 years (from 2017) the following are the key priorities for the site:

Project	Timing	Estimated Cost
New Storage facilities	March – July 2017	£40,000
	-	
Bicycle speed calming measures	March – July 2017	£2,000
Signage and Designated Parent Drop Off	July 2018	£2,000

# 3.3 Balloch

The Scottish School of Forestry (SSF), Inverness College UHI, is based at Balloch.,

The accommodation is primarily engaged in the delivery of forestry and arboriculture training and education and is the principal institution for forestry training and education in Scotland. The School sits in its own 10-hectare woodland in Balloch, making it the only forestry-training provider delivering both HE and FE education within its own practical training environment.

The School's attractive new larch-clad building – completed in May 2015 - provides an inspiring modern environment for students, with flexible classrooms and digital training facilities including a unique forestry simulator. Students also have access to first class laboratory facilities at the main building at Inverness Campus.

In addition, students benefit from the development of the School's very own arboretum, which it plans to establish at the grounds of the former building

#### Location

The campus is 6 miles east of the Inverness Campus, at IV2 5EA.

# **Description**

The main building at Balloch campus is a single storey building of steel frame with a number of separate outbuildings – E Block, Tractor Shed, Fuel Tank & Equipment Store, Tools Shed, W/Shop & Chemical Store Building, former Sauna Shed and a Tools & Equipment Shed.

#### **Ground Floor**

Main reception, classrooms, flexible learning area, staff room, student area and cafe.

# Floor Area

In accordance with the RICS Code of measuring Practice 6<sup>th</sup> edition the total floor area on a gross internal basis is 1,353sq m (13,886sq ft).

# Site Area

The site area is estimated at 11.9hectares (29.4 acres) and includes a car park with capacity for 50 vehicles 3 disabled parking bays with an additional 5 minibus parking bays

# **Rateable Value**

The current valuation roll has the NAV / RV set at £290,000 from 1 April 2010.

# **Valuation**

The property was valued on 31 March 2014 on a depreciated replacement cost basis at £3,500,000 (excluding VAT) with the land valued at £348,000.

# **Legislative Compliance**

The main building has been extensively refurbished and meets all current legislative requirements. The site is not fully accessible and some remedial compliance works are required.

# **Age and Condition**

The main building was refurbished in 2015, is in excellent condition and has been well maintained. There are material issues with the some of the outbuildings which the College will continue to address

# **Use and Fitness for Purpose**

The property is used for the delivery of significant proportion of the College's curriculum (circa 15%). It contains generic classroom space along with specialist facilities. In terms of functional suitability and fitness for purpose the College would grade the building as excellent. The building does fully support the current activities taking place

# **Space Utilisation**

The College operates a central timetabling system to control room booking and the utilisation of space in the building. Overall, the building is well used and busy.

# **Development Plan**

In the coming 3 years (from 2017) the following are the key priorities for the site:

Project	Timing	Estimated Cost
Tractor Shed refurbishment	July 2018	£150,000
New Wood Chip Storage Facility	March – July 2017	£80,000
Access works	2017/18	£20,000
Security Systems, E block and tractor shed	2017/18	£5,000

# 3.4 Longman Site

Although owned by the College, this site forms no part of any Estates Strategy/Plan. At February 2017, it is planned to dispose of the former main site. Upon disposal, the College will release some revenue cost savings and the net receipt (after the College retains some associated cost for the sale) will be passed back to the Scottish Funding Council.

### 3.5 Aviemore

In partnership with Macdonald Aviemore Resort, Inverness College runs access level courses in IT in addition to a SVQ level 1 qualification in food and beverage service in Falcon Centre facility in Aviemore. The site is owned by the resort and leased to the College for a peppercorn rent.

#### Location

The property is located within the Macdonald Aviemore Resort, at PH22 1PN

### **Description**

The facility is Fair but also inadequate in some regards. The single room layout restricts use, in particular in relation access to blended learning provision through use of video-conferencing. A new improved facility is required. The College is working with the Cairngorm Business Partners to support the implementation of the Cairngorms National Park Economic Development Strategy 2017/20 and exploring alternative delivery sites within the National Park footprint.

#### **Ground Floor**

### Floor Area

In accordance with the RICS Code of measuring Practice 6<sup>th</sup> edition the total floor area on a gross internal basis is 1,922sq m (20,691 sq ft).

#### **Site Area**

The site area is estimated at 0.44 hectares (1.19 acres) and includes a car park.

### **Legislative Compliance**

The building meets all current legislative requirements.

#### Age and Condition

The building has been maintained in reasonable condition but will require significant on-going maintenance to ensure it remains fit for purpose.

### **Use and Fitness for Purpose**

The property is used for a small proportion of the College's curriculum. It is not fit for purpose, nor can it service the needs and capacity for FE in the local Speyside area. The College should seek better accommodation going forward.

#### Space Utilisation

Overall, the building is appropriately used for the programmes delivered there.

## **Development Plan**

With the ownership residing with a third party, it would not be possible to further develop the site should capital funds be available in the future.

### 4. Insurance

The College will seek to ensure it maintains appropriate insurance in respect of its Estate as long as it is able to (at present there is a derogation from the requirement on public bodies to self-insure). The College does not believe it has the financial resources to cope with a major incident such as fire, flood or storm damage. The College has all statutory insurances in place including Vehicle, Public Liability, Employer Liability and Engineering Inspection cover. Advice on insurance requirements is currently provided by Marsh (its insurance broker). It will ensure value for money is achieved by tendering for this service on a regular basis through the frameworks negotiated by APUC.

### 5. Catering

Catering facilities are available and are appropriate to the size and usage of each building. The provision of catering is provided in-house. The catering function not only provides a high quality service to staff and students but is also the primary delivery site for learning and teaching in hospitality and professional cookery within the College. The College aims to produce a small surplus through this service provision whilst providing a high quality, healthy and affordable catering to staff and learners. Primarily however, the catering facilities should be considered live training environments.

### 7. Cleaning Services

The College has sub-contracted cleaning across all its sites in a single contract procured by competitive tender in line with procurement legislation. This key contract is managed and monitored within the Estates management structure. The College does not consider that it has management capacity or expertise to deliver these services in-house. The contract has been awarded from 1 November 2015 to 31 October 2018 with an optional years extension to 31 October 2019.

### 8. Security

All new buildings are fitted with Intruder Alarms and CCTV (including car parks), as well as Fire Detection systems. In addition, the Inverness Campus Owners Association of which Inverness College UHI are a member, contracts with a security firm to ensure security of the city campus sites. The college will continue to review and enhance security and safety systems as an ongoing project.

### 9. Emergency Cover

The Estates team have two trained members of staff on-call at all times. There is an call out agreement and Evening/Saturday Duty Manager rota in place at the main campus.

#### 10. Procurement

Overall Estates spend is one of the largest budgets in the College. All spend will be procured within the Public Sector Procurement guidance and contracts will be rationalised across campuses wherever possible. This will enable the College to build relationships with key contractors and more effectively manage contracts across the Estate. It will also ensure that best value for money is achieved through improved bargaining power. The regional approach to procurement will also assist in this regard. Specifically, the College will use Government negotiated contracts and frameworks wherever possible and will ensure that energy and water are procured through these frameworks. The Procurement Strategy provides further detail on how procurement is managed across the College.

The College will seek to make best use of its existing staff for the completion of maintenance tasks to minimise payments to contractors. Through the NPD Contract all the Group 1 classified assets (Fixed Mechanical & Electrical (M&E), as well Building Fabric) in two of the Colleges new buildings are maintained by Galliford Try Facilities Management (GTFM).

As the College has responsibility for Group 2 & 3 Classified assets (Catering, W/Shop Machines, Landscaping, Laundry, Science Lab, Renewable Energy Curriculum, Theatre and Mobile Transportation equipment) which form part of the Colleges Total FM remit for all buildings within and out with the NPD Contract (for which Fixed M&E and Building Fabric maintenance is the Colleges responsibility), the College will seek to put in place college wide contracts which cover all campus buildings where possible to benefit from the scale of such procurement. This approach also enables the College to progress contract management more effectively and reduced volumes of orders/invoicing.

### 11. Sustainability

The College will manage the environmental sustainability of the Estate in its Climate Change Action Plan (CCAP). The CCAP provides baseline data in respect of the performance of all of its Estates and its current Carbon Reduction targets, plans and projects. The College estate is the largest contributor to its carbon footprint. The current CCAP is an appendix to this document and is not repeated. The CCAP will be updated annually.

### 12. Risk Management

The College risk register includes Estates and Health & Safety risks. The College seeks to maintain insurance for large scale incidents and disasters. There are, however, several risks associated with the management of the Estate; the medium term plans are outlined in this strategy. The Risk Register is reviewed on a regular basis will take account of the risks relating to estates and insurance. In respect of the risks associated with Estates projects, CPD has been put in place to ensure a number of staff have been through certified project management training.

### 13. Health & Safety

The Health & Safety Manager sits outside the Estates structure, this ensures that there is an organisational divide between estates management and maintenance priorities and health and safety priorities. However, as a high proportion of health & safety risks are associated with the Estate, it is critical that the two functions work closely together and that critical maintenance schedules are maintained which ensure compliance with all extant health and safety requirements. The Estates and Campus Services Manager is a member of the Health & Safety Committee of the College. The Annual Health & Safety Report details how H&S is managed

### 14. Staffing Structure

The Estates staffing structure will be reviewed on a regular basis. The team roles and responsibilities were updated and established in light of the long term facilities management contract in place. Working practices and duties for all posts within the team will be constantly reviewed as the College seeks to reduce operating costs and improve efficiency.

### 15. Estates Strategy Priorities

The College considers its Estate to be fit for purpose in the main. The sections outlining the development plans for each campus provide the main short term development priorities the College has at present. The current curriculum offer and future volume and provision have also been taken into account in this Strategy. It is not envisaged that other extensive changes to the College Estate will be required in the first years of this strategy.

The table below summarises the 3-year plans for each building:

Compus	Current	Futura Plan	Priorities
Campus	Condition	Future Plan	Priorities

Inverness Campus	Excellent	Improve Storage  Maximise space utilisation  Robust maintenance and replacement programme	
Early Learning and Childcare Centre	Excellent	To maintain and develop the Campus to the highest standard and improve sustainability	Improve storage  Robust maintenance and replacement programme
Balloch	Excellent / Poor	To maintain and develop the Campus to the highest standard and improve sustainability	Improve older outbuildings to ensure compliance with security/access and facilitiesstorage  Robust maintenance and replacement programme
Longman	Poor	To dispose of the site as soon as practically possible	Pursue sale to interested parties by Summer 2017
Aviemore	Fair	To seek an affordable alternative site as soon as practically possible	None.

The College is of the view that it requires all of its current buildings which are used for the delivery of the curriculum and expects to require these for the period of this plan.

Should there be significant changes in the mission of the College, the strategic direction of the ROA or needs of the labour market or a change in the funded volume of provision the Estates Strategy will require to be reviewed.

The utilisation data indicates that the College will not have excess Estates Capacity from session 2016/17 based on anticipated learner activity.

The Colleges Estates function will oversee the management of projects. There will be occasions where more specialist project assistance is required. This will be procured using the College's standard procurement processes.

### 16. Funding of Estates Priorities

The Estates revenue budget is significant, however, much of it relates to relatively fixed cost contracts associated with waste, cleaning, security, utilities, planned/ essential maintenance and rates

The discretionary repairs and maintenance budgets are more limited. The College Sector is under financial pressure – particularly with regard to pay and pension costs - and this situation is not anticipated to improve.

The actions the College has planned to reduce costs where possible include:

- a. Ongoing re-tendering of contracts;
- b. Ending of unnecessary contracts and services;
- c. Increased use of skilled in-house staff to complete maintenance tasks;
- d. The development of 5-year maintenance and replacement plans;
- e. Increased pro-active maintenance; and
- f. Spend to Save projects where Capital spend reduces Revenue spend
- g. Continuous Improvement to ensure greater efficiency and effectiveness

It is envisaged that the above actions will over time enable costs to be reduce which will, in turn, enable a greater emphasis to be placed on the long term maintenance of the College Estate. This will enable on-going minor changes to improve the Estate to better meet the needs of the curriculum offer. It is inevitable that minor changes in the curriculum offer at each building will take place on an annual basis.

In respect of capital investment, the main priorities are outlined in this report and the financing of these will need to be built into the Annual Budget and Financial Strategy.

It is anticipated that much of the College's required capital investment will come from allocations via UHI for HE and FE, and in addition from the Scottish Colleges Foundation.

### 17. Key Performance Indicators

The College will seek to monitor the performance of its Estate annually using a series of key performance indicators from session 2015/16 onwards. The indicators that will be used are listed below but do not include the energy performance indicators which are reported in the Climate Change Action Plan.

The College will prepare an annual report which will measure and report on the following KPIs for each building:

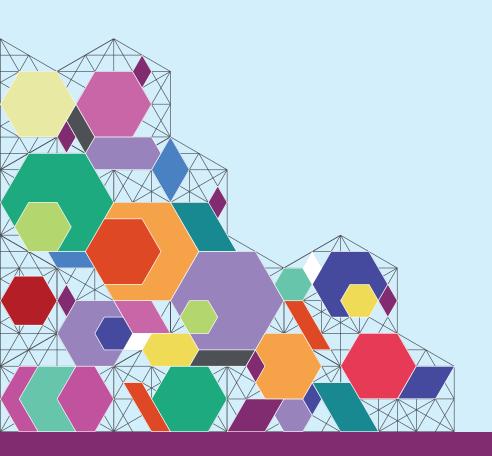
Units
sqm
Excellent / Good / Fair / Poor
Room occupancy rate %
Annual Lifecycle costing of
furniture and fittings

Helpdesk assistance requests	number
Helpdesk average response time	days
Building Running Costs	
Energy/ total utilities consumption/building area	£ / £ per sqm
Cleaning	£ / £ per sqm
Security	£ / £ per sqm
Maintenance & Repairs	£ / £ per sqm
Other	£ / £ per sqm
Total Cost	£ / £ per sqm
Capital Investment	£





# **ICT Strategy**



# **ICT STRATEGY 2017-2020**

# Contents

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# 1. Strategy Statement:

The Information Communication and Technology (ICT) Strategy supports the Inverness College Strategic Plan 2017-2020 in using ICT as an enabler creating a centre of excellence. To provide ICT solutions and services across Inverness College that are responsive to both existing and future demands of students, staff and the wider community.

The scope of the ICT Strategy 2017-2020 is developed under the following key principles

- Customer-focused service;
- Enabling and innovating;
- Work in partnership;
- Centre of excellence;
- · Effective and sustainable use of resources;
- Information security & accessibility.

The strategy is cognisant of the Scottish Government McClelland Review of Public Sector IC, the Further and Higher Education ICT Strategy and the UHI ICT Strategy 2015-2020.

The ICT Strategy aims to deliver modern fit-for-purpose ICT solutions for learning, teaching, research and the wider community; to provide the College the tools and services expected in the state of the art new campuses at Beechwood and Balloch.

### 2. Core Values

- 2.1. To be customer focused. To provide a customer-focused service reflecting the current and future demands of students, staff, researchers and the wider community.
- 2.2. To be reliable. To provide ICT infrastructure and systems that work, with a service that commits to delivery when expected.
- 2.3. To be available. To provide a resilient ICT infrastructure with key services available "anytime anywhere" for off-campus students.
- 2.4. To innovate. To strive for continual improvement both in technical solutions and how ICT is delivered.
- 2.5. To be efficient. To provide effective and sustainable ICT solutions and maximise the effective investment in resources.
- 2.6. To value excellence. To adhere to ICT industry best practice (such as ITIL, PRINCE2 and ISO 27000) and continually strive for high-performance as a service.
- 2.7. To be compliant. To ensure the legal compliance of ICT resources, such as software licensing and be cognisant of best practice in information security.
- 2.8. To listen. To actively look for feedback from students and staff on how we can improve the ICT services and solutions across the College.

### 3. Scope

### 3.1. Customer-focused Service

- 3.1.1. To provide a service that continually looks to represent the interests and priorities of the students, staff and the wider College requirement. For example, to focus ICT resources where the need is, such as on a higher level of service to cover exam periods, and to actively adapt and respond to feedback and new demands of the service.
- 3.1.2. To provide a service that is easy to use and reflects, or exceeds, the customer expectation of how ICT should be delivered. Such as wireless internet access that can be accessed quickly and without complication.
- 3.1.3. To recognise ICT Services role in the delivery of a successful Inverness College UHI student journey. Such as, an easy to use and accessible virtual learning environment; available video conferencing for remote study; and, providing anytime, anywhere learning.
- 3.1.4. To provide a point of presence, both in person and online. That is, a helpdesk for staff and students to get support and assistant in using ICT Services. As well as an ICT portal and / or use of social media, to ensure that ICT and its impact on the College is communicated and accessible to staff and students.
- 3.1.5. To be accountable. To liaise with students and staff. As well as implementing periodic staff and student surveys on the College ICT Services provided in order to understand and continually improve the quality of the student and staff ICT experience in the College.

# 3.2. Enabling and Innovating

- 3.2.1. To be flexible and provide an adaptive ICT platform that reflects the College objectives and goals, champions change and helps deliver success across the College. Such as supporting the wider adoption of e-learning technologies to provide a modern, available teaching experience.
- 3.2.2. To provide self-service, FAQs and an accessible ICT knowledge base to allow staff and students to resolve common ICT queries or problems..
- 3.2.3. To continually look to innovate and exploit the technologies available within the College. Such as reviewing the interactive whiteboards solutions within classrooms to deliver effective teaching tools; and, reviewing unified communications and how collaboration tools (telephony, LAN, message, email) can be increasingly integrated.
- 3.2.4. To continually review and assess new technologies and how they can improve the ICT solutions and services delivered across the college. For example, monitoring evolving solutions for bring your own device to see how they can enhance the ICT experience in the College.
- 3.2.5. To provide up to date and fit for purpose ICT technologies and applications that reflect the business world, that prepare students effectively for their future careers.

### 3.3. Work in Partnership;

- 3.3.1. To recognise Inverness College UHI, and the ICT Services it provides, as part of the wider public sector; Further and Higher Education across Scotland, the wider Inverness community and the University of the Highlands and Islands. Such as, taking a leading role in collaborative UHI and wider ICT improvement projects to, in turn, provide more effective services for the College.
- 3.3.2. To contribute effectively as a partner with other organisations and academic partners. Such as, maintaining an ICT infrastructure and solutions compatible with other UHI academic partners to ensure our best practice, and that of others, can be shared and benefited from.
- 3.3.3. To effectively utilise services and frameworks available to the College where they provide value for money. Such as using JANET UK network services, procurement agreements and monitoring other initiatives such as the introduction of the Scottish Wide Area Network (SWAN).
- 3.3.4. To collaborate effectively as a College service. To work with other support services, academic departments, researchers, and students to benefit the student experience and wider requirements of the College.
- 3.3.5. To be an educator as well as a service. To look into providing, in liaison with Skills Development Scotland, an ICT Modern Apprentice scheme, or equivalent training, and integrate ICT Services in the educational remit of the College.

### 3.4. Centre of Excellence;

- 3.4.1. To train and enable staff to continually improve their digital skills. Providing a dedicated Digital Skills Training Officer and Learning Technologist to help staff provide better digital learning, teaching and support services across the College. To maintain a Technology Enhanced Learning (TEL) Studio to provide the tools to provide cuttingedge blended learning.
- 3.4.2. To deliver ICT service management best practice based on the Information Technology Information Library (ITIL). To provide a service catalogue and review how these services are delivered in order to drive improvement.
- 3.4.3. To deliver Program and Project Management best practice based on Managing Successful Programmes (MSP) and PRINCE2. To ensure College ICT projects are prioritised appropriately, managed successfully and continually reviewed against the pedagogical and business requirements of the College.
- 3.4.4. To provide a technical advisory role within the ICT Services team for the College. To help and collaborate with staff and students across the College on how to best use technology and ICT to improve the way we work, learn, teach and research across the College.
- 3.4.5. To develop ICT staff (across ICT Services, Staff Development and the Library and Learning Resource Centre) with a passion for technology and ICT, who are accountable for, and look to exceed expectations for the services they deliver.

### 3.5. Effective and Sustainable Use of Resources;

- 3.5.1. To recognise the current economic and funding climate and ensure ICT investment is based on sound academic and business need. As well as, in accordance with the Further and Higher Education Strategy avoiding lock-in to particular technologies, to allow the College to benefit from future opportunities for collaboration or convergence.
- 3.5.2. To procure ICT goods and services in accordance with EU procurement legislation and, where possible, in wider partnerships and frameworks to achieve better value.
- 3.5.3. To strive to provide equipment with a longer lifespan and the effectiveness, of existing resources. Such as, creating portable ICT suites (laptop trolleys) and video conferencing solutions to expand available classroom ICT solutions.
- 3.5.4. To seek to adopt off the shelf and proven solutions and not divert resources unnecessarily on custom or tailored solutions. To look to Cloud computing and Software as a Service (SaaS) solutions that can offer greater flexibility and agility, such as exploiting the Office365 solution available to all staff and students. As well as, more generally, rationalising applications and solutions to deliver savings in ICT resources.
- 3.5.5. To reduce the energy used and carbon emissions from the ICT solutions. Such as, deploying lower power PC hardware (desktops, monitors) as part of the new campus ICT design, and reviewing the implementation of further power saving policies such as device shut downs and stand-by when not in use.

3.5.6. To recycle and, where possible, redeploy old ICT equipment to minimise impact in the environment, and assist our wider community. Working locally to recycle end of life College equipment, and extend this service to securely recycling student and staff personal devices.

# 3.6. Information Security & Accessibility;

- 3.6.1. To implement an Information Security Policy based on ISO/IEC 2700 standards and cognisant of wider best practice. That is, create and manage an Information Security Management System (ISMS) to safeguard the confidentiality, availability and integrity of College information. The ISMS will integrate policies and procedures across the College to protect College information. From building access and employee checks through to anti-virus and system access policies.
- 3.6.2. To provide expertise, advice and lead in ensuring and supporting the security of College data and information. To react appropriately to security incidents raised and ensure ICT is supported and implemented with a focus on protecting the data the College is trusted with.
- 3.6.3. To provide business continuity, resilience, and disaster recovery of key systems, services and information that the College requires to function.
- 3.6.4. To make ICT Services accessible to the wide range of students, including those with additional support needs. Providing ICT solutions and hardware that allow inclusion for all students in learning technology.
- 3.6.5. To provide a safe ICT environment for the wide range of students using the College's ICT facilities. Such as, having a clearly documented, accessible and up to date ICT Acceptable Use Policy and a clear approach to E-Safety.

### 4. Challenges and Needs

- 4.1. Ensuring sufficient ICT staff time can be invested in implementing new and improved solutions rather than focusing on day-to-day operations alone.
- 4.2. To ensure Inverness College ICT services and needs continue to be delivered and addressed in the wider context of UHI and wider sector ICT collaboration.
- 4.3. To drive more sophisticated, available and higher quality ICT services in a public sector environment with increasing economic restraints.
- 4.4. To adapt to continual changes in technology and the increasing expectations, from users of ICT Services, to deliver more effective teaching and business solutions and services fit for the new world-class campus buildings.

### 5. Targets

- 5.1. We will set, and report on, the targets required to deliver and support this strategy annually via the ICT Services Operational Plan. Such as to:
  - 5.1.1. To continue to provide modern, fit for purpose ICT solutions appropriate for the new campuses at Beechwood and Balloch. Such as reviewing the effectiveness of the current UHI wide wireless network (Wi-Fi) solution that will become end of life before 2020;
  - 5.1.2. Deliver an Information Security Policy and Information Security Management System (ISMS) to protect College data and information;
  - 5.1.3. Create an ICT Services portal and / or social media platform;
  - 5.1.4. Ensure ICT feedback is embedded in the College quality process. Such as in the periodic students surveys;
  - 5.1.5. To look to include key ICT information and information security training in the College induction and continual professional development material.
  - 5.1.6. To promote and encourage staff to use the TEL (technology enhanced learning) Studio and exploit the availability of Lynda.com (wide-ranging online ICT training modules) to all staff.
  - 5.1.7. To recognise the heavy utilisation of ICT facilities, such as video conferencing suites and look to provide mobile backup solutions to minimise downtime on equipment failure.
  - 5.1.8. To review the online College provision, both on campus and at home. To ensure an easy to use wireless solution, incorporating Bring Your Own device, as well as an effective teaching platform accessible remotely;
  - 5.1.9. To look at unified communication solutions and how communication tools (telephony, email, messaging etc.) can be integrated more effectively;
  - 5.1.10. To review ICT Services, such as desktop devices and power saving policies, to reduce the ICT carbon footprint.
  - 5.1.11. To create a more visible ICT investment profile, such as hardware lifecycle, to assist in the effective use of investment and ICT resources.

### 6. How to Use This Strategy

- 6.1. It is intended that this strategy will provide clear direction to the Board of Management, staff and stakeholders of Inverness College about how we will achieve continuous improvement of ICT services and solutions and use technology as an enabler to progress across the College.
- 6.2. Staff and stakeholders are encouraged to give feedback on this strategy, in the first instance by contacting: ICT Services Manager, who in turn will feed into the ICT Steering Group.
- 6.3. Staff and stakeholders can support this strategy by ensuring that approaches to the use and development of ICT Services take cognisance of the strategy aims, core values and targets.

### 7. Monitoring and Review

- 7.1. The Senior Management Team, reporting to the Audit Committee, will be responsible for monitoring of this strategy and for implementing review and rewriting either at the end of the 3 year cycle (2017 20) or sooner if need arises.
- 7.2. Any actions identified within the overall college action plan, relating to this strategy, will be monitored, reviewed and updated as appropriate, on a minimum annual basis by the Senior Management Team.
- 7.3. The ICT Strategy will be reviewed and updated, where appropriate, to reflect changes in technology, best practice, business requirement or on feedback from the ICT Steering Group, Senior Management Team, and / or Audit Committee.

### 8. Policies Aligned to this Strategy

- 8.1. ICT Acceptable Use Policy
- 8.2. Information Security Policy
- 8.3. Business Continuity Policy
- 8.4. Data Protection Policy
- 8.5. Records Management Policy



# **Board of Management**

Subject/Title:	Student Repre	esentation: ICSA/HISA
Meeting and date:	Board of Man	agement, 20 June 2017
Author:		Acting Principal es, Director of Organisational Development
Link to Strategic Plan:	Yes; • Studen	it Life
Cost implications:	Yes If yes, please sp Continued fun	oecify: Inding at current level for 2017-18.
Risk assessment:	Yes If yes, please sp Financial: Operational: Organisational: Association	continued support for students by an effective Students'
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 inclu	ded within "open"	business, please highlight below the reason.
Its disclosure would substanti prejudice a programme of res		Its disclosure would substantially prejudice the effective conduct of public affairs (S30)
Its disclosure would substant the commercial interests of a organisation (S33)		Its disclosure would constitute a breach of confidence actionable in court (S36)
Its disclosure would constitute of the Data Protection Act (S3		Other (please give further details)
For how long must the paper either as the time which need which needs to be met.)		

# Recommendation(s)

The Board is asked to formally ratify the decision reached by ICSA to disband the association, and for the responsibility for student representation to be taken on by HISA with effect from 1 July 2017.

### **Purpose of report / Summary**

This report presents the Board with the outcome of the formal negotiations between ICSA and HISA re representation for students enrolled at Inverness College UHI. The paper also outlines any additional considerations for Inverness College UHI, including staffing considerations.

The above is presented to enable the Board to ratify the decision in light of its statutory responsibility with regard to maintaining a students' association.

### **Background**

At the March Board meeting, ICSA and HISA tabled a joint paper outlining their proposal to formally enter into negotiations to consider a full merger between the two organisations, to be effective for the start of AY 2017-18. The Board ratified the proposal that ICSA and HISA formally enter into those negotiations. Following discussions, consultation and a final vote at the Student Representative Council AGM on 25 May, ICSA has decided to disband and for the responsibility for student representation to be taken on by HISA, with effect from 1 July 2017.

### Main body of information

The attached paper from ICSA/HISA requests that the Board formally ratify the decisions to disband ICSA and for student representation to become the responsibility of HISA with effect from 1 July 2017.

Alongside the information in the attached paper, the Board is provided with the following assurances regarding staffing issues and student representation from the college's perspective.

HISA is fully registered Charity and a Company limited by Guarantee:

Company Number: SC 511955 Charity Number: SCO 46142

Governance of HISA is by way of a Board of Trustees.

In terms of college employees, one administrator is in scope for transfer to HISA. The staff member is on college support terms and conditions (permanent, 0.6 FTE) and is a member of the local government pension scheme. The staff member's continuous service start date is 18/10/2004.

HISA has advised that its staging date for pensions is November 2017 and a final decision regarding pensions is yet to be made by the HISA Board of Trustees. The college has had discussions with the member of support staff and HISA, including the fact that the HISA Trustees are yet to make final decisions in relation to pensions.

The proposal, subject to Board of Management approval, is that the member of staff is seconded to HISA, by way of a secondment agreement between Inverness College UHI and HISA, for one year: from 1 July 2017 to the 30 June 2018.

Formal TUPE transfer consultations would then start in December 2017 and, subject to clarification in relation to pensions, transfer of the member of staff to HISA would take effect from 1 July 2018. Full costs of the secondment including all on-costs would be invoiced to HISA over this period.

Elected, paid student officers for 2017-18 will be directly engaged by HISA. On the back of the Board and student support for ICSA to disband and for responsibility for student representation to move to HISA, the college has served notice on the ICSA paid executive officers under their current terms and conditions. Their final date of employment is 30 June 2017.

The college senior management team is fully supportive of the decision reached by ICSA and firmly believes that the college's students will receive more effective representation from HISA and will have more opportunities available to them to enhance their wider student experience. Discussions are ongoing between college senior staff and HISA on the operational aspects of HISA replacing ICSA, in order to ensure the best possible student representation at Inverness College in 2017-18 and beyond. Specifically, the college will seek to ensure that the return on investment is greater in terms of outcomes for students.

The college will maintain a Student Engagement Officer who will work in close partnership with the student officers on a daily basis. The Head of Student Services will likely remain the first point of contact in the senior team for the elected officers and other HISA officers for operational matters. The senior team will continue to be represented at all Student Representative Council meetings (or equivalent meetings) and it is anticipated that the Principal will continue to hold regular, diarised meetings with the student officers.

Roddy Henry, Acting Principal Lindsay Ferries, Director of Organisational Development



# **Student Representation: HISA and ICSA**

**Purpose of Paper** – For the Inverness College Board of Management to formally ratify the changes for student representation within Inverness College.

#### 1.1 Context

HISA was established in July 2015 after the Student Representation Project (an SFC funded research project into student representation and engagement in the region) strongly recommended the formation of a new Students' Association in UHI and the Partnership in order for all students; FE, HE and Post Graduate to be represented by a sustainable cohesive body across the Partnership.

In November 2015, the Partnership accepted the recommendations and agreed a three-year Strategic and funding plan for HISA. HISA was formally established, registered as a Company Ltd by Guarantee, as a charity registered by OSCR and set up its initial policies, procedures, schedules and Operational Plan.

Three full-time Sabbaticals Officers were elected, a staff team was hired and the HISA Trustee Board was formed.

Ten of the Partners signed up to be full members of HISA. Three (Inverness, Perth and Sabhal Mòr Ostaig) agreed to be regional members of HISA but wished to retain their own Students' Associations while HISA established itself.

2016/17 has seen HISA work increasingly closely with Inverness College Students' Association on a number of projects. As a result, over the course of the year, ICSA, Inverness College and HISA entered into negotiations about ICSA joining HISA as a full member.

A preliminary paper was passed by the Inverness Board in April. The ICSA executive committee and SRC voted to formally join HISA in May.

#### 1.2 Proposal

That Inverness College Student's Association is officially disbanded and Highland's and Islands Students Association take over the responsibility and governance of Student Representation in Inverness College from academic year 17/18. This will bring Inverness's structures in line with 12 of the 13 Partners within UHI.

#### 1.3 Governance

The Inverness College Board of Management has a legal responsibility to ensure that a Students' Association exists, that elections take place and that it is adequately resourced. The Inverness College President and one local Vice President sit on the Board of Management.

HISA is a fully registered Charity and Company Limited by guarantee. HISA's existing Trustee Board is fully responsible for the Governance of HISA.



HISA will provide support and guidance for the two Inverness College Student Board members but their selection process, duties and remits would remain the same. Local decision making will remain in the hands of Inverness College students and Officers.

The proposed new arrangements will continue to meet the legislative requirements of student representation on Boards of Management, with enhanced sustainability and autonomy in line with best practice for Students' Associations. Student representation will continue as currently on all local Board and college committees. Inverness College Students' voice at a regional level will be increased and they will have more access and opportunities to sit on UHI wide committees.

#### 1.3 Finances

HISA funding is currently set by the Partnership Council and ratified by UHI Court. Its initial three-year budget was set from 2015-2018. Executive Office fund two thirds of the HISA budget, with the Partners funding the remaining third. The current breakdown (prior to ICSA joining HISA) for 2017 / 2018 is as follows:

	17/18
EO contribution	£305,171
Partners' contribution	£152,586
Total	£457,757
Double and Decaledour	47/40
Partners' Breakdown	17/18
Inverness College	£12,745

The formula for the Partners is based on student numbers. Currently Inverness, Perth and Sabhal Mòr Ostaig pay less, proportionally, into HISA because they have chosen to retain their local Students' Associations as well. Inverness College use this saving to fund their own Student Officers, a staff member and an operational budget. The cost of running ICSA in 17/18 is projected to be £33,639.

	17/18 Costs
HISA Partial Membership	£12,745
ICSA Costs	£33,639
HISA Full Membership Cost	£46,384

Inverness College's costs for student representation will remain the same irrespective of ICSA joining HISA. ICSA joining HISA will be cost neutral for Inverness College in 2017 / 2018 and going forward. The money the Inverness Board currently allocate to student representation, which is split between ICSA and HISA, will now be used as a single pot and given in full to HISA.

HISA's current three-year budget is included as Appendix 4.



#### 1.4 Student Officers

Inverness College currently employs three paid Part Time Officers. They have one year terms which come to an end of June 30th. The new officer team are due to begin their one year term on July 1st. They will be employed on HISA Contracts and terms and condition bringing them in line with other HISA Officers across the partnership.

#### 1.5 Staff

Inverness College currently employs one PT staff member at 0.6 FTE to provide clerical and administrative support exclusively for the ICSA. The transfer of this member of staff is subject to discussions and approval of the Board of management

In addition to the regional staff support HISA will also employ an additional local staff member (0.5 FTE minimum) to work at Inverness College to assist the local Inverness Officers and students.

### 1.6 Time scale and next steps

If successfully passed by the Inverness Board of Management the proposal will then be formally signed off by the HISA Trustee Board on June 23<sup>rd</sup>.

28th March - Preliminary proposal passed by Inverness Board of Management

1st April - Proposal passed by Inverness College Students Association Executive Committee

25<sup>tt</sup> May - Proposal passed by Inverness College Students Association Student Representative Council

20th June – Proposal ratified by Inverness College Board of Management

23rd June - Proposal ratified by HISA Trustee Board

**26**<sup>th</sup> **June** – Incoming Officer Team sign HISA contracts

**1**<sup>st</sup> July – ICSA formally joins HISA as a full member. Governance passes to HISA Trustee Board. Staff member begins secondment.

Any questions or queries welcome.

Gabriel Starr, Graeme Kirkpatrick and Luke Humberstone



# **Board of Management**

Subject/Title:	COMMITTEE MEMBERSHIP AND APPOINTMENT OF CHAIR, VICE CHAIRS AND SENIOR INDEPENDENT MEMBER						
Meeting and date:	Board of Management – 20 June 2017						
Extract from Minutes of the Meeting of the Chairs Committee held on 13 June 201							

# COMMITTEE MEMBERSHIP AND APPOINTMENT OF CHAIR, VICE CHAIRS AND SENIOR INDEPENDENT MEMBER

The Committee considered the role of the Senior Independent Member, the requirement to fill the vacant Chair's position on Learning and Teaching and the appointment of Vice Chairs to all the committees for succession planning purposes. In addition, the committee membership had been updated to include the new member Ollie Bray and co-opted member, Tom Speirs.

### The Committee AGREED that

- 1. Steve Walsh be asked to take on the role of Senior Independent Member
- 2. That Hazel Allen be appointed to the New Campus Project Board and that with this addition, the Committee membership, as outlined below be approved.
- Sarah Burton be asked to take on the role of Chair of the Learning and Teaching Committee
- 4. That the following Members be asked to take on the position of Vice Chair of the following committees-
  - Audit Jaci Douglas
  - Human Resources Lindsay Mitchell
  - Learning and Teaching Ollie Bray
  - Finance and General Purposes Gavin Ross

and if all members accepted the roles offered, to recommend this to the Board of Management for approval.



### **BOARD OF MANAGEMENT COMMITTEE MEMBERSHIP**

Chair of the Board of Management – Neil Stewart Vice Chair of the Board of Management – John Wilson Senior Independent Member – Steve Walsh

Membership from Terms of Reference	
Audit At least 5 plus open invitation to Chair and Principal	Hazel Allen (Chair) Jaci Douglas (Vice Chair) Lindsey Mitchell
Lead Officer –Director of Corporate Services	Steve Walsh Sarah Burton Fiona Neilson Innis Montgomery (7)  Neil Stewart (by open invitation) Principal (by open invitation)
Finance & General Purposes At least 5 plus Chair and Principal ex officio	Brian Henderson (Chair) Gavin Ross (Vice Chair) Mick Longton
Lead Officer – Director of Corporate Services	Andy Gray Carron McDiarmid Support Staff Member (Helen Miller) Tom Speirs (7) Neil Stewart (ex officio) Principal (ex officio)
Human Resources At least 5 plus Chair and Principal ex officio  Lead Officer – Director of Organisation, Development and Performance	John Wilson (Chair) Lindsey Mitchell (Vice Chair) Mick Longton Steve Walsh Innis Montgomery Andy Gray Carron McDiarmid (7)
	Neil Stewart (ex officio) Principal (ex officio)

Learning and Teaching At least 5 plus Chair and Principal ex officio  Lead Officer – Depute Principal	Sarah Burton (Chair) Ollie Bray (Vice Chair) Jaci Douglas Gavin Ross Fiona Neilson Tom Speirs Support Staff Member – Helen Miller Teaching Staff Member - Kate White Student Member – VP Education – Ryan McAdam Student Member – VP Equality - Gabriel Starr (10) Neil Stewart (ex officio)					
Chairs /Performance Review and Remuneration/Search & Nomination Chair, Vice Chair, and Committee Chairs (Principal excluded from PR&R)  Lead Officer – College Secretary	Principal (ex officio)  Neil Stewart (Chair of Board, Chairs & S&N) John Wilson (Vice Chair, HR, PR&R) Brian Henderson (F&GP) Hazel Allen (Audit) Sarah Burton (L&T) Steve Walsh (SIM) (6)					
New Campus Project Board 8- Chair, Principal, 5 members to include 1 from Audit and 1 from F&GP + COOS to UHI  Lead Officer - New Campus Project Director	Neil Stewart (Chair) Hazel Allen (Audit Member) John Wilson Principal Fiona Larg (UHI) Brian Henderson (F&GP member) Student Member Vacancy (8)					

June 2017

# INVERNESS COLLEGE UHI BOARD OF MANAGEMENT MEETINGS - 2017 / 2018 SCHEDULE

	Aug-17		September	October		November		Dec-17			Jan-18		February		March		April	May		June		Jul-18
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Tue	1									2								1				
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Thur	3				<del>  -</del> 2					4		1		1	Human Res			3			+	,
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Sun	6	3		1	5		3			7		4		4		1		6	3		1	
Mon	7	1		2	6		4	L&T		8		5		5		2		7	1		2	
Tue	8	5		3	1 7		5			9		6		6	L&T	3		8	5	L&T	3	
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Thur	10	7		5	9		l	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	
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		20		20		17		22	19		17	
Wed	23	20		18	22		20			_	Staff Dev	21		21		18		23 Chairs etc	20		18	
											Staff Dev											
Thur	24	_	Human Res	19	_	Chairs etc	21			25		_	Chairs etc	-	B of M	19		24		B of M	19	
Fri	25	22		20	24		22			26		23		23		20		25		Staff Dev	20	
Sat	26	23		21	25		23			27		24		24		21		26	23		21	
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1 463	Christmas, Easter a	nd M	av Bank Holida	l	Cha	irs etc				hair	c S&N + DR&	R <sub>-</sub> Ti	hursdays 08 30	a m	(evcent lanua	rv m	eting - Tuesd	ay @8.30 a.m.)			31	

Christmas, Easter and May Bank Holiday Closures

Academic Holiday

Staff Development Days

Chairs etc Audit

Human Resources
Learning and Teaching
Finance & General Purposes

Joint Audit/F&GP Board of Management

Staff Conference
Strategic Planning Day
Graduation

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

Tuesdays @ 8.30 a.m.
Thursdays @ 8.30 a.m.
Tuesdays @ 8.30 a.m.
Thursdays @ 9.00 a.m.
Thursday 7 December @ 11.00 a.m.

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

mid June 2017

Friday 15th September 2017



# **Board of Management**

Subject/Title:	Acting Principal's Report						
Meeting and date:	Board of Management, 20 June 2017						
Author:	Roddy Henry, Ad	Roddy Henry, Acting Principal					
Link to Strategic Plan:	Yes						
Cost implications:	No (delete as applicable) If yes, please specify:						
Risk assessment:	Risk assessment:  No (delete as applicable)  If yes, please specify:  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 inclu	ded within "open" bus	iness, please highlight below the reason.					
Its disclosure would substanti prejudice a programme of res		Its disclosure would substantially prejudice the effective conduct of public affairs (S30)					
Its disclosure would substanti the commercial interests of ar organisation (S33)		Its disclosure would constitute a breach of confidence actionable in court (S36)					
Its disclosure would constitute of the Data Protection Act (S3		Other (please give further details)					
For how long must the paper either as the time which need which needs to be met.)							

# Recommendation(s)

The Board is asked to discuss this report.

# **Purpose of report / Summary**

This report provides an update on college activity and highlights operational developments over the last quarter.

### **Student Activity**

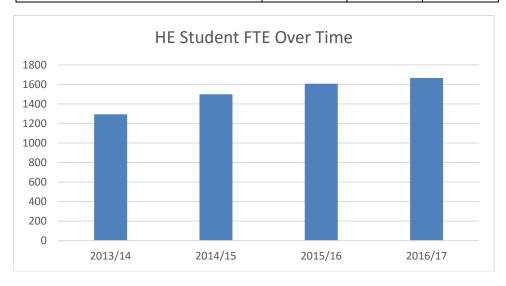
Student activity has again been strong in FE this year and is projected to exceed funded target for the third year in succession:

FE	2016-17
Core Credit Target	28,698
ESF Credit Target	949
Total Credit Target	29,647
Total Credits as at 12/06/2017	30,467
Difference to target	+820

The credits shown above will be subject to the usual audit processes in October. On this basis, the college will achieve its funded allocation from the FE Regional Board. According to latest figures, the partnership is on track to meet its SFC funded target for FE credits. This should be confirmed in the coming weeks.

HE activity has not met funded undergraduate target this year, however, both undergraduate and overall HE student numbers (FTE) have increased from 2015-16 and are at the highest level recorded:

HE	Target	Actual	Diff.
Funded UG	1622.9	1549.1	-73.8
Fundable Postgraduate	35.7	39.7	+4
Other postgraduate		40.7	
TOTAL:		1629.5	



Final student activity levels for 2016-17 will be confirmed after the summer.

Student activity targets for 2017-18 are shown below:

Student Activity 2017-18	Target
Core FE Credits	29.069

ESF FE Credits	250 <sup>1</sup>
Total FE Credits	29,319
HE FTE	1,595.4

Recruitment against these targets is monitored on a weekly basis and current recruitment indicates that targets will be met.

### **New Campus Update**

### Inverness campus:

Since the Depute Principal's report to the March Board meeting, good progress has been made on the sports development project. A draft feasibility study has been completed and is currently with the Steering Group for comment. A variety of options has been identified and costed, enabling a phased approach to be taken to any actual development depending on available funding. The 'full' option includes a full-sized, 3G outdoor football/rugby pitch, a half-size indoor pitch, gym, strength and conditioning suites, multipurpose class room, sports hall, sports science labs, office space, social space, changing facilities and car parking. Capital cost is estimated in the region of £11m.

A project exploring the feasibility of a 'timber construction innovation hub' is at an early stage. The Director of Business development is following up an initial round-table meeting with a range of interested parties, including industry, HIE, the Energy Skills Partnership and Albyn Housing. There is significant interest in and support for the project and the potential to develop a centre of excellence in timber off-site manufacturing, enhancing supply, productivity and quality from 'forest to final product'.

# **GTFM** performance:

Although GTFM continue to perform below the standard stipulated in the facilities management contract, improvements are being made, mainly due to the number of defects being made good and also the presence of an on-site facilities manager. GTFM has also bolstered its team in recent months to three further technical specialists. Unfortunately the facilities manager Lynn Davidson has now resigned from GTFM to take up a facilities management role with Highland Council. We await details from GTFM in relation to her successor.

SFT is working closely with the College to ensure that the terms of the contract are adhered to and that performance improves in line with this. SFT has also been working closely with GTFM to ensure that the pay mechanism in line with the contract is adhered to.

# Longman campus:

Board approval was provided on 28 March for the sale of the car park to the Scottish Courts and Tribunal Services and the purchase was finalised on the 31 March 2017. The SFT/college and SFC are scoping the works and costs of progressing with the demolition of the Longman Building. It is recognised that this will bring considerable benefits to all the parties involved, and will make the site infinitely more attractive to a potential buyer. A survey pre and post demolition is progressing with Graham and Sibbald.

<sup>&</sup>lt;sup>1</sup> This may increase depending on other partners' final credit outturn in 2016-17

### **FE Student Retention and Attainment Project**

Earlier this year the Scottish Government announced the launch of an improvement project for the retention and attainment of students studying further education at Scotland's colleges. Retention rates for full-time FE students at a sector level have remained relatively static at around 75% for several years. Colleges were asked to express interest in taking part and many colleges, including Inverness, responded to that call. The college has been chosen as one of the five colleges to take part in phase one of the project which will run in AYs 2017-18 and 2018-19. The other colleges are Dundee and Angus, Edinburgh, New College Lanarkshire and West College Scotland. The selection of colleges was based on a demonstration of their understanding of their retention and attainment patterns, college student demography and ensuring a geographic spread across Scotland.

The college has been asked to pull a project team together to work with an Improvement Expert who will be provided by the Government's Leading Improvement Team. A meeting of all five college teams and the Government advisers will be scheduled for July. The project fits well with existing work, processes and practice, and the colleges sees it enhancing what we already do and building further capacity to improve.

#### Student Residences

Phase 1 of the student residences opened in August 2016 and are operated by City Heart, a private company. Phase 2 is now well underway and will provide an additional 150 beds. Phase 2 will also see the opening of student residences in Dornoch and Elgin, albeit on a smaller scale.

Work is progressing well on the Inverness Phase 2 residences and is on track for a practical completion date of 17 August 2017, with students moving in shortly thereafter. The Residences Operations Group and the Project Board have been made aware of the importance of residences being ready for occupation in time for our FE students' inductions starting on 21 August. HE induction will commence from 4 September.

### Student of the Year Awards

Our annual prize-giving ceremony has been organised for the evening of Thursday 22 June and we would be delighted to see Board Members at the event. The evening begins at 18.00 and will finish with some refreshments and an opportunity to chat to student prize-winners and their families.

#### Staff Conference

The annual staff conference will be held on Thursday 29 June. The venue will again be the Main Campus. The theme for this year's conference is 'opportunity and growth', and the basis for the workshops and speakers will be six strategic aims. Lunch and 'activities' are planned to take place in the Atrium and the college grounds between 13:00 and 14:15 and, as in previous years, Board Members are very welcome to join us then.

Roddy Henry Acting Principal



# **Board of Management**

Subject/Title:	Risk Register Review					
Meeting and date:	Board of Management, 20 June 2017					
Author:	Roddy Henry, Ad	cting Principal				
Link to Strategic Plan:	Yes:  • Sustainab	hility				
Cost implications:	No (delete as applii If yes, please spec	cable)				
Risk assessment:	Yes / No (delete as applicable)  If yes, please specify:  Financial:  Operational:  Organisational:					
Status – Confidential/Non confidential	Non -confidential					
Freedom of Information Can this paper be included in "open" business	Yes					
	ded within "open" bus	siness, please highlight below the reason.				
Its disclosure would substanti prejudice a programme of res		Its disclosure would substantially prejudice the effective conduct of public affairs (S30)				
Its disclosure would substanti the commercial interests of ar organisation (S33)	· · ·	Its disclosure would constitute a breach of confidence actionable in court (S36)				
Its disclosure would constitute of the Data Protection Act (S3		Other (please give further details)				
For how long must the paper either as the time which need which needs to be met.)						

# Recommendation(s)

The Board is asked to discuss this report.

# **Purpose of report / Summary**

The purpose of this report is to present the Board with the current Risk Register for review.

# **Background**

The college maintains a Risk Register that is now in line with the overall UHI Risk Register. The risks are reviewed periodically by the senior team, and through the Board committees.

# Main body of information

The Risk Register is attached for consideration and comment. Each committee has reviewed the risks relevant to its remit and provided comment to the lead officers.

The senior team will conduct a comprehensive review of the Risk Register over the coming months, taking account of the comments from the committees and the full Board, as well as the agreed underpinning strategies and associated KPIs.

Roddy Henry Acting Principal

			RTEMPLATE	Inverness	TIMESCALE 3 Years								
ef ID	Risk Status	Category	Risk Description	Causes	Impacts/Evidence	Owner	Likelihood	Impact	Gross Risk	Actions to minimise risk in place	Residual Likelihood	Residual Impact	Residual Risk
erness/9	Active	Financial	College fails to identify and take opportunities for development and progression	lack of investment; insufficient funding; focus on mitigating downside risks; lack of strategic planning; lack of senior management resource; performance management focus on maintaining status quo; partners and stakeholders do not engage into proposed change; failure to develop commercial and international income streams.	Stagnation; lack of research and innovation; loss of potential income; reputational damage; curriculum becomes out of date; College is not seen as the partner of choice.	Principal	4-Likely	4-Major	16	Oversight of curriculum planning process led by Depute Principal. Chairing Resea Committee to review progress income/investment balance of each research grouping, continued discussuionswith UHI Principal regarding IC UHI's potential expansion on Inverness Campus. Identification of opportunities by SMT through development of external relationships in key sectors. Identification of additional opportunities for development at team/subject level to maximise opportunities for growth		3-Significant	9
erness/15	Active	External	Reduction in HE unit of resource	Government reduces HE funding; increase in top-slice.	Unable to meet staffing costs, unable to offer remitted time to develop research and therefore unable to enhance teaching and to attract and recruit new staff and students.	Director of Corporate Services	4-Likely	4-Major	16	Regular finance monitoring reports circulated to budget holders, SMT and Board management. Monitor financial KPI's reported to Board to ensure we are meetin and exceedind collective activity targets. Ensure all budget holders are aware of college financial regulations. More efficient working practices, eg further savings in procurement. Further increase in non SFC funding including international, research.	g	4-Major	16
erness/17	Active	External	Financial instability of UHI	Financial instability of UHI academic partners.	Reduced unit of resource to the College; unable to meet operating costs, unable to develop new curriculum, unable to develop research, surpluses are taken from the College, unable to progress strategic developments.		4-Likely	4-Major	16	Regular finance monitoring reports circulated to budget holders, SMT and BOM. Monitor financial KPIs reported to Board to ensure we are exceeding collective activity targets. Ensure all budget holders are aware of college financial regulations. More efficient working practices, eg further savings in procurement. Further increase in non SFC funding including international, research. Monitor financial performance of Academic Partners and of the UHI partnership as a who		4-Major	16
rness/18	Active	Organisational	College fails to maintain improvement in performance against national targets and	Staff recuritment; staff training; student recruitment; lack of staff buy in to targets and outcomes.	Reputational damage; partners fail to support in College development; SFC intervention.	Depute Principal	3-Possible	3-Significant	9	Implement targeted intervention and internal review of learning and teaching processes	2-Unlikely	4-Major	8
erness/19	Active	Organisational	outcomes  College does not achieve allocated HE student number targets.	Failure to recruit sufficient students due to various factors such as: over ambitious PPF target, poor marketing, curriculum gaps, poor NSS result, poor relationship with schools etc	Reduction of college income from UHI, regional student number target at risk resulting in possible clawback to SFC from UHI in year or reduction in future years grant.	Depute Principal	5-Almost certain	3-Significant	15	Rigorous curriculum planning process in place, proactive development of school/college relationships, proactive development of relationships with employers, excellent quality management processes, systematic monitoring of applications through to enrolment.	3-Possible	3-Significant	9
rness/20	Active	Organisational	College does not achieve allocated FE Credit targets	Failure to recruit sufficient students due to various factors such as: reduction in school leaver numbers, curriculum that lacks relevance to local economy, curriculum gaps, ineffective marketing and engagement with local schools/employers		Depute Principal	5-Almost certain	4-Major	20	Rigorous curriculum planning process in place, proactive development of school/college relationships, proactive development of relationships with employers, excellent quality management processes, systematic monitoring of applications through to enrolment.	2-Unlikely	3-Significant	6
rness/21	Active	Organisational	The institution has a poor reputation.	Significant or sustained adverse publicity, governance/management failure negative comments on social media, poor academic results, poor performance in league tables, significant withdrawal rates, major health and safety incident, student/staff involvement in criminal activity	e, Inability to recruit students or attract and retain high calibre staff, inability to attract funding and/or develop strategic partnerships.	Principal	5-Almost certain	3-Significant	15	Internal audit of governance procedures ( supported by additional process of external validation of self-evaluation), current and effective policy environment closely monitored to ensure compliance, use of externally validated quality frameworks to support organisational commitment to quality enhancement. Clo monitoring of Pls and implementation of systematic process to effect improvement where remedial action required. PVG checks undertaken. Proactive promotion of collective ownership of Health and Safety management. H & S management system implemented and systematically reviewed. On-going media relationship management.	e	2-Minor	4
ness/22	Active	Organisational		Retirement, resignation or death in service of key staff member(s). Inadequate succession planning. Unsystematic management of corporate knowledge, Associated knock on impacts resulting from transition arrangements with staff acting up and possible failure of backfill solutions		Director of Organisationa Services	al 3-Possible	3-Significant	9	Workforce planning process adopted to anticipate future skill need, staff development funding aligned with strategic plan to support succession planning, particular development of skill sets to support future curriculum developments, systematic recording of coporate procedures and corporate knowledge, systematic approach taken to development of supervisory skills and leadership and management to support succession planning.		3-Significant	6
erness/23	Active	Organisational	Non-compliance with relevant statutory regulations	Lack of awareness of relevant laws and penalties. Management failures. E.g new General Data Protection Regulation from 25th May 2018, Bribery Act, Health and Safety Regulations etc. lack of incident and near miss reporting; high risk courses e.g. forestery, construction, aquaculture, science; people failing to take responsibility or ownership for health and safety issues.	introduce an increasesd penalty framework for non-compliance/data breaches and includes new requirements for authorities to ensure that	Principal	5-Almost certain	3-Significant	15	Dedicated Health and Safety Management role, Health and Safety Management system implemented, systematic use of internal audit, SMT commitment and proactive leadership to develop a strong H & S management culture, strong emphasis on near miss recording and lessons learned, H & S Committee chaired & Principal, systematic recording and analysis of incident, accident and near miss trends, Dedicated Data Controller role with responsibility for awanreness raising and adaptation of policy/procedures win line with legislative change, current shared project on effective data management with IT Manager, rigorous implmentation of mandatory staff training. Director of Organisational Development with direct responsibility for awareness raising and adaptation of policy/procedure in line with legislative change. All of the above reported systematically to relevant Board of Management Committees.	ру	3-Significant	6
rness/24	Active	Organisational	Governance Failure.	Governing body does not have an appropriate balance of skills and experience. Role of a governor/director is perceived to be onerous making it difficult to attract a broad range of high calibre individuals to serve for non-remunerated roles.	Recent advertisements for new members have attracted few applications;	Chair of the Board of Management	3-Possible	3-Significant	9	Regular recruitment drives undertaken. Skills matrix approach used to support recruitment of members with relevant skills base. Proactive approach taken to encourage application from diverse backgrounds, development of strong governance culture verified through internal audit processes and external validation of self-evaluation procedures.	2-Unlikely	2-Minor	4
ness/25	Active	Organisational	Financial failure/operating loss. Inability to achieve a balanced budget.	Increased pay costs (national bargaining), pensions and NI contributions. Efficiency savings are not achieved quickly enough to counteract reductions in income.	Services cut resulting in reduction of teaching expertise and/or research capacity leading to a reduction in service quality leading to student dissatisfaction and risk of reputational damage; missed opportunities for development.	Principal	4-Likely	4-Major	16	Efficiency savings achieved through efficient and effective deployment of staff, effective cost control, all spend aligned to achievement of strategic aims and objectives. Lobbying regionally for share of regional funding that reflects actual learning and teaching delivered, lobbying nationally for increased funding for Highlands and Islands region to reflect on going increasing participation rates. Development of alternative income streams, SDS and apprencticeship family, bespoke provision, international summer schools, catering business and events management.		3-Significant	12
erness/26	Active	Organisational	College estate not fit for purpose.	Risk of little new capital project expenditure caused by partnership perception of significant recent estates development. Potential for rapid growth of student population without investment in new expanded facilities. Risk to student satisfaction scores in the absence of a dedicated student union social space.	emerging opportunities; unable to provide the economies of scale required to counter the financial challenges of smaller partners.	Director of Corporate Services	3-Possible	3-Significant	9	Space utilisation audits undertaken to support efficient use of the estate.  Centralised timetabling to ensure efficient use of the estate. Twilight classes introduced to ease pressure on rooms. Collaborative projects pursued to create opportunities for growth that do not require estates development. Development work undertaken to maximise blended learning opportunities/use of VLE to redurequired face to face teaching.		3-Significant	6

Inverness/27	Active	Organisational Academic quality is sub standard	Difficulty recruiting and retaining high calibre staff. Conditions and terms of employment are not competitive with limited scope for career progression; quality enhancement policies and processes are ineffective; student engagement is weak; performance management systems are ineffective.  Poor performance in quality monitoring/assurance reviews. Loss of staff to competitor institutions. Poor attainment levels, high level of withdrawal and poor retention, loss of income, damage to reputation.	Principal	3-Possible	3-Significant	9	Achievement and maintenance of IiP Gold reflecting organisational commitment to staff, development and maintenance of attractive recognition and reward systems, alignment with national pay bargaining, investment in CPD and staff development, not least support for advanced degree study, development of research and scholarship scheme, encouragement of staff ERASMUS exchange praticipation. Effective, rigorous quality management systems, systematic monitoring and reporting on PI trends and external verification processes. Effective staff induction and effective observation of learning and teaching. Maintenance of higher levels of formal teacher training certification. Development of research teaching linkages, promotion of conference attendance and speaking. Excellent employer engagement. Formal monitoring of quality of the student experience through the Learning and Teaching Committee of the Board of Management.	6
Inverness/28	Active	Organisational Poor Student Experience	No student union provision, restricted space available for students to interact socially our of college hours, inability to create a student community feel.  Poor performance in national student satisfaction surveys; difficulty in recruiting students; Risk to core income streams.	Principal	3-Possible	3-Significant	9	Partnership approach in place to enhance the student experience evidenced by the Student Partnership Agreement, multi-faceted approach to student engagement and student feedback. Student feedback scores, trends and themes monitored systematically and inform action planning. Regional lobbying for capital funds to support the development of a students' union facility.	6
Inverness/30	Active	Organisational Research outputs are sub standard	Inability to fund remission to enable the publication of sufficient quality papers and upload to PURE; loss of opportunity to develop strong RTL; loss of key staff; lack of funding; terms and conditions of employment are not comparable with competitor organisations; impact of Brexit on access to European projects.  Damage to reputation. Brexit. Poor performance in next REF. Inability to retain staff and research teams. Reduced income; negative impact on recruitment.	Head of Research and Post Graduate Development	3-Possible	3-Significant	9	Significant college annual investment in research to support development of research institutes and research embedded in the curriculum. Research and scholarship fund established to encourage further staff engagement in the research agenda. Support for staff through staff development fund to attend and speak at conferences. Dedicated research posts created. Proactive targeting of grant funding to support research activity. Staff encouraged to seek financial support for activity through relevant available UHI funds.	6

# LIKELIHOOD CRITERIA TIMESCALE 3 YEARS

Score	Descriptor	Probability
5-Almost Certain	More than likely – the event is anticipated to occur	>80%
4-Likely	Fairly likely – the event will probably occur	61-80%
3-Possible	Possible – the event is expected to occur at some time	31-60%
2-Unlikely	Unlikely – the event could occur at some time	10-30%
1-Very Rare	Remote – the event may only occur in exceptional circumstances	<10%

IMPACT - CRITERIA TIMESCALE 3 YEARS

Score	Descriptor	Financial	Operational	Reputational (need to link to communications process for incident management)		
5 -Catastrophic	<ul> <li>A disaster with the potential to lead to:</li> <li>loss of a major UHI partner</li> <li>loss of major funding stream</li> </ul>	> £500,000 or lead to likely loss of key partner	<ul> <li>Likely loss of key partner, curriculum area or department</li> <li>Litigation in progress</li> <li>Severe student dissatisfaction</li> <li>Serious quality issues/high failure rates/major delivery problems</li> </ul>	<ul> <li>Incident or event that could result in potentially long term damage to UHI's reputation. Strategy needed to manage the incident.</li> <li>Adverse national media coverage</li> <li>Credibility in marketplace and with stakeholders significantly undermined.</li> </ul>		
4-Major	A critical event which threatens to lead to:  • major reduction in funding  • major reduction in teaching/research capacity	£250,000 - £500,000 or lead to possible loss of partner	<ul> <li>Possible loss of partner and litigation threatened</li> <li>Major deterioration in quality/pass rates/delivery</li> <li>Student dissatisfaction</li> </ul>	<ul> <li>Incident/event that could result in limited medium – short term damage to UHI's reputation at local/regional level.</li> <li>Adverse local media coverage</li> <li>Credibility in marketplace/with stakeholders is affected.</li> </ul>		
3-Significant	A Significant event, such as financial/ operational difficulty in a department or academic partner which requires additional management effort to resolve.	£50,000 - £250,000	<ul> <li>General deterioration in quality/delivery but not persistent</li> <li>Persistence of issue could lead to litigation</li> <li>Students expressing concern</li> </ul>	<ul> <li>An incident/event that could result in limited short term damage to UHI's reputation and limited to a local level.</li> <li>Criticism in sector or local press</li> <li>Credibility poted in sector only</li> </ul>		
2-Minor	An adverse event that can be accommodated with some management effort.	£10,000 - £50,000	<ul><li>Some quality/delivery issues occurring regularly</li><li>Raised by students but not considered major</li></ul>	<ul> <li>Low media profile</li> <li>Problem commented upon but credibility</li> <li>unaffected</li> </ul>		
1-Insignificant	An adverse event that can be accommodated through normal operating procedures.	<£10,000	<ul><li>Quality/delivery issue considered one-off</li><li>Raised by students but action in hand</li></ul>	No adverse publicity     Credibility unaffected and goes unnoticed		

Note: Select criteria most appropriate. Use highest score if more than one criterion applies.

5	10	15	20	25
4	8	12	16	20
3	6	9	12	15
2	4	6	8	10
1	2	3	4	5
1 -Very Rare	2 - Unlikely	3 - Possible	4 - Likely	5 - Almost Certain
	4 3 2 1	5 10 4 8 3 6 2 4 1 2	4     8     12       3     6     9       2     4     6       1     2     3	5     10     15     20       4     8     12     16       3     6     9     12       2     4     6     8       1     2     3     4

Attention should also be paid to risks that are very rare or unlikely that could cause a catastrophic impact.



# **Board of Management**

MINUTES of the MEETING of the PERFORMANCE, REVIEW AND REMUNERATION COMMITTEE held in the Board Room, 1 Inverness Campus on Thursday 30<sup>th</sup> March 2017

**PRESENT:** Brian Henderson (by VC), Neil Stewart, John Wilson

CHAIR: John Wilson

**APOLOGIES:** Hazel Allen, Louise James,

ATTENDING: Principal

Director of Organisational Development (for item 1 and part of

item 2)

**Board Secretary** 

# 1. MINUTES

The Minutes of the Meeting of the Performance Review and Remuneration Committee held on 31 January 2017 were **AGREED** as a correct record, were **APPROVED** and signed.

# 2. DIRECTOR OF FINANCE

A report by the Director of Organisational Development advised that since the Director of Corporate Services Niall McArthur left the college in February 2016, the college had not been successful in attracting or retaining a suitable replacement on the current terms and conditions. The post had been advertised with a salary of £57,804.

Simultaneously, Moray College had representation from the Scottish Funding Council and UHI that a shared Finance post (50/50) between both colleges was one of the caveats to release the finance necessary for Moray's Voluntary Severance Scheme that underpinned their recovery plan. To further support Moray, UHI Executive Office had seconded further finance support to Moray to support them through their financial recovery plan. The secondment would run for a period of 12 – 18 months.

The underpinning principle of the senior management pay structure was 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 ensuring the college Senior Management Team was fairly remunerated and contributed to the College's overall performance. In 2012 it was agreed that this would be achieved by:

- ensuring an open and transparent method of evaluating the jobs of all senior managers including reference to the relationship between senior management pay and other employees of the college;
- reference to the senior management pay structure in relation to other comparable institutions in the sector of similar size and income;
- Reference to the governments' approach to remuneration in the public sector;

- Affordability;
- Reference to the pension effect of remuneration proposals.

In February 2014, Northgate Arinso had been tasked with evaluating the SMT roles. The report at that time proposed an 11% change to the remuneration of the Directors' posts. This action was not taken due to the political context at the time.

The Job Evaluation for the Director of Corporate Services undertaken in 2014 was further reviewed by Eden Scott in light of the dual Moray and Inverness responsibilities and the sole focus on Finance. The overall responsibility in relation to the wider context was larger, however this was slightly offset by the narrower focus of the post on Finance.

It was therefore proposed that the post be advertised with a salary of £63,289. This was based on an assumption that a salary of £60,000 was implemented in 2013/14 which, following annual pay awards, would equate to £63,289 as at April 2016.

The Committee considered the report in detail and based on the discussion which followed and on the further information provided by the Principal, it was its understanding that

- For the period during which Moray College had a secondment from UHI to undertake its financial recovery plan, the secondment of 50% of the Director of Finance post to Moray College would not be required.
- 50% of the full economic cost (FEC) of the Director of Finance post would be met by either UHI or Moray college during this period.
- When 50% of the Director of Finance post was eventually seconded to Moray College, payment of 50% of the FEC would continue to be met by either UHI or Moray College.
- The College had been unable to recruit a Director of Corporate Services over the last year and the College could not sustain this vacancy. The College had to manage this risk and could defend the increase in the salary of the Director of Finance post.
- Responsibility for the management of the ICT and Estates functions, which were not included within the Director of Finance job description would have to be allocated to other members of the SMT. The resource and financial consequences of the allocation of these responsibilities had to be understood.

The question was asked whether the full duties and responsibilities of the Post of Director of Finance could be undertaken on a part time basis, effectively 17.5 hours per week? The Principal advised that this ought to be possible with some redistribution of other responsibilities but that an accountant might be required to provide some backfill.

# The Committee AGREED that

- 1. the Post of Director of Finance be advertised, based on the job description circulated, on a salary of £63,289
- 2. the recent job evaluation exercise which was carried out for the Director of Finance post be shared with the Chair and another Committee Member

- 3. A job evaluation exercise be undertaken of all Senior Management Team posts. The evaluation to be based on the reallocation of the management responsibilities for both ICT and Estates functions to members of the SMT and that the evaluation would be submitted to a future meeting of the PR&R Committee for consideration.
- 4. During the period Moray College had a secondment from UHI to deal with their financial recovery, commitment be sought in writing from UHI and/or Moray College that 50% of the FEC for the post of Director of Finance would be met by one of them and that Inverness College would not carry the full economic costs. Once the Post of Director of Finance was seconded to Moray College on a 50% basis, 50% of the FEC of the post would continue to be met by either UHI or Moray College.

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 Thursday 30 March 2017

PRESENT: Neil Stewart, John Wilson

CHAIR: Neil Stewart

APOLOGIES: Hazel Allen, Brian Henderson, Louise James

ATTENDING: Principal

**Board Secretary** 

As the meeting was not quorate no decisions could be taken.

# 1. MINUTES

The minutes of the meeting held on 23 February 2017 will be submitted to the next meeting for approval

# 2. COMMITTEE MEMBERSHIP

The members present considered the new member skills and experience and allocated the new members to the standing committees. The proposed committee membership would be circulated to the Chairs of the Committees for their consideration.

# 3. PRINCIPAL UPDATE

The Principal provided some further background information and context to the proposal which had been considered at the Board Meeting on 28<sup>th</sup> March, that HISA and ICSA should formally enter into negotiations and consider a full merger between the two organisations before the start of the 2017-18 academic year.

# 4. DATE OF NEXT MEETING

Thursday 18 May 2017 - 8.30 a.m.

Signed by the Chair:	
Date:	

#### HIGHLANDS AND ISLANDS REGIONAL TERTIARY OUTCOME AGREEMENT 2017 -2020

#### 1. Introduction

The University of the Highlands and Islands is the only university based in our region, covering the Highlands and Islands, Perth and Kinross and Moray. We are a tertiary institution, the first in Scotland and one of only a few in Europe, providing access to a range of programmes across all the SCQF levels. A strong result in the 2014 Research Excellence Framework, in which over 69% of the research we submitted was judged to be internationally excellent or world leading, is evidence of our developing research capacity.

Access to our undergraduate and postgraduate study and research opportunities is through a distinctive educational partnership of colleges and research institutions. Each academic partner has its own character and contributes to the distinctive organisation that is the University of the Highlands and Islands. Some are relatively large colleges in the urban centres of the region such as Perth, Elgin and Inverness; others are smaller institutions, including those in island communities and specialist institutions. Most also provide access to further education, while some have a primary focus on research. All, however, have a student-centred culture and individual approach to student learning.

The tertiary nature of our provision and the student-focused approach of each academic partner give us a unique opportunity to offer access to education for all, regardless of background and previous educational attainment. Depending on individual requirements and aspirations, students can access further and higher education from SCQF Level 1, with progression opportunities through the SCQF levels up to postgraduate research.

Our regional, tertiary partnership:

The Highlands and Islands region consists of nine further education colleges:

- Argyll College UHI (still to be assigned)
- Inverness College UHI
- Lews Castle College UHI
- Moray College UHI
- North Highland College UHI
- Orkney College UHI
- Perth College UHI
- Shetland College UHI
- West Highland College UHI

The university partnership is completed by the following academic partners:

- Highland Theological College UHI
- NAFC Marine Centre UHI
- Sabhal Mòr Ostaig UH
- Scottish Association for Marine Science UHI)

The university strategic vision and plan sets out our ambitions as a tertiary institution:

# Our strategic vision:

University of the Highlands and Islands is the United Kingdom's leading integrated university; encompassing further and higher education.

We will be recognised for the quality of our students' experience and for their achievement. Our worldwide reputation will be built upon our innovative approach to learning and our distinctive research and curriculum; enriched by the people, natural environment, economy, culture and heritage of our region and its communities.

We will be locally based, regional in structure and have national and international reach.

#### **Our Mission:**

To have a transformational impact on the prospects of our region, its economy, its people and its communities.

#### Our values:

Collaboration | Openness | Respect | Excellence

# 1.1. Context for the Regional Outcome Agreement document

Many of the government's key strategies, which will inform the agreement over the next three years, are still in development and the funding position is known only for the next year ahead. This document therefore identifies our aspirations and plans where they have been developed around these strategies but may be subject to change as more guidance is provided or developments take more shape. Any targets covering the three-year period of the agreement are provided with the caveat of these potential changes and the uncertainty over what may be achieved following subsequent funding announcements. The university welcomes the opportunity to contribute to the SFC review of the distribution of higher education funded places across the subject price groups to ensure that it reflects more accurately our current profile.

FE and HE national measure targets are provided in appendix two and three respectively.

Note: Sabhal Mòr Ostaig is required to produce its own 2017-20 Outcome Agreement. The university funds the higher education provision at SMO and is therefore included in the regional agreement. However, the college also receives additional funding from the Scottish Funding Council in recognition of its unique mission and activities in the delivery of Gaelic medium higher education; and to enhance the development of Gaelic language acquisition through further education. In addition, the college receives funding from the Scottish Government under the National Heritage (Scotland) Act 1985 and is expected to deliver on the outcomes and targets of the grant.

# Impact for the EU referendum outcome:

Over the last 20 years' EU structural funds have been fundamental to the development of the university partnership and our unique distributed structure. We are in the process of introducing new activities in the ESF and ERDF programmes.

A funding package of £29.2m was allocated to the Highlands and Islands for Scottish Funding Council (SFC) Developing Scotland's Workforce activities for 2014-20. We have agreed six workstreams in principle over the lifetime of the programme for University of the Highlands and Islands activity:

- FE credit growth (SCQF level 5 and 6)
- Postgraduate research growth
- Postgraduate taught places
- Undergraduate taught places
- Sector Engagement: funding new posts designed to involve business and employers in establishing the type of curriculum to meet labour market needs and identify gaps in provision
- Curriculum Development developing new online materials in key sectors

We are also involved in EU transnational funding programmes through Intereg, Horizon 2020 and Erasmus+.

The UK referendum decision to exit the EU has implications for the delivery of all of these funded programmes. The implications for us are significant given the impact on the FE/HE sector and with the Highlands and Islands being a Transition Region. This is a complex and changing situation with great uncertainty. The university partnership is working on quantifying and mitigating the risks caused by the referendum decision, preparing to take necessary action to secure funds for priority

initiatives and maintain key transnational collaborations and/or access alternative funding sources as further details emerge.

Post-referendum uncertainty is also causing concern among current and prospective EU staff and students and is likely to have an impact on recruitment and retention.

# 1.2. Summary of regional context

As the only regional provider of tertiary education in the Highlands and Islands, the context in which the University of the Highlands and Islands operates impacts directly on the development and delivery of our further and higher education provision, although higher education in particular operates in a much wider national and international context. This is reflected in our mission statement shown above.

### Background to the region:

The Highlands and Islands is a beautiful and varied region, covering half of Scotland's landmass. It is characterised by diverse local economics, some fragile, and has the highest costs of living in the UK. While the overarching message from Skills Investment Plans (SIPs) is one of opportunity, the region suffers from pockets of deprivation; fuel poverty; lower than average wages; high levels of low-paid seasonal and part-time jobs; low productivity; a skills gap; generally lower qualifications; poor transport provision and slow superfast broadband roll-out.

The region's Gross Value Added (GVA) increased between 2009 and 2014 (the most recent data) to £10,292m, 8.6% of Scotland's overall output. The largest contributors to GVA in the Highlands and Islands are the service sector, including public services, and manufacturing. Manufacturing within the Highlands and Islands contributes 11% to the region's economy in terms of output, and this aligns with the Scottish average for this sector. The professional, business and financial services sector is weaker in the Highlands and Islands than elsewhere in Scotland, although activity in this particular sector has grown in the region in recent years. GVA is highest in Argyll and Bute, and in Perth and Kinross, and lowest in Orkney.

Across the region there are some relatively high employment rates, however these mask local pockets in which employment levels are significantly lower than the Scottish average. The region also has high levels of seasonal employment, part-time employment and self-employment. Both self-employment and part-time employment are contributory factors to under-employment. Research suggests that the Western Isles has the highest rate of under-employment at 12% in 2011, and only Moray (7%) had a lower rate than the Scottish average of 8%.

## Skills, employment and future opportunities:

The current Skills Investment Plans (SIPs) produced by Skills Development Scotland (SDS) for the Highlands and Islands and for Perth and Kinross provide key sector employment forecasts for the university's region. The SIPs highlight Food and Drink, Energy, Sustainable Tourism, Financial and Business Services, Creative Industries (including Digital) and Life Sciences as the key sectors for growth in terms of employment, self-employment, enterprise, expansion of existing businesses and inward investment over the next 5-8 years. Health and social care, particularly from a rural perspective, is also a developing sector that involves multiple service providers.

The Highlands and Islands SIP highlights the region's reliance on public sector jobs and the importance of increasing private sector opportunities, particularly in the professional occupations. The SIP also refers to the need for encouragement of more enterprise skills to address the needs of the engineering sector and the region's infrastructure.

Common areas of focus in both the Highlands and Islands and Perth and Kinross SIPs are the need to increase the quantity and quality of local jobs, to meet the skills needs of employers, the provision of workplace progression routes/pathways and flexible skills, and the creation of a culture of employer investment.

The most recent Regional Skills Assessments (RSAs) published in December 2016 by SDS for the Highlands and Islands and Perth and Kinross also outline the implications for our area, as does a recent Skills Development paper and Strategic Labour Market Framework prepared by Highlands and Islands Enterprise (HIE).

The Highlands and Islands RSA highlights that, based on the total jobs requirement for the region for the ten-year period 2015-2024, the key need in terms of qualifications is for SCQF Level 7 and above. The RSA forecasts that only a small proportion of job opportunities will be available across the region for people holding no or lower level qualifications.

### University response:

The university has a key role to play in addressing the challenges of the region by providing education opportunities at all levels across the whole of the region. We will continue to do this by being responsive to employers' needs, by developing spinouts and providing support for business start-ups and by encouraging an enterprise culture, through our applied research and by working with a range of partners.

Consideration of current intelligence on strategic labour market needs and qualifications, skills and training requirements is critical to the development of this Regional Outcome Agreement for the Highlands and Islands region.

Curriculum development plans across the university (and the use of any curriculum development funding accessed during the period of this Outcome Agreement) are based on the intelligence provided in the SIPs and RSAs, in order that the university can continue to contribute as effectively as possible to the economy of our region.

Section three, page 24, highlights some key areas of curriculum development, which are aligned with, and in response to, the skills and employment projections for the region. As a provider of tertiary education, it is critical that the university continues to develop its integrated post-school provision with seamless articulation routes from the lower SCQF Levels in further education to programmes at SCQF Level 7 to meet the demand for a qualified workforce.

The full regional Context Statement is provided as appendix one.

## 1.3 Equality Mainstreaming and Outcomes

In line with our statutory duties, the university and individual academic partners will publish Equality Mainstreaming Reports and Equality Outcomes by 30th April 2017 and Gender Action Plans by July 2017. These plans will contain case studies from academic and support areas, demonstrating how mainstreaming of equalities is embedded into day-to-day activities and highlighting our approaches to tackling gender imbalances (also see page 17).

We have a regional approach to developing and reporting on our equalities work, taking account of the equalities activities across the partnership and bringing this together at a university level. In order to ensure parity of experience for all students and staff we are also taking a strategic approach to developing Equality Outcomes at an institutional level. We have collated university-wide equalities objectives, targets, initiatives and evidence; matched to the identified key

themes. This work provides a helpful context for academic partners to take forward their own locally identified equalities priorities:

- Leadership, governance and management outcome: Inequalities affecting those with protected characteristics reduced and eliminated through the embedding of equality and diversity in the university's leadership, governance and management structure and processes.
- Stakeholder engagement outcome: Needs are better understood because the university takes reasonable steps to involve people who share a relevant protected characteristic and anyone who appears to the university to represent the interests of those people.
- Data and disclosure outcome: The most pressing equality challenges affecting those with protected characteristics identified and addressed through the gathering and analysis of comprehensive, robust evidence.
- Student outcome: there is parity of outcome and consistency of experience for all students whatever their background.
- Staff development outcome: Staff understand and act on their responsibilities to advance equality and foster good relations between all equality groups.
- Staffing outcome: Equivalence for staff supported through consensus building and agreement on partnership-wide policies relating to staffing and staff development and through initiative aimed at developing shared understanding of roles and responsibilities.

It is important that due account is taken of local equality priorities reflecting institution history and stage of equalities development ie. the equality agenda at a local level.

1.4 Student engagement, satisfaction and representation in the Outcome Agreement process

Student engagement and representation:

The regional students' association participated in a cross-partnership workshop to develop the focus and content of the 2017-2020 Regional Outcome Agreement. Representatives will play an active part in the final drafting and approval of the agreement and in the continued development and evaluation over the next three years.

HISA students' association vision:

HISA, along with the three local associations at Inverness College UHI (ICSA), Perth College UH (PCSA) and Sabhal Mòr Ostaig UHI (Comann Nan Oileanach), was formed to develop sector leading student representation across the unique tertiary landscape and geography that is the University of the Highlands and Islands. We are half-way through a three-year start-up phase. Over the next few years, HISA will continue its development and evolve to achieve its mission 'to support and enhance the student experience of every student in every part of the partnership."

HISA's strategic vision for this phase is that is that the association will:

- Be recognised as making a positive difference to the lives of students
- Have established sustainable models of representation
- Have developed club and society activity across the partnership
- Have established itself as a credible organisation to its members, to the whole partnership and beyond

For the remainder of this start-up phase HISA is focusing on the following strategic objectives:

- Student representatives at the heart of the university partnership's representation system
- Class representatives at the heart of HISA including postgraduate students
- Transparent communication with students

HISA's current strategic and operational plans can be found at www.hisa.uhi.ac.uk.

The university is committed to working each year in collaboration with regional students' associations on a Student Partnership Agreement that addresses the issues identified by the student body.

# Student satisfaction:

National Student Survey (final year HE students): the university set an ambitious target to achieve 2% above the Scottish sector overall satisfaction during the period of our 2015-20 strategic plan. Improvements in the organisation of the survey, greater communication with students and clarifying the role of the students' association resulted in an improved response rate for the 2016 survey, however the position compared with the sector for overall satisfaction remained relatively unchanged (81% compared to 84% nationally). A new strategic group and operational action plan is now in place to investigate areas of weakness and communicate actions taken to students, as well as improving awareness of the survey with staff; the first NSS staff conference took place in September 2016, with additional briefing early in 2017.

Student Satisfaction and Engagement Survey (SSES): this survey is being developed by SFC as a national approach to monitoring FE college student satisfaction and engagement, which will provide a consistent basis for college regions to evidence impact and improvement within their Outcome Agreements. A pilot was conducted in 2015-16 to enable SFC to test the survey tool and methodology. The pilot survey was run with students on FE courses of 160 hours or more across our partnership. While response rates varied across the academic partners and are influenced by the demographics and size of the student population, the average 52.2% was higher than the national response rate of 36.8%. In terms of student satisfaction, when compared to the national picture, the average satisfaction rates for almost every question were higher than the national satisfaction rate. The overall satisfaction rate for the region's FE students who took part in the survey was 93.5% compared to the national average FE college sector average of 90.5%.

Postgraduate Taught Experience Survey (PTES): this UK-wide HE sector survey is run by the Higher Education Academy (HEA). The university participated for the first time in 2016 and achieved an overall satisfaction rate of 78%, the same as the Scottish average.

Postgraduate Research Experience Survey (PRES): this biennial survey is also managed by HEA and covers the UK HE sector. In the latest survey, our overall student satisfaction was 78% compared to a Scottish average rate of 82%.

As well as participating in these surveys, there are many other ways that the student voice is heard and acted on across the partnership:

- Online Red Button student feedback and other local feedback facilities
- Regional and local student associations
- Class representation system

• Student representation on University Court, college Boards of Management, key committees such as academic council, partnership council, research committee.

The national surveys are monitored through our strategic plan and are critical performance indicators:

Critical Performance Indicator	Target (2019/20)
National Student Survey (UK higher	2% above the Scottish average overall satisfaction
education)	
National College Satisfaction and	2% above the Scottish average overall satisfaction
Engagement Student Survey (Scotland)	
Postgraduate taught student satisfaction	Achieve the Scottish average in the Postgraduate Taught
	Experience Survey (PTES)
Research student satisfaction	Achieve a satisfaction report comparable to the Scottish
	average in the Postgraduate Research Experience Survey

# 1.5 Gaelic language plan

The university will revise our Gaelic Language Plan in light of the new national plan once this is published by Bòrd na Gàidhlig, following consultation during 2017. Our new plan will demonstrate how we will contribute to the national aims and objectives, will reflect our tertiary nature, and closely align with the Gaelic language plans of Sabhal Mòr Ostaig UHI and Lews Castle College UHI. It is anticipated that the next plan will reflect our aspiration to build on what has already been achieved to enhance the university's activities, for students and staff, in relation to Gaelic language and culture; including a focus on early years' education, Gaelic medium education and renewing our access courses.

As the partnership's main provider of Gaelic and related studies, Sabhal Mòr Ostaig outlines its priority outputs for 2017-18 and beyond separately in its own Outcome Agreement and Gaelic Language Plan. These outputs include an increase in the number of learners on further education programmes; progressing the delivery of relevant National Gaelic Language Plan outcome areas related to education, communities and workplace through activity with schools, adult learners, academic partners across our university, and other public sector organisations regionally and nationally to increase coherence in learning.

Lews Castle College UHI also produce a Gaelic Language Plan. As part of its commitment to the Gaelic language the college offers its staff and students a range of Gaelic classes including conversational classes for fluent speakers and Ulpan for beginners as part of the college's commitment to the Gaelic language. The newly formed Gaelic Society is seeking to grow its numbers and influence in the college and beyond. Where timetables allow, Gaelic is included as a subject within courses especially those where this skill is highly relevant eg in Care.

# 1.6 Consultation on the Regional Outcome Agreement

Appendix four provides a list of stakeholder organisations consulted during the drafting of the ROA.

# **Scottish Funding Council aims and priorities**

#### 2. Access

HE Priority 1: Widening Access – learning that is accessible and diverse attracting and providing more equal opportunities for people of all ages and from all communities and backgrounds FE: Outcome: Access – a more equal society because learning is accessible and diverse attracting and providing more equal opportunities for people of all ages and from all communities and backgrounds

Widening access to further and higher education, and providing opportunities for seamless supported transition and flexible learner journeys through all SCQF levels (1-12), are intrinsic to our tertiary partnership structure. This allows us to offer access and progression routes to suit multiple entry levels and educational and employment aspirations across our diverse geography. We are building our reputation on our innovative approach to learning, along with distinctive research and curriculum. We will continue to develop our approaches to the delivery of the learner journey providing integrated tertiary pathways from schools to further and higher education through academic and vocational routes that maximise opportunities.

Our mission is to have a transformational impact on the prospects of our region, its economy, its people and its communities. Being locally based within our communities, gives us the opportunity to develop relevant outreach activities to promote access opportunities to often hard-to-reach individuals and groups, as well as working in partnership with relevant local organisations.

The colleges of the Highlands and Islands have historically worked closely with their local Community Planning Partnerships (CPPs) and helped shape local priorities as expressed in the Single Outcome Agreements (SOAs) across the region.

A key focus for the CPPs is addressing levels of inequality and socio-economic disadvantage, identifying local actions and priorities. It is vital that the university partnership is a key player in community planning and fully integrated into these increasingly important partnerships. Legislation in the form of the Community Empowerment (Scotland) Act 2015 has strengthened the statutory base for community planning and the voices of communities in the decisions that matter to them. The new evidence-based Local Outcomes Improvement Plans (LOIPs), which will replace SOAS, should reflect the needs of local communities.

The university partnership will strengthen its representation on the CPPs across the region in the form of membership on CCP Boards, Community Partnerships, District Partnerships, Economic Development and Employability fora and Developing the Young Workforce groups. We will work closely with other local service providers to ensure that the needs of the people who use these services are met, with a particular focus on those who need these services most.

2.1 Reducing barriers and promoting access to address under-representation from disadvantaged groups

As a university partnership, our widening access work is embedded within mainstream practice.

#### i. Wider Access Framework:

The university's wider access framework sets out our commitment to, and arrangements for, widening access. Objectives are drawn from the 2015-2020 strategic plan and current Outcome Agreement. We are committed to academic recruitment based on merit, but recognise that fair admissions alone do not always overcome historic disadvantage. We actively target priority groups with initiatives designed to work towards a fair balance of entrants to all our courses, and monitor student population at course level on an annual basis. Initiatives supporting our widening access objectives include:

- Contextualised admissions: the university recognises that admissions are a vital aspect of widening participation, and we are committed to recruitment that does not discriminate. However, we acknowledge that overcoming historic disadvantage requires more than simply ensuring fairness. Contextualised admissions are now established as part of the university's admissions policy with the aim of mitigating the impact of contextual factors as barriers to progression to HE. Adopting this specific policy formalises the existing inclusive approach of the university, enabling monitoring in this area. Admissions procedures have been enhanced to support contextualised admissions from 2017 entry and guidance is available for academic staff on assessment of an applicant who has been flagged as having one or more contextual factors. The four factors initially agreed by the cross-partnership working group are:
  - experience of being looked after / in care for a period of time
  - parents or guardians have not previously attended university
  - participation in outreach activity or access programmes ASPIRE North, SWAP etc.
  - from schools with lower than average progression to HE (SHEP schools)

In light of the Commission for Widening Access and the increased emphasis on SIMD20, it is intended to develop the process to include this as a factor for next admissions cycle for 2018 entry, as well as looking at our own identified areas of rurality and rural. As we would not want to add new indicators mid-recruitment cycle and a considerable amount of technical work is required to identify applicants with these geo-sociodemographic indicators, this will be considered for 2018 onwards.

• Flexible entry: As part of our commitment to widening access to higher education, we encourage applications from prospective students who do not have formal entry qualifications. As part of this commitment, the university supports the principle of recognising prior learning wherever it occurs. Provided the learning can be assessed, it may be recognised and credit awarded and/or entry to a formal programme of study allowed. We also encourage prospective students to apply for recognition of previous formal qualifications for either entry to courses, or credit toward specific qualifications. There is currently no consistent formal process for recognising prior learning at a FE level within the partnership; however, some academic partners are keen to develop this area.

The extensive further education provision of the partner colleges provides an access route to higher education, as well as enhanced employability, for those who may have been away from study for some time, or do not have the usual entry requirements for a HN or degree. We also offer SCQF level 7 access to HE modules/short courses, some of which are subject-specific so, after successful completion, students can move into the first year of their chosen subject of interest.

We are a partner of SWAP East (Scottish Wider Access Programme). This is a consortium made up of colleges and universities in Scotland. Its aims are to promote access to higher education for adult learners who have few or no formal qualifications, who come from traditionally under-represented groups in HE. We work with SWAP to facilitate appropriate progression routes for students who successfully complete their SWAP access programme to go on to HN or degree courses.

The university has recently completed a piece of work, which provides access to degrees for students who have completed Foundation Apprenticeships. This follows the successful negotiation by SDS of tariff points for these programmes and universities have been requested to include them in their admissions policies. We have issued a formal statement to SDS endorsing Foundation Apprenticeships as entry to higher education programmes. We are in the process of agreeing access statements that refer to Foundation Apprenticeships in all relevant undergraduate programmes.

The knowledge and experience in the university partnership of SQA and other awarding body qualifications ensures optimum opportunity for articulation and transition. Many of our degree courses offer an advance entry route to year two or three with a relevant HNC or HND either via progression within our own 'top-up degrees' or with appropriate credit transfer. We continue to look at opportunities for specific articulation agreements with selected colleges, including North East Scotland College.

- FE (non-advanced) to HE transition: working through the university careers and employability centre, and the cross-partnership careers and employability practitioners' groups (CEPG) we intend to develop a consistent suite of resources to provide further education students with information to support their transitions into higher education. Resources will include information on career decision-making, applying to higher education, apprenticeships, job search and applying for work. This will help to ensure that transitions into HE are well informed and realistic.
- School liaison: widening access is very much at the heart of school liaison activity. The university works closely with Aspire North. Institution arrangements for Aspire North schools have involved S3 taster events, S6 'real experience' residential events and S6 study skills events at partner colleges, the university also has a place on the advisory board. School partnerships are overseen by the cross-partnership regional schools group which will further develop and deliver the strategy for increasing the range of the curriculum (further and higher education) offered to schools and school pupils. School liaison is focused on raising aspirations, especially among groups who are known not to be progressing to higher education. The university schools' recruitment officer supports the liaison and marketing staff from across the partnership in recruitment activities. As well as the Aspire North schools, we are targeting other SHEPs schools in Scotland and schools that fall within our defined areas of deprivation due to rurality.

- Student support/mentoring: in keeping with the overall aims of widening access at the university, student support for widening access students is mainstreamed. Of particular benefit to widening access students has been:
  - Online essential student skills, a high quality study skills resources via an online portal.
  - Online counselling service, available to students throughout the university, including those who are geographically remote.
  - Targeted emails throughout the year to widening participation students highlighting the range of available mainstream student support.
  - Student mentoring which brings together more experienced students with those new to higher education to share their knowledge and experience. Mentoring helps all students, but we are particularly interested in how it can help students from a widening participation background.
  - Personal academic tutors: The PAT is a key person in supporting students during their studies. PATs are proactive and encouraging and ensure regular engagement with students, particularly those on online and VC courses.
  - Transition support: staff based within local student services teams work closely with schools and external providers to identify prospective students who may find transition to college/university challenging. They ensure individuals are on appropriate courses and have necessary adjustments in place as well as providing them with general support.
- Accommodation: we are working through a programme of building dedicated student residences across the region operated by a facilities management company. Two residences opened in 2016 at Inverness College UHI and West Highland College UHI (Fort William). Phase two residences in Inverness, Elgin and Dornoch are due to open in September 2017. A number of rooms in each residence will be reserved for priority applicants including those with a declared disability and care leavers. These new facilities build on the long-standing and successful student accommodation provided at Perth College UHI, Lews Castle College UHI, NAFC Marine Centre UHI, Sabhal Mòr Ostaig UHI and Scottish Association for Marine Science UHI.

## ii. Developing the Young Workforce: widening access and opportunity:

The UHI work -based learning hub is co-ordinating activity across the partnership developing work-based learning relating to Developing the Young Workforce. The university partnership has been awarded funding from SDS for further development of Foundation Apprenticeships for senior phase school provision and Graduate Level Apprenticeships. Within both of these programmes, we have a commitment to promoting equality and widening access. Activities around widening access include:

- A planned programme of communication with schools to raise awareness, using our existing marketing and liaison channels and including key partners such as CITB, ICE and CECA.
- Support for all on an individual basis to ensure they receive the necessary assistance to achieve their potential. Within this approach, particular attention will be given to any apprentices from under-represented groups and those with protected characteristics to ensure that any potential barriers are identified and addressed.
- Additionally, academic partners are able to offer a wide range of support including study strategies and assessment support, scribes, assistive technology equipment, support for dyslexia and visual impairment, reasonable adjustments, flexible working/learning arrangements and support for care-experienced students. Academic partners will also work

with employers to ensure appropriate support is provided throughout FA learning, not just in college-led areas.

- Our current provision follows a block release pattern, which ensures apprentices from more rural locations can access the relevant underpinning knowledge. With the development of online materials, the programmes will be more accessible for apprentices from across the region and beyond.
- The Graduate Level Apprenticeships will provide a natural progression pathway from related work-based learning subject areas available in both school senior phase and FE through relevant Foundation and Modern Apprenticeship programmes. This is evidenced by the fact that the two cohorts of Civil Engineering GLAs recruited so far had all previously completed the related MA.

We are committed to working closely with the DYW industry-led groups within our region. Currently, boards have been established in:

- Argyll and Bute
- Inverness & Central Highland
- Moray
- North Highland
- Perth and Kinross
- West Highland

The formation of these boards will help to ensure employer engagement in course and curriculum development and design at a variety of SCQF levels, as well as the planning of articulation routes and impact on graduate employability.

# iii. FE Access and Inclusion Strategy - overarching statement of intent

Each of the Highlands and Islands colleges is developing an evidence-based Access and Inclusion Strategy in 2016-17, in accordance with SFC's 2015-16 review of the implementation, outcomes and future prospects of Extended Learning Support (ELS) funds (renamed the Access and Inclusion Fund and separate to the new credit funding model introduced from AY 2015-16 onwards for further education). These strategies will reflect SFC's increasing ambitions for appropriate assessment of need and funding allocation methodology for access and inclusion in relation to each region.

Each academic partner will complete and submit an individual Access and Inclusion Strategy to SFC by 31 March 2017, outlining its approaches and the anticipated impact of the strategy on its learners. The strategy will also detail the college's individual high level spend in terms of ongoing ELS funding and Access and Inclusion funding as this revised funding stream comes into effect in 2019-20.

The university's regional students association will be kept fully informed of these strategies as they are developed. Each college will engage with staff teams and, either, the local HISA Depute President or with members of its own student association, as well as with representatives from the respective student body in relation to the formulation of the strategy.

In turn, individual colleges' Boards and the university's FE Regional Board will be kept fully informed of these strategies as they develop and of SFC's new access and inclusion funding methodology as it is determined.

SFC will continue to estimate the future demand for ELS provision in each region over the next two years, and will develop a new access and inclusion funding methodology for further education, to help colleges support inclusive practices relating to the key areas of teaching, ICT and the welfare of their students. The new methodology will be based on a set of potential indicators selected from the qualitative and quantitative findings of the ELS review:

- Secondary pupils with Additional Support Needs (ASN)
- Scotland's Census 2011: long-term health condition by age and Council Area (age 15-59)
- Pupils based in special schools by age (age 15-18 only)
- Looked after children aged 16 and over
- Jobseeker's allowance by age and duration: Aged 24 and under, claiming for over 12 months
- Jobseeker's allowance by age and duration: Aged 25 and over, claiming for over 12 months
- Low level qualifications
- Deprivation (SIMD 20)
- ELS SUMs claimed totals for the last 3 years (this indicator was selected more as a temporary transitional arrangement rather than a long term measure of need in a region)

The region's colleges will utilise the funds particularly in relation to the progression of students on introductory or access level provision up to SCQF Level 4.

As these and possibly additional indicators are consulted on with colleges and stakeholders and continue to be considered, the Access and Inclusion Strategy of each of the region's colleges will continue to develop and evolve.

The overall aim of each college's strategy will be to ensure that claims made against access and inclusion-funding better reflect the needs of students and the levels of support provided by the individual college. Within its strategy, each college will review and outline any changes to its current approaches and detail the student outcomes that will be achieved as a result. The focus for each college will be on its ambitions for the achievement of high-level outcomes relating to student intake levels, successful completions and destinations for priority groups, based on an outcome-orientated approach built around an inclusive model.

The ambitions outlined by each college in its strategy in terms of how it aims to support its student intake will be aggregated and presented as regional targets over the 3-year lifespan of this Outcome Agreement through the National Performance Measures. Each academic partner's strategy will outline high level spend on access and inclusion, and will evidence how the funding is being used and the impact which it has on the student experience.

The strategies will contextualise and outline how inclusive practices are embedded and mainstreamed across each college of the university, and will detail each college's commitment to ongoing training for its staff to support these practices. The strategies will also highlight the responsibilities of all college staff in relation to supporting students and promoting these practices. Building on the concept that "people help people" (a key finding from SFC's ELS review) appropriate university-wide CPD opportunities relating to the development of inclusive practices will continue to be available to college staff across the region, and where possible, schools staff will be encouraged to participate in such training. Staff CPD might include CDN's Inclusive Practitioner college sector opportunity to gain recognition for participating in professional development activities related to inclusive practice.

Cross-university workshops on the development of the academic partners' Access and Inclusion strategies, held in September and November 2016 with SFC colleagues, for members of the university's student support group, quality and senior Managers, will be followed up in 2017. Future workshops will be scheduled throughout the 3-year lifespan of this Outcome Agreement as each college develops and refreshes its strategy.

The strategy of each college will detail the services the college can provide for its students, outlining clearly who it can and cannot help through these services. Each strategy will evidence the college's approaches to partnership working and will demonstrate the college's commitment to the wider region and to the new Local Outcomes Improvement Plan (LOIP) of its respective local authority and Community Planning Partnership (CPP). As recognised statutory partners, each college will outline within its strategy the process it will adopt in relation to reporting undiagnosed need to its local authority.

Each college will also detail within its strategy how it has invested, and intends to continue to invest in specialist staff and skills to assist students with specific diagnosis including autism and dyslexia, and will also outline its investment in ICT, to support its inclusive practices in relation to the student experience. Each college will also outline its processes relating to individualised support for students as funded by SFC's Price Group 5.

## 2.2 Specific commitments related to SFC widening access strategies and priorities

# i. Access to STEM subjects

In April 2016, the University of the Highlands and Islands STEM Hub opened in Inverness. The hub acts as an interactive and immersive learning environment for school pupils to promote STEM subjects. Several interactive modules are delivered to local schools pupils increasing awareness of STEM subjects and promoting the higher education career pathway.

From January 2017, the STEM team have started to engage with schools outside of the Inverness region. The aim is to adapt STEM Hub modules to work in remote school settings.

The STEM team are working on a number of projects mainly relating to gender balance but are also looking at outreach work with care-experienced and additional support need groups.

# Other STEM activities include:

- STEM ambassadors working with pupils through the CREST Star Investigator Award Scheme
- STEM rocket care challenge in local schools
- Green power goblin electric cars project with DSRL and Rolls Royce Vulcan apprentices in local primary schools
- Junior Saltire Prize for primary school children
- Support for various science festivals held across the region
- Newton rooms

Further information is included under the 'high quality learning and teaching' priority in section three on STEM curriculum developments in both HE and FE.

# ii. Areas of multiple deprivation (SIMD20 and SIMD10)

The national measures for HE and FE identify learners from SIMD20 and SIMD10 areas as key targets. The Commission for Widening Access also focused on entrants to higher Education from SIMD20.

The limitations of the SIMD as a measure of deprivation in rural areas have been well documented. Across the region we have only 17 of the 697 SIMD10 data zones (2%) and 47 of the 1395 SIMD20 data zones (3%), with none within the island communities. While we perform well in recruiting from the most deprived areas compared to the proportion of the population who live there, it would obviously be wrong to conclude this accurately reflects issues of deprivation within our region, much of which is characterised as rural or remote rural.

Given the limitations of SIMD for our area, we developed a measure that better reflects the reality of deprivation in the Highlands and Islands, which is included as widening access critical performance indicators in our strategic plan.

Higher and further education entrants from targeted areas of rurality and rural deprivation.
 Target to 2019-20 is to achieve the same proportion as the working age population from these areas (ie 5% increase from the 2013/14 baseline): 2014-15: HE 16% (+2%); FE 19% (-2%) – CPI 2015-16 update

Work has since been completed by the James Hutton Institute, funded by the Scottish Government, to develop a multivariate index of socio-economic performance (SEP), at a microgeographical level, for rural and small town Scotland. During the period of the Outcome Agreement, we will investigate how we can use this index as an alternative or supplementary measure of deprivation within our region. Highland Council propose to use a combination of the SEP, as a means of identifying rural communities and understanding inequality and deprivation in these communities, and SIMD for identifying concentrations of deprivation, and will initially complete locality plans for these communities.

An example of the relevance of SEP compared to SIMD: within Highland, the highest ranked data zones identified in the SEP Index are a mixture of remote small towns, accessible rural and remote rural communities. The top quartile, as defined by SEP, encompasses 48 separate data zones across Highland. All of the rural data zones identified through the SIMD are also captured through the SEP Index. Rather than considering these data zones separately and in isolation, it is suggested that it is more helpful to look at them by community, by combining some data zones, and this could then be helpful for identifying areas for Community Planning Partnerships (CPPs) to target in terms of locality planning.

As academic partners continue to work in partnership with their local authorities and CPPs they will play an integral role in the development of locality plans for the smaller areas of the region where there are 'significantly poorer outcomes', and it is anticipated that the SIMD and SEP indices will assist in this process.

#### iii. Care-experienced learners

Our university-wide care leaver group was established to support the creation of our Corporate Parenting plans; these plans are well underway with a number now complete. Each completed plan will be published on the local academic partner website and on the university website. The Care Leaver Group has been an open forum to discuss the implementation and content of plans,

in particular with Inverness College UHI sharing their plan template, which has been adopted by others. The university student support team has provided assistance, and will continue to do so, for those partners still to complete their plan. Who Cares Scotland have provided guidance and support during the writing of plans and will be developing online training materials for staff. Ideally, we would like these to be added to the package of modules that all staff have to complete re Equality Impact Assessments, online security, data protection etc. Under legislation, every member of the university is a Corporate Parent therefore all staff should know what is expected of them.

Care-experienced learners are included in our widening access work through transition coordinator staff based in local student services teams and employed at each academic partners. These posts directly support learners through practical and personal support. Our academic partners are working proactively to increase access for students with a care experience background by building close relationships with external agencies such as Barnardos to support progression into further and higher education.

#### iv. Carers

Currently the level of information we have on this group is low, however it has been highlighted as a target group needing to be addressed and supported in a similar way to care-experienced learners. The university partnership Student Support Group (SSG) has agreed this group of learners will be amalgamated into the current work being done to highlight support available to care leavers, and therefore will benefit from the experience already developed. This includes identifying carers, raising awareness of the services they can access and any tailored support that might be required. It will also include raising the needs of these students and providing training to relevant staff to ensure there is an understanding of the challenges they face. The SSG will work on a strategy to ties in with the work of the college development network and the Carers Trust campaign 'Going Higher'.

# v. BSL

Currently a national plan is being created which will be published in 2017, we will promote the consultation, March-June 2017, on the national plan across the region. The university partnership will be required to develop a number of individual plans. A working group will be set up to support the collaborative development of these plans and to identify common themes; in a similar way to our Corporate Parenting plan process. Training from Deaf Action should be available in the near future to provide guidance on plan content. This will be vital to support the planning process as details are vague on what is expected in the plans, therefore, until training is given or the national plan is produced, it is hard to gauge what will be required. We will do some groundwork in the meantime on the number of students declaring a hearing impairment and on the facilities in place where BSL is an appropriate solution as well as other support available. This will be done with input from members of the cross-partnership Student Support Group (SSG).

# vi. Gender imbalance (Gender Action Plan)

The university and partner colleges are working collaboratively to produce evidence-based gender action plans, in accordance with the Scottish Government's ambitions for colleges and universities to address gender imbalances at subject level and as outlined in the Developing the Young Workforce Strategy. These plans will demonstrate the approaches and mechanisms which the

university and individual partner colleges need to continue to develop and implement to best address gender imbalance, including participation in undergraduate study at subject level identified through student data analysis.

Each plan will include actions relating to the five key themes around gender imbalance of:

- Infrastructure
- Influencing the influencers
- Raising awareness and aspiration
- Encouraging applications
- Supporting success

# Each plan will evidence:

- how the university partnership will work with other organisations regionally and nationally
- who will be responsible for implementing actions
- how we will seek to build internal capacity in all departments, including learning and teaching, support staff, placement/employer engagement staff, marketing and communications to implement the plan effectively
- how progress against key actions will be monitored

There are various activities currently underway in this area, for example, our Equality Challenge Unit project 'Attracting Diversity' is progressing well. The project team has chosen to focus on the under-representation of females in engineering courses. The intention is that the project methodology will provide a model for proactive intervention for application to other curriculum areas and protected characteristics eg increasing representation of male students in traditionally female dominated subjects and professions. Following analysis of enrolment and application data, the project will focus on working with schools and parents to shift stereotypical thinking of gender roles in engineering spark early interest from primary pupils and increase awareness of FE and HE pathways to employment. The university STEM team will take on much of this work including:

- Running inspiring engineering based activities with primary school pupils.
- Run split gender confidence building sessions.
- Work with STEM ambassadors (of both sexes) from industry to normalise female engineers.
- Work with university students within the engineering courses to promote the engineering pathway to school pupils and parents.
- Work with the PGDE groups to improve confidence of teacher in engineering delivery.

There are other on-going projects across the partnership, for example, using male care staff to act as role models in schools to encourage more boys to consider the caring professions. We will utilise the resources available from organisations such as EQUATE in the development of this work and the more general implementation of the GAPs.

vii. Use of bursary/EMA and student support discretionary funding for young FE students

Our region's colleges will continue to follow existing processes to assess applications from further education students aged 16-19 for their eligibility for Education Maintenance Allowances (EMAs), as well as applications from further education learners for student support funding (bursary, childcare, additional support needs for learning and discretionary).

The colleges will also continue to commit resources to provide support for students with assessed and identified support needs, including those from different protected characteristic groups and those who are at socio-economic disadvantage. Policies and strategies will be reviewed and impact assessed, including those relating to access and inclusion, inclusive learning approaches and student funding.

# viii. Opportunities for All

The academic partner colleges will continue to work together and with relevant local partners to ensure that delivery of the Scottish Government's commitment to the provision of Opportunities for All is progressed. The activities detailed in this section give evidence of how we are taking this agenda forward.

# 2.3 Relevant strategic plan critical and key performance indicators (CPI/KPI):

Critical Performance Indicator	Target (2019/20)
Total students (all higher education)	7700 FTEs
Total further education activity	+7%
Share of entrants to higher education	35% (baseline 30%)
from within the region	
Key performance indicator	Target (2019/20)
Total SFC fundable higher education	Achieve SFC funded HE student number target plus
students (FTEs)	sector norm fees only (6600 FTEs)
Fundable higher education activity by	Increase proportion of HE activity in SCQF levels 8 to 10
SCQF level (FTEs)	to 50%
Coherent FE provision across the region	Achieve growth targets in FE by academic partner
Higher and further education entrants	Achieve the same proportion as the working age
from targeted areas of rurality and rural	population from these areas (ie 5% increase)
deprivation	2013/14: HE 14%; FE 21%
	2014/15: HE 16%; FE 19%
Progression from further to higher	40%: 2013/14: 34%; 2014/15: 36%
education	
Our share of young entrants from within	30% (baseline 25%)
our region	

## 3. High quality learning and teaching

HE Priority 2 and FE Priority: High quality learning and teaching – an outstanding system of learning that is accessible and diverse where students progress successfully with the ability ideas and ambition to make a difference

FE Outcome: an outstanding system of learning where all students are progressing successfully and benefiting from a world-class learning experience in the hands of expert lecturers delivered in modern facilities. Outcome: a more successful economy and society with well prepared and skilled students progressing into jobs with the ability ideas and ambition to make a difference

We have approximately 40,000 further and higher education students at the heart of our university partnership. With 13 academic partners and 70 learning centres located across the region, the university makes full use of a range of approaches and technologies to maximise access and optimise delivery. Based on many years' experience of selecting, developing and delivering learning and teaching we match the blend of delivery to the requirements of the student. Our approaches range from the intensive face-to-face delivery at SAMS with hands-on laboratory and sea-going experience to the use of virtual field trips to enable students across the regions and beyond to gain insights into Orkney's archaeology.

By using blended learning approaches, an economically and pedagogically viable cohort of students can be created from across the partnership where local delivery would not be possible. This is not without its challenges, it is relatively expensive to develop and deliver such learning but without these approaches, students would need to leave the area or, when this is not possible for family or other reasons, not engage with education at all.

We have used our experience of distance and blended learning to develop some innovative models of education, which are being evaluated for their effectiveness in delivering education to more students. These include accelerated degrees; 'core-plus' models which will allow high quality online delivered theory to be backed up by online practical, face-to-face practical or work-based learning; and disaggregated delivery which would enable students to learn for free and then pay for assessment and accreditation. In each case, the university's Herald Award winning Educational Development Unit (EDU) works with academic staff to make focused use of the expertise and experience gained over more than a decade.

While such pioneering innovation is resource intensive at the outset, it is hoped that as lessons are learned we will be able to bring these to a wider range of programmes on an increasingly effective and efficient basis.

A future area of focus is likely to be engineering and digital sciences/computing. We aim to develop core-plus approaches to new or revised degrees to allow local, remote and work-based (apprentice) students to study using the same high quality core materials in an active, flipped classroom manner. Moreover, we are using these flagship programmes as the spine of a truly tertiary and regional curriculum; broadening access through overcoming geographic and economic barriers as we enable workers and home-based students to access more learning in these key STEM subjects.

## 3.1 Student progression, attainment and employability

# i. Student progression

The cross-university tertiary curriculum working groups are now established and report to both the FE senior management curriculum team and the HE partnership planning forum. Tertiary curriculum mapping has been completed across the university provision. The curriculum working groups will consider these maps and use them to identify opportunities for the student journey and progression.

The tertiary curriculum maps identify provision and progression through the SCQF levels across the region. Further work is planned to enable the content to be used to inform prospective students of the possible entry, progression and employment pathways available, starting with a pilot project using the care curriculum portfolio, which is a particularly complex range of subjects, mapping to various different types and levels of employment.

# ii. Student attainment

To provide a clearer institutional focus for higher education student attainment (a strategic plan CPI) the university has set up a non-continuation strategic working group. The group has identified key objectives and action plans:

- Institutional and programme-level data reporting and analysis: to identify good practice areas and under-performing programmes and gain a better understanding of any impact on attainment on different student characteristic groups.
- Institutional-level research: to understand the complexity of issues that underpin student withdrawal and non-continuation.
- Institutional and programme-level action planning: initiation and monitoring of initiatives to increase attainment.

Through our strategic plan critical performance indicators, we also monitor attainment of our full-time further education students. The latest successful completion statistic for the region, 2015-16, is higher than the Scottish figure, 69.4% compared to 65.5%. Analysis of performance indicator shows that the region's colleges performed well compared to the sector figure. Two of our academic partners (Shetland College UHI and West Highland College UHI) achieved full-time further education student attainment levels more than 10% above the Scottish figure.

# iii. Student employability, enterprise and entrepreneurship

Our approach to embedding employability, enterprise and entrepreneurship in the curriculum is multi-stranded and varies with the nature of the programme or the students (see examples of some student employability resources below).

Most of our students will have an opportunity to gain work-related experience. The number and profile of our region's employers, many of which are small or micro business, affects the availability and take-up of these opportunities. The geography of our region and work and family commitments can also make engaging with these opportunities difficult for our students.

On full-time FE programmes, a provisional regional target of 552 was set for 2015-16 in terms of students with substantial 'work experience' as part of their programmes of study. The number of

full-time FE students in 2015-16 undertaking substantial 'work experience' as part of their programmes of study was 1,590 (36.5%). Using this figure as a baseline, targets for this FE National Measure have been set for the 3-year period 2017-20. Although these may not appear ambitious, they have been set in recognition of the above factors.

The university has however developed a sophisticated policy and set of mechanisms to support successful placements. Many students will either have a placement opportunity as part of their programme or the ability to take an employability unit/module.

Certain subjects are highly vocational and are specifically built around such work-based learning, including day and block release options for employers. Example of this include our extensive social care, health care and early years provision at all SCQF levels, the expansion of teacher education and now nurse education, all of which are built around work placements and are making a significant contribution to the development of the public sector in the region.

The university Careers and Employability Centre is working closely with Highlands and islands Enterprise through the Scotgrad Team and are aware of the opportunities through the Inverness-City Region Deal funding. We are anticipating a number of new placement opportunities (under Scotgrad branding). The centre is looking at a programme of timetabled interventions, which sit within the curriculum, to address the issue of student engagement in placement activity.

The centre has also had discussions with E-placement Scotland in relation to computing students, to date our engagement with the programme has been limited largely due to the lack of opportunities available to students outside the central belt. We continue to promote this to students and computing staff actively engage with the programme, but the opportunities available will continue to impact on engagement.

- iv. Student employability resources (including examples of how employers are interacting with our students to improve graduate employability skills):
  - Partner colleges work closely with SDS career advisers who are often based on campus, providing employability support for students
  - A number of employability and mentoring programmes are run across the partnership for students by our academic partners
  - Create, the Highlands and Islands Centre for Enterprise and Innovation at Inverness College
    UHI, plays a critical role in providing a platform for students to access inspirational speakers
    and take part in enterprising activities throughout the academic year. It is also the regional
    hub for the Young Enterprise Scotland initiative called Bridge 2 Business.
  - Create also runs an annual business ideas competition, which provides students with an
    opportunity to demonstrate entrepreneurialism within a competitive environment. Inverness
    College UHI fund the competition, along with external sponsorship. It is open to FE, HE
    undergraduate and postgraduate students and researchers. The competition is promoted
    through student and staff newsletters and social media.
  - The on-line interactive skills and employability award enables our further and higher education students to develop their employability skills and career prospects. It encourages students to take part in student engagement activities and in the local community, providing opportunities to boost their confidence and attain recognition for activities they participate in outside of their studies.
  - Following a recommendation from the institution's ELIR 2015-16 process, the university's Careers Manager is leading on a project to review and embed the graduate attributes. As part

- of this work, consideration will be given to the tertiary nature of the institution and to exploring the role of graduate attributes at FE level.
- The roll out of an employer mentoring programme in partnership with Royal Bank of Scotland is planned for 2017-18. The programme will be made available to 3rd and 4th year degree students and those on Masters programmes.
- We are also working in partnership with Interface on the promotion of employer-led project opportunities. Working in conjunction with regional employers, Interface are increasingly identifying projects that fit the skills of undergraduate students.
- In 2017 the university will formalise its participation in the Making the Most of Masters Programme, through pilot delivery of a work-based dissertation option in MA Health and Wellbeing
- We aim to map regional graduate training programmes timings, duration and recruitment and develop a searchable database and promotional activity to widen access and enhance the application profile of the university.
- Business lunches and employability weeks offer students the opportunity to meet employers
  in person and think about their own employability. Evaluation of these activities is conducted
  and outcomes reported to university careers and employability practitioner network
- We intend to run a coaching skills training day for members of the cross-partnership careers and employability practitioners groups (CEPG) to equip and resource a network of career coaches within the academic partners.
- A 'digital pack' for lecturers within the curriculum area of computing was developed in 2016 which includes an online set of resources exploring the concept of employability and providing details of activities lecturers can include in courses to help support employability. This is the first in a potential series of digital packs which will be developed from 2017-18 for other subject areas.

As a measure of student employability, we will continue to monitor destinations of our further and higher education graduates through relevant national surveys. These surveys provide important intelligence on the employability and work-readiness of our students and as such are also monitored as critical and key performance indicators in our strategic plan.

- 3.2 Employer engagement and curriculum development reflecting sector skill needs
- i. Employer engagement and curriculum development in conjunction with employers and aligned to skill needs:

Over the last three years' the university's employer engagement strategy, UHI for Work and Enterprise, has met many of the targets first set out, however significant changes have taken place in this area, especially in relation to FE. In addition, the three sections of the strategy have now effectively been picked up within the developing university structure:

- Employer-engagement activity within the curriculum will be enhanced through proposed academic re-structuring and use of the European Structural Investment Fund to put in place sector engagement support posts for all cognate areas, aligned with the regional skills investment plan (SIP) and regional skills assessments. One of the aims of this work is to increase the opportunity and impact of employer engagement in curriculum development and design.
- Market demand assessment is now the starting point for HE curriculum developments using secondary market intelligence and, where the investment requires, primary research
- Workforce development and CPD: is now being supported on a partnership basis by the business development practitioner group. This group, along with the sector engagement

- posts, will enable the university partnership to develop new partnerships with key employers and sectors as required for the regional skills agenda
- Research and innovation is now effectively covered by the knowledge Exchange Steering Group and a formal link will remain to connect research-based activities with the wider commercial agenda.

The UHI for Work and Enterprise programme board will continue to monitor the alignment of the wider employer engagement agenda with curriculum and other academic development and with expanding commercial activity opportunities across the partnership.

At a strategic level, the university and partner colleges continue to strive to meet the education and training needs of the region. Curriculum development proposals are based on intelligence from employers across the partnership in relation to future skills requirements at both local and regional level, in order to develop effectively Scotland's workforce. Along with this intelligence, key elements of the current regional SIPs and skills assessments are considered in identifying additional student activity.

An example of this is the curriculum development activity for the ESIF funded further education 2017-2019. Our tertiary curriculum working groups are currently identifying and agreeing priorities for a curriculum development plan, which will increase articulation opportunities for further education students into SCQF Level 7 courses across the partnership. This 2-year development programme will commence in August 2017, and will include development of new regionalised curriculum materials as well as the repurposing of existing learning resources to include blended learning and networked delivery, as a means of broadening the availability of existing curriculum and courses across the partnership, and increasing articulation opportunities to learners.

Subject areas for development will be prioritised in relation to employer and skills needs as highlighted through ongoing employer and sector engagement at academic partner level, and as outlined in the Skills Investment Plans and Regional Skills Assessments for the Highlands and Islands and Perth and Kinross areas.

- 3.3 Key university-wide curriculum development projects (also examples of involving and responding to industry/employer skills needs)
- i. Health and social care and life science:

The university is taking forward a significant development under the banner of a UHI School of Health, Social Care and Life Science. The school will expand health and allied health education and training at all levels in ways that fully meet regional workforce demands; provide greater access to careers in health and social care at all levels across Highlands and Islands; and link into applied health and biosciences research.

Much of the planned activity is underpinned by key collaborations and partnerships with, for example, NHS Boards, NHS Education Scotland, Highland Hospice, industry partners and a number of UK and international university collaborators. Key early initiatives, which will promote access to high demand courses/professions, include:

• Transition of pre-registration nurse education from the University of Stirling (from 2017-18)

- A partnership with the Universities of Dundee and St Andrews to support the development of Scotland's first graduate entry medical programme with a substantial focus on community and practice-based remote and rural clinical training.
- Joint initiatives with NHS and Highlands and Islands enterprise to continue to build on our already strong applied health research profile with a major expansion of research staff numbers and associated postgraduate studentships. These initiatives will include strong research teaching linkages, and the application of health and life sciences research in key areas including digital and telehealth, biomarkers and diagnostics, and preventative medicine back into primary and elective care training and delivery.

Research and curriculum will support integrated rural health and social care models to improve health outcomes, with multiple entry points into health and social care careers across all FE and HE levels linked to flexible and accessible education and career development pathway. With a strong innovation and commercialisation focus to support growing economic strength of the region and graduate career opportunities in allied health and life sciences.

In partnership with NHS Highland, the school will also have a strong focus on Quality Improvement Science. We are making effective use of multiple funding streams to support this work including funding from the ESIF, Highlands and Islands Enterprise Inverness-City region deal leading to increased staff capacity, increased student places and curriculum offering and enhanced physical estate (all on a regionally distributed basis). The School is being strategically managed through an integrated management structure drawing together the university's regional and collegiate activities in FE, HE, research and innovation in highly synergistic ways, and under the guidance of a key stakeholder group. We expect to realise substantial growth in student numbers and research grant capture and outputs over the coming years and in addition a sector leading profile, national and international, in these academic areas.

ii. STEM related curriculum: (also see Developing the Young Workforce section below where STEM subjects and career paths are strongly featured)

Engineering and computing/digital subjects have been identified as key priorities in the university's curriculum strategy, aligned to regional skills need and in the case of aircraft engineering, building on national specialisms.

Aquaculture is an emerging area for further curriculum and research provision to meet a regional need. The university partnership is developing FE and HE programmes and research activity with support from the industry and, through NAFC Marine Centre UHI, is the first institution to offer the SVQ4 Aquaculture Management (SCQF level 9). The UHI aquaculture hub is an important element in bringing together work in this area. This includes working with the Scottish Aquaculture innovation Centre (SAIC) mainly in relation to funded projects, for example:

- The university was part of a funding bid by the Scottish Aquaculture Innovation Centre (SAIC)
  that secured £1.7 million funding for state-of-the-art equipment to help address key issues
  within the industry.
- A SAIC-funded Mussel Stock Management project is being delivered by the NAFC Marine Centre UHI and XELECT Ltd in liaison with the Scottish Shellfish Marketing Group.

STEM related developments at SCQF level 5 and 6 include:

- Life Sciences: developments in health and social care, early education and access to nursing
  across the region are helping to address the challenges of an ageing population, as well as the
  anticipated increase in demand for health care professionals with a focus on delivery of care
  closer to home, often in remote settings, supported by tele-care/tele-health services.
- Energy (renewable energy, low carbon): the focus of proposed delivery in this sector is on fabrication and welding, engineering systems, electrical installation and renewables across the region. This relates to the key theme of potential growth in energy related employment (estimated at 13,000 jobs). Delivery of these programmes should help develop the prerequisite skills required for port and shore side facilities in specific locations in the region.

#### iii. Teacher education:

Further development is planned in the provision of teacher education, specifically more secondary ITE in more local authorities and the further development of Gaelic medium teacher education.

As well as the Gaelic medium PGDE Secondary and PGDE Primary currently offered, the university is developing a new pathway within the Gaelic and Related Studies Scheme, which runs at Sabhal Mòr Ostaig and Lews Castle College for launch in 2017/18. This BA (Hons) in Gaelic medium education has been accredited by the General Teaching Council for Scotland (subject to conditions) and will add to provision in Gaelic medium initial teacher education.

The membership of university's teacher education management group has been amended to include the Director of Education at Bord na Gàidhlig and it is anticipated that we will continue to work closely with the Bord to encourage recruitment to all of our Gaelic medium teacher education programmes.

## iv. Gaelic education:

In terms of provision for Gaelic learners, the university has been involved in responding to a Bòrd na Gàidhlig consultation about extending provision for Gaelic learners more robustly into urban Scotland. A specific initiative involves the roll out of the BA (Hons) Gaelic Scotland, a programme that is not delivered through the medium of Gaelic but includes some Gaelic for learners.

#### v. Modern apprenticeships:

The Scottish Government's Modern Apprenticeship (MA) expansion plan outlines its vision to increase the number of MAs across Scotland to 30,000 by 2020. Correspondingly, SDS has recently produced a draft MA Development Plan for the Highlands and Islands 2017-2020. This plan aligns with our university strategy in terms of addressing key delivery areas identified in the Skills Investment Plans for our region and in progressing the STEM skills agenda.

The university's academic partners will develop links with the new Scottish Apprenticeship Advisory Board (SAAB), established by SDS, and originating from the recommendations of the Commission for Developing the Young Workforce, which will give employers and industry the leading role in developing apprenticeships. Implementation of the Highlands and Islands MA development plan will see greater convergence between industry, education and public partners.

As the UK Apprenticeship Levy is introduced from April 2017, HM Treasury will provide the Scottish Government with £221m in 2017-18, £230m in 2018-19 and £239m in 2019-20. The Scottish

Government will decide how best to allocate these funds and how the Levy funding will be used in Scotland. Levy payers will have opportunities to shape the delivery of apprenticeship and employment programmes going forward. The university's academic partners delivering MAs will continue to work closely with SDS as it provides more details on the use of the levy.

Following consultation with employers, providers and stakeholders, the new MA measures announced by the Scottish Government in December 2016 will come into effect in 2017-18. Changes to MA programmes will provide more flexibility for employers, including those in the public sector, while also widening access for rural communities, people with disabilities and those with a care experience background. A number of our academic partners will continue to deliver a range of programmes for MA starts for which SDS will contract with them directly, with growth planned over the three-year period. However, some of our colleges' requests for growth in relation to these contracts with SDS will be limited for 2017-18, given the cap of 7% on MA starts (except for STEM-related starts).

## Current MA programmes include:

- Business Administration
- Creative Industries
- Engineering
- Information Technology
- Hairdressing
- Health and Social Care
- Hospitality

New MA programmes planned for delivery from 2017-18 include:

- Accounting
- Active Leisure and Learning (Sport)
- Career Guidance
- Customer Services
- Early Education and Childcare
- Trees and Timber

Additionally, a number of MA starts will continue to be contracted directly with some of our academic partners by local training providers and industry bodies such as the CITB, SECTT and SNIPEF. These colleges are currently awaiting confirmation of numbers for 2017-18. One of our colleges is looking to deliver the shared apprenticeship scheme for Construction and Engineering within the next three years, but this is dependent on the completion of its new STEM centre.

vi. Developing the Young Workforce: foundation and graduate level apprenticeships and SCQF level 5 and 6 provision:

The UHI work -based learning hub is co-ordinating activity taking place across the partnership on work-based learning relating to Developing the Young Workforce. The activities of the hub strongly align with this priority aim:

 All foundation and graduate level apprenticeship frameworks have been developed in response to industry demand and matched to priority sectors. Development has been informed by SIPs and regional skills assessments and led by industry leaders and representatives alongside SDS and FE and HE institutions

- STEM and health and social care subjects and career paths are strongly featured throughout the frameworks that have been developed
- FAs and GLAs have been developed in line with, and are clearly communicated in terms of, the SCQF levels
- The programmes are work-based by design and principle, ensuring knowledge, skills and competence are delivered in FE and HE contexts
- They support retention through integrating learning with sustainable employment opportunities and increased links to the world of work
- Local development and delivery of the FAs and GLAs are being carried out in partnerships with local employers, meeting their local needs while ensuring transferability of competence and experience to other labour market opportunities and sectors
- Articulation/progression from FE to HE is strongly supported through the development of the
  apprenticeship family pathway, with natural progression routes from the Foundation
  Apprenticeship through to both Modern Apprenticeship and Graduate Level Apprenticeship
  opportunities.
- The introduction of Foundation Apprenticeships into the senior phase of school has increased, and will continue to increase, employer involvement with schools and senior phase pupils.

## Development in Foundation Apprenticeships:

The university partnership submitted a single contract to SDS for funding for Foundation Apprenticeship activity in 2017-18 and 2018-19 and has been awarded funding for the further development and delivery of 359 Foundation Apprenticeships to young people in the region across all 10 frameworks currently available, include:

- Engineering
- Civil Engineering
- ICT: Hardware/System Support
- ICT: Software Development
- Scientific Technologies
- Social Services Children & Young People
- Social Services Healthcare
- Creative and Digital Media
- Business Skills
- Financial Services

It is also anticipated that procurement opportunities will follow for FA delivery for the subsequent academic years within the scope of this Outcome Agreement and the university intends to play a significant role in delivering these programmes. As part of this work, we aim to develop further online capability for the delivery of FAs across the region, supporting both widening access and responsiveness to employer and local demand.

Curriculum development at SCQF level 5 and 6: included in the university partnership's DYW funding proposal relate to the following smart specialisation sectors and link to progression opportunities within the university partnership at SCQF level 7 and beyond:

- Life Science (see page 26)
- Energy (renewable energy, low carbon) (see page 26)
- Food & Drink: the regional SIP indicates potential jobs growth over the next 5-8 years of up to 300 on the current employment levels, mostly through the expansion of existing

- businesses across the region. Delivery of a programme for Professional Chefs (SCQF Level 5) would contribute to such an expansion.
- Finance & Business: the development of SCQF Level 5 Administration is linked to the identified needs of the region's economy in terms of business process.
- Creative Industries: the regional SIP highlighted the importance of the creative industries to the economy and specifically the link to innovation and entrepreneurship. Curriculum development proposals have been made in the areas of digital media and art and film.
- An example from across the partnership is the use of DYW funding by Shetland College UHI
  to develop capacity for employer engagement in the development of SCQF level 6 Built
  Environment, which, although not an SDS FA, meets the needs of the local industry.

## Developments in Graduate Level Apprenticeships:

The work-based hub has also been awarded funding from SDS for the further development and delivery of a Graduate Level Apprenticeship (GLA) programme in Civil Engineering at SCQF Level 8. The opportunity for further GLA delivery is anticipated from 2017-18 at both SCQF L8 and L10 across a range of subject areas including:

- Engineering (Instrumentation, Measurement and Control) (SCQF 10)
- Civil Engineering (SCQF 10)
- Engineering Design and Manufacturing (SCQF Level 10)
- ICT /Digital: Software Development (SCQF Level 10)
- ICT/Digital: IT Management for Business (SCQF Level 10)
- IT and Digital (Cyber Security) (SCQF 10)
- IT and Digital (Digital Media) (SCQF 10)
- Children and Young People (SCQF 8)
- Life Sciences (SCQF 10)
- Business and Management (SCQF 10)

In addition to being subcontracted to develop and pilot the Civil Engineering SCQF Level 8 framework through Inverness College UHI, we are also involved in the continuing development of two engineering based GLAs through participation in Technical Expertise Groups, alongside industry leaders and representatives.

# vii. HE provision for the senior phase

The regional schools group continues to support academic partners as they introduce a wider range of curriculum into local schools as part of the senior phase Curriculum for Excellence. This includes the further development and enhanced marketing of the 'universal' offering, which includes existing and new online degree modules at SCQF level 7 and introductory study skills material. The study skills materials are being developed as a result of feedback from schools and local authorities that pupils would benefit from this type of input, which would also have the advantage of filling the gap between timetable changes in June and university enrolment in September. The regional schools group is considering ways in which our online universal offering can be enhanced with additional support as some of the pupils will have no experience of independent study in an online environment.

There are resource issues involved in delivering this agenda. The primary competitor in this area is the Open University, which offers level 7 modules to schools across Scotland. At present, they receive support from SFC that offsets their fees. In addition, Highland Council supports pupils

undertaking OU modules by paying for a second module for pupils who wish to do two OU modules. Currently there is no fee support available for our delivery in schools, with the exception of Perth College UHI who receive a global sum from the local authority to support the schools' programmes. Across the rest of the region we do not currently charge a fee directly to the schools/local authorities who participate and, in the current climate, it is unlikely that a fee could be introduced. However, this is an important strategy for the university to increase awareness and aspiration in schools and we do have capacity to create a competitive advantage through the additional pupil support we can provide.

# 3.4 Specific strategy responses

- i. Equality and diversity in the curriculum: we are participating in the Higher Education Academy's Embedding Equality and Diversity in the Curriculum (EEDC) Strategic Enhancement Programme. Our chosen area of focus, agreed in conjunction with the HEA programme lead, is assessment practice. Specifically, we have been progressing the development of policy and guidelines in relation to assessment and feedback, to ensure an appropriate focus on inclusive assessment practice, and also developing new professional development opportunities to engage in and share inclusive assessment practice.
- ii. ERASMUS+/Internationalisation of the curriculum and student experience; provision of English for Speakers of Other Languages and other foreign language skills:

#### Internationalisation:

Internationalisation is a cross cutting theme in our 2015-20 strategic vision and plan. We want our students to be global citizens. We believe that this enhances their employability and enriches their lives. It is also important to us that the horizons of our staff encompass innovation in their areas of specialism from across the world. There are already many international dimensions to the university in research, learning and teaching and knowledge exchange. We want to build on these, to embed internationalisation more generally across the university partnership.

International experience for students/structures: A recent example is our developing relationship with Federation University in Australia. Our two institutions have signed a Memorandum of Understanding. There are significant synergies between us; we are both regional universities, embedded in community but with national and international reach; we are tertiary in character and both cover a wide geographical area much of which is rural and remote. Several work streams are being developed around health, business, education and history, which include joint curriculum development, collaborative research links and PhD supervision and staff development.

The university holds a UKVI Tier 4 licence to recruit international students, which is an important aspect of embedding internationalisation in the student experience and creating a more diverse student body. Changes in visa policies and in the rules/requirements placed on applicants, students and institutions by UK Visa and Immigration remain a challenge to increasing international student recruitment.

## ESOL:

The Scottish Government's languages policy is outlined in its refreshed ESOL strategy 'Welcoming our Learners: Scotland's ESOL Strategy for Adults in Scotland 2015-2020', which reflects the continued growth of Scotland as a diverse, complex, multicultural and multilingual nation. The

region's colleges will continue to deliver a range of ESOL qualifications, for example through the British Council accredited language school at Perth College UHI and local partnerships.

The Language School provides funded EFL both in college and in the community. Perth College UHI also delivers an ESOL *Next Steps to Learning,* which is a mix of curriculum and language. Figures for this provision have remained fairly static over the last 3 years. Student numbers for ESOL/EFL at the college's Language School (courses are not funded) have decreased significantly over the same period.

The college administers the direct ESOL funding for the CPP. It also works with the ESOL and Literacies team at Perth and Kinross Council delivering a mix of funded/ unfunded courses to meet demand. The college has recently been working with the government to support Syrian families under funding through PKC.

Inverness College is part of the Highland ESOL Providers group that delivers classes in the Highlands and Islands based on need/demand. The reduction in enrolments is indicative of a move to more full-time provision at Inverness College. Therefore, although ESOL enrolments have fallen, credits delivered have slightly increased. As full-time courses are more in demand, the college has increased its offering for 2017-18 to four.

Shetland College continues to offer ESOL programmes from SCQF Level 2 -6 and IELTS Support. The college is also exploring the need for possible development of ESOL for Social Care workers in the local area.

In other parts of the region ESOL delivery has diminished, with ESOL contracts being overseen by the CPPs and sitting with the local authorities. Currently only Inverness, Moray, Perth and Shetland Colleges deliver ESOL programmes and plan for ongoing delivery in 2017-18. The impact of Brexit on current and future ESOL demand is a specific concern across the partnership.

# iii. Early Years and Childcare

The university partnership welcomes the opportunity to work with the sector on the Scottish Government's planned transformative change in the early learning and childcare (ELC) provision and the demand for additional high quality early years staff which will be needed to meet this commitment. Staff within our applied life studies subject network have been involved in consultation events on the scoping of an Early Learning and Childcare Skills Investment Plan. An aspect of this curriculum that promotes employability opportunities is the placements offered by many of our courses. These are excellent opportunities for the students, and sometimes they are offered a job as a result. However, there are some challenges logistically in increasing placements and there is sometimes competition from other areas of the curriculum such as teacher education. Our development around integrated health and social care will include early years and childcare. Addressing the gender balance in this area will be considered and developed through the gender action plans.

The university is considering a proposal for the Gaelic translation of our early years and childcare curriculum, with the help of childcare staff in Lews Castle College UHI who are native Gaelic speakers and support from Sabhal Mòr Ostaig. Funding is being discussed with Bòrd na Gàidhlig.

One specific area of curriculum development for the university is a SCQF level 9 qualification in residential childcare. This could be a substantial area of demand. Unlike childhood practice, where only lead practitioners need a level 9 qualification, all lead practitioners and practitioners working within residential childcare are going to need to be qualified to level 9 by 2019.

# 3.5 Relevant strategic plan critical and key performance indicators (CPI/KPI)

Critical Performance Indicator	Target (2019/20)
National Student Survey (UK higher	2% above the Scottish average overall satisfaction
education)	
National College Satisfaction and Engagement	2% above the Scottish average overall satisfaction
Student Survey (Scotland)	
Attainment of higher education students	10% increase in awards
Percentage of full-time further education	At least maintain sector average
students successfully completing their studies	
Destination of full-time leavers from higher	At least achieve or maintain sector benchmark for
education	positive destinations
	Destinations for 2014/15 leavers are either at or
	above sector benchmark
Destination of full-time leavers from further	To at least achieve or maintain the sector benchmark.
education	
Active strategic regional employer	10
partnerships	The university currently has seven of these
	partnerships.
Key Performance Indicator	Target (2019/20)
Postgraduate taught student satisfaction	Achieve the Scottish average in the Postgraduate
	Taught Experience Survey (PTES) Baseline 2015/16
Employer placements for students	50% of students undertaking structured work
	placement and work-based learning
	Regional baseline: 2015/16
FE/HE curriculum in schools	10% increase year-on-year in the number of
	secondary school students engaging in credit-bearing
	curriculum
	Regional baseline: 2015/16
Modern apprenticeships	Year-on-year increase in the number of starts for
	directly contracted apprenticeships
	Regional baseline: 2015/16
Non-continuation in higher education (sector	Maintain HESA non-continuation PI at the benchmark
comparison using Higher Education Statistics	
Agency's Performance Indicator for non-	
continuation of entrants to higher education)	
Full-time, first degree, UK domiciled leavers in	Achieve the average graduate level employability for
graduate employment	a set of benchmark institutions
	Baseline: 52%, compared to benchmark of 61%

#### 4. Research

HE Priority 3: World leading research – world-leading universities, nationally and internationally connected with a global reputation for their research

## 4.1 Key priorities and targets:

The university aims to build on our performance in the 2014 Research Excellence Framework, in which we achieved a grade point average score of 2.76, in the top 50% of submitting institutions. The submission included the outputs from 68.1 FTE staff across six units of assessment. We are aiming for a 25% increase in the active engagement of staff in research considered to be at 3\* and 4\* by the 2021 Research Excellence Framework. Compared to the 2014 REF this would require an FTE submission exceeding 85, with a GPA exceeding 3, although it is recognised that changed rules are likely to make this direct comparison problematic.

We have established four "research clusters":

- Marine and Environment Science and Engineering
- Humanities and Arts Research Cluster
- Health and Wellbeing
- Society, Identity, Landscape and Knowledge

The clusters have strategic funds available to support their development, staff are distributed across the university partnership and report to the university's research committee, which takes strategic oversight of the development of research, including delivery of ethical practice. Most of the Research Excellence Grant funding is distributed to the academic partnership to support the development of research activity, reflecting the research strengths as measures by the 2014 REF outcomes.

The established policy of aligning research with the social, ecological and economic environment of the Highlands and Islands and, consequentially, with comparable regions worldwide, will continue. We believe that a dynamic, knowledge-based economy, such as that developing within the Highlands and Islands, needs to be supported by locally based research and knowledge exchange activities. In line with this, and to promote our associated regional, national and international ambitions, the university will expand and enhance our involvement in internationally excellent research and engagement in knowledge exchange and applied research of direct relevance to employers and to society. Specifically:

- We will support those fields and disciplines in which we already have a recognised international standing. This will relate to both volume and quality
- We encourage the research aspirations of staff and will support, subject to assessment against strategic aims and availability of funds, applications for partial doctoral studentships, seed-corn funding and research sabbaticals. Opportunities to participate in appropriate levels of scholarship and research will be extended beyond the existing research active community and increasingly seek to engage and support new generations of research leaders, including Early Career Researchers (ECR), as well as supporting staff to move from being "research engaged" to "research proactive" in terms of publication and grant capture.

- The university engages fully with the principles of fairness, equality and diversity for all staff
  and research students and the recommendations from the EDAP report. This is highlighted by
  signature of the Athena Swan Charter and an ambitious plan to secure institutional and
  departmental accreditation. Predictions of research growth are closely aligned to the
  philosophy of encouraging diversity.
- We are awaiting the outcome of an Athena Swan application and, if successful, we will give
  consideration to progressing the HR Excellence in Research Award. If the application is
  unsuccessful, resubmission for Athena Swan accreditation will be the immediate priority in
  terms of resource allocation.

## 4.2 Cross-disciplinary priorities within its research strategy include:

Enhancing the research student experience: the university's aspiration is for our research student experience to be demonstrably and sustainably in the top 50% of UK universities, as evidenced through involvement in Postgraduate Research Experience Survey (PRES). Academic and pastoral responsibility for our research students will be a sole responsibility of the university after achievement of rDAP.

Increasing PhD student numbers: following confirmation of funding provision, the university will advertise up to 50 PhD research studentships using ESIF and Interreg funding. These studentships will commence in the autumn of 2017, and will link with key sectors identified in the regional skills investment plan. This investment will represent a significant growth in our research student population.

Ensuring our research activities inform curriculum development and innovation.

Ensuring sustainability of funding for research: In 2014-15, the university's research grant income was approximately £14.5million, £4.7million from the Research Councils and 17% from sources relating to the European Union. We have set a strategic plan target of annual research income of £24million by 2021, with an expectation of only modest rises in research council income, reflecting the proportional increase in volume of 3\* and 4\* activity highlighted earlier. However, this was set prior to the UK referendum to leave the EU and the ongoing uncertainty about access to European funding makes prediction on a three-year timescale problematic. We are looking at a programme of activity to deal with this challenge:

- Proactive support of staff in submitting Research Council proposals
- Ongoing horizon scanning of opportunities. This includes "new model" funders, which expect
  close integration of activities with the private sector. This will inevitably involve a blurring of
  distinctions between research and Knowledge Exchange/Innovation.
- Identification and engagement with strategic research partners, which will have experience in
  alternative funding streams and associated eligibility. It is anticipated that opportunities to
  accommodate loss of EU funding arise from these actions, including support for engagement
  with the Research Pools and their legacies, as well as the innovation centres and Catapults,
  and commercial organisations within and without the UK.

Engaging the research community with external stakeholders: we have revised our processes for the granting of the titles of Professor and Reader, to include consideration of external engagement, including active engagement in the development of knowledge-based public and private policy. To support this, the university has established targets for staff training in media presentation and for engagement within the learned and professional bodies. We will establish research partnerships at operational and strategic levels which will involve other universities, research centres and commercial entities within the Highlands and Islands and, where appropriate, new national and international partnerships. The university is committed to the principles in the Research Integrity Concordat and has actively engaged with it as we have developed practices. Public engagement is an integral part of our research effort and is reflected in many ways across the academic partnership.

Reviewing the operating model of research centres across the university: we currently operate a number of research centres across the Highlands and Islands, which are predominantly embedded in academic partners. During 2017, we will review the operating model for research centres to ensure that they are sustainable and, where appropriate and possible, interlinked to enable the impact of research output to be maximised for the benefit of the region and beyond.

#### 4.3 Research-teaching links

Research-teaching links are becoming increasingly a feature of our curriculum and has been reported, for example, as a commendable feature of the curriculum by external examiners in humanities subjects such as history and literature.

In June 2016, a 2-year university-wide pilot scheme, looking at better ways to embed and develop research skills and competencies for undergraduate students during their degree programmes, was approved by Academic Council. The pilot will look at developing:

- A range of research skills development across the normal 4-year period for several discipline areas and programmes, leading to engagement with a variety of real-life research projects to address relevant matters associated with the economic, social, political and cultural interests of the Highlands and Islands region
- A number of specific research-based projects undertaken by students in their 3<sup>rd</sup> or 4<sup>th</sup> years of study (whichever coincides with their research dissertation year), through which a cohort of students can engage in research that addresses a common theme or question, but which can be undertaken in a more localised context of their home

In both cases, research skills will be developed through tangible engagement with businesses, community groups and other bodies. At the end of the pilot stage, it is envisaged that a model for practical and practice-based research-teaching linkage will emerge, which can be rolled out as a core part of the undergraduate student learning process and experience. This will include a staff toolkit to support them to implement the model for their own programmes.

This activity is also expected to lead to a number of 'REFable' research publications for participants in the pilot scheme; practical assistance to a range of businesses, groups and individuals across the region; and a demonstrable case study of university-wide engagement with a project that enables close and beneficial integration of the institution with its community.

# 4.4. Relevant strategic plan critical and key performance indicators (CPI/KPI)

Critical Performance Indicator	Target (2019/20)
Research staff inclusion in the REF	Increase in research active staff (25% increase in
	FTEs included)
PhD students	Growth in PhD numbers: 150
PhD completions	Increase the percentage completion over the
	period of the plan
Research student satisfaction (Postgraduate	Achieve a satisfaction report comparable to the
Research Experience Survey)	Scottish average.

#### 5. Innovation

HE Priority 4: Greater innovation in the economy – a national culture of enterprise and innovation leading to a more productive and sustainable economy

We fully support the principles of developing effective operational links between higher education, research and innovation/wealth generation. The university's innovation steering committee will monitor progress towards effective implementation of the University Scotland's five-point innovation action plan.

Two-way staff exchanges between HEIs and industry offer a proven route to enhancing understanding and opportunity and the university aims to establish and support such opportunities for all staff.

It is believed that effective nationwide benefit cannot be achieved by a single institution working in isolation from the rest of the Higher Education sector, so we support the principles of collaboration with other institutions (HE and FE) in Scotland, the UK, and Europe, and with industry sectors. A key aim will be to engage with other institutions to harmonise and simplify contract negotiations. The enterprise and skills agencies must also take a significant part in the developments if opportunities are not to be missed.

The university wishes to engage fully with Scotland's priority economic sectors, including SMEs. It is however acknowledged that the special environment of the Highlands and Islands encourages the development of micro enterprises and social enterprises, which have no ambition to grow in size rather they wish to sustain their activities and grow in influence and perceived benefit. These must be included in any programmes of innovation if their contributions are not to be diminished and their role in strengthening and supporting remote and fragile communities needs to be supported.

The £315m Inverness-City Region Deal between Highland Council, the Scottish and UK Governments and economic development agencies, will help facilitate a range of initiatives in the region. Additionally, Perth and Kinross is an active participant in a £1.8bn Tay Cities Deal bid. These City Deals may help stimulate new industries and provide new solutions to established businesses in the region.

The university intends to reverse recent declines in KE funding and secure a sustained income exceeding £10million by 2020/21, although it is acknowledged that it will become increasingly difficult to separate KE and research in future post-EU referendum plans, as these is a shift from dependency on EU funding. Within this environment, the engagement with, for example, SFC innovation vouchers needs to be refined to reflect the nature of the industrial community in the Highlands and Islands. At present, take-up is low and it is anticipated that sectoral-driven engagement will achieve a rolling expectation of 15 vouchers per annum, subject to variations on an annual rate with a base expectation of five per annum.

An annual report will be submitted to the University Court on progress against innovation targets, including: academic engagement with commercial and public bodies; innovation vouchers; the rate of formation of spinout or start-up ventures and their sustainability; inclusion of innovation in teaching programmes; and staff development and training.

We aim to develop an integrated structure for knowledge exchange and entrepreneurship, with two defined but linked approaches both supported through strategic allocation and utilisation of the Universities Innovation Fund and additional core investment from the university:

1. Maintenance and expansion of an operational knowledge exchange network across the university operating through different sectoral groupings under the auspices of the Innovation Steering group with representation from all academic partners involved.

KE and innovation planning are progressed in the following ways through a pipeline module, with the expectation that focussed initiatives will form as scoping work and dialogue progresses through level 1 to level 3 structures. Level 3 initiatives will be expected to reach self-sufficiency in terms of income generation as quickly as possible to allow new areas to be funded through UIF.

Level 1: UHI Research Cluster Groupings (core, permanent)

Level 2: Key sector groupings (Core and UIF Platform Grant funded) plus ongoing broad KE support functions. For 2017/18 currently proposed areas of focus are:

- Creative Industries
- Tourism (encompassing Heritage, Food and Drink etc.)
- Sustainable and Rural Water Resources

Level 3: UIF Outcome Grant funded Hubs: For 2017/18 these are currently proposed as being

- Aquaculture
- Rural Health and Wellbeing
- Energy

Funding is being agreed on a 2-3 year basis in all cases, but subject to annual appraisal and review.

2. Development of an effective, distributed 'entrepreneurial academy' with activities aligned to the needs of the developing economy of the Highlands and Islands: a scoping exercise has now commenced (funded by HIE) to model a substantive UHI-led entrepreneurial academy model for the Highlands and Islands. Proposals will come back to UISC for consideration in due course.

In the interim, a commitment to supporting staff training in enterprise is essential. UIF Outcome Grant directed to CREATE (the Highlands and Islands centre for enterprise and innovation at Inverness College UHI) will be provided in 2017-18 in parallel with the scoping exercise ahead of launching any wider academy initiative.

Delivery of further contributions to innovation infrastructure are underway making use of investments under the City Deal process. As part of the Inverness City Region Deal, £4m capital funding has been secured to establish a life and health sciences innovation facility, co-located with the proposed new NHS elective care centre on the Inverness Campus, and supported by a £5m investment in clinical innovation and product development support. The facility will be owned and operated by UHI as an open access facility, at the heart of the life science cluster in the inner Moray Firth. Proposals are advancing well within the Tay Cities Deal to establish a new food and drink innovation hub in Perth. Finally, a life and health sciences theme is being developed within the Islands Deal, covering Shetland, Orkney and the Western Isles.

#### 6. High performing institutions

*HE Priority 5: FE Outcome* – a coherent system of high performing, sustainable institutions with modern, transparent and accountable governance arrangements

#### 6.1 Structures and governance:

We are committed to sharing posts across the university partnership and have a number in place or in progress. We will implement the partnership-wide recommendations agreed with Deputy First Minister and Cabinet Secretary in November 2016 during the period of the regional outcome agreement, including

- Cross-partnership behavioural change programme
- Addition of three academic partner staff as Vice Principals to the university Senior Management Team
- Merger of the Further Education Executive Board and Higher Education Partnership Policy and Resources Committee to form a Partnership Council
- Implementation of the decision-making protocol, which sets out which decisions should be made locally and which should be made on a regional basis.

These actions will allow increased efficiency and effectiveness of operations by engaging partners more fully in strategic decision-making. This in turn will develop trust and confidence.

There is significant additional costs associated with the implementation of these recommendations e.g. salaries and on—costs of three additional part-time vice principals, leadership and behavioural change programmes, additional travel and subsistence costs to enable more face-to-face meetings to be held. The university will bid to Scottish Funding Council for strategic funding to cover these costs for the first three years. Thereafter the new structures and ways of working should have driven significant efficiency across the organisation.

The HE Governance (Scotland) Act 2016 came into force in December 2016. This Act will require a number of changes to the Articles of Association of the university, some of which will require Privy Council approval. These include the make up the Court (an additional four members will required, two nominated by trade unions and two lay members to ensure a lay majority) and the election of senior lay member rather the current provisions for the appointment of a chair. There may also be changes required to the Articles from the recommendations on changes to the HE Code of Good Governance which is due to be published in early summer 2017. As changes to the Articles require significant consultation with key stakeholders, all changes will be made once the revised Code has been published.

The Court of the University strives to improve its corporate governance arrangements on a continuous basis. An externally facilitated effectiveness review has been carried out recently on Court and all Court committees. An action plan will be drawn up based on the findings of the review and implemented over the coming year. As the Court of the University was reconstituted in 2014, there are a number of members who will finish their term of office in July 2017. In recruiting replacements, emphasis will be given to ensuring that the overall membership is representative of the communities we serve including greater gender balance. We continue to work with the boards of the incorporated colleges to whom we appoint chairs and lay members to ensure appropriate gender balance and representation. In April 2017, we will report on our activities to achieve our Equality outcomes and continue to strive to improve gender balance at senior staff level and close the gender pay gap.

#### 6.2 Shared services and securing value for money in use of public funds:

#### i. Finance system convergence project

The project came from a recognition by the academic partner finance teams' of their need to replace out-of-date finance solutions in place across the partnership. The project will converge the legacy systems onto a single enterprise solution. However, it is not simply a solution migration, but has the objective of transforming finance operations across the participating partners.

This transformation will achieved by:

- Reducing overall software licence costs by approx. £50k per annum.
- Move finance operations from being transactional-focused to more value added-activities through automation and self-service functionality.
- Improved processes through standardisation and automation of business processes.
- Greater accountability by devolving key finance functionality to the accountable users.
- Greater transparency of financial information through enhance dashboard and reporting capabilities.
- Enhanced technology: migration to leading enterprise level solution, which is cloud-based and optimised for mobile devices.

# Key functionality:

- Procurement process: The solution will provide an end-to-end procurement process replacing the current PECOS functionality and allowing real-time funds checking of purchases against budgets.
- Self-service functionality: The solution will provide functionality to enable services to be devolved to the appropriate user e.g. budgeting, expense management, procurement. Over 1,000 staff members will be able to utilise the functionality.
- Dashboards and reporting Real time (where appropriate) reporting and dashboards tailored to the needs of a user's role.

#### ii. Procurement

Most academic partners have signed up to the UHI procurement shared service, which is run by APUC. This provides academic partners with a procurement service that assists with both strategic and operational procurement issues, as well as helping with their own procurement activities on an on-going basis, if required.

The university procurement strategy has been approved. Most of the academic partners have produced or are working towards producing their own procurement strategy. The key elements within these include:

- Ensure we deliver value for money in procurement activities
- Contract management
- Ensure compliance with the general duties and specific measures of the Procurement Reform (Scotland) Act 2014.
- Collaboration and partnership in our procurement activity.
- Ensure that we are meeting the sustainable procurement duty.

- 6.3 IT infrastructure (which also relates to widening access, high quality learning and teaching and sustainability), plans include:
  - Increased utilisation of Windows 10 and Office 365 applications and video conferencing
    desktop solutions, coupled with increased usability of our campus Wi-Fi, will allow staff and
    students access to their teaching materials and applications, and to collaborate effectively
    across our region, anywhere and on any device.
  - Continued development of the student portal, Connect, to provide students access to all the
    information, targeted news and links to teaching applications they need in one place on any
    device.
  - Follow me printing, print from Wi-Fi and online printer credit payment facilities will allow people to work anywhere/print anywhere, bringing more security and less waste for staff and students.
  - Upgrading of the local area networking and Wi-Fi infrastructure and continued migration onto the Scottish Wide Area Network (SWAN) to deliver improved capacity and resilience to meet the demands for digital services. This increases the opportunities to host and receive teaching and research activity in all parts of the region e.g. our Benbecula learning centre has recently increased from 5Mbps to 100Mbps equivalent to what North Highland College UHI was running on until very recently.
  - Explore the opportunities to consolidate some of our disparate data centres, servers and storage to reduce hardware renewal and maintenance costs and overall power consumption.
  - Continue to develop the benefits of the ROWAN shared library management service with SRUC.
  - Reduce power consumption through use of new highly energy efficient network equipment, reduce physical servers through consolidated virtual data centres and reduce cooling requirements by having less data centres.

The complexity of the partnership's distributed structure and associated importance of the IT infrastructure creates a considerable additional cost to deliver our mission compared to other institutions. Due to advances in technology, much of our IT infrastructure is now of a revenue, rather than capital, nature. This puts increased pressure on revenue budgets but ongoing development is fundamental to the success of our learning and teaching model for both further and higher education to give access across the region.

# 6.4 Estate infrastructure:

The University of the Highlands and Islands has significantly higher capital and maintenance costs for infrastructure, both buildings and IT (as detailed above), than a traditional, single campus university. As a partnership, we occupy and maintain over 70 sites across the region, many in exposed and remote locations that make build cost and maintenance more expensive than in more central locations.

A prioritised list of estates needs was submitted to Scottish Funding Council in October 2016 and the annual HESA estates return identifies the extent and condition of the overall estate. Significant investment is required to both bring existing estate up to an equivalent standard and to develop new buildings to meet curriculum and employer needs. Scottish Funding Council is commissioning a detailed condition report on our estate, which will further inform this exercise.

#### 6.5 Business improvement projects:

Over the next three years, the university will undertake a number of business improvement projects. The improvement team will target the completion of five projects per year. At the core of all of these projects is increasing value for our students and customers. Where customers may be companies, suppliers, partners or any other stakeholder associated with the service or activity being improved. Prioritisation and selection of the improvement projects will align to the university's strategic objectives

#### 6.6 Data reporting

The university has improved its KPI reporting functionality to enable more effective monitoring, evaluation and action planning at all levels. 'Dashboard' style reports have been developed to facilitate live monitoring of, for example, applications and enrolments against agreed targets at subject network and programme level. Annual monitoring report proformas are available for download, pre-populated with a standard minimum dataset of KPIs relating to retention, progression and achievement and the student population profile (including equalities data). Trend data over three years is included to support staff in evaluating the impact of enhancement initiatives. The reporting functionality supports detailed analysis of our student population, for example in relation to socio-economic background or protected characteristics. We will use this data to identify whether there are variations between different student groups in relation to application, enrolment, progression and achievement, and any specific factors, which may contribute to these. Such analysis will support the implementation of recruitment initiatives to address under-represented groups, appropriate learning and teaching strategies, and targeted student support and interventions. The student data reporting group is taking forward the development of a similar style of KPI reports for FE provision.

The cross-partnership Quality Forum is taking forward work, based on the SFC pilot, on the Student Satisfaction and Engagement Survey (SSES) question set for analysis, reporting and discussion, with APs surveying both FE and HE students. The purpose of this work is to identify best practice, common themes and areas for development across the partnership.

#### 6.7 New quality arrangements for Scotland's Colleges

The university partnership is involved in early discussions with Education Scotland and QAA Scotland regarding the new quality arrangements for Scotland's Colleges. We are discussing how the arrangement can be best implemented within the context of our unique tertiary model and existing lines of accountability and quality assurance for provision at SCQF level 7 and above. We have been developing closer alignment between quality assurance and quality enhancement agendas, student management information processes and reports and quality monitoring across FE and HE within the university for a number of years, and will continue to do so as part of our tertiary development. However, it is important that we ensure that these present our strengths as fully as possible within whatever Scottish or UK-wide frameworks we work with. As part of this, we commit to support and appropriately resource the university students' associations as essential partners in gathering student feedback.

# 6.8 Partnership staffing/HR:

# i. Cross-partnership HR strategy development/convergence:

The university strategic plan sets out our ambition regarding managing our staff resource, staff development, reward structures and career progression opportunities. We aspire to develop:

- Conditions of service and working practices appropriate for a tertiary organisation in the 21<sup>st</sup>
   Century.
- Proactive workforce planning, to attract and equip our staff with the skills and attributes required to meet our on-going and future needs

Our tertiary structure, which encompasses multiple employers, increases the complexity and investment required to take forward a university-wide HR strategy and on the implementation and impact of government policies/initiatives, for example implications for the partnership of national bargaining for the college APs.

Continued uncertainty following the UK referendum decision to leave the EU is causing concern among current staff and is likely to have an impact on recruitment and retention of staff as well as students.

#### ii. Staff equality and diversity

In terms of demonstrating commitment to staff with protected characteristics, this will be seen through the individual employer HR policies and reporting through the Public Sector Equality Duty. However, across the partnership examples of good practice in flexible working and family friendly policies are widespread.

A number of actions were identified related to gender balance among staff during the Athena Swan bronze institutional application process including:

- Prepare and make widely available a suite of 'best practice' guidance and policy documents to help promote the aims and intentions of gender equality across the university, which includes 'promotion'.
- Review of equal pay audit information linked to any awards considered at/by the university's remuneration committee.
- Continue to ensure that attention is given to equality and diversity aspects of the next REF exercise, not least with respect to the consideration of individual staff circumstances, in order to ensure compliance with both the letter and the spirit of the REF guidance.
- All HE staff across the university to complete online equality and diversity training.
- Review of recruitment policy for senior positions. Increase in recruitment of females to Reader and Professorial level by 10% by 2019.
- Provide and promote unconscious bias training for all staff with recruitment and selection and line management responsibilities, and monitor appropriate take-up across the university.
- Commits to supporting the participation of two female staff per annum in the Aurora Leadership Programme (or equivalent provision through an alternative programme, where appropriate, relative to the needs of the individual staff member).
- Fifty percent increase in participation of STEMM women in the media interface by 2020.

 Ensure gender balance on all committees. In the first instance taking stock of the gender composition on senior level committees (including SMT, HEPPR, Academic Council, Faculty Boards, Research Committee, and Research Degrees Committee) and the Research Cluster executives, and implement a cycle of replacement that is equitable.

The institutional structure and geography will again be a particular challenge to implementing these actions. A decision on the Athena Swan application is expected in April 2017.

#### iii. Academic staff development:

The development of innovative curricula and materials needs to be supported and delivered by equally innovative staff. This is the most resource intensive aspect of distributed delivery as staff need to develop and maintain up to date knowledge of technologies and pedagogic approach to their use. It has to be acknowledged that the situation is made more complex when delivering coherent programmes through multiple employers. The university has sought to achieve this through operating cross-partner and regional enabling mechanisms such as the previously mentioned EDU. In addition, we have developed a Learning and Teaching Academy to promote professional reflection and enhancement of teaching practice, scholarship and research into pedagogy. The LTA is now HEA accredited and under the ALPINE banner is now recognising several categories of HEA Fellow. The university-wide careers and employability centre is currently working with the LTA on aligning the new tertiary learning and teaching enhancement strategy to the revised graduate attributes to ensure that we offer high quality and relevant learning across all of the SCQF levels the university covers.

#### 6.9 Carbon management:

The university and most of its academic partners are required to implement a carbon management plan to reduce out carbon footprint in a sustained way. The university has exceeded its reduction target for its first 5 year plan, having just submitted our annual climate change return and reported 291 tonnes of CO2 emissions, and is currently developing a new five year plan.

This is a developing strategy across the university partnership in terms of planning and possible comparison of the impact of our structure and infrastructure with more traditional universities.

#### Appendix One: Regional context statement in full

#### 1.0 Regional Context Statement - Preamble

- 1.1 A requirement of the further education (FE) element of the 2017-18 to 2019-20 Outcome Agreement, the information contained within the regional context statement applies equally to higher education (HE) in the region, which operates in a Scottish, UK and international context to a greater extent than does FE, the focus of which is generally on meeting more local needs.
- 1.2 Covering half of Scotland's landmass, the description Highlands and Islands region contains seven local authority areas comprising Argyll and Bute, Perth and Kinross, Moray, Highland, Eilean Siar (Western Isles), Orkney, Shetland (as well as the islands of Arran and Cumbrae which lie within North Ayrshire, but which are served by Argyll College UHI). Although it is not within the operational area covered by Highlands and Islands Enterprise (HIE), Perth and Kinross (which is served by Scottish Enterprise) is nonetheless included within the UHI's area of operation. This adds to the complexity of bringing together statistical and other information to form a regional response to common challenges and issues of regional concern.
- 1.3 For the avoidance of doubt, henceforth in this Appendix the Highlands and Islands region refers to the seven local authority areas above and the Highlands and Islands area refers to the six HIE local authority areas only (ie the term excludes Perth and Kinross).
- 1.4 Before discussing the region's key characteristics however, it is crucially important to present an overview of the macroeconomic and political landscape in which the UHI will operate within the 3-year timeframe of this Regional Outcome Agreement.

# 2.0 The National and International Landscape

- 2.1 Whether hard, soft, black, grey, white or a 'red, white and blue' Brexit, in the forthcoming years Scotland is likely to face a perfect storm where the only certainty is uncertainty. Coupled with the triggering of Article 50 in March 2017, the possibility of Indyref 2, elections in France, Holland and Germany, the structural weakness of the Euro, and indeed the whole European project, the political, economic and social landscape in which Scotland and our region lie may dramatically alter, and may even become unrecognisable.
- 2.2 According to Education Guardian, one threat already on the horizon is the likelihood that the UK Government will press ahead with plans to cut international student numbers by nearly half. The Home Secretary pledged a crackdown at October 2016's Conservative party conference, to include tougher visa rules which will reduce numbers from the current 300,000. International students are estimated to bring more than £10.7bn to the UK, and implementation of cuts will impact upon Scottish universities and colleges whose business model is based upon the recruitment of substantial numbers of overseas students.<sup>2</sup>
- 2.3 In a paper published a month after 23 June 2016's EU referendum, Professors Goudie and Roy of the Fraser of Allander Institute articulated the need for clarity of thinking by both the UK and Scottish Governments in light of the Brexit result. The paper stated that the implications of this result are 'of a scale so significant that policymakers need to consider the totality of their approach to supporting growth'.<sup>3</sup>

- As surprised as the UK Government was by the result of the Brexit vote, the Scottish Government had displayed remarkable prescience in May 2016 by instigating a review of a crucial element of government support. This related to the enterprise and skills support provided by Scotland's economic development and skills agencies 'to ensure that (Scotland's) businesses, workforce, training providers, colleges and universities, and young people all receive the joined-up support they need'. In October 2016, the report of Phase 1 of the review was published. This outlined a raft of reforms, which may be taken forward in Phase 2.
- 2.5 Concomitant with the Enterprise and Skills review, a report by Scotland's Auditor General was published in July 2016. She was concerned that 'Total public spending on delivering the Scottish Government's strategic priorities ... is not known's. She underlined the need for its five Strategic Forum partners (Scottish Enterprise (SE), HIE, Visit Scotland, Skills Development Scotland (SDS) and the Scottish Funding Council (SFC)) to more clearly align their £2.2bn spend on the Scottish Government's four major new priorities investment, innovation, internationalisation and inclusive growth the four Is.
- 2.6 Few analysts and commentators can be confident about successfully predicting what may occur during the period covered by this Outcome Agreement. The breakup of the EU is no longer unthinkable, but what is certain is that for the foreseeable future Scotland will continue to experience a diminution in the block grant it receives from the Westminster Parliament as it attempts to balance its budget. The Scottish Government will therefore continue the salami slicing of the funds it provides.
- 2.7 In a report on Scotland's 2016 Budget, the Fraser of Allander Institute underlined the reality of these cuts, notwithstanding Brexit and the other outstanding threats to the status quo, commenting that 'Over the first decade of devolution, Scotland's block grant (under the Barnett formula) grew year on year both in cash and real terms. This growth went into reverse by 2010 ... By 2016-2017, the Scottish Government resource budget is still around 5% lower in real terms than in 2010-11.'6 If the downward trend in the block grant continues, this will inevitably impact upon further and higher education provision throughout Scotland.
- 2.8 Notwithstanding the likelihood that the many initiatives which underpin the Government's enterprise and skills strategies is under review by civil servants in light of the Brexit vote, March 2015's Scotland's Economic Strategy remains the pivotal cornerstone of its ambitions. Its aim is to achieve competitiveness and tackle inequality through investment, innovation, internationalisation and inclusive growth. As well as investment in infrastructure and assets, it also significantly undertakes to 'invest in Scotland's people at all stages of life to ensure that we have a well-skilled ... population, and an innovative, engaged and productive workforce.' In fostering a culture of innovation, inter alia, it will give encouragement to industry to engage in innovation and research, and significantly to 'continue to support the high-impact, world-class research of Scotland's universities and improve levels of commercialisation of academic research. In promoting inclusive growth, the strategy will tackle cross-generational inequality, and under-internationalisation, and initiatives will be undertaken to take advantage of opportunities overseas'.<sup>7</sup>
- 2.9 The Scottish Government addressed 'the beating heart of the economy' in Scotland's Labour Market Strategy in August 2016. Its vision is 'A strong labour market that drives inclusive, sustainable growth, characterised by growing, competitive businesses, high employment, a skilled population capable of meeting the needs of employers, and where fair work is central to improving the lives of individuals and their families'.8

- 2.10 The earlier Wood Commission report of June 2014 set out 39 recommendations, which built on the Scottish Government's Economic Strategy, the introduction of Curriculum for Excellence and extensive reforms in post-16 education. *Developing the Young Workforce Scotland's Youth Employment Strategy* aims to create a world-class vocational education system and reduce the 2014 level of youth unemployment by 40% by 2021, 'as we continue to move from recession'.9
- 2.11 Some £134.1m is being invested in the Scottish Government's *Business Competitive Strategic Intervention* (SI) to December 2018. One of the strategic aims of SI is to stimulate growth and increase employment, particularly in Smart Specialisation sectors and regionally important sectors located in fragile areas. A thematic objective of SI is investment in education, training and vocational training.<sup>10</sup>
- 2.12 To tackle inequality the Scottish Government has developed a range of programmes. Its 2015 report *Tackling Inequalities in the Early Years: Key Messages from 10 Years of the Growing Up in Scotland Study* highlighted significant anomalies in the highest and lowest socio-economic groups in Scotland, concluding that early life experience impacts on later outcomes for children.<sup>11</sup>
- 2.13 A Blueprint for Fairness: The Final Report of the Commission on Widening Access was published in March 2016, and contains recommendations, which have profound implications for colleges, universities and the SFC. Inter alia, 'By 2030 students from the 20% most deprived backgrounds should represent 20% of entrants into higher education. Equality of access should be seen in both the college sector and the university sector'. <sup>12</sup> UCAS figures published in December 2016 show the highest ever entry rate to Scottish universities for 18 year-olds from Scotland's 20% most deprived areas. Since 2006, the rate has increased by 3.7% to 10.9%. In a blog Shirley-Anne Somerville, Minister for FE, HE and Science, wrote that "This is encouraging, but there is much more to do, and the appointment of Professor Scott (as Commissioner for Fair Access) is an important milestone to achieving that'. <sup>13</sup>
- 2.14 Relating also to inequality and access, the *Scottish Attainment Challenge* was launched in February 2015, and extended from August 2016 to support up to 133 secondary schools across Scotland.
- 2.15 While the Scottish Government has been proactive in developing initiatives to increase the population's upskilling, this is not to suggest that Scotland does not currently face skills challenges. According to the Organisation for Economic Co-operation and Development (OECD) the UK lies seventh behind Korea, Japan, Canada, Luxembourg, Lithuania and Ireland in league tables of 25-34 year-olds, and 55-64 year-olds with tertiary education in 2014. However it lagged thirteenth in the international league tables of public spending on tertiary education in 2012; below the OECD average in mathematics and reading performance, and was fourteenth in science, all in 2012'.<sup>14</sup>
- 2.16 Within the UK context, Scotland continues to lag behind other parts of the UK. One of the most persuasive research studies, although published in 2009, was conducted by Professor Andy Dickerson for Futureskill Scotland. In the *Skills Content of Jobs in Scotland and Rest of the UK*, Professor Dickerson concluded that 'results reveal that jobs in Scotland are characterised by lower skills content than the UK average across almost all measures of skills considered. However, many of the differences are small in magnitude ... there are some large negative differentials which are statistically robust. Most notable ... is the significantly lower computing skills content in jobs in Scotland'. <sup>15</sup> In the period since, IT skills, particularly of younger age groups in Scotland, have developed considerably, but so too have those of

- comparable employees in the south. Subsequent studies have shown that the differential still exists but the platform itself is higher.
- 2.17 Scottish devolution has led to new approaches to resolving long-standing problems in Scottish cities. 2016's £315m Inverness City Region Deal between Highland Council, the Scottish and UK Governments and economic development agencies paves the way for other initiatives in the region. Perth and Kinross is an active participant in a £1.8bn Tay Cities Deal bid. Ground-breaking deals such as these may help stimulate new industries and provide new solutions to established businesses in the region.

## 3.0 Overview of the Highlands and Islands Region: Demography

- 3.1 The Highlands and Islands region is no more immune to the febrile political environment than the rest of Scotland, but the economies of its more peripheral areas are fragile, and less resilient to the potentially fundamental changes which the nation will undergo. In determining current and future skills demand, the demographics of the region must be understood.
- 3.2 The population of the area encompassing the Highlands and Islands region (including Perth and Kinross) was estimated by National Records of Scotland (NRS) to stand at 638,380 in June 2015 as shown in Table 1 below:

Table 1 - Population estimate by local authority area (mid 2015) <sup>15</sup>							
	Population % under 16 % 16-64 %						
Highland	234,110	17	62	21			
Perth and Kinross	149,930	16	61	22			
Moray	95,510	17	62	20			
Argyll and Bute	86,890	15	60	25			
Eilean Siar	27,070	16	60	24			
Shetland	23,200	18	63	19			
Orkney	21,670	16	62	22			
Highlands and Islands	638,380	16	62	22			
Scotland	5,373,000	17	65	18			

- 3.3 The islands of Arran and Cumbrae, within the North Ayrshire local government area, technically also fall within the catchment area of Argyll College UHI. According to NRS, Arran's population in 2016 was estimated to be 4,562<sup>17</sup> and Greater Cumbrae's was 1,376 at the time of the 2011 census. However, for the purposes of this Appendix, the North Ayrshire locations will be disregarded, as information on these two micro-areas is not available.
- 3.4 The Highlands and Islands region has an older age profile than the Scottish average, driven by a 27% growth of the 65+ age band since 2005, compared to Scotland's average growth of 18%. The Highlands and Islands region has also seen a higher decline in the 35-44 age band than the Scottish average (-20% versus -16%), and has much lower growth in the 25-34 age band (+3%) than Scotland's average (+12%). Overall however, the working age population of the region increased by 2,300 over the decade to 2015.<sup>18</sup>
- In that decade, Scotland's population increased by 5%. That of the Highlands and Islands increased by 4% (20,690) to 488,450, while that of Perth and Kinross grew by 9% in the same

period to 149,930. The increase is driven by net migration into the region, rather than an excess of births over deaths, Shetland being the sole exception.

Table 2 - Components of population change (mid 2005 - mid 2015) <sup>19</sup>					
	% natural change	% population change			
Highland	-0.1	7.5	7.4		
Perth and Kinross	-1.3	9,9	8.6		
Moray	-0.1	6.1	6.0		
Argyll and Bute	-3.6	-0.3	-3.8		
Eilean Siar	-4.4	4.9	0.5		
Shetland	2.1	2.1	4.3		
Orkney	-1.2	9.2	8.0		
Highlands and Islands	-1.2	5.6	4.4		
Scotland	0.5	4.6	5.1		

- 3.6 Of more acute concern is NRS's population projections for the years 2014 through to 2037. While the population of Scotland is estimated to grow by 434,251 to 5,780,371, or 8%, that of the Highlands and Islands area is projected to fall by 3,697 to 482,032. Equivalent figures for Perth and Kinross indicate that its population will grow by 24% over the timeframe, nearly three times the national rate.<sup>18</sup>
- 3.7 Projections such as these are of course speculative, but are based on historic trends. These prefigure the Brexit vote, and so may be unreliable, but the net increase in the region's population over the next 25 years, by dint of the increase in Perth and Kinross, cannot disguise the truth that six of the Highlands and Islands' seven local authority areas face at best stagnant population numbers, or at worst a fall. The implications of this are profoundly serious in terms of an increasingly aged population and a reduction in those of employment age.
- 3.8 This is underlined in SDS's 2014 Skills Investment Plan for the Highlands and Islands. 'Perhaps the biggest challenge highlighted by the evidence for the region and our communities' it states, 'is the retention and attraction of working age people. While there has been strong population growth, driven by in-migration, this has typically been of older people, and in particular those aged over 65. The recent pattern of migration has reinforced the older age pattern of the Highlands and Islands and over many years has created a deficit of skilled people of working age, particularly in the 15-39 age group'.<sup>20</sup>
- 3.9 Also essential to the understanding of the complexity of the character of the Highlands and Islands region is its population density, which has considerable ramifications for those wishing to access, and to provide FE and HE.

Table 3 - Number of inhabitants per square kilometre (mid 2015)16				
Highland	9			
Perth and Kinross	28			
Moray	43			
Argyll and Bute	13			
Eilean Siar	9			
Shetland	16			
Orkney	22			
Highlands and Islands	18			
Scotland	69			

The equivalent figure for Glasgow City is 3,471; for Edinburgh City 1,894; Dundee City 2,477 and for Aberdeen City 1,240. The region can boast only three cities with populations exceeding 10,000: Inverness, Perth and Elgin, the locations of the region's three largest college campuses. Together these three cities have a population of approximately 132,000 and outside these main settlements, the region is predominantly rural in character with 506,000 inhabitants spread over half Scotland's landmass. The region's population represents 11.8% of the nation's total.<sup>16</sup>

#### 4.0 Overview of the Highlands and Islands Region: Transport

4.1 A consequence of low population density, particularly in rural areas of the Highlands, Western Isles and Argyll and Bute, is that it results in greater distances travelled to places of work or study, compared to the Scottish mean. According to the 2011 Census, of the 2.1m people in Scotland who worked mainly away from home, 36% travelled less than 5 km to their workplace; 43% travelled between 5 km and 30 km, and 8% travelled more than 30 km. The average figures for the Highlands and Islands region are shown below:

Table 4 - Distance travelled to work or study (km) <sup>21</sup>				
Highland	<u> </u>			
Highland	18.05			
Perth and Kinross	16.38			
Moray	19.02			
Argyll and Bute	17.24			
Eilean Siar	25.81			
Shetland	20.17			
Orkney	15.66			

Equivalent figures for Edinburgh and Glasgow were 8.34 km and 8.02 km respectively.

- 4.2 A function of their remoteness from alternative workplaces on the Scottish mainland, and the costs of transport, 97% of the working age population of the Western Isles and Orkney live and work in their respective islands groups. The equivalent figure for the more remote Shetland Isles is 95%. On the Scottish mainland, the equivalent figures are Highland 96%, Perth and Kinross 87%, Moray 92% and Argyll and Bute 77%. Argyll's proximity to the largely urban central belt and its transport network accounts for the mobility of its labour. Conversely, almost one in four people working in Argyll and Bute live outside the area and commute daily.<sup>18/19</sup>
- 4.3 The lack of an equivalent public transport network within the region compared to that enjoyed in the rest of Scotland has profound ramifications for all those wishing to live, work and study in the Highlands and Islands. Less than half of those in the lowest income brackets have access to a car, which consolidates the dynamics of social exclusion and deprivation.<sup>24</sup>

# 5.0 Overview of the Highlands and Islands Region: Deprivation

- 5.1 Deprivation, defined by the OECD as referring to 'the inability for individuals or households to afford those consumption goods and activities that are typical in a society at a given point in time, irrespective of people's preferences with respect to those items' blights communities across Scotland. In urban conurbations it is evident, in rural areas, particularly where inhabitants are scattered, it is more discrete.
- 5.2 The measure of deprivation generally referred to and used as an indicator is the Scottish Index of Multiple Deprivation (SIMD), which identifies small area concentrations of multiple deprivation by dividing Scotland into almost 7,000 'data zones', each containing about 350 households and a mean population of 800 people. The 'seven domains used to measure the multiple aspects of deprivation are employment; income; health; education; skills and training; geographic access to services; crime and housing.<sup>24</sup>
- 5.3 Of the hundred most deprived data zones in Scotland in 2016, 56 were in Glasgow, and 6 in Edinburgh. Only one, in part of Inverness, was located outwith the Central Belt. The five local authorities with the largest proportion of their data zones in the 20% most deprived are in the Central Belt (Glasgow 48%, Inverclyde 44%, West Dunbartonshire 40%, North Ayrshire 38% and Dundee 37%).<sup>24</sup>
- Argyll and Bute was the only area in the region which experienced an increase in the SIMD measure of deprivation, but these measures do not in themselves reflect poverty. The OECD cautions that 'Measures of material deprivation provide a complementary perspective on poverty to that provided by conventional income measures'. The Scottish Government also observes that 'People who live in the most deprived areas are most likely to experience conditions which limit their opportunities in life. However, people who live in areas up to 40% most deprived may also experience difficulties'. An area of the SIMD measures o
- 5.5 The figures for the Highlands and Islands region for the 20% and 21-40% most deprived data zones are as follows:

Table 5 - SIMD local shares of most deprived areas <sup>24</sup>						
	Local share of most	Local share of most				
	deprived 20%	deprived 21-40%				
Highland	8%	18%				
Perth and Kinross	6%	12%				
Moray	1%	17%				
Argyll and Bute	9%	18%				
Eilean Siar	0%	19%				
Shetland	0%	3%				
Orkney	0%	17%				

#### 6.0 Overview of the Highlands and Islands Region: Cost of Living

6.1 The Rural Price Survey undertaken by the University of Aberdeen's Institute for the Study of Sparsely Populated Areas demonstrated in the 1980s and 1990s that £1.00 in a Scottish city went much further than £1.00 in rural areas. So, while areas within the UHI's catchment area

may not have as high indicators as some areas of the Central Belt, the higher cost of living, which is not one of SIMD's seven domains, exacerbates deprivation in outlying areas. For instance, Western Isles Health Board calculates that 'food is 15% more expensive and fuel is 12% more expensive than Scotland as a whole ... the Western Isles has the worst levels of fuel poverty at 53% compared to 25% in Scotland'.<sup>26</sup>

- 6.2 A Minimum Income Standard for Remote Rural Scotland: A Policy Update, a report by Loughborough University's Centre for Research in Social Policy (CRSP) was published in November 2016. Commissioned by HIE, Scottish Enterprise and two housing organisations, it reinforced the long-held view that the cost of living is greater in remote rural Scotland: 'In 2016, a minimum acceptable standard of living ... typically requires between a tenth and third more household spending than urban parts of the UK'.27
- 6.3 Scotland's Rural College (SRUC) is also scathing critical of the use of SIMD measurement tools which its Rural Policy Centre contends 'are not designed for rural Scotland. Poverty and disadvantage often remain hidden.' Its report goes on to say that 'Rural poverty appears to fall through policy gaps. National policy is not sufficiently sensitised to 'rural'. Rural strategies does not consistently highlight poverty or how to address it'.28
- One of SIMD's seven domains is the geographic access to services, an ongoing difficulty for many in the rural Highlands and Islands, but one which the networked collegiate structure of UHI aspires to mitigate in terms of its FE and HE offer. The CRSP report also touches upon this crucially important contributor to the SIMD index, when it contended that the best way to get travel costs down is for people to reduce the need to travel long distances for work. This requires a focus on developing more jobs that are both local and reasonably paid, which in turn requires the fostering of new skills in the workforce and the development of external markets. An improved infrastructure is needed to support these developments. In particular, the roll-out of high speed broadband is crucial, both for work and other purposes'.<sup>27</sup> In the Highlands and Islands region this roll-out is sclerotic at best.
- 6.5 The impact of higher costs of living in remote and rural areas is not mitigated by higher household income in the region. According to the Scottish Household Survey, the average household income of residents in the Highlands and Islands area is slightly below the Scottish average when Shetland's positive figures are excluded.

Table 6 - Household Income 2014 29								
Average	Highland	Moray	Argyll	Eilean	Shetland	Orkney	Highlands	Scotland
household	(%)	(%)	and	Siar	(%)	(%)	& Islands	(%)
income	(**)	(* - )	Bute (%)	(%)	(**)	(* - )	(%)	(*-)
up to £10,000	11	11	15	17	9	18	14	13
£10,001 - £20,000	31	29	30	33	24	35	30	34
£20,001 - £30,000	24	24	23	22	25	22	23	22
£30,001 - £40,000	16	14	15	11	15	11	14	13
£40,001 and above	18	22	17	17	27	15	19	18

SDS's Skills Assessment of December 2016 does not provide a breakdown of equivalent figures for Perth and Kinross. While it is observed that 'Both resident and workplace earnings in Perth and Kinross are in line with national averages (£517 v £527),<sup>27</sup> SDS's Tayside Regional Skills Assessment of January 2016 states that those living in Perth and Kinross earned an average of £481 per week which suggested 'that many in Perth and Kinross commute to better-paid jobs in nearby Dundee'.<sup>20</sup>

# 7.0 Overview of the Highlands and Islands Region: Labour Market

- 7.1 Employment, or more potently, unemployment or under-employment, is a key factor in assessing deprivation. Since the financial crash of 2008, and the slow recovery of Europe's economies, unemployment levels, particularly of youth unemployment, have remained stubbornly high. Eurostat, the European Union's statistics body, estimates that 20,429,000 people in the 28 EU countries were unemployed in November 2016. At that time the UK had the fourth lowest seasonally adjusted unemployment rate in the EU at 4.8%, after the Czech Republic, Germany and Hungary with 3.7%, 4.1% and 4.6% respectively. The highest was Greece, at 23.1%, followed by Spain 19.2%, Cyprus at 14.2% and Italy at 11.9%.<sup>31</sup>
- 7.2 Youth unemployment throughout Europe has not returned to pre-2008 levels. In the EU, unemployment in the 16-24 age group in 2015 stood at a staggering 49.8% in Greece, 48.3% in Spain, 40.3% in Italy, 24.7% in France.<sup>31</sup> Unemployment of the young at these levels could represent nothing less than the loss of an entire generation. The UK level was lower at 14.6%.<sup>31</sup>
- 7.3 Scotland's unemployment levels since the 2008 crash are laid bare by recent figures from the Office for National Statistics (ONS). Between March and May 2016, it reported a 7% rise in unemployment in the 16-24 year old age group since the same period in 2008 (50,000 compared to 47,000 in 2008). Within the 25-34 year age group there was a 17% increase over the eight year period (25,000 from 21,000). The 35-49 year old age group saw a dramatic rise of 202%, from 13,000 in 2008 to 39,000 in 2016.<sup>32</sup>
- 7.4 In 2016 there were 293,300 people of working age (16-64) in the Highlands and Islands region, comprised as follows:

	Table 7 - Labour Market participation - key indicators <sup>33</sup>						
Area	Working age	Employment	Unemployment	Economic			
	population	rate %	rate %	inactivity rate %			
	(16-64)						
Highland	145,100	79.9	3.6	16.5			
Perth and Kinross	92,100	80.2	3.2	16.6			
Moray	59,600	79.5	3.9	16.6			
Argyll and Bute	52,300	80.7	3.9	15.4			
Eilean Siar	16,200	79.4	4.0	16.6			
Shetland	14,600	91.6	2.7	5.7			
Orkney	13,400	87.1	2.4	10.5			
Highlands and	293,300	82.6	3.4	14.0			
Islands							
Scotland	3,477,700	77.5	5.1	22.5			

- 7.5 All the Highlands and Islands constituent areas have employment rates higher than the Scottish average, and unemployment rates lower than that average. Shetland's and Orkney's labour markets appear to be functioning at almost full capacity, with unemployment rates roughly half the Scottish average. However, the region's high employment and low unemployment rates mask local pockets where rates are in stark contrast, and seasonal unemployment and part-time employment are endemic in industries such as tourism, agriculture, fishing and food processing. Historically, self-employment in the Highlands and Islands region has consistently been above the national average (12.5% against 10.8% in 2015)<sup>20/30</sup>, and together with the nature of seasonal and part-time work, contributes to high rates of under-employment.
- 7.6 The unemployment rate, a measurement of the population of the 16-64 age group actively seeking work has fallen substantially from its peak in the early 2010s. In 2013 the Scottish average was 8.0%, and that of the Highlands and Islands as a whole was 5.1%. All seven local authority areas recorded lower unemployment levels than the Scottish average and the inference can be drawn that the area's limited labour supply actually inhibits potential economic expansion, a trend which the highly dispersed and rural geography of the region exacerbates.
- 7.7 Unemployment in the 16-24 year age group in the Highlands and Islands area, at 15.6%, is below the Scottish average of 20.5%, although within the former figure were rates higher than the Scottish average Orkney at 23.9% and Western Isles at 22.3%.<sup>20</sup>
- 7.8 On the question of youth employment and unemployment, Skills Development Scotland has produced key indicators as follows:

	Table O. Vandham		. di / N /   20	14.2\22
	Table 8 - Youth emp	ployment - key ir	idicators (iviarch 20	)13)20
Area	Population aged	Employment	Unemployment	Economic
	16-24	rate (%)	rate (%)	inactivity rate
				(%)
Highland	15,200	65.5	13.1	24.5
Moray	6,700	64.3	16.7	22.8
Argyll and Bute	4,400	47.5	18.4	41.8
Eilean Siar	2,100	52.5	22.3	32.4
Shetland	1,500	61.2		33.1
Orkney	1,700	68.5	23.9	
Highlands and Islands	31,700	61.1	15.6	27.6
Scotland	409,100	54.4	20.5	31.6

Youth unemployment in Perth and Kinross stood at 23.6% in November 2013.

7.9 SDS observes that 'Economic Inactivity among young people is predominantly a measure of participation in full-time education' which the report suggests applied in particular to Argyll and Bute, Eilean Siar and Shetland.

7.10 In a 2015 report based on 2011's Census figures, National Records of Scotland (NRS) concluded that in Scotland 'The proportion of the 16-19 year old population who are not in employment, education or training (NEET) has increased by 0.4% since the 2001 Census ... to 13.6%'. Statistics for the Highlands and Islands region are shown below:

Table 9 - Emp	Table 9 - Employment status of 16-19 year olds (based on 2011 census) <sup>19</sup>					
	In employment (%)	Economically inactive (%)	of which NEETs are (% of economically inactive)			
Highland	64.6	35.4	13.1			
Perth and Kinross	65.3	34.7	11.3			
Moray	67.8	32.2	13.9			
Argyll and Bute	69.6	30.4	11.8			
Eilean Siar	67.3	32.7	9.4			
Shetland	57.1	42.9	8.6			
Orkney	63.2	36.8	8.7			
Highlands and Islands	65.0	35.0	11.0			
Scotland	67.2	32.8	13.6			

- 7.11 The report also stated that in respect of Scotland as a whole, 'The estimate for January-December 2014 shows that 8.4% of all 16-19 year olds are not in education, training or employment and a total of 21,000 comprising 10,000 males (7.7% of the age group) and 11,000 females (9.2% of the total age group). 21.6% of these NEETs suffered from a Limiting Long Term Illness, with Shetland and Orkney having particularly high rates'.<sup>22</sup>
- 7.12 Demonstrating the fragility of areas within the wider Highlands and Islands region, and disparities within the seven local government areas, Employability in Scotland, a network coordinated by the Scottish Government, stated that in the year to November 2014, 'The rates of 16-19 year olds who were NEET decreased in 30 of the 32 local authority areas', and that only 'Shetland and Eilean Siar saw increases in their rates (up 1.3% and 0.9% respectively)'.23
- 7.13 A useful barometer of skills attainment levels are the qualifications of the region's working age population. While many workers have no formal qualifications, jobs increasingly require higher levels of qualifications. 38% of the Highlands and Islands area workforce is qualified to SCQF Levels 7 to 12, compared to the Scottish average of 43%.<sup>20</sup> Perth and Kinross boasts an equivalent figure of 47%.<sup>30</sup>

# 8.0 Overview of the Highlands and Islands Region: The Economy

8.1 The Highlands and Islands region is not homogeneous, and is characterised by diverse local economies where population growth, employment, unemployment and household incomes vary in accordance with the prevailing economic climate.

- 8.2 One of the key indicators of economic prosperity is Gross Value Added (GVA), a measure of productivity per worker. GVA in all parts of the Highlands and Islands region lags behind the 2014 Scottish average of £43,086, and well below the UK average of £51,000. GVA is highest in Argyll and Bute, and Perth and Kinross, and lowest in Orkney (£32,913). There are indications that productivity is on the rise, but SDS concludes that it remains the case that the Highlands and Islands economy 'remains over reliant on low wage sectors such as tourism, agriculture and some of the food and drink sector'.<sup>20/30</sup>
- 8.3 The number of VAT and PAYE registered businesses in the Highlands and Islands area grew by 9.8% to 21,750 in the six years to 2015, a lower growth rate than Scotland as a whole, which recorded a 15.6% increase.<sup>20</sup> Perth and Kinross's business base grew at a faster rate than the Highlands and Islands area over the period, and in 2015 almost equalled the Scottish rate of 7.3% with a 7.1% increase.<sup>30</sup>
- 8.4 89% of the businesses of the Highlands and Islands area are micro-businesses, employing less than 10 people, and 99% employ less than 50.<sup>20</sup> Equivalent figures for Perth and Kinross employers with less than 50 employees is 99%.<sup>30</sup> Reflecting the high numbers of people who are self-employed is that business density in the Highlands and Islands area is 445 per 10,000 population.<sup>20</sup> The equivalent figure for Perth and Kinross is 401 per 10,000, while the Scottish figure is 313 per 10,000.<sup>20</sup>
- 8.5 24% of the businesses in the Highlands and Islands area are in agriculture, forestry and fishing, a reflection of the rural and coastal nature of the area. These are mostly micro-businesses or sole traders. The sector notwithstanding, the most prominent divergence from the Scottish index, as shown below, is the under-developed professional, scientific and technical services sector.

Table 10 - Business Base by Sector 2015 <sup>20</sup>				
		Highlands and Islands area	Scotland	
Sector	Number	%	%	
Agriculture, Forestry and Fishing	5,185	24	10	
Construction	2,580	12	11	
Professional, Scientific and Technical	2,560	12	19	
Accommodation and Food Services	2.045	9	8	
Retail	1,735	8	8	
Arts, Entertainment, Recreation and Other Services	1,360	6	7	
Business Administration and Support Services	1,250	6	7	
Production	1,245	6	6	
Health	735	3	4	
Transport and Storage	665	3	3	
Motor Trades	580	3	3	
Wholesale	505	2	3	

Property	480	2	3
Information and Communication	460	2	5
Education	190	1	1
Financial and Insurance	130	1	2
Public Administration and Defence	10	1	0
Total	21,750		

- Another factor in depressing living standards is that in the Highlands and Islands region 'Almost one in three (29%) of those in employment work part-time, higher than the proportion in Scotland ... More of the jobs created in the economic recovery have been part-time ... There are also 5.7% in non-permanent employment, a higher percentage than nationally (5.4%)'.20 In-work poverty is therefore prevalent throughout the Highlands and Islands region. In Perth and Kinross, 28% of employees worked part-time in 2016, and 5.2% were in non-permanent jobs.30
- 8.7 While some economic analysts speculate that the Scandinavian employment model whereby employees have several part-time jobs could become more common, the Scottish Government is firmly of the view that 'a labour market that is fair and inclusive and that provides sustainable and well-paid jobs, is key to tackling inequality and addressing wider issues within the economy.'
- 8.8 The occupational profile of the Highlands and Islands is important because this can be linked to skills requirements. The area is out of kilter with the steady shift in the UK and Scotland towards more professional occupations as shown below:

Table 11 - Employment Ranking by Industry Sector 2015 <sup>20</sup>								
	Highlands and Islands area Scotla							
	Ranking	Number	%	Ranking	%			
Health	1	39,200	18	1	13			
Accommodation and Food Services	2	26,000	12	7	7			
Retail	3	22,100	10	2	10			
Production	4	20,800	9	3	9			
Education	5	17,000	8	3	9			
Construction	6	16,000	7	8	5			
Public Administration and Defence	7	14,500	7	10	4			
Transport and Storage (including Postal)	8	11,300	5	8	5			
Business Administration and Support	9	10,600	5	3	9			
Arts, Entertainment, Recreation	9	10,600	5	10	4			
Professional, Scientific and Technical	11	10,500	5	6	8			
Wholesale	12	6,100	3	10	4			
Motor Trade	13	4,600	2	14	2			

Agriculture, Forestry and Fishing	14	4,100	2	14	2
Information and Communication	15	3,300	1	9	4
Property	16	2,900	1	14	2
Financial and Insurance	17	1,900	1	13	3

- 8.9 With 14% of all employment in professional occupations, compared to the Scottish average of 20% <sup>20</sup>, the time lag in catch-up represents an opportunity for the UHI and its networked colleges to provide the up-skilling which employers in the professions might require. SDS's Skills Assessment for Tayside, which includes Perth and Kinross, provides a figure of 17% for the 'Professional, scientific and technical' business base in 2014.<sup>34</sup>
- 8.10 Now that many of the key economic indicators are close to, or above, the pre-recession levels of 2007/08, the Highlands and Islands region appears well-placed to move forward. The Scottish Government's 2015 Economic Strategy identified six growth sectors, and 'A greater proportion of Highlands and Islands growth sector businesses are in food and drink (47% versus 23%) and sustainable tourism than nationally (20% versus 19%)'<sup>20</sup> and Life Sciences (0% versus 1%). 5% of businesses in both the Highlands and Islands area and in Scotland were in the sixth growth sector, Energy.<sup>20</sup> According to SDS, in 2016 37% of total employment in Perth and Kinross was in the six growth sectors, compared to the 28% nationally, and like the Highlands and Islands, it underperformed in Business Services, and the Creative Industries.<sup>30</sup>
- 8.11 However, SDS Skills Investment Plan for the Highlands and Islands cautions that '... positive headline messages however mask the fact that there is an over-reliance on public sector employment in most parts of the region, and in particular the islands. In addition a large proportion of the good recent employment performance appears to be related to jobs growth in public administration, health and care. This presents both challenges in that it is unlikely to be sustained moving forward but also opportunities for people being able to transfer their skills into growing sectors'. This employment landscape is mirrored in Perth and Kinross where health, education and retail are also major employment sectors.

#### 9.0 Overview of the Highlands and Islands Region: Skills Challenges

- 9.1 The UK Commission for Employment and Skills (UKCES)'s Employer Skills Survey of 2015 for Scotland identified 'a steep rise in vacancies among employers from 54,000 vacancies (in 2013) to 74,000 in 2015 reflecting a high demand for labour. Approaching around one-third (34%) of these vacancies were due to applicants lacking the requisite skills'. The increasing complexity of job roles, the need for improved people and personal skills has precipitated a growth in in-work training, particularly through the use of e-learning, ' ... but there is clear demand for training that is geared more specifically to the requirements of an evolving workplace.'35
- 9.2 Vacancies as a percentage of employment in the Highlands and Islands stood at 3.8%, in Tayside at 3.3%, Scotland's average being 3.1%. 5% of establishments surveyed in the Highlands and Islands and Tayside had skills shortage vacancies, the Scottish average was 6%. The greatest skills vacancies by sector were in order education, public administration, health and social work, hotels and restaurants, electricity, gas and water, arts and other services,

- business services, transport and communications, financial services, manufacturing, wholesale and retail, construction and lastly, agriculture.<sup>20/34/35</sup>
- 9.3 SDS notes that in Tayside (including Perth and Kinross) there 'has been an 11% fall in the number of process, plant and machine operatives' in the decade to 2014. In the period 2016-2024, it forecasts that total employment in Perth and Kinross will grow by 0.2%, in line with the Scottish average, equating to between 500 and 600 new jobs, particularly in administrative and support, professional, scientific and technical activities, partially offset by losses in agriculture, public administration and defence. By a factor of over thirty, however, the creation of net new jobs is overshadowed by the need to replace staff who will leave the workplace in Perth and Kinross to 2024.<sup>20</sup>
- 9.4 In contrast with UKCES's data, which supports 'a broadly flat employment picture over the next 5 to 6 years' 35, a more positive picture emerges for the Highlands and Islands, although the replacement of departing staff and the prevailing demographics pose real challenges for the area. In a report dated November 2016, the consultancy EKOS underlined that 'An estimated 4,500 7,500 jobs could be created in the region (in the next 5-8 years). These figures may under-estimate the likely demand as it does not take into account replacement demand ie people leaving the market or changing careers'. 36
- 9.5 The report quotes SDS's updated 2016 Highlands and Islands Skills Investment Plan, which envisages a potential rise in the number of jobs in the energy sector from 13,000 to between 16,000 and 18,000 over the next 5-8 years. Realistically these projections may need to be revisited in light of the continued downturn of the oil industry and uncertainty over subsidies for the renewables sector. The Plan also envisages up to 1,000 more potential jobs in both financial and business services (currently 8,900) and life science (currently 1,800). Up to 300 more jobs could be created in the food and drink industry over this timeframe (currently 32,300), up to 250 in the creative industries (currently 4,200), and up to 200 in sustainable tourism (currently 24,800).<sup>37</sup>
- In Section 3 of this Appendix we have seen that the Highlands and Islands region has fewer under 16s (16% of its total population) than the Scottish average of 17%. It has a smaller percentage of inhabitants of working age (62% v 65%), and a larger percentage of people over 65 (22% v 18%). Projections suggest that the Highlands and Islands area's population to 2037 will fall by 0.8% over the timeframe, but that Perth and Kinross's population will grow by 35,700 or 24%, over the same period. Recent migration into both areas has typically been of older age groups, and should this pattern continue, it is inevitable that the supply of 16-64 year olds will be insufficient to meet the needs of business. It is all the more crucial that the Highlands and Islands region's available work pool is not only expanded, but also upskilled to meet the demands of the post-Brexit vote era.
- 9.7 Indeed, one of the issues raised by EKOS in a consultation exercise with twenty organisations 'related to the Brexit vote and the longer term implications for a number of sectors which rely heavily on foreign labour eg all primary industries, food, construction and the hospitality sector. The consequences of employment restrictions could have a major negative impact on the Highlands and Islands in the longer term however at this point it is all speculation'.<sup>36</sup>
- 9.8 What is not speculative however, is that a skills gap exists throughout the region. In the Highlands and Islands area, SDS report that 'Around 5% of the workforce ... had a skills gap, which is in line with the national average. Proportionately more employers ... reported skills gaps compared to the Scottish average', and those 'were particularly prevalent in elementary

staff', as well as in machine operatives, sales and customer service, skilled trades, administrative/clerical, associate professionals and professional sectors'.<sup>20</sup> SDS's 2016 Skills Assessment for Tayside, which includes Perth and Kinross, states that 'Almost a quarter of Tayside employers (23%) reported that not all of their staff are fully proficient, above the Scottish average of 19%, with skills gaps most likely in care and leisure, operatives and elementary occupations'.<sup>34</sup>

9.9 Attraction, retention and development of talent will become a cornerstone of the development agencies' work to ensure that the strategically important northern half of Scotland is an attractive place to live and work. The region's university, if adequately funded, can play an even more pivotal role in meeting the ambitions of Scottish Government and local authorities for the area.

# 10.0 Overview of the Highlands and Islands Region: Pre-16 Education

10.1 Economic growth and the prosperity of the Highlands and Islands is predicated upon, amongst other factors, buoyant demographics and a highly skilled and motivated population. Scottish Government projections relating to local authority primary and secondary school rolls in the region demonstrate that present flow patterns of secondary school pupils entering the workplace or going on to training or further study over the period of this Outcome Agreement will continue.

Table 12 - Primary Pupil Projections 2015-2020 (2014 based) <sup>38</sup>								
	2015	2016	2017	2018	2019	2020		
Highland	17,300	17,300	17,300	17,200	17,000	16,700		
Perth and Kinross	10,300	10,400	10,500	10,600	10,500	10,400		
Moray	6,900	6,900	6,900	6,900	6,800	6,600		
Argyll and Bute	5,800	5,800	5,800	5,800	5,700	5,600		
Eilean Siar	1,900	1,800	1,800	1,800	1,700	1,600		
Shetland	1,900	1,900	1,900	1,900	1,900	1,900		
Orkney	1,500	1,500	1,500	1,500	1,500	1,400		
Highlands and Islands	45,600	45,600	45,700	45,700	45,100	44,200		
Scotland	391,000	396,300	399,900	401,300	399,900	396,900		

10.2 It should be noted that these figures and those in Table 14 below relate only to pupils in local authority run schools, and do not include those in centrally-funded schools, pre-schools, special schools or independent schools.

Table 13 - Secondary Pupil Projections 2015-2020 (2014 based) <sup>38</sup>									
	2015	2016	2017	2018	2019	2020			
Highland	13,400	13,200	13,100	13,200	13,300	13,600			
Perth and Kinross	7,500	7,500	7,500	7,500	7,600	7,800			
Moray	5,000	4,900	4,900	4,900	5,100	5,200			
Argyll and Bute	4,600	4,500	4,500	4,400	4,400	4,500			
Eilean Siar	1,500	1,400	1,400	1,400	1,500	1,500			
Shetland	1,400	1,400	1,300	1,300	1,300	1,300			
Orkney	1,100	1,100	1,100	1,200	1,200	1,300			
Highlands and Islands	34,500	34,000	33,800	33,900	34,400	35,200			
Scotland	281,500	279,900	279,900	282,800	289,100	295,600			

10.3 Of greater concern is the longer term. Before the Brexit vote, NRS produced population projections which underlined the vulnerability of the Highlands and Islands area to unfavourable demographics which could threaten economic growth and prosperity. In the quarter decade to 2039 NRS projects that six of the seven local authority areas in the region will suffer falls of 6.5% - 27.9% in the aged 16 and under population cohort, as shown below:

Table 14 - Projected Change in Population Aged 16 and under 2014-2039 (2014 based) <sup>39</sup>					
Highland	-6.5%				
Perth and Kinross	6.1%				
Moray	-8.1%				
Argyll and Bute	-12.9%				
Eilean Siar	-27.9%				
Shetland	-11.3%				
Orkney	-6.7%				
Highlands and Islands region	-9.7%				
Scotland	6.6%				

10.4 The sole exception to the fall in the aged 16 and under population is Perth and Kinross, whose total population is projected to grow by 24% over the period. However, even its 6.1% growth in the aged 16 and under age group is below Scotland's figure of 6.6%. The dramatic falls in the 0-16 age group cohort projected for Eilean Siar, Shetland, and Argyll and Bute will, if they are realised, have profound ramifications for the provision of schooling in these areas, as well as pose a danger to their economic prospects.

#### 11.0 Overview of the Highlands and Islands Region: Post-16 Education

11.1 Comparisons of school attainment levels within local authority areas and between local authorities are notoriously difficult and controversial, but it is evident that school leavers with the best school results choose overwhelmingly to enter HE, and that those with slightly lower qualifications embark upon an FE or employment route. The 92% Scottish positive destinations average is equalled by school leavers in the Highlands and Islands region, as the table below demonstrates:

Table 15 - Initial Destinations of School Leavers 2014-15 (%) <sup>36/41</sup>									
Area	Total	HE	FE	Training	Employ- ment	Unemploy -ment	Other	Positive Destinations	
Highland	2,700	34.1	26.3	1.5	29.1	5.5	3.4	91.1	
Perth and Kinross	1,489	38.3	25.9	1.9	24.1	7.7	0.5	91.8	
Moray	1,167	37.7	28.3	1.0	26.6	5.3	1.0	93.7	
Argyll and Bute	909	39.3	20.7	3.7	27.7	6.5	2.1	91.4	
Eilean Siar	284	38.4	16.9	4.9	33.5	3.9	2.5	93.6	
Shetland	256	32.0	22.3	1.2	35.5	4.6	4.3	91.1	
Orkney	248	34.3	23.3	1.2	32.3	5.6	2.8	91.6	
Highlands and Islands	7,053	36.3	23.4	2.1	29.9	5.6	2.4	92.0	
Scotland	53,836	38.3	27.8	3.8	21.7	6.5	1.8	92.0	

Other includes: Voluntary Work, Activity Agreements, and Unconfirmed

Italicised figures indicate below the national level

- 11.2 Strong demand for labour within the Highlands and Islands area is corroborated by the high uptake of employment by school leavers, in all areas well above the Scottish average of 21.7%. Conversely, such levels impinge upon other initial destinations, notably HE (36.3%) and FE (23.4%), which are below the Scottish average of 38.3% and 27.8% respectively.
- 11.3 The data in Table 15 above relates to initial destinations of school leavers, but a recent report by SDS for Perth and Kinross's Community Planning Partnership provides in-depth analysis which charts the movement of leavers between the initial return and a follow-up six months later. It found that 93.1% of those initially in HE had remained, and that only 77.7% of leavers entering FE in October 2015 remained on their programmes in March 2016. 6.2% of former HE students and 17.8% of former FE students nonetheless reported that they had moved into another positive destination.<sup>40</sup>
- 11.4 Only 24.1% of school leavers who entered training in the initial return remained in this category after six months, although 48.3% had moved into another positive destination.

- 27.6% did not, and were reported in a negative destination. Of those initially unemployed and seeking work, 15.5% remained unemployed and seeking work in March 2016.<sup>40</sup>
- 11.5 The fluidity between initial destinations in Perth and Kinross is replicated throughout the country. It is worthy of further analysis to develop methodologies to reduce the propensity of a proportion of young people to disrupt their educational pathways and trade down to a more negative destination, from which some may never emerge. The Highlands and Islands area, where relative numbers of school leavers are low, can ill-afford these losses.
- 11.6 Modern Apprenticeship (MA) scheme starts in all seven of the Highlands and Islands local government areas has increased by between 20% and 137% in the five years to 2014-15, the greatest uptake being in the 20+ age group. This reflects the composition of the local economies, some of the most popular being Construction, Hospitality and Tourism, Retail and Customer Services, Sport, Health and Social Care, and Engineering. EKOS points out that 'Construction dominates the MA starts within each of the local authorities' and in 2015-16 there were 3,366 MA starts in the region, although only a small number of these were directly contracted MAs through our colleges. SDS aims to increase the number of MAs, in line with the Scottish Government's plans for 30,000 MAs across Scotland by 2020. The university will play a role in working towards this target across the Highlands and Islands, which aligns with our university strategy in terms of addressing key delivery areas identified in the SIP and in progressing the STEM skills agenda.
- 11.7 The Foundation Apprenticeship (FA) was developed to help S5 and S6 school pupils gain work experience and access work-based learning. In 2016-18 the national uptake of FAs is expected to be over 300, and at present the Highlands and Islands region has approximately 20% of Scotland's total. The university is also an active participant in the delivery of Graduate Level Apprenticeships (GLAs), which provide work-based learning opportunities to Masters level in ICT, Engineering and Civil Engineering. Take-up in the Highalnds and Islands region has so far been low.
- 11.8 FE is the initial destination of almost a quarter of school leavers in the Highlands and Islands region, although numbers entering FE in Eilean Siar fall well below the average, at 16.9%. FE is essentially local in nature, and the UHI operates a model which is unique in Scotland, working with and through a network of thirteen colleges and research institutions, located throughout the region.
- 11.9 The Highlands and Islands region has long been an exporter of its brightest and most talented young people, and many students graduating from universities and colleges in the south never return. A key rationale behind the creation of our university is to allow students to study within the region, and upon graduating, to enter the workforce and contribute to its unique socio-economic landscape.
- 11.10 UHI is the principal provider of HE within the region, although the Open University has traditionally provided around 25% of total activity. Stirling University has operated a nursing campus in Inverness which accounted for 6% of total activity, and Heriot Watt has a campus in Orkney which accounts for a further 1%. In 2016 Glasgow School of Art opened a 'creative campus' near Forres in Moray to deliver post-graduate programmes in design innovation.
- 11.11 Competition from these and other HE providers is likely to intensify in future, and EKOS concludes that there is 'a rationale for HE (and potentially FE) to better promote their unique to attract more individuals from outwith the Highlands and Islands to study'.<sup>36</sup>

#### 12.0 Overview of the Highlands and Islands Region: Key Implications

- 12.1 While the ramifications of June 2016's Brexit vote is likely to dominate politics, economics and the media for the duration of this Outcome Agreement, it appears likely that there will be a reappraisal of the mechanisms supporting economic growth. Fuelled partly by uncertainty (the post-Brexit landscape) and partly by austerity (the continued fall in Scotland's block grant), the fragile economy of the Highlands and Islands region looks a little more exposed to the prevailing turbulence.
- 12.2 However, it is argued that now is not the time that the Scottish Government should cut and run. Rather it should engage further with stakeholders across the region and commit itself to removing the societal and competitive disadvantages faced by communities in this remote and essentially rural half of Scotland.
- 12.3 The region is rich in human and natural resources, much of it untapped. Its food and drink sector is second to none in the UK. The bulk of the UK's oil and gas reserves lie off its coast. The potential of its renewables is immense. The region could become Scotland's own 'Northern Powerhouse'.
- 12.4 As preceding sections of this Appendix demonstrate, our peripheral region suffers from pockets of deprivation; the highest costs of living in the UK; endemic fuel poverty; lower than average wages; high levels of low paid seasonal and part-time jobs; low productivity; a skills gap; generally lower qualifications; poor transport provision and slow superfast broadband roll-out.
- 12.5 The region's long-term prosperity is at risk from an over-reliance on public sector jobs, an aging population, a shortage of skilled workers, and even more fundamentally, a projected 10% fall in its under-16 population to 2035. In its report to HIE EKOS concluded that 'the issue of talent attraction and retention is a clear and present challenge for the Highlands and Islands.'36 The perceived disparity between the quality of life and increased opportunities outside of the region must be addressed by central government, its agencies, and by local government, if the Highlands and Islands' economic prospects are not to go on a downwards trajectory. It is important that the Highlands and Islands region is treated equitably by government and that it is seen as an equal partner of the southern half of Scotland.
- 12.6 In its SIP for the Highlands and Islands, SDS cited specific areas of focus which in its view needed to be addressed. A reduction of the region's reliance on public sector jobs, by increasing those in the private sector, particularly in the professional occupations. One issue of critical concern was to engender more enterprise, as well as to address the needs of the engineering sector and the region's infrastructure.<sup>20</sup>
- 12.7 There were also areas of focus which the Highlands and Islands area had in common with Perth and Kinross: the need to increase the quantity and quality of local jobs; to create a culture of employer investment; to meet the skills needs of employers; a need for workplace progression routes and pathways; a need for flexible skills provision.<sup>20/30</sup>
- 12.8 UHI has a key role to play in addressing these challenges by providing FE and HE opportunities within the region; by being responsive to employers' needs; through spin-outs and business start-ups and its encouragement of an enterprise culture; through its applied research and working with a range of partners, and through attracting people to live and work in the Highlands and Islands.
- 12.9 The university is at the heart of a regeneration of the Highlands and Islands region, to equip its population and businesses for the competitive realities of the 21<sup>st</sup> century.

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### **Appendix Two**

# Regional Outcome Agreement - 2017-18 to 2019-20

# **SFC National Performance Measures and H&I FE Regional Targets**

SFC Priority 1 - A more equal society because is learning is accessible and diverse, attracting and providing more equal opportunities for people of all ages, and from all communities and backgrounds

Outcome Agreement measures of progress: Revised for 2017-18	Target 2017-18	Target 2018-19	Target 2019-20
Measure 1(a) Credits delivered (Core/ESF/Core + ESF)	117,952 (+6.3% on 16/17 core as per bid to SFC Jan 2017)	121,205 (+9.2% on 16/17 core as per bid to SFC Jan 2017)	122,287 (+10.2% on 16/17 core)
Measure 1(b) Volume and proportion of Credits delivered to learners aged 16-19 and 20-24	81,116 70%	84,635 71%	86,606 72%
Measure 1(c) Volume and proportion of Credits delivered to learners in the most deprived 10% postcode areas in Scotland Measure 1(d) Volume and proportion of	4,010 3.4%	4,182 3.45%	4,280 3.5%
Credits relating to learners from different protected characteristic groups and care leavers (where data is available)			
Disability Any mixed background Asian, Asian Scottish or Asian British Care Leavers	31,257 26.5% 495 0.42% 2,040 1.73% 2,594 2.2%	32,422 26.75% 521 0.43% 2,133 1.76% 2,424 2%	33,017 27% 526 0.43% 2,164 1.77% 2,739 2.24%
Measure 2(a) Number of senior phase age pupils studying vocational qualifications delivered by colleges	359 FAs (2-yr programme)	380 FAs (2-yr programme)	420 FAs (2-yr programme)
Measure 2(b) Volume and proportion of Credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges	7,758 6.7%	8,095 6.8%	8,205 6.85%
Measure 2(c) Volume of Credits delivered to learners at S3 and above as part of 'school-college' provision	12,158 10.5%	12,559 10.55%	12,695 10.6%
Measure 2(d) Volume and proportion of Credits delivered at HE level to learners from SHEP schools (i.e. Secondary schools with consistently low rates of progression to higher education)	N/A Data on HE provision is returned to SFC by the university and is monitored through the university national measures	N/A	N/A
Measure 3 Volume and proportion of Credits delivered to learners enrolled on STEM courses	26,303 22.3%	27,634 22.8%	28,737 23.5%

Measure 4(a) Proportion of enrolled students	70% FT	70.4% FT	70.7% FT
successfully achieving a recognised	82.5% PT	82.9% PT	83.3% PT
qualification (FT & PT) NEW			
Measure 4(b) Proportion of enrolled SIMD10 students successfully achieving a recognised	56%	57%	57.5%
qualification (FT & PT) NEW			
Measure 4(c) Proportion of senior phase age	68%	68.1%	68.5%
pupils successfully completing a vocational		00.170	33.370
qualification delivered by colleges NEW			
Measure 5 Number of starts for direct	847	895	939
contracted apprenticeships (eg in			
construction)			
Comprising:			
Number of starts that SDS contracts directly	465	511	553
with the region's colleges across all subjects			
Number of starts that training providers and	382	384	386
industry bodies contract directly with the			
region's colleges			
Measure 6 Number of full-time learners with	1,595	1,620	1,635
substantial 'work experience' as part of their			
programme of study			
Measure 7 Number and proportion of	N/A	N/A	N/A
successful students who have achieved HNC	Data on HE provision is		
or HND qualifications articulating to degree	returned to SFC by the		
	university and is monitored through the university		
level courses with advanced standing	national measures		
Measure 8 Number and proportion of full-			
time college qualifiers in work, training	86.5%	85.5%	86%
and/or further study 3-6 months after			
qualifying  Measure 9 SSES Survey - the percentage of	95%	95.5%	96%
students overall, satisfied with their college	55/0	JJ.J/0	30/0
experience NEW			
Measure 10 Gross carbon footprint (3 year	tbc	tbc	tbc
period) (UHI Measure 15)			

# **Appendix Three**

# Regional Outcome Agreement - 2017-18 to 2019-20

# SFC National Performance Measures and H&I HE Regional Targets

	Baseline 2014-15	Actual 2015-16	Est 2016-17	Target 2017-18	Target 2018-19	Target 2019-20
Measure 1: Articulation - The number and proportion of Scottish-domiciled learners articulating from college to degree level courses with advanced standing*		Measure 1 (Est.)				
Total number of Scottish-domiciled HN entrants from Scottish colleges to undergraduate programmes	158	160	175	180	185	190
Number with advanced standing	110	112	131	140	146	152
Proportion of Scottish-domiciled HN entrants articulating with Advanced Standing	69.60%	70%	75%	78%	79%	80%
*Note: this measure is derived from the National Articulation does not take account of the significant internal progression to			-		ttish FE colleg	ges but
Measure 2: Deprivation - The number and proportion of Scottish-domiciled undergraduate entrants from the 20% and 40% most deprived postcodes						
Total number of SDUEs with known postcode	3320	3402	3493	3630	3740	3830
SDUEs from 20% most deprived postcodes	288	285	296.905	315.81	332.86	344.7
SDUEs from 40% most deprived postcodes	900	951	978.04	1034.55	1084.6	1129.85
Proportion of SDUEs from 20% most deprived postcodes	8.70%	8.40%	8.50%	8.70%	8.90%	9.00%
Proportion of SDUEs from 40% most deprived postcodes	27.10%	28.00%	28%	28.50%	29%	29.50%
Measure 3: SHEP Schools - The number and proportion of Scottish-domiciled undergraduate entrants from the SHEP schools (i.e. schools with consistently low rates of progression to higher education)						
Total SDUEs	3325	3421	3508	3645	3755	3845
Number of SDUEs from SHEP schools	132	160	175	182	206	230
Proportion of SDUE from SHEP Schools	4.00%	4.70%	5%	5%	5.50%	6.00%
Measure 4: Protected Characteristics - The number and proportion of Scottish-domiciled undergraduate entrants by different protected characteristic groups and care leavers						
Total SDUEs	3325	3421	3508	3645	3755	3845
Gender						
Number of Male SDUEs	1479	1513	1561.06	1583	1613	1654
Number of Female SDUEs	1844	1907	1946.94	2062	2142	2191
Number of Other SDUEs	2	1				
Male Proportion	44.50%	44.20%	44.50%	43.43%	42.96%	43%
Female Proportion	55.50%	55.70%	55.50%	56.57%	57.04%	57%
Other Proportion	0.10%					
Age						
Number of Under 21 SDUEs	1647	1659	1719	1822	1878	1961
Number of 21 and over SDUEs	1678	1762	1789	1823	1877	1884
Under 21 Proportion	49.50%	48.50%	49%	50%	50%	51%
21 and over Proportion	50.50%	51.50%	51%	50%	50%	49%

Ethnicity	Baseline 2014-15	Actual 2015-16	Est 2016-17	Target 2017-18	Target 2018-19	Target 2019-20
Number of White SDUEs	3224	3308	3410	3543	3647	3737
Number of BME SDUEs	84	97	98	102	106	108
Number of SDUEs with unknown Ethnicity	17	16				
Proportion - White	97.00%	96.70%	97.21%	97.20%	97.12%	97.19%
Proportion - BME	2.50%	2.80%	2.79%	2.80%	2.82%	2.81%
Proportion - Other	0.50%	0.50%				
Disability						
Number - No Known Disability	2820	2834	2912	3018	3102	3168
Number - Disability	505	587	596	627	653	677
Number - Not known/refused	0					
Proportion - No Known Disability	84.80%	82.80%	82%	81.60%	81.20%	81%
Proportion - Disability	15.20%	17.20%	17.00%	17.20%	17.40%	17.60%
Proportion - Not known/refused	0.00%					
Care Leavers						
Number - Care Leaver	32	33	40	45	50	55
Number - Not a Care Leaver	3293	3322	3468	3600	3705	3790
Proportion - Care Leaver	1.00%	1.00%	1.14%	1.23%	1.33%	1.43%
Measure 5: Retention by Protected Characteristics - The number and proportion of full-time first year SDUE from different characteristic groups returning to study in year 2		Est 2015/16				
Deprivation						
MD20 full-time first year SDUE	229	206				
MD20 full-time first year SDUE Retained	176	167				
Proportion MD20 retained	76.90%	81%	82%	83%	84%	85%
MD20/40 full-time first year SDUE	617	633				
MD20/40 full-time first year SDUE Retained	481	517				
Proportion MD20/40 retained	78.00%	82%	83%	83%	84%	85%
Gender						
Male entrants	1054	1069				
Males Retained	831	884				
Proportion of Males retained	78.80%	83%	84%	85%	86%	87%
Female entrants	1185	1265				
Females Retained	967	1079				
Proportion of Females retained	81.60%	85%	86%	86%	87%	88%
Age						
Under 21 Entrants	1305	1441				
Under 21s Retained	1058	1199				
Proportion of Under 21s retained	81.10%	83%	84%	85%	86%	87%
21 and over Entrants	934	893				
21 and over Retained	740	764				
Proportion of 21 and over retained	79.20%	86%	86%	87%	87%	88%
Ethnicity						
Entrants - White	2157	2257				
White - Retained	1737	1892				

Proportion retained - white	80.50%	84%	85%	86%	87%	88%
Entrants - BME	77	65				
BME - Retained	57	59				
Proportion retained - BME	74.00%	91%	91%	91%	92%	92%
Entrants - Ethnicity not known	5	12				
Not known/refused - Retained	0	12				
Proportion retained - Ethnicity not known	80.00%	100%				
Disability	Baseline 2014-15	Actual 2015-16	Est 2016-17	Target 2017-18	Target 2018-19	Target 2019-20
Entrants - No Known Disability	1854	1947				
No Known Disability - Retained	1501	1653				
Proportion retained - No Known Disability	81.00%	85%	85%	86%	87%	88%
Entrants - Disability	385	387				
Disability - Retained	297	310				
Proportion retained - Disability	77.10%	80%	82%	84%	86%	88%
Entrants - Not known/refused	0					
Not known/refused - Retained	0					
Proportion retained - not known/refused						
Care Leavers						
Entrants - Care Leavers	28	22				
Care Leavers Retained	19	17				
Proportion retained - Care Leavers	67.90%	77%	79%	81%	82%	84%
Measure 6: Retention - The number and proportion of full- time first year Scottish-domiciled undergraduate entrants returning to study in year two		Est. 2015/16				
Total number of full-time first year SDUE	2239	2334	2385	2478	2628	2691
Number of full-time first year SDUE retained	1798	1963	2027	2131	2286	2368
Proportion retained	80.30%	84%	85%	86%	87%	88%
Measure 7: Satisfaction - The difference (+/-) from the individual institution's benchmark figure for students satisfied with the overall quality of their course of study in the National Student Survey						
% Satisfaction	80	81	83	85	87	88
% Benchmark	84	84	84	84	84	84
+/-	-4	-3	-1	1	3	4
Measure 8: STEM - The number and proportion of Scottish- domiciled undergraduate entrants to STEM courses						
Proportion of SDUE to STEM courses	29.60%	28.60%	29%	29.50%	30%	30.50%
Number of SDUEs to STEM courses	984	978	1017	1075	1126	1172
Info: Total SDUEs	3325	3421	3508	3645	3755	3845
Measure 9a: Graduate Destinations - The number and proportion of Scottish-domiciled graduates entering positive destinations						
Info: The number of Scotland-domiciled respondents	1,603					
Proportion of graduates in positive destinations	95.40%	96%	965%	96.5%	97%	97%
Number of graduates in positive destinations	1,529					

Measure 9b: Graduate Destinations - The number and proportion of Scotland-domiciled graduates entering professional occupations	Baseline 2014-15	Actual 2015-16	Est 2016-17	Target 2017-18	Target 2018-19	Target 2019-20
Info: The number of Scotland-domiciled respondents						
Proportion of graduates entering professional occupations						
Number of graduates entering professional occupations	44%	50%	53%	55%	57%	60%
Measure 10: The number of research postgraduate students	62	57	61.5	91.5	90	87
Measure 11: Total income from the UK Research Councils	£4,677k	£2,975K	£2,975K	£2,975K	£2,975K	£2,975K
Measure 12: Total research income from all sources	£14,858k	£13,234K	£13,234K	£13,234K	£13,234K	£13,234K
Measure 13: IVs - The number of SFC innovation Vouchers (IVs), Follow-on IVs and H2020 IVs						
Innovation Vouchers (IVs)	11	4	5	15	15	15
Follow-on IVs	0					
H2020	0					
Measure 14: UIF - Individual HEI UIF progress measures and sector wide reporting	ТВС					
Measure 15: Carbon - Gross carbon footprint (3-year period)	ТВС					

#### **Appendix Four**

### Regional Outcome Agreement - 2017-18 to 2019-20

# **List of Stakeholder Organisations Consulted**

The University of the Highlands and Islands and academic partners:

- Argyll College UHI
- Highland Theological College UHI
- Inverness College UHI
- Lews Castle College UHI
- Moray College UHI
- NAFC Marine Centre UHI
- North Highland College UHI
- Orkney College UHI
- Perth College UHI
- Sabhal Mòr Ostaig UHI
- Scottish Association for Marine Science UHI
- Shetland College UHI
- West Highland College UHI

#### Education Scotland (x2)

Highlands and Islands Enterprise (x2)

Highlands and Islands Skills Investment Plan Programme Board

Highland Council (Economy and Regeneration and CPP Chief Officers Group)

Moray Chamber of Commerce (including Moray Developing the Young Workforce)

Scottish Funding Council (x3)

**Scottish Qualifications Authority** 

Shetland Islands Council (including Shetland Developing the Young Workforce)

Skills Development Scotland (x3)



# Briefing: 2016 amendments to the specific duties and implications for colleges

#### **Purpose**

This briefing is aimed at Secretaries to college boards, college board members and staff with an equality and diversity remit. It summarises recent changes to the Equality Act that have an impact on college board members and institutional reporting, and briefly provides some questions to consider when addressing the changes.

# Background: the public sector equality duty and specific duties for Scotland

The Equality Act 2010 replaced previous anti-discrimination law, consolidating it into a single act. It contains a public sector equality duty (PSED) which consists of a general duty supported by specific duties. Scottish colleges and HEIs, and the Scottish Funding Council, are covered by both the general duty and the specific duties.

# **General duty**

The general duty requires colleges and HEIs to have due regard to the need to:

- = eliminate unlawful discrimination, harassment and victimisation.
- advance equality of opportunity, considering the need to: remove or minimise disadvantage, meet the needs of people with protected characteristics, and encourage participation where it is low.
- foster good relations between people from different groups.

# **Specific duties**

The specific duties aim to help colleges and HEIs to better meet the general duty. They are designed to help develop evidence-based policies and practices, improve transparency and accountability, and deliver better outcomes for everyone in Scotland.

To meet the specific duties, Scottish colleges and HEIs will need to:

- = report on progress on mainstreaming the general duty into all functions.
- develop and publish a set of equality outcomes that cover all protected characteristics (or explain why not all protected characteristics are covered).
- = assess the impact of policies and practices against the needs of the general duty.
- = gather and use information on employees.

- = publish gender pay gap information.
- = publish statements on equal pay for gender, race and disability.
- have due regard to the general duty in specified procurement practices.
- = publish information in a manner that is accessible.

## 2016 amendments to the specific duties and implications

The Scottish Government has amended the specific duties of the Equality Act to introduce a new requirement on listed authorities to publish the gender composition of their boards and to produce succession plans to increase the diversity of their boards. "Listed authority" includes college boards of management and regional strategic boards. http://www.legislation.gov.uk/ssi/2016/159/regulation/4/made

#### The amendments require:

- The Scottish Ministers, from "time to time", gather information on the relevant protected characteristics<sup>1</sup> of board members of listed authorities, to be aggregated into Scotland wide statistics on board participation.
- = The Scottish Ministers provide that information back to listed bodies.
- = Listed authorities publish in their mainstreaming reports:
  - = information on the gender composition of boards.
  - how they will increase the diversity of boards through succession planning, including use of data on protected characteristics.

Note: the next mainstreaming reports are due in April 2017. The government has indicated it will be collecting monitoring data directly from members through an anonymous online system in October 2016, with data returned to institutions by the end of the calendar year.

EHRC guidance on the new regulations will be published in late October or early November.

**Scottish Government statement on the new reporting requirements** (from legislation EQIA http://www.gov.scot/Publications/2016/03/9832/1):

The Scottish Government believes that the promotion of gender balanced public boards through its 50/50 by 2020 campaign gives a platform for public authorities to test their recruitment structures and through addressing the barriers that may be facing women, they can use the learning to help make their board positions more accessible to all potential candidates, irrespective of their protected characteristics.

We are asking boards to look at all protected characteristics in their succession planning, not just sex, as we recognise the potential benefits for a wide range of groups within society.

<sup>&</sup>lt;sup>1</sup> age; disability; gender reassignment, pregnancy and maternity; race; religion or belief; sex; and sexual orientation

The reason that boards will only be required to publish their gender balance is that this information is less likely to impinge on data protection legislation, though we are aware that consideration will have to be given in the future as to how best to reflect non-binary people when reporting, in relation to sex.

#### **Gender Balance on Public Boards Bill**

The Scottish Government's legislative programme for the coming year includes a bill to require "positive action" to be taken to redress gender imbalances on public sector boards.

#### It will:

- = apply to non-executive appointments to the boards of Scottish public authorities.
- = and "lock in" the gains that have been made in women's representation on public boards in Scotland.

#### Alignment with the Code of Good Governance

The new regulations complement and strengthen the code in relation to promoting the diversity of governing bodies by seeking to reflecting the make-up of the local community by offering the opportunity of membership to a range of potential members.

#### Reflective questions for secretaries

- = What is the current gender composition of your governing body and how is this information gathered and shared?
- = What other monitoring data on protected characteristics do you currently collect?
- = What activity have you undertaken to diversify your membership?
  - Which protected characteristics has this activity been in relation to?
  - Could this activity be considered positive action?
  - What other initiatives or positive action measures could you put in place?
- What training and support would you find helpful in meeting these new requirements and priorities?
- = What training and support might be appropriate for governing body chairs and/or members?

#### Contact

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# Scottish college board members' role in equality and diversity

All colleges in Scotland are required to comply with equality legislation that impacts on the day to day work of the college, its strategic direction and how its board diversifies its membership.

Board members play an integral role in supporting equality and diversity in Scottish colleges as part of creating and driving the colleges' strategic aims, by ensuring the college meets its legal responsibilities, and in helping to build a diverse and representative governing body.

This briefing explains the role of boards in overseeing the embedding and implementation of equality law within college processes, but also focuses on what it means for boards themselves.

ECU's Scotland team have published this briefing to support college board members to fulfil their responsibilities in relation to equality and diversity. It will also be useful for board secretaries due to the support that they provide to the boards of colleges.

This briefing considers two key aspects of a college board's equality responsibilities:

- Section 1: assuring the college's compliance with equality law
- Section 2: planning to improve board diversity

### **Extend your knowledge**

ECU (2016) Governing bodies, equality and diversity: A handbook for governors of Scottish higher education institutions.

www.ecu.ac.uk/publications/equality-handbooks-governors/

# Section 1: assuring the college's compliance with equality law

Boards play a key role in embedding and safeguarding equality and diversity in the college mission, strategy and culture.

- Shape approach: boards can go beyond assuring legal compliance of equality law to define and shape the college's approach to equality.
- Embed equality and diversity: periodically, board members will be involved in developing new college strategies and approving policies and college wide operational plans. At this point, board members can ensure that equality and diversity are appropriately embedded and appropriate key performance indicators (KPIs) are in place.
- Ensure accountability: board members will be involved in the annual review of KPIs, including those on equality and diversity, as part of ensuring the college is delivering on its strategy.
- Champion equality and diversity: through championing equality, diversity and an inclusive culture from the top of the organisation, board members can help to foster a culture of equality and diversity that supports the college's strategy.

# Why is this important?

## A culture of equality and diversity

As the body that safeguards the college strategy and culture, boards should in a broad sense be seen as embodying that culture. To the extent that the college's strategy includes equality and diversity, board members also need to embody those qualities personally. What is valued at board level is valued throughout the college.

#### = Relationships with staff

Improving the diversity of your staff at all levels ensures you have diversity of thinking which will have a positive impact on college development and the teaching process, including modernising delivery of the curriculum. By showing that you treat staff fairly you recruit the best talent and by having fair opportunities for development and progression you keep your best staff and maximise their potential. This can lead to increased staff engagement and ultimately, an improvement in the student learning experience.

#### = Support for students

Colleges want to attract the best and broadest range of students they can. They also have a role to play in widening access and releasing potential of disadvantaged students and both of these can have a positive impact on the student experience and learning experience. This in turn can increase student satisfaction with their experience.

#### Connection to other high level strategies

Equality and diversity should be a key feature within several other strategic and operational documents the college is required to produce, such as its outcome agreement and access and

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inclusion statements. Ensuring compliance with the law overall and being able to demonstrate this supports the development of these high level documents.

#### = Impact on society

Colleges are an integral part of their local communities, working with other organisations and businesses. They can help release the potential from disadvantaged communities and can act as an agent for regeneration and social mobility.

#### = Importance of assuring legal compliance and risks of not doing so

Claims can be made by individuals, or organisations, against the college, or against the board on behalf of the college. Any person or group who has worked in or with the college may raise a claim and this can include, for example, staff, students, service users, businesses and contractors.

Failure to comply with equality law may be investigated by the Equality and Human Rights Commission (EHRC), and/or challenged through an employment tribunal or the courts. Unlawful discrimination and inequalities can impact on staff and campus relations, undermine the recruitment of the best staff and students, lead to negative media, and have a pervasive impact on a college's reputation.

#### = The Code of Good Governance for Scotland's colleges

The Code of Good Governance for Scotland's Colleges reasserts the obligations of the college board to ensure both compliance and good practice in relation to equality and diversity.

#### See: A.12 The board must provide leadership in equality and diversity.

Along with this statement, the code advocates the improvement of economic, cultural and social well-being and having regard to social needs and social inclusion, which can be underpinned by adequate consideration of equality and diversity.

# What does the law say?

Issues of equality and diversity are underpinned by a mandatory legal framework, extending to a college's relationship with both staff and students, as well as visitors and contractors. Colleges in Scotland are considered to be public authorities by the Equality Act 2010 and as such they must fulfil the requirements set for all public authorities by the Act and the accompanying Scottish specific duties. The college board is expressly listed as accountable for compliance with the legislation.

#### The Equality Act

The Equality Act 2010 is the main piece of anti-discrimination legislation in Great Britain. It covers nine protected characteristics:

- = age
- = disability
- = gender reassignment

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- marriage and civil partnership (in employment)
- = pregnancy and maternity
- = race (includes nationality)
- religion and belief (includes no religion or belief)
- = sex
- sexual orientation

#### **Public sector equality duty**

Within the Act, the public sector equality duty (PSED) requires colleges, when carrying out their functions, to give due regard to the need to:

- = eliminate unlawful discrimination, harassment and victimisation
- advance equality of opportunity between people who share a protected characteristic and people who do not
- foster good relations between people who share a protected characteristic and people who do not

#### The Scottish specific duties

The Scottish specific duties are designed to help public authorities demonstrate how they are meeting their responsibilities under the PSED. The specific duties require colleges to:

- report on progress towards mainstreaming the equality duty, including a breakdown of employee information and how this is used to inform progress.
- publish equality outcomes and report progress
- publish gender pay gap information
- = publish statements on equal pay in relation to disability, gender and race
- equality impact assess and review policies and practices

Duty	When	Due	
Mainstreaming report	every 2 years	April 2017	
Equality outcomes	every 4 years	April 2017	
Gender pay gap report	every 2 years	April 2017	
Equal pay statements for gender	every 4 years	April 2017	
Equal pay statement for disability and race - for colleges with 20 - 149 staff - for colleges with 150+ staff	every 4 years	April 2021 April 2017	
Equality impact assessments	ongoing	Ongoing	

# What does this mean for you?

Boards should have oversight of the college's work towards complying with its specific duties and are responsible for ensuring accountability with them. You should seek assurance that your college has appropriate infrastructure and resources to enable compliance with the Equality Act and the Scottish specific duties. As a minimum, the board should review and approve any reports, strategies and policies that are the product of the specific duties prior to the publication dates.

Board members can influence how equality is embedded across the college, for example, by checking that equality has been embedded into college strategies and plans and outcome agreements with the Scottish Funding Council (SFC), or in the development of their college's equality outcomes.

# Section 2: planning to improve board diversity

Governing bodies are seeking to increase their diversity to strengthen their governance, and board members can play a vital role in this work.

Board members can support the board to achieve greater diversity, for example through raising awareness of the role of college board members across a variety of settings.

- Shape the approach: board members should be involved in determining the college's policy and goals on board diversity.
- Ensure accountability: board members should scrutinise college action and hold the executive to account for its progress on increasing board diversity.
- Champion diversity: board members can participate in equality monitoring and encourage other board members to do the same and be advocates for board diversity, within and outside of the college.

# Why is this important?

#### Broader awareness of issues

A diverse board can draw on a diverse range of views, experiences and backgrounds which will enable them to consider issues in the broadest way it can. The board will be better informed and in touch with social and commercial concerns and be able to interrogate the issues and their context in a robust way.

#### = Enhanced decision making

Similarly, diversity can improve decision making by bringing a range of experiences and views to the process resulting in a more inclusive approach better enabled to help the college improve performance.

#### Representative of the local community

A board that reflects the local community (and is representative of the staff and student population) will be better equipped to make decisions that support the college's place within that community, which will benefit the college and possibly also the wider community.

#### = The Code of Good Governance for Scotland's Colleges

The Code states the college's commitment to a diverse board.

See: A.13 The board must seek to reflect in its membership, the make-up of the community through offering maximum opportunity of membership to a range of potential members and removing potential barriers to membership, in partnership with its regional strategic body, as appropriate.

Scottish colleges are required to comply with the Code as a condition of funding.

## What does the law say?

The Further and Higher Education (Scotland) Act 2005 states that college and regional boards, and regional strategic bodies must make board appointments in a manner which encourages equal opportunities and in particular the observance of the equal opportunities requirements.

The Post-16 Education (Scotland) Act 2013 legislates for college and regional boards of management. It makes provision for the composition of, and appointment to, the board.

#### The Scottish specific duties

The specific duties regulations include college board members within the mainstreaming duty.

Under the duty to report on progress towards mainstreaming the equality duty, the college board, as the listed authority, must include the:

- number of men and of women who have been members of the board during the period covered by the report
- = way in which this information has been used; and how the board proposes to use the information, in taking steps towards there being diversity amongst its members so far as relevant protected characteristics are concerned

In addition to this, the Scottish government will occasionally gather all the protected characteristic data of board members. This information will be nationally aggregated and given back to colleges to use in their mainstreaming reports.

# What does this mean for you?

The board can show top level leadership by modelling an inclusive approach to the way the board operates. Investing time regularly as a group to do this represents a longer term investment into the board and its diversity.

Consider undertaking a board evaluation to look at what it can do to champion equality and diversity and act as a role model for a truly inclusive organisation.

# **Further resources**

EHRC (2016) Assessing impact and the Public Sector Equality Duty: a guide for public authorities. www.equalityhumanrights.com/publication/assessing-impact-and-public-sector-equality-duty-guide-public-authorities-scotland

CDN (2016) Code of good governance for Scotland's colleges.

www.collegedevelopmentnetwork.ac.uk/wp-content/uploads/2016/09/Code-of-Good-Governance-for-Scotland's-Colleges-August-2016.pdf

ECU (2013) College equality outcomes: a regional overview.

www.ecu.ac.uk/publications/college-equality-outcomes-a-regional-overview/

Good Governance Institute (2011) *The governance of diversity and inclusion: Maturity matrix.* www.good-governance.org.uk/wp-content/uploads/2014/02/Diversity-and-Inclusion.pdf

ECU's guidance on mainstreaming:

www.ecu.ac.uk/guidance-resources/governance-and-policies/mainstreaming

ECU's guidance and the Equality Act 2010:

www.ecu.ac.uk/guidance-resources/equality-legislation

EHRC's guidance on the Public Sector Equality Duty:

www.equalityhumanrights.com/about-us/devolved-authorities/commission-scotland/public-sector-equality-duty-scotland/non-statutory-guidance-scottish-public-authorities

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# **Equality Challenge Unit**

Equality Challenge Unit (ECU) supports higher education colleges across the UK and in colleges in Scotland to advance equality and diversity for staff and students.

ECU provides research, information and guidance, training, events and Equality Charters that drive forward change and transform organisational culture in teaching, learning, research and knowledge exchange. We have over ten years' experience of supporting colleges to remove barriers to progression and success for all staff and students.

ECU believes that the benefits of equality and diversity and inclusive practice are key to the wellbeing and success of individuals, the college's community, the efficiency and excellence of colleges, and the growth of further and higher education in a global environment.

We are a registered charity funded by the Scottish Funding Council, the Higher Education Funding Council for Wales and Universities UK, and through direct subscription from higher education colleges in England and Northern Ireland.

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