

Meeting	Board of Management
Date and time	Tuesday 26 June 2018 at 4.00 p.m.
Location	Room 203/04, 1 Inverness Campus

College Secretary 19 June 2018

AGENDA

Welcome and Apologies

Declarations of Interest

ITEMS FOR DECISION

1. MINUTES

- a. Meeting of the Board of Management 22 March 2018
- b. Special Meeting of the Board of Management 27 April 2018

2. OUTSTANDING ACTIONS

Action List

3. GOVERNANCE - APPOINTMENT OF VICE CHAIR AND CHANGE IN COMMITTEE MEMBERSHIP

Report by Board Secretary

4. POLICIES

a) Records Management

Extract from Minutes of the Meeting of the Audit Committee held on 29 May 2018

b) Data Protection

Extract from Minutes of the Meeting of the Audit Committee held on 29 May 2018

c) E Mail usage and retention

Extract from Minutes of the Meeting of the Audit Committee held on 29 May 2018

d) Health and Safety

Extract from Minutes of the Meeting of the Audit Committee held on 29 May 2018

REVENUE BUDGET 2018/19

Extract from Minutes of the Meeting of the Finance and General Purposes Committee held on 7 June 2018 and covering report by Director of Finance

6. CAPITAL EXPENDITURE PLAN – 2018/19

Extract from Minutes of the Meeting of the Finance and General Purposes Committee held on 7June 2018

7. INTERNATIONAL STRATEGY

Extract from Minutes of the Meeting of the Finance and General Purposes Committee held on 7 June 2018

ITEMS FOR DISCUSSION

8. BOARD EVALUATION

Annual Evaluation Exercise – Board of Management Facilitated by the Director of Organisational Development

b. Annual Evaluation Exercise - Board Chair

To be completed collectively by all Board Members at the meeting

9. FINANCE SYSTEM

Covering report by Board Secretary

10. PRINCIPAL'S REPORT

Report by Principal

11. RISK REGISTER

Report by Principal

12. BOARD MEMBER DEVELOPMENT

Covering report by Board Secretary

13. DRAFT MINUTES OF MEETINGS OF BOARD COMMITTEES (5) (CONFIDENTIAL)

- a) Longman Disposal Project Board 18 April 2018
- b) Longman Disposal Project Board 9 May 2018
- c) Chairs Committee 24 May 2018
- d) Audit Committee 29 May 2018
- e) Human Resources Committee 30 May 2018
- f) Learning and Teaching Committee 5 June 2018
- g) Finance and General Purposes Committee 7 June 2018

ITEMS FOR NOTING

14. STUDENT RESIDENCES

Report from UHI F&GP Committee held on 6 June 2018

15. OSCR ANNUAL RETURN

Copy of return

16. MINISTERIAL LETTERS OF GUIDANCE

- a. Letter to SFC
- b. Letter to SDS

17. AOCB

18. DATE AND TIME OF NEXT MEETING

Thursday 11th October 2018 at 3.30 p.m.

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



MINUTES of the MEETING of the BOARD OF MANAGEMENT held in Room 202, 1 Inverness Campus on Thursday 22 March 2018

PRESENT: Hazel Allen (by VC), Ollie Bray, Sarah Burton, Jaci Douglas,

Andy Gray, Robyn Kennedy, Carron McDiarmid, Helen Miller, Innis Montgomery, Chris O'Neil, Fiona Neilson, Gavin Ross, Chris Shaw, Gabriel Starr, Neil Stewart, Steve Walsh,

John Wilson

CHAIR: Neil Stewart
APOLOGIES: Brian Henderson
IN ATTENDANCE: Depute Principal

Director of Organisational Development

Director of Finance

Head of Student Services

Board Secretary

OBSERVERS: Tom Speirs (co-opted member)

The Chair welcomed Blair Sandison, Chair of the Integration Board and of North Highland College to the meeting to discuss UHI Integration.

He also welcomed Chris Shaw, to his first board meeting as the new Student Member.

The Chair advised that the election process for the new Teaching Staff member on the board had been completed on 21 March and the sole nominee was Robyn Kennedy. He welcomed Robyn to the meeting and confirmed her appointment to the Learning, Teaching and Research Committee

Declarations of Interest

Jaci Douglas – item 7 – Proposes Fees 2018-19 (nursery fees) Fiona Neilson – item 14a – Minutes of Meeting of the Longman Disposal Project Board

Carron MacDiarmid and Steve Walsh – items 11 – Campus Sports Development, Item 13 – Student Residences and item 14a - Minutes of Meeting of the Longman Disposal Project Board

1. UHI INTEGRATION

Blair Sandison, Integration Board Chair provided some background to the work of the Integration Board and confirmed that it had full authority to go ahead with the project and bring forward a proposal for consideration by the individual College Boards.

The Board had recently appointed a Project Director. SFC had provided funding for the project, including the Project Director.

There was a wide ranging discussion during which a number of questions were raised relating to communication, resource requirements, the due diligence process, the risk of not moving towards an integrated structure and the level of trust across the participating colleges.

The Chair thanked Blair for attending the meeting and for his open and honest answers to the points raised.

2. MINUTES

The Minutes of the Meeting of the Board of Management held on 19 December 2017 were accepted as a correct record, were **APPROVED** and signed by the Chair.

3. OUTSTANDING ACTIONS

The Board **NOTED** the actions that had been completed and those that were still outstanding. The list would be updated accordingly.

4. APPOINTMENT OF VICE CHAIR

The Board Secretary advised that one nomination for the position of Vice Chair had been received, namely the nomination of Sarah Burton, proposed by Helen Miller and seconded by Fiona Neilson.

In terms of the appointment of Vice Chair procedure, members were required to indicate if they wished to support the nomination by way of a secret ballot.

All members present completed a ballot form and the votes cast were counted by the Board Secretary and the Depute Principal as Scrutineer. Sixteen votes were cast, with 15 votes in support of the nomination and 1 abstention.

Sarah Burton was duly appointed as Vice Chair of the Board of Management.

The Chair of the Board, on behalf of all Members congratulated Sarah on her appointment. Sarah replied accordingly.

The Chair also thanked John Wilson, the outgoing Vice Chair for his commitment during his time in post and was pleased that John was remaining on the board to further share his knowledge and expertise.

All members of the SMT left the meeting during consideration of the following item. The Chair invited Tom Speirs to remain for the discussion and Tom duly accepted.

5. PROPOSED SMT STRUCTURE

The Principal set out the rationale for a proposed restructure of the Senior Management Team. He had presented the proposal to the PR&R committee at its meeting on 22 February and provided further information for this meeting on the process of developing the proposed structure as well as costings. Key to the restructure was the establishment of a second depute principal (DP) post which would complement the work of the existing depute principal and develop and grow the HE offering. Funding had been secured for this post from UHI for two years. The post would have significant impact on the wider University and become cost neutral during the first two years. In

addition, it was proposed that changes be made to two current roles. The Head of Research Development role would become Director of Research and Innovation and the Quality Manager role would become Head of Quality.

There was a lengthy and robust debate on the proposals with members asking a number of searching questions. The key points raised and considered were as follows:-

- The college was at risk of not achieving its strategic aims if the current structure was retained.
- The summary of forecast financial impact showed a return in investment in year 1. Key to achieving the investment return was recruiting the right individual to the new DP role.
- The current SMT could be developed over time to develop their capability to take forward the proposals. However, the team were already working to full capacity.
- It would be essential for the Board to track the success of the new DP post over the first two years in order to determine whether the college would then provide funding for the longer term.
- It was anticipated that the growth in international and RUK students would mostly be at HE level.
- The salary of both DP's would be at the same grade.
- There was a need for the risks associated with the proposals (and those associated with the status quo) being fully articulated.
- The impact of the recent National Bargaining costs would, at this stage, need to be met from 2018/19 onwards. Therefore, there was an urgent need to ensure a return on investment to avoid compulsory redundancies.
- It was proposed that the investment would assist in increasing numbers on existing courses. Enhanced marketing, student support and the availability of the student residents for international students was key to achieving this aim.

Gabbi Starr entered the meeting and Andy Gray left the meeting.

- Could the planned growth still be met if the Research and Quality posts remained unchanged?
- It was critical to ensure that any decision of the Board had been reached through a process of due diligence on all issues proposed.
- Research was key to growing the reputation of the University and the enhancement of the quality post would ensure there was not a repeat of the issues identified around Higher Media Studies.
- Reassurance was required that the financial impact forecast for the years 2018-19 to 2022-23 could not be achieved without structural change.
- The new DP role would be a permanent post but would be subject to performance appraisal and meeting targets, as with every other post within the organisation.

Hazel Allen left the meeting.

- It was recognised that the current SMT was an excellent team. The risk of disrupting the team dynamic by bringing in another team member would be minimal.
- There was the potential of negative press if a senior position was established at this difficult financial time.
- Concerns were expressed over the provenance of the figures provided.
- The restructure would allow the college to protect jobs, to grow and provide opportunities for individuals within the organisation.
- Due process would be followed in respect of appointments to the enhanced Research and Quality roles.

The Chair summed up the debate suggesting that there was a general feeling of support for the proposals but questions remained on the format of the proposed SMT structure, on some of the figures provided and that clarification was required on some of the inherent risks. There could be a reputational risk to the college in investing money in senior posts but suggested that these costs were not significant when taken alongside the costs resulting from National Bargaining.

The Chair proposed, and the Board of Management was unanimous in **AGREEING** in principle to the proposed SMT restructure and establishment of the new DP post but subject to

- a. Articulation of all the risks associated with the proposal
- b. the new DP post being monitored on an ongoing basis and
- c. further evidence being provided on the ability to achieve the forecast financial impact.

The Principal was asked to report back to the Board of Management on these issues at the Board Development day on 27 April 2018.

6. LEARNING AND TEACHING COMMITTEE TERMS OF REFERENCE

A report by the Board Secretary advised that a review of the Terms of Reference of the Learning and Teaching Committee had been carried out by the Chair, in consultation with the Depute Principal and the Head of Research Development. It was proposed that the name of the Committee be changed to Learning, Teaching and Research Committee and the remit be amended to reflect the important role of research activity in the College.

The Board of Management **APPROVED** the recommendation from the Learning and Teaching Committee that its name be changed to Learning, Teaching and Research Committee and that the terms of reference be amended accordingly.

7. PROPOSED FEES FOR 2018/19

The Finance and General Purposes Committee, at its meeting held on 8 March 2018 had considered the proposed fee rates in respect of the tuition fees set by Inverness College UHI for the academic year 2018/19. The Committee had recommended the part time FE and Nursery Fees outlined in the report by the Director of Finance to the Board of Management for approval.

The Board of Management **APPROVED** the part time FE and Nursery Fees for 2018-19.

8. POLICIES

a. Health and Safety Policy Statement

The Audit Committee at its meeting held on 27 February 2018 had recommended the Health and Safety Policy Statement to the Board of Management for approval.

The Board of Management **APPROVED** the annual health and safety policy statement, which was signed by the Principal and the Chair of the Board and would be displayed within the college.

b. Risk Management

The Audit Committee at its meeting held on 27 February 2018 had recommended the Risk Management Policy to the Board of Management for approval.

The Board of Management **APPROVED** the revised Risk Management Policy.

9. ROYAL BANK OF SCOTLAND CONSOLIDATED CASH SERVICE

A report by the Director of Finance set out the rationale for wishing to sign up to a contract for cash deliveries to the College.

The Board of Management **AGREED** to adopt a resolution for the provision of the Royal Bank of Scotland Consolidated Cash Service (including Bulk Cash) and said resolution was duly signed by the Chair.

10. SCHEDULE OF BOARD MEETINGS AND EVENTS 2018-19

A report by the Board Secretary set out the annual schedule of board meetings and events for 2018-19.

The Board of Management **APPROVED** the schedule of board meetings and events for 2018-19 but in doing so noted that there might need to be some changes because of the integration discussions.

11. CAMPUS SPORTS DEVELOPMENT

A report by the Depute Principal proposed the installation of a synthetic sports pitch as Phase 1 of the Campus Sports Development project.

The Inverness Campus Sports Development Steering Group had agreed to take forward the installation of a synthetic sports pitch on the site identified for the campus sports facilities. The decision was taken on the basis that collating the necessary funds for the installation was achievable in the short term, whereas obtaining the funds required for the full development was unlikely in the short term. The pitch would be Phase 1 of the overall development and would be owned and operated by the college. A specification had been drawn up and it was anticipated that the cost would be in the region of £0.7 to £1M.

Several sources of funding or potential funding for Phase 1 had been identified, including from the college's ALF, The Highland Council (THC),

Sportscotland and UHI. If the Board approved the synthetic pitch as phase 1 of the development, Highlands and Islands Enterprise (HIE) would contribute the plot on which the development would be located.

The Board of Management **AGREED** to support the college's commitment to taking forward the installation of a synthetic sports pitch as phase 1 of the Campus Sports Development project.

12. PRINCIPAL'S REPORT

A report by the Principal provided an overview of new and continuing activity including:-

- Activity targets the college still anticipated achieving its FE credit target. The HE student numbers were currently ahead of target.
- Course development the BSc in Optometry had been approved and there were other course related initiatives, which were progressing well.
- Investors in People (IiP) retention of IiP Gold award
- Integration as discussed with the Chair of the Integration Board
- Targets and forward planning including the development of a financial strategy.

The Board of Management **NOTED** the report.

The Chair invited Tom Speirs to remain for the discussion and Tom duly accepted.

13. STUDENT RESIDENCES

A report by the Principal referred to issues at the student residences. An investigation had been carried out and further meetings had been held to both address the issues and to create the concept of a "safe campus".

The College had a duty of care/safeguarding for all students within the college and in the residences on the campus. This was set out in the Children (Scotland) Act 1995 and the Protection of Vulnerable Groups (Scotland) Act 2007.

The Board of Management expressed serious concerns that the increase in security to the residences at weekends, as agreed as an action within the investigation report had been withdrawn. Security was a contractual issue between UHI and CityHeart.

The Board were of the opinion that the duty of care required transcended any costs in the provision of enhanced security and questioned why this was not the priority of UHI. Not ensuring the health and safety of students would be a dereliction of duty.

It was confirmed that Student residences was included in the UHI Risk Register.

The Director of Organisational Development was assessing with Kingdom Security the cost of the provision of security at the residences at weekends with a view to Inverness College meeting the additional costs.

The Board of Management **AGREED** that a joint letter be sent from the Chair of the Board and the HISA Inverness President to the Chair of the UHI Court. The letter should express, in the strongest possible terms, their concerns about the lack of security at the student residences, particularly at weekends and the critical importance of the duty of care and health and safety of all students within the residences.

14. DRAFT MINUTES OF MEETINGS OF BOARD COMMITTEES

The Board **NOTED** the minutes of the committee meetings as follows:

- a) Longman Disposal Project Board 19 January
- b) New Campus Project Board 19 January
- c) Performance, Review and Remuneration Committee 22 February
- d) Chairs Committee 22 February 2018
- e) Longman Disposal Project Board 26 February and reconvened 28 February 2018
- f) Audit Committee 27 February 2018
- g) Human Resources Committee 1 March 2018
- h) Learning and Teaching Committee 6 March 2018
- i) Finance and General Purposes Committee 8 March 2018

The following item was included in the agenda for noting only and therefore no discussion took place at the meeting.

15. DATA PROTECTION AND INFORMATION SECURITY ONLINE TRAINING It was noted that some members had still to complete the Information Security and Data Protection online training modules

16. DATE AND TIME OF NEXT MEETING

Tuesday 26 June 2018 at 3.30 p.m.

Signed by the Chair:	 -
Date:	



MINUTES of the MEETING of the BOARD OF MANAGEMENT held in room 01, An Lochran, Inverness Campus on Friday 27 April 2018

PRESENT: Hazel Allen, Sarah Burton, Andy Gray, Jaci Douglas, Robyn

Kennedy, Carron McDiarmid, Helen Miller, Innis Montgomery, Fiona Neilson, Chris O'Neil, Gavin Ross,

Gabriel Starr, Neil Stewart, John Wilson

CHAIR: Neil Stewart

APOLOGIES: Ollie Bray, Brian Henderson, Chris Shaw, Steve Walsh

IN ATTENDANCE: Board Secretary

OBSERVER: Tom Speirs (Co-opted member)

There were no declarations of interest

1. PROPOSED SENIOR MANAGEMENT TEAM STRUCTURE

The Chair referred to the discussion at the Board of Management meeting on 22 March 2018. The Chair had proposed, and the Board of Management had been unanimous in **AGREEING** in principle to the proposed SMT restructure and establishment of the new DP post but subject to

- a. Articulation of all the risks associated with the proposal
- b. the new DP post being monitored on an ongoing basis and
- c. further evidence being provided on the ability to achieve the forecast financial impact.

A number of members had provided comments to the Chair in advance of the meeting on the assurances, which had been provided by the Principal.

The Principal spoke to his report, which set out the risks associated with the proposal and which gave further clarity to the financial forecasts.

A number of members voiced their support for the proposal.

The Chair summed up the view of the Board, which was that it strongly supported the Principal and the Senior Management Team in taking forward the revised SMT structure.

The Board of Management **APPROVED** the proposed structure as set out in the reports by the Principal.

Signed by the Chair:	
Date:	

Outstanding Actions from Board of Management

26 OCTOBER 2017				
Item	Action	Responsibility	Time line	Actioned
Risk Appetite	Raise issues with the board template at the next Joint audit chairs meeting	Board Secy / Chair of Audit	16 November May 2018 (risk not included in May agenda) November 2018	
22 MARCH 2018				
Item	Action	Responsibility	Time line	Actioned
Proposed SMT structure	 a. Articulation of all the risks associated with the proposal b. the new DP post being monitored on an ongoing basis and c. further evidence being provided on the ability to achieve the forecast financial impact 	Principal	27 April	Complete
Student Residences	A joint letter be sent from the Chair of the Board and the HISA Inverness President to the Chair of the UHI Court. The letter should express, in the strongest possible terms, their concerns about the lack of security at the student residences, particularly at weekends and the critical importance of the duty of care and health and safety of all students within the residences.	Chair, Board Secretary	Immediate Letter sent 13 April, follow up e mails 3 May and 6 June – no response	



Subject/Title:	Governance – Appointment of Vice Chair and change in Committee Membership
Author: [Name and Job title]	Fiona Ambrose, Board Secretary
Meeting:	Board of Management
Meeting Date:	26 June 2018
Date Paper prepared:	18 June 2018
Brief Summary of the paper:	John Wilson has intimated to the Chair of the Human Resources Committee that he wishes to step down as Vice Chair of that Committee due to personal circumstances. The Chair of the Human Resources Committee has asked the remaining members of the Committee if they would wish to take on the role of Vice Chair. Jaci Douglas had intimated to the Chair of the Learning, Teaching and Research Committee that she wishes to step down as a member of that committee due to pressures of work. The Chair of the Learning, Teaching and Research Committee is of the view that the Committee can carry a vacancy so there is no need to make an appointment at this time.
Action requested: [Approval, recommendation, discussion, noting]	 To appoint a member of the Human Resources Committee to the position of Vice Chair To note the resignation of Jaci Douglas from the Learning, Teaching and Research Committee
Link to Strategy: Please highlight how the paper links to, or assists with:: compliance partnership services risk management strategic plan new opportunity/change	
Resource implications:	No If yes, please specify:
Risk implications:	No If yes, please specify: Operational: Organisational:

Equality and Diversity implications:	No If yes, please	e specif	y:	
Consultation: [staff, students, UHI & Partners, External] and provide detail				
Status - [Confidential/Non confidential]	Non confiden	tial		
Freedom of Information Can this paper be included in "open" business* [Yes/No]	Yes			
*If a paper should not be include	ded within "ope	n" busir	ness, please highlight below the reason.	
Its disclosure would substantially prejudice a programme of research (S27)			Its disclosure would substantially prejudice the effective conduct of public affairs (S30)	
Its disclosure would substantially prejudice the commercial interests of any person or organisation (S33)			Its disclosure would constitute a breach of confidence actionable in court (S36)	
Its disclosure would constitute a breach of the Data Protection Act (S38)		Other (please give further details)		
For how long must the paper be withheld? (express either as the time which needs to pass or a condition which needs to be met.)				

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

 $http://www.itspublicAuthorities.asp\ \textbf{and}$

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



Subject/Title:	Records Management Policy
Meeting and date:	Board of Management – 26 June 2018
Extract from Minutes of the Meeting of the Audit Committee held on 29 May 2018	

RECORDS MANAGEMENT POLICY

The Policy had been revised to take account of the introduction of the EU General Data Protection Regulation (GDPR) which would supersede the Data Protection Act 1998. The records retention schedule had been associated with, but had not been formally recorded as being part of the policy. The revision took this into account.

Although there were only minor revisions made to the existing policy, because of the high profile of GDPR, the Committee **AGREED** to recommend the revised records management policy to the Board of Management for approval.



Subject/Title:	Records Management Policy
Author: [Name and Job title]	Suzanne Stewart, Information Development Manager
Meeting:	Audit Committee
Meeting Date:	29 th May 2018
Date Paper prepared:	17 April 2018
Brief Summary of the paper:	The policy has been revised to take account of the change in legislation. From 25 th May 2018, the EU General Data Protection Regulation (GDPR) comes in to effect. The regulation supersedes the Data Protection Act 1998. There will also be a UK Data Protection Bill that will be
	approved by Parliament very soon so this also needs to be included.
	The records retention schedule has been associated with the policy but was not formally recorded as being part of the policy so this is the main reason for the revision.
	The policy required a little updating (see parts highlighted in yellow) and the reference to an electronic records management system has been left in. It is believed that at some point in the near future a proper system for managing records will be adopted, even if it is a move to SharePoint
	The policy was discussed at SMT (21st May 2018).
Action requested: [Approval, recommendation, discussion, noting]	The Committee are asked to recommend the revised policy to the board of Management for approval.
Link to Strategy: Please highlight how the paper links to, or assists with:: compliance partnership services risk management strategic plan new opportunity/change	Legal Compliance Partnership Services Risk Management Change – keeping up to date
Resource implications:	Yes / No If yes, please specify:
Risk implications:	Yes / No

	If yes, please specify: Operational: Risk exists if we fail to ensure all staff are aware of their responsibilities in relation to retention of personal data beyond the retention period. This could expose the organisation to a considerable fine by the ICO and a lot of work in relation to data subjects rights.			
Equality and Diversity implications:	Yes/No If yes, please	e specif	y:	
Consultation: [staff, students, UHI & Partners, External] and provide detail	N/A			
Status – [Confidential/Non confidential]	Non Confidential			
Freedom of Information Can this paper be included in "open" business* [Yes/No]	Yes			
*If a paper should not be inclu-	ded within "ope	n" busir	ness, please highlight below the reason.	
Its disclosure would substantially prejudice a programme of research (S27)		Its disclosure would substantially prejudice the effective conduct of public affairs (S30)		
Its disclosure would substantially prejudice the commercial interests of any person or organisation (S33)		Its disclosure would constitute a breach of confidence actionable in court (S36)		
Its disclosure would constitute a breach of the Data Protection Act (S38)		Other (please give further details)		
For how long must the paper be withheld? (express either as the time which needs to pass or a condition which needs to be met.)				

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

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

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

Amended: (date)



RECORDS MANAGEMENT POLICY

REFERENCE: PL/CI/2014/001

DRAFT- November 2014

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

Amended: (date)

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RECORDS MANAGEMENT POLICY FRAMEWORK

Policy Statement

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

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

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

1. Purpose of the Framework

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

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

Scope

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

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

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

Amended: (date)

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Records Classification

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

Records Retention Schedule

A records retention schedule is in place and forms part of this policy, to ensure staff are able manage all records at departmental level. The records retention schedule will be revised from time to time as business requirements change so the current version will always be found on-line. This will be further developed as part of the UHI Tertiary Student Retention Schedule and further still when an electronic records management system is introduced.

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

Destruction & Disposal of Records

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

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

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

2. Legislative Framework/Related Policies

- Freedom of Information (Scotland) Act 2002
- Code of Practice on Records Management (under section 61 of FOISA)
- EU Data Protection Regulation, UK Data Protection Bill 2018
- Environmental Information (Scotland) Regulations 2004
- Health & Safety at Work Act 1974 (plus various associated regulations)
- Employment Law (various)
- Local Government in Scotland Act 2003
- The Public Records (Scotland) Act 2011
- Code of Audit Practice (Audit Scotland, March 2007)
- Information Security Policy
- Business Continuity Policy
- All college policies but specifically the Data Protection Policy & the Freedom of Information Policy

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

3. Responsibilities

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

Amended: (date)

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

4. Supporting Documents

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

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

5. Data Sharing

The sharing of personal data is covered by UK Data Protection Legislation and the EU General Data Protection Regulation (GDPR). Staff considering data sharing with a third party must first seek guidance from the college Data Controller at the earliest opportunity to discuss the purpose and nature of the proposed data sharing. In order to comply with legislation as well as manage and safeguard all personal data, a Data Sharing Agreement must be put in place between Inverness College UHI and the third party organisation. The legal basis for the sharing of personal data must be established and appropriate privacy notice(s) put in place. Where the legal basis for sharing is consent, consent must be obtained, prior to any data sharing taking place.

6. Access Arrangements

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

7. Responsibility for In-active Records

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

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

Amended: (date)

8. Monitoring & Compliance

The college Information Development Manager will monitor compliance with the records retention schedule in relation to the processing of personal data. Electronic records management activity will be monitored through review of customised system reports (once the electronic records management system is in place) and work in conjunction with departmental records management contacts to ensure on-going compliance with this policy. Activity will be reported to the senior management team on a regular basis.

9. Implementation Details

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

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



Subject/Title:	Data Protection Policy
Meeting and date:	Board of Management – 26 June 2018
Extract from Minutes of t	he Meeting of the Audit Committee held on 29 May 2018

DATA PROTECTION POLICY

The Policy had been revised to take account of the introduction of the EU General Data Protection Regulation (GDPR) which would supersede the Data Protection Act 1998.

Although there were only minor revisions made to the existing policy, because of the high profile of GDPR, the Committee **AGREED** to recommend the revised data protection policy to the Board of Management for approval.



Subject/Title:	Data Protection Policy	
Author: [Name and Job title]	Suzanne Stewart, Information Development Manager	
Meeting:	Audit Committee	
Meeting Date:	29 May 2018	
Date Paper prepared:	17 April 2018	
Brief Summary of the paper:	The policy has been revised to take account of the change in legislation. From 25 th May 2018, the EU General Data Protection Regulation (GDPR) comes in to effect. The regulation supersedes the Data Protection Act 1998.	
	The data principles have been condensed from 8 to 6 and the minimum duties of the nominated Data Protection Officer have been specified in the regulation.	
	The EU GDPR applies to all personal data processed about any European data subject. The purpose of the regulation is to bring commonality across the EEA and ensure the free flow of information between member states.	
	Failure to comply with the EU GDPR can result in considerable financial penalty (between 2-4% of annual turnover)	
	The policy was discussed at Scrutiny Panel (28 th February 2018) and at SMT (21 May 2018). Following approval from the Audit Committee, it will be submitted to the full Board of Management for final approval.	
Action requested: [Approval, recommendation, discussion, noting]	The Committee are asked to recommend the revised policy to the Board of Management for approval.	
Link to Strategy: Please highlight how the paper links to, or assists with:: • compliance • partnership services • risk management • strategic plan • new opportunity/change	Legal Compliance Partnership Services Risk Management Change – keeping up to date	
Resource implications:	Yes / No	

		cify: the role of the Data Protection Officer is outlined and the current Data Controller's job description is in the evised.
Risk implications:		cify: exists if we fail to ensure all staff are aware of their elation to the processing of personal data.
Equality and Diversity implications:	Yes/No If yes, please spec	cify:
Consultation: [staff, students, UHI & Partners, External] and provide detail	N/A	
Status – [Confidential/Non confidential]	Non Confidential	
Freedom of Information Can this paper be included in "open" business* [Yes/No]	Yes	
*If a paper should not be inclu	ded within "open" bu	siness, please highlight below the reason.
Its disclosure would substantial prejudice a programme of rese		Its disclosure would substantially prejudice the effective conduct of public affairs (S30)
Its disclosure would substantially prejudice the commercial interests of any person or organisation (S33)		Its disclosure would constitute a breach of confidence actionable in court (S36)
Its disclosure would constitute a breach of the Data Protection Act (S38)		Other (please give further details)
For how long must the paper be withheld? (express either as the time which needs to pass or a condition which needs to be met.)		

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

 $http://www.itspublicknowledge.info/ScottishPublicAuthorities/ScottishPublicAuthorities.asp\ \textbf{and}$

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



DATA PROTECTION POLICY

PL/GO/2017/001

Lead Officer	Director of Organisational Development and Performance
Review Officer	Information Development Manager
Date first approved by BoM	27 November 2009
First Review Date	25 May 2010
Date review approved by BoM	19 September 2017
Next Review Date	May 2018 2021
Equality impact assessment	Yes
Further information (where relevant)	Policy has been updated to include the responsibilities of various parties (feedback from recent data protection audit)

Reviewer	Date	Review Action/Impact
Information Development Manager	27.11.09	Amendments approved by BoM Audit Committee
Information Development Manager	25.05.10	Review approved by BoM Audit Committee
Information Development Manager	24.11.15	Review Approved by BoM Audit Committee
Information Development Manager	19.09.17	Review Approved by BoM Audit Committee

1. Policy Statement

Inverness College is committed to ensuring that the processing of personal data is only undertaken in the legitimate operation of the college's business.

The college collects and uses information (data) about its staff, students and other individuals and bodies that it has contact with, and aims to follow the 6 principles outlined within the EU General Data Protection Regulation (GDPR).

2. The Data Protection Principles

Personal data shall be:

- a) Processed lawfully, fairly and in a transparent manner in relation to the data subject
- b) Collected for specified, explicit and legitimate purposes and not further processed in a manner that is incompatible with those purposes; further processing for archiving purposes in the public interest, scientific or historical research purposes or statistical purposes shall, in accordance with Article 89 (1), not be considered to be incompatible with the initial purposes;
- c) Adequate, relevant and limited to what is necessary in relation to the purposes for which they are processed;
- d) Accurate and, where necessary, kept up to date; every reasonable step must be taken to ensure that personal data that are inaccurate, having regard to the purposes for which they are processed, are erased or rectified without delay;
- e) Kept in a form which permits identification of data subjects for no longer than is necessary for the purposes for which the personal data are processed; personal data may be stored for longer periods insofar as the personal data will be processed solely for archiving purposes in the public interest, scientific or historical research purposes or statistical purpose in accordance with Article 89 (1) subject to implementation of the appropriate technical and organisational measures required by the Regulation in order to safeguard the rights and freedoms of the data subject;
- f) Processed in a manner that ensures appropriate security of the personal data, including protection against unauthorised or unlawful processing and against accidental loss, destruction or damage, using appropriate technical or organisational measures.

3. Legislative framework/related policies/documents

- 3.1. Legislative framework includes:
- 3.2. EU General Data Protection Regulation 2016/679
- 3.3. Freedom of Information (Scotland) Act 2002
- 3.4. Public Records Scotland Act 2011
- 3.5. Related policies, procedures and documents include:
- 3.6. Inverness College Freedom of Information Policy
- 3.7. Inverness College Public Interest Disclosure (Whistle Blowing) Policy
- 3.8. Information Security Policy
- 3.9. Information Security Incident Management Procedure
- 3.10. IC University Partnership IS Acceptable Use Policy
- 3.11. Records Management Policy (including the college Records Retention Schedule)
- 3.12. Business Continuity Policy
- 3.13. Staff Recruitment & Selection Policy
- 3.14. Protecting Vulnerable Groups (PVG) Scheme procedure for New & Existing Staff Procedure
- 3.15. Protecting Vulnerable Groups (PVG) Admissions & Student Funding Team Procedure
- 3.16. Secure Handling, Use, Storage and Retention of Disclosure Information Procedure
- 3.17. DP Guidelines for Staff

4. Scope

- 4.1. Information/data is legitimately gathered and processed for a variety of reasons including the recruitment and payment of staff; the recruitment of students; the organisation and administration of courses and programmes; student prize giving and graduation ceremonies; the monitoring of health and safety arrangements; the monitoring of equality; diversity and inclusion strands (i.e. age, disability, gender, sexual orientation, race, ethnicity and religion) particularly in respect of student admissions/staff recruitment and the monitoring of performance; achievement and assessment and compliance with statutory obligations; Government agencies and other relevant bodies.
- 4.2. The college is registered as a data controller with the Information Commissioner's Office and endeavors at all times to maintain data in secure conditions. A general outline of the personal data Inverness College processes has been notified to the Information Commissioner and can be viewed via the ICO register at www.ico.org.uk under registration number Z7631145.
- 4.3. This Policy should be read in conjunction with other relevant documents and policies noted above in Section 3.

5. Responsibilities

- 5.1. **The College Board of Management** are responsible for the approval of the Data Protection Policy.
- 5.2. **The College Senior Management** Team are responsible for providing leadership and commitment to the embedding of the data protection principles and on-going review of the Data Protection Policy.
- 5.3. **The Director of Organisation Development** has strategic responsibility for data protection.
- 5.4. **The Data Protection Officer** is responsible for:
 - 5.4.1. Review & revision of the Data Protection Policy and for ensuring that the associated data protection guidance for staff is regularly updated to ensure currency.
 - 5.4.2. Development & delivery of staff training on data protection matters;
 - 5.4.3. Provision of advice & guidance to college staff at all levels on data protection matters and compliance with legislation;
 - 5.4.4. Acting as the Data Controller on behalf of the college which includes liaising with the ICO on matters relating to the processing of personal data and cooperating with the ICO;
 - 5.4.5. Monitoring & reporting to SMT on compliance with data protection legislation at departmental level:
 - 5.4.6. Maintaining a register of all Subject Access Enquiries and personal data released.
 - 5.4.7. Developing organisational data sharing agreements and maintaining a register of all current agreements.
 - 5.4.8. Maintaining an organization register with regard to all personal data held across the college.
 - 5.4.9. Providing advice where requested with regard to data protection impact assessments and monitoring compliance with the controls in place.
- 5.5. **All managers** are responsible for ensuring:
 - 5.5.1. the secure storage, access, control and management of the personal data processed within their functional area;
 - 5.5.2. Developing and maintaining a personal data register for the department

and all areas under their control;

- 5.5.3. for familiarising themselves with the Information Asset Owner Guidelines;
- 5.5.4. ensuring all staff they manage undergo training on data protection and information security on an annual basis.
- 5.6. All staff are responsible for ensuring:
 - 5.6.1. the security of the personal data that they process;
 - 5.6.2. ensuring compliance with both the data protection policy and the associated staff guidelines;
 - 5.6.3. ensuring they notify any data breach to the college Data Controller or ICT Manager immediately they become aware of it;
 - 5.6.4. All staff are responsible for ensuring they undertake an annual update on data protection and information security matters.

6. Compliance

- 6.1. This policy must be complied with and it will be audited regularly with reports going to the senior management team.
- 6.2. Compliance with this policy is the responsibility of all college staff. Any deliberate breach of the data protection policy may lead to disciplinary action being taken or access to the college's facilities being withdrawn or even criminal prosecution. Any questions or concerns about the interpretation of this policy should be addressed to the college's Data Protection Officer.
- 6.3. Any member of staff, student or other individual who considers that the policy has been breached in respect of personal data about them, should raise the matter with the college's Data Controller.
- 6.4. The Data Controller can be contacted by email: data.controller@inverness.uhi.ac.uk
- 6.5. This policy does not form part of the formal contract of employment but it is a condition of employment that employees abide by the policy and adhere to the guidelines which follow. Failure to adhere to the policy can therefore result in disciplinary proceedings.

7. Monitoring

- 7.1. Each college policy will be monitored and its implementation evaluated.

 Appropriate procedures for monitoring and evaluation are the responsibility of the lead officer. These procedures will be subject to audit by the Quality Unit.
- 7.2. The Data Controller will maintain statistical data regarding the number of enquiries and access to data requests. Such information will be reported to the Audit Committee on an annual basis.

8. Review

8.1. This policy will be reviewed on a 3 yearly basis





Subject/Title:	E Mail usage and retention policy
Meeting and date:	Board of Management – 26 June 2018
Extract from Minutes of the Meeting of the Audit Committee held on 29 May 2018	

E MAIL USAGE AND RETENTION POLICY

A recent internal audit was carried out by BDO into the College's preparation for compliance with the new General Data Protection Regulations Act. Whilst the audit highlighted that the College had appropriate policies and procedures in place a recommendation was made to automatically delete email after a defined period of time.

This approach was not appropriate for Inverness College, with a diverse education portfolio, research activities and funding and legislative requirements across various works streams and functions. Therefore, an Email and usage retention policy had been drafted to address the need to manage email appropriately, and not to retain indefinitely.

Monitoring reports would be provided to the committee.

The Committee **AGREED** to recommend the new E Mail usage and retention policy to the Board of Management for approval.



Subject/Title:	Email Usage and Retention Policy
Author: [Name and Job title]	Martin Robinson, ICT Services Manager
Meeting:	BoM Audit Committee
Meeting Date:	29 th May 2018
Date Paper prepared:	16 th May 2018
Brief Summary of the paper:	The policy was discussed at SMT (21st May 2018). Following approval from BoM Audit Committee, it will be submitted to the full Board of Management for final approval.
Action requested: [Approval, recommendation, discussion, noting]	The Committee are asked to recommend the new policy for final approval to BoM.
Link to Strategy: Please highlight how the paper links to, or assists with:: compliance partnership services risk management strategic plan new opportunity/change	6.4 To continue to develop our financial planning, risk management and business continuity processes to actively mitigate risk, protect our reputation and ensure our ongoing organisational sustainability;
Resource implications:	Yes / No If yes, please specify:
Risk implications:	Yes / No If yes, please specify: Operational: Risk of FOI requests being burdensome due to retention of data beyond processing period Organisational: Risk of personal data being held outside appropriate processing timescales.
Equality and Diversity implications:	Yes/No If yes, please specify:
Consultation: [staff, students, UHI & Partners, External] and provide detail	N/A
Status – [Confidential/Non confidential]	Non Confidential
Freedom of Information Can this paper be included in "open" business* [Yes/No]	Yes

Its disclosure would substantially prejudice a programme of research (S27)	Its disclosure would substantially prejudice the effective conduct of public affairs (S30)
Its disclosure would substantially prejudice the commercial interests of any person or organisation (S33)	Its disclosure would constitute a breach of confidence actionable in court (S36)
Its disclosure would constitute a breach of the Data Protection Act (S38)	Other (please give further details)
For how long must the paper be withheld? (expreither as the time which needs to pass or a cond which needs to be met.)	

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

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

Background

A recent internal audit was carried about by BDO into the College's preparation for compliance with the new General Data Protection Regulations Act which all organisations need to be compliant with by the 25th May 2018.

Whilst the audit highlighted that the College had appropriate policies and procedures in place a recommendation was made to automatically delete email after a defined period of time.

This approach is not appropriate for Inverness College, with a diverse education portfolio, research activities and funding and legislative requirements across various works streams and functions.

Therefore, an Email and Usage Retention Policy has been introduced to address the need to manage email appropriately, and not to retain indefinitely.

The Policy was considered by the SMT at its meeting on 21 May. It is submitted to Audit Committee and it is suggested that the Committee recommend it to the Board of management for approval as it is a new policy. As per the agreed process, the procedure will be progressed to SMT for final approval.

Email Usage and Retention Policy

The policy defines the appropriate use of email, for College purposes only, and that it should be managed not just collated. That is, email should only be retained if required.

On the policy being implemented it is suggested that some best practice examples are put in place to support these. Such as how to create folders to store emails needed longer term, the use of online archiving within Office 365, and how to automate the deletion of mails.



Email Retention and Usage Policy

REFERENCE: (will be inserted by Quality Unit)

DRAFT- date

Policy Owner	Director of Organisational Development and Performance
Lead Officer	ICT Services Manager
Review Officer	Information Development Manager
Date first approved by BoM	
First Review Date	
Date review approved by BoM	
Next Review Date	
Equality impact assessment	N/A
Further information (where relevant)	

Reviewer	Date	Review Action/Impact

Inve	erness College UHI	Page: 2 of 4
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6.	Compliance	4

4

Error! Bookmark not defined.

7. Monitoring

8. Review

1. Policy Statement

Email is subject to the Freedom of Information Act 2000, the EU General Data Protection Regulation 2016 and the UK Data Protection Bill 2018. As such it needs to be managed appropriately and only retained when required.

It is not appropriate to retain all emails indefinitely, or conversely to delete emails that could be viewed as records relating to a project or work activity subject to a longer retention period.

In addition, College email should be used for work purposes only and not used for personal communication or to subscribe to non-work related mailing groups, as these communications will also be subject to the regulations above.

2. Legislative framework / related policies

- 2.1. Freedom of Information Act 2000
- 2.2. General Data Protection Regulation 2016
- 2.3. UK Data Protection Bill 2018
- 2.4. Data Protection Policy
- 2.5. Information Security Policy
- 2.6. UHI Partnership Information Security Acceptable Use Policy
- 2.7. Records Management Policy
- 2.8. Freedom of Information Policy

3. Scope

3.1. This policy applies to all email sent and received by Inverness College UHI staff using their individual and, where relevant, group or team UHI email addresses.

4. Use of College Email

- 4.1. College email accounts should be managed securely and for work purposes only to comply with the relevant legislation above.
- 4.2. College email addresses should NOT be used to subscribe or login to nonwork related websites or mailing lists, e.g. paypal, ebay, shopping websites, facebook etc.
- 4.3. College email should NOT be used for non-work related communication or activity.
- 4.4. College email should NOT be downloaded or forwarded to a non-College PC, laptop or mobile devices. Access to email remotely should be done via the Office 365 portal (https://outlook.office.com/owa/?realm=uhi.ac.uk)

- 4.5. Do NOT use .pst files (Outlook personal folders) to archive emails to a PC or external hard disk. These are liable to be lost or overlooked when requested under FOI.
- 4.6. Anything you write, send or receive in an email may be subject to disclosure under FOI or the DPA. Email may also be used as evidence in legal proceedings.

5. Retention of Emails

- 5.1. College staff are responsible for managing their email in the same way they manage other business records.
- 5.2. The retention of email is governed by the information within it, not the medium it is stored. Please refer to the Record Management Policy for more information on the appropriate storage or records. For example, key communication regarding an EU funded project would require much more thought before deleting than emails to a colleague to arrange a meeting.
- 5.3. That is, due to the diverse work across the College, there is no "one size fits all" approach to email retention.
- 5.4. However, the presumption is that unless there are good reasons to retain an email it should be deleted and there are automated methods within your email client to comply with this.
- 5.5. Retention of emails should comply with the current data protection legislation. In particular, "Personal data shall be kept in a form which permit identification of data subjects for no longer than is necessary for the purposes for which the personal data are processed".
- 5.6. College staff should consult their line manager, in the first instance, where they require clarification on email retention and department records management.

6. Compliance

- 6.1. This policy is a cross wide college policy; and all staff must work to meet the requirements outlined within the policy.
- 6.2. Any staff found to be in breach of this policy may be subject to action through the College's disciplinary procedures.

7. Monitoring

7.1. This policy will be reviewed regularly, at least annually, by the ICT Services Manager and Information Development Manager to ensure it reflect changes in legislation and best practice.



Subject/Title:	Health and Safety Policy	
Meeting and date:	Board of Management – 26 June 2018	
Extract from Minutes of the Meeting of the Audit Committee held on 29 May 2018		

HEALTH AND SAFETY

This Policy had been submitted to the last Audit Committee in February. The committee had requested some changes. Whilst incorporating these into the policy, the Director of Organisational Development saw the opportunity to add reference to the business continuity plan.

As the information on the business continuity plan had not been seen by the Committee, it was agreed that the policy be referred back to this meeting for consideration.

The Committee **AGREED** to recommend the revised Health and Safety Policy to the Board of Management for approval



Subject/Title:	Health and Safety Policy	
Author: [Name and Job title]	Fiona Ambrose, Board Secretary	
Meeting:	Audit Committee	
Meeting Date:	29 May 2018	
Date Paper prepared:	21 May 2018	
Brief Summary of the paper:	The Policy was submitted to the last Audit Committee in February. The committee requested some changes, which the Director of Organisational Development incorporated. At the same time she saw the opportunity to add reference to the Business continuity plan. As the information on the Business continuity plan had not been seen by the Committee, it was agreed that the Policy be referred back for consideration at this meeting in May.	
Action requested: [Approval, recommendation, discussion, noting]	The Committee are asked to recommend the H&S policy to the Board of management for approval.	
Link to Strategy: Please highlight how the paper links to, or assists with:: • compliance • partnership services • risk management • strategic plan • new opportunity/change	Compliance with Health and Safety legislation.	
Resource implications:	No If yes, please specify:	
Risk implications:	Yes / No If yes, please specify: Operational: Risk to health and safety of staff, students and visitors Organisational:.Reputational risk	
Equality and Diversity implications:	Yes/No If yes, please specify:	
Consultation: [staff, students, UHI & Partners, External] and provide detail	N/A	
Status – [Confidential/Non confidential]	Non Confidential	

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

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HEALTH AND SAFETY POLICY

REFERENCE: PL/HR/2017/002

Policy Owner	Director of Organisational Development
Lead Officer	Health and Safety Manager
Review Officer	Health and Safety Manager
Date first approved by BoM	9 March 2009
First Review Date	7 March 2010
Date review approved by BoM	28 March 2017
Next Review Date	March 2018
Equality impact assessment	25 February 2016
Further information (where relevant)	Previous EIA 24.02.12

Reviewer	Date	Review Action/Impact
Health & Safety Manager	07.03.10	
Health & Safety Manager	30.05.12	
Health & Safety Manager	20.06.12	
Health & Safety Manager	19.03.15	
Health & Safety Manager	28.03.17	
Health & Safety Manager		

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1. Policy Statement

Health and Safety Policy Statement

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

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

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

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

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

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

Principal:	 Date:	
Chair man of Board:	 Date:	

2. Legislative Framework/Related Policies

- 2.1. The Health and Safety at Work etc. Act 1974.
- 2.2. Management of Health and Safety at Work (Amendment) Regs 2006
- 2.3. Provision and Use of Work Equipment Regulations 1998
- 2.4. Manual Handling Operations 1992
- 2.5. The Workplace (Health, Safety and Welfare) Regulations 1992
- 2.6. The Personal Protective Equipment Regulations 2002
- 2.7. Health and Safety (First Aid) Regulations 1981
- 2.8. Electricity at Work Regulations 1989
- 2.9. The Control of Noise at Work Regulations 2005
- 2.10. The Employers' Liability (Compulsory Insurance) (Amendment) Regs 2011
- 2.11. Fire Safety (Scotland) Amendment Regulations 2010
- 2.12. Reporting of Injuries, Diseases and Dangerous Occurrences Regs 2013
- 2.13. The Control of Substances Hazardous to Health (Amendment) Regs 2004
- 2.14. The Health and Safety Information for Employees (Amendment) Regs 2009
- 2.15. Health and Safety (Display Screen Equipment) Regulations 1992 (As amended 2002)
- 2.16. Corporate Manslaughter and Corporate Homicide Act 2007

3. Scope

- 3.1 This policy applies to all staff, students and visitors within Inverness College UHI.
- 3.2 Contractors are covered by this policy with reference to the contractors' management system.

4. Organisation and Responsibilities

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

4.1 Board of Management

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

4.2 Principal and Chief Executive

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

4.2.2 The Principal will:

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

4.3 Senior Management Team

- 4.3.1 The Senior Management Team has delegated authority and functional responsibility for the activities carried out within their areas of corporate influence.
- 4.3.2 In order to meet their health, safety and welfare responsibilities, they will:
 - Liaise with the Principal to establish the principles of continual improvement with regard to health, safety and welfare.
 - Be aware of the Health and Safety at Work Act 1974 and associated legislation relevant to the activities of the college.
 - Allocate sufficient financial resources to allow the policy and procedures to be effectively implemented.
 - Demonstrate commitment to achieving and maintaining a high standard of safety performance and accident prevention.
 - Ensure monitoring and review of the implementation of the Health and Safety Policy and Procedures.

4.4 Managers

- 4.4.1 Managers have a health and safety responsibility for the activities and functions carried out within their areas of operational responsibility.
- 4.4.2 In order to meet their responsibilities, Managers will:
 - Ensure risk assessments are carried out and regularly reviewed in line with the requirements of health and safety legislation and the college health and safety management policy and procedures.
 - Set clear measurable objectives to ensure progressive improvement.
 - Provide all personnel with, so far as reasonably practicable;
 - Safe place of work and learning
 - Safe plant and machinery
 - > Safe working and learning environment

- > Safe systems of work and learning of work
- Safe handling, storing and transportation
- Sufficient and competent information, instruction, training and supervision of staff, students and visitors.

4.4.3 Managers will be responsible for:

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

4.5 Health and Safety Manager

- 4.5.1 The Health and Safety Manager reports to the Director of Organisational Development and has responsibility for:
 - Reviewing, revising, implementing, embedding and monitoring compliance of all health and safety policies, procedures and arrangements.
 - Planning, implementing and co-ordinating the risk assessment, inspection and internal/external audit programmes.
 - Planning, Implementing and co-ordinating the risk assessment process.
 - Developing appropriate performance measures and reporting performance standards to ensure continuous improvement.
 - Liaising with HR regarding health surveillance requirements.
 - Preparing papers, reports and statistical data for identified Committees.
 - Ensuring and up to date fire management plan and emergency evacuation procedures, including personal evacuation plans, are tested and reviewed on a regular basis.
 - Recording of accident/incidents and reporting in accordance with the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR).
 - Investigating and reporting on accidents, incidents and/ or near misses.
 - Organising, co-ordinating and supporting safety personnel (first aiders and fire wardens).
 - Identifying information, instruction and training requirements and delivering effective solutions.
 - Contractor Management in association with the Estates Office.
 - Acting as a point of contact for Enforcing Authorities.
 - Maintaining own continuous professional development.
 - Monitoring effective implementation of the Safety Management Policy and in association with the Estates and Campus Services Manager, the Critical Incident protocols and Business Continuity Plan.

- Providing specialist advice and support to senior management and all departments/schools-curriculum areas including the disseminating of good practice.
- Ensuring that <u>all staff and students receive health and safety</u> <u>induction.</u>the appropriate initial college health and safety induction training is given to all new employees.
- Sanctioning the suspension, following consultation with the relevant SMT member, of activities where health and safety is being compromised significantly.

4.6 Estates and Campus Services Manager

- 4.6.1 The Estates and Campus Services Manager advises the appropriate member of the SMT and is responsible for:
 - Fire Marshalls at all campuses.
 - Ensuring all inspections and compliance testing is undertaken and audited. The testing and recording of all fire detecting equipment.
 - Ensuring all means of <u>escape evacuation</u> are fully maintained and functional.
 - The maintenance and inspection of all firefighting equipment.
 - All visiting contractors, including the control of the Approved Contractor Register and issuing of Permits to Work.
 - Ensuring all buildings, services and equipment owned or managed by the college are fit for purpose and do not cause, or contribute towards, unacceptable risks to health and safety.
 - Ensuring business continuity plan is up to date and tested. Testing inspection and maintenance of all building services in line with legislation.

4.7 Union Appointed Health and Safety Representatives

- 4.7.1 Staff appointed under the Safety Representatives and Safety Committees Regulations 1977 shall:
 - Assist with the promotion of safe working practices.
 - Familiarise themselves fully with the health and safety policy and arrangements.
 - Liaise with managers and the College Health and Safety Manager in accident investigations and safety audits.
 - Attend the College Health and Safety Committee, take part in proceedings, representing their members and presenting to them information gathered from meetings.

4.8 Fire Marshalls

- 4.8.1 Inverness College UHI campuses are sub-divided into zones. Each zone has an identified fire marshall whose responsibility is:
 - To ensure in an emergency, everyone evacuates their zone safely and does not re-enter until the "all clear" is given.
 - To assist disabled persons, where required, with evacuation to a place of safety and to ensure the chief fire marshal is advised accordingly.

4.9 First Aiders

- 4.9.1 Inverness College UHI campuses are sub-divided into zones. Each zone has identified First Aiders whose responsibility is:
 - To provide first aid for any staff students or visitors who require attention within their zone.
 - To check and ensure adequate first aid supplies are always available.

4.10 **Technicians**

- 4.10.1 Inverness College UHI campuses are sub divided into academic departments; each department has an Academic Technician whose responsibility is:
 - Install, monitor and review agreed health and safety systems including risk assessments, COSHH assessments and policies and procedures.
 - Assist in the education and training of employees and students, including participation in induction programmes, with regard to all relevant health and safety issues e.g. accident investigation, risk assessments, employee and student safety awareness etc.

4.11 Employees

- 4.11.1 The Health and Safety at Work Act and the Management of Health and Safety at Work Regulations place duties upon employees, at all levels, while at work. These duties include the following:
 - To take reasonable care for the health and safety of themselves and other persons who may be affected by their acts or omissions at work.
 - To co-operate with the employer, so far as is reasonably necessary to enable them to meet their statutory health and safety duties.
 - No-one may intentionally or recklessly interfere with or misuse anything provided in the interests of health, safety or welfare.
 - Any employee who is required to operate machinery, equipment, dangerous substances, transport, safety devices or a means of production is to do so in accordance with training or instructions provided by the employer.
 - Employees must make the employer aware of any serious imminent dangers to health and safety.

4.12 Students

- 4.12.1 All students shall comply with Inverness College UHI's Health and Safety Policy as published and with any health and safety procedures relating to the facilities which the student is using.
- 4.12.2 A student shall exercise reasonable care:
 - For his or her personal safety.
 - For the safety of other persons who may be affected by his or her acts or omissions.
 - For the safety of the property of Inverness College UHI and of its students, staff, officers and visitors.
- 4.12.3 It shall be a disciplinary offence for any student to:

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

5. Compliance

- 5.1. This policy must be complied with and it will be audited regularly with reports going to the appropriate committee.
- 5.2. Inverness College UHI will comply with legal and other requirements applicable to the identified health and safety hazards.
- 5.3. All new legal and other requirements will be evaluated, and documented, to determine applicability and impact to Inverness College UHI.

6. Objectives and Targets

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

7. Communication

- 7.1. The Health and Safety Policy shall be actively communicated throughout the College using a variety of channels; examples of such channels include but are not limited to:
 - Via the Policy Folder.
 - Inclusion within the new start/contractor induction process.
 - Provision to all external interested parties upon written request.
 - Health and Safety notice boards.

8. Monitoring

- 8.1. Each college policy will be monitored and its implementation evaluated. Appropriate procedures for monitoring and evaluation are the responsibility of the lead officer. These procedures will be subject to audit by the Health and Safety and Quality departments
- 8.2. The following health and safety monitoring methods may be used to monitor implementation:
 - Active methods monitor the design, development, installation and operation of management arrangements.

 Reactive methods identify evidence of poor health and safety practice through the risk assessment process and take immediate action as required.

9. Audit

- 9.1. A schedule will be developed and implemented to cover health, safety and environmental audits. Scope and criteria for audits will consider (but not be limited to):
 - Management system
 - Existing and new policies and procedures
 - Student enrolment and induction
 - Staff induction.
 - Risk assessment and environmental aspects
 - Outputs from external audits or previous internal audits
- 9.2. The Audits will be planned to ensure that areas which are subject to legal compliance are completed each year.

10. Review

- 10.1. This policy and supporting arrangements will be reviewed annually to ensure currency of content, arrangements, new legislative requirements and to provide a framework for the setting and reviewing of health and safety improvement objectives.
- 10.2. This policy may also be updated outside of the stated annual timeframe (i.e. changes to legislation, or as the result of review).
- 10.3. Revisions will brought to the attention of staff and students through agreed arrangements for health and safety and policy consultation and communication.



Subject/Title:	Revenue Budget 2018-19	
Meeting and date:	Board of Management – 26 June 2018	
Extract from Minutes of the Meeting of the finance and General Purposes Committee held on 7 June 2018		

REVENUE BUDGET 2018/19

A report by the Director of Finance provided a proposed revenue budget for 2018/19, using the information currently available in relation to funding allocations from UHI as the Regional Strategic Body.

The Director of Finance spoke to her report, highlighting the following issues:-

- The FE credit target for the Highlands and Islands Region had been reduced by 1,136 credits
- The FE capital and maintenance grant for 2018-19 had been reduced from the previous year and the element of grant proposed to be allocated specifically for revenue maintenance was £70,000
- 1.1M had been allocated for national bargaining pay costs for lecturing staff but this
 did not include cost of living increases or for any costs relating to support staff pay
 awards.
- Other income included a number of income headings, including e.g. nursery fees, commercial hospitality income and research income.

The Committee discussed the report at some length, and the following points were made:-

- the need to disaggregate the other income heading to give clarity to the individual elements,
- the level of exposure and whether contingency plans were in place if targets were not met
- whether costs were adequately controlled; if staff were fully aware of their roles and responsibilities
- the efficiency and effectiveness of the top slice by EO and whether the College was receiving the level of service required

The Committee **AGREED** to **RECOMMEND** the draft revenue budget for 2018-19 to the Board of Management for approval, together with a supplementary covering report, which highlighted the key points raised during the discussion.



Subject/Title:	Revenue Budget 2018/19 Supplementary Information
Author: [Name and Job title]	Fiona Mustarde, Director of Finance
Meeting:	Board of Management
Meeting Date:	26 June 2018
Date Paper prepared:	18 June 2018
Brief Summary of the paper:	The draft revenue and capital budgets for 2018/19 were presented to the Finance and General Purposes Committee of 7 June 2018, with a recommendation to the Board of Management for approval. Supplementary information in relation to the revenue budget was requested to be presented to the full Board meeting.
Action requested: [Approval, recommendation, discussion, noting]	Approval
Link to Strategy: Please highlight how the paper links to, or assists with:: compliance partnership services risk management strategic plan new opportunity/change	Sustainability, risk management, strategic plan
Resource implications:	Yes If yes, please specify:
Risk implications:	Yes If yes, please specify: Operational: Organisational:
Equality and Diversity implications:	No
Consultation: [staff, students, UHI & Partners, External] and provide detail	N/A

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

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

 $http://www.itspublicknowledge.info/ScottishPublicAuthorities/ScottishPublicAuthorities.asp\ \textbf{and}$

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

Revenue Budget 2018/19 Supplementary Information

Executive summary

The following information is intended to supplement the information provided within draft revenue budget proposals for 2018/19.

Background information

The draft revenue and capital budgets for 2018/19 were presented to the Inverness College UHI Finance and General Purposes Committee on 7 June 2018. There was considerable discussion on various points relating to the revenue budget and supplementary information was requested to accompany those papers to the Board of Management meeting on 26 June 2018.

Information was requested in relation to further detail behind the other income budget line, exposure and contingency plans, cost control and budgetary responsibility, and the UHI top slice.

Risk

There are risks within the proposed budget, some within our control and others outside. As part of the UHI region for further education, we will experience a reduction in FE funding in 2018/19 due to the SFC forecasting that the UHI region would not meet the credit target in 2017/18. Whilst we address the Inverness College UHI credit target achievement, we have no control over that of other institutions in the region. Failure to hit the FE credit target impacts on the following year.

For higher education activity, should we not meet our FTE target in 2018/19, we will receive less funding in 2018/19. This could also impact on future FTE allocations to the College.

To mitigate the impact of these risks, we seek to attract higher numbers of international and other full fee paying students. This is to be achieved through focussing on our key strengths and relevant markets. Efficiencies will be sought in resource management.

Other Income

The income budget headings broadly equate to how information is presented in the annual accounts. The "Other Income" heading groups together various income sources including more commercial activities such as catering, short course income, nursery and hairdressing income, along with research income and any other income which is not easily categorised. In terms of the budget presented, the breakdown is as follows:

Catering 812,120Short Course Income 350,000

•	Nursery fees	250,000
•	Research	200,000
•	Foundation	40,707
•	Hairdressing	40,000
•	Other income	665,000

Cost Control and Responsibilities

One of our key aims for 2018/19 is to ensure that budget holders own their budgets and apply appropriate levels of rigour and scrutiny in their budget management.

Our procurement team have provided a number of training sessions over the last year for budget holders and other staff involved in the procurement process. We will build on this and consolidate along with budget management training to enhance the knowledge and skills our budget holders have. Working with the budget holders to ensure that they have relevant, timely information to aid their decision making, budget holders will be held accountable for their areas of control.

The procurement team are continually seeking opportunities to achieve savings and efficiencies through our purchasing processes and we will explore whether there are further opportunities in relation to collaborative procurements with other UHI institutions.

UHI Top Slice

Members will be aware that there are some services which are provided to and on behalf of academic partners by UHI EO. To fund these services, UHI EO retain a top slice of income. The UHI EO Finance and General Purposes Committee have approved a draft budget for 2018/19 which now goes forward to University Court for approval.

The distribution of Higher Education income across the UHI partnership is calculated by applying the agreed Resource Allocation Model (RAM). Within the Resource Allocation Model (RAM) there is a top slice for UHI EO which is set at 35% of total student income (TSI). Total student income includes the main HE teaching grant and an assumed level of fee income but excludes teaching grant for nursing and teacher education. The top slice is applied at the highest level and not at individual academic partner level.

For 2018/19, the recurrent grant retention (top slice) proposed is £16.526m. The original budget for 2017/18 was £15.767m but the quarter 2 forecast took this to £16.106m.

There is also a regional top slice for Further Education. This top slice funds the Vice Principal Further Education, her direct staff, and FERB. For 2018/19, this top slice is £346,207 against £320,093 for 2017/18.



Subject/Title:	Proposed Revenue Budget 2018/19
Author: [Name and Job title]	Fiona Mustarde, Director of Finance
Meeting:	Finance and General Purposes Committee
Meeting Date:	7 June 2018
Date Paper prepared:	30 May 2018
Brief Summary of the paper:	To provide the committee with a proposed revenue budget for 2018/19, using the information currently available in relation to funding allocations from UHI as the Regional Strategic Body.
Action requested: [Approval, recommendation, discussion, noting]	Approval
Link to Strategy: Please highlight how the paper links to, or assists with:: compliance partnership services risk management strategic plan new opportunity/change	
Resource implications:	Yes If yes, please specify:
Risk implications:	Yes If yes, please specify: Operational: Budget holders to be provided with realistic budgets to ensure ownership and accountability. Organisational:
Equality and Diversity implications:	No If yes, please specify:
Consultation: [staff, students, UHI & Partners, External] and provide detail	

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

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Proposed Revenue Budget for 2018/19

Executive summary

As the final allocations of grant funding and credit targets have not yet been agreed by UHI as the Regional Strategic Body, the committee are asked to approve the revenue income and expenditure budgets for 2018/19 on the understanding that further amendments may be required pending the outcome of the UHI approval process.

Strategic Context

The College Strategic Plan covers the period 2017 to 2020. There are six key areas in this plan which are supported by a number of underpinning strategies. The current Finance Strategy was developed in 2013, prior to the new strategic plan, and although it covers the period through to 2020, the College recognises that there have been a number of changes which lead to a requirement for a refreshed five year financial strategy.

Key drivers in addition to the College Strategic Plan, come from the change in classification of incorporated colleges to public sector bodies on 1 April 2014, the alignment of the College to the UHI Regional Strategic Body, and an Audit Scotland national report titled "Scotland's Colleges 2016" which was published in August 2016.

The key recommendations for colleges to consider from the Audit Scotland report relate to developing long-term (a minimum of five years) financial strategies and workforce planning.

There continues to be considerable discussion between the FE sector, the Scottish Funding Council (SFC) and Audit Scotland with regard to consistent identification of the underlying financial position of incorporated colleges. This is in recognition of the treatment of certain items, for example deferred capital grant and depreciation, which are budgeted for separately by Scottish Government and therefore do not count towards our resource position (RDEL – Resource Departmental Expenditure Limit).

During 2017/18, the Scottish Funding Council have agreed a level of what is now termed Cash Budget for Priorities, based on the 2015/16 net depreciation values. Net depreciation is the balance of depreciation cost remaining after the application of deferred capital grant. However, this does not address the significant gap between the deferred capital grant and depreciation resulting from the new campus development.

With this in mind, we have presented the budget with these items separately identified to show the underlying position. The main focus for the College is to ensure that we deliver our services within a break-even resource budget position.

Budget 2018/19

The summary budget for 2018/19 is set out in the table in Appendix 1. This contrasts the proposed budget with the 2017/18 budget. The table also includes the current forecast outturn position for 2017/18, based on projected outturn figures at 30 April 2018.

SFC published the final funding allocations at regional level for both HE and FE funding on 18 May 2018. Whilst there was minimal change between the indicative and final allocations at HE level, there was more movement in the FE allocations.

There has been significant debate within the UHI partnership regarding the FE funding allocations to the institutions which, along with the credit targets, have yet to be finalised. The draft budget presented is based on the grant funding figures presented to UHI Finance Directors Practitioners Group (FDPG) in May 2018.

2018/19 Budget Assumptions

Information is given in the following sections on the assumptions made and methods of calculation used in arriving at the budget for 2018/19. This is provided to aid committee members in considering the proposals.

INCOME

SFC FE Recurrent Grant

The forecast for SFC grant is based on the indicative distribution of the final funding allocation for 2018/19 as discussed at Partnership Council, UHI FDPG and FERB. The credit target for the Highlands and Islands Region has reduced from the 2017/18 target of 110,967 to a target of 109,831 for 2018/19, a reduction of 1,136 credits.

There are two drivers to this reduction in credits. The first is a credit reduction across the whole sector and this resulted in a loss of 585 credits to the Highlands and Islands Region. The second is a reduction imposed as a result of data returned to the SFC through the Further Education Statistics (FES) quarterly reporting which has resulted in a further loss to the region of 552 credits.

The current estimate of recurrent grant includes funding of £1,156,395 for Inverness College UHI specifically in respect of national bargaining pay costs. This element is for the uplift for teaching staff only.

SFC Other Grants

The FE capital and maintenance grant for the College for 2018/19 is a reduction on the previous year. This is outlined in more detail in the Capital Budget Plan for 2018/19. The element of grant proposed to be allocated specifically for revenue maintenance is £70,000.

The other grants which the College anticipate are the ESOL grant (£35,568) and also the EMA grant (£12,000).

SFC Unitary Charge Grant

The proposed budget for SFC unitary charge funding reflects the anticipated funding due from SFC as per the NPD funding model of £4,671,980 and £57,000 for estimated insurance costs. The NPD funding model increases each year in line with indexation. The insurance recharge is classed as a pass through cost in terms of the contract and is therefore funded in full as per our agreement with SFC.

UHI HE Income

The overall PPF target for UHI for 2018/19 has been set at 6,307 FTEs. Inverness College's PPF target is 1,618 FTEs for 2018/19, compared to our PPF target of 1,595 FTEs for 2017/18. This results in an undergraduate RAM allocation for 2018/19 of £4,710,884.

Other expected teaching grant income from UHI in 2018/19 includes a RAM allocation for postgraduate students of £43,648, funding for leadership payments of £115,094, and funding for PGDE students estimated at £125,000

UHI Specific Grants

UHI will receive two separate elements of research grant funding from SFC in the form of Research Excellence Grant and Innovation Fund. The estimated value of these grants for the College for 2018/19 is £75,000.

Grant funding is provided by UHI in respect of the LIS recharge made to partners for ICT services they provide in relation to FE activity. Note that this grant funding covers the recharge but not the VAT cost associated with this. The estimated value of this grant funding for 2018/19 is £295,000.

The College also expects to receive strategic investment funding from UHI amounting to £175,453.

Fees and Charges

The estimate of fee income for 2018/19 is based on the 2017/18 fee income generated. This takes the Fees & Charges income target to £3,330,096 for 2018/19, compared to the budget level of £3,133,554 for 2017/18, an increase of £196,542. This reflects an inflationary uplift for the increase in part-time fee and international fee rates, and an increased level of international fee paying students.

SDS and FWDF Income

The budget for SDS Contracts for 2018/19 includes estimated contract values for both the Modern Apprenticeship contract and the Foundation Apprenticeship contracts. There is also an estimated value of £130,000 relating to the Flexible Workforce Delivery Fund.

European Funding

In 2017/18 we had budgeted for £62,500 ESIF funding based on 250 credits at £250 per credit. This funding is in relation to students that are tagged as undertaking FE courses eligible for European funding support. There is no ESIF FE funding for 2018/19

Other Income

Estimates of other income have been calculated from the 2017/18 budget base levels and anticipated actuals. The proposed budget for 2018/19 is an income target of £2,357,827, an increase on the 2017/18 budget of £248,937. The short course income budget has been moved from fees and charges and is now reflected in other income.

EXPENDITURE

The expenditure budgets proposed have been formulated through an assessment of organisational requirements and the resource available to achieve these. Efficiencies will continue to be sought across the College to ensure financial sustainability and will be achieved through effective deployment of resources and good budget management.

Staff Related Expenditure

Payroll costs have been based on established posts as at April 2018. This takes into account current vacancies and planned increments during 2018/19. Staff related costs, are estimated to be £15,712,158 for 2018/19, compared to a budget of £14,442,405 in 2017/18.

Academic temporary staff levels have been reviewed for 2018/19, taking into account the profile of staffing between fixed term contracts and supply staff.

The most significant budget risk for 2018/19 relates to the impending job evaluation for support staff and cost of living pay increases. The job evaluation project is not sufficiently advanced to calculate the costs with any degree of accuracy and therefore no attempt has been made to incorporate this into the budget at this stage. It should be noted that although the SFC has allocated grant funding for these costs, these are also not included pending finalisation of the project. Provision has been made for a cost of living pay uplift.

Property Related Expenditure

The proposed budget for property costs, excluding the unitary charge, is £1,125,660 for 2018/19, the same level as 2017/18.

The Unitary Charge expenditure budget of £4,197,424 is based on the value stipulated as per the contract value. An allowance has been made in the insurance budget for the insurance pass through cost due as per the contract. The insurance is funded in full by SFC. The VAT in relation to this charge (£839,485) is included within Supplies and Services expenditure thereby giving a total budgeted cost of £5,036,909.

Under the terms of the contract, the College is entitled to make deductions from the monthly payment due if certain standards are not met by GTFM. For the purposes of budgeting, we have assumed a low level of deductions in relation to the performance of GTFM.

Other Expenditure

The proposed budget for transport related costs of £97,400 for 2018/19 is an increase of £14,185 on the 2017/18 budget. The higher vehicle costs experienced in 2017/18 are the result of extensive repairs required to a number of vehicles.

The supplies and services proposed budget for 2018/19 of £4,351,984 is a significant increase on the 2017/18 budget of £3,643,950. There are items of expenditure which have not previously been budgeted for where we have unavoidable costs. Examples are the LIS recharge from UHI, BSL interpretation services, external training provision and academic supplies. We will work closely with Budget Holders to ensure that they have sufficient information to enable them to manage within their allocated budgets and achieve value for money in procurement.

Current Year (2017/18) Performance

The anticipated outturn for the current year as at April 2018 is a deficit of £110,003, compared to a budgeted position of break even, excluding the deferred capital grant and depreciation.

Pressures in Setting a Break Even Budget

When setting the budget for 2018/19 the College has made a considered assessment of income and expenditure for the coming year. Funding for national bargaining is specifically identified for individual colleges but other grants remain dependent on successful performance of the region as a whole.

It is clear to senior management that a key point of focus is to increase full fee paying activity, whether that is achieved through successful recruitment of international and other UK students or the commercial course offering.

General

At present, the Government measurement for inflation, the Consumer Prices Index (CPIH), is sitting at 2.2% for April 2018. There has been no budgetary uplift for inflation included and the College will mitigate the impact of inflation through achieving value for money through our procurement processes.

INVERNESS COLLEGE BUDGET ESTIMATES 2018/19 PERIOD 1 AUGUST 2018 TO 31 JULY 2019

Depreciation

Surplus / (Deficit)

	2018/19	17/18 Est	2017/18	2018/19 Bu	ıdget
	Budget	Outturn	Budget	Variation to 2	2017/18
	£	£	£	£	%
INCOME					
SFC Recurrent Grant	8,997,862	7,999,542	7,999,542	998,320	12.5%
Other Grants (SFC)	117,568	252,525	180,671	-63,103	-34.9%
Unitary Charge	4,785,980	4,700,000	4,699,156	86,824	1.8%
UHI HE Income	5,140,079	4,657,930	4,657,930	482,149	10.4%
Student Support Funds	2,269,605	2,374,000	2,209,000	60,605	2.7%
Fees and Charges	3,330,096	3,362,000	3,133,554	196,542	6.3%
SDS and FWDF	755,214	650,000	637,595	117,619	18.4%
European Funds	0	0	62,500	-62,500	
Other income	2,357,827	2,171,000	2,108,890	248,937	11.8%
Deferred grant					
TOTAL INCOME	27,754,231	26,166,997	25,688,838	2,065,393	8.0%
EXPENDITURE					
Staffing	15,515,708	14,352,000	14,245,955	1,269,753	8.9%
Other Staff costs	196,450	242,000	196,450	0	0.0%
Property Related	1,125,660	1,196,000	1,125,640	20	0.0%
Unitary Charge	4,197,424	3,881,000	4,184,628	12,796	0.3%
Transport Related	97,400	103,000	83,215	14,185	17.0%
Supplies and Services	4,351,984	4,134,000	3,643,950	708,034	19.4%
Student Support Funds	2,269,605	2,369,000	2,209,000	60,605	2.7%
Pension Interest & full Dep'n					
TOTAL EXPENDITURE	27,754,231	26,277,000	25,688,838	2,065,393	8.0%
Net Surplus / (Deficit)	0	(110,003)	0	0	
Deferred grant	321,002		753,176		

1,705,832

(1,384,830)

1,836,037

(1,082,861)



Subject/Title:	Capital Expenditure Plan 2018-19	
Meeting and date:	Board of Management – 26 June 2018	
Extract from Minutes of the Meeting of the Finance and General Purposes Committee held on 7 June 2018		

CAPITAL EXPENDITURE PLAN 2018/19

A report by the Director of Finance provided information on the capital funding allocations to Inverness College UHI for 2018/19 and the proposed use of these funds. The report also set out two options for the internal budget allocation of the capital funds.

The Director of Finance spoke to her report, highlighting the following issues:-

- The FE capital allocation for 2018/19 was £194,605 as against an allocation of £276,846 for 2017/18.
- The reduction in FE capital allocation and restrictions on the use of some of the allocated funding had resulted in a reduction of funding available for ICT and other equipment procurement, after allowing for a reduced level of investment in general maintenance.

The Committee discussed the report and **AGREED** that option two within the report was the preferred option, namely: that no budget allocation be made for other capital equipment in 2018/19 and the distribution was instead allocated to ICT. This was on the basis that a number of items identified through the operational planning process had already been taken forward through the most recent submission to the Scottish Colleges Foundation.

Accordingly, **AGREED** to **RECOMMEND** the draft capital budget for 2018-19 to the Board of Management for approval, based on option 2 above.



Subject/Title:	Capital Plan 2018/19
Author: [Name and Job title]	Fiona Mustarde, Director of Finance
Meeting:	Finance and General Purposes Committee
Meeting Date:	7 June 2018
Date Paper prepared:	25 May 2018
Brief Summary of the paper:	To provide the committee with information on the capital funding allocations to Inverness College UHI for 2018/19 and the proposed use of these funds, with a recommendation that the committee approve option 2.
Action requested: [Approval, recommendation, discussion, noting]	Approval
Link to Strategy: Please highlight how the paper links to, or assists with:: compliance partnership services risk management strategic plan new opportunity/change	
Resource implications:	Yes If yes, please specify: Must ensure funds are fully utilised in year and on budget.
Risk implications:	Yes If yes, please specify: Operational: Organisational: if funds not utilised or overspent could lead to reduction in future years allocations
Equality and Diversity implications:	No If yes, please specify:
Consultation: [staff, students, UHI & Partners, External] and provide detail	

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

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

 $http://www.itspublicknowledge.info/ScottishPublicAuthorities/ScottishPublicAuthorities.asp\ \textbf{and}$

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

Capital Plan 2018/19

Executive summary

The committee are asked to approve the capital expenditure plan for 2018/19.

Capital Funding Allocations 2018/19

Capital grant funding for Inverness College UHI comes from UHI but there are two separate funding streams, college and university. As with the main revenue grant funding, the Scottish Funding Council (SFC) allocates the funding to UHI in the first instance. UHI then agree how this allocation will be split across the partnership through a combination of meetings such as FERB, Partnership Council, and University Court.

The final allocations for 2018/19 were announced by SFC on 18 May 2018 for both the university and college sectors. It should be noted that the funding year for capital is from 1 April to 31 March and is not in line with the College financial year beginning 1 August.

FE Capital

There is significant change in the 2018/19 allocations for the college sector. A survey was commissioned by SFC during 2017/18 to identify the condition of college estates across the sector. This has resulted in funding targeted at specific buildings identified in the sector condition survey but a reduction in the general lifecycle maintenance allocation.

The UHI allocation for capital and maintenance in 2017/18 was £1,367,789. The UHI allocation for 2018/19 for backlog maintenance identified through the survey is £3,844,150 whilst the general lifecycle maintenance amounts to £822,257.

The impact on Inverness College UHI is an overall reduction of £42,324 from 2017/18 to 2018/19. There is an allocation of £60,665 to Inverness College UHI for backlog maintenance and a general lifecycle maintenance allocation of £133,940 giving a total FE capital allocation for 2018/19 of £194,605 as against an allocation of £276,846 for 2017/18.

In 2017/18, £150,000 was allocated to revenue maintenance leaving £126,846 for capital expenditure. Due to the reduced allocation for 2018/19, the proposal is to allocate £70,000 to revenue maintenance leaving £63,940 available for capital expenditure.

HE Capital

The HE capital funding allocated to UHI comprises two elements of capital maintenance grant, and research capital from the Department of Business Innovation and Skills (BIS). The HE capital allocations can only be applied to buildings works and cannot be used, for example, to purchase equipment.

The UHI allocation of capital maintenance grant for 2018/19 is £937,091 (2017/18 - £789,619) – an increase of £147,472 or 18%. The allocation for research capital from the Department of Business Innovation and Skills (BIS), through SFC of £484,302 (2017/18 - £538,938) – a decrease of £54,636 or 10%. This represents an overall increase in capital budget of £92,836 or 7%.

The allocation of the capital maintenance grant to academic partners for 2018/19 uses a baseline minimum which all partners receive of £6,618 (11% of the allocation) and the remaining £696,061 is allocated on the basis of student activity measured by FTEs. The 2018/19 capital maintenance allocation for Inverness College UHI is £187,412 (2017/18 £146,031).

The BIS research capital is allocated across the partnership on the same proportions as the research excellence grant (REG) distribution. For Inverness College UHI 2018/19 this equates to £12,968 (2017/18 £14,431).

This gives a total HE capital allocation for Inverness College UHI of £200,379 for 2018/19.

Capital Expenditure Plan 2018/19

The reduction in FE capital allocation and restrictions on the use of some of the allocated funding have resulted in a reduction of funding available for ICT and other equipment procurement, after allowing for a reduced level of investment in general maintenance.

Proposed Capital Plan	2018/19 Option 1	2018/19 Option 2	2017/18
	£	£	£
Grant Funding			
FE Capital and Maintenance Grant	133,940	133,940	276,846
FE Backlog Maintenance	60,665	60,665	-
HE Capital Grant	200,379	200,379	160,462
Less allocated to revenue maintenance	(70,000)	(70,000)	(150,000)
Total Capital Grant	324,984	324,984	287,308
Capital Expenditure			
ICT Equipment	50,000	63,940	60,000
General Equipment	13,940	-	66,846
Buildings	261,044	261,044	160,462
Total Planned Capital Expenditure	324,984	324,984	287,308

It was previously agreed to proceed with the tractor shed refurbishment at the Scottish School of Forestry in Balloch as the first call on the 2018/19 capital funds. It was therefore not possible to finalise any further plans without confirmation of the funding allocation for 2018/19.

The backlog maintenance element of FE capital funding relates to the buildings at Balloch and HE capital can only be utilised for buildings purposes. A number of other works were identified through the operational planning process and a prioritisation exercise will now take place to determine which works can be taken forward during 2018/19, dependent on the final costs of the tractor shed refurbishment.

Two options have been proposed for the internal budget allocation of the capital funds. Both options propose the same level of reduction to the revenue maintenance allocation.

In option 1, the budget for ICT capital equipment for 2018/19 has been proposed as £50,000, a reduction of £10,000 against the 2017/18 budget and the budget for general capital equipment for 2018/19 has been proposed at £13,940, a reduction of £52,906 from 2017/18.

Option 2 proposes that there is no budget allocation for other capital equipment in 2018/19 and the distribution is instead allocated to ICT. This is on the basis that a number of items identified through the operational planning process have already been taken forward through the most recent submission to the Scottish Colleges Foundation.

Should there be any pressing requirements for capital equipment in 2018/19 that have not been addressed, these could form the basis for the next submission to the Foundation.



Subject/Title:	International Strategy	
Meeting and date:	Board of Management – 26 June 2018	
Extract from Minutes of the Meeting of the Finance and General Purposes Committee held on 7 June 2018		

INTERNATIONAL STRATEGY

A covering report by the Director of Business Development provided some background to the development of the international strategy and its link to the UHI Strategic Vision and plan 2015-2020.

The Committee discussed the draft strategy and were pleased to note that

- the focus was on students and the benefits of global citizenship
- there was a plan to extend the summer schools currently on offer and that the small profit margin from these summer schools would be reinvested in the International Development budget for the following year.
- the targets were both realistic and achievable

The Committee thanked the Director of Business Development for a well-written and clear piece of work and **AGREED** to **RECOMMEND** the international strategy to the Board of Management for approval, subject to baseline figures being added to targets for comparison.



Board of Management

Subject/Title:	International Strategy
Author:	Georgina Parker, Director of Business Development
Meeting:	Finance & General Purposes Committee
Meeting Date:	7 June 2018
Date Paper prepared:	30 May 2018
Brief Summary of the paper:	An International Strategy has been developed, through a range of workshops and consultative activities involving managers, staff, external agents and consultants.
Action requested: [Approval, recommendation, discussion, noting]	The committee is requested to discuss the international strategy and recommend it to the Board of Management for approval
Link to Strategy: Please highlight how the paper links to, or assists with:: • compliance • partnership services • risk management • strategic plan • new opportunity/change	The ICUHI International Strategy links to all of the University's strategic aims, as internationalisation can positively impact student life, curriculum, professional practice, organisational development, research and innovation and sustainability. Compliance: UKVI – licence held by UHI New opportunity: Growth in International Student Fees and commercial income Risk Management: UHVI – licence held by UHI
Resource implications:	Yes / No If yes, please specify: Whilst there are no immediate resource implications, as planned activities are funded from un-budgeted income from commercial course activity and external sources, consideration will be given to the business case for budgeted expenditure in future years.
Risk implications: Equality and Diversity	Yes / No If yes, please specify: Organisational: International recruitment. Measures to ameliorate risk will be identified as part of the strategy development. Risk in relation to UHI licence Financial: Impact on cash flow of move to UHI regional MA contract Yes/No
implications: Consultation: [staff, students, UHI & Partners, External] and provide detail	Range of staff and managers UHI VP for International and External Relations SDI – Scottish Development International

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

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

Recommendation

That the Committee recommends the International Strategy to the Board of Management for approval.

Background

The UHI Strategic Vision and plan 2015-20 articulates that "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."

Recruitment of students outside of the European Union has been minimal to date by both UHI and ICUHI. UHI as a whole had only 1% non-EU students in 2014/15, compared with other "Modern" Scottish Universities who had between 3-12%. (Audit Scotland, Based on SFC HESA individual student records). However, engagement with the Erasmus programme at ICUHI has grown steadily year on year in terms of both student and staff engagement.

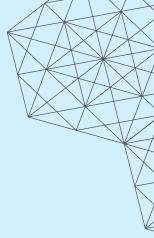
Commercial international activity at ICUHI has grown significantly over the past two years, with bespoke short courses developed and delivered for US and Chinese Universities. These have enhanced our international reputation while strengthening our relationship with current participating universities who are actively seeking to broaden our relationship.

International Strategy

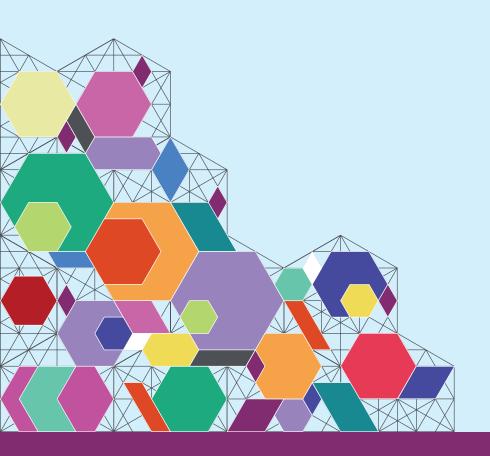
An International Strategy has been developed, through a range of workshops and consultative activities involving managers, staff, external agents and consultants. UHI managers have been invited to each of these events and participated in some, in order that shared opportunities and challenges could be considered.

The attached strategy and associated targets have been approved by the Senior Management Team.

START TOMORROW TODAY



International Strategy 2017/2018 – 2021/2022





International Strategy 2017/2018 - 2021/22

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 (ICUHI) on our strategic approaches to International Student Recruitment and Business Development.

The strategy will align with the University of the Highlands and Islands (UHI) International Strategy and staff should make use of this strategy when creating their Operational Plans. In order to achieve our goals, employees across UHI should embrace and help drive the strategy with support from the International Team.

Context

The UHI Strategic Vision and plan 2015-20 articulates that "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."

The ICUHI International Strategy links to all of the University's strategic aims, as internationalisation can positively impact student life, curriculum, professional practice, organisational development, research and innovation and sustainability.

Recruitment of students outside of the European Union has been minimal to date by both UHI and ICUHI. UHI as a whole had only 1% non-EU students in 2014/15, compared with other "Modern" Scottish Universities who had between 3-12%. (Audit Scotland, Based on SFC HESA individual student records). However, engagement in the Erasmus programme at ICUHI has grown steadily year on year in terms of both student and staff engagement.

Commercial international activity at ICUHI has grown significantly over the past two years, with bespoke short courses developed and delivered for US and Chinese Universities. These have enhanced our international reputation while strengthening our relationship with current participating universities who are actively seeking to broaden our relationship.

Internationalisation

Internationalisation is the practice of incorporating global perspectives and dimensions into the purpose, functions or delivery of education. Our internationalisation ambitions support our own stated purpose in terms of "enriching our Highland communities and having a national and international reach".

Strategic Goals

Over the period 2017/2018 to 2021/2022, the ICUHI International Strategy will pursue the following strategic goals:

- 1. Achieve a step change in international income to £610K made up of £460K student fees and £150K commercial, against a baseline of £123K for both.
- 2. 12-15% full time, degree-seeking international enrolment on specialised courses (currently: Architectural Technology, Civil Engineering, Forest Management, Geography and Oral Health; Optometry and Outdoor Education and Learning from 2019) from a baseline of <1%.
- 3. Give all students the opportunity to engage internationally; with 3% of full time, degree-seeking ICUHI students studying or interning abroad from a baseline of <1%.
- 4. 15% conversion rate on full time, degree-seeking international applications
- 5. Increase our international research and innovation activity to 15% from a baseline of <1%.

Strategic Objectives

In order to reach our strategic goals, a number of strategic objectives must be achieved.

Strategic Objective 1: Prepare ICUHI students for life and work in an increasingly global economy by internationalising the campus and curriculum

We will achieve this by:

- Creating a marketing and communications plan to promote the benefits and importance of an internationalised education upon graduation
- Getting buy-in from management, academics and staff in the advisement and promotion of international initiatives for students
- Ensuring that all ICUHI graduates have the opportunity to engage internationally through coursework, research, volunteer or ambassador work, clubs and/or international mobility
- Confirming that all courses have suitable international mobility options that will allow students to complete course requirements abroad
- Establishing course specific pathways for natural participation in international mobility (e.g. semesters abroad, short-term programmes, work placements)

Strategic Objective 2: Increase the number of international students from new and existing markets to provide an opportunity to diversify our income and decrease reliance upon SFC grant funding

We will achieve this by:

- Responding promptly and personally to international student enquiries and applications to increase the application conversion rate
- Exceeding international student service expectations through personalised application, pre-arrival and induction information and services that are tailored to diverse international student populations and facilitate positive integration
- Establishing a range of progression opportunities in collaboration with the ESOL and Languages Department to meet the needs of specific target markets including pathway programmes, bespoke short-term programmes, summer programmes and general English language courses
- Designing a portfolio of "off the shelf" programmes that can be readily marketed to prospective partners and markets
- Seeking out ways to maximise international resources and establish quality agent relationships

Strategic Objective 3: Create a diverse ICUHI student community to increase the attractiveness of our university to potential students, staff and employers

We will achieve this by:

- Ensuring that all international students have personalised support throughout their student journey to ensure a unparalleled student experience
- Welcoming and responding to international student feedback (mid-term and end-of-term) on provision, pastoral care and programming
- Fostering buy-in across the institution to ensure a welcoming and culturally competent working and learning environment
- Investigating opportunities to develop new, internationally relevant courses in unique models that combine face-to-face and the university's virtual learning environment to meet global academic and employability needs
- Seeking opportunities in markets for short-term, exchange and degreeseeking recruitment to avoid the risk of relying on a single market or model

Strategic Objective 4: Enable staff to broaden their educational and industry sector knowledge and experience through international engagement

We will achieve this by:

 Aligning staff policies and procedures, from hiring through Professional Development Reviews, with the institution's internationalisation objectives

- Aiming to attract quality, diverse staff who will support the internationalisation objectives and create a multicultural institutional
- Ensuring that staff and departments are educated, engaged and encouraged to participate in international work
- Giving staff the tools and training to advise on international mobility (for staff and students) and instruct and support international students to become personally invested in the internationalisation of their course, department and institution
- Creating a marketing and communications plan to promote the international engagement opportunities for staff (e.g. Erasmus, guest lecturing)

Strategic Objective 5: Expand research excellence and innovation through international collaboration

We will achieve this by:

- Establishing a strategic portfolio of multi-disciplinary and sustainable partnerships for research and innovation
- Building on current, successful partnerships to increase collaboration and engagement
- Utilising global research frameworks and funding opportunities
- Investigating opportunities for transnational education (TNE) and branch campuses
- Building an international component into the development of ICUHI Masters of Research Programmes (e.g. Joint International Masters of Research Programmes)

Strategic Objective 6: Increase the visibility and recognition of the UHI brand domestically and internationally

We will achieve this by:

- Establishing clear and effective UHI-wide communication and information sharing processes to share best practice and pool resources to create more dynamic offerings
- Maximising positive international exposure through established, effective marketing processes
- Developing strategies to exploit relationships with alumni, academics and businesses around the world
- Being proactive in identifying opportunities to share institutional expertise in target markets
- Raising awareness of ICUHI's unique research profile and contributing towards the development of international research collaborations

Action Planning

A one year action plan is underway in support of the above goals, which will be reviewed and updated in November 2018. The Action Plan was produced through a range of externally facilitated meetings and workshops, which included input from representatives from across the management team, key UHI managers and Scottish Development International.

Associated Documents

- Action plan for year one 2017/2018
- PESTLE Analysis
- International Student Recruitment UHI Review, Consultation and Workplans
- Market Segmentation

Key Performance Indicators

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.



Board of Management Evaluation 2018

Introduction: Structure and Format

The Code of Good Governance 2016

The Code of Good Governance for Scotland's Colleges¹ ("the Code") has been developed and is owned by the college sector. The Code establishes standards of good governance practice for all boards, and provides the essential foundations for compliance within the legislative framework.

The Code requires that Boards "have in place a robust self-evaluation process" which should comprise an annual internal review, and an externally facilitated effectiveness review every three years. The Board of Inverness College UHI undertook an external review in 2017, an annual board self evaluation exercise as well as a review of Board Committees. The Committees have just completed their annual appraisal and it is appropriate that the Board also undertakes such an exercise

Board Self-Evaluation 2018

The format of this process comprises an evaluation of the activities of the Board of Management by each Board member individually, structured around the Code. Board members are asked to express a level of agreement with a series of statements representing good governance practice, which will inform the self-evaluation report. This in turn will indicate areas of strength and future development for the Board.

The Code of Good Governance provides direction on the key principles of governance, under the headings of:

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

The statements of good governance practice which comprise this evaluation are grouped under these headings and associated sub-headings, and reflect the direction and guidance within the Code. This ensures that the evaluation report will be closely aligned with the Code, and that development/improvement actions will be specific to the requirements of the Code.

Neither responses nor comments provided will be attributed to any individual Board members.

Evaluation Questionnaire

The following questionnaire comprises 34 statements within six sections, covering the sections of the Code of Good Governance for Scotland's Colleges.

Please indicate the degree to which you agree with the following statements on a scale of 1 to 6, (low = disagree, high = agree) in the yellow shaded areas. Further comments may be added where indicated.

¹ Code-of-Good-Governance-for-Scotland's-Colleges-August-2016.pdf

A. Leadership and Strategy

Rank from 1 to 6: Low/Disagree to High/Agree	Low/	Low/disagree			High/agree		
	1	2	3	4	5	6	
Vision and Strategy				I	I		
The Board has set out clear strategic priorities and aims							
2. The Board regularly reviews performance against the strategic aims							
3. The aims of the College are aligned with regional strategy/outcomes							
4. The Board undertakes regular strategic reviews/ scenario planning							
Comments:							
Corporate Social Responsibility							
5. The Board understands and demonstrates the College Values							
6. The Board has a Code of Conduct to which it is committed in practice							
7. The Board operates according to the Nine Principles of Public Life ²							
Comments:							
Comments.							

Duty/Public Service, Selflessness, Integrity, Objectivity, Accountability and Stewardship, Openness, Honesty, Leadership, Respect

B. Quality of the Student Experience

Rank from 1 to 6: Low/Disagree to High/Agree	Low/	disag	ree	Н	igh/a	gree
	1	2	3	4	5	6
Student Engagement						
Student members are active at Board level						
2 The Board receives regular reports from the Students' Association						
3. The Board and its Committees prioritise the opinions/views of students						
Comments:						
Learning and Teaching/Student Support						
4. Learning and Teaching Performance is overseen effectively						
5. The Board sets challenging student success targets						
6. The student experience is central to Board decision-making						
Comments:	-					

C. Accountability

Rank from 1 to 6: Low/Disagree to High/Agree	Low/	disag	ree	High/agree				
	1	2	3	4	5	6		
Accountability and Delegation; Risk and Audit			<u>I</u>			<u> </u>		
1. The Board recognises its chain of accountability								
2. The Board is open in its decision-making and facilitates disclosure								
3. The Board delegates responsibilities to appropriate committees								
4. The Board has in place an effective risk management strategy								
5. The College's audit processes are comprehensive and rigorous								
6. The Board publishes high quality Annual Reports								
Comments:						1		
Remuneration, Sustainability, Staff Governance								
7. There is a formal process for setting the Principal's remuneration								
8. Funds are planned and used economically, efficiently, and effectively								
9. Board members are aware of their responsibilities as charity trustees								
10. The Board prioritises the fair and effective management of staff								
Comments:								

D. Effectiveness

Rank from 1 to 6: Low/Disagree to High/Agree	Low/disagree			High/agree			
	1	2	3	4	5	6	
Post holder Effectiveness		I		I	I	I	
The Board Chair promotes open discussion on strategic matters							
2. The Board has an appropriate mix of skills and works well as a team							
3. The Principal and Executive Team are clearly accountable to the Board							
4. The Board is well supported and guided in matters of governance							
Board member development and evaluation							
5. Board recruitment is open and in line with ministerial guidance							
6. There are sufficient opportunities for Board induction and development							
7. Board effectiveness is regularly reviewed							
Comments:							

E. Relationships and Collaboration

Rank from 1 to 6: Low/Disagree to High/Agree	Low	Low/disagree			High/agree			
	1	2	3	4	5	6		
Partnership Working				1		-		
The Board ensures effective communication with stakeholders								
2. Learning provision is relevant to industry needs								
2. The College engages well with stakeholders/industry partners								
4. The Board supports the delivery of the Regional Outcome Agreement								



Evaluation of Chair of the Board of Management

Chair being evaluated:		NEIL	_ STE	EWA	RT		
		Cir	cle to	indi	cate		
	•		Tend	denc	у —	-	
Keeps members on topic and to the agenda	1	2	3	4	5	6	Tends to criticise the ideas and values of members
Summarises discussions and decisions impartially and confirms action points	1	2	3	4	5	6	Tends to force ideas on to the group
Spots likely problems early and states them in a constructive way	1	2	3	4	5	6	Makes decisions without consulting the group or despite the group's views
Suggests solutions	1	2	3	4	5	6	Leaves decisions 'hanging'
Ensures adequate time is given to the different areas of the agenda	1	2	3	4	5	6	Talks too much and gets too involved
Facilitates the expression of all views and opinions	1	2	3	4	5	6	Allows individuals to dominate discussion
Communicates information to Board members	1	2	3	4	5	6	Fails to inform Board members of important information
Supports individual Board members	1	2	3	4	5	6	Is too distant or directing
Comments							
Completed by Board of Manag	eme	ent c	ollect	ively	·:		
Date							



Board of Management

Subject/Title:	Finance System
Author: [Name and Job title]	Fiona Ambrose, Board Secretary
Meeting:	Board of Management
Meeting Date:	26 June 2018
Date Paper prepared:	18 June 2018
Brief Summary of the paper:	The Audit Committee on 29 May considered a report on the status of the new finance system implementation. Testing had been postponed and accordingly, the College had decided that this delay created an unacceptable risk for an August go live date.
	 The Committee expressed considerable concern about this further delay and requested a report for this meeting which outlined 1. The risks associated with this further delay against those risks of retendering for the project. 2. The costs of the overspend within the core team and 3. Whether any costs could be recovered by way of compensation. The response received is shown in the body of the report.
Action requested: [Approval, recommendation, discussion, noting]	Discuss
Link to Strategy: Please highlight how the paper links to, or assists with: compliance partnership services risk management strategic plan new opportunity/change	Risk Management Strategic Plan – sustainability. New system critical in ensuring effective management reporting
Resource implications:	Yes. New system will require change in operational processes. If yes, please specify:
Risk implications:	Yes - If yes, please specify: Operational: Organisational: clear procedures identified and followed

Equality and Diversity implications:	No If yes, please s	specify	y:	
Consultation: [staff, students, UHI & Partners, External] and provide detail				
Status – [Confidential/Non confidential]	Non confidentia	al		
Freedom of Information Can this paper be included in "open" business* [Yes/No]	Yes			
*If a paper should not be include	ded within "open"	" busin	ess, please highlight below the reason.	
Its disclosure would substantia prejudice a programme of rese			Its disclosure would substantially prejudice the effective conduct of public affairs (S30)	
Its disclosure would substantia the commercial interests of any organisation (S33)			Its disclosure would constitute a breach of confidence actionable in court (S36)	
Its disclosure would constitute of the Data Protection Act (S38			Other (please give further details)	
For how long must the paper be either as the time which needs which needs to be met.)				

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Finance System

The Audit Committee at its meeting on 29 May considered a report on the status of the Finance System. The Committee requested that a report be provided by UHI for this meeting, which outlined

- 1. The risks associated with this further delay against those risks of retendering for the project.
- 2. The costs of the overspend within the core team and
- 3. Whether any costs could be recovered by way of compensation.

The response received from Kevin MacMillan, UHI Director of Business Improvement is as follows

- 1. The risks associated with this further delay against those risks of retendering for the project.
 - a. Any further delays will result in additional financial cost to the project (A revised roll-out schedule will be presented to the project board on the 20th June 18). There are ongoing concerns over the quality of deliverable from the supplier and future support. The project board is working with TechnologyOne in an attempt to mitigate these risks and issues.
 - b. Retendering would incur significant costs and there is no guarantee that a new supplier would provide a better service. It is unlikely that the partnership would look to go out to tender with the same requirements as the business has moved forward. UHI would have the option of lodging a claim against TechnologyOne but this may not be successful and TechnologyOne have indicated they are likely to counter claim.
- 2. The costs of the overspend within the core team

 The original budget for the core team was £230k (Nov '15 Oct '16). To date £585k project spend on core team staff.
- 3. Whether any costs could be recovered by way of compensation The compensation claim is currently being renegotiated between UHI's lawyers and TechnologyOne. Details have not yet been finalised.



Board of Management

Subject/Title:	Principal's Report
Author: [Name and Job title]	Prof Christopher O'Neil, Principal & Chief Executive
Meeting:	Board of Management
Meeting Date:	26 th June 2018
Date Paper prepared:	19 th June 2018
Brief Summary of the paper:	This report provides the Board with an overview of new and continuing activity
Action requested: [Approval, recommendation, discussion, noting]	Discussion
Link to Strategy: Please highlight how the paper links to, or assists with:: compliance partnership services risk management strategic plan new opportunity/change	
Resource implications:	No If yes, please specify:
Risk implications:	No If yes, please specify:
Equality and Diversity implications:	No If yes, please specify:
Consultation: [staff, students, UHI & Partners, External] and provide detail	

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

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

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

End of year report.

This year has been an especially interesting academic year for Inverness UHI and a steep and enjoyable learning curve for me as the new Principal.

I am extremely pleased with the way in which I have been supported into my role by my colleagues and the Board.

As the academic year has progressed the SMT have gelled as an effective and confident group and the appetite for internal evolution via process and ambition is palpable. A series of events through the workrooms and the development of this year's staff conference, titled Engage and Enhance, have continued the process of delivering our strategy and the 7 priorities we as a Board set in October.

The prospect of integration has influenced many of our conversations and has been considered in many of our actions. Whist we reflect upon where we are following the intervention of the Minister, it should be recognised that the process has led to Inverness UHI wanting integration at all levels. There is a palpable appetite for change within the wider context of UHI. This includes significant numbers in the staff body and representation that has been forthcoming from HISA.

It has already been reported that Investors In People Gold has been re-accredited along with our Customer Service Excellence Award. What has not been fully reported is the positive impact the assessments and awards are having on attitudes to measurement and collective engagement. In regard to the following examples, staff and student morale and confidence have been critical enablers.

The following are indications and evidence of our progress and significant developments. They include:-

Student Partnership and How Good is my College?

Working with SPARQs we have used the "How good is my college" process to initiate and drive a tertiary Student Partnership project.

The key outcome of this will be a clear and commonly owned definition of student entitlement, forms of measuring engagement (via NSS and SSES) and a framework for driving at least some of our staff development initiatives through focused PDRs or comparison against benchmarks.

Lead – Lindsay Snodgrass

(Short presentation.)

Lead 4 – Management Training

The Lead 4 Management Training Programme has commenced. Building upon earlier programmes, this iteration is visionary - helping us to start the conversations that will lead

into the next iteration of our strategic plan from 2020 onwards whilst building upon the strengths of our 2017 to 2020 strategy. We have agreed that the leadership behaviours and therefore our culture to take us forward will be based upon an ABC principle that we have defined as:-

- Ambitious
- Bold
- Creative

This project, along with the ongoing development of our vision, (as per Raphael's depiction of the School of Athens) is designed to drive responsibility and accountability through the whole organisation via a distributed leadership model. Our work around vision is further defining the tertiary nature of what we do and ensuring our management have the skills necessary to take the institution forward to the next level.

Lead - SMT

(Short presentation)

Internationalisation

A part of our financial planning has been built around improved income with international recruitment identified as a key element of this growth. A sector wide and growing concern is that international recruitment, driven by income rather than the richness that internationalisation brings to individuals and organisations is an increasingly outmoded and colonial model. To this end, a number of workshops, consultative exercises and close working with Executive Office has led us to our International Development Strategy. We now want to test our and EO's operational effectiveness to deliver growth.

Lead – Georgie Parker

(Short presentation)

Other initiatives, that relate back to the vision agreed by Board in October include:-

Additional Depute

We are now out to market for the recruiters to deliver this post. The delay experienced in going out to market means the key recruitment time is potentially over the summer which is not the best time to be seeking senior academics. However, we will assess the tenders and make a selection based upon the plans and timetables submitted.

It is increasingly pressing that this post is recruited to. For example, we held a pan UHI event on the development of a Zero Carbon Architecture course that will tie together disciplines across the University including engineering, computing and construction; will exploit research capacity in timber technology and support knowledge transfer into industry; actively support tertiary education and deliver domestic, RUK and international students. Such a project needs the experience this post represents to progress.

Barometer

The barometer is now being framed and populated by our acting MIS Manager. The delivery of which is expected in September and will be used to frame operational delivery and expectations. The upcoming Lead 4 project will be using the barometer as a tool to demonstrate the link between institutional or subject based vision and measured operational delivery. In addition, the Lead 4 trainer will test and develop insight into the barometer's use to measure managerial, support and academic delivery as well as student satisfaction.

The barometer is increasingly regarded as a key tool for UHI's development and ambition.

Lead - Roddy Henry/Gill Berkeley

Heidi Plus and Planning

Heidi Plus, a key operational planning tool used extensively across the sector is now available to Inverness UHI and is being 'learnt'. This will become a key planning tool as we begin a curriculum/structural review in the Autumn/Winter. Ahead of our review, SMT are planning to meet during the summer to critically appraise our operational planning cycle and process. We do not currently assess resource need against strategic priorities, tending to focus upon operational and or cyclical demands including capital investment or servicing. We anticipate a more holistic operational planning cycle that will include national student data, sector intelligence and capacity.

Leads - SMT

Balanced Budget and Efficiency

The process for delivering a balanced budget and reflecting upon its efficiencies and opportunities is being led by Fiona Mustarde and involves all members of SMT. The budget and budgetary management will be regarded as a live and ongoing debate to ensure in year movements and change improve opportunities whilst delivering to the 'bottom line'. Each SMT lead is now charged with reviewing practice and financial management in their respective areas from procurement to income generation. Generic targets, at a high level, have been set and agreed and these must now be distributed to areas as SMART targets.

We anticipate making marginal gains across the whole budget by addressing issues such as long-term sickness absence, use of agency staff, bulk and joint procurement, travel policy and contracted services. Within the academic areas, progression, retention, attractiveness of offer, contract research and knowledge transfer are being considered.

Leads - Fiona Mustarde/SMT

In Summary

Inverness UHI is an institution that has a growing maturity and sense of purpose which, coupled with a growing stature within the wider University places us in a key position of responsibility and influence. Colleagues are rising to this challenge and the small sample below demonstrates our expertise and influence.

Roddy Henry – Quality Forum lead for UHI
Georgie Parker - Regional Strategy Work Experience
Craig Lowther – Single Policy Environment – learning support policy
Donna Rae and Sheree Grant – Single Policy Environment – admissions and bursaries
Fiona Mustarde – Single Policy Environment - Fee Waver Policy
Karen Mitchell – Core Skills Policy
Carol Sutherland – UHI Communications
Education Scotland – 7 Associate Assessors serving Scotland

Professor Christopher O'Neil Principal and CEO



Board of Management

Subject/Title:	Risk Register
Author: [Name and Job title]	Prof Christopher O'Neil, Principal & Chief Executive
Meeting:	Board of Management
Meeting Date:	26 th June 2018
Date Paper prepared:	18 th June 2018
Brief Summary of the paper:	To provide an insight into the UHI Risk Register process
Action requested: [Approval, recommendation, discussion, noting]	Discussion
Link to Strategy: Please highlight how the paper links to, or assists with:: compliance partnership services risk management strategic plan new opportunity/change	 compliance partnership services risk management strategic plan new opportunity/change
Resource implications:	No If yes, please specify:
Risk implications:	No If yes, please specify:
Equality and Diversity implications:	No If yes, please specify:
Consultation: [staff, students, UHI & Partners, External] and provide detail	Staff - SMT

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

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

Risk Register

In order to maintain a continuous and manageable oversight of the risk register (attached), a systematic approach to reviewing the risks was agreed and two risks are reviewed at each monthly Senior Management Team meeting.

In addition, risks will be reviewed by SMT when:

- a critical incident occurs
- the operating environment changes significantly

This process began in late 2017 and has led to a complete review of the risk register with changes made - some of which are significant, some minor, considered, tested and reflected upon by SMT and within the context of the UHI Risk Register.

The annual review by each Board committee was completed at the last round of committee meetings.

Audit Committee – 29 May

Requested that the wording of **risk 32** relating to student residences be reviewed, as both the risk description and the causes related to the recent specific incident and it was felt that it should be shown as a more generic risk.

Human Resources Committee - 31 May

The committee did not require any amendments to be made to the single risk which related to the function of the HR Committee – **risk 23**, namely disruption to services/project and/or partnership working resulting from loss of a key staff member (succession planning)

Learning, Teaching and Research Committee- 5 June

Agreed that the following risks be amended

- 1. **risk 21** "College does not achieve allocated FE credit targets". Residual likelihood score to be changed from 2 (unlikely) to 3 (possible)
- 2. **risk 31** "Risk Research outputs are sub-standard". Residual impact score to be changed from 2 (minor) to 3 (significant)

Finance and General Purposes Committee - 7 June

Agreed that the following risks be amended

- 1. **risk 22** "The institution has a poor reputation" there was a lack of consistency between the gross risk and the residual risk scores
- risk 30 "Institutional, personal and sensitive data and/or services are disrupted, corrupted, lost, stolen or misused through serious inappropriate usage of IT systems or data, by internal users of the university partnership or external factors" (an action plan was required).

All the risks outlined above will be reviewed and actioned by the SMT at the next appropriate meeting.

This process is, and will remain, ongoing and continuous and the attached Risk Register document must be considered "live".

UHI STRATI	EGIC RIS	K REGISTER	TEMPLATE	Inverness	TIMESCALE 3 Years									ACTION PLAN	Assign an actio	n owner who is
Ref ID	Risk Status	s Category	Risk Description	Causes	Impacts/Evidence	Owner	Likelihood	Impact	Gross Risk	Actions to minimise risk in place	Residual Likelihood	Residual Impact	Residual Risk	Actions to minimise risk/To Do (1)		Completion Date (1)
Inverness/9	Active	Financial	College fails to identify and take opportunities for development and progression	r 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 no seen as the partner of choice.		4-Likely	4-Major	16	Oversight of curriculum planning process led by Depute Principal. Chairing Research Committee to review progress income/investment balance of each research grouping, continued discussuions with UHI Principal regarding IC UHI' 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 fpr growth	on	3-Significant	9			
Inverness/17	Active	External	Financial instability of UHI	Financial instability of UHI academic partners due to increased cost base and reduced income and/or ineffective business models.	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 BON 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 whole.		4-Major	16	Ensure the college engages positively and influentially with the discussions on further integration across the UHI partnership.	Principal	
Inverness/18	Active	Organisational	College fails to maintain improvement in performance against national targets and outcomes	Staff recruitment; 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	Comprehensive Quality Enhancement Plan in place, informed by thorough evaluation of all relevant data, monitored regularly through college committee structure. Further training to enhance staff skills in monitoring and evaluating quality of provision and identifying appropriate actions for improvement (June 2018).	Depute Principal	30/06/2018
Inverness/19	Active	Organisational	Ongoing issues of non-compliance by GTFM	Failure of GTFM to perform in line with the MPD contract. Failure of the college to suitably manage the performance of GTFM.	Serious health and safety incident, invalidation of insurance arrangements. Reputational damage, substandard service to students and staff. Deterioration of the facility.	Director of Organisation Development	n 5-Almost Certain	4-Major	20	Close monitoring of the performance through a performance improvement pla Monthly report from GTFM on performance in light of plan. College audit of compliance and statutory PPMs, application of the 1-69 performance standard and application of the associated deductions from unitary charge. Monthly reporting to GTEIL Board of Management and SFT.		3-Significant	12	2		
Inverness/20	Active	Organisational	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		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			
Inverness/21	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 engagemen with local schools/employers, environmental shift from FE to HE recruitment pattern.		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. Review of curriculum based on latest application and enrolment trends: action taken accordingly to ensure curriculum offer meets demand. Review of planned curriculum to maximise the development of study and work-related skills across all programmes. Extend school-link offer to include Easter and summer skills development programmes. Close monitoring of actual recruitment from the start of the academic year to ensure actions taken to mitigate any shortfall as soon as possible.	ns	4-Major	12	Review of curriculum based on latest application and enrolment trends: actions taken accordingly to ensure curriculum offer meets demand. Review of planned curriculum to maximise the development of study and work-related skills across all programmes. Extend school-link offer to include Easter and summer skills development programmes. Close monitoring of actual recruitment from the start of the academic year to ensure actions taken to mitigate any shortfall as soon as possible.		01/08/2018
Inverness/22	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	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 qualit enhancement. Close monitoring of PIs and implementation of systematic process to effect improvement where remedial action required. PVG checks undertaken. Proactive promotion of collective ownership of Health and Safet management. H & S management system implemented and systematically reviewed. On-going media relationship management.	y	2-Minor	4			
Inverness/23	Active	Organisational	Disruption to services/projects and/or partnership working resulting from loss of a key staff member.	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.	Projects delayed due to loss of continuity, corporate knowledge gaps and disruption/loss of established relationships and contacts.	Director of Organisational Development	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, in particular development of skill sets to support future curriculum developments, systematic recording of corporate procedures and corporate knowledge, systematic approach taken to development of supervisory skills and leadership and management to support succession planning.	3-Possible	2-Minor	6			
Inverness/24	Active	Organisational	Non-compliance with relevant statutory regulations.	Lack of awareness of relevant laws and penalties. Management failure E.g new General Data Protection Regulation from 25th May 2018, Bribery Act, Health and Safety Regulations etc. lack of incident and neamiss reporting; high risk courses e.g. forestry, construction, aquaculture, science; people failing to take responsibility or ownership for health and safety issues.	obligations on data controllers and processors. GDPR will also introduce an increased penalty framework for non-compliance/data breaches and includes new requirements for authorities to ensure	ta	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 by Principal, systematic recording and analysis of incident accident and near miss trends, Dedicated Data Controller role with responsibility for awareness raising and adaptation of policy/procedures win line with legislative change, current shared project on effective data management with IT Manager, rigorous implementation 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	,	3-Significant	6			
Inverness/25	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 suppore 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-Minor	4			

Inverness/26	Active	Organisational	Financial failure/operating loss. Inability to achieve a balanced budget.	contributions. Efficiency savings are not achieved quickly enough to counteract reductions in income. Reduction in unit of resource (FE and/or HE).	ng in reduction of teaching expertise and/or lopment capacity leading to a reduction in service student dissatisfaction and risk of reputational opportunities for development. Unable to enhance tract and recruit new staff and students.	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 apprenticeship family, bespoke provision, international summer schools, catering business and events management.	-Likely 3-	Significant	12	
Inverness/27	Active	Organisational	College estate not fit for purpose.	perception of significant recent estates development. Potential for emerging opportuni	w growth targets; unable to diversify in line with nities; unable to provide the economies of scale or the financial challenges of smaller partners. Director of Organisational Development	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 reduce required face to face teaching.	-Unlikely 3-	Significant	6	
Inverness/28	Active	Organisational	Academic quality is sub standard	terms of employment are not competitive with limited scope for career staff to competitor in	in quality monitoring/assurance reviews. Loss of institutions. Poor attainment levels, high level of or retention, loss of income, damage to	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 participation. 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. Implementation of the Progressive Academic Struture.	-Unlikely 3-	Significant	6	
Inverness/29	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.	in national student satisfaction surveys; difficulty Principal nts; Risk to core income streams.	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.	-Unlikely 2-	Minor	4	
Inverness/30	Active	Organisational	services are disrupted, corrupted, lost, stolen or	patching regime. Anti-virus is not up-to-date and comprehensive. coverage. Loss of co	principal vissioner fine of up to £500k. Adverse press onfidence by regulators, stakeholders and HE re encryption has been detected on UHI network.	4-Likely	4-Major 16	Firewalls and proxy filters automatically updated regularly. Proactive internal and external NVT and external scanning for at risk devices. Anti-virus software deployed to all corporate devices. Wi-Fi BYOD on segregated VPN. WSUS servers in place for regular MS Windows updates. Use of Janet Security advice service and UHIHelpdesk issues alerts for known attacks. UHI IT security group formed to share intelligence and react to published alerts. OpenDNS applied to cache filtering with added protection functionality against botnet, malware etc Real IP address ranges reduced. Out of hours password reset enabled.	-Possible 4	Major	12	
Inverness/31	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.	taff and research teams. Reduced income; Development	rch 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.	-Possible 3-	Significant	9	
Inverness/32	Active	Organisational	A serious incident in the college residencies, including anti-social or illegal behaviour.	drug use and intelligence indicating the selling of drugs at or around the campus residences body, reputational relearning environments	risk and perception of an unsafe campus and manager. City h	neart act as	4-Major 20	law enforcement action including surveillance, engagement with wider campus to ensure intelligence led policing and security, consistent incident and disclosure recording and reporting protocols.	-Possible 3-	Significant	9	

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	 A disaster with the potential to lead to: loss of a major UHI partner loss of major funding stream 	> £500,000 or lead to likely loss of key partner	 Likely loss of key partner, curriculum area or department Litigation in progress Severe student dissatisfaction Serious quality issues/high failure rates/major delivery problems 	 Incident or event that could result in potentially long term damage to UHI's reputation. Strategy needed to manage the incident. Adverse national media coverage Credibility in marketplace and with stakeholders significantly undermined.
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	 Possible loss of partner and litigation threatened Major deterioration in quality/pass rates/delivery Student dissatisfaction 	 Incident/event that could result in limited medium – short term damage to UHI's reputation at local/regional level. Adverse local media coverage Credibility in marketplace/with stakeholders is affected.
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	 General deterioration in quality/delivery but not persistent Persistence of issue could lead to litigation Students expressing concern 	 An incident/event that could result in limited short term damage to UHI's reputation and limited to a local level. Criticism in sector or local press Credibility noted in sector only.
2-Minor	An adverse event that can be accommodated with some management effort.	£10,000 - £50,000	Some quality/delivery issues occurring regularlyRaised by students but not considered major	 Low media profile Problem commented upon but credibility unaffected
1-Insignificant	An adverse event that can be accommodated through normal operating procedures.	<£10,000	Quality/delivery issue considered one-offRaised by students but action in hand	No adverse publicityCredibility unaffected and goes unnoticed

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

RISK MAP (for Gross risk & resi	uudi 115K)		TIMESCALE 3 YEARS		
IMPACT					
5 - Catastrophic	5	10	15	20	25
4 - Major	4	8	12	16	20
3 - Significant	3	6	9	12	15
2 - Minor	2	4	6	8	10
1 - Insignificant	1	2	3	4	5
	1 -Very Rare	2 - Unlikely	3 - Possible	4 - Likely	5 - Almost Certair

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



Board of Management

Subject/Title:	Board Member Development
Author: [Name and Job title]	Fiona Ambrose, Board Secretary
Meeting:	Board of Management
Meeting Date:	26 June 2018
Date Paper prepared:	18 June 2018
Brief Summary of the paper:	To highlight three online training modules which should be undertaken by all board members on Data Protection, Information Security and GDPR. In addition, it is recommended that members of the Audit committee undertake the CDN online module for Audit committee members. Timeline – 14 September 2018
Action requested: [Approval, recommendation, discussion, noting]	All members to commit to undertaking the training modules as appropriate
Link to Strategy: Please highlight how the paper links to, or assists with:: compliance partnership services risk management strategic plan new opportunity/change	
Resource implications:	No If yes, please specify:
Risk implications:	No If yes, please specify: Operational: Organisational:
Equality and Diversity implications:	No If yes, please specify:
Consultation: [staff, students, UHI & Partners, External] and provide detail	
Status – [Confidential/Non confidential]	Non confidential

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

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

http://www.itspublicknowledge.info/ScottishPublicAuthorities/ScottishPublicAuthorities.asp and http://www.itspublicknowledge.info/web/FILES/Public_Interest_Test.pdf

Board Member Development

Online Training Modules

- Data Protection
- Information security
- GDPR

Members have previously been made aware of two online training modules on Information Security and on Data Protection. To date, only three Board members have completed both modules.

There is a further online training module now available on GDPR which came into force on 25 May 2018.

In discussion with the Chair of the Board, it is recommended that these three modules should be a mandatory requirement for all board members and form part of their ongoing personal development.

• Audit committee

College Development Network have recently developed an online training module which is aimed at

- members of Audit Committees.
- board members who aspire to join the Audit Committee
- board members who are just interested in learning more about the work of an Audit Committee.

This module is available on the Governance Hub. Members of the Audit Committee were informed of this new module last month.

It is suggested that at the very least, all members of the audit committee complete this module.

Recommendation and timeline

It is recommended that

- all members commit to completing the three training modules on Information Security, Data Protection and GDPR
- 2. all members of the Audit Committee commit to completing the CDN module on the Governance Hub

by 14 September 2018.

The Board Secretary will provide all board members with the necessary information and links to be able to access all modules.

University of the Highlands and Islands

Committee	Partnershin Council	Partnership Council			
		Partnership Council			
Subject	UHI Student Residences Occ	cupancy Update			
Action requested		☑ For information/Discussion.			
Brief summary of the paper	Overview	Overview			
	The University currently has	The University currently has 420 rooms at 4 locations.			
	Dornoch – 40 beds	Dornoch – 40 beds			
	Elgin – 40 beds	Elgin – 40 beds			
	Fort William – 40 beds	Fort William – 40 beds			
	Inverness – 300 beds	Inverness – 300 beds With the exception of the residence at Fort William occupancy has been disappointing to date (59% in AY2017/18) and this represents a substantial financial risk because the University is liable to pay rent on vacant rooms.			
	has been disappointing to d represents a substantial fina				
		City Heart Living have confirmed bookings for AY2018/19 at 23/05/2018 were 118 (28%):			
	Location	Studio Room			
	North Highland College	9	0		
	Moray College	15	0		
	West Highland College	18	1		
	Inverness College	66	9		
	Total	108	10		
	1000		1 20		
	There is a continuing need f	for proactive action	1/0/1		

- Introduced earlier booking for 2018/19
 Reduced deposit (now £100, down from £350 in 2017/18)
- Earlier opening of summer tourism business at Inverness
- Appointment of part time Residences officer. Diane Abernethy started in post on 14th May. Duties include pro-active actions to promote the residences, providing

FG18-063

tours to prospective tenants, parents and guardians (including evening and weekend tours), attending events open days, working closely with course admissions staff and residence operators to attract and target prospective tenants, and to facilitate and encourage early booking of accommodation.

- Increased engagement and collaboration with academic partner colleagues with a view to driving sales and marketing opportunities at specific sites.
- 10,000 residences promotional leaflets ordered.
- Updated Cityheart and UHI websites
- Improved emails sent to every eligible applicant
- Inclusion of residences information in prospectuses
- Inclusion of residences in local marketing efforts (see Moray video)
- Review of current tenant demographics to identify if any courses or subjects are not staying in the residences and seeking to understand and address any gaps.

The following actions are progressing/being considered

- Targeted campaign/bespoke offer for apprentice programmes at Inverness (B&B offer for circa 20 students).
- Catering offer for Inverness tenants.
- Review of the accommodation offer from a nursing student perspective. No nurses booked rooms in 17/18.
- Continued progression of discussions with local letting and tour agencies with a view to filling any voids with short leases for events and tours.
- Identify gaps in applicant course representation and increase awareness amongst programme leaders and other staff members.
- Identify potential growth areas (for instance, courses with higher than average international students, RUK and other out-of-area applicants). Including investigation/collaboration with FPIE into feasibility of a strategic approach to initiate a targeted campaign to recruit additional RoW international students onto selected programmes through a combined international course fee and UHI accommodation offer.
- Investigating ways to increase value for money and competitiveness with local market, e.g. High Life Highland membership, bus services, social events.
- Agree and implement a fixed highly rate and clear procedure for staff bookings to fill voids.

FG18-063

	FG10-003
	 Work with Glasgow School of Art (Elgin) and other potential partners (Skibo/Royal Dornoch) for letting of rooms (including arrangements for leases and tenancy agreements) Initial work around potential for leasing one block (75 beds) at Inverness to an external travel agency from September 2018 (pending procurement, planning, and landlord approval) if student recruitment is poor Further improvements to the website, booking system and application process Consider additional opportunities for bursaries, early bird discounts, and other incentives for new and continuing students to increase recruitment and returns.
Resource implications	Yes
[if yes, please provide detail]	The Q2 Re-forecast identified a deficit position of approximately £1M. Each occupied room provides income of £5,040 over a standard lease. (10 sales equates to £50,400 and 25 to £126,000). The residences project requires a 100% term-time occupancy rate (currently 59%) to 'break even'. All activities to mitigate under occupancy should be considered in this context.
Risk implications	Yes
[if yes, please provide detail]	Financial and reputational
Date paper prepared	30-May-18
Date of committee meeting	06-Jun-18
Author	Roger Sendall/Stuart Gibb
Link with strategy Please highlight how the paper links to, or assists with: • compliance • National Student Survey • partnership services • risk management • strategic plan • other activity [e.g. new opportunity] – please provide further information.	Risk management Click here to enter text. Click here to enter text. Click here to enter text. Choose an item. Click here to enter text. No Non-confidential Yes
Equality and diversity	No Sitt 3
Status	Non-confidential
Freedom of Information Can this paper be included in 'open' business?*	Yes



Board of Management

Subject/Title:	OSCR Return for 2016-17
Author: [Name and Job title]	Fiona Mustarde, Director of Finance
Meeting:	Board of Management
Meeting Date:	26 June 2018
Date Paper prepared:	18 June 2018
Brief Summary of the paper:	To provide the Board of Management with the return submitted to the Office of the Scottish Charity Regulator (OSCR) in respect of the College financial year 2016-17.
Action requested: [Approval, recommendation, discussion, noting]	Noting
Link to Strategy: Please highlight how the paper links to, or assists with:: • compliance • partnership services • risk management • strategic plan • new opportunity/change	compliance
Resource implications:	Yes If yes, please specify:
Risk implications:	Yes If yes, please specify: Operational: Organisational:
Equality and Diversity implications:	No
Consultation: [staff, students, UHI & Partners, External] and provide detail	N/A

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

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

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

OSCR Return 2016/17

Executive summary

The attached appendix contains a pdf of the online return submitted to OSCR for 2016/17 which was accompanied by a copy of the Inverness College UHI accounts for 2016/17.

Background information

In addition to being an incorporated public sector body, Inverness College UHI is a charity registered in Scotland. Charities in Scotland are monitored through the Office of the Scottish Charity Regulator (OSCR) and one of the requirements is to submit an annual return along with our audited annual accounts.

Annual Return

The annual return is fully online. The return is completed by the Finance team and reviewed by the Finance Manager or Director of Finance before final submission. Final submission can only take place once the Inverness College UHI accounts have been laid before parliament but must meet the OSCR deadline of nine months from the financial year end date. For Inverness College UHI, our return date is 30 April.

Print View Page 1 of 4

Charity: SC021197 - Annual Return: SC021197.2017.1

Principal Contact Details

Title

Mrs

Forename

Carlene

Surname

Vincent

Suffix

Position in the organisation

Accountant

Address Line 1 🐑



Inverness College UHI

Address line 2 🐑

Finance Department

Address line 3 🐑

1 Inverness Campus

Address line 4 🐑

Inverness

Address Line 5

Postcode 🔊

IV2 5NA Country

Scotland

Telephone number

01463273508

Mobile number

Fax number

financialservices.manager.ic@uhi.ac.uk

Principal Office Or Trustee Address 🐑

Principal

Website Address 🐑

www.inverness.uhi.ac.uk **Alternative Contact Email**

financial.services.ic@uhi.ac.uk

Annual Return / Monitoring Return Details

Print View Page 2 of 4

Section A

Charity Number

SC021197

Legal Name 🐑

Board Of Management Of Inverness College

1. Accounting Reference Date 🐑



31/07/2017

2. Gross Income 🐑



£26,501,005

3. Gross Expenditure 🐑

£26,151,324

4a. Does your charity publish its annual reports and accounts on its website?

Yes

4b. Copy & paste the link to your published accounts here 🐑



https://www.inverness.uhi.ac.uk/about-us/board-of-management

5. Your charity's purpose, according to the Scottish Charity Register is 🐑

The advancement of education; The advancement of health; The advancement of civic responsibility or community development; The advancement of arts, heritage, culture, or science; The advancement of public participation in sport.

6. In order to achieve this purpose, does your charity do any of the following?

Deliver services and / or hold meetings/sessions and / or undertake activities/events,

Provide facilities

7. Does your charity receive income from investments (excluding bank interest but including income from stocks, shares, bonds etc.)?

8. Total Number Of Charity Trustees

9. Total Number Of Paid Staff

351

Section B

B.1 When did the charity trustees last look at and consider the content of the charity's governing document?

In the last 12 months

B.2 In the last financial year, did your charity operate with at least the minimum number of charity trustees required by your charity's governing document?

B.3 Does your charity have the following procedures in place? Please select all that apply.

Trustees are provided with information about financial performance of the charity at least every 6 months,

Cheque books are kept in a secure place with access only by nominated persons,

More than one person authorises significant payments or expenditure, Funds are banked without deduction of expenses,

Print View Page 3 of 4

> Where the charity employs staff, statutory deductions (tax and NIC) are made from employees' wages and regularly paid to HMRC

> B.4 Did any: (i) Charity trustee or (ii) Any Person or organisation connected to a charity trustee receive any payment or benefit from the charity in the last financial year?

B.4 a) Names of all persons/organisations who received a benefit

See Related Parties Disclosure in the Accounts

B.4 b) The total money or benefit, paid or provided to them during the year

B.4 c) How many charity trustees received a payment or benefit or were connected to this person/organisation?

B.5 Is your charity part of a group either as a parent or a subsidiary?

No

B.5 a) If yes, please tell us if your charity prepares consolidated accounts as a parent organisation with a subsidiary of if your charity is included as a subsidiary in the consolidated accounts of another body.

B.6 Did your charity receive 20% or more of its income from a person or organisation connected to a charity trustee in the last financial year?

B.6 a) If yes, please explain what was received and where it came from.

Section C

Please provide a breakdown of the charity's income for the last financial year using the following categories:

C.1 Donations and legacies



C.2 Charitable Activities



23595016

C.3 Other Trading Activities



2901281

C.4 Investments



4708





C.6 Total Income

26501005

Please provide a breakdown of the charity's expenditure for the last financial year using the following categories:

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C.7 Raising Funds 🐑

0

C.8 Charitable Activities

26151324

C.9 Other

0

C.10 Total expenditure 🐑

26151324

C.11 Please enter the charity's net current assets

-2902768

C.12 Please enter the charity's total funds

-8538217

Accounts Information

Accounts Submission Option

I will attach an electronic copy of my signed accounts (including a signed trustees' annual report and signed auditor's or independent examiner's report) in .pdf format.

View Accounts Files

Declaration Information

I certify that the information entered in this form is correct to the best of $\ensuremath{\mathsf{my}}$ knowledge

Yes

I confirm the information entered has been approved by the charity trustees and I am authorised to submit this information

Yes

Name of person submitting

Carlene Vincent

Role of person submitting

Accountant

Declaration Date

27/04/2018

Received Date

27/04/2018

Submitted Date

27/04/2018

Minister for Further Education, Higher Education and Science

Shirley-Anne Somerville MSP



T: 0300 244 4000

E: scottish.ministers@gov.scot

Mike Cantlay Chair Scottish Funding Council Donaldson House 97 Haymarket Terrace Edinburgh EH12 5HD

4 April 2018

Dear Mr Cantlay,

SCOTTISH FUNDING COUNCIL - LETTER OF GUIDANCE 2018-19

Introduction

1. Following the publication of our Programme for Government (PfG), 'A Plan for Scotland' in September 2017 and the agreement of the 2018-19 Scottish Government Budget, I am writing to you to set out my expectations of the Scottish Funding Council and my strategic priorities for the Scottish Government's investment in the further and higher education sectors until the end of March 2019. More detail around this can be found in Annex A.

Strategic context

- 2. Education remains this Government's defining mission and, as the national strategic body for funding teaching, learning and research in our colleges and universities, the Scottish Funding Council plays a crucial role in supporting our drive to achieve excellence and equity across the education and skills landscape. It is also at the heart of our ambition to align our enterprise and skills agencies behind a common purpose and vision which secures improved outcomes for all our learners, drives inclusive economic growth and improves productivity.
- 3. It is my intention that the SFC will undertake its operational and strategic planning in line with the Strategic Board's Strategic Plan once it is developed, and in the meantime be attentive to the emerging themes and priorities of the Board as it develops that Plan and to contribute to the staffing resource of the new Analytical Unit. Of considerable significance to that aim is the requirement for SFC to plan and work collaboratively with the other Enterprise and Skills agencies, with the Scottish Government and more widely as required to support the Strategic Board's aims.







- 4. In 2018-19, I therefore look to the SFC to make decisions that ensure the funds provided to it by the Scottish Government are used to drive sustainable growth, deliver the priorities detailed in this letter and achieve the outcomes set out in its plans for 2018-19.
- 5. When I wrote to you in October, I set out my expectations and ambitions for the 2018-19 Outcome Agreements, in particular my desire to see that process intensified with the aim of providing a clearer line of sight between SG investment and the delivery of desired outcomes. That intensification must continue and progress further. I welcome the work that has been done with the sectors to date and look to you to build on this in 2018-19 by continuing to set ambitious targets, encouraging engagement; improving transparency and accountability, and driving improvement through the funding you allocate to colleges and universities.
- 6. For 2018-19, I will be focusing on the key themes of equality and fairness across our further and higher education sectors. The Scottish Government, SFC and colleges and universities must strive to provide leadership on ensuring people are treated fairly, with respect and can access opportunities regardless of background or personal circumstances. Work to drive forward implementation of the recommendations from the Commission on Widening Access (CoWA) is vital to this and I also look to the SFC to demonstrate leadership and drive improvements in key areas such as student welfare, gender equality and the living wage.
- 7. 2018 is the Year of Young People and is celebrating the very best of Scotland and its young people. The Year has been co-designed with young people themselves and the SFC should actively seek to work in partnership with other partners, including schools, teachers, local authorities, Youth Organisations, Education Scotland and young people themselves to ensure young people have a platform to have their views heard and acted upon, and that they will have a key role in the development and delivery of activities ensuring an inclusive approach is taken throughout the Year and beyond, creating a lasting legacy.

Scottish Funding Council Budget 2018-19

- 8. In what has been a tight financial settlement for public services across Scotland, I am pleased to have been able to provide cash increases for 2018-19 to both the college and university sectors. This clearly demonstrates our commitment.
- 9. The Scottish Government's budget for 2018-19 includes the planned funding for colleges and universities and administration funding for the SFC set out in the table below. As normal, transfers in and out of the budget will be detailed in the Spring and Autumn Budget Revisions, published each year and subject to Parliamentary scrutiny.

Financial Year 2018-19	£m
Higher Education Resource	1,024.9
Higher Education Capital	81.3
	(including £40m Financial Transactions)
College Resource	588.2
College Capital	76.7
College NPD Expenditure	29.3
SFC Administration	7.5







Conclusion

10. In conclusion, I trust that you will find this letter helpful in carrying forward your planning and activity for 2018-19. I am confident that the SFC will rise to the challenges it faces during the coming year and this Government very much values the important work that the SFC carries out in helping to deliver this Government's purpose. I look forward to that support continuing as the Council drives forward its important work in meeting our priorities to ensure excellence and equity in our education system and playing a key role in Scotland's inclusive economic growth.

Yours sincerely,

SSlle

SHIRLEY-ANNE SOMERVILLE

Copies:

John Kemp, Interim Chief Executive, Scottish Funding Council James Dornan MSP, Convener, Scottish Parliament Education and Skills Committee Ken Milroy, Chair, Colleges Scotland Shona Struthers, Chief Executive, Colleges Scotland Liz McIntyre, Chair, College Principals Group Professor Andrea Nolan, Convener, Universities Scotland Alastair Sim, Director, Universities Scotland Sally Loudon, Chief Executive, COSLA Gayle Gorman, Chief Executive, Education Scotland Damien Yeates, Chief Executive, Skills Development Scotland Grahame Smith, General Secretary, Scottish Trades Union Congress Mary Senior, Scottish Official, University and College Union Larry Flanagan, General Secretary, Educational Institute of Scotland Dave Prentis, General Secretary, UNISON Pat Rafferty, Regional Secretary, UNITE Scotland Gary Smith, Secretary, GMB Scotland Luke Humberstone, President, NUS Scotland Paul Lewis, Interim Chief Executive, Scottish Enterprise Charlotte Wright, Chief Executive, Highlands and Islands Enterprise Nora Senior, Chair, Enterprise and Skills Strategic Board Russel Griggs, Chair, South of Scotland Economic Partnership Gerald McLaughlin, Chief Executive, NHS Health Scotland







ANNEX A

SECTION 1: SFC's contribution to Scottish Government priorities

SG strategic priority

SFC's role in contributing to effective delivery of the key aims of the Enterprise and Skills Strategic Board.

SFC strategic outcome: High quality teaching and learning

Skills Alignment

- 1. As reflected in our Economic and Labour Market Strategies, developing the skills of Scotland's current and future workforce is central to improving productivity, supporting the Scottish Government's focus on inclusive and sustainable economic growth. The Enterprise and Skills Review concluded that the impact of our investment in skills would be enhanced by increasing the planning and alignment between the SFC and SDS, so that this investment better reflects the needs of employers and the economy. I want the SFC to continue working with my officials and with SDS to deliver the Skills Alignment workstream as set out in the Enterprise and Skills Review Report on Phase 2: Skills Alignment, with a specific focus in 2018-19 on:
- Working with SDS to establish a single demand and provision planning cycle that takes into account the planning cycle of colleges, universities and training providers. This supports the expectation, set out in the above report, that the SFC and SDS will jointly develop: an evidence-based skills demand assessment proposal that identifies skills demand at national, regional and sector levels, and where gaps exist in possible priority occupations, qualification levels and skills pathways; and a resultant coherent, provision plan for skills investment at regional, occupational and qualification levels. Both the demand assessment and the provision plan should be developed with industry and institutional engagement, with SFC and SDS working actively with relevant providers to build institutional capacity and capability.
- Enhancing the use of information on labour market demand and providers' capacity across SFC and SDS. This on-going improvement from 2018-19 should support the enhanced use of this information to better and more clearly inform Outcome Agreements and SDS contracting processes.
- Better aligning the work of the relevant parts of SFC and SDS. This will ensure a seamless approach to developing and implementing skills provision planning, Outcome Agreements and SDS contracting.
- Joint recruitment of a Director of Skills Alignment and planning supported by the establishment of a supporting core team and wider virtual team drawn from SFC and SDS. The establishment of this post and the supporting team is a vital enabler to delivery of the above and Skills Alignment more widely given the post's responsibility for progressing Skills Alignment.
- 2. These actions directly support the implementation and delivery of the Skills Alignment workstream and the 5 step model that underpins it. Implementation of this approach will inform ongoing consideration of the most effective balance of our skills investment to maximise returns in terms of productivity and labour market inclusion and avoid duplication of effort and funding.







Apprenticeships

- 3. There is an increasingly important role for colleges and universities in supporting the expansion, enhancement and diversification of the apprenticeship family, as crucial components of Scotland's skills offer.
- 4. I expect SFC and SDS to work together to ensure that colleges and universities play their vital role in expanding apprenticeships at every level. I expect the SFC and the institutions it funds to work effectively in delivering these ambitions, recognising the value of more diversified work based learning pathways into employment. Our targets for this year are 28,000 Modern Apprenticeships and as part of this 887 Graduate Apprenticeships; and 2,600 Foundation Apprenticeships.

SG strategic priority

High quality learning in a system which is seamlessly connected for the learner.

SFC strategic outcome: High quality teaching and learning – success in and progression from learning

STEM

- 5. Developing Scotland's STEM talent and capability is key to the Government's aim of generating inclusive and sustainable economic growth and to realising our ambitions to place our economy at the forefront of the technological frontier. The STEM Strategy for Education and Training aims to support people to develop their STEM skills throughout their lives, to grow STEM literacy and drive inclusive economic growth. This includes enabling learners to develop specialist STEM skills to gain employment in the growing STEM sectors.
- 6. The Strategy highlights the SFC as a key partner in delivery of the Strategy, helping to build a high-quality, responsive STEM offering in both the further and higher education sectors and promoting the Strategy's themes of excellence, equity, inspiration and connection. We expect the SFC to deliver designated actions within the Strategy, working with partners and to contribute to the governance arrangements for the Strategy through its representation on the STEM Strategy Implementation Group, and through the official-level Action Group.

Digital

7. The digital skills gap in Scotland is widening and is a significant challenge across the economy and at all stages of the skills pipeline. Therefore it is now a critical policy priority to improve Scotland's digital skills to enable inclusive growth. I expect the SFC to work with the further and higher education system and public and private partners to emphasise the necessity of improved digital skills development across all subject areas for both students and teaching staff and to greatly enhance industry links, so that the system responds effectively and quickly to the evolving digital skills requirements across all sectors. Furthermore, I would like the SFC, through their representation on the Digital Skills Partnership, to consider opportunities to enhance FE/HE provision of digital skills.







Screen

8. The screen sector remains a priority sector for Scottish Government. I note and welcome the SFC's funding for – and active support of - the Creative Media Network, alongside a number of other investments designed to meet the emerging needs of the Creative Industries. This will help the screen sector to engage constructively and productively with a wide range of colleges and universities in Scotland in order to fully harness our large and diverse indigenous talent pool. The SFC should continue to collaborate with Creative Scotland and its partner agencies to establish the dedicated Screen Unit, play a full part in its governance and work to fulfil its shared strategy. I expect the establishment of the Screen Unit in 2018-19 to result in closer and stronger collaborative working by the SFC with agency partners so that public sector investment and resources drive growth more effectively in our television and film sectors.

<u>Veterans</u>

9. I expect you to respond to the recommendations made by the Scottish Veterans Commissioner by working with the Veterans Employability Strategic Group and SCQF, to address how qualifications gained in the Armed Forces can be translated and mapped and might be better utilised and understood.

SG strategic priority

Access to further and higher education for people from the widest range of backgrounds.

SFC strategic outcome: High quality teaching and learning – access to learning

Access and Learning

- 10. Access to university for people of all ages from the widest range of backgrounds remains a key priority of the Scottish Government. Our aim is to build on the recommendations made by the Commission on Widening Access in order to implement the Scottish Government priorities on fair access; including our ambition that every child, no matter their background or circumstances, has an equal chance of going to university by 2030. Therefore ensuring continued progress, at pace, on implementation is very important.
- 11. The establishment of the Access Delivery Group in August 2017 is an important step forward in helping us to achieve that. Within that Group I expect the SFC to lead by example, clearly demonstrating its own contribution, as a Lead Delivery Partner, to the delivery of the recommendations made by the Commission on Widening Access. More generally I expect the SFC to actively drive forward this agenda, in respect of articulation in particular, demonstrating both leadership and innovation, and working collaboratively with relevant key stakeholders from across the whole education sector to facilitate real change.
- 12. I welcome the SFC's continued support, through Outcome Agreements, to ensure that the priority for those widening access places added to the system over recent years is given to those living in SIMD20 areas. I expect the SFC to ensure Scotland's colleges and universities make further significant progress towards the targets set by the Commission which should be reflected clearly in Outcome Agreements.







13. I have been clear that our work on access must go beyond entry to higher education to include improved retention and outcomes for students from disadvantaged backgrounds. As set out in my letter to you of 18 October regarding the 2018/19 Outcome Agreement Guidance, I expect these areas to be reflected in the Outcome Agreement Guidance and national measures going forward.

Review of Student Support

- 14. The Independent Review of Student Support published its findings in November 2017. As work progresses in considering implementation of the Review's recommendations, the SFC should support the delivery of this work, working closely with Scottish Government and the Student Awards Agency for Scotland (SAAS). At the forefront of all considerations should be the need to ensure students from the poorest backgrounds receive the support they require to succeed in their studies.
- 15. SFC should support the Governments considerations of the recommendations of the independent review including making improvements to attendance criteria for college students.

Equally Safe in Higher and Further Education

- 16. In 2014, and refreshed in 2016, the Scottish Government published the Equally Safe Strategy. This document, co-authored by COSLA, sets out the Scottish Government's commitment to prevent and eradicate all forms violence against women and girls. (http://www.gov.scot/Resource/0049/00498256.pdf)
- 17. Universities and colleges are well placed to play a pivotal role in supporting efforts to tackle violence against women in Scotland and they have a responsibility for providing a safe environment for students and staff. I welcome the commitment that has been shown by universities and colleges, including their support for and engagement with, the Equally Safe in Further and Higher Education Working Group.
- 18. I expect institutions to adopt a gendered analysis in their approach to this issue, and working with students and staff, assess their own policies and practices against the forthcoming Equally Safe in Higher Education Toolkit, to create safer places of learning for everyone. Institutions should not delay in considering their own policies and practices, identify where gaps exist, and develop a framework for developing an effective, strategic and collaborative approach to preventing gender based violence on campuses. This includes putting in place reporting systems, and data capture arrangements. Importantly, support arrangements should be developed to meet the needs and diversity of survivors, whilst also supporting their continuing engagement at university or college.
- 19. I look to the SFC to work in partnership with the sectors to agree an initial plan for how they intend to adopt and work with the Toolkit, including adaptation of the Toolkit for colleges. Thereafter, to report annually on universities and colleges' progress on this, reflecting this in the annual Outcome Agreement process; and to ensure that their work with the Toolkit is reflected in the forthcoming institutional Gender Action Plans.

Student Mental Health and Wellbeing

20. University and college campuses should be transformative places where students not only achieve academically but flourish and where their well-being is supported and nurtured. Universities and colleges should, in partnership with student associations, other pastoral







care providers and NHS Scotland, have in place a range of support services that are sensitive to the varying needs of all students, that identify mental health difficulties early and provide appropriate support to meet these.

21. I would expect all universities and colleges to develop a strategy for mental health and work with NUS Scotland and their local student association to develop a Student Mental Health Agreement. The SFC, through its reporting mechanisms with universities and colleges, should ensure that these arrangements are in place and are effective.

English for Speakers of Other Languages (ESOL)

- 22. With the move to core Outcome Agreement teaching funds of £1.455m of Strategic Funds (previously used to fund ESOL delivery with Community Planning Partnerships), the SFC should ensure colleges continue to involve Community Planning Partnerships in the planning and delivery of ESOL. This will include identifying and agreeing with Partnerships the most appropriate agents in this delivery that reflects the needs and type of demand being identified from ESOL learners within their regions.
- 23. The SFC should work with Education Scotland to evaluate how well colleges and their respective Community Planning partners are working together to meet the needs of ESOL learners.

SG strategic priority

The highest standards of teaching, governance and financial accountability in colleges.

SFC strategic outcome: SFC will invest in, and support, the development of high-performing colleges and universities with modern, transparent and accountable governance arrangements.

Scotland's colleges

- 24. Scotland's Colleges are at the heart of our ambitions to deliver inclusive economic growth in Scotland and I am grateful to the SFC and colleges for their efforts in continuing to deliver our commitment to deliver 116,000 full-time equivalent places. Building on the successes of the sector in responding to the needs of young people, to learners of all ages and to the local and national labour markets, I wish the college sector to continue to develop its culture of improvement and for there to be a clear line of sight between your investment in colleges and their contribution to the delivery of our national priorities.
- 25. Through the national college improvement project, we wish colleges to be supported to deliver local improvements with the aim of improving retention and raising attainment to the benefit of all learners. This approach to improvement should build upon the learning from the pilot year of the revised quality arrangements implemented by the SFC, Education Scotland and colleges themselves. I look to the SFC to play a full part in the ongoing development and wider application of this work, which I am looking to progress with pace in 2018-19.







Financial reporting and long-term planning

26. The SFC, the Scottish Government and its partners in the sector should continue to work together to create a financially stable national college sector which delivers for all students. The SFC should work with the sector to agree the assumptions for the 2018 Financial Forecast Return Call for Information on key long-term planning assumptions that underpin the forecasts covering the period ending Academic Year 2022-23.

National bargaining

- 27. National Bargaining is a key strategic priority for the college sector and we will continue to work closely with you on the associated costs as negotiations progress during 2018/19. We also welcome the enhanced role the SFC will play in national bargaining to improve transparency in relation to the validation of financial and operational information. The SFC should ensure proposals and draft costings from joint secretaries are received at least 2 weeks before any negotiating meeting, to allow time for the data to be validated and agreed in advance of any discussion taking place. The SFC will have the final say on the validation of the data and therefore on the associated financial implications.
- 28. The SFC should also ensure that colleges include the cost of harmonising staff-pay, terms and conditions in their financial plans as part of the long-term planning described in paragraph 26.

Arm's Length Foundations

29. I would welcome advice from the SFC on how the sector might best continue to use Arm's Length Foundations to assist with long term financial planning and future investment decisions.

Regional Strategic Bodies

30. The SFC should continue to support all three Regional Strategic Bodies (RSBs) to support long-term planning for colleges in their region; and ensure that each regional board has robust arrangements in place to discharge its duty to monitor its performance, support high-standards of governance and that of any colleges assigned to it. This should include advice to Ministers on the scope for improving the efficiency and effectiveness of the RSBs.

Good governance

31. Effective governance is fundamental in supporting colleges in the performance of their day-to-day operations. I expect the SFC to continue to work with the Good Governance Steering Group and the Scottish Government to take forward the recommendations from the Good Governance Task Group and also to ensure colleges continue to comply with the principles detailed in the Code of Good Governance for Scotland's Colleges.

Gender balance on boards

32. Building on my key themes of equality and fairness, the SFC should take a leading role in supporting board appointments across college regions which reflect the diverse nature of the communities which they serve, and meet the Government's objective set for public boards that 50% of their non-executive members are women by the end of 2022. The SFC should work with Colleges Development Network to develop innovative approaches to chair and board member recruitment which supports succession planning and diversity.







Senior Level Pay

33. The SFC should encourage senior figures within the college sector to demonstrate restraint in their own pay settlements. While Public Sector Pay Policy does not apply directly to colleges, the SFC's Financial Memorandum state that colleges must have regard to Public Sector Pay Policy. Therefore, setting pay arrangements for senior staff must ensure value for money, affordability and sustainability in the longer term.

Living Wage

34. The Real Living Wage Initiative is an important part of the Scottish Government fair work agenda and I would ask the SFC to encourage further progress to be made across the college (and university) sector. I expect all colleges to demonstrate progress towards achieving Living Wage Accreditation. Paying the living wage and becoming accredited not only treats people more fairly, it benefits the economy and sends a positive signal about the organisation into the wider community.

Flexible Workforce Development Fund (FWDF)

35. I expect the SFC to continue to work closely with the Scottish Government in delivering this year's Programme for Government commitment on the Flexible Workforce Development Fund (FWDF) in 2018-19. That will include drawing on the lessons of the FWDF pilot to put in place arrangements for the up-skilling and reskilling of the existing workforce. There will be £10m to support the FWDF in 2018-19, with the SFC continuing to contribute £6m from its existing baseline, and a further £4m being provided by the Scottish Government through in-year transfers.

Capital investment and estates strategy

- 36. Further to the completion of the national College Estate Condition Survey, the SFC should use this as a basis to prioritise future capital investment in the college estate, including new build, refurbishment, upgrading and maintenance. Future capital investment requirements in the college estate should be underpinned by fully transparent guidance and engagement with the sector. The SFC should also continue to work closely with the Scottish Government to develop clear guidance on the disposal of assets within the college sector.
- 37. Capital investment should also consider and support the clear and ambitious targets set in the Climate Change (Scotland) Act 2009 and I expect the SFC to continue to support the sector in reduction of its carbon footprint. Through the development of the Scottish Energy Efficiency Programme and the delivery of the Low Carbon Universities Fund, the SFC has a unique opportunity to share learning across the sectors.

SG strategic priority

Colleges working in partnership

SFC strategic outcome: SFC will take a leadership role in creating a high-performing system of learning in Scotland, which is strongly connected and coherent for learners







Developing the Young Workforce and Employer Engagement

38. Colleges have a central role to play in growing the provision of vocational pathways in the senior phase of Curriculum for Excellence and I look to the SFC to drive acceleration of collaboration and growth in provision. Through active and effective partnership working between school, colleges and employers, the SFC should help to ensure all young people have access to good quality work-related learning and a range of vocational pathways at a range of appropriate SCQF levels (including introductory/ taster courses) in addition to provision at level 5 and above.

Collective and collaborative leadership in college sector

39. Collaborative leadership (not just between colleges but between colleges and their partners) is needed at all levels to develop a shared vision for change and improvement. The SFC should support this collective approach by working with Colleges Scotland and the Colleges Development Network to embed equity and excellence across the sector.

Early Learning and Childcare (ELC)

- 40. The expansion of Early Learning and Childcare (ELC) is a key policy for the Scottish Government. Building on the increase in provision of training places over the previous academic year, a further increase in provision to support the expansion is sought for the 18/19 academic year. Specifically, we are seeking to train an additional 1,813 new starts for HNC college and university (through UHI) courses to train at practitioner level in the sector. We are also seeking an additional 490 places (245 FTEs) at managerial level. Those should be split between 388 BA Childhood Practice places (194 FTE) at universities and 102 PDA places (51 FTE) at colleges. These figures have been adjusted to account for withdrawal rates, as discussed with SFC colleagues. My officials will continue to discuss how best to establish a process through which progress against targets can be monitored throughout the year.
- 41. The SFC's support in ensuring this crucial evidence is available throughout the year is greatly appreciated. Providing flexibility in how and when courses are delivered for the sector will assist in ensuring those wishing to change career have the ability to train in a way that fits around their lives. Exploring greater flexibility in delivery of courses to widen the training options available, in particular for career changers, will be important in the coming year. I am grateful that you continue to work with colleagues from the Directorate for Children and Families, contributing to a number of cross sector fora to progress this policy and, in particular, with development and implementation of the ELC Workforce Delivery Plan. Finally on ELC, I welcome your on-going support in building a diverse workforce to support the expansion of ELC, including recruitment of more males, those from minority ethnic groups and those with disabilities.

FE Strategic Futures

42. The FE Strategic Futures Group presents an opportunity for long-term partnership between the SFC, the Scottish Government and the sector as we work together to create a financially stable national college sector which maximises its potential and delivers for students. The SFC should play a full role in the development of this newly established group and should use the group to promote and secure the success of Scotland's colleges and to deliver on the strategic ambitions of the Scottish Government.







SG strategic priority

Quality learning and good governance in universities

SFC strategic outcome: SFC will invest in, and support, the development of highperforming colleges and universities with modern, transparent and accountable governance arrangements

HE Capital

- 43. Gaining an understanding of the costs of maintaining a fit for purpose higher education estate is vital to the effective use of capital funds. The work that has been undertaken thus far by the SFC to create an evidence base which sets out the sector's year-on-year life-cycle maintenance needs is a key part of this.
- 44. This information, in conjunction with discussions between the SFC, the university sector and Scottish Government officials, should continue with a view to exploring ways in which the use of Capital funds could be more effectively aligned with strategic priorities both for this year and in the future.

HE Strategic Futures

45. The SFC has continued to engage with the Scottish Government to develop a positive outcome for the higher education sector in the 2018/19 budget. While funding and efficiencies remain an important element of the Strategic Futures Group, the Scottish Government will continue to work with the SFC and the sector, using this Group as a conduit, to discuss wider issues that affect delivery and service provision. The SFC has a crucial role in the continued development and improvement of this long-term partnership working and in ensuring maximum value for our public investment.

Quality assurance

46. In the context of the changing regulatory framework in England, the SFC should continue to work to protect, as far as possible, the interests of the Scottish University Sector. In respect of the Teaching Excellence Framework, I would like to reaffirm the view of Scottish Ministers that the existing Quality Enhancement Framework approach to quality assurance in Scotland remains the key determinant of assessing the provision of quality learning in Scottish universities. The SFC should therefore work with the Scottish Government and sector partners to mitigate the impact on quality assurance in Scotland of expected changes to the UK Quality Code.

Higher Education Governance

47. I look to the SFC to ensure that higher education institutions are taking the action necessary to ensure that their governing instruments are amended as necessary to enable them to meet the requirements of the Higher Education Governance (Scotland) Act 2016 in line with the timescales set out in the commencement regulations. Alongside this, the SFC must give careful consideration to the revised Scottish Code of Good HE Governance in the context of the 2016 Act and its duty under the Post 16 Education (Scotland) Act 2013 to







require institutions to comply with any principles of governance which appear to the Council to constitute good practice in relation to higher education institutions.

And, in line with the approach set out for colleges, and the importance this Government places on the principles of the Public Sector Pay Policy, I welcome the SFC's undertaking to work with the Higher Education sector to support more transparent governance arrangements, particularly in relation to decisions on remuneration at senior levels.

- 48. I am aware of, and welcome, the progress that many institutions have already made towards gender balance on their boards and, where there are imbalances, of the steps being taken by the institutions to address these. I wish to see rapid progress made by our higher education institutions in addressing imbalances in gender representation on Boards and also in their senior ranks. It is important that institutions reflect the wide diversity within Scotland's society and the student population that they serve.
- 49. The SFC should work with Scottish Government and the sector to develop arrangements for reporting against the requirements of the Gender Representation on Public Boards (Scotland) Act 2018, in line with guidance which will be consulted on and developed over the coming months. It is intended that these arrangements will avoid duplication as far as possible. The SFC should also ensure that institutions highlight how they are proactively promoting gender balance on their Boards and at senior levels and all activity towards achieving these outcomes through their Outcome Agreement or Gender Action Plan.

SG strategic priority

Internationally competitive and impactful research

SFC strategic outcome: World-leading research

Europe and International

- 50. Relationships with other countries support the quality and diversity of Scotland's further education, higher education and research through the development of collaborative partnerships, the sharing of best practice and the ability to attract students and staff from a wide range of backgrounds and with valuable skills. This includes relationships within the European Union and further afield.
- 51. The withdrawal of the UK from the EU has the potential to have a significant impact on our colleges and universities and their ability to continue to attract talented students and staff, as well as European programme funding. Scottish Ministers_firmly believe that the best outcome is to maintain our existing relationship with the EU and that, if that is not possible, we must stay in the single market and customs union.
- 52. Scotland as part of the UK remains a member of the European Union and so remains eligible to apply to participate in European programmes. The agreement between the UK Government and the EU (December 2017) suggests that eligibility to participate should continue until 2020.
- 53. I look to the SFC to continue to work with the sector and partners through Connected Scotland, the emerging 'Scotland is Now' nation branding strategy and other partnerships to identify opportunities to communicate that our colleges and universities remain open to







students and academics from across the world and committed to teaching, research and mobility collaborations with our European and international partners.

Core Research budget

54. I welcome the increase in the level of Research Excellence Grant (REG), Research Postgraduate Grant (RPG) and University Innovation Fund (UIF) in AY 2018-19. I expect the Funding Council to ensure that this is used to maintain world-leading research and innovation in our universities.

SG strategic priority

Effective knowledge exchange and innovation between universities and colleges and industry.

SFC strategic outcome: Greater innovation in the economy

Innovation and entrepreneurism

- 55. The Scottish Government published the CAN DO Innovation Action Plan in January 2017. Our universities have a pivotal role in driving up levels of business innovation by making the best use of university knowledge (and as outlined in Objective 4 of the Action Plan). I expect the SFC to work closely with the sector to use the University Innovation Fund to drive increasing engagement with businesses in support of the Action Plan.
- 56. I welcome the progress that has been made to implement the second phase of the Innovation Centre programme, building on the success of the first phase and the recommendations of the Reid Review. It is important that this is a true partnership endeavour reflecting the ethos of the Enterprise and Skills Review, with SFC working in partnership with Scottish Enterprise and Highlands & Islands Enterprise to ensure the second phase appraisal process is proportional and progressed at pace while ensuring due diligence. I look to the SFC to continue to ensure that the recommendations of the Reid Review are fully reflected in the second phase of the programme to ensure long term economic outcomes are delivered across sectors.
- 57. The SFC should continue to encourage an enhanced involvement for colleges in the Innovation Centre Programme. This should include the on-going development of the College Innovation Fund through FUTUREquipped and the College Innovation Accelerator Fund (CIAF) providing colleges with resource to release their internal capacity to engage more fully in the innovation support ecosystem for Scotland's businesses.
- 58. Our universities and colleges play a key role in supporting an entrepreneurial culture in Scotland. It is key to ensuring that students are exposed to entrepreneurial thinking so that they develop an understanding that an entrepreneurial journey is possible and beneficial throughout their life and work. To this end, I look to the SFC to drive acceleration of work between the sector and partners within the framework of the CAN DO Innovation Action Plan







Industrial Strategy and UK Research and Innovation (UKRI)

59. It is important that the UK Industrial Strategy and the emerging UKRI deliver for the whole of the UK including Scotland. I look to the SFC to support universities in collaborations with businesses and other partners across Scotland to maximise the emerging opportunities, including levering in additional UK competitive funding for research and innovation in Scotland. I also expect the SFC to collaborate with Research England and the other funding bodies on shared UK-wide projects, such as the research infrastructure roadmap and next Research Excellence Framework.

SECTION 2: SFC's operations, governance, collaboration with partners and your role in advising Government on policy and strategy

SG strategic priority: SFC operating as a highly effective public body.

A. INVESTMENT DECISIONS AND FINANCIAL ACCOUNTABILITY

Strategic Funds

60. Having funds available to invest in Further and Higher Education projects which contribute to meeting Scottish Government strategic objectives is something that I welcome and would like to see continue. In line with the Audit Scotland commentary, I would stress the importance I attach to ensuring that projects prioritised for funding are clearly linked to Scottish Government strategic objectives. As part of this, I would expect the SFC to continue to examine currently-funded projects with a view to assessing their consistency with Scottish Government strategic objectives. I am also keen for the SFC to adopt an approach to the use of Strategic Funds where funded projects set out a pathway to becoming self-sustaining where appropriate.

European Structural Funds

- 61. In collaboration with Skills Development Scotland and colleges, I expect the SFC to continue to maximise the opportunities available through the current European Funding programme, paying particular attention to your responsibility to comply with regulations and audit procedures.
- 62. Between April 2018 and March 2019, the SFC will continue to manage its European Structural Fund programmes (ESF). ESF activity is delivered by colleges in addition to SFC core activity. In collaboration with SDS, the SFC will deliver its component of the Developing Scotland's Workforce (DSW) programme. This programme will be delivered pan Scotland and will focus on higher level skills to meet regional demand by providing courses linked to Scotland's Smart Specialisation sectors and key growth sectors in Scotland.

Long-term financial planning

63. I look to the SFC to advise Ministers on the long term financial needs of the sectors, taking account of demography, significant financial pressures and options for greater efficiencies and cost savings.







Financial transactions

64. The SFC has been allocated £40m of financial transactions to support capital activity in the university sector. I expect the SFC to work collaboratively with the sector to determine the most effective way in which these can be used.

NPD expenditure,

65. The budget allocated to the SFC also includes £29.3m to cover College NPD expenditure. I expect the SFC to use this funding to cover the unitary charge payments required for college NPD projects in 2018-19.

Financial monitoring and reporting

- 66. The SFC will submit accurate reports and claims in relation to all programmes which they fund as per agreements established between the SFC and individual Scottish Government policy areas.
- 67. The SFC should continue to focus on ensuring the quality and robustness of financial reporting from the colleges sector and ensure effective, timely and efficient handling of any challenges which may arise.

B. GOVERNANCE AND OPERATIONS

Gender balance

68. The Gender Representation on Public Boards (Scotland) Bill has been passed by the Scottish Parliament and I welcome the objective set for public boards, including the SFC, that 50% of their non-executive members are women by the end of 2022, and for steps to be taken to encourage women to apply to become non-executive members of public boards. This is a key priority and I set out earlier in this letter (paragraphs 32 and 49) my expectations and ambitions for the SFC's work with the sectors.

Building organisational capacity and capability to improve outcomes

- 69. The SFC Board and its Committees will continue to play a key role in 2018-19 by providing scrutiny, challenge and oversight of the organisation's activities and delivery of the strategic objectives set by Ministers. I am grateful for the significant contribution Board Members make both individually and collectively and look to the SFC to ensure that their induction, talent development and succession planning arrangements continue to support Members, enabling them to contribute fully during their time on the SFC Board.
- 70. The SFC senior team and board should continue to engage closely with the Scottish Government's Sponsor Team to develop a package of measures aimed at improving collaboration between the two organisations, based upon a shared understanding of respective roles and responsibilities and making the best possible use of your cumulative knowledge, expertise and networks. I would welcome a regular update from the Chair on this activity, which I am keen to support and consider of critical importance.
- 71. In a time of increasing financial pressures, your Interim Chief Executive's role as Accountable Officer for public funds granted to colleges and universities remains a crucial one. I expect you, and your Board, to (i) make full use of the powers available to you to lever maximum impact from Government investment and (ii) ensure no ambiguity across either







sector about the importance of absolute compliance with the terms and conditions of grant set out in the SFC's Financial Memorandum. In this context, I welcome your engagement with Scottish Government officials to create a Framework Document.

Production of statistics, reporting and performance management

- 72. Statistical reporting on the performance of the HE and FE sectors continues to be an important function. The Office for Statistics Regulation has recently updated the Code of Practice for Statistics which gives new guidance on ensuing trustworthiness, quality and value of the statistics you produce and to ensure they serve the public.
- 73. To meet the high standards set out in this new code, you should identify and create a range of continuous improvements to your methods, processes and outputs. This should also include a staff development plan where all SFC staff should be aware of the requirements under the new code. Our Chief Statistician, who is responsible for adhering to the Code of Practice for Statistics, will be able to provide advice and guidance to support improvements in the production of statistics.

C. ADVISING GOVERNMENT ON POLICY AND STRATEGY COLLABORATION

74. I am grateful to the SFC for the valuable advice and guidance they provide to Government's policy development and for the expertise and challenge that your contribution injects. Your knowledge and input are an essential and influential part of our decision making process and I will look to you to continue and build on this in 2018-19, particularly as we look to progress our thinking in key policy areas including the learner journey and implementation of the student support review.







SPECIFIC REQUESTS OF PUBLIC BODIES

Issue	Further information	Basis of request
Community Planning	We expect those public bodies that will be subject to statutory community planning duties under Part 2 of the Community Empowerment (Scotland) Act 2015 to work with other partner bodies and communities within Community Planning Partnerships to identify, resource and manage effective delivery of shared priority outcomes for their localities. Other public bodies should consider and take reasonable steps to pursue opportunities for partnership working with other bodies, including local authorities, wherever this can support your respective business objectives.	Page 13 of the PfG; the Community Empowerment (Scotland) Act 2015
Digital services	Digital technology is a powerful enabler for improving public services and driving down the costs of delivery. We expect public bodies to deliver against Scotland's Digital Future: Delivery of Public Services by ensuring that digital transformation is embedded within your business strategy and corporate plan. In developing your digital public services, you should consider opportunities to support or benefit from the development of Scotland's national digital ecosystem. If you wish to assess the digital maturity of your organisation, develop business cases/procurements for digital services, or source expert digital staff, please contact the Central Government Digital Transformation Service. Such business change can be challenging and we therefore expect all bodies to make effective use of the Central Government ICT Project and Programme Assurance Framework.	Page 28 of the PfG; Scotland's Digital Future: Delivery of Public Services
Diversity on boards	Most public bodies with boards have signed up to the commitment – 50:50 by 2020 – to improve diversity on boards including working towards gender balance on boards by 2020. As of April 2017 listed public authorities are required to publish the gender composition of their boards and to produce succession plans to increase the diversity of their boards by virtue of The Equality Act 2010 (Specific Duties) (Scotland) Amendment Regulations 2016. Guidance to support listed public authorities to implement the new duty will be developed by the Equality and Human Rights Commission and the Scottish Government. In addition, the new regulations also amend the Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012 by lowering the threshold for a listed public authority to report their gender pay gap and publish equal statements etc. from those authorities with more than 150 employees to those with more than 20 employees. You are encouraged to take positive action to support and enable greater diversity of Ministerial appointments, through: • taking an active role in succession planning, and providing advice to Ministers about the board's membership needs, both for new and reappointments; • ensuring that suggested criteria for the selection of new board members meet the needs of the body, are unbiased and are not unnecessarily restrictive; • taking action both during and between board member recruitment exercises to attract the broadest range of candidates to the work of the board; • providing mentoring, shadowing and training opportunities for potential board members; and	Page 35 of the PfG
Equality	Public bodies are reminded of the Public Sector Equality Duty (PSED) contained within the Equality Act 2010. Those bodies that are listed within the Scottish specific equality duties are legally required to: • report on progress in mainstreaming the PSED in to the main business of the organisation; • set, every 4 years, equality outcomes and report on progress every 2 years. We would expect to see within the business plans of the listed body's clear links to their equality outcomes; • impact assess new and revised policies and practices as well as making arrangements for reviewing existing policies and practices; • gather and use and publish employee information;	Public Sector Equality Duty within the Equality Act 2010 and the Scottish specific equality duties







Living Wage	 publish gender gap information (race and disability also from 2017) and an equal pay statement; and consider adding equality award criteria and contract considerations into procurement exercises. Public bodies are encouraged to become <u>Accredited Living Wage Employers</u>, paying the <u>Living Wage</u> to their employees and people involved in delivering public contracts. We published <u>statutory guidance</u> for public bodies on how workforce-related matters, including the Living Wage, may be taken into account in public procurement processes. 	Page 37 of the PfG
Young Workforce	You have a vital role to play in working with us to implement the Scottish Government's youth employment strategy, Developing the Young Workforce, for example, by recruiting and training young people, working towards achieving the Investors in Young People gold standard and engaging with the education system to provide development opportunities for young people. Development of procurement policies that encourage more employers to contribute to the development of Scotland's young people.	Cabinet Secretary for Fair Work, Skills and Training's letter to public bodies of 15 December 2014
Fair work	You will know that the Government previously commissioned the Working Together Review to examine progressive workplace policies and published a formal response in August 2015 We asked you to have regard to that report and the recommendation that public bodies should report publicly on their approach to industrial relations and its impact on workplace and workforce matters. A key part of the response was the establishment of the independent Fair Work Convention, who published their blueprint for fair work in Scotland in March 2016.	Page 37 of the PfG; Working Together Review: Progressive Workplace Policies in Scotland
Low Carbon sector and combating climate change	We look to all public bodies to help realise the significant opportunity for growing the low carbon sector both through leadership and directly through reduction of energy demand and integration of low carbon and renewable heat and energy technologies across estates. More generally, we expect our public bodies to lead by example in combating climate change and making a valuable contribution towards achieving our ambitious emission reduction target of 80% by 2050. 2017/18 will mark the third year of mandatory reporting from 180 listed public bodies on compliance with climate change duties. The mandatory reports for 2017/18 are due to be submitted to SG by 30 Nov 2018. Reporting advice, tools, guidance and training are available from the <u>Sustainable Scotland Network (SSN)</u> .	Pages 30-31 of the PfG; policy proposal to bring into force a public body duties reporting requirement under sections 46 and 96 of the Climate Change (Scotland) Act 2009
Efficiency	Although not explicitly mentioned in the Programme for Government, we continue to expect every public body to deliver efficiency savings of at least 3% per annum and to report publicly on the actions undertaken and the results achieved.	Efficient Government section of SG website









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John McClelland CBE Chair Skills Development Scotland Monteith House 11 George Square Glasgow G2 1DY

March 2018

Dear John

SKILLS DEVELOPMENT SCOTLAND - GUIDANCE 2018-19

Introduction

1. Following the publication of our Programme for Government (PfG), 'A Plan for Scotland', I am writing to you to outline the strategic priorities I would wish to set for Skills Development Scotland (SDS) until the end of March 2019. More detail around this can be found at **Annex**

Enterprise and Skills Review

2. It is my intention that SDS will undertake its operational and strategic planning in line with the Strategic Board's Strategic Plan once it is developed, and in the meantime be attentive to the emerging themes and priorities of the Board as it develops that Plan. Of considerable significance to that aim is the requirement for SDS to plan and work collaboratively with the other Enterprise and Skills agencies, with SG and more widely as required to support the Strategic Board's aims.

Strategic Context

- 3. Skills Development Scotland sits in a critical position in support of both the Scottish Government's overarching ambition of inclusive, sustainable growth for Scotland and its defining mission of education. Contributing to the development of a skilled and productive workforce in Scotland, both now and in the future, is a central contribution to the Government's strategic vision for Scotland.
- 4. SDS has a decade long record of delivery and innovation of which it can and should be proud. As we look forward to an ever evolving and increasingly uncertain economic environment the need for that focus on delivery and innovation becomes increasingly important. So too does the need to collaborate with the Government, other agencies and the widest range of stakeholders. We cannot unlock the opportunities of the future and respond to some very disruptive challenges by working in isolation or through only superficial collaboration.







- 5. The formation of the new Strategic Board following the Enterprise and Skills Review provides an opportunity to build a new approach to enterprise and skills support for Scotland. This is an opportunity to work across boundaries and to deepen alignment and innovative practices at a level we haven't seen before. This will rely on collective leadership across the agencies and strong partnership with Government.
- 6. SDS has responded positively to the conclusions of the Review and has made a distinctive and important contribution to the work to establish the new Strategic Board. In the year ahead I look to SDS to be part of the formation of a new collective leadership which drives progress and isn't constrained by the institutional interests of partner agencies. This will take place against a backdrop of significant change for SDS at board level. I understand this will be a challenging period for the organisation. However I expect the transition to genuine collaborative leadership with partners to remain at the forefront of the organisation's strategic focus throughout the year.
- 7. Learners and employers have been and must continue to be a key focus for SDS. Maintaining and enhancing confidence in the stability and quality of outcomes delivered by Scotland's skills system must be a priority for SDS working in partnership with the Scottish Funding Council and others. While we must always be open minded about change to the services provided to learners and employers, we must maintain a clear and consistent focus on the outcomes we are seeking to achieve through those services.
- 8. Looking back over the past decade SDS has made a significant contribution in terms of the development of the apprenticeship pathway and in response to the post-recessionary challenge of youth unemployment. In many ways this success has been characterised by a responsive approach to rapidly shifting labour market conditions. Looking forward to the next decade we can anticipate different labour market challenges even if we cannot realistically forecast what they will be and when they will occur. The Government will continue to respond to the challenges that emerge and that means priorities will evolve. I look to SDS to continue to adapt in response and will support the organisation to do so.
- 9. Skills Development Scotland plays a pivotal role in assessing, developing and delivering the skills needs of a wide range of Scottish Government priorities. I expect you to build on your current valuable contribution to those priorities by continuing to work in collaboration with partners, including those at local, regional and national levels, to unlock opportunities and creating the future capacity required within Scotland's skills system.
- 10. We recognise there is a need for our investment in skills and enterprise to help create a workforce which can compete effectively in an increasingly competitive global economy. The importance of industry leadership in determining current and future skills needs cannot be overstated. This must be a system wide approach. We look to SDS to continue to work with the Scottish Funding Council on skills alignment, harnessing the energies of industry leaders in transforming our approach.
- 11. The significance of providing young people with improved career management skills and the information required to make informed choices about their future learning and careers is fundamental. Your work to date on careers education in schools has been critically important. However, by its very nature, developing and delivering careers education within the context of a changing labour market is a continual process of improvement and I look to SDS to continue to prioritise this work.



- 12. Building on the expanded reach of its all-age careers services, SDS has a critical role to play in working with partners to support the development of a more aligned and integrated approach to employability support in Scotland particularly on Work Able Scotland which SDS continues to deliver on Ministers' behalf. SDS should also look to support and promote Fair Start Scotland through My World of Work and other channels.
- 13. We recognise the need to rebalance the nation's skills provision, with greater emphasis on, and recognition of the value of, work based and technical learning options. I ask you to continue your partnership work to developing work based and technical learning pathways, providing more and better learning opportunities for Scotland's young people.
- 14. My expectations are reflected in the following high level strategic priorities for SDS:
 - **Skilled and Productive Workforce:** Ensure that the provision of skills and training is geared towards the current and future needs of individuals and employers.
 - **Fair Work:** Support employers to grow, through the promotion of management practices that encourage the creation of sustainable and productive jobs.
 - **High Employment and Low Unemployment:** Delivering on employment support to provide an integrated system, which provides equality of opportunity to access work to ensure everyone is able to maximise their potential.
 - Equal Opportunities: Place equality and diversity at the very heart of SDS activity to
 drive forward change that will make an enduring difference. In particular make a
 contribution to the delivery of the Governments ambition of halving the disability
 employment gap. SDS should continue to persure the aims of the MA Equality Action
 Plan.
 - **Collaborative Working:** An enhanced culture of collaborative working with enterprise and skills agencies and other stakeholders.
 - **High performing public body:** SDS operates as a highly effective public body working collaboratively with others to maximise its impact on individuals, society and the economy.
- 15. This letter sets out these strategic priorities in further detail and I ask that your Operating Plan for 2018-19 determines how you will contribute to these priorities in the year ahead. With the establishment of the Strategic Board following the Enterprise and Skills Review, I would look to SDS to align with the specific priorities identified by the board and the new governance structures and performance framework as they emerge.

Skills Development Scotland Budget 2018-19

- 16. In what has been a tight financial settlement for public services across Scotland, I am pleased that I have been able to secure an uplift in SDS's budget that reflects the government's priorities. I welcome SDS's approach to working openly with officials to better understand and consider the prioritisation and maximisation of opportunities within the confines of this settlement.
- 17. SDS's budget allocation for 2018-19, to support delivery of our priorities on inclusive and sustainable economic growth is set out in the table below (these figures are subject to Parliamentary approval). This is confirmed in your budget allocation and monitoring letter issued in March 2018. Any in-year transfers, both in or out of the budget, will be detailed at



the Autumn and Spring Budget Revisions, published each year and subject to Parliamentary scrutiny.

Skills Development Scotland	2018-19 Budget
Grant - in - Aid	£193.3m

18. Looking ahead to future years I expect SDS to enage with Scottish Government on budgets at both ministerial and official level well ahead of the new apprenticeship contracting periods.

Conclusion

19. In conclusion, I hope that you will find this letter helpful in carrying forward your business planning for 2018-19. I am confident that SDS will rise to meet the challenges it faces during the coming year and this Government very much values the important work that SDS carries out in helping to deliver the Government's Purpose. I look forward to that support continuing as the Board drives forward its important work in meeting our priorities to create a prosperous nation with more jobs, fair work and a dynamic sustainable and inclusive economy.

SG Strategic priority

Skilled and Productive Workforce: Ensure that the provision of skills and training is geared towards the current and future needs of individuals and employers.

SDS Outcome

Employers are better able to recruit the right people with the right skills at the right time.

Skills Alignment

- 1. As reflected in our Economic and Labour Market Strategies, developing the skills of Scotland's current and future workforce is central to improving productivity, supporting the Scottish Government's focus on inclusive and sustainable economic growth. The Enterprise and Skills Review concluded that the impact of our investment in skills would be enhanced by increasing the planning and alignment between SDS and SFC, so that this investment better reflects the needs of employers and the economy. I want SDS to continue working with my officials and with SFC to deliver the Skills Alignment workstream, as set out in the Enterprise and Skills Review Report on Phase 2: Skills Alignment, with a specific focus in 2018/19 to advance the early work on:
 - Establishing a single demand and provision planning cycle with SFC that takes into account the planning cycle of colleges, universities and training providers. This supports the expectation, set out in the Enterprise and Skills Review Report on Phase 2: Skills Alignment, that SDS and SFC will jointly develop: an evidence-based skills demand assessment proposal that identifies skills demand at national, regional and sector levels, and where gaps exist in possible priority occupations, qualification levels and skills pathways; and a resultant a coherent provision plan for skills investment at regional, occupational and qualification levels. Both the demand assessment and the provision plan should be developed with industry and institutional engagement, with SDS and SFC working actively with relevant providers to build institutional capacity and capability.
 - Enhancing the use of information on labour market demand and providers' capacity across SDS and SFC. This on-going improvement from 2018/19 should support the enhanced use of this information to better and more clearly inform Outcomes Agreements and SDS contracting processes.
 - Better aligning the work of the relevant parts of SDS and SFC. This will ensure a seamless approach to developing and implementing skills provision planning, Outcome Agreements and SDS contracting.
 - Joint recruitment with SFC of a Director of Skills Alignment and Planning, supported by the establishment of a supporting core team and wider virtual team, drawn from SDS and SFC. The establishment of this post and the supporting teams is a vital enabler to delivery of the above and Skills Alignment more widely, given the post's responsibility for progressing Skills Alignment.



- 2. These actions directly support the implementation and delivery of the Skills Alignment workstream and the 5 step model that underpins it (see high level diagram annex B). Implementation of this approach will inform on-going consideration of the most effective balance of our skills investment to maximise returns in terms of productivity and labour market inclusion and avoid duplication of effort and funding.
- 3. As this new approach develops, we ask SDS to continue to:
 - Extend and strengthen Regional Skills Assessments by identifying the range of available equality data that might be used to further enhance skills intelligence.
 - Implement existing, and potential new sectoral SIP action plans.
 - Consider how equality impact assessments and specific equality actions are most effectively integrated into the SIP / RSIP development process.
 - Place a focus on existing and future growth sectors, including those with STEM occupations and other Scottish Government requirements, e.g. digital, rural, early learning & childcare, film & TV etc.
 - Collaborate with Creative Scotland and its partner agencies to establish the dedicated Screen Unit, play a full part in its governance and work to fulfil its shared strategy. I expect the establishment of the Screen Unit in 2018-19 to result in closer and stronger collaborative working by SDS with agency partners so that public sector investment and resources drive growth more effectively in our television and film sectors.
 - Contribute to the STEM Strategy for Education and Training by delivering SDS designated actions and by implementing SDS' own STEM strategy. SDS will contribute to the governance arrangements for the Strategy through its continued representation on the STEM Strategy Implementation Group, and through the official-level Action Group.
 - Implement existing **Regional skills investment plans** (RSIPs) which are playing a key role in integrating skills investment at local level.
 - Work with a range of partners on the development and delivery of the strategic approach to rural economic development and related skills support.
 - Work with enterprise and skills agency partners to ensure that skills requirements are reflected in City and Growth Deal infrastructure and other development proposals.
 - Develop an evidence base that allows us to better understand the links between skills investment, productivity and inclusive growth via the high performing inclusive growth framework.
 - Increasingly bring their skills plans and evidence base to the fore in supporting the development of SG policies and strategies, including the delivery of skills related Ministerial commitments.

SDS Outcome

People have the right skills and confidence to secure good work, progress in their careers and achieve their potential

Learner pathways and the learner journey

4. Scotland needs an efficient, effective and adaptable skills and learning system that allows learners to prosper and supports industry with the required skills. Our ambition is to create a world-class skills infrastructure for work-based learning, providing a coherent pathway of







- opportunity from school, post-school and into employment, with a clear and flexible choice of learning pathways, complementing the more traditional academic pathways and allowing learners to move between and progress through alternative routes.
- 5. We also wish to simplify the learner journey and welcome SDS' continued involvement in the learner journey project and its future implementation.
- 6. In terms of pathways, we look to SDS to continue its work to expand work-based learning options, including:
 - Fully involving employers, including SAAB, in advising the appropriate balance of pathways within the apprenticeship family that will provide the technical and meta skills that drive economic growth.
 - Continued expansion of Foundation, Modern and Graduate Apprenticeships (detailed further below).
 - Ensuring professional and quality standards are embedded across the apprenticeship family.
 - Supporting initiatives to ensure that prior learning is recognised across all skills pathways to avoid duplication.
 - Effectively promoting all available pathway opportunities to learners, raising awareness and understanding while shaping attitudes towards work-based learning options.

Our expectations of SDS in the management and delivery of the apprenticeship family are detailed below.

The Apprenticeship Family

- 7. The commissioning of apprenticeships will be informed by the new 5-step skills alignment model. This should lead to improved alignment of SDS and SFC planning cycles and enhanced use of evidence to inform commissioning with training providers (Steps 1 and 2). The commissioning process and the monitoring and performance management of training providers (Steps 3 and 4) will also be shaped by the new approach, alongside SFC commissioning and funding of colleges and universities.
- 8. We ask SDS to work with SFC in ensuring that apprenticeship funding in FE and HE is clearly understood.

Modern Apprenticeships

- 9. Modern Apprenticeships (MAs) are well established and critical to our Youth Employment and Economic strategies. Apprenticeships deliver against our dual aims of supporting economic growth and addressing youth unemployment. They support growth and STEM sectors while providing real employment opportunities for young people and taking account of demographic change and employer demand.
 - SDS should provide at least 28,000 new Modern Apprenticeship starts including up to 887 Graduate Apprenticeships in 2018/19, as we continue our managed expansion towards 30,000 new starts per year by 2020/21. This is with a view to establishing Graduate Apprenticeships as a significant and sustainable offer. My officials will work closely with SDS to develop further expansion plans in line with available resources.



- As before, the majority of places should to be allocated to young people aged 16-24 across all sectors, including key and supporting sectors and with a particular focus on 16-19 year olds.
- Across 16-24 year olds, priority should continue to be given to higher level frameworks (SCQF 6 and above) and to those in STEM occupations.
- In response to industry need SDS should increase the focus on the offer of MA opportunities for those aged 25+, in key and supporting sectors.
- Consideration should be given to how, within the parameters of public procurement legislation, the MA contracting process could be adapted to facilitate the development of a stronger and higher quality training provider supply chain.
- Continue to offer an open and transparent commissioning process for National Training Programmes and apprenticeships.
- Continue to provide additional funding for remote rural apprenticeships in line with Scottish Governance guidance.
- Provide support to public sector organisations able to access apprenticeship funding through initiatives such as, but not limited to, continuation and on-going development of the Public Sector Network, to promote the up-take of apprenticeships in the public sector.
- Promote and provide enhanced contribution rates for disabled people and those with experience of care up to the age of 29.
- Continuing to consider (with SG) what other mechanisms may be necessary to achieve aims of the MA Equality Action Plan.
- 10. Within the context of the Government's strategic commitment to Fair Work I would look to SDS to continue to work with trade unions, employers and other partners to ensure Modern Apprentices are aware of collectively bargained pay rates for individual sectors where these exist. More generally I would look to SDS to consider mechanisms to embed the different dimensions of the Fair Work framework. Specificially I expect SDS to work with Scottish Governemnt officials and other partners on the work started in 2017 on Modern Apprenticeship pay.

Foundation Apprenticeships

- 11. In response to the Scottish Government's Youth Employment Strategy, Developing the Young Workforce, SDS is playing a key role in developing new apprenticeship pathways. In partnership with schools, colleges and employers you have expanded the apprenticeship family to incorporate Foundation Apprenticeships, offering young people more pathways to gain valuable work experience and enter sustainable employment.
- 12. It is important that SDS continues to ensure Foundation Apprenticeships are available across an expanding range of frameworks and in every local authority area in Scotland. In 2018/19, SDS should support 2,600 young people to start a Foundation Apprenticeship, up from 346 starts during 2016/17 and 1,245 in 2017/18. This will support progress toward my commitment to support at least 5,000 new Foundation Apprenticeships starts for young people in academic year 2019/2020, with a view to establishing Foundation Apprenticeships' as a significant and sustainable offer in the senior phase. My officials will work closely with SDS to develop further expansion plans in line with available resources.

We expect SDS to continue monitoring and reporting on the progress of the pathfinder cohorts and to conduct a formative evaluation to capture learning from the pathfinders to inform Foundation Apprenticeships delivery for the current and future cohorts. Longer term,





- we recognise that the evaluation of Foundation Apprenticeships will be incorporated into the apprenticeship evaluation framework that you have developed in conjunction with the OECD.
- 13. Based on learning from the early pathfinders and formative evaluation, you should continue to collaborate with the SG and other partners to review the design and delivery models for Foundation Apprenticeships to ensure that these maximise learner success. Specifically, you should ensure that where learners choose to leave school prior to completion of their Foundation Apprenticeships, all successfully completed units are SQA certified.
- 14. You should also work with Education Scotland, SQA, schools and colleges, to ensure that pathways into Foundation Apprenticeships exist in all schools and regions, building and extending existing good practice. SDS should work with Education Scotland to establish appropriate mechanisms to evaluate the effectiveness of these and all vocational education delivery in the senior phase of Scottish schools.
- 15. In addition, we ask SDS to work with SAAB to consider the development of new work based learning offers, including Foundation Apprenticeships, at appropriate levels, to expand the inclusivity of work-based learning as a viable component of and an alternative to traditional academic education.
- 16. SDS should work in partnership with the DYW National Group (and DYW Regional Groups), business organisations Education Scotland, colleges and local authorities work together to secure employer engagement in schools in driving the growth of Foundation Apprenticeships.

Graduate Apprenticeships

17. We ask that SDS continues to grow Graduate Apprenticeship opportunities (with a target of up to 887 in 2018/19). This will involve continuing to develop frameworks and to support delivery partners in taking forward Graduate Apprenticeships programmes. We look to SDS to work with all universities, exploring new, innovative and cost effective ways of delivering Graduate Apprenticeships and to work responsively with partners as interest in new frameworks emerge.

Early Learning and Childcare

- 18. The expansion of Early Learning and Childcare (ELC) is a key policy for the Scottish Government. It is anticipated that up to 11,000 additional staff need to be recruited and trained for the ELC sector by August 2020. We look to SDS to continue their work supporting this growth sector.
- 19. Specifically, we ask that SDS continue to increase the number of ELC Modern Apprenticeships, by 10% year on year (subject to demand), as previously agreed, and to develop and pilot a Graduate Apprenticeship for the sector. The increase in financial contributions for modern apprenticeships within SDS resources is most welcome. However, we would be grateful for your assistance in considering what specific support could be given to career changers (over 25s) and those in rural areas. Ensuring that these groups have access to training opportunities will be important in assisting us to meet the workforce requirements of the ELC expansion.
- 20. I am grateful that you continue to work with colleagues from the Directorate for Children and Families, contributing to a number of cross sector forums to progress this policy, in particular, steering the sector's Skills Investment Plan (SIP), and in the development and implementation of the ELC Workforce Delivery Plan.



21.I also welcome your on-going support in improving the diversity of the ELC workforce by raising the profile and attractiveness of the sector and embedding developing a diverse workforce as a cross cutting theme in all work.

Equalities and evaluation

- 22. Across the apprenticeship family, SDS should:
 - Continue to develop the evaluation of apprenticeship long term outcomes (ALTO) in order to assess the impact on productivity and inclusive growth.
 - Continue to focus on increasing the number of disabled people; ethnic minority groups and care leavers entering Modern Apprenticeships and to tackle apprenticeship areas where there are gender imbalances, as outlined in the Equality Action Plan (EAP) for Modern Apprenticeships
 - Going forward, progress plans to extend the EAP to the newer elements of the apprenticeship family.

Promoting work-based learning

- 23. Supporting the creation of a world class work-based learning system in Scotland will require changes in long held views and practices of different types of educational experience, and it is vital that SDS continues to engage with key influencers, including teachers, parents and employers, to contribute to system change.
- 24. The Centre for Work-Based Learning will be a conduit for policy influence and we anticipate that the research output from the centre will be used to influence the skills and learning system. We urge SDS to consolidate the partnership for the Centre for Work-Based Learning in taking forward a programme of work that will position the Centre as an influential voice in the development of work-based learning in Scotland.
- 25. The PhD programme, initiated by SDS, will also be an important part of a high quality research programme that will also be influential for the policy and practice of work-based learning in Scotland.
- 26. In addition, to help facilitate system change, SDS should expand the content and reach of its digital service, www.apprenticeships.scot. In the year ahead, we ask SDS to introduce an online account that will enable apprentices to more readily access support and track their progression through their learning journey.

Apprenticeship Governance

27.A new apprenticeship governance and engagement structure was put in place during 2016/17, to better align and articulate industry demand in apprenticeship design and development, and provide a robust structure to oversee the evolution of the broader apprenticeship family. The Scottish Apprenticeship Advisory Board (SAAB) sits at the heart of this and is designed to give employers and industry a leading role in developing the future of apprenticeships in Scotland. SDS should continue to provide administrative support to SAAB and be responsible for the National Occupational Standards (NOS) on behalf of the Devolved Administrations.



28. In the year ahead, I ask SDS to work with SAAB groups and stakeholders, as follows:

- Through the SAAB Standards and Frameworks group, SDS should continue to work with partners to develop and maintain a future standards architecture to underpin work based learning in Scotland, including the framework approvals process.
- Working with the Employer Equalities group, I ask SDS to support the development and implementation of their work plan to contribute to improved representation of all groups within apprenticeships, with particular focus on those identified in the Youth Employment Strategy. The group's work to advise employers on inclusive workplace practices, recruitment and employee retention practices is also welcomed. I ask SDS, along with the Scottish Government and other stakeholders including SAAB, to explore how the experience of pregnant women and young mothers in accessing, participating in and completing national training programmes might be improved. I also ask that SDS discuss with my officials the most appropriate means of promoting EHRC advice to employers on supporting pregnancy and maternity in the workplace, within the context of other SDS support for business and current resources.
- I also expect SDS to take account of the views of the Employer Engagement group in the development of its work plan. This group should continue to work with SDS to ensure fitness for purpose of apprenticeships.scot, act as ambassadors for apprenticeships and endorse the development of the Apprenticeship Engagement Group.
- The new Apprentice Engagement Group, reporting into the Employer Engagement Group, will play an ambassadorial and consultative role in promoting and raising awareness of apprenticeships and their benefits, engaging with parents and helping to shape the information, advice and guidance provided through careers services.

Career information, advice and guidance

- 29. The decisions young people make as they journey towards and into work must be informed by high quality, early advice on sustainable labour market opportunities and the range of appropriate educational and training options available. The **Career Education Standard** 3-18 sets out how we expect this to be achieved.
- 30. SDS has already made significant changes to its service offer in schools to meet these expectations, including support for capacity building of teachers in P5-P7, **transition** support for P7/S1 pupils and support to make **subject choices** in S2/S3, all supported by complementary digital content on **My World of Work**. I expect SDS to continue working with education partners to ensure alignment of career management skills development and the CES with the school curriculum and to support capacity building for teachers and practitioners. This will include embedding learning from the on-going programme of **Education Scotland CIAG reviews**.
- 31. Our Developing Young Workforce **Youth Employment Strategy** underlines our commitment to ensuring all our young people, regardless of their challenges, have fair access to the employment, learning or training opportunities available to them. At the heart of this is the successful delivery of the **Opportunities for All** (OFA) commitment for 16-19 year olds and increasing the numbers of young people up to the age of 24 making successful transitions into learning, training and work.
- 32.SDS is central to the re-engagement of unemployed young people, particularly those aged 16-19 (and up to 26th birthday for those with care experience). SDS should continue to







- embed and continuously improve its 'Next Steps' services to meet the needs of those requiring support to make a successful and sustained post-school transition, ensuring that this aligns with other delivery partners.
- 33. SDS is also contributing to specific improvements identified in the Learner Journey review.
- 34. SDS should continue to work with DYW Regional Groups to develop Marketplace, providing teacher access to offers for pupils and further developing this functionality to allow young people (Nextsteps, college, secondary and primary) direct access.
- 35.SDS should develop a qualifications calculator which can be housed on the veterans landing page on MyWoW to help armed forces leavers translate their military qualifications into civilian/open market equivalents.

Data Sharing and the Participation Measure

- 36.SDS is central to our ability to report on the success of the OFA policy. SDS' maintenance of the **shared dataset** and management of multi-partner data sharing through the **16+ Data Hub** allows tracking and monitoring of young peoples' transitions to ensure resources and services are appropriately developed and targeted at individuals with the greatest need.
- 37.I expect SDS to continue its work with strategic partners to continue to track, publish and promote the post-16 Participation Measure. This is now the key measure in Scotland Performs for tracking the proportion of young people in learning, training or work.
- 38.I also expect SDS to work with my officials and partners to further improve the quality of the shared dataset through data sharing with HMRC (employment status) and third sector organisations. The scope to expand the data set to include all 16-24 year olds should also be investigated.
- 39. Furthermore, SDS should look to increase the flexibility of the management information system underpinning the shared dataset (CSS) to provide partners and stakeholders with direct and more flexible access in order to maintain and make best use of the data held, in line with GDPR guidelines.

Redundancy support

- 40. For those individuals facing redundancy, the continued support through our **Partnership Action for Continuing Employment** (PACE) initiative remains critical. As in previous years, we remain committed to continuous improvement in the PACE programme and of particular interest in the year ahead is improved reporting and tracking of the destinations and outcomes of those individuals who have received PACE support, where it is possible to do so. My officials will continue to liaise with PACE Partners during 2018/19 to monitor the demand for PACE and the scale, nature and quality of PACE services to help inform the future development and delivery of PACE support.
- 41.As the lead delivery partner for PACE, SDS should continue to work with the Scottish Government and PACE Partners to identify ways to increase the 'reach' of PACE activity and support for individuals facing redundancy situations. SDS will also be expected to contribute to any taskforces/bodies that are set up in response to economic shocks.
- 42. Linked to this, SDS should continue to deliver the **Transition Training Fund** (TTF), providing support to those who face losing their jobs in the oil and gas sector to transition into other roles in the sector or other energy and manufacturing opportunities. With funding







- of £12m over three years (2016-2019), TTF offers grants to individuals to support redeployment through retraining or further education, procured training and provide support to special projects.
- 43.I also expect SDS to continue supporting redundant Modern Apprentices back into an apprenticeship or alternative positive opportunity. As part of this, SDS will continue to manage the **Adopt an Apprentice** initiative, offering £2,000 to employers who take on redundant apprentices, rising to £5,000 for employers taking on a redundant apprentice in the oil and gas sector.

SG Strategic priority

FAIR WORK: Support employers to grow, through the promotion of business models that encourage the creation of sustainable and productive jobs.

SDS Outcome

Employers have high performing, highly productive, fair and equal workplaces

Employer engagement

- 44. At a strategic level, engaging with employers remains critical in driving fundamental change in our skills system. We expect SDS to contribute to this through the Scottish Apprenticeship Advisory Board (SAAB), offering full support for its administrative structures.
- 45. With the support and guidance of SAAB, we look to SDS to engage with employers to promote the importance of, and manage demand for the recruitment of apprentices.
- 46. As part of this, we expect SDS to continue to assist us in articulating a strong case around the benefits of employing and developing young people informing the choices they make, preparing them for the workplace and supporting them into work. I expect SDS to continue to work with my officials to promote **Investors in Young People** (liYP) and to contribute to the on-going work of the industry-led DYW Regional and National Groups to ensure the involvement of employers in shaping education.
- 47. We anticipate that **Marketplace**, the online digital platform to further encourage and improve engagement between employers and education, will be rolled out across DYW Regional Groups to increase the number of schools that are actively engaging with employers. Through direct technical improvement of the platform, provision of skills investment planning data and national LMI, you will support continuing development of this platform. In addition to the development of Marketplace, SDS should work together with DYW regional groups and Founders 4 Schools to develop a joined-up approach to reporting across both of the systems.
- 48.I also expect SDS to raise awareness of the financial incentives and advisory help available to companies to invest in the recruitment and development of young people, including HM Forces Early Service Leavers. I ask SDS to place emphasis on the benefits of recruiting and supporting a **diverse workforce**, articulating the case for employing and developing young people with the greatest barriers to employment, and raising awareness of the available support. As part of this, SDS should raise the profile of the **Carer Positive** scheme with employers to increase awareness of the benefits of recruiting a young carer.
- 49. As well as engaging with employers to determine industry skills needs, SDS also has a key role in helping employers meet their more immediate skills and training needs. To support this, SDS should continue to work with Re:markable (previously Investors in People Scotland) to deliver the **Skills for Growth Programme**.







- 50. Building on the recommendations of the Fair Work Convention, I ask that SDS works with partners to develop the evidence base on fair work to inform policy and practice, and uses its relationships with businesses and wider organisations, and its own role as an exemplar, to promote and enhance better working practices in Scotland, as set out in the Fair Work Framework, thereby supporting inclusive and sustainable economic growth. I ask that SDS applies Fair Work principles outlined in the Fair Work Framework, within its own organisation and with its own staff. This should also include active promotion of the **Living Wage** and **Scottish Business Pledge**.
- 51. Together with SE, HIE and other partners, SDS should develop a joint improvement programme to deliver a cohesive system of business support across the agencies and key partners (including innovation, exporting, skills) differentiated across regions.
- 52. To support your engagement with employers, I ask that you continue to maintain **Our Skillsforce** as the digital channel for provision of advice and information to employers on the support available from SDS and partners. Alongside this, I also ask SDS to continue collaborating with Scottish Enterprise, Highlands and Islands Enterprise and Business Gateway to develop a shared CRM to support alignment of your activity. I encourage SDS to work with my officials and partners on the Digital Business Enablement, as detailed further in paragraph 77.
- 53. SDS should also provide support for account managers from the other agencies to enhance their understanding of the skills services offered through SDS.

SG strategic priority

EQUAL OPPORTUNITIES – Place equality and diversity at the very heart of SDS activity to drive forward change that will make an enduring difference

SDS Outcome

Increased equality of opportunity for all.

- 54. Our economic strategy hinges on the principle that sustainable economic growth and reducing long term inequalities are complementary objectives. We aim to create a society that promotes inclusive growth and provides economic opportunities through a fair and equal jobs market.
- 55.SDS is already demonstrating its commitment to encouraging greater levels of participation from under-represented groups in our skills programmes. Across all of the areas of SDS' work, I would like to see a continuing focus on tackling inequality and improving access to its programmes.
- 56. Your Equalities Action Plan (EAP) for Modern Apprenticeships in Scotland, published in 2015, set out a series of actions and targets. Progress is already being achieved in some areas, and I expect SDS to continue monitoring and reporting on progress against the EAP and against the outcomes identified in your Equality and Diversity Mainstreaming Report¹.
- 57.I recognise that some of the equality challenges identified in the EAP reflects deep seated issues in the labour market and wider society and that it will take time to achieve significant change. However, I also believe that the MA and wider work-based learning programme has a key contribution to make in achieving that change.

St Andrew's House, Regent Road, Edinburgh EH1 3DG

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¹ In line with the Public Sector Equality Duty contained within the Equality Act 2010

58.SDS should also continue to collaborate with the SFC, Education Scotland and other strategic partners in delivering respective gender action plans to achieve the recommendations of DYW relating to gender imbalance in apprenticeships and colleges.

59. SDS also has a significant contribution to make in tackling inequality:

- Fairer Scotland for Disabled People Delivery Plan This government has a stated ambition of halving the disability employment gap and I would expect SDS to contribute to the delivery of this through the Fairer Scotland for Disabled People Delivery Plan and the SDS Modern Apprenticeship Equality Action Plan.
- I ask you to continue to take into account related government initiatives, including in relation to the Race Equality Framework, Race Equality Action Plan.
- As a Statutory Community Justice partner, I expect SDS to continue to work closely
 with the other partners to promote and communicate better understanding of, and
 access to, our existing services for those individuals going through the criminal
 justice system or with an offending history, to shape and support the delivery of
 the new model for community justice in all Local Authority areas.
- We are committed to improving the education and employment outcomes of those
 with experience of the care system. I am encouraged by the commitments in your
 Corporate Parenting Plan and expect you to report on progress for the period 2015-18
 and publish a new 2018-2021 plan during the year.
- You have been recognised as a Carer Positive Engaged Employer and should consider how best to promote the benefits of recruiting Young Carers under the Carer Positive scheme across the breadth of SDS activity
- I also expect you to continue to respond to the recommendations of the Scottish Veterans Commissioner in addressing the particular needs of **ex-service men and women**, when seeking to transition from Service to civilian life to gain a fulfilling second career and for wider support in getting veterans into work.
- I ask SDS to work with individuals and employers to address employment inequalities, discrimination and barriers. This includes working in partnership with Government and other agencies to ensure that employment opportunities for women and people from ethnic minority backgrounds are increased, the causes of pay gaps are tackled and progress is made towards reducing, by at least half, the employment gap between disabled people and the rest of the working age population.
- We welcome SDS supporting the aims of Scotland's Energy Efficiency Programme (SEEP) through participation in its skills short life working group and we will work with SDS to build on this and take forward actions for its implementation. This working group is specifically looking at the skills, capacity and quality assurance requirements of SEEP in the short, medium and longer term.
- SDS should also consider the recommendations stemming from the British Sign Language National Plan 2017-23 with regard to the accessibility of SDS services.

SG strategic priority

HIGH EMPLOYMENT AND LOW UNEMPLOYMENT: Delivering against the devolution of contracted employment support to provide an integrated and aligned system, which provides equality of opportunity to access work and coordinated support to ensure everyone is able to maximise their potential



SDS Outcomes

People have the right skills and confidence to secure good work, progress in their careers and achieve their potential

Increased equality of opportunity for all.

Employability support

- 60.SDS has worked collaboratively with SG officials and providers to develop the policy and delivery model for the transitional Work Able Scotland (WAS) programme, for individuals with a health condition, who want to work, but require support to move into sustained employment.
- 61. During 2018/19 SDS focus should move to managing the remaining customers through the service, working with Providers in order to convert starts into job outcomes, whilst continuing to record and share performance and outcome data in line with the reporting requirements agreed by the WAS Delivery Assurance Group. SDS should also work with my officials to support the joint evaluation of the transitional employability service.
- 62. Building on the expanded reach of its career services, SDS plays a critical role in supporting the further development of employability skills for those who need additional support to make successful transitions in their learner and employee journey. The training programmes managed by SDS make an important contribution to aligning individual aspirations with the needs of employers and the wider economy:
 - The **Employability Fund** through its contracted providers SDS will deliver 9,000 training starts for unemployed people of all ages in 2018/19, commissioned with local partners to align customer need with local labour market demand.
 - The Certificate of Work Readiness I encourage SDS to continue working with employers, training providers and other partners to increase the uptake of CWR as a positive route for young people to demonstrate readiness for starting work. I would also encourage SDS to consider the suitability of further development of the CWR.
 - The National Third Sector Fund I expect SDS to continue to work with third sector and social enterprises in Scotland to develop and deliver the Social Enterprise and Third Sector Challenge Fund. I expect SDS to ensure that the support offered through this fund adds value to existing interventions and maximises the opportunities available through ESF.
 - **SERI** I ask SDS to continue to work with local authorities in the administration and delivery of Scotland's Employer Recruitment Incentive (SERI), offering support to up to 550 individuals, with the greatest barriers to employment, to obtain and remain in sustainable employment (including MAs).
 - **Open Doors** If appropriate I ask SDS to continue to support the delivery of in-work support for the most disadvantaged that may be offered by the Open Doors Consortium. Fair Work and Skills officials will continue to work with Open Doors and will seek my approval before any grant offer is issued. If a grant relationship is established transfers of the agreed level of finance will be agreed separately.
 - Individual Training Accounts provide a flexible training option for those who are unemployed and for those in low paid, low skilled jobs, helping to address in-work poverty. In the year ahead I expect SDS to support up to 18,500 new training places



- and to review programme outcomes in line with a commitment to continuous improvement in programme delivery.
- The Scottish Government is placing a renewed focus on adult literacy and numeracy.
 To support this, I ask that SDS maintains the current 'Big Plus' presence on My World of Work and also works with my officials to contribute to their thinking around future campaigns

SG Strategic priority

Collaborative Working: An enhanced culture of collaborative working with enterprise and skills agencies and other stakeholders.

SDS Outcome

SDS works alongside partners and others to achieve the Scottish Government's expectation of hard alignment across the enterprise and skills agencies.

Relationships with other partners

- 63.I look to SDS to continue to work with other stakeholders including local authorities, colleges and other training providers. Where possible, SDS should draw on other enterprise and skills agencies' expertise and networks to achieve more productive relationships.
- 64. In developing and delivering the services described in this letter, SDS works with a wide range of partners locally, regionally and nationally and, many of which have been referenced earlier. Closer partnership working is critical to delivering better and more cost-effective services and I welcome SDS' continued commitment to such an approach, as set out in your Corporate Plan.
- 65. Operationally, I expect SDS as a named statutory partner in community planning to continue to work closely with Community Planning Partnerships² in the development and delivery of their collaboratively agreed Local Outcomes Improvement Plans and locality plans and SFC for college outcome agreements, in co-commissioning the Employability Fund and in the delivery of SERI and other partners who are able to assist them in improving outcomes and reducing inequalities. SDS should make use of the opportunities afforded by collaborative working with Community Planning Partnerships to pursue its own outcome responsibilities, and in how it reflects collaboratively agreed priorities in its own work.
- 66. In delivering CIAG, SDS should also continue working closely with schools, teachers, local authorities and Education Scotland and via the Curriculum for Excellence Management Board to implement our DYW recommendations in schools and should help develop and be responsive to output from the 15-24 Learner Journey Review in relation to CIAG. As noted earlier, I also expect SDS to collaborate with community justice partners, corporate parents and other stakeholders to drive improvement and better outcomes for groups with identified disadvantage.

SG Strategic priority

High performing public body: SDS operates as a highly effective public body working collaboratively with others to maximise its impact on individuals, society and the economy

SDS Outcome

SDS is an employer of choice, an exemplar of fair work and internationally recognised for excellence, innovation and customer-focus

² In line with statutory community planning duties under Part 2 of the Community Empowerment (Scotland) Act 2015







Planning, Performance and Evaluation

- 67. To provide the planning, data and analytical support the new Strategic Board will need, a new analytical unit will function as part of a wider, distributed system that will include agency boards, regional partnerships and others. I expect SDS to be supportive of exploring options to contribute to the staffing of this unit. Through the Analytical Co-ordination Group, SDS is already contributing effectively to the unit's initial work plan and I ask SDS to continue working with my officials and agency colleagues to create strategic level insight, and provide planning and analytical capacity to enable the new board to deliver a strategic plan, with a single set of outcomes, and to monitor and evaluate the effectiveness of this plan in delivering sustainable and inclusive growth.
- 68.I expect SDS to be able to report on its delivery and programme outcomes, across all of its activities, including the EAP commitments stemming from the Youth Employment Strategy, and in doing so, to demonstrate alignment with and progress against relevant performance frameworks, including for the purposes of the Strategic Board.
- 69.I also expect SDS to continue **managing data and statistics** in line with guidance for official statistics, providing continued assurance to the public on the robustness of programme data. This will include continued collaboration with my officials, when publishing statistics on work-based learning and employability programmes and the Participation Measure.
- 70. As part of its data management processes, SDS should aim for **continuous improvement** in reporting in key areas. SDS should also continue to deliver high level public reporting of TTF.
- 71. The Scottish Government values **high quality and wide-ranging research** conducted, and feedback gathered, by SDS about the services they deliver. Within the context of the analytical work stream described above, I ask SDS to continue a programme of customer research and project evaluation, sharing these findings as appropriate with Scottish Government and other partners, to inform improvements in service delivery.
- 72. SDS should also continue its joint work with my officials to secure HMRC data to progress the long term educational outcomes project (LEO) and implement the Apprenticeships Long Term Outcomes (ALTO) framework, both of which will provide important insights for the learner journey review and the skills alignment model.
- 73. In addition, I encourage SDS to work with the recently established Centre for Work Based Learning to develop new programmes of research to support the development and delivery of high quality work-based learning and to challenge current thinking, perceptions and attitudes of individuals, parents, teachers and employers. I understand that research will take place across four identified streams of activity:
 - **Futures**: understanding the skills, knowledge and capability required by industry and the labour market of the future.
 - **Impact**: measuring the impact of apprenticeships on the economy and society.
 - Learner Journey: designing and building an effective work-based learning system.
 - **Influencing change**: engaging and changing the system for learners and employers by working with a broad range of stakeholders, and Scottish Government policy makers.



74. In close partnership with Education Scotland, you should continue to develop and improve quality assurance processes in relation to the quality of the off-the-job training elements of MAs and the delivery of CIAG services. I expect these quality assurance mechanisms to be robust, fit for purpose and proportionate. They should ensure value for money and clearly inform and support continuous service improvement, both by SDS and, where appropriate, by other partners involved in the overall delivery of MAs and CIAG.

2018 Year of Young People

75. In line with the Aims and Objectives of the 2018 Year of Young People, SDS should actively seek to work in partnership with other partners, including schools, teachers, local authorities, Youth Organisations, Education Scotland and young people themselves to ensure young people have a platform to have their views heard and acted upon, and that they will have a key role in the development and delivery of activities ensuring an inclusive approach is taken throughout the Year and beyond, creating a lasting legacy

Leaders, Innovators and Exemplar Employers

76. Ministers have been clear that public bodies should lead the way in Fair Work, ensuring access to work that offers effective voice, opportunity, respect, fulfilment and security of employment. SDS is an accredited Living Wage (LW) employer and I ask you to build on this by encouraging the employers you engage with to become LW accredited employers. I welcome the emphasis on this in SDS' Corporate Plan. I also expect SDS to maintain its accreditation as both a Living Wage employer and an Investor in Young People and improve and reinforce equality and diversity among Board Members³.

Digital Enablement

- 77.I ask SDS to continue managing and developing the shared Enterprise IS service between SDS, HIE and SE, ensuring that these agencies have access to the digital technology that supports effective customer delivery and delivers the best possible information solutions that support performance management and decision-taking. This type of shared service is critical to achieving the aims of the enterprise and skills review. Areas of focus should include the joint employer CRM system and continued collaboration and alignment of employer-facing digital services, with delivery of a web service during 2018/19.
- 78. SDS should continue to explore shared services with existing partners and should investigate and develop new public sector partnerships.
- 79. Digital transformation and enablement continues to influence how we deliver public services. We ask SDS to continue to develop and integrate customer-responsive systems across its operations internally and for customer facing services. This approach works to understand user requirements and provide them with appropriate information to meet their needs, making services more user-specific friendly.
- 80. With an expanding digital offer and greater reliance on digital networks, it is important that our public agencies have effective cyber resilience measures in place. Digital networks make it possible to provide innovative and integrated public services that deliver to those in most need and promote growth. It is, however, crucial that cyber risk is planned and budgeted for when providing these services. This will help to keep citizens confident in accessing digital public services. In November 2017, we published our Public Sector Action

³ In line with The Equality Act 2010 (Specific Duties) (Scotland) Amendment Regulations 2016



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Plan, following the release of our Cyber Resilience Strategy for Scotland⁴ in 2015. We ask that SDS take appropriate steps to implement the plan, in line with the timelines set.

Carbon Management

81. We expect our public bodies to lead by example in combating climate change and making a valuable contribution towards achieving our ambitious emission reduction target of 80% by 2050. There is now a duty, under sections 46 and 96 of the Climate Change (Scotland) Act 2009, for public bodies to submit annual reports on compliance with climate change duties.

Spending Review

- 82. We will continue to work with SDS during the 2018/19 spending review and in subsequent years, liaising with the Executive Team when appropriate.
- 83. We continue to expect all public bodies to deliver efficiency savings, to be reinvested back into the business, of at least 3% during 2018/19, in line with our efficiency targets and the Public Services Reform (Scotland) Act 2010).

European Funding

- 84. In collaboration with the SFC and other partners, I expect SDS to continue to maximise the opportunities available through the current European Funding programme, paying particular attention to your responsibility to comply with regulations and audit procedures.
- 85. Between April 2018 and March 2019 SDS will continue to manage its European Social Fund (ESF) programme. SDS is one of two lead partners (the other SFC) funded to deliver a Strategic Intervention (SI) for the Developing Scotland's Workforce (DSW) priority of the ESF programme. The SDS SI supports a programme of activity to develop and expand delivery of the new Foundation and Graduate Apprenticeships and deliver and expand Modern Apprenticeships. This programme of work is being delivered pan Scotland and designed to deliver higher level skills (EC ISCED Level 3 and above) to meet employer national and regional demand aligned to Scotland's Smart Specialisation sectors and key growth sectors in Scotland.

JOHN SWINNEY
Deputy First Minister and Cabinet Secretary for Education and Skills

⁴ Safe, Secure and Prosperous: A Cyber Resilience Strategy for Scotland: http://www.gov.scot/Resource/0048/00489206.pdf







COPY LIST

Jamie Hepburn, Minister for Employability and Training

Keith Brown, Cabinet Secretary for the Economy, Jobs and Fair Work

Paul Wheelhouse, Minister for Business, Innovation and Energy

James Dornan. Convener to the Education and Skills Committee

Roz Thomson, Clerk to the Education and Skills Committee

Gordon Lindhurst, Convener to the Economy, Jobs and Fair Work Committee

Alison Walker, Clerk to the Economy, Jobs and Fair Work Committee,

Nora Senior - Chair, Enterprise & Skills Strategic Board

COSLA: Sally Loudon, Chief Executive

SE: Paul Lewis, Chief Executive (Acting); Bob Keiller, Chair HIE: Charlotte Wright, Chief Executive; Lorne Crerar, Chair

SFC: Dr John Kemp, Chief Executive (Acting); Mike Cantlay, Chair

Universities Scotland: Alastair Sim, Director

Colleges Scotland: Shona Struthers, Chief Executive

STUC: Grahame Smith, Secretary General

SCVO: Anna Fowlie. Chief Executive

Education Scotland: Gayle Gorman, Chief Executive

SQA: Dr Janet Brown, Chief Executive SCQF: Aileen Ponton. Chief Executive

Scottish Training Federation: Stuart McKenna, Chief Executive; Stuart Leitch, Chair

Federation of Small Businesses: Andy Willox OBE, Scottish Policy Convener

CBI - Scotland: Tracy Black, Director for Scotland

ADES: Maureen McKenna President; John Stodter General Secretary Visit Scotland: Malcolm Roughead, Chief Executive; Lord Thurso, Chair

Russel Griggs, Chair, South of Scotland Economic Partnership

Issue	Further information	Basis of request
Community Planning	We expect those public bodies that will be subject to statutory community planning duties under Part 2 of the Community Empowerment (Scotland) Act 2015 to work with other partner bodies and communities within Community Planning Partnerships to identify, resource and manage effective delivery of shared priority outcomes for their localities. Other public bodies should consider and take reasonable steps to pursue opportunities for partnership working with other bodies, including local authorities, wherever this can support your respective business objectives.	Page 13 of the PfG; the Community Empowerment (Scotland) Act 2015
Digital services	Digital technology is a powerful enabler for improving public services and driving down the costs of delivery. We expect public bodies to deliver against Services by ensuring that digital transformation is embedded within your business strategy and corporate plan. In developing your digital public services, you should consider opportunities to support or benefit from the development of Scotland's national digital ecosystem. If you wish to assess the digital maturity of your organisation, develop business cases/procurements for digital services, or source expert digital staff, please contact the Central Government Digital Transformation Service. Such business change can be challenging and we therefore expect all bodies to make effective use of the Central Government ICT Project and Programme Assurance Framework .	Page 28 of the PfG; Scotland's Digital Future: Delivery of Public Services
Diversity on boards	Most public bodies with boards have signed up to the commitment – 50:50 by 2020 – to improve diversity on boards including working towards gender balance on boards by 2020. As of April 2017 listed public authorities are required to publish the gender composition of their boards and to produce succession plans to increase the diversity of their boards by virtue of The Equality Act 2010 (Specific Duties) (Scotland) Amendment Regulations 2016. Guidance to support listed public authorities to implement the new duty will be developed by the Equality and Human Rights Commission and the Scottish Government. In addition, the new regulations also amend the Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012 by lowering the threshold for a listed public authority to report their gender pay gap and publish equal statements etc. from those authorities with more than 150 employees to those with more than 20 employees. You are encouraged to take positive action to support and enable greater diversity of Ministerial appointments, through: • taking an active role in succession planning, and providing advice to Ministers about the board's membership needs, both for new and reappointments; • ensuring that suggested criteria for the selection of new board members meet the needs of the body, are unbiased and are not unnecessarily restrictive; • taking action both during and between board member recruitment exercises to attract the broadest range of candidates to the work of the board; • providing mentoring, shadowing and training opportunities for potential board members; and • considering the role of nominations committees.	Page 35 of the PfG
Equality	Public bodies are reminded of the Public Sector Equality Duty (PSED) contained within the Equality Act 2010. Those bodies that are listed within the Scottish specific equality duties are legally required to: • report on progress in mainstreaming the PSED in to the main business of the organisation; • set, every 4 years, equality outcomes and report on progress every 2 years. We would expect to see within the business plans of the listed	Public Sector Equality Duty within the Equality Act 2010 and the Scottish specific equality duties
	 bodies clear links to their equality outcomes; impact assess new and revised policies and practices as well as making 	







Living Wage	 arrangements for reviewing existing policies and practices; gather and use and publish employee information; publish gender gap information (race and disability also from 2017) and an equal pay statement; and consider adding equality award criteria and contract considerations into procurement exercises. Public bodies are encouraged to become <u>Accredited Living Wage Employers</u>, paying the <u>Living Wage</u> to their employees and people involved in delivering public contracts. We published <u>statutory guidance</u> for public bodies on how workforce-related matters, including the Living Wage, may be taken into account in public procurement processes. 	Page 37 of the PfG
Young Workforce	You have a vital role to play in working with us to implement the Scottish Government's youth employment strategy, Developing the Young Workforce, for example, by recruiting and training young people, working towards achieving the Investors in Young People gold standard and engaging with the education system to provide development opportunities for young people. Development of procurement policies that encourage more employers to contribute to the development of Scotland's young people.	Cabinet Secretary for Fair Work, Skills and Training's letter to public bodies of 15 December 2014
Fair work	You will know that the Government previously commissioned the Working Together Review to examine progressive workplace policies and published a formal response in August 2015 We asked you to have regard to that report and the recommendation that public bodies should report publicly on their approach to industrial relations and its impact on workplace and workforce matters. A key part of the response was the establishment of the independent Fair Work Convention, who published their blueprint for fair work in Scotland in March 2016.	Page 37 of the PfG; Working Together Review: Progressive Workplace Policies in Scotland
Low Carbon sector and combating climate change	We look to all public bodies to help realise the significant opportunity for growing the low carbon sector both through leadership and directly through reduction of energy demand and integration of low carbon and renewable heat and energy technologies across estates. More generally, we expect our public bodies to lead by example in combating climate change and making a valuable contribution towards achieving our ambitious emission reduction target of 80% by 2050. 2017/18 will mark the third year of mandatory reporting from 180 listed public bodies on compliance with climate change duties. The mandatory reports for 2017/18 are due to be submitted to SG by 30 Nov 2018. Reporting advice, tools, guidance and training are available from the <u>Sustainable Scotland Network (SSN)</u> .	Pages 30-31 of the PfG; policy proposal to bring into force a public body duties reporting requirement under sections 46 and 96 of the Climate Change (Scotland) Act 2009
Efficiency	Although not explicitly mentioned in the Programme for Government, we continue to expect every public body to deliver efficiency savings of at least 3% per annum and to report publicly on the actions undertaken and the results achieved.	Efficient Government section of SG website





