

### **Board of Management**

Meeting	Board of Management
Date and time	Thursday 11 October 2017 at 3.30 p.m.
Location	Scottish School of Forestry, Balloch

College Secretary 5 October 2018

#### **AGENDA**

**Welcome and Apologies** 

**Declarations of Interest** 

Presentation by Dr Fiona Skinner, Subject Network Leader – Applied Life Studies

### ITEMS FOR DECISION

### 1. MINUTES

Meeting of the Board of Management held on 26 June 2018

### 2. OUTSTANDING ACTIONS

Action List

### 3. ANNUAL BOARD EVALUATION EXERCISE

Facilitated session by Director of Organisational Development

### 4. E MAIL USAGE AND RETENTION POLICY

Extract from Minutes of the Meeting of the Audit Committee held on 18 September 2018

### 5. FINANCIAL STRATEGY

Extract from Minutes of the Meeting of the Finance and General Purposes Committee held on 27 September

### 6. SFC FINANCIAL FORECAST RETURN (FFR) 2018

Extract from Minutes of the Meeting of the Finance and General Purposes Committee held on 27 September 2017

### 7. EQUALITY OUTCOMES ANNUAL REPORT

Extract from Minutes of the Meeting of the Human Resources Committee held on 28 September

## 8. EDUCATION SCOTLAND – DRAFT EVALUATIVE REPORT AND ENHANCEMENT PLAN 2018-19

Report by Depute Principal

#### ITEMS FOR DISCUSSION

### 9. NATIONAL BARGAINING (CONFIDENTIAL)

Report by Director of Organisational Development

### 10. RISK REGISTER / RISK

Report by Principal

## 11. PROGRESS AGAINST STRATEGIC PLAN 2017-2020 INCLUDING KPIS FOR 2017-18

Report by Principal

## 12. STUDENT OUTCOMES AND SATISFACTION RATES FOR 2017-18 Report by Depute Principal

13. STUDENT ACTIVITY 2017-18 AND STUDENT RECRUITMENT 2018-19
Report by Depute Principal

#### 14. HEALTH AND SAFETY ANNUAL REPORT 2017-18

Extract from Minutes of the Meeting of the Audit committee held on 18 September 2018

### 15. PRINCIPAL'S REPORT

Report by Principal

### 16. MINUTES OF MEETINGS OF BOARD COMMITTEES

- a. Chairs Committee 13 September 2018
- b. Audit Committee 18 September 2018
- c. Learning, Teaching and Research Committee 25 September 2018
- d. Finance and General Purposes Committee- 27 September 2018
- e. Human Resources Committee 28 September 2018

### ITEMS FOR NOTING

## 17. UHI COURT – QUARTERLY UPDATE FROM UHI SMT AND ACADEMIC PARTNERS

### 18. UHI RESIDENCES – UPDATE

Report by Head of Governance and Records Management, UHI

19. AOCB

### 20. DATE AND TIME OF NEXT MEETING

Tuesday 18th December 2018 @ 3.30 P.M.



### **Board of Management**

MINUTES of the MEETING of the BOARD OF MANAGEMENT held in Room 203/04, 1 Inverness Campus on Tuesday 26 June 2018

PRESENT: Hazel Allan, Ollie Bray, Sarah Burton, Jaci Douglas, Andy

Gray, Brian Henderson (by teleconference), Robyn Kennedy, Carron McDiarmid, Helen Miller, Innis Montgomery, Chris O'Neil, Fiona Neilson, Gavin Ross, Neil Stewart, Steve

Walsh, John Wilson

CHAIR: Neil Stewart

APOLOGIES: Chris Shaw, Gabriel Starr

IN ATTENDANCE: Depute Principal

**Director of Organisational Development** 

Director of Finance

Director of Business Development Head of Research Development

Head of Student Services

Head of Curriculum Board Secretary

OBSERVERS: Tom Speirs (co-opted member), Andrew Bowie HISA

President Elect, Shawna Leigh MacKinnon HISA VP

Activities and Welfare Elect

The Chair welcomed Andrew Bowie and Shawna Mackinnon to this meeting as observers.

On behalf of the Board, the Chair expressed his thanks to Gabriel Starr and Chris Shaw, the two student members on the Board, for their participation during the current academic year.

### Declarations of Interest

Carron McDiarmid and Steve Walsh declared an interest in items 5, 14 and 16a&b and Fiona Neilson declared an interest in item 13a&b

#### 1. MINUTES

The Minutes of the Meeting of the Board of Management held on 22 March 2018 and the Minutes of the Special Meeting of the Board of Management held on 27 April 2018 were **AGREED** as correct records, were **APPROVED** and were signed by the Chair.

Brian Henderson joined the meeting during discussion of the following item

### Matters arising – 22 March 2018

The Chair gave an update on the UHI integration project, outlining the meeting with Shirley Anne Somerville, Minister for Further Education, Higher Education and Science on 18 May. She had requested participation by all partners and the Chair explained the steps which were now being taken by

the Chair of the UHI Court, to form a UHI assembly which would allow participation by all.

The first meeting of the Assembly would be held in September. The Chair advised that it was his intention to meet with stakeholders over the summer, and he invited board members to participate in this process.

#### 2. OUTSTANDING ACTIONS

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

#### Student Residences

The Board of Management were disappointed that the Chair of UHI Court had not responded to the joint letter from the Chair and the HISA Inverness President. The Chair confirmed that he would raise this issue directly with the Chair of the UHI Court.

The Director of Organisational Development assured the Board that the situation at the residences had improved and that SMT had taken steps to safeguard Inverness College students.

## 3. GOVERNANCE - APPOINTMENT OF VICE CHAIR AND COMMITTEE MEMBERSHIP

A report by the Board Secretary advised that John Wilson had intimated that he wished to step down as Vice Chair of the Human Resources Committee. Following discussion with other members on the Committee, the Chair of Human Resources recommended that the Board appoint Innis Montgomery to the role.

The Board of Management **AGREED** to appoint Innis Montgomery as Vice Chair of the Human Resources Committee.

The Board of Management **NOTED** that Jaci Douglas had stepped down as a member of the Learning, Teaching and Research Committee and that the Chair was of the view that the Committee could carry a vacancy so there was no need to make an appointment at this time.

### 4. POLICIES

### a) Records Management

The Audit Committee at its meeting held on 29 May 2018 had recommended the revised Records Management Policy to the Board of Management for approval.

The Board of Management **APPROVED** the revised Records Management Policy subject to a minor amendment to the wording under the paragraph on records classification. The words "where possible" to be amended to "where appropriate".

### b) Data Protection

The Audit Committee at its meeting held on 29 May 2018 had recommended the revised Data Protection Policy to the Board of Management for approval.

The Board of Management **APPROVED** the revised Data Protection Policy, subject to the inclusion of the EU Data Protection Regulation, UK Data Protection Bill 2018 under the legislative framework to ensure consistency with the records management policy.

The Director of Organisational Development confirmed that there were guidelines for staff in place for use of data and that a new working group had been established to promote compliance and understanding of GDPR.

### c) E Mail usage and retention

The Audit Committee at its meeting held on 29 May 2018 had recommended the new E Mail Usage and Retention Policy to the Board of Management for approval.

The Board of Management **REQUESTED** that the scope of the policy be amended to include reference to staff and the wording in paragraph 4.4 be reviewed and that it be referred back to the next meeting in October for approval.

The Board of Management **AGREED** that it would be beneficial for the Board to have a training session on GDPR and on e-mail usage and retention and the Director of Organisational Development offered to facilitate this session in October.

### d) Health and Safety

The Audit Committee at its meeting held on 29 May 2018 had recommended the revised Health and Safety Policy to the Board of Management for approval.

The Board of Management **APPROVED** the revised Health and Safety Policy subject to the inclusion of reference to Prevent and the Safeguarding Policy within the section on legislative framework/related policies.

Jaci Douglas and Innis Montgomery entered the meeting during discussion of the following item

### **5. REVENUE BUDGET 2018/19**

The Finance and General Purposes Committee, at its meeting held on 7 June 2018 had 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.

The Chair of the Finance and General Purposes Committee referred to the risks to the college, particularly in meeting student targets, of the opportunities for income generation, to the procurement efficiencies being undertaken and the level of the UHI top slice.

There was an urgent need for a 3 – 5 year Financial Strategy and the Director of Finance confirmed that this was currently being developed and

would be submitted to the next meeting of the Finance and General Purposes Committee for consideration.

The Board of Management **APPROVED** the revenue budget 2018/19.

### 6. CAPITAL EXPENDITURE PLAN – 2018/19

The Finance and General Purposes Committee, at its meeting held on 7 June 2018 had agreed to recommend the draft capital expenditure plan for 2018-19 to the Board of Management for approval, based on option 2 as follows:-

 that no budget allocation be made for other capital equipment in 2018/19 and the distribution be instead allocated to ICT.

The Board of Management **APPROVED** the capital expenditure plan 2018/19, based on option 2 as outlined above.

### 7. INTERNATIONAL STRATEGY

The Finance and General Purposes Committee, at its meeting held on 7 June 2018 had agreed to recommend the draft International Strategy to the Board of Management for approval, subject to baseline figures being added to targets for comparison.

The Board of Management **APPROVED** the international strategy.

The Chair asked for the order of business to be changed and that item 8 on the agenda, Board Evaluation, be considered at the end of the business requiring discussion. This was agreed.

### 8. FINANCE SYSTEM

The Audit Committee, at its meeting on 29 May had expressed considerable concern about the further delay to the go live date and as requested, the Director of Business Improvement at UHI had provided a report for this meeting.

The Board of Management considered the report, expressed serious concerns and **NOTED** the current position.

Hazel Allen left the meeting during consideration of the following item.

### 9. PRINCIPAL'S REPORT

A report by the Principal set out the end of year position and provided an overview of new and continuing activity. Short presentations were made on Student Partnership and How Good is my College, Lead 4 – Management Training and on Internationalisation.

The Board of Management welcomed the significant progress which had been made throughout the year and which placed the College in a key position of responsibility and influence within the University.

### 10. RISK REGISTER

A report by the Principal updated the board on the risk register process and on the annual review of the register by each board committee.

The Board of Management **NOTED** the amendments, which had been requested by the committees, and **REQUESTED** that a risk in relation to the UHI top slice be added to the register.

### 11. BOARD MEMBER DEVELOPMENT

The Board Secretary referred to the commitment of Board Members to their continuing personal development and outlined a number of training modules which should be undertaken, namely

- Data protection
- Information security
- GDPR
- Audit

The Board of Management **AGREED** that all members would complete the training modules as listed above by mid- September.

### 12. DRAFT MINUTES OF MEETINGS OF BOARD COMMITTEES

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

- 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 Teaching and Research Committee 5 June 2018
- g) Finance and General Purposes Committee 7 June 2018

John Wilson sought assurance that there would not be a repeat of the Higher Media Studies results, as returned in the previous academic year.

The Principal and the Vice Principal gave an assurance that, based on the anticipated outcomes across all programmes and courses, there would not be a repeat of the circumstances seen last year.

### 13. BOARD EVALUATION

### a. Annual Evaluation Exercise - Board of Management

The Chair referred to the Code of Good Governance for Scotland's Colleges and in particular, to the requirement for an annual board evaluation exercise to be undertaken.

All Board members had completed the exercise and the Director of Organisational Development confirmed that she would identify a number of actions to be taken forward based on the combined responses and would lead a facilitated session at the next meeting in October.

The Chair of the Board, members of the Senior Management team and the observers left the meeting.

### b. Annual Evaluation Exercise - Board Chair

To comply with the Code of Good Governance for Scotland's Colleges and good governance best practice, an annual evaluation of the Board Chair was required to be undertaken.

The Committee collectively, completed the annual chair evaluation exercise. The Vice Chair of the Board would provide feedback to the Chair.

The Chair re- joined the meeting.

### 14. STUDENT RESIDENCES

A report from UHI F&GP Committee held on 6 June 2018 outlined a number of actions which were being progressed to increase the occupancy rate of the residences.

Carron McDiarmid **SUGGESTED** that the SYHA be contacted as they could potentially make use of vacant rooms.

### 15. OSCR ANNUAL RETURN 2016-17

The annual online return to OSCR had been submitted in April.

The Board of Management **REQUESTED** that the draft return for 2017-18 be submitted to the meeting of the Board in March 2019.

### 16. MINISTERIAL LETTERS OF GUIDANCE

The following letters were noted

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

### 17. NETWORKING

The Chair advised that he would be meeting with the Chair of Perth College UHI before he stepped down from that role at the end of July 2018.

### 18. DATE AND TIME OF NEXT MEETING

Thursday 11<sup>th</sup> October 2018 at 3.30 p.m. at the Scottish School of Forestry, Balloch.

Signed by the Chair:	
Date:	

### **List of Outstanding actions - Board of Management**

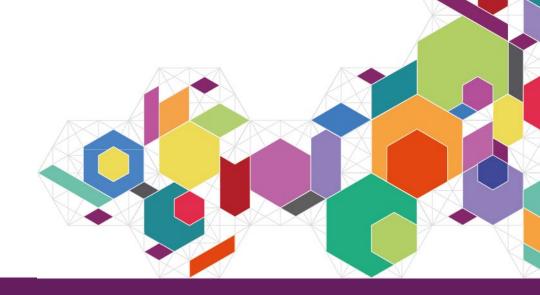
Item	Action	Responsibility	Time line	Actioned
Risk Appetite	Raise issues with the board template at the next Joint audit chairs meeting	Board Secy / Chair of Audit	16 November May 2018 (risk not included in May agenda) November 2018	
22 MARCH 2018				
Item	Action	Responsibility	Time line	Actioned
Student 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  Chair to raise with Chair of Court	
26 June 2018				
Item	Action	Responsibility	Time line	Actioned
Policies	Minor amendment to Records Management Policy Minor amendment to Data Protection Policy Review e mail usage and retention policy and refer back to next meeting in October for approval Minor amendment to Health and Safety Policy	Dir of Org Dev	6 July	Updated Policies now published on the website
Risk Register	Risk in relation to UHI top slice be added to register	Depute Principal	Next SMT meeting - August	
Board Evaluation	Facilitated session to identify actions	Director of Org Dev	October meeting	

## START TOMORROW TODAY

BOARD OF MANAGEMENT EVALUATION 2018









## Code of Good Governance

## **Five Sections**

- 1. Leadership and Strategy
- 2. Quality and Student Experience
- 3. Accountability
- 4. Effectiveness
- 5. Relationships and Collaboration

## The Results

 Generally very high rates of agreement across all areas

Some individual outliers

Areas for
 Development
 around section 5
 'Relationships and
 Collaboration

## Vision and Strategy

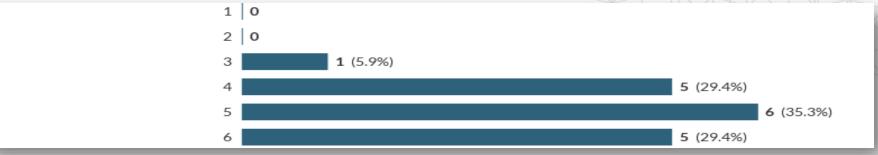
The Board has set out clear strategic priorities and aims.

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2 0
3 0
4 1 (5.9%)
5 4 (23.5%)
6 12 (70.6%)
```



## Vision and Strategy

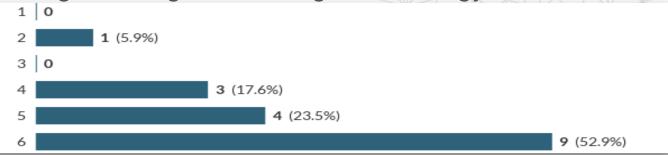
2. The Board regularly reviews performance against the strategic aims





### **Vision and Strategy**

3. The aims of the College are aligned with regional strategy/outcomes





## **Vision and Strategy**

4. The Board undertakes regular strategic reviews/ scenario planning





## **Corporate Social Responsibility**

5. The Board understands and demonstrates the College Values



## **Corporate Social Responsibility**

6. The Board has a Code of Conduct to which it is committed in practice



## **Corporate Social Responsibility**

7. The Board operates according to the Nine Principles of Public Life2



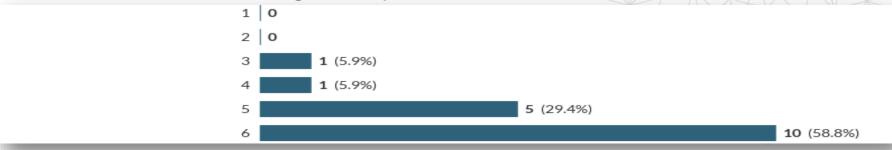
## **Student Engagement**

1. Student members are active at Board level



## **Student Engagement**

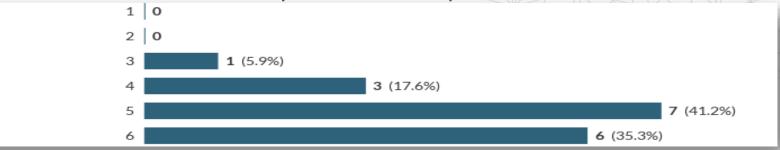
2. The Board receives regular reports from the Students' Association





### **Student Engagement**

3. The Board and its Committees prioritise the opinions/views of students





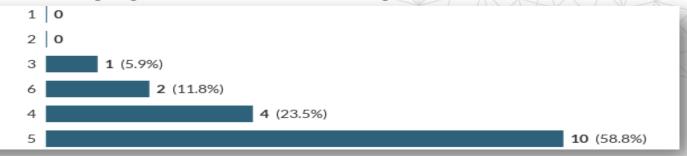
**Learning and Teaching/Student Support** 

4. Learning and Teaching Performance is overseen effectively



Learning and Teaching/Student Support

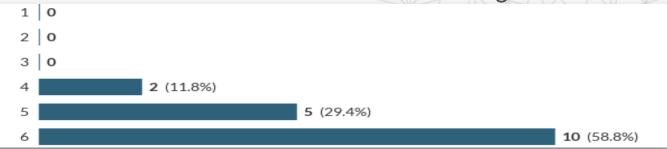
5. The Board sets challenging student success targets





**Learning and Teaching/Student Support** 

6. The student experience is central to Board decision-making





## Accountability and Delegation; Risk and Audit

1. The Board recognises its chain of accountability



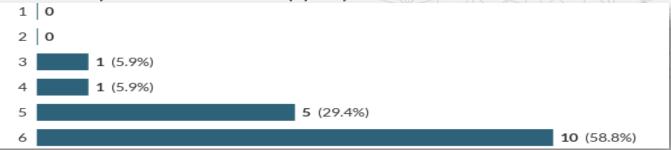
## Accountability and Delegation; Risk and Audit

2. The Board is open in its decision-making and facilitates disclosure



## Accountability and Delegation; Risk and Audit

3. The Board delegates responsibilities to appropriate committees





## Accountability and Delegation; Risk and Audit

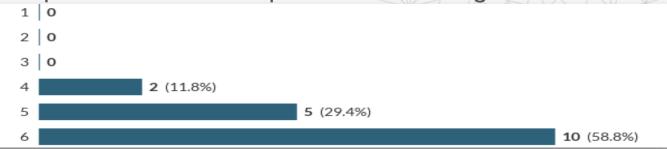
4. The Board has in place an effective risk management strategy





## Accountability and Delegation; Risk and Audit

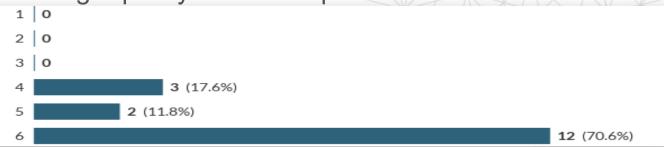
5. The College's audit processes are comprehensive and rigorous





### Accountability and Delegation; Risk and Audit

6. The Board publishes high quality Annual Reports





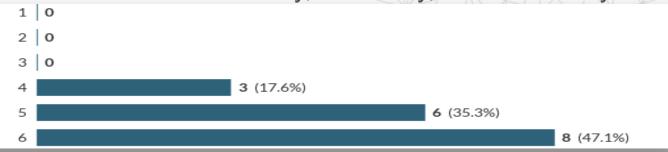
## Remuneration, Sustainability, Staff Governance

7. There is a formal process for setting the Principal's remuneration



## Remuneration, Sustainability, Staff Governance

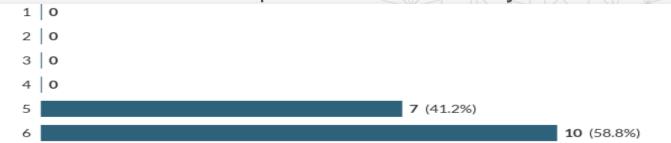
8. Funds are planned and used economically, efficiently, and effectively





## Remuneration, Sustainability, Staff Governance

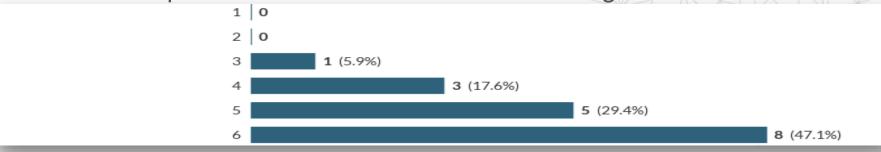
9. Board members are aware of their responsibilities as charity trustees





## Remuneration, Sustainability, Staff Governance

10. The Board prioritises the fair and effective management of staff





## Effectiveness

### Post holder Effectiveness

1. The Board Chair promotes open discussion on strategic matters



# **Post holder Effectiveness**

2. The Board has an appropriate mix of skills and works well as a team



# Post holder Effectiveness

3. The Principal and Executive Team are clearly accountable to the Board



# Post holder Effectiveness

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



# Board member development and evaluation

6. There are sufficient opportunities for Board induction and development



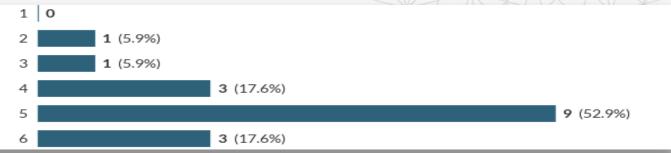
# Board member development and evaluation

7. Board effectiveness is regularly reviewed



# **Partnership Working**

1. The Board ensures effective communication with stakeholders





# **Partnership Working**

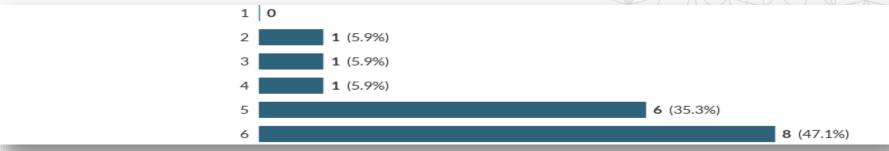
2. Learning provision is relevant to industry needs





# **Partnership Working**

3. The College engages well with stakeholders/industry partners





# **Partnership Working**

4. The Board supports the delivery of the Regional Outcome Agreement







## **Board of Management**

Subject/Title:	E Mail usage and retention policy	
Meeting and date:	Board of Management – 11 October 2018	
Extract from Minutes of the Meeting of the Audit Committee held on 18 September 2018		

### E MAIL USAGE AND RETENTION POLICY

This policy was considered by the committee at its meeting in May 2018 and had been recommended to the Board of Management for approval. The Board had requested that a number of points of clarification be made. These had now been included in the revised policy.

The Audit Committee **AGREED** to recommend the new E Mail Usage & Retention policy to the Board of Management for **APPROVAL**.



# **Board of Management**

Subject/Title:	Email Usage and Retention Policy		
Author: [Name and Job title]	Martin Robinson, ICT Services Manager		
Meeting:	Audit Committee		
Meeting Date:	18 September 2018		
Date Paper prepared:	12 September 2018		
Brief Summary of the paper:	The policy was recommended for approval at the Audit committee in May 2018 subject to clarification of a couple of minor points. The attached addresses these for the Board.		
Action requested: [Approval, recommendation, discussion, noting]	The Committee is asked to recommend the new 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	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? (expreeither as the time which needs to pass or a cond 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

## Background

At the Audit Committee meeting in May 2018, the use of college e-mail and personal devises was raised as a point of clarification. Section 4 has now been updated to include the following points.

- 4.4. Staff should NOT download College email to a non-College PC, laptop or mobile device using an email client (e.g. Apple Mail, Microsoft Outlook on a non-College PC).
- 4.5. College email should NOT be downloaded on a non-College PC, laptop or mobile device using an email client (e.g. Apple Mail, Microsoft Outlook).
- 4.6. College email should NOT be forwarded to an alternate email account, such as hotmail or yahoo.
- 4.7. 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.
- 4.8. 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.

#### Recommendation

The Audit Committee is asked to recommend the policy to the Board of Management for approval.



# **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

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Co	ntents		
1.	Policy Statement	3	
2	Lagislative framework / related policies	3	
۷.	Legislative framework / related policies	3	
3.	Scope	3	
4.	Use of College Email	3	
5.	Retention of Emails	4	
6.	Compliance	4	

4

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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. Staff should NOT download College email to a non-College PC, laptop or mobile device using an email client (e.g. Apple Mail, Microsoft Outlook on a non-College PC).
- 4.5. College email should NOT be downloaded on a non-College PC, laptop or mobile device using an email client (e.g. Apple Mail, Microsoft Outlook).

- 4.6. College email should NOT be forwarded to an alternate email account, such as hotmail or yahoo.
- 4.7. 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.
- 4.8. 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.



## **Board of Management**

Subject/Title:	Finance Strategy	
Meeting and date:	Board of Management – 11 October 2018	
Extract from Minutes of the Meeting of the Finance and General Purposes Committee held on 27 September 2018		

### FINANCE STRATEGY

A report by the Director of Finance introduced the Finance Strategy for the period 2018/19 – 2022/23 which had been prepared taking into account other College strategies, an appreciation of the financial risks to the institution, and an understanding of opportunities and areas for development. The suggested key performance indicators flowed from KPIs commonly used. Some of these were used by SFC when assessing financial performance.

The Committee discussed at length the six strategic objectives and clarification was provided on a number of questions which were raised. With regard to the KPIs it was suggested that benchmarking of KPIs was important rather than having specific targets. It was acknowledged that it would be helpful to provide a commentary with the KPI data so that it was put into context. It was **AGREED** that the Chair of the Board be asked to request the UHI Court to seek benchmarking data from SFC.

The Committee **AGREED** to **RECOMMEND** the finance strategy to the Board of Management for approval subject to Strategic objective 6 being strengthened to include a role out of the process and monitoring, as well as the training and cultural approach cited.



# **Board of Management**

Subject/Title:	Finance Strategy
Author: [Name and Job title]	Fiona Mustarde, Director of Finance
Meeting:	Finance and General Purposes Committee
Meeting Date:	27 September 2018
Date Paper prepared:	24 September 2018
Brief Summary of the paper:	To provide the committee with the draft Finance Strategy for 2018/19 to 2022/23.
Action requested: [Approval, recommendation, discussion, noting]	Recommendation
Link to Strategy: Please highlight how the paper links to, or assists with::  compliance partnership services risk management strategic plan new opportunity/change	Compliance – adherence to the Financial Memorandum with UHI as RSB, SFC/Audit Scotland requirements Strategic plan – enabling strategy, sustainability
Resource implications:	Yes – long term financial sustainability
Risk implications:	Yes If yes, please specify: Operational: identifies requirements for decision making Organisational: financial sustainability
Equality and Diversity implications:	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			
*If a paper should <b>not</b> be included within "open" business, please h			ness, 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 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

## Finance Strategy 2018/19 to 2022/23

### **Executive summary**

The committee is requested to discuss the draft Finance Strategy and recommend to the Board for approval.

## Background

The existing Inverness College Finance Strategy was developed in 2011 covering the period through to 2020. During this time, the College has been through significant change. In financial terms, the change in reclassification to become a public sector body in 2014 has had a significant impact and this, along with national pay bargaining, present financial challenges for the College.

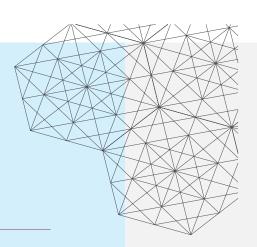
In their report on Scotland's Colleges in 2016, Audit Scotland recommended that colleges should prepare longer-term financial plans in order to support financial decision-making that takes account of both immediate and future cost pressures. Audit Scotland have reiterated this recommendation in their 2017 report.

### Finance Strategy

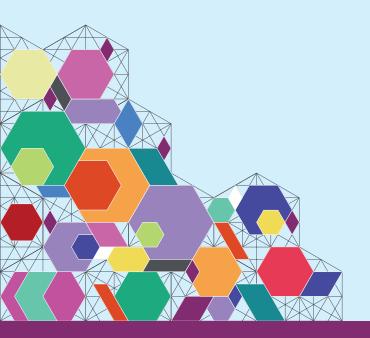
The strategy has been prepared taking into account other College strategies, our appreciation of the financial risks to the institution, and our understanding of opportunities and areas for development. It builds on discussions at both senior management team and operational management team meetings.

The key performance indicators suggested flow from KPIs commonly used and are some of those used by SFC when assessing financial performance.

# START TOMORROW TODAY



# Finance Strategy 2018/2019 – 2022/2023





## Finance Strategy 2018/2019 - 2022/23

#### 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 finance and financial sustainability.

Staff should make use of this strategy when creating their operational plans.

#### Context

This strategy has been developed under the Inverness College UHI Strategic Plan for 2017-2020, taking account of the significant changes in funding which the College sector in Scotland is currently experiencing.

Audit Scotland, in their report "Scotland's colleges 2016", recommended that colleges develop long-term (minimum of five years) financial strategies underpinned by medium-term financial plans that link to workforce plans and take account of significant financial pressures such as national collective bargaining, estate development and maintenance and student support funding.

As a significant partner within the University of the Highlands and Islands (UHI) and an incorporated college, the main source of income for the College is grant funding allocated by the Scottish Funding Council to UHI. There are two distinct funding streams, Further Education and Higher Education, which both have different bases and measurement.

In 2015, the Scottish Funding Council embarked on a three year transition to a new simplified funding regime for further education, however largely due to the impact arising from the implementation of national pay bargaining across the Scottish college sector, the simplified funding regime has not been fully transitioned. The resulting uncertainty around funding methodology has a negative impact on medium and long term planning.

However, what is clear is that colleges must maximise income from sources other than the Scottish Funding Council in order to remain financially sustainable and support future growth and investment. It is a requirement of the Financial Memorandum between the College and UHI as the Regional Strategic Body that the College plans and manages its activities to remain sustainable and financially viable. It states that "A College is being managed on a sustainable basis if, year on year, it generates sufficient income to cover its costs and allow for maintenance of and investment in its infrastructure (physical, human and intellectual) at a level which enables it to maintain adaptive capacity necessary to meet future demands."

Commented [FM1]: Is this the correct year?

The Finance Strategy is interdependent with all the College enabling strategies. In order to be successful and achieve our strategic aims as stated in the Strategic Plan 2017-2020, the strategies must demonstrate effective synergy.

The strategic objectives in many of our strategies form the building blocks for the Finance Strategy. Success across our enabling strategies will drive success within the Finance Strategy.

# Strategic Objective 1: To maximise the curriculum offer through the effective and innovative use of resources

We will achieve this by:

- Curriculum planning ensuring delivery of viable sustainable curriculum that matches available resources
- Curriculum review ensuring that curriculum and methods of delivery meet student expectations
- · Effective timetabling to ensure deployment of assets is maximised
- Continual review of operations to maximise efficiencies in staffing and other resources
- Forward planning and environmental scanning enabling the College to anticipate future requirements and plan for these
- Increasing flexibility of our estate to match demand
- Working with our facilities provider to ensure our estate is operating efficiently

# Strategic Objective 2: To develop integrated reporting to better inform decision making

We will achieve this by:

- The development of a barometer containing summary performance indicators from a range of underlying data sources to provide a clear, transparent and comparable tool
- Clear understanding of the differing needs of budget holders leading to enhancement of financial monitoring reports to better meet those needs
- The development of corporate monitoring reports to include more nonfinancial and qualitative data
- Working with UHI Executive Office and academic partners to identify information requirements

#### Strategic Objective 3: To increase non-SFC income streams

We will achieve this by:

- Curriculum review, ensuring that curriculum and methods of delivery meet student expectations and are attractive to full fee paying students
- Continually assessing our wider offer and effective promotion of all resources, both physical and human
- Working with stakeholders such as government agencies, third sector agencies and industry to increase the provision offered
- Effective, targeted promotional campaigns
- · Actively seeking new stakeholder engagements

#### Strategic Objective 4: To increase the number of full fee paying students

We will achieve this by:

- Working with UHI to invest in marketing and promotion of identified curriculum in targeted international recruitment
- Identifying and focussing on specific markets
- Adding value to the offer for full fee paying students
- Providing an excellent student experience which will raise the profile and standing of the institution

Strategic Objective 5: To engage with UHI to further strengthen delivery formats, meet student expectation and satisfy the needs of stakeholders

We will achieve this by:

- Engaging with academic staff across the UHI partnership to identify suitable options
- Using data available to identify strengths and expanding on these whilst also identifying opportunities for change and cost effective growth
- Full participation in relevant pan UHI curriculum planning forums
- Monitor the qualitative experience through curriculum planning, student feedback and stakeholder focus groups

Strategic Objective 6: To develop staff awareness and knowledge of the benefits of effective procurement and their role within this

We will achieve this by:

- All staff e-newsletter, workroom briefings, staff conference and discussion through meeting and committee agendas
- Providing group training sessions that are relevant, concise and supported by appropriate materials
- Supporting individual staff with training and guidance, regularly checked through PDR oversight
- Rolling out the process to all staff and developing appropriate mechanisms to monitor success, including evaluation of added value benefits secured through effective procurement practices

## **Key Performance Indicators**

KPI	
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Non-SFC income as a % of total income Days ratio of cash to total expenditure Staff costs as a % of total expenditure

Staff costs as a % of total income

Underlying operating surplus/(deficit) as a % of total income

#### **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**

Subject/Title:	SFC Financial Forecast Return 2018	
Meeting and date:	Board of Management – 11 October 2018	
Extract from Minutes of the Meeting of the Finance and General Purposes Committee held on 27 September 2018		

### SFC FINANCIAL FORECAST RETURN (FFR) 2018

A report by the Director of Finance referred to the annual requirement for colleges to complete a Financial Forecast Return (FFR) by the SFC. This formed part of the SFC's financial health monitoring framework. The FFR provided financial projections over a six year period, the current academic year (as at June) and the following five years. The 2018 FFR spanned the period to July 2023. In line with SFC guidance, the draft FFR 2018 had to be signed by the Principal and submitted to SFC by 28 September.

The biggest financial challenge facing not just IC UHI but the sector as a whole was the impact of National Pay Bargaining.

It was generally acknowledged that there had to be a complete review of the UHI funding model as any changes to funding for some colleges could have a disproportionate impact on other colleges.

Following discussion on staff costs, it was **AGREED** that the Director of Finance would make provision for staff absence in the 2019 return.

The Committee **AGREED** to **RECOMMEND** the SFC FFR 2018 to the Board of Management for approval subject to a reference to Brexit being included in the "other issues" section.



# **Board of Management**

Subject/Title:	SFC Financial Forecast Return (FFR) 2018
Author: [Name and Job title]	Fiona Mustarde, Director of Finance
Meeting:	Finance and General Purposes Committee
Meeting Date:	27 September 2018
Date Paper prepared:	24 September 2018
Brief Summary of the paper:	To provide the committee with the FFR 2018 for recommendation to the Board of Management for approval. In line with SFC guidance, the FFR 2018 will be initially be submitted in draft form.
Action requested: [Approval, recommendation, discussion, noting]	Recommendation
Link to Strategy: Please highlight how the paper links to, or assists with::  compliance partnership services risk management strategic plan new opportunity/change	Compliance – adherence to the Financial Memorandum Risk Management – financial sustainability
Resource implications:	Yes
Risk implications:	Yes If yes, please specify: Operational: Organisational:
Equality and Diversity implications:	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			
*If a paper should <b>not</b> 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)	
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## SFC Financial Forecast Return (FFR) 2018

### **Background**

Each year colleges are requested to complete a Financial Forecast Return (FFR) by the SFC. This forms part of the SFC's financial health monitoring framework. The FFR provides financial projections over a six year period, the current academic year (as at June) and the following five years. The 2018 FFR spans the period to July 2023.

## Main body of information

SFC published the call for information during June 2018. This included annexes providing guidance on completion of the return and outlining some of the assumptions to be used. There were difficulties encountered with the FFR 2017 where there was a lack of clarity and guidance, particularly around national bargaining, which led to inconsistent approaches in completion across the sector. The guidance attempts to address some of these issues and states that regional strategic bodies should advise assigned colleges of their funding assumptions for the forecast period.

Both the FFR 2018 and the accompanying commentary have been attached.

One of the tables for completion takes the surplus/(deficit) figures reported as per the accounts (in the form of the Statement of Comprehensive Income) and adjusts these to reflect the underlying position. These adjustments were further refined from 2017 and now include an element to reflect the NPD capital repayment.

The biggest financial challenge facing not just IC UHI but the sector as a whole is the impact of National Pay Bargaining. The teaching staff will fully transition to the new pay scale on 1 April 2019 and this has been captured in the staff costs forecast. Support staff job evaluation is still at an early stage and outcomes are uncertain. Anticipated outcome costs as per the Colleges Scotland figures for support staff have been included in the forecasts however there is concern as to whether these costs accurately represent the likely outcomes. SFC funding for these costs has been included.

Coupled with this is the requirement to budget for cost of living pay awards for which there is no funding. The planned reduction in FE funding for Inverness College for 2019/20 is masked by additional funding for Inverness College relating to specifically to national bargaining. The reduced grant funding to the Highland region from 2020/21 onwards is not fully reflected in the Inverness College allocation due to the change in allocation methodology as the sector moves to a new credit funding model. SFC have stated that they plan to use the SFC contribution to mitigate larger losses for 2022/23. This is likely to include some of the colleges within the Highlands and Islands Region.

## **Key Risks**

This sheet captures the key risks as identified in the Risk Register, as per guidance from SFC.

### Statement of Comprehensive Income and Expenditure (SOCIE)

2017/18 actuals and 2018/19 approved budgets have been used as the baseline.

#### Income

- Tuition fees, research and other income assume 3% increases each year from 2018/19.
- SFC grant assumptions:
  - 2019/20 based on recent Partnership Council option agreed
  - 2020/21 funding to region drops by £500k, change in allocation to funding allocated based on credits ie no specific national bargaining
  - 2021/22 funding a further £500k reduction to the region
  - 2022/23 funding for region increases by £121k, overall change from 2019/20 drop of 3%
  - No change in activity targets throughout this time

### **Expenditure**

- Staff costs include the teaching staff national bargaining transitional costs in 2018/19 with the final new pay scales from 2019/20 onwards.
- Estimated cost for support staff job evaluation mirrors the amounts identified by Colleges Scotland. Risk that this does not take account of local impact.
- FRS102 pension costs excluded from the forecast as per guidance. Included for 2106/17 and 2017/18 only.
- Other operating expenses reflect anticipated efficiencies and 3% increase from 2019/20
- Interest charges relate to the new campus contract and pension interest.

### **Underlying Operating Result**

The purpose of this sheet is an attempt to strip out the non-cash elements to arrive at clearer picture of the financial position of each college in a consistent manner. The items on this sheet are those where there is less opportunity for colleges to influence the values, or items that are separately ring-fenced in government accounting terms. This sheet includes an adjustment to add back the capital repayment element of the NPD contract for which we receive grant funding in the SOCI but this element of the expenditure is moved to the balance sheet.

#### **Balance Sheet**

The fixed asset movements reflect depreciation and new additions. The disposal of the former Longman campus has not been reflected due to uncertainty over timing.

### Capital Expenditure

Assumed static SFC grant income levels at 2018/19 budget values but excluding the grant for backlog maintenance. Plans are not yet drawn up for future years but on the basis that HE capital can only be spent on land and buildings we have kept the expenditure split static also. Capital expenditure is likely to change due to the high level of remaining backlog maintenance.

## **ALF Funding**

Requests to the Foundation for funding are largely driven by needs identified through the annual operational planning process. An assumed level of funding has been included in the FFR along with the associated expenditure.

### FFR Commentary

The call for information requests a commentary to be provided along with the spreadsheets to provide further detail behind the figures and the assumptions used and to explain how the forecasts represent the college's strategic plan.

The commentary identifies the key financial risks facing the College as being pay costs, the ability to achieve student activity targets and the financial sustainability of the UHI partnership.

### COMMENTARY FOR FFR 2018 - INVERNESS COLLEGE UHI

#### 1. INTRODUCTION

- The current strategic plan covers the period 2017-2020 with a recurring theme of opportunity and growth across all six strategic aims. The College has been working through the process of renewing existing strategies and formulating new strategies to underpin the overall strategic plan. Many of these strategies are now in place with the final strategy being the Finance Strategy which links to the other enabling strategies. The College went through a period of significant change at senior management level and Board level throughout 2017. The Principal started in post on 1 September 2017 and has now completed full cycle of activity with the College. This last year has been focussed on building positive relationships with UHI and our academic partners, as well as with our communities, employers and students.
- NPD Both the main campus and Scottish School of Forestry campus opened to students at the start of 2015/16. The College pays a monthly unitary charge under the NPD contract for these buildings. The majority of this cost is met by SFC grant funding with the College responsible for a proportion related to hard facilities maintenance and lifecycle costs. There is ongoing discussion with the GT Equitix Ltd on the final costs in respect of group 2 equipment ie the equipment purchased by the contractor on behalf of the College. However an estimated value was originally accounted for in the 2015/16 financial statements.
- **HE student numbers** in 2017/18, the College had a target of 1,595 FTEs which it exceeded with a final outturn of 1,609 FTEs. The curriculum plan for 2018/19 is in place with a target of 1,618 FTEs.
- **FE student numbers** in 2017/18 the College had a target of 29,507 credits which included ESIF funded credits. This target was achieved with a final outturn of 29,559 credits. The credit target for 2018/19 is 29,211 which reflects the College share of the overall reduction in credits for the region. The reduction of 551 credits was allocated on a proportional basis across the UHI colleges.
- On-going financial sustainability The College will consider how best to meet the needs of our learners in the challenging financial climate. The College acknowledges the risks posed by an increasing cost base against changing demand and reduced central funding. Planning is underway for an extensive curriculum review. This will help to inform scenario planning which will also consider workforce planning and income generation plans.

Customer service excellence and IIP Gold – The College committed
to transforming the organisational culture and has successfully
engaged with both Customer Service Excellence and IIP Gold. The
College is proud of gaining and retaining these recognised awards.
With positive feedback from annual reviews that also identify
opportunities for further embedding a supportive culture, the theme for
this year is a culture of quality.

#### 2. REVIEW OF FINANCIAL PERFORMANCE - 2017/18

- The projected underlying surplus outturn for the financial year 2017/18 is a surplus of £151,000, compared to the budgeted breakeven position.
- For SFC FE grant, the college is projecting to be above its target of 29,509 credits (including ESIF), with the draft final outturn being 29,559 credits. For HE activity, the college finished the year with a final position of 1,609 FTEs against a target of 1,595 FTEs.
- Tuition fees and education contracts are projected to be £4.347 million for the year, compared to the budget figure of £3.771 million. Education contracts have performed well, with the College achieving significant growth in SDS apprenticeship contracts. Research income continues to perform well and the Research team are actively pursuing new opportunities with local stakeholders in addition to national and international projects.
- Staff costs are projected to increase compared to the budget, the projected total being £14.750 million, compared to the budget of £14.442 million, an increase of 2.1%. This is due to covering staff absences and project posts.
- Other operating expenses have increased. Continued investment in our facilities as we seek increase flexibility in our estate and maintain our buildings to an appropriate standard has contributed to this rise. Other elements contributing are project expenditure, although this is covered by project income, and engaging the provision of specialist BSL interpreters to accommodate students.
- Fixed Assets include our main campus (including the Early Learning and Childcare Centre), the Scottish School of Forestry and the remaining former campus site at 3 Longman Road.
- The cash position becomes challenging in the later years of the forecast and this reflects our requirement for further income diversification.

#### 3. SFC/ UHI RECURRENT GRANT

- The College's anticipated FE allocation of SFC funding for 2018/19 is based on a target of 29,211 credits, a reduction on 2017/18 of 298 credits. The main recurrent grant for 2018/19 is £7.841 million, exclusive of national bargaining. The national bargaining funding is £1.191 million, including an estimated value for support staff job evaluation.
- For 2018/19 the HE allocation has been budgeted at £4.595 million compared to £4.658 million for 2017/18, a decrease of £63,304. This grant figure is based on the college achieving an activity target of 1,608 FTEs in 2018/19, but also reflects a net outflow from the college income to other partners for delivery of teaching to Inverness College students.

#### 4. CHANGES IN TUITION FEE INCOME & OTHER INCOME

- For 2018/19, tuition fees are budgeted at £3.330 million. This reflects a small increase of 3% on part time fee activity and the planned additional full fee paying RUK and international students.
- For other income, including research income, the anticipated outturn for 2017/18 is £2.7 million against a budget of £2.17million. The budget for 2018/19 has been set at £2.358million which reflects a reduction in ESIF income, catering income and other project income.

#### 5. CHANGES IN STAFF COSTS & NON-STAFF COSTS

- The forecast staff costs include a 2% cost of living uplift. The figures also include an estimated value for support staff job evaluation in line with the Colleges Scotland and SFC funding figures.
- Other operating expenses is where the College is seeking efficiency savings. For 2018/19 and beyond, non-staff costs are assumed to increase by 3%.

#### 6. RISK MANAGEMENT

• The key risks that have been identified when preparing the 2018/19 forecast have been presented to the Finance & General Purposes Committee and the Board of Management. The main risk relates to pay costs associated with national bargaining, both uplift in base salaries and cost of living pay awards when in real terms SFC grant funding is decreasing. Other key risks are the ability to achieve both the FE and HE activity targets, particularly with changing expectations and student requirements, and the financial sustainability of the UHI partnership.

There is a further risk presented by the change in bursary funding guidance relating to attendance requirements, although the FFR guidance states an assumption that student support costs will be fully met.

- In terms of mitigating the above risks, the College will work closely with the regional strategic body and assigned colleges. A number of initiatives were commenced during 2017/18 to streamline processes and ensure parity across the region for FE students. A comprehensive curriculum review is taking place during 2018/19 to refine the offer and ensure that the curriculum reflects stakeholder requirements and expectations. The College is exploring opportunities to grow activity levels with other agencies such as SDS and employers.
- More detailed planning will be taking place in the coming months to inform key strategic decisions. As part of this, the Board of Management will participate in further detailed discussion and review of the key risks. The College is focussed on achieving and providing value for money. This will be driven through effective collaborative procurement, continual review of staffing resources and elimination of waste in our processes.

#### 7. OTHER ISSUES

- The college is currently working with the SFT to progress the disposal of the remaining Longman campus, having already sold both the Midmills campus and two elements of the Longman campus. This has been a protracted process however it has been agreed that the optimum course of action is to demolish the existing campus buildings and present a clear site for development. The demolition of the existing campus buildings is about to commence and work should be completed within the 2018/19 academic year. Note that the demolition is to be funded by specific SFC grant but this project has been excluded from the FFR.
- The effect of the accounting treatment for the NPD buildings has meant that there is a significant interest charge in the early years which adversely impacts on the SOCIE. This will diminish over the length of the contract and the capital element of the repayments will increase. The contract started with an interest value of £3,215,624 in 2016 which will reduce to £230,713 in the final year. The contract is for a 25 year period.
- The continued uncertainty around Brexit and what that actually means for the education sector are impossible to predict at this stage. Brexit could directly impact significantly across a range of factors such as access to research funding, student activity levels, staffing resources and additional supplies costs but is as yet an unknown quantity.

• The FFR for 2018 has been approved by the Principal but has yet to go to the Board. It has been presented to the Finance and General Purposes Committee on 27 September 2018 and will be presented to the Board of Management on 11 October 2018.

Fiona Mustarde Director of Finance Inverness College UHI

September 2018

#### **Financial Forecast Return 2018**

College	Inverness College UHI
Contact	Fiona Mustarde
Telephone	01463 273260
Email:	Fiona.Mustarde.ic@uhi.ac.uk

## DECLARATION:

The attached worksheets represent the financial forecasts for the College. They reflect a financial statement of our academic and physical plans from 2017-18 to 2022-23. Adequate explanations have been provided where requested on the return. The worksheets and their underpinning assumptions have been reviewed and approved by the Board of Management in accordance with their agreed practices. In preparing this financial forecast the College has fully considered the financial implications of all aspects of its strategy and has properly reflected these in the forecast.

Signed:	Principal/Chief Executive Officer
Date:	

## **KEY RISKS**

Please use the boxes below to provide a commentary on material risks to income and expenditure as identified in the Risk Register. Where possible these risks should be Please use the boxes below to describe the actions planned by the College to address/mitigate the identified risks. quantified. Pay costs. Particularly in relation to the outcomes from national pay bargaining and the uncertainty Mitigated by through vacancy management and continual assessment of staffing resource requirements. surrounding the support staff job evaluation. The lack of uplift to college grant funding leaves no scope for providing for national negotiated cost of living pay awards. Reduced grant funding. Being a college assigned to an RSB there is limited influence regarding allocations of Dialogue with UHI. Review of funding allocation methodology. grant made available. The reduction in SFC grant funding to the region in the coming years reduces our ability to provide a full range of education at no or limited cost to students. Pressure on all colleges within the RSB creates risk for all. Financial instability of UHI academic partners due to increased cost base and reduced income and/or Regular financial monitoring. Changes in working practices. Collaborative procurement to drive cost savings. ineffective business models. Failure to achieve student activity targets. 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: 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 Oversight of curriculum planning process led by Depute Principal. Chairing Research Committee to review College fails to identify and take opportunities for development and progression progress income/investment balance of each research grouping, continued discussions with UHI Principal regarding IC UHI's potential expansion on Inverness Campus. Identification of opportunities by SMT through development of external relationships in key sectors. Identification of additional opportunities for development at team/subject level to maximise opportunities for growth

	Actual 2016-17	Forecast 2017-18	Forecast 2018-19	Forecast 2019-20	Forecast 2020-21	Forecast 2021-22	Forecast 2022-23	2016-17 - 2017-18	2017-18 - 2018-19	2018-19 - 2019-20	2019-20 - 2020-21	2020-21 - 2021-22	2021-22 - 2022-23
Statement of Comprehensive income and expenditure (Consolidated)	£000	£000	£000	£000	£000	£000	£000	%	%	%	%	%	%
INCOME	1000	1000	1000	1000	1000	1000	1000	76	70	70	70	70	70
Tuition fees and education contracts	3,828	4,147	4,085	4,096	4,142	4,186	4,232	8.3%	-1.5%	0.3%	1.1%	1.1%	1.1%
Funding council grants	17,782	18,431	19,268	19,638	20,384	20,293	20,324	3.6%	4.5%	1.9%	3.8%	-0.4%	0.2%
Research grants and contracts	0	425	200	500	515	531	546		-52.9%	150.0%	3.0%	3.1%	2.8%
Revenue grants from Arms Length Foundation	0	93	276		130	130	130		196.8%	-37.7%	-24.4%	0.0%	0.0%
Capital grants from Arms Length Foundation	0	0	0	0	0	0	0						
Other non-government capital grants	1.005	507	505	0	450	420	200	70.40/	14.00/	10.00/	0.00/	C 70/	7.40/
Deferred capital grant release (SFC and non-SFC Government) Other income	1,985 2,901	587 2,273	505 2,158	450 2,200	450	420 2,238	390	-70.4% -21.6%	-14.0% -5.1%	-10.9% 1.9%	0.0% -0.1%	-6.7% 1.9%	-7.1% 1.9%
Investment income	2,901	2,273	2,158	2,200	2,197	2,238	2,281 0	-100.0%	-5.1%	1.9%	-0.1%	1.9%	1.9%
Total income before donations and endowments	26,501	25,956	26,492	27,056	27,818	27,798	27,903	-2.1%	2.1%	2.1%	2.8%	-0.1%	0.4%
Donations and endowments	0	23,330	0	0 27,030	27,010	0	0	2.170	2.1/0	2.1/0	2.070	0.170	0.470
Total income	26,501	25,956	26,492	27,056	27,818	27,798	27,903	-2.1%	2.1%	2.1%	2.8%	-0.1%	0.4%
Total meonie	20,301	23,330	20,432	27,030	27,010	27,730	21,303	2.170	2.170	2.170	2.070	0.170	0.170
EXPENDITURE													
Staff costs	14,560	15,715	16,041	16,886	17,391	17,913	18,449	7.9%	2.1%	5.3%	3.0%	3.0%	3.0%
Staff costs - exceptional restructuring costs	0	0	0	0	0	0	0						
Exceptional costs - non-staff	0	0	0	0	0	0	0						
Other operating expenses	6,347	6,744	6,536	6,669	6,856	7,049	7,248	6.3%	-3.1%	2.0%	2.8%	2.8%	2.8%
Donation to Arms Length Foundation	0	0	0	0	0	0	0						
Depreciation	1,839	1,720	1,546	1,531	1,365	1,217	940	-6.5%	-10.1%	-1.0%	-10.8%	-10.8%	-22.8%
Interest and other finance costs	3,406	3,424	3,087	3,039	2,986	2,929	2,865	0.5%	-9.8%	-1.6%	-1.7%	-1.9%	-2.2%
Total expenditure	26,152	27,603	27,210	28,125	28,598	29,108	29,502	5.5%	-1.4%	3.4%	1.7%	1.8%	1.4%
Surplus/(deficit) before other gains and losses and share of operating surplus/deficit of joint ventures and associates	349	(1,647)	(718)	(1,069)	(780)	(1,310)	(1,599)	-571.9%	-56.4%	48.9%	-27.0%	67.9%	22.1%
Gain/(loss) on disposal of fixed assets	(183)		n	0	n	n	n	-100.0%					
Gain/(loss) on investments	(103)	0	0	0	0	0	0	100.070					
Share of operating surplus/(deficit) in joint venture(s)	0	0	0	0	0	0	0						
Share of operating surplus/(deficit) in associate(s)	0	0	0	0	0	0	0						
						<u> </u>							
Surplus/(deficit) before tax	166	(1,647)	(718)	(1,069)	(780)	(1,310)	(1,599)	-1092.2%	-56.4%	48.9%	-27.0%	67.9%	22.1%
Other taxation	0	0	0	0	0	0	0						
Surplus/(deficit) for the year	166	(1,647)	(718)	(1,069)	(780)	(1,310)	(1,599)	-1092.2%	-56.4%	48.9%	-27.0%	67.9%	22.1%
Unrealised surplus on revaluation of land and buildings	0	0	0	0	0	0	0						
Actuarial (loss)/gain in respect of pension schemes	(164)	7,157	0	0	0	0	0	-4464.0%	-100.0%				
Other comprehensive income	0	0	0	0	0	0	0						
Total comprehensive income for the year	2	5,510	(718)	(1,069)	(780)	(1,310)	(1,599)	275400.0%	-113.0%	48.9%	-27.0%	67.9%	22.1%

**Explanation for variance** 

	Actual	Forecast	<b>Forecast</b>	<b>Forecast</b>	<b>Forecast</b>	Forecast	Forecast	2016-17 - 20	17-18 - 2018· 20	)18-19 - 2019 <sub>'</sub> 20	19-20 - 2020 <sub>'</sub> 20	) <b>20-21 - 2021-20</b>	21-22 - 2022-
UNDERLYING OPERATING RESULT	<b>2016-17</b> £000	<b>2017-18</b> £000	<b>2018-19</b> £000	<b>2019-20</b> £000	<b>2020-21</b> £000	<b>2021-22</b> £000	<b>2022-23</b> £000	<b>2017-18</b> %	<b>19</b> %	<b>20</b> %	<b>21</b> %	<b>22</b> %	<b>23</b> %
Surplus/(deficit) before other gains and losses and share of operating surplus/deficit of joint ventures and associates	349	(1,647)	(718)	(1,069)	(780)	(1,310)	(1,599)						
Add:													
Total depreciation (Government-funded, privately funded and NPD-funded assets) net of deferred capital grant release (incorporated colleges only)	1,451	1,133	1,041	1,081	915	797	550	-21.9%	-8.1%	3.8%	-15.4%	-12.9%	-31.0%
Exceptional non-restructuring items (e.g. impairment costs)	0	0	0	0	0	0	0	21.370	0.170	3.570	13.470	12.570	31.070
Non-cash pension adjustment - net service cost  Non-cash pension adjustment - net interest cost	673 251	894 294	0	0	0	0	0	32.8% 17.1%	-100.0% -100.0%				
Donation to Arms Length Foundation (incorporated colleges only)		0	0	0	0	0	0						
Deduct:													
Non-Government capital grants (e.g. ALF capital grant)	0	0	0	0	0	0	0						
Exceptional income (if disclosed as exceptional in accounts)	1,596	0	0	0	0	0	0	-100.0%					
CBP allocated to loan repayments and other capital items (incorporated colleges only)	0	0	0	0	0	0	0						
NPD payments to reduce NPD balance sheet debt	478	523	580	639	702	771	846	9.4%	10.9%	10.2%	9.9%	9.8%	9.7%
Underlying operating result	650	151	(257)	(627)	(567)	(1,284)	(1,895)	-76.8%	-270.2%	144.0%	-9.6%	126.5%	47.6%
Cash budget for priorities (incorporated colleges):													
Cash budget for priorities (incorporated colleges):  Revenue priorities													
Revenue priorities Student support funding	0	0	0	0	0	0	0						
Revenue priorities Student support funding 2015-16 pay award	0 182	0 182	0 182	0 182	0 182	0 182	0 182						
Revenue priorities Student support funding 2015-16 pay award Voluntary severance	0 182 0	0 182 0	0 182 0	0 182 0	0 182 0	0 182 0	0 182 0						
Revenue priorities Student support funding 2015-16 pay award Voluntary severance Estates costs	0 182 0 0	0 182 0	0 182 0 0	0 182 0 0	0 182 0 0	0	0 182 0 0						
Revenue priorities Student support funding 2015-16 pay award Voluntary severance	0 182 0 0 0 182	0 182 0 0 0 182	0 0 0	0 0	0 0 0	0 182 0 0 0 182	0 182 0 0 0 182						
Revenue priorities Student support funding 2015-16 pay award Voluntary severance Estates costs Other - please describe Total impact on operating position  Capital priorities	0 0 0	0 0 0	0 0	0 0	0 0	0 0 0	0 0 0						
Revenue priorities Student support funding 2015-16 pay award Voluntary severance Estates costs Other - please describe Total impact on operating position  Capital priorities Loan repayments	0 0 0	0 0 0	0 0	0 0	0 0	0 0 0	0 0 0						
Revenue priorities Student support funding 2015-16 pay award Voluntary severance Estates costs Other - please describe Total impact on operating position  Capital priorities Loan repayments NPD / PFI repayments	0 0 0	0 0 0	0 0	0 0	0 0	0 0 0	0 0 0						
Revenue priorities Student support funding 2015-16 pay award Voluntary severance Estates costs Other - please describe Total impact on operating position  Capital priorities Loan repayments NPD / PFI repayments Estates costs	0 0 0	0 0 0	0 0 182 0 0	0 0 0 182 0 0	0 0 0 182	0 0 182	0 0 0						
Revenue priorities Student support funding 2015-16 pay award Voluntary severance Estates costs Other - please describe Total impact on operating position  Capital priorities Loan repayments NPD / PFI repayments	0 0 0	0 0 0	0 0	0 0 182 0 0 0	0 0 182 0 0 0	0 0 182	0 0 0						

**Explanation for variance** 

Staff costs	Actual 2016-17 £000	Forecast 2017-18 £000	Forecast 2018-19 £000	Forecast 2019-20 £000	Forecast 2020-21 £000	Forecast 2021-22 £000	Forecast 2022-23 £000	2016-17 2017-18 %		- 2018-19 - 9 2019-20 %	2019-20 - 2020-21 %		2021-22 - 2022-23 %	Explanation
Salaries	11,118	11,851	12,838	13,543	13,948	14,366	14,797	6.69	% 8.3	% 5.5%	3.0%	3.0%	3.0%	
Social Security costs	1,017	1,095	1,163	1,224	1,261	1,299	1,337	7.79	6.2	% 5.2%	3.0%	3.0%	2.9%	
Other pension costs	1,752	1,875	2,040	2,119	2,182	2,248	2,315	7.09	6.8	% 3.9%	3.0%	3.0%	3.0%	
FRS 102 pensions adjustments	673	894						32.89	<b>6</b> -100.0	%				
Total	14,560	15,715	16,041	16,886	17,391	17,913	18,449	7.99	6 2.1	% 5.3%	3.0%	3.0%	3.0%	

Explanation	for variance

Balance Sheet		Actual 2016-17	Forecast <b>2017-18</b>	Forecast 2018-19	Forecast 2019-20	Forecast 2020-21	Forecast 2021-22	Forecast 2022-23	2016-17 - 1 2017-18		2018-19 - 2019-20			
		£000	£000	£000	£000	£000	£000	£000	%	%	%	%	%	%
1 Non-current assets	<ul><li>a) Intangible assets</li><li>b) Fixed assets</li><li>c) Investments</li></ul>	0 52,253 0	0 50,928 0	0 49,707 0	0 48,440 0	0 47,339 0	0 46,386 0	0 45,710 0	-2.5%	-2.4%	-2.5%	-2.3%	-2.0%	-1.5%
Total non-current assets		52,253	50,928	49,707	48,440	47,339	46,386	45,710	-2.5%	-2.4%	-2.5%	-2.3%	-2.0%	-1.5%
2 Current assets	<ul> <li>a) Stock</li> <li>b) Debtors</li> <li>c) Investments</li> <li>d) Cash and cash equivalents</li> <li>e) Other (e.g. assets for resale)</li> </ul>	0 452 0 3,763	0 487 0 4,064	0 450 0 3,292	0 450 0 3,099	0 450 0 3,196		0 450 0 1,438	7.7% 8.0%	-7.6% -19.0%	0.0%	0.0%	0.0%	0.0%
Total current assets		4,215	4,551	3,742	3,549	3,646	3,085	1,888	8.0%	-17.8%	-5.2%	2.7%	-15.4%	-38.8%
3 Creditors: amounts falling due within one year	<ul> <li>a) Bank loans and external borrowing</li> <li>b) Bank overdrafts</li> <li>c) Lennartz creditor</li> <li>d) Obligations under finance leases and service concessions</li> <li>e) Payments received in advance</li> <li>f) Amounts owed to Funding Council</li> <li>g) Obligations under PFI/NPD</li> <li>h) Other creditors and accruals</li> </ul>	0 0 0 0 0 0 530 6,587	0 0 0 0 0 0 580 3,194	0 0 0 0 0 0 638 3,194	0 0 0 0 0 0 702 3,194	0 0 0 0 0 0 771 3,194	3,194	0 0 0 0 0 0 0 928 3,194	9.4% -51.5%	10.0% 0.0%	10.0% 0.0%	9.8% 0.0%	9.7% 0.0%	9.7% 0.0%
Total creditors < 1year		7,117	3,774	3,832	3,896	3,965	4,040	4,122	-47.0%	1.5%	1.7%	1.8%	1.9%	2.0%
Share of net assets/(liabilities) in associate		0	0	0	0	0	0	0						
NET CURRENT ASSETS/LIABILITIES		(2,902)	777	(90)	(347)	(319)	(955)	(2,234)	-126.8%	-111.6%	285.6%	-8.1%	199.4%	133.9%
TOTAL ASSETS LESS CURRENT LIABILITIES		49,351	51,705	49,617	48,093	47,020	45,431	43,476	4.8%	-4.0%	-3.1%	-2.2%	-3.4%	-4.3%
4 Creditors: amounts falling due after more than one year	<ul> <li>a) Local authority loans</li> <li>b) Bank loans and external borrowing</li> <li>c) Lennartz creditor</li> <li>d) Finance leases and service concessions</li> <li>e) Obligations under PFI/NPD</li> <li>f) Amounts repayable to Funding Council</li> <li>g) Other creditors</li> </ul>	0 0 0 0 37,464 0	0 0 0 0 36,891 0 10,479	0 0 0 0 36,252 0	0 0 0 0 35,550 0	0 0 0 0 34,779 0 10,479	0 0 0	0 0 0 0 33,005 0 10,479	-1.5% 40.6%	-1.7% 0.0%	-1.9% 0.0%	-2.2% 0.0%	-2.4% 0.0%	-2.7% 0.0%
Total creditors >1 year	g) Other creditors	7,452 <b>44,916</b>	47,370	46,731	46,029	45,258	44,412		5.5%	-1.3%	-1.5%	-1.7%	-1.9%	-2.1%
5 Provisions  Total provisions	a) Pension provisions b) Other	12,520 451 12,971	6,502 442 <b>6,944</b>	6,502 435 <b>6,937</b>	6,502 428 <b>6,930</b>	6,502 421 <b>6,923</b>	6,502 414 <b>6,916</b>	407	-48.1% -2.0% -46.5%	0.0% -1.6% -0.1%	0.0% -1.6% -0.1%	0.0% -1.6% -0.1%	0.0% -1.7% -0.1%	0.0% -1.7% -0.1%
TOTAL NET ASSETS		(8,536)	(2,609)	(4,051)	(4,866)	(5,161)	(5,897)	(6,917)	-69.4%	55.3%	20.1%	6.1%	14.3%	17.3%
9 Restricted Reserves	a) Endowment Reserve b) Restricted Reserve	0	0	0	0	0	0	0						
10 Unrestricted reserves	a) Income and Expenditure Reserve     b) Revaluation reserve	-8,538 0	-2,609 0	-4,051 0	-4,866 0	-5,161 0		-6,909 0	-69.4%	55.3%	20.1%	6.1%	14.3%	17.2%
11 Non-controlling interest		0	0	0	0	0	0	0						
TOTAL RESERVES		(8,538)	(2,609)	(4,051)	(4,866)	(5,161)	(5,897)	(6,909)	-69.4%	55.3%	20.1%	6.1%	14.3%	17.2%

Capital Expenditure Projects and Forecast Methods of Financing	Actual 2016-17	Forecast 2017-18	Forecast 2018-19	Forecast 2019-20	Forecast 2020-21	Forecast 2021-22	Forecast 2022-23	2016-17 - 2017-18	2017-18 - 2018-19	2018-19 - 2019-20	2019-20 - 2020-21	2020-21 - 2021-22	2021-22 - 2022-23
	£000	£000	£000	£000	£000	£000	£000	%	%	%	%	%	%
Expenditure:													
Land & Buildings	201	308	261	200	200	200	200	53.2%	-15.3%	-23.4%	0.0%	0.0%	0.0%
Equipment & Others	245	150	64	64	64	64	64	-38.8%	-57.3%	0.0%	0.0%	0.0%	0.0%
	446	458	325	264	264	264	264	2.7%	-29.0%	-18.8%	0.0%	0.0%	0.0%
Financed by:													
Cash reserves	0	0	0	0	0	0	0						
Arms Length Foundation	0	0	0	0	0	0	0						
Leasing	0	0	0	0	0	0	0						
SFC grant	444	435	325	264	264	264	264	-2.0%	-25.3%	-18.8%	0.0%	0.0%	0.0%
Re-investment of proceeds from disposal of assets *	0	0	0	0	0	0	0						
Non-SFC grants	0	0	0	0	0	0	0						
PFI/NPD	0	0	0	0	0	0	0						
Other - please specify if material	0	22	0	0	0	0	0		-100.0%				
	444	457	325	264	264	264	264	2.9%	-28.9%	-18.8%	0.0%	0.0%	0.0%

<sup>\*</sup> to be included only where this has been agreed by SFC

#### **Capital disposals**

#### Disposal proceeds:

Asset description

Asset description

Asset description

Asset description

#### Gain/(loss) on disposal:

Asset description

Asset description

Asset description

Asset description

,	0	,

0	0	0	0	0	0	0

-183						
-183	0	0	0	0	0	0

ALF Funding	Actual 2016-17	Forecast <b>2017-18</b>	Forecast 2018-19	Forecast 2019-20	Forecast <b>2020-21</b>	Forecast <b>2021-22</b>	Forecast 2022-23
	£000	£000	£000	£000	£000	£000	£000
Estimated balance of cash in ALF as at 1 August	2,655	2,655	2,562	2,286	2,114	1,984	1,854
Donation to Arms Length Foundation	0	0	0	0	0	0	0
Grant from Arms Length Foundation - capital	0	0	0	0	0	0	0
Grant from Arms Length Foundation - revenue	0	(93)	(276)	(172)	(130)	(130)	(130)
Estimated balance of cash in ALF as at 31 July	2,655	2,562	2,286	2,114	1,984	1,854	1,724

#### Note:

For most foundations, the most recent accounts available are for periods ending in 2017. Colleges' forecast movements will not include governance costs, donations from third parties, payments to third parties or investment income.

#### **Grant from Arms Length Foundation - capital:**

Grant Hom Arms Length Foundation - Capital.							
Research match funding	0	0	0	0	0	0	0
Description	0	0	0	0	0	0	0
Description	0	0	0	0	0	0	0
Description	0	0	0	0	0	0	0
Description	0	0	0	0	0	0	0
Description	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0
Grant from Arms Length Foundation - revenue							
Research match funding	0	93	0	0	0	0	0
ICT equipment / Estates	0	0	78	100	100	100	100
Curriculum resources	0	0	105	30	30	30	30
Sports development	0	0	16	0	0	0	0
Research facilitator	0	0	42	42	0	0	0
Marketing / training	0	0	35	0	0	0	0
Total	0	93	276	172	130	130	130

Inverness Co	ollege UHI
EINIANCIAL	SHIMMARY

Actual 2016-17	Forecast 2017-18	Forecast 2018-19	Forecast 2019-20	Forecast 2020-21	Forecast 2021-22	Forecast 2022-23
£000	£000	£000	£000	£000	£000	£000
26 504		26.402	27.056	27.040	27.700	27.002
		*	•	·	-	27,903
						73%
						27%
						15%
						2%
11%	9%	8%	8%	8%	8%	8%
	Expenditure ratio	<u> </u>				
26.152	1		28.125	28.598	29.108	29,502
	•		· ·	· ·	·	63%
						25%
						3%
	Operating positio	n				
349	-1,647	-718	-1,069	-780	-1,310	-1,599
1%	-6%	-3%	-4%	-3%	-5%	-6%
650	151	-257	-627	-567	-1,284	-1,895
2.5%	0.6%	-1.0%	-2.3%	-2.0%	-4.6%	-6.8%
2.762	T	2 222	2 000	2.406	2.525	4.420
·		_				1,438
_	_			_	_	0
56	57	47	43	43	34	18
	Balance Sheet stren	gth				
		<u> </u>	(4,866)	(5,161)	(5,897)	(6,909)
0.59	1.21	0.98	0.91	0.92	0.76	0.46
-32%	-10%			-19%	-21%	-25%
						33,933
1.10	0.52		0.65	· ·	•	0.44
	26,501 67% 33% 14% 0% 11%  26,152 56% 24% 7%  349 1% 650 2.5%  3,763 0 56  (8,538) 0.59 -32% 37,994	Expenditure ratios   26,501   25,956   67%   71%   33%   29%   14%   16%   0%   2%   11%   9%	E000   £000   £000	Food   Food   Food   Food	FOOO   FOOO   FOOO   FOOO   FOOO	E000



#### **Board of Management**

Subject/Title:	Equality Outcomes Annual Report							
Meeting and date:	Board of Management – 11 October 2018							
Extract from Minutes of t September 2018	Extract from Minutes of the Meeting of the Human Resources Committee held on 28 September 2018							

#### **EQUALITY OUTCOMES ANNUAL REPORT**

The Equality Act 2010 replaced previous anti-discrimination law, consolidating it into a single act. It contained a public sector equality duty (PSED) which consisted of a general duty supported by specific duties.

A report by the Director of Organisational Development set out the progress made in 2016/17 and developments in 2017/18 in anticipation of formal reporting by April 2019. The College had published its mainstreaming report in April 2017 and a review of progress was due for publication by April 2019.

The Committee discussed the report in detail and made the following observations:-

- It was pleasing to note that the report showed there was a strong emphasis on partnership working
- Clarity was required on which students fell under the category "Price Group 5"
- Improved attainment rates had been achieved by students from SIMD and care experienced learner groups but enrolment numbers had decreased in 2016-17 from the previous year
- It was acknowledged that it was difficult to show real improvement in some areas because of the demographics and ethnicity of students across the highlands.

The Committee suggested that the College should request the Head of Education Services at Highland Council to encourage greater engagement by all secondary schools and that Inverness High School should be acknowledged as an example of best practice.

The Committee, subject to the amendments referred to above, **AGREED** to recommend the equality outcomes annual report to the Board of Management for approval.



## **Board of Management**

Subject/Title:	Equality Outcomes Annual Report
Author: [Name and Job title]	Lindsay Ferries, Director of OD Lindsay Snodgrass, Head of Student Services
Meeting:	HR Committee
Meeting Date:	28 September 2018
Date Paper prepared:	24 September 2018
Brief Summary of the paper:	Outline the main equality progress alongside the annual report for 2016/17 in advance of the April 2019 deadline for the formal 2 year report for the period 2016/17 and 2017/18 in line with the equality Act.
Action requested: [Approval, recommendation, discussion, noting]	Agreement
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 / No If yes, please specify:
Risk implications:	Yes / No If yes, please specify: Operational: Organisational:
Equality and Diversity implications:	Yes/No If yes, please specify:
Consultation: [staff, students, UHI & Partners, External] and provide detail	Consulted widely, SMT, Board, Student Association, Equality and Diversity Committee.

Status – [Confidential/Non confidential]	Non Confider	ntial		
Freedom of Information Can this paper be included in "open" business* [Yes/No]	Yes			
*If a paper should <b>not</b> be include	ded within "ope	en" 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? (expreither as the time which needs to pass or a condwhich 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

#### **Equality Outcomes**

#### **Background**

#### The public sector equality duty and specific duties for Scotland

The Equality Act 2010 replaced previous anti-discrimination law, consolidating it into a single act. It contains a public sector equality duty (PSED) which consists of a general duty supported by specific duties. Scottish colleges and HEIs, and the Scottish Funding Council, are covered by both the general duty and the specific duties.

#### General duty

The general duty requires colleges and HEIs to have due regard to the need to:

- eliminate unlawful discrimination, harassment and victimisation.
- advance equality of opportunity, considering the need to: remove or minimise disadvantage, meet the needs of people with protected characteristics, and encourage participation where it is low.
- foster good relations between people from different groups.

#### **Specific duties**

The specific duties aim to help colleges and HEIs to better meet the general duty. They are designed to help develop evidence-based policies and practices, improve transparency and accountability, and deliver better outcomes for everyone in Scotland. To meet the specific duties, Scottish colleges and HEIs will need to:

- = report on progress on mainstreaming the general duty into all functions.
- develop and publish a set of equality outcomes that cover all protected characteristics (or explain why not all protected characteristics are covered).
- = assess the impact of policies and practices against the needs of the general duty.
- gather and use information on employees.
- publish gender pay gap information.
- publish statements on equal pay for gender, race and disability.
- = have due regard to the general duty in specified procurement practices.
- = publish information in a manner that is accessible.

In Scotland, this has extended to specified amendments to include the composition of Boards of management.

Inverness College UHI Published its mainstreaming report in April 2017 and a review of progress is due for publication by April 2019.

This paper sets out the progress made in 2016/17 and developments in 2017/18 in anticipation of formal reporting next year.

# Equality Outcomes Annual Report – September 2018 (for the period academic year 2016/17)

#### 1. Equality Theme – Institutional Leadership and Governance

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

The Director of Organisational Development Delivered equalities refresher training to 17 Board members including the College Principal and Chief Executive who is a member of the Board. Equalities training is also included in Board member induction. Only one current board member is still to receive equalities refresher training.

# Outcome: College performance in light of equalities outcomes and targets is reported and discussed at Board of Management on an annual basis.

The Equality Mainstreaming report 2017 to 2021 was presented to the Human Resources Committee in September 2017 and was agreed at Board of Management in the same month. Diversity staffing reports are provided on an annual basis to the HR Committee and the Gender Action Plan and Access and Inclusion strategy and performance in light of these are reported to the learning and teaching committee.

**Outcome** – The Board of Management profile is representative of the community it serves

Regular recruitment campaigns continue to be far reaching with specific targeting of specific groups, for example the Highland Business Women's club. The gender split of non-executive members on the Board of management at the end of 2016/17 was 9 male/4 female which is a poorer position than in previous years. The appointments made following the 2017 campaign start to address this however with a current position at the date of this report being 8 male and 5 female. This will be a regular focus in future recruitments which continue to ensure a gender balanced selection panel and other means to encourage a wide representation of our communities to be engaged. The board have been successful in the past year in attracting a wider age group and further work is ongoing to attract those with other protected characteristics in particular ethnic minorities.

# Outcome - Work with other UHI partners to standardise equality impact assessment process and review/sharing and implementing best practice.

ICUHI has a comprehensive schedule in place to review of Policies and Procedures. Individual policies and procedure review dates are tracked by the Quality Department and monitored to ensure that all policy owners review their documents in a timely manner. Equality and Impact Assessments (EIA) form part of the schedule. Policy and procedure owners pay cognisance to EIA as part of the review process.

On-line equality impact assessment training was developed and implemented in the latter part of Semester 1 2016-17. A small number of policy and procedure owners engaged with a face to face session, introduced to further enhance the on-line training package. Further EIA training was delivered as part of the staff development sessions during August 2017. The training package is now available to all staff via Blackboard.

Moving forward consideration will be given to refresher training for all policy and procedure owners; also the relevance and benefit to non-policy owners.

#### 2. Equality Theme –Curriculum

**Outcome** – Curriculum choice, design and delivery models offer students access to qualifications that meet their needs and ensure equality of outcome.

The current structure of the Professional Discussion on Learning and Teaching (PDLT) process is linked directly to the Framework for Excellent in Learning and Teaching. The PDLT process is now well embedded, moving through its third year of implementation. Aspects of the Framework serve to actively support the implementation of equality and diversity principles – respect, motivation, high standards, involvement in the learning and teaching journey. Strengths identified since its launch include: positive and respectful relationships in the classroom; collaborative approaches to learning encouraged through the use of peer review; learning encouraged through wide range of methods used to engage all learners. One of the strengths of the process is the direct involvement of students, ensuring reviewers judgements are validated.

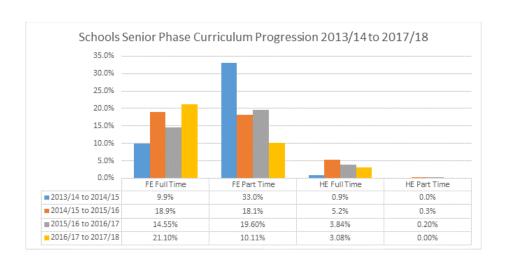
We published our Gender Action Plan in July 2017 with a primary, although not sole, focus on redressing severe gender imbalances in student enrolments in specific programmes and curriculum areas. The action plan gives a clear structure to our work around gender and is reviewed regularly. We have set recruitment targets for these programmes as an interim step to achieving the SFC milestones for 2021. All staff involved in the recruitment and selection of students have undergone staff development on unconscious gender bias. In January 2018 we launched a new pilot project with Inverness High School and its associated school group. The focus on this is twofold – to raise aspirations for pupils and future students in our most deprived local area; and to raise awareness of unconscious gender bias in career choice.

#### 3. Equality Theme – Students

Outcome: The student journey from enquiry to achievement including all points of transition are supported in line with national and regional priorities and take account of equality and diversity

We have reviewed the entirety of the student journey and made several enhancements in session 2016-17 and 2017-18. Transition planning for all pupils in the senior phase has been a focus, and in particular for those who present as vulnerable or at risk of not achieving a positive destination. A Transitions Steering group has been established, jointly led by IC UHI and the Highland Council (THC), and attended by all 3 colleges within THC area, school representatives, and colleagues from THC, and by representatives from SDS. The emphasis on supporting transition has been reflected in an upward trend of applications being received for senior phase programmes run by the college and offers of place being made to pupils. Robust transition planning is also evidenced by an upward trend in progression rates for school pupils who progress to enrol on FT FE programmes. This has been evidenced by a 7pp increase in enrolments onto FE FT programmes between 2015-16 to 2016-17.

#### School pupils progressing onto further study at IC UHI



In 2017 we established a strategic steering group which comprises of the three colleges who work with Highland Council schools (West Highland, North Highland and Inverness Colleges); key representatives from the Highland Council; and representation from secondary head teachers. The aim of this group is to help shape the strategic direction for the senior phase and the role in which colleges can play.

Partnership working with other agencies is extensive to help us support student transition to college, attendance, finance and reduce barriers to education. Work with various third sector agencies supports those most in need and most at risk of not achieving a positive destination. More specifically, and as part of our Corporate Parenting Plan, we engage with Barnardos and Who Cares Scotland to support care experienced students and Connecting Carers for our student carers. We work with the Highland Food Bank to support students in hardship; Positive Initiatives to support students with Autism to improve attendance and achievement; and RASASH and Women's Aid to support students who have experienced abuse to help them to sustain their studies. We have also strengthened our partnerships with third sector agencies, GPs and the NHS to support students with acute or long term mental health difficulties to provide joined up support.

For students from Price Group 5<sup>1</sup>, we have reviewed our programmes to ensure appropriate entry and exit points and to support appropriate progression. We have also reviewed our support planning for those with complex needs to ensure more flexibility to better meets their needs. The Supported Education team have developed a process to help identify at an early stage when a student is ready to move on from college to other alternatives and actively support students to transition out of college when this is the right progression route for them.

## Outcome - Students from the most deprived areas in highland are represented in post-school education

The volume and percentage of credits delivered to learners from the 10% most deprived postcode areas fell in 2016-17 as did enrolments on senior phase programmes from the specific schools within the 10% most deprived areas (Inverness High School; Inverness Royal Academy; and Millburn Academy). However, the level of activity for this learner group reflects well the combined Highland and Inverness population statistics, and is above the regional target for 2017-18.

The Access and Inclusion Strategy sets targets for the college to increase the percentage of activity delivered to this learner group. A structured programme of work with Inverness High School and its Associated Primary Schools Group is underway to promote positive transitions from primary, through secondary to further and higher education.

#### School enrolments

Year	Total enrolments	Enrolments:	% Enrolments: most	School	2012-13	2013-14	2014-15	2015-16	2016-17
0040.40	4440	most deprived areas	•	IHS	35	44	38	53	42
2012-13 2013-14		254 248	5.7% 5.5%	IRA	48	56	36	54	40
2014-15	4916	296	6.0%	MA	38	37	37	39	27
2015-16 2016-17	4462 4309	238 173	5.3% 4.0%	Total	121	137	111	146	109

We continue to work closely with Aspire North /Schools into Higher Education Partnership to provide taster events to help further support progression. We also have a well-established programme of school visits to support transition with a programme of three coordinated visits to these schools during S3, S4 and S5/6.

# Outcome – Proactively work towards eliminating occupational segregation through promotion of courses under-represented by one gender and removal of gender bias.

The publication of our Gender Action Plan in July 2017 provides specific work streams to address occupational segregation and the promotion of courses to under-represented genders. An audit has been done to identify the specific courses / programmes which have a severe gender imbalance and which are included in the super classes outlined by the SFC. Gender recruitment targets have been set for 2018-19 student recruitment for

<sup>&</sup>lt;sup>1</sup> Price Group 5 – Scottish Funding Council Programme classification for those students that have greater difficulty in learning than the majority of other students and have been assessed by the college or an external agency as requiring additional support needs.

the purpose of improving student enrolments for under-represented genders in the relevant specific courses / programmes.

Work has begun with one of the city secondary schools, Inverness High School, along with the associated school group (ASG) of feeder primary schools. This will be a long term project which has a grounding in the Gender Action Plan but also feeds into our Access and Inclusion Strategy and in raising the aspirations of pupils coming from our most deprived postcodes. The aim of this work is to not only raise aspirations but to also challenge gender stereotype perceptions, among both staff and pupils. Our marketing materials, including but not limited to the Senior Phase Schools and main prospectuses, contain images and case studies which promote males and females working in non-traditional gender roles.

We have also conducted a research project with our five local secondary schools to ascertain the level of stereotype bias and career awareness among S5 pupils and to determine whether an unconscious bias among school leavers was contributes to the gender imbalance in applications and enrolments to certain curricular areas. As part of this we are piloting an 'I Don't Know' application with Culloden Academy school leavers to help support applications into non-traditional gender routes.

Staff development for front facing teams (Admissions, Student Guidance and Front of House) and for those who interview applicants has been rolled out this session ahead of our next recruitment cycle. The focus of this is on raising awareness of unconscious bias and on challenging gender stereotypes.

# Outcome - Increase retention rates across all programmes, specifically targeting protected characteristics.

Student retention rates overall have improved by 2pp from 2015-16 to 2016-17.

#### Overall retention rates for FT and PT

AC_YEAR	% Retention						
2014/15	88.15%			R	etention Rates	ı	
•		Gender	2012/13	2013/14	2014/15	2015/16	2016/17
2015/16	86.47%	Female	83%	85%	85%	85%	85%
2016/17	88.63%	Male	84%	88%	89%	88%	90%

Retention rates by gender are encompassed within the Gender Action Plan and are analysed further as part of course and curriculum evaluations. Retention rates for females have flat lined at 85% since 2013-14 whilst for males retention rates have continued to improve and are 5pp above that for females in 2016-17.

Enrolment and retention rates are analysed annually by gender, age and protected characteristics, at programme and curriculum level and retention rates are analysed monthly at college level.

Pre-entry processes have been enhanced to improve the conversion rate from offer to enrolment and to improve subsequent retention rates. Our Admissions, Student Funding and Additional Support Needs processes and procedures have been refreshed to ensure that students are prepared for study and have the necessary support in place from an early stage. Personal Academic Tutors have been supported through staff development to provide a robust induction.

Individuals who disclose disability or care experience are invited to access additional support from point of application.

Specific groups who pose higher risk of not sustaining studies are flagged on our INSIGHT monitoring and tracking process for PATs to be cognisant of - this includes care experience; disclosed disability; those who have outstanding funding evidence / do not have funding in place yet; SIMD10; and student carers. An effective referral system is in place for PATs to refer students to the relevant student services for specialist support. INSIGHT is utilised at course team and curriculum area level and monitored across college.

Our Access and Inclusion Strategy sets targets for successful completion for:

- SIMD 10
- Care experience
- Disability
- Carers
- Price Group 5 (Supported Education)

Overall student success rates for FT FE programmes have improved by 2pp from 2015-16 to 2016-17. In line with this, success rates for those who disclose disability; SIMD10; and females have also increased.

#### **Extract from Access and Inclusion Strategy**

## Full time FE on recognised qualifications; targets for successful completions by learner group:

		Act	tual		Targets			
	20	)15-16	2016-17					
		%		%	%	%	%	
	ENR	Success	ENR	Success	Success	Success	Success	
		2015-16		2016-17	2017-18	2018-19	2019-20	
Disability	284	61%	317	66%	68	70	72	
SIMD 10	92	54%	83	57%	60	65	70	
Carers	135	66%	158	69%	70	72	76	
Care experienced	52	54%	48	46%	55	58	60	
Price Group 5	12	100%	37	81%	80	80	80	
Male	797	69%	736	68%				
Female	567	63%	578	68%				
BME	26	73%	27	68%				
All learners	1366	66%	1316	68%	70	72	76	

Part time FE on recognised qualifications; targets for successful completions by	•
learner group:	

		Act	tual		Targets				
	20	)15-16	20	)16-17					
		%		%		%	%	%	%
	ENR	Success	ENR	Success	Success	Success	Success		
Learner Group		2015-16		2016-17	2017-18	2018-19	2019-20		
Disability	629	67%	574	69%	71	73	75		
SIMD 10	155	68%	106	66%	68	70	72		
Carers	324	76%	280	76%	78	80	82		
Care experienced	77	50%	78	78%	80	82	84		
Price Group 5	264	70%	165	81%	82	84	86		
Male	1745	81%	1722	84%					
Female	1625	70%	1411	71%					
BME	61	68%	48	72%					
All learners	3370	79%	3135	81%	82	84	86		

#### 4. Equality Theme – Staffing

The College collects information on applicants for vacant posts in terms of Gender, Age, Declared Disability and Ethnicity. Encouraging 100% disclosure of ethnicity, gender and age is something that we continue to address.

The gender balance for 2016/17 remains broadly the same as the previous two years, at 64% female (62% 2015/16) and 36% male (38% 2014/15) workforce. Support staff are made up of 74% female and 26% male. Core teaching staff are 54% female and 46% male.

The percentage figures for 2015/16 were:

- support staff, 71% female and 29% male.
- core teaching staff, 62% female and 38% male.

In relation to ethnicity, the proportion of White Scottish staff has increased slightly to 64% from 61% in 2016/17. White English has remains the same at 14%. 1% of core staff self declare as black minority ethnic.

Diversity monitoring for starters in 2016/17 shows that 68% of new starters were female, compared to 57% in 2016/17. Starters in relation to declared ethnicity were 38% White Scottish, 7% White English. This needs to be placed in the context of low self declaration rates.

No new starters declared a disability in 2016/17 which is less than the figure from 2016/17 (2%). The figure for core staff with a disability is 4%, consistent with previous years.

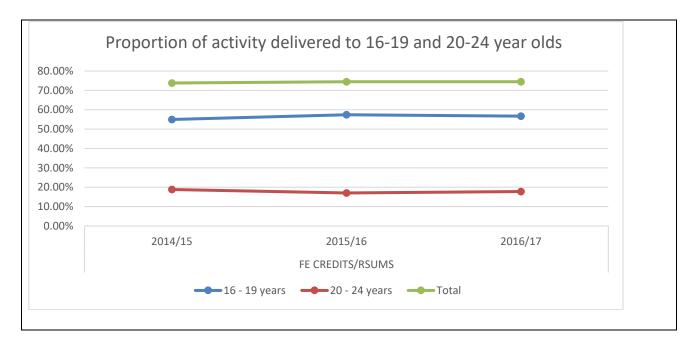
In line with the governments' requirement for all organisations which employ more than 250 staff to publish their gender pay gap figures, the college published theirs on line and can be found by accessing the following link:

https://gender-pay-gap.service.gov.uk/viewing/employer-details?e=9gFJDrf2qhbin8288rUbxg%21%21

Women's mean hourly rate is 8.8 per cent lower than mens overall. The distribution in each pay quartile shows that women make up more than 50 per cent of all staff in each of the four pay quartiles including the highest paid top quartile at 58.9 per cent and the lowest paid bottom quartile at 76.6 percent.

#### 5. Equality Theme - Performance

The regional outcome agreement covers the 9 colleges that deliver FE provision within the University Partnership. The measures below relate to the overall regional outcome.



Outcome - Improve the volume and proportion of credits delivered to learners aged 16-19 and 20 – 24 in line with and in contribution to the regional outcome agreement targets

	% FE (	CREDITS/R	RSUMS		ROA targe	t
ROA Age Groups	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
16 - 19 years	55.00%	57.43%	56.69%			
20 - 24 years	18.84%	17.05%	17.80%			
Total	73.84%	74.48%	74.50%	70%	71%	72%

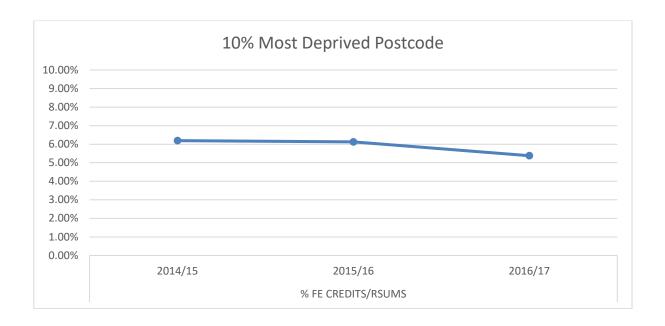
	FE CREDITS/RSUMS					
ROA Age Groups	2014-15	2015-16	2016-17			
16 - 19 years	18407.38	18057.97	17437.59			
20 - 24 years	6305.322	5360.447	5475.67			
Total	24712.7	23418.42	22913.26			
All credits/RSUMs	33467.36	31441.24	30757.69			

The unit measure of student activity changed from Student Unit of Measurement (SUM) to credits in 2015-16. Therefore, the volume of activity in 2014-15 cannot be directly compared to the volumes in the subsequent years. The college has exceeded its activity targets in each year from and including 2014-15.

The volume of activity delivered to these age groups decreased slightly in 2016-17, in line with an overall reduction in credit activity towards the college's activity target. However, the percentage of activity delivered to these age groups in 2016-17 was maintained and was 4.5 percentage points higher than the regional target for 2017-18.

Outcome - Improve the volume and proportion of credits delivered to learners in the most deprived 10% postcode areas in in line with and in contribution to the regional outcome agreement targets.

	% FE CREDITS/RSUMS			R	OA targe	t
Credits/RSUMS	2014- 2015- 2016- 15 16 17		2017- 18	2018- 19	2019- 20	
Percentage from				10		
SIMD10	6.19%	6.12%	5.38%	3.40%	3.45%	3.50%
Credits from SIMD10	2072	1925	1655			



The volume and percentage of credits delivered to learners from the 10% most deprived postcode areas fell in 2016-17. However, the level of activity for this learner group reflects well the combined Highland and Inverness population statistics, and is above the regional target for 2017-18.

The college has implemented plans to increase the percentage of activity delivered to this learner group. These plans include working with a local High School and its Associated Primary Schools Group to promote positive transitions from primary, through secondary to further and higher education.

Outcome - Improve the volume and proportion of credits relating to learners from different protected characteristics and by care leaver status in line with and in contribution to the regional outcome agreement targets.

	FE CREDITS						ROA Targets		
	2014	4-15	2015-16		2016-17		2017- 18	2018- 19	2019- 20
Care Leaver	873.6	2.6%	1112.6	3.5%	1015	3.3%	2.2%	2%	2.24%
Disability	7155.3	21.4%	6619.6	21.1%	7221.8	23.5%	26.5%	26.75%	27%
Mixed Background	188.8	0.56%	160	0.5%	177.1	0.58%	0.42%	0.43%	0.43%
Asian, Asian Scottish or Asian British	337.1	1%	266.1	8.5%	253.8	0.83%	1.73%	1.76%	1.77%
All Students	33467.4		31441.2		30757.7				

#### Care leavers:

The proportion of credits delivered to care leavers has risen slightly over three years and is around 1 point higher than the regional target for 2017-18. The college's extensive work to support care leavers ensures that a range of tailored and bespoke services and approaches are available to students from this group.

#### Disability:

The proportion of credits delivered to learners declaring a disability has risen by 2 points over three years. The college continue to provide a comprehensive range of services to support these students. The college's approach is detailed in its Access and Inclusion Strategy.

#### Mixed, Asian, Asian Scottish or Asian British background:

The proportion of credits delivered to learners from these ethnic backgrounds remains low.

2.4 Outcome - Carry out an in depth analysis of retention statistics with regard to gender/age/ethnicity by subject area, and through self-evaluation plan for specific and targeted action where identified with the overall impact improving achievement rates.

Annual analysis of retention and attainment by learner group is carried out at programme level (where numbers are sufficient for a meaningful analysis), at Curriculum Area level and at college level. Actions for improvement are identified at programme and curriculum

levels, and monitored through the college's quality monitoring arrangements. Actions at college level are identified and monitored via the Access and Inclusion Strategy.

The following points from the college's *Evaluative Report and Enhancement Plan 2017*<sup>2</sup> provide a summary for 2016-17:

- Disclosure by care experienced learners is high, based on overall numbers of care experienced young people in the Highland Council area.
- Success rates for care experienced learners on FE programmes have improved are now above sector levels for this learner group.
- Success rates for learners with a disability on FE programmes have improved and are now the same as the success rates for learners with no disability.
- Success rates on FE programmes continue to improve across the age groups.
   Success rates for learners aged under 18 years are high and within 1 point of the combined success rates for other age groups.
- Success rates on FE programmes improved overall by 2 points for male and for female learners.
- Success rates on FE programmes for learners from the 10% most deprived postcodes fell slightly in 2016-17 and are below sector levels for this learner group.

#### Further Developments in 2017/18 of note for publication in April 2019

- Inverness College UHI is one of 5 colleges involved in the Scottish Government's Improvement Project, aimed at improving retention and attainment for learners on full-time further education programmes. The others include Dundee and Angus, Edinburgh, New Lanark and West College. Inverness College UHI's involvement in the project has supported our focus on improving outcomes for further education learners. Attainment rates on full-time further education programmes has improved year-on-year for the last 5 years and are now among the best in the sector. We are now in year two of this project and have utilised the improvement techniques to improve outcomes and are starting on a project to enhance services to support learners during the early part of their programme. It is recognised that improving attainment and transition to HE for this group of learners will address a number of access and inclusion imperatives. The impact of this work is starting to come through in the outcomes for 2017/18 which puts Inverness College in the top three in relation to student FE outcomes.
- Inverness College UHI continues to work with Inverness High School and its
  associated primary schools to raise aspirations of young people from the city's
  most deprived postcodes. In particular, we have been working with P7, S1-S3
  pupils in Merkinch as they make their transition from primary to secondary and
  beyond. This is a longitudinal approach, supporting pupils from P7 through to the

<sup>&</sup>lt;sup>2</sup> https://education.gov.scot/other-sectors/further-education/688209

point of application to college in S4-6. For 2018/19 and to further support Inverness High School we applied a contextualised approach to admissions for pupils applying to our school programmes, with the aim of attracting those furthest from education to apply. The impact of this work will be reported in November 2018.

- We continue to deliver the Community Link for people recovering from mental health difficulties, our Skillsbuilder courses for people with support needs and its Pathways to Study programmes for people who want to return to work or study. It also provides a range of wellbeing services to ensure the right practical, emotional and technological support is in place for all students including self-help tools, oneto-one support and short-term counselling. Earlier this year Inverness College UHI became the first in the university and college sector in Scotland to sign up to the Charter for Involvement – a commitment listen to and respect the views of those on these supported programmes.
- Inverness College UHI works closely with 3<sup>rd</sup> sector agencies including Barnardos, Connecting Carers and Highland Council to support applications from those furthest from education. Care experienced students, those with care responsibilities, refugees, and single parents are amongst those groups targeted through in-college workshops, tours, and enhanced transition arrangements. We apply a contextualised admissions process to both our further education and higher education applications to support applications from our priority groups and to widen access for to those who face the greatest challenges. Inverness College UHI sits on the Highland Community Planning Partnership, which aims to develop a joined up approach across public bodies in the region to make improvements for people living in the most deprived areas of our communities. Inverness College UHI also has a dedicated resource working on transitions and providing enhanced support to those who need it from pre-entry throughout the entirety of their student journey.
- In 2018, Inverness College UHI delivered the Prince's Trust TEAM Programme, which aims to tackle youth unemployment by providing new skills and confidence to young people aged 16-25 not in education, employment or training. It is the first time the TEAM Programme has been delivered in the Highlands. All students who completed the course have moved on to positive destinations - either into employment or full-time colleges courses.
- Inverness College UHI has also established an Introduction to Further Education course, run in partnership with The Job Centre and New Start Highland. This course targets older people across the Highlands who have been in long-term unemployment. We have a bi-annual intake and good success rates in providing a stepping stone to positive destinations.
- In our third year of INSIGHT monitoring and tracking process, we are able to flag
  those who face the greatest challenges and provide further support interventions.
  Our priority groups include those with an additional learning support need; those
  from a care experience background; those with outstanding funding evidence;
  student carers; those from our most deprived postcode areas.

• Inverness College UHI has played a lead role in developing the UHI Regional Strategy for Enhancement of Further Education Attainment. This takes a strategic approach to supporting care experience learners and those from deprived areas with the aim of narrowing the attainment gap and providing parity of opportunity and experience across all partners. This is supplemented by our Corporate Parenting Plan for care experience learners, which provides us with a framework to support individuals. Our work in 2017-18 to support student carers has also accelerated to provide enhanced support for this cohort of students who face additional challenges. This culminated in April 2018 with Inverness College UHI achieving the Going Higher Award. Inverness College UHI is one of the first education institutions in Scotland to receive this award.

#### Conclusion

Further analysis of the impact of the efforts made at FE on HE is a focus going forward. Transition to HE is a key determinant alongside further performance monitoring in light of the impact of the Gender Equality Action plan and Access and Inclusion Strategy. The Equality and Diversity Committee continue to be the focus for staff and students and the Charter for Involvement has meant a far greater engagement from a wider range of learners.



## **Board of Management**

Subject/Title:	Evaluative Report and Enhancement Plan 2018
Author: [Name and Job title]	Roddy Henry, Depute Principal
Meeting:	Board of Management
Meeting Date:	11 October 2018
Date Paper prepared:	8 October 2018
Brief Summary of the paper:	This report provides the Board with a draft version of the Evaluative Report and Enhancement Plan for academic year 2017-18.
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	This paper links to the strategic plan, particularly in relation to the student experience and the curriculum.
Resource implications:	No
Risk implications:	No
Equality and Diversity implications:	No
Consultation: [staff, students, UHI & Partners, External] and provide detail	n/a

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 <b>not</b> be include	ded within "ope	n" busir	ness, 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.)	•	•		

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

#### **Evaluative Report and Enhancement Plan (EREP) 2018**

#### **Executive summary**

Under the revised External Quality Arrangements for Scotland's Colleges, Education Scotland and the Scottish Funding Council (SFC) require each college in Scotland to produce an Evaluative Report and Enhancement Plan (EREP) by the end of October. The Evaluative Report covers the preceding academic year and the Enhancement Plan covers the next three years (previously one year). This is the second year of the arrangements.

Last year the EREP had to include evaluations against all of the quality indicators (QI) in the *How Good is Our College?* (HGIOC) framework. This year, evaluation against a selection of QIs only is required, using specific prompts provided by SFC. A grade for each of the three key principles in the framework is required this year in the final published report: the grades are allocated from a 6-point scale:

- Excellent
- Very Good
- Good
- Satisfactory
- Weak
- Unsatisfactory

The Education Scotland advice on grading is attached for reference.

The attached draft report is tabled for the Board's consideration: the final draft will be submitted to Education Scotland and SFC by the end of the week beginning 8 October, ahead of the **pre-endorsement meeting on 17 October**. Following feedback from the pre-endorsement meeting, the final version of the EREP will require Board approval and sign-off by the Chair prior to **submission by 31 October**.

The draft has been shared informally with the College HMI and feedback was positive: in his view, the report responds to all the key prompts, is sufficiently evaluative, well written and represents accurately the quality of the college's provision. The Enhancement Plan is appropriate in that it is a three-year, high level plan and contains sufficient detail. The HMI also 'concurred' informally with the proposed grades: however, it is clear that the endorsement of the grades, along with the report, will involve a standardisation exercise where HMI and SFC will consider all the 27 reports and their proposed grades. It is therefore likely that further discussion around the grades will take place, at the preendorsement meeting and/or after submission of the report.

#### The Board is asked to:

- approve the draft report and provide comment to inform the final draft that will considered at the pre-endorsement meeting;
- approve the proposed grades;

• agree a mechanism for approving the final report after the pre-endorsement meeting and prior to submission before 31 October.

The Depute Principal is part of a national short-life working group that will consider a significant change to the arrangements for subsequent years: the group meets in Edinburgh on 11 October.

#### Main body of information

Please see the attached draft report. A few notes on the various sections below:

**Section 1:** this is a generic context statement, drafted by the Vice-Principal for FE, which has been included in all EREPs across the partnership.

**Section 2:** the methodology includes a description of the EREP workshops and grading processes, as well as a description of the college's comprehensive quality arrangements.

**Section 3:** the tables in this section show the student outcomes for full-time and part-time FE students, overall and by learner group, as required by the Regional Outcome Agreement.

**Sections 4-6:** evaluations against the prompts in the SFC guidance.

**Section 7:** the capacity for improvement statement reflects the college's ability to maintain and enhance the quality of its FE provision.

Section 8: the proposed grades.

**Section 9:** an update on the actions in the previous year's Enhancement Plan.

Section 10: the high-level Enhancement Plan for 2018-19 to 2020-21

**Appendix I:** Outcome Agreement national measures (some data tbc)

**Appendix II:** the regionally agreed strategy for improving FE attainment.

#### Timeline to completion:

- 17 October pre-endorsement meeting to discuss final draft and grades.
- Board approval of final report and grades.
- 31 October submit final EREP to SFC and Education Scotland.
- November letter of endorsement from SFC/Education Scotland prior to publication.

Roddy Henry Depute Principal



# Education Scotland – advice and guidance on grading 2017-18 Evaluative Reports

#### 1. General overview

Grades were not published alongside college Evaluative Reports in 2016-17. However, as part of the developmental approach, colleges undertook useful grading exercises as part of their internal processes. These were further considered in pre-endorsement and endorsement discussions which included college HMI and Regional Outcome Agreement Managers. The **Supplementary Guidance for College Evaluative Reports and Enhancement Plans for AY 2017-18** indicated that Education Scotland would issue separate advice and guidance on grading, including grade descriptions.

#### 2. The six-point scale - grade descriptions

The six-point scale is a tool for grading the **three areas** within the college quality framework – **How good is our college?** 

- Outcomes and impact (Qls 3.1 and 3.2)
   How good are we at ensuring the best outcomes for all our learners?
- Delivery of learning and services to support learning (Qls 2.2, 2.3 and 2.4) How good is the quality of provision and services we deliver?
- Leadership and quality culture Qls 1.1 and 1.4)
   How good is our leadership and approach to improvement?

It should be noted that, in the college context, when a grading is applied, it is for the **whole area** and not for individual quality indicators (QIs), or themes. Individual QIs or themes should not be graded. Bear in mind that awarding levels using a quality scale will always be more of a professional skill than a technical process. However, the following general guidelines should be consistently applied:

- An evaluation of excellent means that this aspect of the college's work is outstanding with
  excellent practice worthy of dissemination. The experiences and achievements of all learners
  are of a very high quality. An evaluation of excellent represents an outstanding standard of
  provision which exemplifies very best practice, based on achieving equity and inclusion and a
  deep professional understanding which is being shared beyond the college to support systemwide improvement. It implies that very high-levels of performance are sustainable and will be
  maintained.
- An evaluation of very good means that there are major strengths in this aspect of the college's work. There are very few areas for improvement and any that do exist do not significantly diminish learners' experiences. An evaluation of very good represents a high standard of provision for all learners and is a standard that should be achievable by all. There is an expectation that the college will make continued use of self-evaluation to plan further improvements and will work towards improving provision and performance to excellent.
- An evaluation of good means that there are important strengths within the college's work, yet
  there remains some aspects which require improvement. The strengths have a significantly
  positive impact on almost all learners. The quality of learners' experiences is diminished in
  some way by aspects in which improvement is required. It implies that the college should seek



to improve further the areas of important strength, and also take action to address the areas for improvement.

- An evaluation of satisfactory means that strengths within this aspect of the college's work just outweigh the weaknesses. It indicates that learners have access to a basic level of provision. It represents a standard where the strengths have a positive impact on learners' experiences. While the weaknesses will not be important enough to have a substantially adverse impact, they do constrain the overall quality of learners' experiences. The college needs to take action to address areas of weakness by building on its strengths.
- An evaluation of weak means there are important weaknesses within this aspect of the
  college's work. While there may be some strengths, the important weaknesses, either
  individually or collectively, are sufficient to diminish learners' experiences in substantial ways. It
  implies the need for prompt, structured and planned action on the part of the college.
- An evaluation of unsatisfactory means there are major weaknesses in this aspect of the
  college's work which require immediate remedial action. Learners' experiences are at risk in
  significant respects. In almost all cases, this will require support from senior managers in
  planning and carrying out the necessary actions to effect improvement. This will usually involve
  working alongside agencies who can provide support, or with staff in other colleges.

#### 3. Further advice

In carrying out the grading exercise for the Evaluative Report for 2017-18, colleges should reflect on the document circulated to the sector by SFC – **Supplementary Guidance for College Evaluative Reports and Enhancement Plans for AY 2017-18.** The three high level principles should not be graded in isolation of each other. There must be clear linkages between the three areas as described in the guidance.

In carrying out the grading exercise, it is suggested that colleges start with the judgement for **Outcomes and impact**, followed by **Delivery of learning and services to support learning** and finally **Leadership and quality culture**.

The following examples are provided to illustrate unlikely combinations:

High level principle	Proposed grade
Outcomes and impact	satisfactory
Delivery of learning and services to support learning	good
Leadership and quality culture	very good

High level principle	Proposed grade
Outcomes and impact	good
Delivery of learning and services to support learning	very good
Leadership and quality culture	excellent



High level principle	Proposed grade
Outcomes and impact	weak
Delivery of learning and services to support learning	very good
Leadership and quality culture	good

#### 4. Capacity for improvement

Capacity for improvement should not be graded. However, based on the findings drawn from evaluations across the three high level principles and the grades awarded, the college is required to write a short narrative to answer the question:

What is our capacity for improvement?

#### 5. Grading methodology – some helpful suggestions

Colleges may want to consider how the grading discussions should be concluded for the Evaluative Report, to ensure accuracy and robustness. College HMIs are available to support this process. The following are suggestions:

- a grading exercise/meeting could be organised once the Evaluative Report is complete, but before submission to SFC and Education Scotland;
- it would be good practice to include the college HMI and the Regional Outcome Agreement Manager at this grading meeting;
- where the college has Associate Assessors or Quality Champions, their contributions might be useful in the grading meeting; and
- good practice would also encourage colleges to include a member of the Student Association in these discussions.

# Evaluative Report and Enhancement Plan 2017-18

# Table of Contents

## Page

1	Context Statement	2
2	Methodology	3
3	Student Outcome for 2017-18	5
4	Outcomes and Impact	6
5	Delivery of learning and services to support learning	10
6	Leadership and quality culture	14
7	Capacity for Improvement	17
8	Grades	17
9	Update on actions in the 2016-17 Enhancement Plan	18
10	Enhancement Plan 2018-19 to 2020-21	22
	Appendix I Outcome Agreement National Measures	24
	Appendix II Regional Strategy for Enhancement of Further Education Attainment	27

#### 1. Context Statement

Inverness College UHI is one of the largest academic partners in the University of the Highlands and Islands (UHI) and delivers over one-quarter of the region's further education (FE) provision.

The University of the Highlands and Islands partnership is the main provider of post-compulsory education provision in the Highlands and Islands region, and delivers in excess of 113,168 further education fundable credits annually, as contracted through the Regional Outcome Agreement negotiated with the Scottish Funding Council. Regional activity targets comprise core and ESIF funded activity, the latter spanning the Highlands and Islands and Lowlands and Uplands regions (for Perth and Kinross). In addition, the region has developed an extensive apprenticeship offer that provides work-based learning pathways from Foundation Apprenticeships offered in the senior phase through to Graduate Apprenticeships funded through Skills Development Scotland, as well as working directly with employers to deliver bespoke training on a commercial basis.

For the past eight years, the region has routinely exceeded student activity targets and surpasses many sector benchmarks of performance. The region's student success rate for full-time further education provision for 2017-18 is 70.4% against the latest published national benchmark of 65.3%. The region also out-performs the college sector in terms of student success in 13 out of the 18 Education Scotland subject groupings measured nationally. This paragraph will be updated to reflect 2017-18 outcomes once data is available.

In the context of this regional high performance, partner's evaluative reports and enhancement plans are written from an enhancement perspective, underpinned by ambition for each of our students and a regional commitment to offering parity of experience across the partnership.

As the Regional Strategic Body for further education, the university is accountable for the delivery of the Regional Outcome Agreement and supports the infrastructure through which a strategic approach to delivery of regional targets is achieved. During the past year, regionalisation of further education has matured and the partnership has begun to develop a strategic, collaborative approach to addressing the challenges the region faces. This work includes:

- Agreement to develop a single policy environment for further education;
- The harmonisation of approaches to quality enhancement;
- The development of regional strategies to raise levels of student attainment and to enhance work experience opportunities;
- Development of tertiary curriculum maps;
- The development of a Student Data Management Framework for Further Education.

The regional strategies reflect the intensification of the regional Outcome Agreement process and the relevant priorities for the Highlands and Islands region. The EREP for Inverness College UHI 2017-18 is set within this regional context, and reference is made to the college's contribution to the regional strategies. The strategy for attainment is included for reference in Appendix II.

### 2. Methodology

This Evaluative Report and Enhancement Plan (EREP) follows the reporting requirements laid out in the Scottish Funding Council (SFC) publication *Supplementary Guidance for College Evaluative Reports and Enhancement Plans for AY 2017-18*. This guidance required the college to evaluate against specific prompts across seven of the Quality Indicators in the external quality arrangements, *How Good is Our College?* Many of the evaluations in the EREP for 2016-17 remain valid one year on, and so this report focuses on the shifts in practice and improvements evident since the publication of last year's report.

The report provides the college's evaluative response to four high level principles:

- Outcomes and Impact How good are we at ensuring the best outcomes for all our learners?
- **Delivery of learning and services to support learning** How good is the quality of the provision and services we deliver?
- **Leadership and quality culture** How good is our leadership and approach to improvement?
- Capacity for improvement What is our capacity to improve?

The first three principles above are graded on a six-point scale from unsatisfactory to excellent (see section 8).

The college's quality arrangements are detailed below. In addition to these, in preparation for the report a series of workshops was held to enable staff from across the college and student representatives to contribute to the holistic evaluation of the evidence base against the first three principles. A grading workshop was then held, involving the college's Associate Assessors and the Student President, to establish the grades which were then proposed to the Board of Management prior to the pre-endorsement meeting with Education Scotland and the SFC Outcome Agreement Manager.

### The College's Quality Arrangements

The college has a suite of quality arrangements in place to ensure that evidence from a variety of sources is collated and analysed throughout the year. This analysis is used well to inform actions for improvement; the progress against which is monitored regularly.

The suite of arrangements can be viewed in terms of three, inter-related elements:

- Evidence gathering: quantitative and qualitative data
- Reflection and self-evaluation, including action planning for improvement and enhancement
- Progress monitoring

All three elements are in play at any one time throughout the year at college, programme and service level and in relation to college-wide themes. Each of the three elements is outlined below.

### **Evidence Gathering**

The college gathers and maintains a comprehensive data set on all aspects of learner application, enrolment, progression, success and destination. The data are made accessible to staff through reports and via a *Dashboard*. National benchmarking data is also collated. The data are used to evaluate provision, set targets and monitor progress. Feedback is gathered from learners and key partners in a variety of ways, including through surveys, focus groups, Student Representative Council, Curriculum Advisory Groups, industry liaison/representative bodies, sector groups and customer and partner engagement. This qualitative evidence is collated and disseminated as appropriate. The college's process for observing learning and teaching, *Professional Discussion on Learning and Teaching* (PDLT), provides first-hand evidence on a sample basis on the quality of learning and teaching. Additional, third-party perspectives are provided via quality frameworks such as Investors in People and Customer Service Excellence, evidence from awarding bodies and engagement with Education Scotland.

### **Reflection and Self-evaluation**

Reflection and self-evaluation are informed by the evidence base gathered and collated throughout the year. The activities are supported by a range of processes including the college meetings and committee structures. Formal *Course Committee Meetings* (CCM) take place at least three times per year and follow a standard agenda that reflects the priorities and available evidence at points in the year. Support service team meetings occur more regularly and follow a generic agenda that is tailored to a team's specific service context. Annual self-evaluation reports, including actions for improvement, are generated at service and programme team level, and at curriculum area level. Service team and curriculum area reports form the basis of an annual dialogue between teams and senior managers. Collegewide actions for improvement inform the overall *Quality Enhancement Plan*. Evidence is also reflected on, and actions implemented, throughout the year via college committees. Through the annual reporting cycle, under-performing programmes or emerging issues are identified and may be subject to the *Targeted Intervention* process. This process provides additional support and challenge where required to overcome persistent issues or to address emerging concerns.

During 2017-18, reflective and evaluative activities were enhanced by the college's involvement in an action learning project with *sparqs*, the national student representative body. The project aims to develop truly collaborative evaluative practices between students and staff, working with the HGIOC framework. The college's involvement in the Scottish Government's *College Improvement Project* further informed its approaches to improvement in 2017-18: the evidence of this is incorporated throughout this report.

### **Progress Monitoring**

Progress against action plans and targets is monitored via course committees, team meetings and college committees, informed by the evidence base generated throughout the year. The *INSIGHT* system enables real-time progress of individual learners to be monitored and early action to be taken to better support learner success. The system reflects performance indicator targets and generates a 'live' forecast for each programme based on learner progress. Progress against the Quality Enhancement Plan and Targeted Intervention actions is also monitored via the committee structure. The Board of Management and its

Learning Teaching and Research Committee monitor progress towards targets and actions for improvement through accurate and detailed management reports.

Other processes, such as professional learning and development activities and *Professional Development Reviews* (PDR), are integrated with the three elements outlined above. The effectiveness of the quality arrangements themselves is monitored and reviewed leading to annual amendments and ongoing further enhancements. These are often informed by effective practice identified from beyond the college, including in the last year the college's involvement in the College Improvement Project. Business processes and service to learning are continually reflected on and improved or amended to meet learner needs and ensure a smooth and positive learner journey. A range of external frameworks and awards, such as *Customer Service Excellence, Investors in People* and *Going Higher*, are used well to structure and focus the review and further enhancement to the college's provision and services.

### 3. Student Outcomes for 2017-18

#### Data sources:

- 2014-15 to 2016-17: Scottish Funding Council
- 2017-18: Internal data from the Highlands and Islands region

In line with SFC reporting guidelines, proportions have not been calculated for cohorts of fewer than 25 students.

Table 1: Full-time FE success rates over time

		Inverr	ess College	UHI		Scotland
	2014-15	2015-16	2016-17	2017	<b>'-18</b>	2016-17
Learner Group	%	%	%	Total %		%
	Success	Success	Success	enrolled	Success	Success
All Learners	63.1%	65.8%	67.6%	1261	70.6%	65.3%
Under 16	-	-	-	4	-	52.2%
16-19	59.5%	64.5%	66.0%	744	68.2%	62.4%
20-24	62.6%	60.4%	68.0%	249	69.6%	65.4%
25 and over	73.1%	74.7%	71.5%	298	76.8%	71.9%
Male	68.2%	68.1%	67.9%	686	73.5%	65.4%
Female	56.0%	62.8%	67.4%	572	67.0%	65.2%
SIMD10	53.1%	52.2%	56.5%	72	59.7%	62.0%
Disabled	63.6%	61.2%	66.2%	281	64.8%	64.3%
BME	-	-	-	40	77.5%	66.4%
Care experienced	-	-	-	51	56.0%	52.5%
Price Group 5	-	-	81.1%	40	65.0%	76.7%

Table 2: Part-time FE success rates over time

		Inverness College UHI						
	2014-15	2015-16	2016-17	2017	<b>'-18</b>	2016-17		
Learner Group	%	% % % Total %		%				
	Success	Success	Success	enrolled	Success	Success		
All Learners	82.5%	79.1%	81.3%	3133	86.8%	77.1%		
Under 16	73.7%	73.4%	80.8%	138	79.0%	73.7%		
16-19	75.6%	70.3%	72.3%	861	77.7%	69.9%		
20-24	87.6%	85.3%	86.6%	580	92.0%	79.9%		
25 and over	86.3%	83.6%	86.4%	1554	90.8%	81.3%		
Male	86.4%	84.9%	87.0%	1844	88.2%	80.1%		
Female	77.9%	72.2%	73.9%	1287	85.0%	74.0%		
SIMD10	77.0%	68.1%	65.6%	100	79.2%	73.8%		
Disabled	79.0%	69.8%	73.8%	545	83.1%	75.1%		
BME	80.6%	68.0%	72.9%	86	69.5%	78.8%		
Care experienced	83.3%	36.4%	80.0%	80	73.4%	64.3%		
Price Group 5	74.1%	69.3%	80.1%	179	79.8%	78.0%		

A full table of Outcome Agreement national measures is included in Appendix I

### 4. Outcomes and Impact

How good are we at ensuring the best outcomes for all our learners?

### Quality Indicator 3.1 - Wellbeing, equality and inclusion

### Areas of positive practice

- Attainment for learners with protected characteristics, and for those that experience
  additional challenges, has improved or remained above sector levels over several
  years, evidencing the effectiveness of the college's arrangements to support
  inclusion and equity. As part of the regional attainment strategy, the college is
  working closely with other colleges in the region to improve attainment for specific
  learner groups.
- Full-time FE attainment rates for all but two learner groups are above latest published sector levels (as a benchmark) and show an improving trend: the exceptions being attainment for learners in SFC Price Group 5, which dipped in 2017-18, and for those from SIMD 10 postcodes, which has improved but is below sector levels. Part-time FE attainment rates show an improving trend or maintenance of very high attainment across almost all groups, and are above sector levels for all but one learner group: the exception being learners from a Black or Minority Ethnic (BME) background.

- The college's Access and Inclusion Strategy and Gender Action Plan underpin the holistic approach to equality and inclusion. In response to the Equally Safe strategy, the Guidance Team deliver a programme of interventions around gender equality and respectful behaviours. The college has also developed the # It's Not On campaign which drives forward our inclusive culture and provides Personal Academic Tutors (PAT) with the tools to open discussions around equality, diversity and inclusion.
- All clubs and societies connected with the Highland's and islands Student's Association (HISA) must adhere to a code of inclusion, including a commitment to ensuring they are accessible for all learners. HISA Inverness's LGBTI+ society, Queerness, has a strong membership that has increased year-on-year. The society facilitates a safe and inclusive environment for discussion and support for learners who define as LGBTI+. The association's successful attainment of the Healthy Body, Healthy Mind award was in part due to the demonstrable increase in LGBTI+ learner involvement in sport on campus. HISA Inverness's Volunteer Officer Executive now includes a Learning Officer and a Diversity Officer. The Learning Officer has direct oversight for the representation of learners who have been traditionally underrepresented at Student Association level, including student carers and careexperienced learners. The Diversity Officer has direct oversight for the representation of learners with protected characteristics, including disabilities, LGBTI+, and BME students. Working closely with the college, HISA aims to improve the quality of the learning experience of these learner groups by ensuring they are represented effectively.
- The college has enhanced its mental health support for learners and staff. A rolling programme of staff development provides key, front-facing staff with the knowledge and skills needed to identify when support is required. In response to the growing number of referrals to its wellbeing service, the college has further enhanced the support it provides to learners. This includes the delivery of workshops for all FE class groups on mental wellbeing, positive mind-sets and resilience. HISA Inverness officers have received Scottish Mental Health First Aid training and to ensure they can better support learners experiencing mental health issues. The plan is to extend this training to all volunteer Executive Officers in 2018-19. The *Healthy Campus* initiative aims to ensure that all learners, including those in the student residences, have a safe and healthy environment in which to learn.
- The college has an effective partnership in place with its local NHS Psychological Services to support jointly learner mental health. Inverness appears to be the only college in Scotland to have a direct referral system into local NHS Psychological Services. The college gained *Healthy University* status in March 2018, the first in Scotland to do so. Our referral system is for the small number of students who present as being in crisis due to their mental health and whom need more specialist psychological intervention. The evolving and unique partnership approach to mental health referral has had a positive impact on the college's ability to continue to support students who present with acute mental ill health and who require hospital treatment or intensive support.

- The college has enhanced its support for student carers, and achieved the Going Higher Award in April 2018. The award recognises the proactive approach taken to supporting student carers, and the effective arrangements that are in place to support this learner group. This builds on and replicates the successful approach taken to supporting care experienced learners, outlined in our first annual report to the Scottish Government on the impact of our Corporate Parenting Plan since its publication in 2016. The introduction of a co-ordinated support plan which encompasses all of the needs of an individual ensures joined-up and holistic support across the learner journey. This holistic approach from pre-entry stage has impacted positively on the outcomes for care experienced learners. The college delivered a higher proportion of credits to this group compared to sector benchmarks and an increasing percentage of care experienced learners on full-time FE programmes are achieving a recognised qualification.
- In order to better engage and support learners from the most deprived backgrounds, the college is working with Inverness High School and its associated primary school group, SDS and the SCQF Partnership on an ambitious, long-term project. The aim of the work is to raise the aspirations of young people as well as increase their awareness of the variety of learning pathways available. The project also responds to the Developing the Young Workforce (DYW) agenda and the recommendations of the Learner Journey Review report.
- As part of the widening access agenda, the Guidance Team have accelerated their work with third-sector agencies, such as Barnardos and Connecting Carers, alongside the Highland Council, to support applications from those furthest from education.
   Workshops to outline learner pathways have been tailored for specific learners groups, including refugees and single parents, and have enhanced transitions into college for these groups.

### **Areas for development**

- Although on an improving trend and above sector levels in almost all categories, there is still a gap between attainment for learners who face additional barriers and those who do not.
- Retention rates for full-time learners in Price Group 5 fell in 2017-18. The college is confident the particular circumstances have been accounted for, appropriate actions taken, and that success rates will recover in 2018-19.
- Attainment for learners from a BME background on part-time FE programmes has
  fluctuated over time and is below the sector level. The number of BME enrolments
  equates to less than 3% of all part-time FE enrolments.

# Quality Indicator 3.2 - Equity, attainment and achievement for all learners Areas of positive practice

• Learner success on full-time FE programmes overall has improved for the fifth successive year and, at 71%, is well above the latest published sector level. Success

- on part-time FE programmes is high and, at 87%, remains well above sector levels, which has been the case for the last four years. Learner success is above the latest published sector levels in almost all of the 15 subject areas offered by the college.
- The college enters a significant number of candidates for SQA Higher and National 5 awards each year (516 in 2017-18), and delivers full-time provision made up of these awards to a relatively significant number of learners. Overall pass rates for the awards are very good and have improved over time. The pass rate for Higher awards in 2017-18 was 74% overall, 13 points above the overall pass rate for the college sector (61%), and only 3 points below the overall national pass rate (including school entries) of 77%. The pass rate for National 5 awards was 76% overall, 5 points above sector level and only 1 point below the overall national pass rate.
- Attainment on core skills units is high overall, and above or at sector levels in most subjects across SCQF levels. The delivery of Communication, Numeracy and Information and Computing Technology (ICT) is contextualised or fully integrated across all subjects. As part of the regional strategy for core skills delivery, the college is reviewing its delivery of core and essential skills.
- The increase in learner success has been sustained over time by embedding a culture
  of improvement, the key features of which are a focus on the student experience
  and the habits associated with enhancement: ownership, responsibility and critical
  enquiry. This is underpinned by the suite of arrangements described in Section 2 of
  this report. A holistic view of improvement means that every aspect of the college's
  provision, at every stage of the learner journey, is continuously reflected on and
  improved.
- Learner retention has improved over time, as has attainment. The INSIGHT
   attendance and progress monitoring process introduced in 2016-17 has enabled
   earlier and more effective interventions to be made. By identifying learner
   characteristics and providing a structure for weekly monitoring, INSIGHT ensures
   that PATs and course teams take a risk-based and efficient approach to directing
   support and the deployment of resource to the point of need.
- The college's involvement in the Scottish Government's College Improvement Project (CIP) during 2017-18 has further informed improvement activity. The CIP approaches were adapted to align with existing arrangements and piloted with full-time FE computing and forestry programmes, with positive results: success rates improved by 21 and 17 points respectively for these subject areas and are now above the latest published sector levels for both. The approaches make good use of the college's existing, comprehensive management information arrangements, including INSIGHT, and focus on close monitoring of 'tests for change' to drive improvement.
- As discussed in Section 3.1 of this report, the college continues to improve attainment for all learners, regardless of their backgrounds or circumstances.
   Alongside interventions aimed at specific groups or characteristics, the college's

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<sup>&</sup>lt;sup>1</sup> Data from SQA, 2017-18 exam results

approach throughout the learner journey is to ensure that the standard and nature of its provision is such that it removes barriers to learning and success.

### **Areas for development**

- There is room for further improvement in success rates overall and in subject areas where success is below sector levels, with a particular focus on enhancing retention.
- The revised approaches to evaluation and actions for improvement need to be fully implemented and their effectiveness monitored during 2018-19.
- As part of the College Improvement Project, the early part of the learner journey, from first contact with the college to the mid-point of the first semester, will be the focus of cross-college enhancement activity throughout 2018-19.

# 5. Delivery of learning and services to support learning How good is the quality of the provision and services we deliver?

### **Quality Indicator 2.2 – Curriculum**

### Areas of positive practice

- Curriculum planning arrangements ensure that the FE curriculum takes good account of employment opportunities and the local and regional economy. The curriculum planning process ensures that local, regional and national strategic drivers are considered well to maintain a relevant and valued curriculum. The college has initiated a deep curriculum review as part of its strategic vision for opportunity and growth. The review identifies fundamental aspects for all areas to consider, which include labour market intelligence, regional priorities, Developing the Young Workforce (DYW), the STEM Strategy, the Access and Inclusion Strategy, Gender Action Plan and the Learner Journey Review. The college's strategic ambition is to ensure that it makes the most of its tertiary curriculum to provide unique and inspiring progression pathways for all learners, regardless of their background or entry qualifications.
- The college's focus on work-based learning, now as part of the UHI work-based Learning Hub, resulted in a 30% growth in Modern Apprenticeship (MA) starts between 2016-17 and 2017-18 (from 89 to 126), with a further 15% growth anticipated in 2018-19. New frameworks in Business Administration, Sport, Health and Social Care and Trees & Timber have been secured for 2018-19, reflecting employer demand from NHS Highland, the care home sector, Forestry Commission and small to medium sized enterprises. Hospitality MA numbers grew in 2017-18 and the college is responding to employer demand for higher level qualifications. A fully work-based delivery of the engineering award Performing Industrial Operations was provided for one employer and has now been taken up by other employers across the Highlands. The number of MAs in Information and Computing Technology has increased significantly in 2018-19 in response to local employer demand.

- Curriculum teams have close and productive links with employers and industry groups, ranging from small local employers, large corporations, public sector bodies and sector skills bodies. Curriculum Advisory Groups are used effectively to engage employers in reviewing and steering the curriculum to ensure that programme design and content remain demand-driven and up-to-date. The college's Forestry Advisory Committee recently became the national advisory committee for the sector. The revised approach to self-evaluation includes a requirement for employers or stakeholders to be involved in Course Committee Meeting, which will now take place four times per year. The approach was piloted in 2017-18 and proved to have a positive impact on the evaluative process and the engagement of learners in the process.
- The development of employability skills is embedded in all programmes. Workplace
  experience is also embedded well across the curriculum in a variety of ways,
  including realistic workplace environments in college, site/employer visits, career
  events, personal skills analysis activities, enterprise events and guest speakers.
  Almost all learners agree that they develop workplace knowledge and skills during
  their programmes.
- Learners develop a range of essential skills through their programmes, preparing them well for progression and success in further study and/or employment. Learners are encouraged and supported to extend their skills beyond the requirements of the qualifications they are studying and many enter and are successful in competitions. A range of skills is supported well through the Skillzone, which offers drop-in tailored sessions and a suite of workshops for class groups. The Guidance Team provide workshops on career management and advice to support progression to further learning and employment. Acting on learner and staff feedback, the Skillzone has been relocated for 2018-19 to the Atrium of the Main Campus to enhance accessibility and visibility.
- There is a year-on-year increase in the participation of curriculum teams in external training events, including industry training, professional practice updates and attendance at relevant conferences. The college makes a significant investment to meet this demand. Participation is proposed by managers, and increasingly by individual staff who monitor industry developments and engage directly with external stakeholders. Team specific training is often arranged in-house to ensure industry currency and to maintain professional practice, with requests for training often related to learner feedback.
- Curriculum teams use the comprehensive range of accessible and up-to-date learner
  performance, progress and satisfaction data well to support learner success. The
  well-embedded quality arrangements support and enable staff to monitor learner
  progress on a weekly basis and to target support as required, including referrals to
  college services. Regular Course Committee Meetings ensure that relevant data
  gathered throughout the learner journey is used well to inform ongoing evaluation
  and that action is taken promptly to address any issues arising.

### **Areas for development**

 Career management skills are not fully embedded across all curriculum areas, and uptake of the careers guidance workshops is not sufficiently consistent to ensure that all learners on FE programmes have the opportunity to benefit.

### Quality Indicator 2.3 - Learning, teaching and assessment

### Areas of positive practice

- Staff make good use of their vocational and subject knowledge to contextualise learning and relate it to employment. Teaching staff maintain industry knowledge in a variety of ways, including active, ongoing engagement in vocational practice, regular and close liaison with industry and attendance at specific industry updating events. A significant number of teaching staff are supported to undertake additional qualifications, with the majority of study time for these qualifications taking place outside of working hours, evidencing that staff are keen to engage in continuous professional learning.
- Almost all learners agree that the way they are taught helps them learn. Awareness among teaching staff of different learner needs, and how best to respond to them, is high. Ongoing staff development regularly includes support to recognise and respond to the different needs of learners. The Additional Support Needs (ASN) team provide an effective and valuable service, from before the point of acceptance to a course and throughout the learner journey. This ensures that specific learning needs are identified and that teaching staff are informed and supported to provide any necessary adjustment. Learner satisfaction with the service is very high.
- Teaching staff use a variety of learning resources well to support learning. Digital technologies feature across the curriculum, from the widespread use of e-portfolios in the trades areas to the application of a variety of digital applications across the curriculum. The well-equipped *Technology Enhanced Learning (TEL) Studio*, with the support of the Digital Skills Training Officer, enables staff to develop learning resources that draw upon techniques such as podcasting, virtual reality and 360° video. Demand for TEL equipment has increased considerably in 2017-18, with around 150 separate instances of use since March 2018 alone. Feedback from learners and staff regarding the learning resources produced as a result has been very positive, highlighting particularly how the materials support and enable inclusive and interactive learning.
- There is a strong culture of reflection and evaluation among teaching staff. They reflect well on their practice and increasingly share effective practice across teams. The use of data, including attendance, progress, retention and attainment data as well as learner feedback, is used routinely and effectively to support reflection. Staff make good use of and engage with well embedded quality processes, including PDLT, Targeted Intervention and INSIGHT. The positive impact of the culture of reflection and evaluation is evidenced by the year-on-year improvement in successful outcomes for learners on FE programmes.

### **Areas for development**

- The sharing of best practice within and across curriculum teams, although clearly
  evident such as through staff leading workshops during staff development days, needs
  further support and facilitation.
- The diversity and complexity of support needs across the FE learner group, particularly
  on full-time programmes, is increasing over time. The college needs to ensure that it's
  learning and teaching provision continues to provide a positive and purposeful
  environment in the context of this changing need.

### Quality Indicator 2.4 - Services to support learning

### Areas of positive practice

- As part of its Access and Inclusion strategy, the college has developed a positive declaration environment to encourage individuals to disclose any learning support needs at the earliest possible point. The aim is to ensure that all learners have their needs identified and addressed before starting their programmes. A number of further opportunities for declaring the need for additional support have been built into the early student experience. These measures ensure that learners who have not disclosed at point of application are encouraged and supported to do so at a later stage. An effective referral system, linked to INSIGHT, ensures that learners declaring or identified as having a support need are quickly assessed and their needs addressed. The college supports an increasing number of learners, through personal learning support plans and one-to-one support, with a 13% increase experienced in 2017-18 compared to the previous year<sup>2</sup>.
- Teaching staff work closely and effectively with the ASN and Guidance teams and adapt their teaching well in response to learner needs. A series of staff development activities, the availability and close monitoring of learner performance data and the introduction of INSIGHT have all contributed to a high awareness of the potential impact of different learner backgrounds and circumstances. Staff respond well to these needs and frequently go the extra mile to support learners.
- Effective arrangements are now in place to support student carers as one of our priority learner groups. The inclusion of a 'flag' on INSIGHT ensures that Personal Academic Tutors are aware of the additional challenges this group may face. Learners who disclose caring responsibilities are invited to meet with the Transitions Co-ordinator who produces a co-ordinated support plan. A peer support group has been established to help share experiences and to provide a support mechanism for the participants. The positive impact of this work has been recognised through the college achieving the *Going Higher Award* in April 2018, the first Scottish college and among the first UK universities to do so. Successful outcomes for this learner group on full-time FE programmes have increased by 14 points since 2015-16. HISA Inverness's volunteer Learning Officer has a dedicated focus on increasing and improving the representation of care experienced learners and student carers.

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<sup>&</sup>lt;sup>2</sup> Not including learners in Price Group 5

- Trends in learner demand for and satisfaction with services are monitored closely and
  actions are taken to improve or amend services as required. Teams engage closely with
  a range of external partners to ensure that future need is identified, best practice is
  shared and access to additional services is maintained. Managers and team leaders of
  support areas work well together to review and improve services. Collaboration
  between support service and curriculum teams continues to be a key feature of working
  practice and successful ongoing improvements.
- Support service teams make very good use of the accessible learner performance data and systematic learner feedback arrangements to further improve their services. Relevant data and learner feedback gathered through a variety of mechanisms are used systematically to ensure continuous review and enhancement of the college's services. The college has had a focus on specific learning disabilities for several years. As a result, success rates for learners with Dyslexia, Dyspraxia or AD(H)D³ have increased by 15 points since 2015-16 and success rates for learners who have disclosed they have an Autistic Spectrum disorder remain high overall. The attainment gap between learners in these groups and those who have no known disability has almost been closed.

### **Areas for development**

 As part of the College Improvement Project, services to support learning is a key area of focus in 2018-19. The 'early learner journey' is the college's chosen theme and the learner journey from first point of contact to the full-time FE Early Withdrawal cut-off date (1 November) has been mapped out. A project team made up of cross-college staff and the student president are overseeing working groups that will take forward enhancements to aspects of the journey.

### 6. Leadership and quality culture

How good is our leadership and approach to improvement?

### Quality Indicator 1.1 - Governance and leadership of change Areas of positive practice

- College strategies take good account of a range of relevant priorities, at national regional and local levels. The current strategic plan was developed through extensive engagement with staff, students and stakeholders, including employer and industry representatives, Highlands and Islands Enterprise, The Highland Council, Skills Development Scotland and the Scottish Funding Council. The underpinning strategies reflect a number of priorities across, for example, learning and teaching, access and inclusion and business development.
- The focus on making the most of the truly tertiary nature of the college's provision to enhance access and progression pathways incorporates the ambitions of DYW. The college created a *Project Manager: DYW* role four years ago with support from SDS, and has added two DYW coordinator roles since. This resource has been instrumental in

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<sup>&</sup>lt;sup>3</sup> Attention deficit and hyperactivity disorder

embedding of DYW recommendations within our school-college activity as well as supporting the sustained growth in Foundation Apprenticeship (FA) numbers. The suite of vocational pathways offered to schools continues to grow and develop and a total of 90 school pupils from 16 schools are enrolled across six FA frameworks in 2018-19. The college also developed and delivers the Graduate Apprenticeship in Civil Engineering.

• The college has managed continuous and sustainable improvement across its FE provision by reviewing all aspects of delivery and setting appropriately challenging targets for improvement. National benchmarking data is used extensively at all levels, including by level and mode of study overall, subject area, programme level and specific learner group. Sector levels are used as a baseline with highest performing (where available) benchmarks used to set expectations and measure progress.

### **Areas for development**

 The college has seen improvement across all aspects of its FE provision over a five-year period. The emphasis is now on intensifying the focus on improving outcomes for the most challenged learner groups, while maintaining and further enhancing outcomes overall.

### Quality Indicator 1.4 - Leadership of evaluation leading to improvement Areas of positive practice

- The college has developed a strong culture of quality improvement and enhancement that has had a positive and significant impact on learner outcomes. Almost all managers lead and support the evaluation of provision and services well. Collaboration between managers and staff across the college to plan and effect improvement has been a key feature of the college's success over several years. The involvement in the College Improvement Project has provided an opportunity to review and refresh the approach to evaluation; staff engagement has been very positive and tangible improvements have resulted. Very good progress has been made across all the areas for development identified in the 2016-17 Enhancement Plan, with almost all of the anticipated outcomes achieved (see page 14). The appointment in 2017-18 of six staff as Associate Assessors with Education Scotland is evidence of, and further supports, the quality culture.
- The college's arrangements for evaluation have led to significant and sustained improvement in outcomes for learners. The processes associated with evaluation are themselves continually reviewed and developed to reflect the evolving environment and to support continued engagement. Management information, including learner data, is accessible, comprehensive, accurate and up-to-date. Staff understand how to use the data to help them evaluate and investigate the learner experience in order to develop and test ideas for change. Staff engagement with learner data has been key to the improvements in learner outcomes.
- Staff and learners engage well in review and planning processes. Course Committee
  Meetings, held three times per year, provide an effective, formal structure for staff and
  learners to evaluate provision jointly on an ongoing basis. Learner focus groups, the

Student Representative Council and student surveys ensure that the learner voice is captured systematically and heard throughout the year, and that actions are taken in response to ideas or issues raised. The increase in response rates to surveys and the collaborative working approach adopted as a feature of the sparqs partnership project have further enhanced learner engagement during 2017-18. INSIGHT provides an effective structure for staff to review learner progress, as a team, at programme and individual learner level.

- The ambitions of DYW are at the heart of what the college aims to achieve though its FE provision. The curriculum is focussed on employment opportunities and enabling progression to further learning. A focus on developing and raising the awareness of Modern Apprenticeship opportunities has led to a significant growth in this type of provision. School-college partnership work has continually developed, with more school pupils each year enrolling on school-college vocational programmes. Foundation Apprenticeship provision has also grown, from an initial 16 enrolments in 2015 to 90 in 2018-19 across six frameworks, engaging 16 secondary schools. These aspects are integral to team evaluation and planning processes.
- There is a well-developed and effective process in place for engaging local schools and the Highland Council in planning for the delivery of school-college programmes. The college staff meet with Head Teachers and Council staff at key points in the year to review and plan provision. Curriculum and support managers feed into these meetings and the outcomes are used to inform planning at team and curriculum area level. A Senior Phase Strategy Group, involving the three Highland colleges (North Highland, West Highland and Inverness), the Highland Council education department and three Head Teachers, meets quarterly. The aim of the group is to ensure a coherent strategy for the senior phase across Highland is developed and maintained.

### Areas for development

- The revised arrangements for Course Committee Meetings, piloted at the end of 2017-18, aim to ensure that learners become true partners in the review and evaluation of provision. Learner involvement will extend to devising and monitoring the implementation of tests for change. These new arrangements will be embedded across the college during 2018-19.
- The three Highland colleges are now working more closely together to maximise the
  collective offer to Highland schools. By developing a single offer the colleges can
  provide a broader and more efficient senior phase delivery model. This approach will
  be further developed during 2018-19 with a view to presenting a collective offer for
  2019-20.

### 7. Capacity for Improvement

The college continues to improve all aspects of its provision and now performs very well across key performance indicators for FE. Effective leadership and good governance ensure that the college maintains an outward-looking and informed perspective, with partnership working and the contribution to local and regional developments a key feature.

The college's clear focus on the quality of its provision and services, and a structured approach to reviewing and enhancing their impact on the learner journey, ensures that the quality of the learner experience is high.

The approaches to quality management and enhancement are well-embedded and effective and have a positive impact on learner outcomes and the learner experience. Processes, systems, approaches and practices are reviewed rigorously on an ongoing basis through the college's quality arrangements and management and governance structures.

The college engages well with other Highlands and Islands colleges and the Regional Strategic Body. It has made a significant contribution to the regional strategies that reflect the intensification of the regional Outcome Agreement process and the relevant priorities for the Highlands and Islands region.

The college has the capacity and ability to ensure that the high quality of its provision and services, and the outcomes for learners, will continue to be maintained and further enhanced.

### 8. Grades

Key principle	Grade
Outcomes and Impact: How good are we at ensuring the best	Very Good
possible outcomes for all our learners?	
· 3.1 Wellbeing, equality and inclusion	
· 3.2 Equity, attainment and achievement for all learners	
Delivery of learning and services to support learning: How good	Very Good
is the quality of our provision and services we deliver?	
· 2.2 Curriculum	
· 2.3 Learning, teaching and assessment	
· 2.4 Services to support learning	
Leadership and quality culture: How good is our leadership and	Excellent
approach to improvement?	
· 1.1 Governance and leadership of change	
· 1.4 Evaluation leading to improvement	

### 9. Update on actions in the 2016-17 Enhancement Plan

The following table provides an update against action in the 2016-17 Enhancement Plan. Very good progress has been made across all the areas for development identified in the 2016-17 plan, with almost all of the anticipated outcomes achieved.

Area for Development	Action(s)	Anticipated Outcome	Update
In a few programme and service areas, actions for improvement are not yet sufficiently or consistently effective.	<ul> <li>Targeted Intervention for programme areas where retention and/or attainment have not improved sufficiently. Includes scrutiny of action plans, targeted support and enhanced monitoring.</li> <li>Customer Journey review for support teams where satisfaction levels and/or PIs remain below acceptable levels. To include scrutiny of actions and enhanced monitoring.</li> </ul>	Effective actions in place across all teams that drive continuous improvement:  Success rates above sector level in all subject areas.  Satisfaction rates high across all college services and provision	Action planning has improved across all teams, and will be enhanced further by the revised approaches to self-evaluation.  Success rates have improved, are well above latest published sector levels overall and in almost all subject areas.  Satisfaction rates are high overall (94%) and are high across all services and curriculum areas. 4
In a few areas the engagement of both staff and students in the class representative process needs further support and improvement.  One-quarter of learners responding to the college survey did not feel that learner views influence change.	<ul> <li>Revise and enhance the Student         Partnership Agreement, with a focus         on Class Rep training and engagement.</li> <li>Ensure that CCM dates are planned         before programmes commence and         communicated to Class Reps on         appointment.</li> <li>PDMs to confirm Class Rep attendance         at CCMs prior to meeting dates,         further confirmed by audit of minutes.</li> <li>Establish and monitor the impact of         regular Class Rep engagement with         PDMs at curriculum area level.</li> </ul>	<ul> <li>Class Reps in place across almost all programmes.</li> <li>The learner voice demonstrably influencing improvements across all programmes and services</li> <li>Almost all learners confident that their views influence change.</li> </ul>	Class Reps are in place across most FE programmes. Where learners did not wish to nominate an official representative, measures are in place to ensure that learner views are represented well.  The learner voice clearly influences change and improvements. 85% of FE learners believe their suggestions are taken seriously and 87% believe the students' association influences change for the better.

<sup>4</sup> Student Satisfaction and Engagement Survey (SSES): satisfaction rates for all FE learners responding.

	Review and enhance the communication of the college response to learner feedback, at programme, curriculum and college levels.		
Learners on the full-time Higher and National 5 programmes often receive conditional or unconditional offers during their programme, leading to disengagement with the awards that are not then necessary for their progression. This in turn leads to high levels of withdrawal and/or partial success on these programmes.	Review curriculum design and implement revisions to address the impact on full-time PIs of learner disengagement.	Maintain access to Higher and National awards to aid progression while:  • minimising negative impact on student outcome PIs, and;  • ensuring more efficient credit-funded programmes.	The shift away from unit assessments to end exam only in National 5 and Higher awards has influenced the revision of full-time programmes made up of these awards.  Further changes to the curriculum will be implemented for 2019-20, aimed at maintaining these programmes for applicants who need three or more national awards only.
Learning and teaching approaches are in need of further improvement in a few programme areas.  In a few programme areas, the ability of learners to influence their own learning is not sufficiently developed or facilitated.	<ul> <li>Targeted Intervention process, including referral to ICTeaching process and mentoring.</li> <li>Expand team of PDLT reviewers to increase annual sample size.</li> <li>Targeted professional learning activities for areas where student satisfaction with this aspect is low. To include supported professional learning.</li> </ul>	<ul> <li>Consistently high quality learning and teaching across the college's provision, evidenced through PDLT reviews.</li> <li>Learners engaged in enhancing their own learning across all programmes.</li> </ul>	Learners' satisfaction with the way they are taught has improved significantly, along with learner success rates. Almost all learners (91%) are satisfied with their ability to influence learning, and satisfaction with this is high across all curriculum areas.  The Targeted Intervention process has further evolved into a suite of arrangements that are deployed against need to support teams to resolve persistent or unanticipated issues that impact on learner outcomes.

			A further cohort of reviewers has been training as part of the Professional Discussion on Learning and Teaching (PDLT) process.
The increase in referrals as a result of INSIGHT and the increase in student mental health issues have put considerable strain on Guidance resources.	<ul> <li>Establish a proactive, whole college approach to supporting mental health and wellbeing.</li> <li>Review approaches to support and guidance against increasing demand.</li> </ul>	Ensure continued, high quality support for learners.	In response to the growing number of referrals to its wellbeing service, the college has further enhanced the support it provides to learners. This includes the delivery of workshops for all FE class groups on mental wellbeing, positive mind-sets and resilience.
In a few programmes, the active and positive promotion of equality and diversity in learning and teaching is not sufficiently embedded or effective.	<ul> <li>Targeted professional learning activities for priority programme areas, informed by effective practice from across the college and the sector.</li> <li>Establish 'equalities champions' in priority areas who will lead on implementation and monitoring of local actions.</li> </ul>	<ul> <li>Positive promotion of equality and diversity apparent across the curriculum.</li> <li>Evidenced through PDLT findings and student feedback.</li> </ul>	In response to the <i>Equally Safe</i> strategy, the Guidance Team deliver a programme of interventions around gender equality and respectful behaviours. The college has also developed the # It's Not On campaign which drives forward our inclusive culture and provides Personal Academic Tutors (PAT) with the tools to open discussions around equality, diversity and inclusion.
Learner success rates are low on a few full-time programmes.	Ensure the inclusion of these programmes in the Targeted Intervention process.	Overall success rates for learners on full-time FE programmes are above 70% for 2017-18.	Success rates on full-time FE programmes are at 71% overall.  Success rates for computing and for forestry programmes improved by 21 and 17 points respectively for these subject areas and both are now above the latest published sector levels.
Success rates for learners from the 10% most deprived postcodes fell slightly in 2016-17 and are below sector levels for this learner group.	<ul> <li>Review and verify specific actions at curriculum area and programme level.</li> <li>Working with local schools and community groups, introduce specific progression pathways for learners</li> </ul>	Improve success rates for this learner group by 5 points in 2017-18.	Success rates for learners from to 10% most deprived postcodes on FE programmes improved by 10 points overall to 71%.

from the 10% most deprived	Learners from these postcodes are now flagged on
postcodes.	INSIGHT to ensure teaching staff are aware they
<ul> <li>Enhanced monitoring of progress and</li> </ul>	may require additional support.
attendance for learners from these	
postcodes. Include flag on INSIGHT and	
Amber rating.	



### 10. Enhancement Plan 2018-19 to 2020-21

<b>Enhancement Theme</b>	Actions	Anticipated Outcome – Academic Year			
		2018-19	2019-20	2020-21	
Continued improvement in full-time success rates overall	<ul> <li>Embed and monitor effectiveness of revised approach to self-evaluation</li> <li>Complete the review of the early learner journey; implement and monitor impact of changes</li> </ul>	<ul> <li>Maintain success rates at above 70% overall and improving year-on- year</li> <li>Tests of change implemented and monitored</li> </ul>	<ul> <li>Success rates above 70% in the majority of subject areas</li> <li>Tangible improvements in aspects of the early learner journey</li> </ul>	<ul> <li>Success rates above 70% in most subject areas</li> <li>Improvements made demonstrably supporting improved success rates</li> </ul>	
A continued focus on closing the attainment gap between those learners facing additional barriers to learning and those who do not	<ul> <li>Pilot the revised approach to the PAT role; implement and monitor the impact of the change</li> <li>From the early learner journey review, identify and implement further interventions to support specific learner groups</li> <li>Further develop learning and teaching approaches to ensure a positive learning environment for all</li> </ul>	<ul> <li>New PAT role piloted during the year</li> <li>Early identification and intervention approaches identified and piloted</li> <li>Programme of professional learning developed, linked to the UHI Learning and Teaching Enhancement Strategy</li> <li>Further progress made in closing the attainment gap across learner groups</li> </ul>	<ul> <li>Revised approach implemented and impact monitored</li> <li>Early identification and intervention approaches implemented and monitored</li> <li>Professional learning programme implemented</li> <li>The attainment gap closed across the majority of learner groups</li> </ul>	<ul> <li>New PAT role, early interventions and enhanced learning and teaching approaches contribute to closing the attainment gap</li> <li>The attainment gap closed across most learner groups</li> </ul>	

A continued focus on embedding career management skills across the curriculum	<ul> <li>Further develop and embed career management skills across the curriculum as part of the Curriculum Review</li> <li>Increased uptake of career guidance workshops</li> <li>Agree and plan the implementation of the regional Essential Skills Policy</li> <li>Gather and consider good practice from across the sector</li> </ul>	<ul> <li>Demonstrable increase in uptake of career guidance workshops</li> <li>Demonstrable increase in career guidance appointments</li> </ul>	<ul> <li>Implementation of regional Essential Skills Policy</li> <li>Career management Skills embedded in all full-time and appropriate part-time programmes</li> </ul>	<ul> <li>Systematic approach to promoting and embedding graduate attributes and career management skills is in place for all full-time and appropriate part-time programmes</li> <li>Evaluation of the approach to embedding graduate attributes and career management skills provision indicates a positive impact</li> </ul>
Enhance the sharing of good practice across the college to support improvement	<ul> <li>Utilise the recently established, monthly Programme</li> <li>Coordinator Forum to share the outcomes of tests for change on an ongoing basis</li> </ul>	Systematic approach to sharing effective practice across curriculum areas established	Consistent adoption of effective practice apparent across all areas	Sharing practice has a demonstrable impact on student outcomes
	<ul> <li>Utilise the developing Communities of Practice model to identify and share effective practice</li> <li>Ensure effective practices and interventions are identified and embedded to support improvement</li> </ul>			

### Appendix I

### **Outcome Agreement National Measures**

### Data sources:

- 2014-15 to 2016-17: Scottish Funding Council
- 2017-18: Internal data from the Highlands and Islands region

In line with SFC reporting guidelines, proportions have not been calculated for cohorts of fewer than 25 students.

Relevant SFC Outcome Measure	College name: Year			H&I	Scotland	
1(a) The volume of Credits delivered	2014-15	2015-16	2016-17	2017-18	2017-18	2016-17
The volume of Credits delivered (core)	n/a <sup>5</sup>	31,601	30,023	29,121		1,699,760
Core Credits target (college)	n/a	28,569	28,698	29,069		1,691,359
% towards core Credits target (college)	n/a	110.6%	104.6%	100.2%		100.5%
The volume of Credits delivered (ESF)	0	0	949	438		62,272
The volume of Credits delivered (core + ESF)	29,405	31,601	30,972	29,559		1,762,032
The proportion of Credits delivered to full-time learners	2014-15	2015-16	2016-17	2017-18	2017-18	2016-17
Proportion of Credits delivered to full-time learners	59.1%	67.9%	71.2%	69.5%		73.3%
1(b) Proportion of Credits delivered to learners aged 16-19 and 20-24	2014-15	2015-16	2016-17	2017-18	2017-18	2016-17
Proportion of Credits delivered to learners aged 16-19	54.8%	57.5%	56.7%	54.7%		46.6%
Proportion of Credits delivered to learners aged 20-24	18.7%	17.0%	17.8%	17.2%		21.5%
Proportion of Credits delivered to full- time learners aged 16-19	57.1%	61.6%	60.2%	59.6%		51.6%
Proportion of Credits delivered to full- time learners aged 20-24	20.5%	17.3%	18.4%	16.9%		22.7%
1(c) Proportion of Credits delivered to learners in the most deprived 10% postcode areas	2014-15	2015-16	2016-17	2017-18	2017-18	2016-17
Proportion of Credits delivered to learners in the most deprived 10% postcode areas	5.9%	5.9%	5.7%	5.1%		17.2%
1(d) Proportion of Credits relating to learners from different protected	2014-15	2015-16	2016-17	2017-18	2017-18	2016-17

<sup>&</sup>lt;sup>5</sup> Credits targets introduced in 2015-16

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characteristic groups and care leavers						
Gender -						
Proportion of Credits delivered to Male learners	57.3%	57.6%	56.0%	58.0%		48.6%
Proportion of Credits delivered to Female learners	42.6%	42.4%	44.0%	42.0%		51.3%
Proportion of Credits delivered to Other learners	0.16%	0.05%	0.09%	0.14%		0.08%
Ethnicity -						
Proportion of Credits delivered to BME learners	1.8%	2.1%	2.1%	3.3%		6.4%
Disability -						
Proportion of Credits delivered to students with a known disability	19.9%	22.5%	24.8%	21.2%		17.1%
Care Experience -						
Proportion of Credits delivered to students with Care Experience	0.68%	1.00%	3.32%	3.74%		1.57%
2(b) Proportion of Credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges	2014-15	2015-16	2016-17	2017-18	2017-18	2016-17
Proportion of Credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges	0.6%	0.8%	2.8%			1.4%
2(c) Proportion of Credits delivered to learners at S3 and above as part of 'school-college' provision	2014-15	2015-16	2016-17	2017-18	2017-18	2016-17
The proportion of Credits delivered to learners at S3 and above as part of 'school-college' provision	3.4%	6.2%	8.3%			5.0%
3. Proportion of Credits delivered to learners enrolled on STEM courses	2014-15	2015-16	2016-17	2017-18	2017-18	2016-17
Proportion of Credits delivered to learners enrolled on STEM courses	45.3%	41.6%	40.1%			24.8%
4(a) Proportion of enrolled students successfully achieving a recognised qualification	2014-15	2015-16	2016-17	2017-18	2017-18	2016-17
The percentage of FT FE enrolled students achieving a recognised qualification	63.1%	65.8%	67.6%	71.5%		65.3%
The percentage of PT FE enrolled students achieving a recognised qualification	82.5%	79.1%	81.3%	86.0%		77.1%

Total number of full-time learners	1,229	1,399	1,338	1,260		86,793
6. The number and proportion of full-time learners with substantial 'work placement experience' as part of their programme of study	2014-15	2015-16	2016-17	2017-18	2017-18	2016-17
The percentage of FT FE enrolled students aged 16-19 achieving a recognised qualification	59.5%	64.5%	66.0%	66.0%		62.4%
The percentage of CE FT FE enrolled students achieving a recognised qualification	50.0%	35.3%	45.8%	56.0%		52.5%
4(d) Proportion of enrolled Care Experienced students successfully achieving a recognised qualification	2014-15	2015-16	2016-17	2017-18	2017-18	2016-17
The percentage of Senior Phase PT FE enrolled students achieving a recognised qualification	82.8%	68.9%	65.3%			63.1%
The percentage of Senior Phase FT FE enrolled students achieving a recognised qualification	50.0%	-	80.0%			56.8%
4(c) Proportion of senior phase age pupils successfully completing a vocational qualification delivered by colleges	2014-15	2015-16	2016-17	2017-18	2017-18	2016-17
The percentage of Price Group 5 PT FE enrolled students achieving a recognised qualification	74.1%	69.3%	80.1%	82.%		78.0%
The percentage of Price Group 5 FT FE enrolled students achieving a recognised qualification	-	-	81.1%	67.0%		76.7%
The percentage of BME PT FE enrolled students achieving a recognised qualification	80.6%	68.0%	72.9%	74.0%		78.8%
The percentage of BME FT FE enrolled students achieving a recognised qualification	-	-		76.0%		66.4%
The percentage of Disabled PT FE enrolled students achieving a recognised qualification	79.0%	69.8%	73.8%	81.0%		71.5%
The percentage of Disabled FT FE enrolled students achieving a recognised qualification	63.6%	61.2%	66.2%	65.0%		64.3%
The percentage of MD10 PT FE enrolled students achieving a recognised qualification	77.0%	68.1%	65.6%	78.0%		73.8%
The percentage of MD10 FT FE enrolled students achieving a recognised qualification	53.1%	52.2%	56.5%	60.0%		62.0%

Number of full-time learners with substantial 'work placement experience' as part of their programme of study	n/a	242	206			15,932
Proportion of full-time learners with substantial 'work placement experience' as part of their programme of study	n/a	17.3%	15.4%			18.4%
8. The number and proportion of full-time college qualifiers in work, training and/or further study 3-6 months after qualifying	2014-15	2015-16	2016-17	2017-18	2017-18	2016-17
The number of full-time FE college qualifiers in work, training and/or further study 3-6 months after qualifying	646	713	0	-		
The proportion of full-time FE college qualifiers in work, training and/or further study 3-6 months after qualifying	95.1%	95.8%	96.0%	-		
9. The percentage of students overall, satisfied with their college experience (SSES survey)	2014-15	2015-16	2016-17	2017-18	2017-18	2016-17
Full-time FE	n/a	87.8%	86.6%	95.0%		
Part-time FE	n/a	93.6%	100.0%	96.0%		
Distance/ flexible FE	n/a	80.0%	0.0%	-		

### University of the Highlands and Islands

### **Regional Strategy for Enhancement of Further Education Attainment**

#### **Context Statement**

This strategy aims to drive improvement in levels of attainment in further education across the UHI partnership. It has been developed in response to a regional and national focus on a need for equity in access to post-compulsory education opportunities, improved attainment for all and improved life chances for disadvantaged groups.

The Scottish Government has made education and improved educational outcomes a key priority and central measure of success, highlighting the links between these and economic development, social challenge and to issues of equity, fairness and morality. In this context, the National Improvement Framework for Scottish Education<sup>6</sup> heralds a step change for schools, empowering school leaders but also establishing mechanisms for greater collaboration in both raising attainment overall and closing the attainment gap that persists between mainstream students and those with protected characteristics.

In the April 2018 Ministerial Letter of Guidance to the Chair of the Scottish Funding Council<sup>7</sup>, The Minister for Further Education, Higher Education and Science established the expectation that the 'intensification' of ambition within colleges' and universities' outcome agreements would continue providing a 'clearer line of sight between Scottish Government investment and the delivery of desired outcomes'. Within this communication, the Minister specifies the need for colleges and universities to focus on equity, responding to the recommendation of the commission on widening access and addressing the needs of disadvantaged groups.

In line with this Government agenda, the Scottish Funding Council employs a range of national measures to assess progress at a regional and national level. UHI's performance against these further education national measures is strong overall. The region, for instance, exceeds national benchmarks for attainment, such as successful completion rates for further education full-time and part-time students. This overall, regional level of success however masks local variation in performance.

The region has a track record of success in recruiting students from disadvantaged groups, such as care experienced young people. However, national performance measures highlight the attainment gap between disadvantaged groups and mainstream students and regionally, students residing in the 10% most deprived postcode (SIMD 10) zones as well as

<sup>&</sup>lt;sup>6</sup> 2018 National Improvement Framework and Improvement Plan, Scottish Government, http://www.gov.scot/Publications/2017/12/2207/2

<sup>&</sup>lt;sup>7</sup> 2018 Scottish Funding Council – Letter of Guidance 2018-19 file:///C:/Users/EO04dr/AppData/Local/Microsoft/Windows/INetCache/IE/2EG7BOKE/SFC\_letter\_of\_guidance 2018-19.pdf

care experienced young people, tend to be less successful than mainstream students, with an attainment gap that is greater than the national average.

The University of the Highlands and Islands partnership has committed to work collaboratively to enhance attainment in further education, drawing on the strengths of each academic partner to inform practice across the region.

This strategy has three key aims:

- To improve student attainment rates overall, in academic partner colleges and in specific subject areas where student success is below the regional and national benchmarks;
- To improve student attainment rates for care experienced young people;
- To improve student attainment rates for students residing in SIMD10 post code zones.

### **Strategic Aim One**

To raise attainment for students on full-time further education programmes to a minimum of 70% overall, with attainment at academic partner and subject level exceeding national benchmarks and demonstrating continued improvement thereafter.

### **Objectives**

1a. To implement a regional annual quality review process of key quality performance indicators including:

- National and regional attainment benchmarks and priorities
- Subject/programme overall and partial attainment rates
- Retention, early withdrawal and withdrawal rates
- Attainment rates for specific learner groups
- Student satisfaction

1b. To analyse available trend data over a rolling period of three years to identify subject areas and programmes for development, focussing on subject areas with the greatest percentage of overall enrolments (and therefore credits) and/or priority industry sectors, and within these categories:

- Subject areas with attainment below 70% or subject benchmark
- Programmes with attainment below 70% or subject benchmark

1c. To provide targeted regional and local support and intervention to effect impactful action planning to raise attainment through:

- Identification and transfer of good practice from within and beyond the region
- Deployment of regional skills and expertise (including Associate Assessors, Quality Managers, Curriculum Managers, Delivery Teams)
- Development of agreed frameworks for improvement
- Local and regional monitoring of progress against agreed milestones

### **Strategic Aim Two**

To reduce the attainment gap between care-experienced students and the overall student body to improve the life-chances of this disadvantaged group.

### **Objectives**

2a. To create a learning environment in which care experienced young people can thrive by:

- Ensuring that all staff within the partnership understand their responsibilities in supporting care-experienced young people
- Engaging staff in development opportunities that build on the mandatory corporate parenting training
- Developing effective relationships between all academic partners and statutory and non-statutory bodies that provide support for young people in care and care leavers
- Establishing accessible referral services for care experienced learners

2b. To provide effective support to help care-experienced young people to transition onto the right course at the right level at the right time by:

- Working with external agencies and partner organisations to encourage pre-entry declaration of care-experienced status
- Effectively publicising the support each academic partner provides to careexperienced young people
- Providing clear and informative information regarding course content and progression routes, student financial support and other support services available
- Identifying a designated member of staff to act as a key point of contact and advocate for care experienced students during the period of transition and beyond

2c. To enable care experienced students to succeed by:

- Providing repeated opportunities to confidentially declare care experienced status at:
  - Application
  - Enrolment
  - Induction
  - On-course guidance meetings
- Providing appropriate and necessary flexibility in arrangements for learning, teaching and assessment
- Monitoring the attendance and progress of care experienced students, providing additional intervention and support as required
- Working with care experienced students to support progression to further study and/or relevant employment and career development

### **Strategic Aim Three**

To reduce the attainment gap for students residing in SIMD 10 post-code zones to improve the life-chances of this disadvantaged group.

### **Objectives**

3a. To improve marketing of courses to schools and communities residing within SIMD 10 post-code zones by:

- Providing experiences for young people in early secondary years that develop an insight into post-compulsory education opportunities and an appetite to engage
- Working with community groups to remove real and perceived barriers to further and higher education opportunities
- Working with relevant school staff to raise awareness of locally available routes through further and higher education to rewarding careers
- Working with parents of young people in SIMD 10 post-code zones to develop further and higher education aspirations

3b. To improve transitions for young people from SIMD10 post-code zones, increasing conversion from application to enrolment and reducing early withdrawal rates by:

- Providing opportunities to blur the boundaries between school and further/higher education
- Providing taster experiences that give greater insight into course content, delivery methodology and the reality of future jobs and careers
- To provide early on-course support to address any unexpected academic or pastoral difficulties
- To simplify student support funding information and application processes

3c. To reduce withdrawal rates and enhance attainment rates for student residing in SIMD 10 post-code zones by:

- Providing opportunities to experience post course progression routes through work experience and interaction with more advanced classes
- Providing mentoring support from successful students who have overcome similar challenges
- Providing accessible and flexible support services
- Employing intervention actions informed by student engagement monitoring processes

### **Measuring Success**

The impact of this strategy will be measured regionally and locally, making use of established structures and reporting mechanisms to do so. SMCT will provide regional oversight of strategy implementation, set annual targets and strategically deploy agreed regional resources.. Outcomes will be reported in the form of Regional Outcome Agreement Progress Reports to Partnership Council and FERB.

Locally, each academic partner will ensure that regionally-set targets are incorporated into local reporting, including but not restricted to the partner's Evaluative Report and Action Plan produced annually.

### **Regional Planning and Monitoring**

The Quality forum will monitor regional actions and outcomes and will produce an annual report analysing performance indicator trend data. The analysis will identify subjects and programmes to be prioritised for improvement action planning. This annual report will provide recommendations to SMCT.

Subsequent to SMCT approval, development teams for each identified subject area will be formed, chaired by either a senior manager or quality manager from the partnership. These groups will include staff (e.g. programme leaders, lecturers and support staff) who will work with the Chair of the group to develop an improvement action plan.

Improvement planning in general will also be informed by a programme of cross curricula CPD events and the harmonisation of FE quality arrangements, including peer review, evaluation of learning and teaching, professional discussion opportunities, production of good practice registers and materials accessible by all partners and deployment of Associate Assessors as 'critical friends'.

Progress reports against agreed milestones will be developed by regional development teams on a quarterly basis to be considered by the Quality Forum and SMCT.



# **Board of Management**

Subject/Title:	National Bargaining
Author: [Name and Job title]	Lindsay Ferries, Director of Organisational Development
Meeting:	Board of Management
Meeting Date:	11 October 2018
Date Paper prepared:	2 October 2018
Brief Summary of the paper:	To report on the latest developments in pay and conditions collective bargaining.
Action requested: [Approval, recommendation, discussion, noting]	Discussion
Link to Strategy: Please highlight how the paper links to, or assists with::	
<ul><li>compliance</li><li>partnership services</li><li>risk management</li><li>strategic plan</li></ul>	
<ul> <li>new opportunity/change</li> </ul>	
Resource implications:	Yes / No If yes, please specify:
Risk implications:	Yes / No If yes, please specify: Operational: Organisational:
Equality and Diversity implications:	Yes/No If yes, please specify:
Consultation: [staff, students, UHI & Partners, External] and provide detail	

Status - [Confidential/Non confidential]	Confidential			
Freedom of Information Can this paper be included in "open" business* [Yes/No]	NO			
*If a paper should <b>not</b> be inclu	ded within "ope	en" 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 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



# **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:	11 <sup>th</sup> October 2018
Date Paper prepared:	3 <sup>rd</sup> October 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	<ul> <li>compliance</li> <li>partnership services</li> <li>risk management</li> <li>strategic plan</li> <li>new opportunity/change</li> </ul>
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 confiden	tial		
Freedom of Information Can this paper be included in "open" business* [Yes/No]	Yes			
*If a paper should <b>not</b> 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 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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 $http://www.itspublicAuthorities.asp\ \textbf{and}$ 

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.

Since the last BOM risk number 21,30, 31 and 32 have been reviewed and relevant changes made including the agreed rewording or broadening of the risk description.

At the recent Partnership Council meeting the following level risks were identified as follows:-

"There are currently 51 red risks identified on Academic Partner registers. These include:

- Argyll Viability of delivery across the college region.
- Inverness financial instability of UHI partnership
- Lews Castle College Failure to achieve FE/HE student numbers & impact of national bargaining.
- Moray College Impact of national bargaining, college estate.
- North Highland College Failure to influence RSB and secure adequate funding/financial failure. College estate.
- Perth College lack of international student recruitment.
- Sabhal Mor Ostaig Difficulty recruiting staff who have Gaelic and requisite skills, reduced student numbers.
- Shetland College Lack of clarity regarding tertiary review, student retention.
- West Highland College Implications following SG spending review, reduction of value per student unit of funding for FE and HE, research outputs substandard."

As part of our ongoing high level risk management the SMT will work with the Chair of Audit Committee, Hazel Allen, to develop a 3 year and rolling scenario plan. It is intended that this work will commence this autumn.

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

UHI STRATE	GIC RISK	K REGISTER 1	<b>TEMPLATE</b>	Inverness	TIMESCALE 3 Years								ACTION PLAN Assign an action owner who is
Ref ID	Risk Status	Category	Risk Description	Causes	Impacts/Evidence	Owner	Likelihood Impact	Gross Risk	Actions to minimise risk in place	Residual Likelihood	Residual Impact	Residual Risk	Actions to minimise risk/To Do Action Owner (1) Completion (1) Date (1)
nverness/9	Active	Financial	College fails to identify and take opportunities for development and progression	lack of investment; insufficient funding; focus on mitigating downside risks; lack of strategic planning; lack of senior management resource; performance management focus on maintaining status quo; partners and stakeholders do not engage into proposed change; failure to develop commercial and international income streams.	Stagnation; lack of research and innovation; loss of potential income; reputational damage; curriculum becomes out of date; College is not seen as the partner of choice.	Principal	4-Likely 4-Major	16	Oversight of curriculum planning process led by Depute Principal. Chairing Research Committee to review progress income/investment balance of each research grouping, continued discussions with UHI Principal regarding IC UHI's potential expansion on Inverness Campus. Identification of opportunities by SMT through development of external relationships in key sectors. Identification of additional opportunities for development at team/subject level to maximise opportunities for growth	on	3-Significant	9	
nverness/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.	Principal	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.
nverness/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).
nverness/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.		Director of Organisation Development	5-Almost Certain 4-Major	20	1 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
nverness/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	
nverness/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 engagement with local schools/employers, environmental shift from FE to HE recruitment pattern.	target at risk resulting in possible clawback to SFC from UHI in year or	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 planne curriculum to maximise the development of study and work-related skills acros 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.	s d	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.
nverness/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		Principal	5-Almost certain 3-Significant	15	Internal audit of governance procedures ( supported by additional process of external validation of self-evaluation), current and effective policy environment closely monitored to ensure compliance, use of externally validated quality frameworks to support organisational commitment to quality enhancement. 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 Safety management H & S management system implemented and systematically reviewed. Ongoing media relationship management.	t	2-Minor	4	
nverness/23	Active	Organisational		Retirement, resignation or death in service of key staff member(s). Inadequate succession planning. Unsystematic management of corporate knowledge, Associated knock on impacts resulting from transition arrangements with staff acting up and possible failure of backfill solutions.		Director of 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 an leadership and management to support succession planning.	3-Possible	2-Minor	6	
nverness/24	Active	Organisational	Non-compliance with relevant statutory regulations.	Lack of awareness of relevant laws and penalties. Management failures. E.g new General Data Protection Regulation from 25th May 2018, Bribery Act, Health and Safety Regulations etc. lack of incident and near miss reporting; high risk courses e.g. 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	Principal	5-Almost certain 3-Significant	15	Dedicated Health and Safety Management role, Health and Safety Management system implemented, systematic use of internal audit, SMT commitment and proactive leadership to develop a strong H & S management culture, strong emphasis on near miss recording and lessons learned, H & S Committee chaired 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 Management Committees.	d s	3-Significant	6	
nverness/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.	applications;	Chair of the Board of Management	3-Possible 3-Significant	9	Regular recruitment drives undertaken. Skills matrix approach used to support recruitment of members with relevant skills base. Proactive approach taken to encourage application from diverse backgrounds, development of strong governance culture verified through internal audit processes and external validation of self-evaluation procedures.		2-Minor	4	

Inverness/26	Active	Organisational	Financial failure/operating loss. Inability to achieve a balanced budget.	Increased pay costs (national bargaining), pensions and NI contributions. Efficiency savings are not achieved quickly enough to counteract reductions in income. Reduction in unit of resource (FE and/or HE).  Services cut resulting in reduction of teaching expertise and/or research and development capacity leading to a reduction in service quality leading to student dissatisfaction and risk of reputational damage; missed opportunities for development. Unable to enhance teaching and to attract and recruit new staff and students.	Principal	4-Likely	4-Major	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.	,	3-Significant 12	2		
Inverness/27	Active	Organisational	College estate not fit for purpose.	Risk of little new capital project expenditure caused by partnership perception of significant recent estates development. Potential for rapid growth of student population without investment in new expanded facilities. Risk to student satisfaction scores in the absence of a dedicated student union social space.  Unable to meet new growth targets; unable to diversify in line with emerging opportunities; unable to provide the economies of scale required to counter the financial challenges of smaller partners.		3-Possible	3-Significant	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.		3-Significant 6			
Inverness/28	Active	Organisational	Academic quality is sub standard	Difficulty recruiting and retaining high calibre staff. Conditions and terms of employment are not competitive with limited scope for career progression; quality enhancement policies and processes are ineffective; student engagement is weak; performance management systems are ineffective.  Poor performance in quality monitoring/assurance reviews. Loss of staff to competitor institutions. Poor attainment levels, high level of withdrawal and poor retention, loss of income, damage to reputation.		3-Possible	3-Significant	Achievement and maintenance of liP Gold reflecting organisational commitmen 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 Structure.		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.  Poor performance in national student satisfaction surveys; difficulty in recruiting students; Risk to core income streams.	Principal	3-Possible	3-Significant	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.	,	2-Minor 4			
Inverness/30	Active	Organisational	services are disrupted, corrupted, lost, stolen or misused through serious inappropriate usage of	Poor IT security measures. Equipment with security holes. Poor patching regime. Anti-virus is not up-to-date and comprehensive. Firewalls are configured incorrectly. Coordinated DDOS attack on university infrastructure. Increasing number of security alerts. DDOS attacks on UK academic institutions up to 527 in 2015 - Janet CSIRT. Increase in cyber attacks such as ransomware reported in national media.	Principal	4-Likely	4-Major	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.		4-Major 12	2	 Director of Organisational Development	31/10/2018
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.  Damage to reputation. Brexit. Poor performance in next REF. Inability to retain staff and research teams. Reduced income; negative impact on recruitment.		3-Possible	3-Significant	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 see financial support for activity through relevant available UHI funds.		3-Significant 9			
Inverness/32	Active	Organisational	A serious incident in the college residencies, including anti-social or illegal behaviour.	Inadequate information sharing between relevant responsible agencies contributes to increased and unchallenged inappropriate and/or illegal behaviour  serious dereliction of duty of care, health and wellbeing of student body, reputational risk and perception of an unsafe campus and learning environment	Principal	5-Almost Certain	4-Major	law enforcement action including surveillance, engagement with wider campus to ensure intelligence led policing and security, consistent incident and disclosure recording and reporting protocols.	3-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

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

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

	ıal risk)		TIMESCALE 3 YEARS		
MPACT					
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 Certain

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



# **Board of Management**

Subject/Title:	Strategic Plan 2017-20 – review of progress and Key Performance Indicators
Author: [Name and Job title]	Prof Christopher O'Neil, Principal & Chief Executive
Meeting:	Board of Management
Meeting Date:	11 <sup>th</sup> October 2018
Date Paper prepared:	3 <sup>rd</sup> October 2018
Brief Summary of the paper:	To provide review of the progress with the objectives within the strategic plan
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	<ul> <li>compliance</li> <li>partnership services</li> <li>risk management</li> <li>strategic plan</li> <li>new opportunity/change</li> </ul>
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 <b>not</b> be include	*If a paper should <b>not</b> 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)				
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

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

# Strategic Plan and KPIs

In reviewing our position against the 2017-2020 strategic plan at the beginning of my second year as Principal, it is clear that our direction of travel is well set, understood and shared. There are, have been, and no doubt will be challenges in a variety of guises to a smooth and seamless delivery of the plan. But, our values and commitments, alongside our experience are such that we collectively find a means of overcoming such challenges and progress.

This report is designed to give both a high level view of the progression of our strategic plan and is reinforced by many of the KPIs that sit within the context of more localised and immediate operational delivery. The overview is set in the context of a longer term vision whilst the KPIs give a shorter and more immediate view of how we are operationalising our strategic delivery.

Within the first part of this paper we give narrative based examples of where, and how we have engaged with the headline strategic aims against the objectives. The second part of the paper relates to the delivery of KPI's that are set against the SMT in their roles as leads. The final part of the paper relates to the audited FES outcome. At the time of writing, the FES report is still with the SFC for sign off. The agreed tabled at Board. At this point though and based upon our exchanges with the SFC as a part of our process we do not believe there will be any significant challenge to our conclusion that we have complied and fulfilled our obligations to the SFC for 2017/18.

In that the paper deliberately mixes high level and lower level objectives and performance indictors it attempts to reassure that Inverness College is clear about –

- 1. Our purpose which is to have a transformational and enriching impact upon the communities of the city and region
- 2. Our vision to be a centre of excellence that gives opportunity to all and drives regional innovation.
- 3. Our values a place where the core values of respect, integrity, accountability and passion are promoted
- 4. Our primary function our commitment to the ambitions of our students

We believe that this combined approach is a useful means of evaluating the strategic plan's progress and the application and priorities of the KPIs.

# Strategic Aims

1. Opportunity and Growth in Student Life

In building our community, we have been innovative and progressive. Our curriculum development is increasingly built upon incremental achievement that bridges traditional and binary educational models from FE to HE.

We have examples of school children at level 4 beginning their tertiary journey from high school through partnership delivery and day release to Inverness College. There is anecdotal and evidence based research that by concentrating upon transitions, the student body becomes more ambitions, diverse and successful.

We now have countless examples of students who have started their journey with us as care experience, coming from most deprived areas or with physical or mental challenges seamlessly mixing with young (and not so young) students from more "conventional" backgrounds and achieving high quality, high value qualifications. Our approach is varied and targeted, be it through our student partnership programme or our signing of the Charter for Involvement. However, we consistently involve the students in a critical self-reflection of what we – the Inverness College Community are and can be. Students and their varied backgrounds are our and their best assets.

The KPIs below, along with increasing student satisfaction in the NSS and SSES demonstrate that our inclusive approach, an approach unique to the UHI partnership and not available in traditional institutions, gives unrivalled opportunity.

# 2. Opportunity and growth in Curriculum

One of education's key challenges is to remain current and to deliver skills and processes that are relevant to today's employers. To this end, we continue to work with a large number of employers and are starting to see a significant change in educational demand. UHI now delivers more apprenticeships in Scotland than any other public body with the majority being housed or "nested" here in Inverness. Whilst we have seen the allocation of FE credit based learning become more challenging, we have seen the demand for foundation, modern and graduate apprenticeships rise.

UHI and Inverness College in particular are better placed to take advantage of this growth than most other institutions and, as we reflect upon this shift in demand from students and employers, the three levels of Scottish apprenticeships are defining our tertiary capacity and offer. This is confirmed in the KPIs below. The second key challenge that education faces is the uncertain nature of change. This could be short term and political such as Brexit or long term and significant such as the nature of the partnership or central funding models.

Some of this year's student intake may be retiring in 2067. It is impossible to predict the applied skills needed by our students over this period. We can, we believe, be sure that habits such as interaction, communal working, reasoning, critique and reflection will always be needed to support "the economic growth and social cohesion of our region". Our curriculum, its evolution and our wider environment and commitment to the social contract supports such development in our students. This is evidenced in examples that range from our Create led entrepreneurial completion which spins out of the curriculum to formal mentoring training for PhD students to support our "step ahead" students. Our employability statistics and employer links are good. We know, however that we need to use data, sectoral information and other intelligence to give even greater opportunity and collateral with employers. This will be a key function of the additional Depute post.

# 3. Opportunity and Growth in Professional practice

The principles of equity and opportunity are extended to not only our students but to our staff.

Inverness College is a complex entity and is dependent upon a large number of highly skilled and motivated staff to deliver a holistic experience to our students. We continue to train, support higher educational experience, maintain a positive working environment and promote innovation. Evidence of the positive environment is the IIP Gold award, the Going Higher for Student Carers Award, Customer Services Excellence and Healthy University Award.

Staff turnover is low at less than 13% because, we believe, of our colleague's commitment to the organisation. This is a theme that has come through surveys such as the IiP and targeted questions in the NSS and SSES where students are positive about their staff in the written feedback and surveys.

We do, however believe we need to do more and will begin the process of reviewing the PDR appraisals to ensure KPIs, need and support are properly reflected and understood by reviewer and reviewee. We believe we could develop the annual appraisal system in a way that is both empowering and cognisant of a range of concerns from CPD and PIs to wellbeing.

# 4. Opportunity and Growth in Organisational Development

The strategic aim in this section includes a dispersed leadership model which is now key to our short to medium term development. We have begun the process of curriculum review which will impact upon the current academic groupings. Within this context, we are bringing together the OMG (Operational management Group and the AMG (Academic Management Group) to form one cohesive body that is clear about its obligations, responsibilities and influence. As a part of this, the PDM's will be renamed "Head of ....." to better enable them to be identified as the subject area specialist within and out with the college. The current Programme Co-ordinator position and duties will be reviewed later and re-designed as a critical support role for the new "Heads of ......"

This dispersed leadership model will ensure that quality and access as well as curriculum development is "owned" at all levels by the leadership of programme teams and supported directly by the two Depute Principals. This, we believe, we will be better able to attract RUK, international, additional apprenticeships and opportunities for all.

Our LEAD management training programme has been critical in developing the collective confidence needed to deliver this change.

### 5. Opportunity and Growth in Research and Innovation

Our research environment – in a limited REF and wider returnable definition is successful, as per the KPI outputs below and as a part of the wider UHI research led community. More significantly in the direct impact that returnable research is having upon industry through its application. This can be measured financially – by the circa £300K raised by the Rivers and Lochs Institute, through its industry influence – the number of fisheries based modern apprenticeships or to the impact upon direct support with companies such as (redacted) – a global brand keen to invest in our provision and research.

Research and scholarly activity as a defining part of an academic's identity are key. Whilst the national pay bargaining deal has created a number of challenges, there are also opportunities, one of which is to use a progressive academic structure to include research and scholarly activity in the expectations of all teaching staff.

## 6. Opportunity and Growth in Sustainability

Our commitment to an efficient, sustainable and effective environment is very varied and broad in its scope.

We have been involved in the procurement of UHI's new VLE system D2L and are excited at the possibilities in delivery in terms of interactive and remote learning. We see it as a positive enhancement to the student experience as a dynamic learning tool that supersedes our existing Blackboard system.

As we develop our business and offer, be they RUK, international students or CPD and training opportunities, the system will support our growth. This, along with an ongoing investment in active white board technology will increase our physical resource capacity to enable that growth.

Equally, we are seeking efficiencies through student and staff led initiatives. By 2020 we will reduce waste by 10% per staff member with 95% of all remaining waste being recycled. Not only is this "the right thing to do" it will considerably reduce our estate's waste disposal costs.

The students have been involved in this initiative – thy have chosen to give up plastic water bottles and, through curriculum based collaborative project work (see 2) are learning interactive skills and focussing upon issues of social responsibility. Such approaches are recognised by business and organisation as desirable and are leading to other opportunities such as a European investment in a timber technology centre at the School of Forestry to support the principles of 1) added value and 2) zero carbon solutions

# **Key Performance Indicators**

# Research & Innovation, Learning & Teaching, Quality Assurance & Enhancement, Student Engagement, Access & Inclusion

Strategy and KPI	Actual 2016- 17	Actual 2017- 18	Target 2018-19
Research and Innovation (L&T)			
Staff inclusion in Research Excellence submission (FTE)	n/a	n/a	
Postgraduate research students (number)	9	12	
Staff research profile (Number of staff with 3* & 4* REF outputs)	n/a	n/a	
Research and innovation grant funding (£)	tba	tba	
Learning and Teaching (QA&E, SE, A&I)			
Student recruitment against targets:			
FE credits to target	104%	100%	
HE FTE to target	95%	101%	
Student progression rates:	tba	tba	
Student retention rates:			
FE	86%	89%	
HE	91%	90%	
Student successful completion rates:			
FE	73%	77%	
HE	74%	77%	
Successful completion rates by specific learner groups (FE & HE):			
SIMD10	63%	70%	
Declared disability	67%	72%	
Care Experienced	63%	67%	
Black and Minority Ethnic	75%	73%	
Price Group 5 (FE only)	73%	78%	
Student satisfaction rates overall:			
NSS	75%	80%	
SSES FE	87%	95%	
SSES HE	88%	90%	
Student satisfaction (SSES ratings, FE & HE):			
Teaching	77%	86%	
Development of knowledge and skills for the workplace	83%	89%	
Students are treated fairly and equally	83%	87%	
College and university leaver destination rates:			
College leaver destinations (FE: CLD survey)	96%	not available	
Destinations of leavers from HE (DLHE survey)	94%	not available	

Student Engagement (A&I)	Actual	Actual	Target
Student recruitment by specific learner groups (FE & HE enrolments):	2016-17	2017-18	2018-19
SIMD10	271	252	
Declared disability	1278	1280	
Care Experienced	152	161	
Black and Minority Ethnic	494	576	
Price Group 5 (FE only)	203	233	
Student satisfaction (SSES ratings):			
Services to support learning	92%	93%	
Students' ability to influence learning	80%	86%	
College response to learner views	71%	80%	
Number of class groups with a class representative	227	260	
Percentage of class representatives who have engaged in training	37%	41%	

# Estates, ICT & Organisation Performance & Development

Strategy and KPI	Actual 2015/16	Actual 2016/17	Actual 2017/18
Resourcing			
%Turnover of staff	13.8%	13.3%	14% (tbc)
Health & Wellbeing			
% Days sickness	2.995 %	3.1%	3.5% (tbc)
Number of reported accidents	101	175	340
Professional Development			
% of permanent full-time teachers holding recognised teacher qualification or studying towards TQFE / PDA	96.9 %	99%	98%
Proportion of Managers with a recognised management qualification or studying towards a recognised management qualification	55%	70%	90%
Diversity			
Staff Gender Balance	62% F	64% F	Tbc
Declared Disability	38% M	36% M	
Gender Pay Gap (April)	4%	4%	8.8%

#### **Finance**

Strategy and KPI	Actual 2015/16	Actual 2016/17	Actual 2017/18
Operation Surplus/Deficit			
Amount as % of turnover	-6.06%	0.63%	-5.33%
Liquidity			
KPI: Current assets to liabilities ratio	0.49	0.59	Not avail
Mainstream Income			
Actual income against income targets	24,660,409	26,501,005	26,205,235
Other income			
Includes other income generating activities	2,885,099	2,901,005	2,806,655
Staff Costs			
KPI: Staff cost as % of total college turnover	55.03%	54.94%	59.97%

# **Marketing & Communications**

# **Meet Student Application targets:**

- **FE total enrolments** for 2017/18 was reported as 29,541 credits as at end of August, which is **100.1% of target**
- The **PPF target** for 2017/18 for IC UHI undergraduate students (excl. PGDE) with a fee status of Scottish or European is 1,595.4 FTE. As at 2<sup>nd</sup> September the FTE, counting by module attachments was **1,610.2 FTE**, 100.1% of target

### Meet annual commercial course income targets

 Commercial/short course income targets were exceeded. Estimated out-turn was £469K against a budget of £296K (including £217K FWDF).

# **Increased income from International Activity**:

- International commercial income increased from £46K in 2016/17 to £108K in 2017/18, an increase of 235%.
- There has been no increase in International students

# Increased quantity and value of events annually

Approx. 70 press releases issued in the current academic year resulting in 428 mentions across newspapers and television.

### Increased social media engagement:

• **EDURANK** we were ranked 7<sup>th</sup> in UK and Ireland (Colleges). 7 out of 466 colleges in the UK and Ireland for our marketing and social media performance.

• Facebook followers increased by almost 20%. Twitter followers increased by 15%. We consistently perform well above the sector benchmark for posts, reactions, comments, shares and engagements

# Increased number and value of events annually

- 246 events were hosted and facilitated in 2017/18, an increase of 18% on the 208 events hosted in 2016/17 (an event is defined as involving 20 or more people, including externals)
- Income however reduced by £6K over the same period, due to a decrease of £11K in hospitality income as two non-annual large conference events inflated this figure in 2016/7.

Increased research income annually:

• TBC.

### **Business Development**

### Commercial course income year on year:

An estimated £469K income was achieved in 2017/18 against £286K in 2016/7.
 An increase of £183K. £217K related to the new FWDF funding stream. Note:
 Estimates are based on extrapolated commercial income and costs, together with actual FWDF income.

### Margin on commercial course income:

- Estimated income (based on an extrapolation of April monitoring report and actual FWDF income) resulted in a margin of £196K in 2017/18 against £33K in 2016/17. An estimated increase of £166K. However, this does not include any associated FE credit income.
- International Short Course income increased from £46K in 2016/7 to £108K in 2017/18.

### Modern Apprenticeship Contract Value and Volume:

- Modern Apprenticeship SDS contract performance for 17/18 was £462,783, an increase of 15% on 2016/7. This figure does not include the associated SFC income
- Modern Apprenticeship contract starts have increased by 30% in 2017/18

#### Modern Apprenticeship success rates:

MA Success Rates increased from 66.7% in 2016/7 to 73.2% in 2017/8

# Employer Satisfaction Rating:

A survey is due in October to measure performance. This is likely to be negatively affected by issues with Engineering MA delivery in 2017/18.



# **Board of Management**

Subject/Title:	Student Outcomes and Satisfaction Rates for 2017-18
Author: [Name and Job title]	Roddy Henry, Depute Principal
Meeting:	Board of Management
Meeting Date:	11 October 2018
Date Paper prepared:	5 October 2018
Brief Summary of the paper:	This report provides the Board with a provisional summary of high-level performance indicators (PI) relating to student outcomes and a summary of student satisfaction rates for the academic year 2017-18.
Action requested: [Approval, recommendation, discussion, noting]	Discussion
Link to Strategy: Please highlight how the paper links to, or assists with::	This paper links to the strategic plan, particularly in relation to the student experience and the curriculum.
Resource implications:	No
Risk implications:	No
Equality and Diversity implications:	No
Consultation: [staff, students, UHI & Partners, External] and provide detail	n/a

<b>Status –</b> [Confidential/Non confidential]	Non-confiden	tial		
Freedom of Information Can this paper be included in "open" business* [Yes/No]	Yes			
*If a paper should <b>not</b> be include	ded within "ope	en" busir	ness, 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 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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 $http://www.itspublicAuthorities.asp\ \textbf{and}$ 

http://www.itspublicknowledge.info/web/FILES/Public\_Interest\_Test.pdf

### Student Outcomes and Satisfaction Rates for 2017-18

### **Executive summary**

The report provides a summary of provisional performance indicators (PI) for student outcomes and satisfaction rates for 2017-18.

Successful completion rates for students overall have risen compared to 2016-17. Of particular note is the fifth successive year of improvement in outcomes for learners on full-time FE programmes, and the improvement in outcomes for learners on full-time HE programmes, which declined in 2016-17. Overall pass rates for Higher and National 5 awards have also improved.

Student satisfaction rates have improved, with the National Student Survey (NNS) results showing a 5 point improvement in overall satisfaction and the Student Satisfaction and Engagement Survey (SSES) showing an 8 point and 2 point improvement for FE and HE satisfaction respectively.

# Main body of information

The calculations used for student outcome PIs are those applied by the Scottish Funding Council (SFC) and by Education Scotland for all colleges in Scotland, enabling national benchmarking and the tracking of trends over time:

PI	Calculation		
Early withdrawal	% of enrolled students leaving before 25% of course		
Further withdrawal	% of enrolled students leaving between 25% and the end of		
	course		
Completed: partial	% of enrolled students completing the course but not		
success	achieving the award or progressing		
Completed: successful	% of enrolled students completing the course and achieving		
the award or progressing			
The sum of all four PIs above = 100% (taking account of the rounding–up to whole numbers)			

It should be noted that the above PIs are used across colleges and <u>not</u> universities. Therefore, the national college data set for HE relates largely to HN awards and not degrees.

Student satisfaction is monitored and collated annually through a variety of mechanisms, including the Student Representative Council (SRC), focus groups and student surveys. The annual measures of student satisfaction are drawn from the National Student Survey (NSS) of final year HE students from qualifying programmes, and from the college's preexit student survey for all other students, now known as the Student Satisfaction and Engagement Survey (SSES). The NSS is a UK-wide survey of final year university students. The colleges FE returns from the SSES form its submission to the college sector national SSES return.

#### **Provisional Student Outcomes**

**Note:** all student outcomes have still to be audited through returns to the SFC and the Higher Education Statistics Agency (HESA) <u>and may be subject to change</u>. The figures below were taken from the college system on 5 October 2018.

A summary of provisional PIs across full-time and part-time, FE and HE programmes is provided in the table below.

LEVEL/ MODE	ENRs	EARLY WD %	FURTHER WD %	PARTIAL SUCCESS %	SUCCESS %
FEFT	1261	8.51%	13.75%	6.52%	70.59%
FEPT	3272	2.59%	5.09%	6.02%	86.29%
HEFT	1512	4.10%	7.21%	7.41%	80.42%
HEPT	1062	2.82%	5.27%	15.35%	76.93%
TOTAL	7107	4.03%	7.15%	7.84%	80.74%

The outcomes by level and mode of attendance over time are shown in the table below:

#### Student outcomes over time:

Level of study	2015-16	2016-17	2017-18	Sector
FEFT	66.04%	67.27%	70.59%	65.3%
FEPT	79.10%	81.31%	86.29%	77.1%
HEFT	77.98%	73.57%	80.42%	
HEPT	83.79%	74.53%	76.93%	

HE outcomes are a mixture of HN and degree provision (primarily) and therefore benchmarking to a national level is problematic without further disaggregation.

Success rates on the college's full-time FE programmes have improved for the fifth year running and are now among the best in the sector, based on the 2016-17 sector returns. The college sector outcomes for 2017-18 will be published in late January 2018. Part-time FE outcomes have been above sector levels for several years, and have improved again this year: they are now 9 points above the latest published sector level.

Success rates for students on full-time HE programmes have improved significantly after a decline in 2016-17. The committee will note from last year's report that the historical issue with the recording of part-time HE outcomes in SITs (university student records system) means that a comparison prior to 2016-17 for these programmes is not valid.

### **Higher and National 5 Results**

The overall pass rate for students taking Higher exams at the college this year was 74%; a 5 point improvement on last year and 13 points above the overall pass rate for all students taking Highers at colleges in Scotland in 2017-18. The overall national pass rate – which includes all candidates entered by schools – was 77%.

Higher passes	Overall pass rate				
	2015-16	2016-17	2017-18		
ICUHI	58%	69%	74%		
College sector	63%	67%	61%		

The overall pass rate for students taking National 5 exams at the college this year was 76%; the same as last year and 5 points above the overall pass rate for all college students taking National 5 exams in Scotland in 2017-18. The overall national pass rate in 2017-18 was 77%.

National 5	Overall pass rate				
passes	2015-16	2016-17	2017-18		
ICUHI	74%	76%	76%		
College sector	68%	70%	71%		

In terms of areas for concern, the only significant area is the Higher Care pass rate. The pass rate for this award fell from an outstanding 100% (19 candidates) in 2016-17 (sector pass rate of 69%) to 41% in 2017-18. However, it quickly became apparent that other colleges had experienced a similar, unexplained drop in pass rates. The College Development Network (CDN) Care group is now looking into the circumstances and we are awaiting further information.

This incident is further illustration of the potential for unexpected results from Higher and National 5 exams. The staff delivering the award had not changed, the award itself had not been amended and the cohort of candidates was similar (22 in total). The projected pass rate based on estimates was 88%. As Higher Care is an award delivered primarily by colleges it quickly became apparent that a systemic issue might exist. An update will be provided as discussions progress within the CDN group.

#### **Student Satisfaction Rates**

Student satisfaction rates remain high overall. In terms of the SSES results, satisfaction rates improved for both FE and HE students. The response rate also improved to 42% overall.

Overall satisfaction expressed in the NSS improved by 5 points to 80%. The overall rate for the university improved to 85%, 3 points above the Scottish and UK sector levels.

Survey/level	Overall student satisfaction rate				
	2015-16	2016-17	2017-18	Sector	
				2017-18	
SSES: FE	89%	87%	95%	tbc	
SSES: HE	87%	88%	90%	tbc	
NSS	82%	75%	80%	83%	

Roddy Henry Depute Principal



# **Board of Management**

Subject/Title:	Student Activity 2017-18 and Student Recruitment 2018-19		
Author: [Name and Job title]	Roddy Henry, Depute Principal		
Meeting:	Board of Management		
Meeting Date:	11 October 2018		
Date Paper prepared:	5 October 2018		
Brief Summary of the paper:	To provide the committee with a summary of student activity in 2017-18 and an update on student recruitment so far in 2018-19.		
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	This paper links to the strategic plan, particularly in relation to the student experience and the curriculum.		
Resource implications:	No		
Risk implications:	No		
Equality and Diversity implications:	No		
Consultation: [staff, students, UHI & Partners, External] and provide detail	n/a		

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 <b>not</b> be include	*If a paper should <b>not</b> 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.)				

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

http://www.itspublicknowledge.info/ScottishPublicAuthorities/ScottishPublicAuthorities.asp and http://www.itspublicknowledge.info/web/FILES/Public\_Interest\_Test.pdf

# Student Activity 2017-18 and Student Recruitment 2018-19

### **Executive summary**

The outturn for FE student activity in 2017-18 is currently just over 100% of target, pending the final return to the Scottish Funding Council. The outturn for HE is also just over 100% of target.

Early indications of the recruitment for the current academic year are broadly in line with this time last year. The target for FE in 2018-19 is slightly down on last year, and the target for HE is similar to the 2017-18 outturn.

Close attention will be given to monitoring recruitment and FE credits in particular.

# Main body of information

### Student activity against targets 2017-18 as at 17 September 2018

The credit target for 2017-18 was 29,069, with an ESF credit target of 438 from Certificate in Forestry.

FE	2017/18
Core Credit Target	29,069
ESF Target	438
Total Target	29,507
Total Credits as at 05/10/2018	29,548

The total credits for 2017-18 equates to 100.1% of our overall target.

#### HΕ

The PPF target for 2017-18 for Inverness College undergraduate students (excluding PGDE) with a fee status of Scottish or European is 1,595.4 FTE. As at 1 September 2018 the FTE, counting by module attachment is 1,610.37 FTE, which is in excess of target.

However, as agreed at PPF, there is an undergraduate ESF target of 32 FTE across multiple courses, including Applied Science BScH, Civil Engineering BEngH, Computing BScH, Environmental Science BScH, Forest Management BScH and Health Studies BAH.

PPF Target HE FTE (Undergraduate students, including SC and	
EU fee statuses, excluding PGDE)	1,595.40
Current HE students as at 02/09/2018- count by Module	
attachment.	1,610.37

#### Student Recruitment 2018-19

Student recruitment targets for 2018-19 are shown in the table below, along with last year's targets:

Target	2017-18	2018-19
FE Credits	29,507	29,211
HE FTE	1,595.4	1,608

### Current student activity against targets 2018-19 as at 1st October 2018

### FΕ

The credit target for 2018-19 is 29,211 with an ESF credit target of 296 from the following courses: Certificate in Forestry and NC Rural Skills

FE	2018-19
Core Credit Target	28,915
ESF Target	296
Total Target	29,211
Total Credits as at 01/10/2018	20,388

At this point not all students are attached to units to generate credits. Modern Apprentices and Commercial Course enrolments continue throughout the academic year and there is a further FE intake in January.

### ΗE

The Partnership Planning Forum (PPF) target for 2018-19 for Inverness College undergraduate students (excluding PGDE) with a fee status of Scottish or European is 1618 FTE. As at 1st October the FTE, counting by mode of attendance is estimated at 1,514 FTE.

Future reports at PPF will detail FTE count by module, however at present this is not yet available.

PPF Target HE FTE (Undergraduate students, including SC and	
EU fee statuses, excluding PGDE)	1,618
Current HE students as at 25/09/2018 - count by Mode of	
Attendance (Estimated FTE)	1,514

Roddy Henry Depute Principal



# **Board of Management**

Subject/Title:	Health and Safety Annual Report 2017-18	
Meeting and date:	Board of Management – 11 October 2018	
Extract from Minutes of the Meeting of the Audit Committee held on 18 September 2018		

### **HEALTH AND SAFETY ANNUAL REPORT 2017/18**

A report by the Director of Organisational Development advised that during the last academic year, there had been some significant developments in the management of Health and Safety within the College. The HASMAP standard adopted by the College had been working well, especially with regards to auditing. The "SHE" centralised system of reporting and recording H&S information, which had been introduced in 2017 had become a vital part of the management of H&S. Another positive factor had been the reduction in hand injuries compared to the previous year and the increase in the reporting of incidents.

The engagement from staff involved in audits, the H&S training and using SHE had resulted in excellent progress having been made.

The Committee **WELCOMED** the significant progress in health and safety over the last year and recommended the Annual report to the Board of Management.



# **Board of Management**

Subject/Title:	Health and Safety Annual Report 2017-18
Author: [Name and Job title]	Lindsay Ferries, Director of Organisational Development
Meeting:	Audit Committee
Meeting Date:	18 Sep 2018
Date Paper prepared:	01 Sep 2018
Brief Summary of the paper:	To provide the Audit Committee with the annual report on matters pertaining to health and safety
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: Operational: Organisational:
Equality and Diversity implications:	No If yes, please specify:
Consultation: [staff, students, UHI & Partners, External] and provide detail	Health and Safety Committee, comprising a cross section of the college including management, staff and trade union reps.

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

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### **Executive Summary**

Over the last three academic years, there has been a year on year percentage increase in the reporting of accidents, incidents and near misses as the table below indicates.

Academic Year	No. of reports	Percentage increase
August 2017- July 2018	340	94%
August 2016 –July 2017	175	73%
August 2015 - July 2016	101	

There have been a number of factors which have contributed to the increase in reporting, with the main factors listed below:

- The investment by the College in the SHE software which allows easy access for staff to report incidents, in real time and on-line.
- The Early Learning and Child Care Centre now report through the system
- Increase in staff awareness of reporting <u>ALL</u> incidents and accidents, including near misses.

# **RIDDOR**

There were 3 HSE reportable incidents in academic year 2017-18.

### **RIDDOR Notification No 767FBFDA0E**

The IP had exited the College at the rear of the building and was making her way to be picked up by her father who was parked out on the campus road. As she reached the end of the footpath, where it joins the campus road, she slipped and fell. Her father took her to the hospital (Raigmore) and returned to the College later that evening to inform that his daughter had suffered a broken elbow.

Weather conditions that day and evening were extremely cold. Earlier on in the day there had been a 'jingle jog' organised in which 90 people participated in, and took place in the same area. Prior to this event, all areas had been checked and gritted to ensure there was no danger to people participating. This included the campus road and the footpaths. Upon investigation it was found that water from previously melted snow and ice had frozen again, and external contractors responsible for clearing footpaths were not due in until the following morning. Estates staff had been actively working around the College area in general to try and maintain all paths, walkways and car parks. The external contractor was also contacted again to ensure that they were putting sufficient amounts of grit down and to ensure all areas of responsibility are taken care off. HIE on behalf of the campus owners were also contacted to

ensure that their contractors were keeping the campus roads clear as it was unclear whether the IP had slipped on college grounds or on ICOA campus grounds as managed by HIE.

#### **RIDDOR Notification No 046522A172**

One of the estates officers injured his hand whilst moving a goods trolley with a colleague. The officer's hand got jammed between a door frame and the trolley. After a visit over to A&E to have hand examined the estates officer returned to work that day, however several days later, a small puncture wound which had not been picked up by his GP had become infected and subsequently the officer had to go into hospital for a small operation on his hand. This resulted in him being off work for more than seven days and although they had returned to work after initial injury, the incident was reported to HSE.

#### RIDDOR Notification No 94088BBC9A

On Tuesday the 15 May 2018 the Preparation for Uniformed Emergency Services & Sport took part in a 24 km mountain bike cycle charity event as part of the course work. This was done in aid of the local Highland Hospice.

The course had completed 22 km and were on the last 2 km when the accident happened.

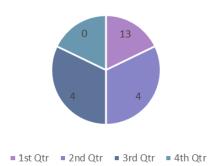
At approximately 15.25hrs one of the students lost control of the bike they were on and subsequently fell off. The student then suffered a seizure. An ambulance was called for and the student was made as comfortable as possible by the lecturer until the ambulance arrived. According to the lecturer, it is thought the student may have lost a bit of concentration as they were being passed by another student who was on another bike. The student returned to classes after the incident.

# **HAND & FINGER INJURIES**

Between August 2016 and July 2017 hand and finger injuries accounted for 48.6% of the colleges' recorded accidents and incidents. This academic year has seen a significant decrease in the amount of hand injuries. For 2017-18 there were 21 reported hand/finger injuries, compared to 35 in 2016-17. However there was a slight increase in the 1st Quarter of 2017-18 from 11 to 13.









■ 1st Qtr ■ 2nd Qtr ■ 3rd Qtr ■ 4th Qtr

Stats have shown that the 1<sup>st</sup> Quarter of a new year is when most hand injuries occur. As a result of this our hand safety presentation is being continuously rolled out by staff. Departments such as Construction, Engineering and Professional Cookery, where the majority of hand injuries take place, have been provided with their incident stats for the previous year with a view to increasing awareness of previous incidents within the department and educating students.

This academic year, hand injuries only made up around 7% of reported accidents/incidents, compared to 48% the previous year. There was a strong focus on hand injuries given the stats of previous academic year and it is very encouraging to see a vast improvement. Again, the hand safety presentation has been made available to all teams to utilise with the students throughout the year.

Accident/Incident/Near Miss Reporting QTR 2 Summary Sheet			
		2016-17	2017-18
No. of reports		175	340
2017-18 Incident	Minor	Moderate	Major
Severity	289	48	3
Incidents by Locality	Total		
Inverness Campus	205		
SSOF	8		
Nursery	106		
Car park 1	7		
Car park 2	3		
Other	11		
Who was involved	2016-17		2017-18
Student	118 140		140
Staff Member	49 37		37
Member of the public	5		5
Child	- 112		112
Not Set	- 38		38
Contractor	- 3		3
Other	3 5		5
Type of Incident		-	<b>Total</b>

149
22
5
2
135
26
1

#### **Definitions:**

- First Aid case An injury for which an injured person requires treatment by a First Aider and returns to full duties
- **Medical treatment case** is an injured or sick person who requires treatment (more than First Aid) and is advised to seek professional medical treatment or an ambulance is called.
- **Undesirable Event/Near miss** An event during which injury, ill health, loss of equipment/asset or death could have occurred, but didn't actually occur.
- Specified Injury Injuries specified by HSE which are reportable

# H&S Management System (HASMAP) and GTFM PPM Compliance Audits

### Department Risk assessment and risk control audits

Audits carried out thus far;

- Forestry
- Welding and Fabrication
- Hospitality/Professional Cookery

Utilising the HASMAP audit standard, we are progressing through departmental audits, focusing on risk assessment and risk control. Of the several carried out this year, reports have been submitted to the department along with actions to close out any observations made. There were no issues subjecting the organisation to material risk. Actions and close out of actions are reported to the Health and Safety Committee.

#### **GTFM Compliance**

In response to the repeated failure to produce statutory PPM information, an internal audit of GTFM's statutory PPM compliance was carried out on the 20<sup>th</sup> of December 2017 by the Health and Safety Manager and the Estates and Campus Services Manager. Four major non-compliance areas were identified. These concerned the absence of statutory inspections and schedules for future inspection activity.

A further follow up audit on the 19th January 2018 was undertaken which resulted in a further areas of significant concern.

Areas of concern included Fire safety systems, Gas systems and Insurance inspections. This was escalated by the college to GTEIL at the monthly Board Meeting in January 2018.

A further audit was undertaken on the 13<sup>th</sup> February 2018. A final close out meeting was held on Friday 16<sup>th</sup> February where documentation and evidence was presented along with a future schedule to close out the areas of non-compliance.

Weekly joint inspections with GTFM have been introduced which includes a random spot check on selected PPM's carried out that week. A further full annual audit is scheduled in December 2018.

## **Health and Safety Training**

The cross-platform Safety Training Video Streaming with Assessments and Trainee Management system (Safetyhub) has been a valuable resource to the College. The mandatory courses for staff are still to be finalised but currently we have 2 mandatory courses running, fire safety awareness and DSE.

- Fire safety awareness 78% of all staff have completed, new staff will now have the on-line training included in induction.
- DSE refresher 51% of all staff have completed.

Admin rights for role specific training has been assigned to the Estates and the Hospitality managers as a trial. They are thereafter assigning their staff to complete specified courses which is working well.

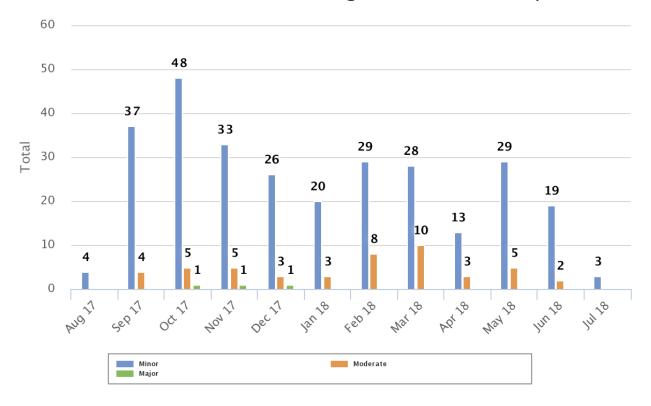
Training on 'SHE' (H&S management system) for licence users and new staff will be a continuous process and the H&S Manager is available to provide the necessary training to staff as and when required. Given the increase in reporting and the risk assessments that are being generated through the system, there is a clear level of engagement from staff in using the system.

### Conclusion

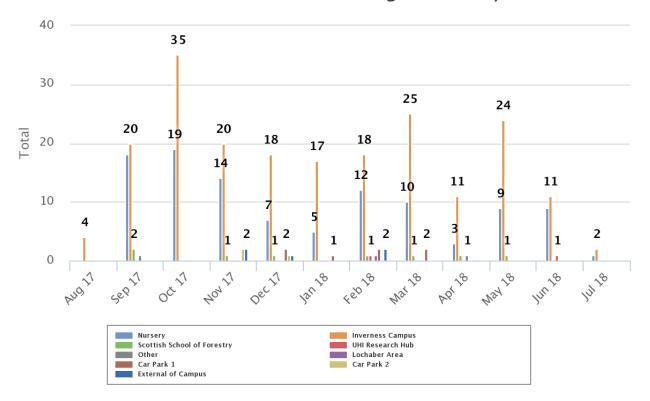
During the last academic year there has been some significant developments to how we manage Health and Safety within the College. The HASMAP standard adopted by the College as the standard to follow has been working well, especially with regards to auditing. When this was first introduced one of the key observations from the very first audit carried out in 2016, was that there was a need for a more centralized system for reporting and recording H&S information such as accidents and incidents. As a result of this, the 'SHE' system was procured and implemented in Q1 of 2017 and has become a vital part of our management of H&S. Other positives have been the reduction in hand injuries from previous year and the increase in the reporting of incidents.

The engagement from staff involved in audits, the H&S training and using SHE has been excellent and there has been some really good progress made this academic year. Moving forward we will continue to work closely with each department to continually improve the management of H&S within their area and working towards further reducing accidents and incidents within the College.

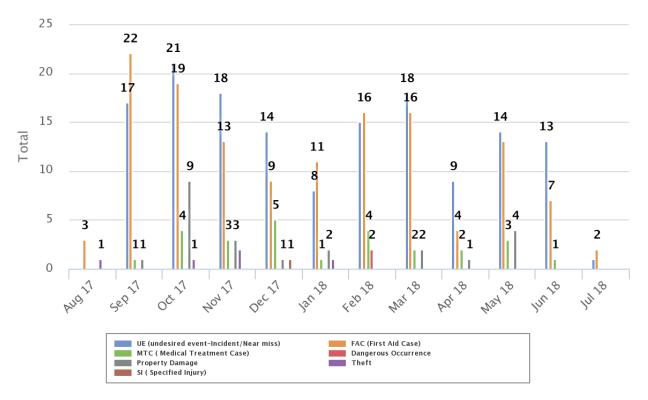
# Incident Record - Date Range - Incident Severity



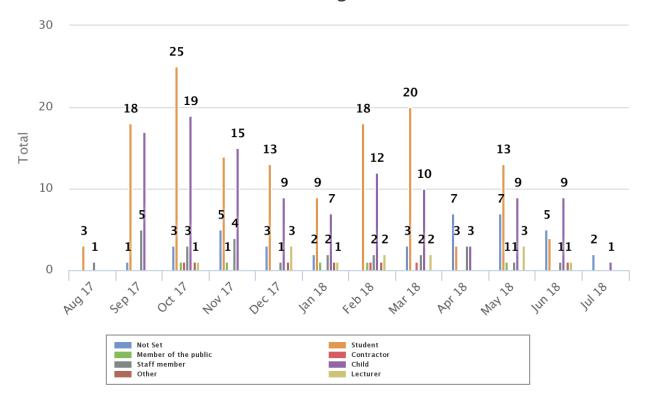
# Incident Record - Date Range - Locality



# Incident Record - Date Range - Type of Incident



# Incident Record - Date Range - Who Was Involved





# **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:	11 <sup>th</sup> October 2018
Date Paper prepared:	3 <sup>rd</sup> October 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 confident	tial			
Freedom of Information Can this paper be included in "open" business* [Yes/No]	Yes				
*If a paper should <b>not</b> be included within "open" business, please highlight below the reason.					
Its disclosure would substantia	llv		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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#### PRINCIPAL'S REPORT

# **Introduction**

The summer period has been busy in regard to our "business as usual" activity that has included consolidating our 17/18 position (FES), planning for 18/19, and preparation for our EREP (Evaluation Report and Enhancement Plan) in addition to exam boards, resits, estates work and external liaison activity. Much of this is reported via the leads to the relevant committees and fed to this Board or included in this Board's agenda.

# Finance / Funding

In addition however, there have been initiatives, challenges and progress in other areas that are worthy of note. National bargaining being one (discussed at item 9) and the RAM model – a concern in regard to our relationship with other parties in the transparency of the allocation of funds to the wider partnership.

We have had £222K removed from our FE based allocation. This money was in the form of a transitional payment against the removal of our eligibility to receive rurality funding. We argued the position that to simply emove this money without ensuring that allocations were fair and equitable put us and other large partners in a difficult position. This was argued through Partnership Council where our position was outvoted.

We believe there should be a fundamental review of both the RAM and Micro RAM. The Vice Chancellor has suggested that this is a part of an all-encompassing review of cost that would include EO and has suggested using the TRAC methodology. My concern with this approach is that TRAC is an HE based system developed by the Higher Education Funding Council for England which defines cost and value in the English Welsh competitive sector and it does not apply to FE – let along a Scottish FE Model.

Centrally, the argument is that FE funds are simply allocated against credit target but I feel this raises two key concerns

- 1. will this approach simply confirm the binary rather than tertiary nature of the institution through the funding model?
- 2. will this approach be sensitive enough to reflect student progression and consequently "grey" areas of direct funding or cross subsidy?

# **New Depute Principal Post**

Perret Laver, recruitment consultants, approached, or were approached by 280 potential candidates for the additional Depute position. This work has progressed well despite the extended timescale and summer period. Many did not progress because of location and a salary which is lower (or matches) a typical Dean/a Deans' salary in a Post 92 University, our target market. However, there were 30+ applications amongst which there were circa 12 very interesting candidates.

The Director of Organisational Development, the Depute Principal and the Principal shortlisted to 10 with Perret Laver's input and of these 10, 8 attended "chemistry" meetings in Glasgow and London with the Principal.

A short list of 4 was recommended which the shortlisting group (Chair of the Board, Director of Organisational Development and the Principal) agreed. The final interviews and presentation are scheduled for 18 and 19 October and Board members are invited as part of the Stakeholder Group.

# **Quality Conversation**

Our external advisor for quality has completed his assessment of our quality regime. This process was initiated to assure the Principal and the Board that the quality process – particularly relating to the FE element of our work is both robust and understood. The report examined a number of concerns about the quality environment.

The report which has been recently received is very positive and will be distributed to the Board via the Learning, Teaching and Research Committee. The Chair of that committee has already received a copy of the report. The conclusion – in full is as follows

"Without doubt, there are major strengths, reflected in the college's commitment to high standards, throughout the college's quality arrangements and continuing development of quality culture. In the context of any alternative review framework I would have no hesitation is considering a grading of at least very good...if not excellent. Furthermore, I am confident that the college is committed to ensuring that any 'less than desirable outcome' is effectively dealt with in such a way as to minimise any risk to the college's reputation, recognition or reliability while ensuring that similar outcomes cannot occur in the future."

Questions raised within the report relate to the parity of cultures. Observations to which we are and we will respond in full as we distribute and use the report

# Curriculum Review / Barometer / HEIDI +

Three key enablers that sit within the context of our strategic plan are now fully underway and / or delivered. Ahead of the arrival of our additional Depute, the Head of Curriculum is leading the process of curriculum review and has built an indicative timeline, work/tasks and a methodology for delivery in conjunction with the barometer (attached), overseen by the Depute Principal and the use of HEIDI + (Director of Business Development) we are now more able to build a targeted curriculum and then manage its resourcing. The process will begin to report post Charismas and will hopefully coincide with the arrival of the additional Depute.

# Other areas

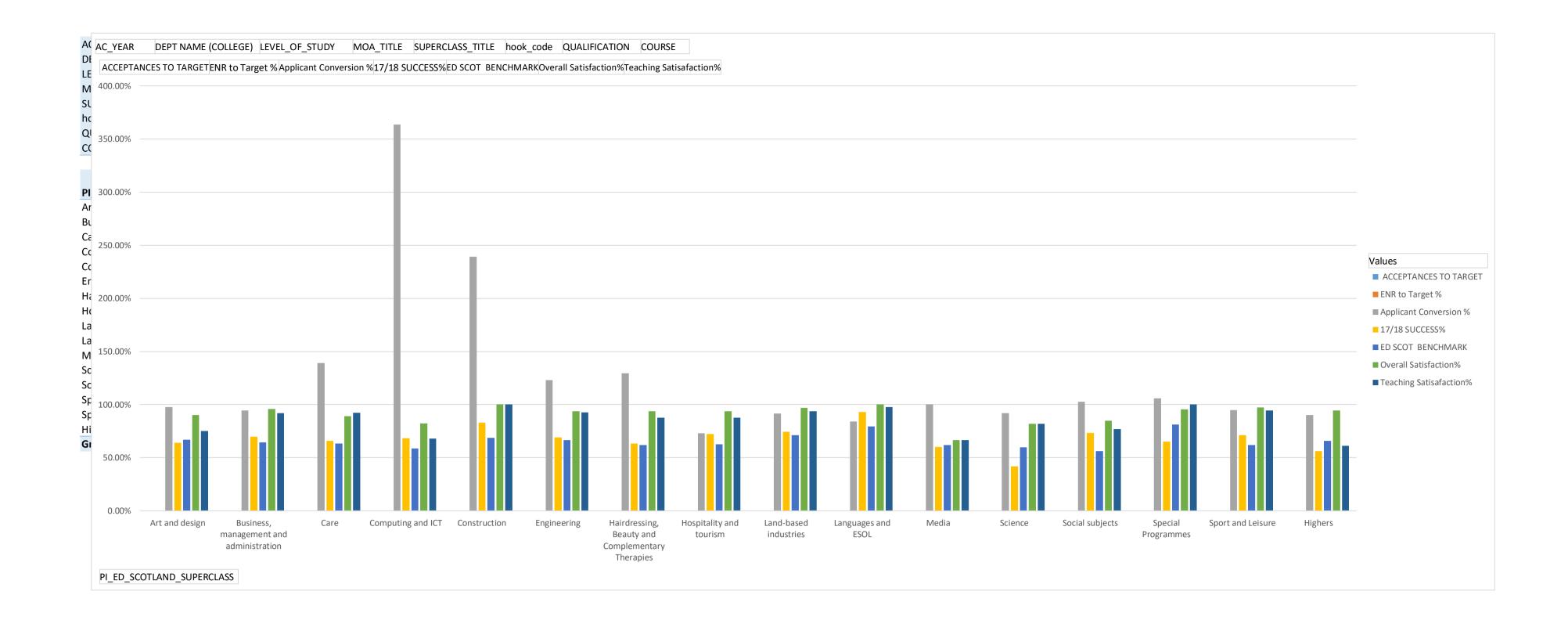
Other discussions / initiatives and concerns being addressed include:-

- Brexit there has been some clarification of the impact and mechanisms to support research initiatives
  - UK prosperity fund
  - UK Research and Innovation (UKRI)
  - Industrial Strategy Challenge Fund (ISCF)
  - Targeted Sectoral funding
  - City/Regional deals
  - And within Scotland, the SFC will administer targeted funds and the University Innovation Fund (UIF)
- Integration and the Project Board
- New VLE Blackboard's content will be migrated to a new central format -Brightspace by D2L – a methodology for delivery has been agreed.
- Management training LEAD SMT, PDM's and Support Managers ongoing
- Business Development International numbers have not increased by apprenticeships have a neutral cash position.

Professor Christopher O'Neil Principal and CEO

AC_YEAR	2018/19
LEVEL_OF_STUDY	FEFT
MOA_TITLE	(AII)
SUPERCLASS_TITLE	(AII)
DEPT NAME (COLLEGE)	(AII)
hook_code	(AII)
QUALIFICATION	(AII)

QUALIFICATION	(All)			2	2017-18 (	Outcom	es					2018-	19 Recru	uitmei	nt	
DI ED COOTIAND CHOESE ACC	COURSE	Values (17/18)	17/18 ALL WD%	D SCOT ALL WD ENCHMARK	7/18 SUCCESS%	D SCOT UCCESS ENCHMARK	SES RESPONSE ATE %	Overall atisfaction%	eaching atisafaction%	ENR TARGET	OFFERS	APPLICATIONS ACCEPTED	ACCEPTANCES O TARGET	NRs	ENR to Target %	Applicant Conversion %
PI_ED_SCOTLAND_SUPERCLASS Art and design	INM5ARTINTRO F1 1A Introduction to Art and Design INM6ARTDESNC F1 1A NC Art and Design INM6ARTDESNC F1 1B NC Art and Design	20 4	1.18% 12.11%	23.75% 23.75% 23.75%	52.94% 57.89% 82.35%	66.98% 66.98% 66.98%	35.29% 40.00% 35.29%	100.00% 87.50% 83.33%	50.00% 87.50% 83.33%	22 17 17	22 16 6		100.00% 88.24% 35.29%	19 14 9	86.36% 82.35% 52.94%	86.36% 93.33% 150.00%
Art and design Total  Business, management and administration	INM5ADMNCAD F1 1A NC Administration INM5BUSBMA F1 1A Intro to Business Management and Accounting	<b>54 3</b> ( 15 2)	26.67%	<b>23.75%</b> 25.37% 25.37%	64.15% 66.67% 72.22%	<b>66.98%</b> 64.35% 64.35%	<b>37.04%</b> 86.67% 66.67%	90.00% 92.31% 100.00%	<b>75.00%</b> 84.62% 100.00%	<b>56</b> 14 18	<b>44</b> 19 19		<b>76.79%</b> 128.57% 105.56%	<b>42</b> 18 17	<b>75.00%</b> 128.57% 94.44%	<b>97.67%</b> 100.00% 89.47%
Business, management and administration Total Care	INM4CARSTEPC F1 1A Step Into Care	33 2	24.24%	<b>25.37% 25.37%</b> 27.91%	<b>69.70%</b> 72.22%	<b>64.35%</b> 63.19%	<b>75.76%</b> 50.00%	96.00% 77.78%	92.00% 100.00%	<b>32</b> 17	<b>38</b>		<b>115.63%</b> 23.53%	35	<b>109.38%</b> 100.00%	<b>94.59%</b> 425.00%
	INM5CARINTCP F1 1A Introduction to Childhood Practice INM5CARINTHS F1 1A Introduction to Health and Social Care INM6EDUEEC F1 1A NC Early Education and Childcare INM6EDUEEC F1 1B NC Early Education and Childcare INM6HEAATN F1 1A Access To Nursing	22 30 25 20 20 20	86.36% 8.00% 20.00%	27.91% 27.91% 27.91% 27.91% 27.91%	72.73% 45.45% 76.00%	63.19% 63.19% 63.19% 63.19% 63.19%	45.45% 50.00% 64.00%	90.00% 90.91% 93.75% 92.31%	100.00% 100.00% 87.50%	18 18 25 25 22	2 2 22 25 21	2 0 22 24 21	11.11% 0.00% 88.00% 96.00% 95.45%	17 17 21 22 20	94.44% 94.44% 84.00% 88.00% 90.91%	95.45% 91.67% 95.24%
Care Total	INM6HEANCHSC F1 1A NC Health and Social Care INM6HEAATN F1 1B Access To Nursing	8	37.50%	27.91% 27.91%	38.46% 12.50% <b>62.50%</b>	63.19% 63.19% <b>63.19%</b>	38.46% <b>53.33%</b>	80.00% <b>89.06%</b>	60.00% <b>92.19%</b>	22 0 <b>147</b>	20 <b>96</b>	19 <b>92</b>	86.36% <b>62.59%</b>	14 0 <b>128</b>	63.64% <b>87.07%</b>	73.68% <b>139.13%</b>
Computing and ICT	INM5DIGWBD F1 1A NQ Computing with Web Design INM6DIGCYSEC F1 1A NQ Computing with Cyber Security	16 3 18 2	31.25% 29.41%	27.48% 27.48%	56.25% 64.71%	58.74% 58.74%	68.75% 50.00%	90.91% 66.67%	81.82% 77.78%	18 18	4 3	2 3	11.11% 16.67%	16 14	88.89% 77.78%	800.00% 466.67%
Computing and ICT Total  Construction	INM6DIGCYSEC F1 1B NQ Computing with Cyber Security  INT1CCRINTRO F1 1A Introduction to Construction	45 2:	2.73%	27.48% 27.48% 21.59%	90.91% <b>68.18%</b> 55.56%	58.74% <b>58.74%</b> 68.73%	72.73% <b>62.22%</b> 33.33%	87.50% <b>82.14%</b> 100.00%	37.50% <b>67.86%</b> 100.00%	18 <b>54</b> 12	6 <b>13</b> 11	<b>11</b>	33.33% <b>20.37%</b> 91.67%	10 <b>40</b> 10	55.56% <b>74.07%</b> 83.33%	166.67% <b>363.64%</b> 90.91%
	INT2CCRNPAGN F1 1A NPA Construction (General) INV3CCRBRI B2 1A Modern Apprenticeship in Brickwork	(	0.00%	21.59% 21.59%	75.00% 100.00%	68.73% 68.73%	100 220/	100 000/	100 000/	12 0	13	12	100.00%	11 0	91.67%	91.67%
	INV3CCRJOI B1 1A Modern Apprenticeship in Carpentry and Joinery INV3CCRJOI B1 1C Modern Apprenticeship in Carpentry and Joinery INV3CCRPAI B1 1A Modern Apprenticeship in Painting and Decorating	12	0.00%	21.59% 21.59% 21.59%	100.00% 100.00% 75.00%	68.73% 68.73% 68.73%	108.33% 100.00%	100.00%	100.00% 100.00%	12 12 10			0.00% 0.00% 0.00%	12	100.00% 100.00% 100.00%	
	INM6CCRGCM F1 2A General Construction Maintenance INT2CCRNPAGN F1 2A NPA Construction (General)	4:	12.86%	21.59% 21.59%	57.14% 64.29%	68.73% 68.73%				0			0.0070	0	100.0070	
	INT2CCRNPAPD F1 2A NPA Construction (Painting and Decorating) INV3CCRBRI B1 1A Modern Apprenticeship in Brickwork		1.11% 1.11%	21.59% 21.59%	77.78% 88.89%	68.73% 68.73%				0 0				0 0		
	INV3CCRJOI B1 1B Modern Apprenticeship in Carpentry and Joinery INV3CCRJOI B1 1D Modern Apprenticeship in Carpentry and Joinery INV3CCRDAL B1 1B Modern Apprenticeship in Bainting and Descripting		0.00%		83.33% 100.00% 100.00%	68.73% 68.73% 68.73%				0				0		
Construction Total Engineering	INV3CCRPAI B1 1B Modern Apprenticeship in Painting and Decorating  INM5ELEPAEIR F1 1A Pre-App Electrical Installation and Renewables	<b>33 1</b> 3 13 23	.3.18%	<b>21.59% 22.36%</b>	<b>82.95%</b> 75.00%	<b>68.73%</b> 66.59%	<b>84.85%</b> 76.92%	<b>100.00%</b> 100.00%	<b>100.00%</b> 100.00%	<b>58</b>	18	<b>23</b>	<b>39.66%</b> 107.14%	<b>55</b>	<b>94.83%</b> 92.86%	<b>239.13%</b> 86.67%
	INM5ENGFTEP F1 1A NC Engineering Practice (Level 5) INM5ENGFTFWE F1 1A NC Fabrication and Welding (Level 5)	10 2	2.22%	22.36% 22.36%	77.78% 50.00%	66.59% 66.59%	20.00% 10.00%	50.00% 100.00%	50.00% 100.00%	12 12	9 15	9	75.00% 125.00%	7	58.33% 108.33%	77.78% 86.67%
	INM5ENGFWMA B1 1A SVQ 2 PEO & NC (Fabrication & Welding) Apps INM5ENGMMA B1 1A SVQ 2 PEO & NC (Mechanical) Apprentices		25.00% 9.09%	22.36% 22.36%	75.00% 27.27%	66.59% 66.59%	50.00% 45.45%	100.00% 80.00%	100.00% 80.00%	8 10			0.00%		50.00% 110.00%	
	INM6ELENCEI F1 1A Pre Apprentice Electrical Installation INM6ENGFTFWE F1 1A NC Fab & Weld Engineering (Level 6)	8 3		22.36% 22.36%	62.50%	66.59% 66.59%	75.00%	83.33%	83.33%	6 12	8 13		116.67% 100.00%	11 9	75.00%	157.14% 75.00%
	INM6ENGMEMA B1 1A SVQ 2 PEO & NC (Mech Elec & Electrical) Apps INM6ENGMEMA B1 1B SVQ 2 PEO & NC (Mech Elec & Electrical) Apps INM6MECMECH F1 1A NC Mechanical Engineering		0.00%	22.36% 22.36% 22.36%	100.00% 100.00% 81.82%	66.59% 66.59% 66.59%	71.43% 100.00% 36.36%	100.00% 90.00% 100.00%	100.00% 80.00% 100.00%	12 0 13	7	7	0.00% 53.85%	7 8 9	58.33% 69.23%	128.57%
	INV1MOTVMR F1 1A IMI Level 1 Vehicle Maintenance & Repair INV1MOTVMR F1 1B IMI Level 1 Vehicle Maintenance & Repair	14 3	35.71%	22.36% 22.36%	64.29% 66.67%	66.59% 66.59%		100.00% 100.00%	100.00% 100.00%	14 14	16 13	16 : 12	114.29% 85.71%	14 12	100.00% 85.71%	87.50% 100.00%
	INV2ENGFTFW F1 1A SVQ2 Fabrication and Welding INV2ENGFTM F1 1A SVQ2 Mechanical Engineering			22.36% 22.36%	66.67% 58.33%	66.59% 66.59%	83.33%	100.00%	100.00%	14 10	17 10	16 9	114.29% 90.00%	14 7	100.00% 70.00%	87.50% 77.78%
	INV2MOTVMR F1 1A IMI Level 2 Vehicle Maintenance & Repair INV2MOTVMR F1 1B IMI Level 2 Vehicle Maintenance & Repair	12 1	6.67%	22.36% 22.36%	57.14% 58.33%	66.59% 66.59%	8.33%	100.00% 100.00%	100.00% 100.00%	14 14	14 14	14	100.00% 100.00%	13 11	92.86% 78.57%	92.86% 78.57%
	INV3MOTVMR F1 1A IMI Level 3 Vehicle Maintenance & Repair INV3SECTT B1 1A SVQ 3 Electrical Installation		0.00%	22.36% 22.36%	50.00% 100.00%	66.59% 66.59%	12.50%	100.00%	0.00%	12 11	10	10	0.00%	7 12	58.33% 109.09%	70.00%
	INV3SECTT B1 1C SVQ 3 Electrical Installation INM5ELEPAEIR F1 1B Pre-App Electrical Installation and Renewables INM6MECNCEEE F1 1A Electrical Engineering with Electronics (NC)	2.	25.00%	22.36% 22.36% 22.36%	91.67% 62.50% 73.33%	66.59% 66.59% 66.59%	125.00%	86.67%	93.33%	11 0 0			0.00%	10 0 0	90.91%	
	INV3SECTT B1 1B SVQ 3 Electrical Installation INV3SECTT B1 1D SVQ 3 Electrical Installation	;	8.33%	22.36% 22.36%	91.67% 80.00%	66.59% 66.59%				0				0		
	INAGMOTA2MV S1 2A Access to Motor Vehicle INM5ENGFTFWE F1 2A NC Fabrication and Welding (Level 5)			22.36% 22.36%	92.31% 50.00%	66.59% 66.59%				0 0				0 0		
	INM5ENGMMA B1 1B SVQ 2 PEO & NC (Mechanical) Apprentices INV2ENGFTFW F1 2A SVQ2 Fabrication and Welding	1	1.11%	22.36% 22.36%	100.00% 88.89%	66.59% 66.59%				0				0		
Engineering Total  Hairdressing, Beauty and Complementary Thera	INV2ENGFWMA P1 1A SVQ 2 PEO (Fabrication & Welding) Apps  pie: INM5BEABCMU F1 1A NC Beauty Care and Makeup	168 20	20.08%	22.36% <b>22.36%</b> 30.76%	100.00% <b>71.97%</b> 55.56%	66.59% 66.59% 61.91%	<b>55.95%</b> 55.56%	<b>93.62%</b> 100.00%	<b>92.55%</b> 100.00%	213 24	21	<b>156</b> 21	<b>73.24%</b> 87.50%	1 <b>92</b>	<b>90.14%</b> 83.33%	<b>123.08%</b> 95.24%
manufessing, beauty and complementary mera	INM5BEABCMU F1 1A NC Beauty Care and Makeup INM6BEAUTY F1 1A NC Beauty Care			30.76% 30.76%	50.00%	61.91% 61.91%	38.89%	100.00%	100.00%	24 18	17 15	15 15	62.50% 83.33%	14 14	58.33% 77.78%	93.33% 93.33%
	INM6BEAUTY F1 1B NC Beauty Care INV2HDRESS F1 1A SVQ 2 Hairdressing			30.76% 30.76%	71.43% 58.82%	61.91% 61.91%	50.00% 52.94%	85.71% 100.00%	57.14% 88.89%	18 18	16 16	15 16	83.33% 88.89%	15 13	83.33% 72.22%	100.00% 81.25%
	INV2HDRESS F1 1B SVQ 2 Hairdressing INV2HDRESS F2 1A SVQ 2 Hairdressing	16 1	.2.50%	30.76% 30.76%	73.33% 87.50%	61.91% 61.91%	33.33% 25.00%	100.00%	100.00%	18 16	17	17	94.44%	17	100.00% 106.25%	105.88%
	INV2HDRESS F2 1B SVQ 2 Hairdressing INV3HDRESS F1 1A SVQ 3 Hairdressing INV3HDRESS F2 1A SVQ 3 Hairdressing			30.76% 30.76% 30.76%	72.73% 42.86%	61.91% 61.91% 61.91%	27.27% 28.57%	33.33% 100.00%	33.33% 100.00%	18 9 1 <i>1</i>	12	10	0.00% 111.11% 0.00%	12 10 8	66.67% 111.11% 57.14%	100.00%
	INVSHIBITES 12 1A SVQ 3 Hall dressing INM6BEAUTY F1 1C NC Beauty Care INV2HDRESS F1 2A SVQ 2 Hairdressing			30.76% 30.76%	61.54% 86.67%	61.91% 61.91%				0			0.00%	0	37.14/0	
	INV2HDRESS F2 1C SVQ 2 Hairdressing INV3HDRESS F1 2A SVQ 3 Hairdressing	2	25.00%	30.76% 30.76%	66.67% 75.00%	61.91% 61.91%				0				0		
Hairdressing, Beauty and Complementary Therapion Hospitality and tourism	INL4PROFCOOK F1 1A Professional Cookery Level 4		0.00%	<b>30.76%</b> 28.12%	<b>66.29%</b> 50.00%	<b>61.91%</b> 62.74%	<b>39.84%</b> 7.69%	<b>93.88%</b> 100.00%	<b>87.76%</b> 0.00%	<b>177</b> 16	14	<b>109</b> 14	<b>61.58%</b> 87.50%	<b>141</b> 14	<b>79.66%</b> 87.50%	<b>129.36%</b> 100.00%
	INL5PROFCOOK F1 1A Professional Cookery Level 5 INL6PROFCOOK F1 1A Professional Cookery Level 6 INV3COOKERY F1 1A SVO 3 Professional Cookery Level 6	5	0.00%	28.12% 28.12%	82.14% 100.00%	62.74% 62.74%	57.14% 100.00%	87.50% 100.00%	93.75% 100.00%	24 8	14 9		54.17% 100.00%	11 7	45.83% 87.50%	84.62% 87.50%
	INV2COOKERY F1 1A SVQ 2 Professional Cookery INV2HOSHEO F1 1A Hospitality and Event Operations INV2COOKERY F1 1B SVQ 2 Professional Cookery	6 3:	3.33%	28.12% 28.12% 28.12%	71.43% 50.00% 92.86%	62.74% 62.74% 62.74%	42.86% 66.67%	100.00% 100.00%	83.33% 75.00%	24 14 0	14 11	13 11	54.17% 78.57%	10 0	4.17% 71.43%	7.69% 90.91%
Hospitality and tourism Total  Land-based industries	INM4FORNCRS F1 1A NC Rural Skills	66 20	_	<b>28.12%</b> 18.50%	<b>75.95%</b> 63.64%	<b>62.74%</b> 71.34%	<b>48.48%</b> 63.64%	<b>93.75%</b> 100.00%	<b>87.50%</b> 100.00%	<b>86</b> 12	<b>62</b> 11	<b>59</b> 10	<b>68.60%</b> 83.33%	<b>43</b> 7	<b>50.00%</b> 58.33%	<b>72.88%</b> 70.00%
	INM5FORCERTF F1 1A Certificate in Forestry INM5FORCERTF F1 1B Certificate in Forestry	11 10 14 1		18.50% 18.50%	80.00% 64.29%	71.34% 71.34%	45.45% 78.57%	100.00% 100.00%	80.00% 100.00%	13 13	18 9	17 9	130.77% 69.23%	12 13	92.31% 100.00%	70.59% 144.44%
Land-based industries Total	INMSFORCERTF F1 1C Certificate in Forestry	48 1	.4.89%	18.50% 18.50%	91.67% <b>74.47%</b>	71.34% <b>71.34%</b>	75.00% <b>66.67%</b>	88.89% <b>96.88%</b>	88.89% <b>93.75%</b>	13 <b>51</b>	11 49	11 <b>47</b>	84.62% <b>92.16%</b>	11 43	84.62% <b>84.31%</b>	100.00% <b>91.49%</b>
Languages and ESOL	INM2ESOLFT F1 1A ESOL Full-Time Level 2 INM2ESOLFT F1 1B ESOL Full-Time Level 2 INM4ESOLFT F1 1A ESOL Full-Time			15.23% 15.23% 15.23%	100.00%	79.49% 79.49% 79.49%	77.27% 10.00%	100.00%	100.00%	16 16 18	18 20 19	20	112.50% 125.00% 105.56%	13 18 16	81.25% 112.50% 88.89%	72.22% 90.00% 84.21%
	INM4ESOLFT F1 1B ESOL Full-Time INM5ESOLFT F1 1A ESOL Full-Time Level 5	20 1	5.00%	15.23% 15.23%	85.00% 87.50%	79.49% 79.49%	30.00%	100.00% 100.00%	83.33% 100.00%	18 0	21 18		111.11%	16 17	88.89%	80.00% 94.44%
Languages and ESOL Total	INM5ESOLFT F1 1B ESOL Full-Time Level 5	86		15.23% <b>15.23%</b>	93.02%	79.49% <b>79.49%</b>	46.51%	100.00%	97.50%	0 <b>68</b>	19 <b>115</b>		166.18%		139.71%	83.33% <b>84.07%</b>
Media Media Total	INM6MEDMEDIA F1 1A NC Media	15 3	3.33%	24.42% 24.42%	60.00% 60.00%	61.98% <b>61.98%</b>	20.00% 20.00%	66.67%	66.67%	18 18	12 12	12 12	66.67%	12 12	66.67%	100.00% 100.00%
Science Science Total Social subjects	INM5SCICTAS F1 1A Certificate in Applied Science  INM5CULSOCSC F1 1A NC Social Science	33 3	<b>5.48</b> %	27.74% <b>27.74%</b> 30.54%	41.94% 41.94% 64.29%	59.91% <b>59.91%</b> 56.36%	33.33% 33.33% 28.57%	81.82% 81.82% 100.00%	81.82% <b>81.82%</b> 75.00%	30 <b>30</b> 17	38 <b>38</b> 18	<b>37</b> :	123.33% <b>123.33%</b> 105.88%	34	113.33% 113.33% 100.00%	91.89% <b>91.89%</b> 94.44%
	INM6CULSOCSC F1 1A NC Social Science Level 6 INM6CULSOCSC F1 1B NC Social Science Level 6	17 1	8.75%	30.54% 30.54%	81.25% 60.00%	56.36% 56.36%	52.94%	77.78%	77.78%	17 0	18		105.88%			111.11%
Social subjects Total Special Programmes	INM2SUPSKILLS F1 1A Skillsbuilder	31 3: 13 1:	31.11%	<b>30.54%</b> 14.16%	<b>68.89%</b> 83.33%	<b>56.36%</b> 81.32%	<b>41.94%</b> 61.54%	<b>84.62%</b> 87.50%	<b>76.92%</b> 100.00%	<b>34</b> 12	<b>36</b> 9	<b>36</b> 3	<b>105.88%</b> 75.00%		<b>108.82%</b> 100.00%	<b>102.78%</b> 133.33%
	INM3PATHWAYS F1 1A Pathways to Study and Employment 3 INM3SUPSKILL F1 1A Skillsbuilder3			14.16% 14.16%	71.43%	81.32% 81.32%	46.67%	100.00%	100.00%	12 0	12 13	13	100.00%	12	116.67%	116.67% 92.31%
Special Programmes Total	INM4SPORUES E1.1A Preparation for Uniformed and Emergency Services	42 3	2.50%	14.16% 14.16%	42.86% <b>65.00%</b>	81.32% <b>81.32%</b>	50.00% <b>52.38%</b> 75.00%	100.00% <b>95.45%</b>	100.00% 100.00%	14 38	16 <b>50</b>	<b>50</b> :	114.29% 131.58%	53	107.14% 139.47%	93.75% <b>106.00%</b>
Sport and Leisure	INM4SPOPUES F1 1A Preparation for Uniformed and Emergency Services INM5SPOOUTP F1 1A NC Outdoor Pursuits INM6SPOSTUDY F1 1A Sports Studies	12 2	25.00%	27.58% 27.58% 27.58%	87.50% 66.67% 62.50%	61.99% 61.99% 61.99%	75.00% 58.33% 37.50%	100.00% 100.00% 100.00%	91.67% 100.00% 100.00%	14 14 20	13 10 26	13 10 23	92.86% 71.43% 115.00%	14 8 18	100.00% 57.14% 90.00%	107.69% 80.00% 78.26%
	INM6SPOSTUDY F1 1B Sports Studies INT1SPOISFOS F1 1A Introduction to Sport Fitness and Outdoor Studies	9 2	22.22%	27.58% 27.58% 27.58%	77.78% 75.00%	61.99% 61.99%	33.33% 50.00%	100.00% 100.00% 50.00%	100.00% 100.00%	6 6	7 6	7	116.67% 100.00%	11	183.33% 100.00%	157.14% 100.00%
Sport and Leisure Total	INT2SPOSPORT F1 1A Sport & Fitness	20 20 77 23	26.32% 2 <b>3.68%</b>	27.58% <b>27.58%</b>	63.16% <b>71.05%</b>	61.99% <b>61.99%</b>	35.00% <b>48.05%</b>	100.00% <b>97.30%</b>	85.71% <b>94.59%</b>	20 <b>80</b>	19 <b>81</b>	19 <b>78</b>	95.00% <b>97.50%</b>	17 <b>74</b>	85.00% <b>92.50%</b>	89.47% <b>94.87%</b>
Highers	INHIGHER F1 CP Highers & Intermediate 2 Programme (Clusters) INHIGSOCSCI F1 1A Social Science Highers			27.91% 30.54%	60.00%	81.32% 56.36%		100.00%	50.00%	7 0	26 26	24	285.71%	22	228.57%	80.00% 91.67%
Highers Total	INSCIHIGHER F1 1A Science Highers Programme	47 1	.4.63%	27.74% 28.54%	55.56% <b>56.10%</b>	59.91% <b>65.86%</b>	40.00% 38.30%	93.75% <b>94.44%</b>	62.50% 61.11%	50 <b>57</b>	40 <b>92</b>		74.00% <b>142.11%</b>		70.00% <b>128.07%</b>	94.59% <b>90.12%</b>
Grand Total		1021 2	.2.01%	24.90%	70.84%	66.29%	50.54%	93.22%	89.15%	1199		984	82.07%	1097	91.49%	111.48%



Martine   Mart		File   Compare Sealer   Seal	Minister Septimination of the Control of the Cont	F. Gesternéndendent   MEZ-CONTE   L. Michael and Contention   MEZ-CONTE   L. Michael and Contention   Conte
Marke	Second	Compute   Section   Sect	Second   S	Part   Content   Part   Content
Part	Martine Supering	Section for Name Miniment (all finations of 1	Property	Secret Per Nameral Vergressent Power Secret Vergressent Power Secret Vergressent Vergres
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# **Board of Management**

NOTE of the MEETING of the CHAIRS COMMITTEE held in the Board Room, 1 Inverness Campus on Thursday 13 September 2018

**PRESENT:** Sarah Burton, John Wilson

APOLOGIES: Hazel Allen, Brian Henderson, Neil Stewart, Steve Walsh

CHAIR: Sarah Burton ATTENDING: Principal

Secretary to the Board of Management

As only two members of the Committee were present, the meeting was inquorate.

#### 1. MINUTES

The minutes of the Meeting of the Committee held on 23 May 2018 would be presented to the next meeting in November for approval.

#### 2. OUTSTANDING ACTIONS

- Ambassadorial Role The Principal had met with a number of board members prior to the summer recess and it had been agreed that a debate with businesses and local politicians would be organised for either before or after Christmas. In addition, as part of the strategic review, it was proposed that the PDM's would present a vision for their area to the SMT and Board Members. Both these actions would give the Board Members a greater insight into their ambassadorial role. Another meeting would be arranged for those Board Members who had not yet met with the Principal on this subject.
- Board member induction The Board Secretary confirmed that the additional proposals previously agreed would be incorporated into the induction process for the next intake of new board members.
- UHI Integration The Partnership Assembly was due to take place on Wednesday 26<sup>th</sup> September. The Assembly had been established following the meeting with the previous Minister for Further Education, Higher Education and Science in May.
- **Director of Finance** The Principal advised that a timescale for the Director of Finance to take on her dual role with Moray Council had not yet been agreed.
- New Depute Principal post The recruitment process was progressing
  well with around 280 approaches/enquiries having been made. Thirty-four
  applications had been received by the closing date. Interviews would be
  held on Wednesday 3 October. The Board Chair would be a member of
  the interview panel.
  - It was suggested that a board member should also be involved in the short listing stage. The Principal would discuss this with the Board Chair.

#### 3. GOVERNANCE

The Board Secretary spoke briefly to her report, which referred to the Corporate Governance Statement, board members' evaluation, online training modules and

succession planning. She confirmed that she would send out a reminder to Board members on the need to complete the online training modules.

The item on succession planning would be carried forward to the next meeting. In the meantime, clarification would be sought on how stringent the timescale of 12 months was in relation to a co-opted member being appointed to the Board without the need for a further recruitment process.

#### 4. RISK

It had been suggested that it would be useful to include risk as a standing item on Board of Management agendas. The Board Secretary would take this suggestion forward with the Chair of the Board and the Chair of the Audit Committee.

# 5. STANDING ITEM - ISSUES FROM CHAIRS

The Chair of the Learning, Teaching and Research Committee asked that consideration be given to co-opting an individual with current knowledge and experience to that committee. This matter would be taken forward as part of the succession planning process.

# 6. AOCB

**Quality -** The Principal advised that Charlie McDade had been engaged to carry out a quality conversation across the organisation. Initial feedback had been received and a written report would be available in the near future.

# 7. DATE OF NEXT MEETING

Thursday 22 November 2018-8.30 a.m.

Signed by the Chair:	
Date:	



# **Board of Management**

MINUTES of the MEETING of the AUDIT COMMITTEE held in the Boardroom, 1 Inverness Campus, on Tuesday 18 September 2018

**PRESENT:** Hazel Allen, Sarah Burton, Jaci Douglas, Innis Montgomery,

Steve Walsh

CHAIR: Hazel Allen
APOLOGIES: Fiona Neilson
ATTENDING: Principal

Depute Principal

**Director of Organisational Development** 

Director of Finance Claire Robertson, BDO Andrew O'Donnell, BDO

Secretary to the Board of Management

#### 1. MINUTES

The Minutes of the Meeting of the Audit Committee held on 29 May 2018 were **AGREED** as a correct record, were **APPROVED** and signed by the Chair.

#### 2. OUTSTANDING ACTIONS

The Committee **AGREED** which actions had been completed and could be signed off and those which were still outstanding and would remain on the list.

#### 3. POLICIES

# a. Freedom of Information

The revised policy was discussed at Scrutiny Panel on 30<sup>th</sup> May and at SMT on 19 July 2018. There were only minor changes, namely the updating of the section on legislative framework.

The Audit Committee **APPROVED** the revised Freedom of Information Policy.

#### b. E Mail Usage & Retention

This policy was considered by the committee at its meeting in May 2018 and had been recommended to the Board of Management for approval. The Board had requested that a number of points of clarification be made. These had now been included in the revised policy.

The Audit Committee **AGREED** to recommend the new E Mail Usage & Retention policy to the Board of Management for **APPROVAL**.

#### 4. RISK MANAGEMENT

A joint Report by the Depute Principal and the Director of Finance highlighted the key financial risks/challenges currently facing Inverness College UHI and finance resourcing within this context. The most significant risk was an inability to maintain financial sustainability. A number of actions were being taken to mitigate this risk.

There was a long and detailed discussion which included reference to the way funding was allocated by UHI, on the challenges of increasing the international student body, the increase in the overall commercial activity targets, the planned curriculum review and the continuing discussions on integration.

The Chair was concerned that there was a gap in the governance of risk. She suggested that in order for the Board to take a risk assessed view, it required a broad understanding of the wider issues which were taken into account by management when drawing up financial forecasts. It was therefore important for, e.g. the Learning, Teaching and Research Committee to be involved in the curriculum planning exercise. In this context, it was **AGREED** that a paper on scenario planning be submitted to a future meeting of the Board of Management so that they were fully aware of the worst and best case scenarios.

The Director of Finance provided an update on the finance system and the amended timeline. There was a detailed discussion on the risks associated in waiting for the new system or looking at alternative options.

The Chair **REQUESTED** the Director of Finance to prepare an options paper for the next meeting.

#### 5. LETTER FROM EXTERNAL AUDITORS - ERNST & YOUNG

A report by the Board Secretary advised that Auditing standards required Ernst and Young, the Colleges External Auditors to formally update their understanding of the College's arrangements for oversight of management processes and arrangements annually. A letter was received in April 2018 and the Committee, at its meeting in May 2018 agreed that the letter be considered at this meeting in September. The 10 questions asked in the letter of April 2018 were outlined in the body of the report and suggested responses were shown.

The Chair asked for a point of clarification to be inserted in the answer to question 3 and subject to this amendment, the Committee **AGREED** that the response should be sent to Ernst & Young

# 6. FOLLOW UP REVIEWS 2017-18

Andrew O'Donnell of BDO advised that, to provide assurance that the control improvements recommended by Internal Audit were being achieved, a review of the progress made by Management in implementing previous Internal Audit recommendations had been undertaken. In accordance with the Annual Internal Audit Plan, BDO had followed up on the implementation status of all recommendations raised during 2017-18, and those raised in previous years which were still outstanding at the time of the last follow up review. A total of 22 audit recommendations were followed up.

A summary of the status of all outstanding recommendations were detailed in the report and BDO confirmed that they were content with Management's response.

The Committee questioned the relevance of the outstanding action in the 2011/12 Data Protection / Freedom of Information Audit as it was considered that this had

been superseded by changes to legislation but **AGREED** that a check should be made to see if this had previously been signed off as complete.

#### 7. OUTSTANDING INTERNAL AUDIT RECOMMENDATIONS 2017-18

A report by the Director of Finance provided an update on the implementation of recommendations arising from Internal Audit reports in 2017-18 which were still outstanding. Good progress had been made across all audits with the majority now complete. A small number of actions were still outstanding in relation to the risk management and financial controls audits.

The Committee **NOTED** the good progress which had been made.

#### 8. INTERNAL AUDIT ANNUAL REPORT FOR 2017-18

A report by BDO outlined the audits which had been completed during 2017-18. The Corporate Governance, Financial Controls, Partnership Working and Student Support Audits had all been assessed as having a substantial level of assurance. The Risk Management and Data Protection audits had been assessed as having moderate and limited assurance respectively. No recommendations were classed as high significance. There were 9 recommendations classed as medium significance and 12 recommendations classed as low significance.

The Committee questioned the status of the Data Protection audit as three of the four recommendations had been completed by the GDPR implementation date of 25<sup>th</sup> May 2018.

It was **AGREED** that BDO revise the report to reflect the discussion at the committee and to acknowledge that the recommended actions had been completed immediately.

# 9. INTERNAL AUDIT ANNUAL PLAN 2018-19

A report by BDO set out its internal audit plan for 2018-19. This included audits of financial controls, business continuity management, curriculum planning, research governance and business and commercial development in addition to the standard regulatory and follow up reviews. The Chair was pleased to note that the financial controls audit focussed on financial planning. The scope of the business continuity management audit was also included as this would be the first audit to be carried out in November 2018.

The Director of Finance confirmed that further discussion was required on the number of audit days planned for the business continuity management audit and on the total number of audit days planned, which was shown as the maximum for the year.

The Committee **APPROVED** the internal audit annual plan 2018-19 subject to a satisfactory outcome of the discussions referred to above.

# 10. HEALTH AND SAFETY ANNUAL REPORT 2017/18

A report by the Director of Organisational Development advised that during the last academic year, there had been some significant developments in the management of Health and Safety within the College. The HASMAP standard adopted by the College had been working well, especially with regards to auditing. The "SHE" centralised system of reporting and recording H&S information, which had been

introduced in 2017 had become a vital part of the management of H&S. Another positive factor had been the reduction in hand injuries compared to the previous year and the increase in the reporting of incidents.

The engagement from staff involved in audits, the H&S training and using SHE had resulted in excellent progress having been made.

The Committee **WELCOMED** the significant progress in health and safety over the last year and recommended the Annual report to the Board of Management.

# 11. ANNUAL REVIEW OF AUDITORS PERFORMANCE

The Board Secretary introduced the process for the annual review of auditors' performance.

The Committee completed the annual review of the internal and external auditors' performance for 2017/18.

The Committee **NOTED** that the results of the evaluations would be fed back to the auditors in writing.

#### 12. AUDIT COMMITTEE SELF EVALUATION EXERCISE

A report by the Board Secretary advised that all members had completed the committee self evaluation process. A number of points of clarification had been made and a number of actions identified.

The Committee **AGREED** the actions outlined in the report and **REQUESTED** the Board Secretary to draw up an implementation plan for the next meeting.

The Chair left the meeting

#### 13. COMMITTEE CHAIR EVALUATION

To comply with the Code of Good Governance for Scotland's Colleges and good governance best practice, an annual evaluation of the Committee Chair required to be undertaken

The Committee collectively completed the annual committee chair evaluation exercise.

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

# 14. REGULATORY AUDITS - TERMS OF REFERENCE

The terms of reference for the three regulatory audits, FES return, Education Maintenance Allowance and Student Support funds were noted.

#### 15. BUSINESS CONTINUITY

A report by the Director of Organisational Development provided an update on business continuity planning including reference to the exercise which had been held in April and the ongoing training.

# 16. GENERAL DATA PROTECTION REGULATION (GDPR) COMPLIANCE

A report by the Information Development Manager provided an update on the GDPR points of compliance identified by the internal auditors and addressed the point of clarification requested at the last committee meeting. The Director of Organisational Development would confirm the status of data controller and data processor of student records with the UHI Head of Governance and Records Management.

# 17. DATE OF NEXT MEETING

Tuesday 27<sup>th</sup> November 2018 at 8.30 a.m.

Signed by the Chair:	 <del></del>
Date:	



# **Board of Management**

MINUTES of the MEETING of the LEARNING AND TEACHING COMMITTEE held in the Boardroom, 1 Inverness Campus on Tuesday 25 September 2018

**PRESENT:** Sarah Burton, Robyn Kennedy, Helen Miller, Fiona Neilson,

Shawna McKinnon, Chris O'Neil, Tom Speirs

CHAIR: Sarah Burton
APOLOGIES: Andrew Bowie
ATTENDING: Depute Principal

Head of Curriculum

**Head of Student Services** 

Secretary to the Board of Management

# 1. MINUTES

The Minutes of the meeting of the Learning and Teaching Committee held on 5 June 2018 were **AGREED** as a correct record, were **APPROVED** and signed.

#### 2. OUTSTANDING ACTIONS

The Committee considered each of the actions and **AGREED** that a number of actions had been completed so could be removed from the list. The outstanding actions would be completed as per the time line.

# 3. GUIDANCE POLICY

A report by the Head of Student Services explained that only minimal changes had been made to the policy as it was expected that a shared UHI policy would be developed in the future.

The Committee **APPROVED** the revised guidance policy subject to a review of Section 4.1 – Legislative framework.

#### 4. STUDENT OUTCOMES AND SATISFACTION RATES 2017/18

A report by the Depute Principal provided a summary of provisional performance indicators (PI) for student outcomes and satisfaction rates for 2017-18.

- Success rates on the college's full-time FE programmes had improved for the fifth year running and were now among the best in the sector, based on the 2016-17 sector returns. Part-time FE outcomes looked on track to stay above sector levels: the published success rate for the college in 2016-17 was 81%.
- Success rates for students on full-time HE programmes had improved after a decline in 2016-17
- The overall pass rate for students taking Higher exams was 74%; a 5 point improvement on last year and well above the overall pass rate for all students taking Highers at colleges in Scotland in 2016-17.
- The overall pass rate for students taking National 5 exams at the college this year was 76%; the same as last year and 6 points above the overall pass rate for all college students taking National 5 exams in Scotland in 2016-17.

 Student satisfaction rates had improved, with the National Student Survey (NNS) results showing a 5 point improvement in overall satisfaction and the Student Satisfaction and Engagement Survey (SSES) showing an 8 point and 2 point improvement for FE and HE satisfaction respectively.

There was one area of concern, namely the Higher Care pass rate which had fallen substantially from the previous year. Other colleges had also experienced a similar unexplained drop. The College Development Network (CDN) Care group was looking into this.

The Committee **WELCOMED** the provisional figures and discussed the actions, which had been put in to address the early withdrawal rates.

# 5. STUDENT ACTIVITY 2017-18 AND STUDENT RECRUITMENT 2018-19 A report by the Depute Principal provided an update on student activity for 201718 and on student recruitment 2018-19.

The outturn for FE student activity in 2017-18 was currently just in excess of the target, pending the final return to the Scottish Funding Council. The outturn for HE was also just over target.

Early indications of the recruitment for the current academic year suggested a slight positive variance on this time last year. The target for FE in 2018-19 was slightly down on last year (29,211 compared to 29,507), and the target for HE was similar to the 2017-18 outturn (1,608 compared to 1,595.4).

The Committee **NOTED** the positive position.

# 6. STUDENT PARTNERSHIP AGREEMENT 2018-19

A joint Report by the Head of Student Services and Student President provided an update on the progress made with the formal Student Partnership Agreement (SPA) for session 2018-19. The SPA would help to give clarity around what students could and should expect from their experience at IC UHI, but would also make clear what their responsibilities were as part of that. The 2018-19 SPA was different from previous years in that there were now eight themes within the agreement, which encompassed every aspect of the student experience. HISA and the College had chosen three of these themes, as enhancement themes for 2018-19, and these would dovetail into the themes identified by HISA regionally. This was an exciting new approach to enhancing aspects of the student experience, which tied in closely to the work which was progressing with sparqs.

The Chair welcomed this new approach to the SPA with three focussed themes, which would provide richer information on the student experience

#### The Committee NOTED

- the successful Freshers Fayre, the Clubs and Activities Fayre and the Pub Quiz night, which were all part of the early student experience.
- with concern, the current small number of class representatives and REQUESTED that information be provided to future meetings on how many class representatives were actively engaged in the role as it was important to understand the impact of their engagement.

# 7. HIGHLANDS AND ISLANDS STUDENT ASSOCIATION (HISA) REPORT

A joint report by the Student Association Coordinator and the Student President provided an update of HISA Inverness activity at the beginning of the 2018-19 academic year as follows:-

- The paid executive officers, namely President, Vice President Education and Vice President Activities and Welfare
- Class representatives registration and training
- Fresher's Events
- Student Partnership
- Clubs and Societies
- Volunteer Elections

The Committee considered the report and were happy to provide their support in encouraging the registration of class representatives.

The Chair raised the question of who was responsible for health and safety during any club or society activity, which was held off site.

The Committee **REQUESTED** that a report be submitted to the next meeting on where liability sat for these types of activities.

#### 8. STRATEGIES – REVIEW OF PROGRESS

A report by the Depute Principal provided a summary of progress for a number of the strategies, which came under the oversight of Committee.

The Chair welcomed the format of the report and it was agreed that this should be used in the future.

The Committee discussed at some length the progress being made and asked a number of questions.

It was **AGREED** that a report on the stakeholder survey and a report providing an update on the curriculum review (which would help inform how the committee received information on scenario planning) would be submitted to the next meeting in December.

# 9. EDUCATION SCOTLAND – DRAFT EVALUATIVE REPORT AND ENHANCEMENT PLAN (EREP)

The Depute Principal provided a verbal update on progress with the EREP and referred to the key dates for meetings with Education Scotland. The final report had to be submitted by 31 October. It was proposed that a draft report would be available for the Board of Management meeting on 11 October.

There was discussion on the process for Board approval of the final report and it was **AGREED** that this would be determined once the Board was advised of what changes, if any, were required after the pre endorsement meeting on 17<sup>th</sup> October.

# 10. REVIEW OF QUALITY ARRANGEMENTS

A joint report by the Depute Principal and Quality Manager advised that following a review of the college's quality arrangements, a revised approach to self-evaluation was being piloted in 2018-19. The approach was informed by the college's involvement in the national College Improvement Project and the

sparqs action-learning project on student engagement in *How Good is Our College?* (HGIOC). Other Academic Partners were also piloting the approach as part of the regional project to harmonise FE quality arrangements. Workshops as part of the review had been titled 'Evaluation for Improvement', indicating the emphasis on the outcomes of the evaluation process. Some staff development had taken place with further sessions planned.

The Committee welcomed this structured approach which placed emphasis on the key aims and looked forward to receiving a progress report later in the year.

There was a brief discussion on the current vacancies in a number of Programme Development Manager positions. Interim arrangements for the curriculum areas had been put in place until January 2019. Consideration was being given to families of courses and this was being considered as part of the wider curriculum review

#### 11. HIGHER MEDIA ACTION PLAN

A report by the Depute Principal provided an update on the Higher Media action plan agreed by the Board of Management in December 2017. Good progress had been made against all actions with only one still to complete.

The Committee was pleased to **NOTE** the progress being made and **AGREED** that as the last action referred to the PDR process, that further updates be submitted to the Human Resources Committee.

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

# 12. EXTERNAL VERIFICATION SUMMARY 2017/18

A report by the Head of Curriculum provided an overview of the outcomes of external verification (EV) by awarding bodies during the academic year 2017-18.

# 13. COMPLAINTS ANNUAL REPORT 2017/18

The annual report covered the period from 1 July 2017 to 30 June 2018. Although there had been an increase in the number of complaints made and the number of complaints upheld, this was seen as positive as the college could provide feedback and take any appropriate actions.

# 14. NATIONAL STUDENT SURVEY 2017/18

The results of the national student survey 2017/18 had been disseminated to show the position of UHI.

## 15. RED BUTTON REPORT 2017/18

The Red Button was an informal feedback and problem resolution mechanism used across UHI where students were encouraged to submit questions, suggestions, issues of concern and positive feedback.

# 16. DATE OF NEXT MEETING

Tuesday 4 December 2018 at 8.30 a.m.

Signed by the Chair:	
Date:	



# **Board of Management**

MINUTES of the MEETING of the FINANCE AND GENERAL PURPOSES COMMITTEE held in the Board Room, 1 Inverness Campus on Thursday 27 September 2018.

PRESENT: Andy Gray, Helen Miller, Chris O'Neil, Gavin Ross, Tom

**Speirs** 

CHAIR: Gavin Ross

**APOLOGIES:** Brian Henderson, Carron McDiarmid

**ATTENDING:** Director of Finance

Director of Organisational Development Secretary to the Board of Management

#### 1. MINUTES

The Minutes of the Meeting of the Finance and General Purposes Committee held on 7 June 2018 were **ACCEPTED** as a correct record, were **APPROVED** and signed by the Chair.

#### 2. OUTSTANDING ACTIONS

The Committee **AGREED** which actions had been completed and could be removed and those which were still outstanding and would remain on the list.

#### Sign Language costs

The Director of Organisational Development advised that a steering group had been formed by the College with representation from the Highland Council and other public bodies. The College also planned to introduce BSL evening classes for staff and to take forward a number of other initiatives.

#### 3. FINANCE STRATEGY

A report by the Director of Finance introduced the Finance Strategy for the period 2018/19 – 2022/23 which had been prepared taking into account other College strategies, an appreciation of the financial risks to the institution, and an understanding of opportunities and areas for development. The suggested key performance indicators flowed from KPIs commonly used. Some of these were used by SFC when assessing financial performance.

The Committee discussed at length the six strategic objectives and clarification was provided on a number of questions which were raised. With regard to the KPIs it was suggested that benchmarking of KPIs was important rather than having specific targets. It was acknowledged that it would be helpful to provide a commentary with the KPI data so that it was put into context. It was **AGREED** that the Chair of the Board be asked to request the UHI Court to seek benchmarking data from SFC.

The Committee **AGREED** to **RECOMMEND** the finance strategy to the Board of Management for approval subject to Strategic objective 6 being

strengthened to include a roll out of the process and monitoring, as well as the training and cultural approach cited.

# 4. SFC FINANCIAL FORECAST RETURN (FFR) 2018

A report by the Director of Finance referred to the annual requirement for colleges to complete a Financial Forecast Return (FFR) by the SFC. This formed part of the SFC's financial health monitoring framework. The FFR provided financial projections over a six year period, the current academic year (as at June) and the following five years. The 2018 FFR spanned the period to July 2023. In line with SFC guidance, the draft FFR 2018 had to be signed by the Principal and submitted to SFC by 28 September.

The biggest financial challenge facing not just IC UHI but the sector as a whole was the impact of National Pay Bargaining.

It was generally acknowledged that there had to be a complete review of the UHI funding model as any changes to funding for some colleges could have a disproportionate impact on other colleges.

Following discussion on staff costs, it was **AGREED** that the Director of Finance would make provision for staff absence in the 2019 return.

The Committee **AGREED** to **RECOMMEND** the SFC FFR 2018 to the Board of Management for approval subject to a reference to Brexit being included in the "other issues" section.

#### 5. FINANCE TEAM - RESOURCE AND CAPABILITY

A report by the Director of Finance outlined the current resourcing of the finance function and the position regarding the long awaited replacement finance system. The Finance Manager had undertaken a review of resource required to maintain service levels, build resilience and provide stability within the team and a number of positions would be made permanent. This, combined with a process review currently underway should alleviate some of the current pressures. Whilst this should enhance the level of support provided to managers, it was unlikely that this would fully address the need for further appropriately skilled financial expertise to support managers in meeting the challenges faced. A full review was to be carried out by bringing in external resource to identify opportunities and requirements.

The Committee **NOTED** the position.

# 6. FINANCE MONITORING REPORT JULY 2018

A report by the Director of Finance set out the results of the finance monitoring for the 12 months to end July 2018. Although there was a positive variance of £67K, it was against a significant deficit.

The Committee discussed the main areas of overspend, namely staff costs, supplies and services variances and debt. The Director of Finance confirmed that management were actively working with managers and raising awareness of procurement. The debt figure related to an in month increase as a large number of invoices had been sent out towards the end of the year.

There was also discussion on the low occupancy rates of the student residences which were of serious concern. The current criteria regarding occupancy meant that the college had to place apprentices in private rented accommodation rather than in the residences.

The Committee **NOTED** the report and welcomed the assurance by the Director of Finance that she planned to change the reporting format so that the Board could more easily identify the underlying position.

# 7. CAPITAL MONITORING REPORT 2018/19

A report by the Director of Finance provided an update on the capital monitoring report for 2018/19 and advised on the approach to ensure that the funds were fully utilised by March 2019.

The Committee **NOTED** the report.

Tom Speirs and Andy Gray left the meeting during discussion of the following item.

#### 8. STRATEGIES – REVIEW OF PROGRESS

Progress reports had been prepared by the Director of Organisational Development on the estates and ICT strategies and by the Director of Business Development on the marketing and communications and business development strategies.

The Committee **WELCOMED** the progress which was being made across all these strategies.

#### 9. NATIONAL BARGAINING

The Director of Organisational Development gave a very brief update on the national bargaining position. A full report would be submitted to the Board of Management at its meeting on 11<sup>th</sup> October.

# 10. COMMITTEE EVALUATION

A report by the Board Secretary advised that all members had completed the committee self evaluation process. A number of points of clarification had been made and a number of actions identified.

The actions outlined in the report were agreed and the Board Secretary was **ASKED** to draw up an implementation plan for the next meeting.

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

# 11. DEBT WRITE OFF REPORT

A report by the Finance Services Manager provided information on the debts that had been written off by the Principal under delegated authority.

#### 12. UPDATE ON ACCOUNTS & EXTERNAL AUDIT PROCESS 2017/18

A report by Director of Finance provided an update on the final accounts and external audit process and timescale for 2017/18.

		_
Signed by the Chair:	 	
Date:		

13.

**DATE OF NEXT MEETING** 

Thursday 6 December 2018 at 9.00 a.m.



# **Board of Management**

# MINUTES of the MEETING of the HUMAN RESOURCES COMMITTEE held in the Boardroom, 1 Inverness Campus on Friday 28 September 2018

**PRESENT:** Andy Gray, Carron McDiarmid, Innis Montgomery, Steve Walsh,

CHAIR: Steve Walsh,

**APOLOGIES:** Chris O'Neil, John Wilson

**ATTENDING:** Director of Organisational Development

Secretary to the Board of Management

Carron McDiarmid and Steve Walsh declared an interest in item 3 which referred to working with Highland Council.

# 1. MINUTES

The Minutes of the Meeting of the Human Resources Committee held on 30 May 2018 were **AGREED** as a correct record and were **APPROVED** and signed.

#### 2. OUTSTANDING ACTIONS

The Committee considered each of the actions and **AGREED** that a number of actions had been completed so could be removed from the list.

# **Employment Law – National Living Wage accreditation update**

The Director of Organisational Development advised that the Cleaning Contractor, Mears, had agreed to move to paying the national living wage so the College was now in a position to make application to become an accredited living wage employer.

# 3. EQUALITY OUTCOMES ANNUAL REPORT

The Equality Act 2010 replaced previous anti-discrimination law, consolidating it into a single act. It contained a public sector equality duty (PSED) which consisted of a general duty supported by specific duties.

A report by the Director of Organisational Development set out the progress made in 2016/17 and developments in 2017/18 in anticipation of formal reporting by April 2019. The College had published its mainstreaming report in April 2017 and a review of progress was due for publication by April 2019.

The Committee discussed the report in detail and made the following observations:-

- It was pleasing to note that the report showed there was a strong emphasis on partnership working
- Clarity was required on which students fell under the category "Price Group 5"
- Improved attainment rates had been achieved by students from SIMD and care experienced learner groups but enrolment numbers had decreased in 2016-17 from the previous year

 It was acknowledged that it was difficult to show real improvement in some areas because of the demographics and ethnicity of students across the highlands.

The Committee suggested that the College should request the Head of Education Services at Highland Council to encourage greater engagement by all secondary schools and that Inverness High School should be acknowledged as an example of best practice.

The Committee, subject to the amendments referred to above, **AGREED** to recommend the equality outcomes annual report to the Board of Management for approval.

# 4. ORGANISATION AND PROFESSIONAL DEVELOPMENT STRATEGY - REVIEW OF PROGRESS

A report by the Director of Organisational Development provided a review of the progress made in the organisation and professional development strategy. Some of the key issues to note were that

- Good progress had been made with phase 3 of the LEAD management development programme and LEAD 4 had been launched
- The UHI Human Resource Practitioner group appeared to have lost some focus and as a result, progress with shared services had been disappointing.
- Work was progressing well to embed the College values and commitments into working practices.
- LEAD 4 sessions had introduced managers to coaching and mentoring techniques
- Effort and achievement of staff was recognised across a number of social media platforms
- There was a further increase in the range and number of opportunities provided to staff to engage in CPD.

The Committee **NOTED** the positive report.

# 5. HUMAN RESOURCES PERFORMANCE INDICATORS – QUARTER 4 2017/18

A report by the Trainee Human Resources Manager provided qualitative analysis of key HR measures during quarter 4, 2017-18 as follows:-

- Turnover
- Absence
- Headcount and FTE
- Leavers
- Starters
- Transfers, secondments and flexible working arrangements.

The Committee **NOTED** that stress and anxiety and mental health accounted for 25% of sickness absence in Q4 but was pleased to note that the HR Manager and Access and Progression Manager were working together as part of the College's healthy University steering group which was aimed at tackling mental health and improving wellbeing for both students and staff going forward.

# 6. STRATEGIC DIALOGUE

The Director of Organisational Development provided a brief update of the UHI Assembly which had been held on 26<sup>th</sup> September. The Chair of the UHI Court would be sending out further information in the next few days on the next steps to be taken.

#### 7. NATIONAL BARGAINING

A report by the Director of Organisational Development referred to a number of communications from Scotland's Colleges, the key points being

- 1. The SFC's position regarding disproportionate impact, affordability and funding of annual pay awards.
- 2. The management side position for lecturers and support staff and pay deal offered.
- 3. Rising chance of further dispute from lecturers
- 4. Impact on the cost of staffing and in particular events and other opportunities for diversification of income.
- 5. The overall impact on the UHI region.

The Committee discussed the main issues and **NOTED** that a comprehensive report would be submitted to the next meeting of the Board of Management on 11 October.

# 8. IIP GOLD ANNUAL REVIEW

A report by the Director of Organisational Development updated the Committee on the IIP Gold staff survey which was a focus of the IIP annual review in the current academic year. The survey would be launched on 29 October and the analysis would be undertaken by the IIP assessor. The analysis would show the results by different groups/departments, full time, part time staff etc.

The Committee considered the list of base questions and discussed whether long service would be something which would be covered under the indicator on recognising and rewarding high performance.

The Committee looked forward to discussing the outcomes of the survey at a future meeting.

#### 9. HEALTHY UNIVERSITY STRATEGY

A report by the Trainee Human Resources Manager advised that the College recognised that wellbeing was one of the most successful contributors to the success of individuals, communities and societies. The College was committed to ensuring that it became both a healthy university and a safe campus. By working towards these aims, a number of benefits would result, including, for example, enhanced learning experience, improved health outcomes, increased staff and student satisfaction and engagement and a positive impact on recruitment and retention.

The Committee **NOTED** the positive report.

# 10. EXTERNAL SUPPORT ANNUAL REPORT

A report by the Trainee Human Resources Manager outlined the current position regarding the three external support contracts in place with the College.

There was a potential opportunity to join in with a collaborative tender exercise with Highland Council and other key partners for the provision of occupational health services when the current contract with Iqarus expired in March 2019.

The level of use of the current employment assistance programme with AXA was very low and required much more promotional activity.

The Legal Services contract was currently out to tender. Harper MacLeod was not part of the APUC framework agreement so they would not be able to tender for the contract. The appointment of the college legal services contactor was anticipated in November.

The Committee **NOTED** the position.

The following item on the agenda was for noting only so no discussion took place at the meeting

#### 11. MINUTES

- a. Joint Consultative Committee 26 June 2018
- b. Joint Consultative Committee –4 September 2018

#### 12. DATE OF NEXT MEETING

Thursday 29 November 2018 at 8.30 a.m.

Signed by the Chair:	
Date:	

# University of the Highlands and Islands

Committee	University Court
Subject	Quarterly Status Reports –2017/8
Action requested	<ul><li>☑ For information only</li><li>☐ For discussion</li><li>☐ For recommendation</li><li>☐ For approval</li></ul>
Brief summary of the paper	Update reports on activities from AP Principals and SMT on their respective institutions and portfolios covering the period 1 June – 31 August 2018.
Resource implications	No
[if yes, please provide detail]	Click here to enter text.
Risk implications	No
[if yes, please provide detail]	Click here to enter text.
Date paper prepared	12/09/2018
Date of committee meeting	19/09/2018
Author	University SMT & Partner Principals (compiled by N Oakley)
Link with strategy Please highlight how the paper links to, or assists with:	
<ul> <li>compliance</li> <li>partnership services</li> <li>risk management</li> <li>strategic plan</li> <li>other activity [e.g. new opportunity] – please provide further information.</li> </ul>	Information sharing and communication
Equality and diversity	No
Status	Non-confidential
Consultation	No
How has consultation with partners been carried out? [summary of response should be included in the paper]	

Freedom of Information	Yes
Can this paper be included in	
'open' business?*	

\* If a paper should not be included within 'open' business, please highlight below the reason.

Its disclosure would substantially prejudice a programme of research	Its disclosure would substantially prejudice the effective conduct of public affairs	
Its disclosure would substantially prejudice the commercial interests of any person or organisation	Its disclosure would constitute a breach of confidence actionable in court	
Its disclosure would constitute a breach of the Data Protection Act	Other [please give further details]	

For how long must the paper be withheld? Click here to enter text.

[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

# **Deputy Principal**

Prepared by Professor Crichton Lang, Deputy Principal and Acting Head of School of Health, Social Care and Life Sciences

#### Notable accomplishments

# School of Health, Social Care and Life Sciences

- The graduate entry midwifery programme tendered with Scottish Government has now passed internal accreditation. NMC approval is scheduled for September 2018 with the programme due to run from January 2019. We have already had more than 200 enquiries from prospective applicants, and dialogue with boards beyond NHS Highland and NHS Western Isles.
- Nursing will recruit between 140 and 150 entrants this year. This has involved considerable effort on the part of the staff to pursue the increased SG targets. We are now looking at contextualized admissions strategies for nursing (which aligns with Chief Nursing Officer interests).
- A new PG Cert in Quality Improvement (targeted at Health and Allied Health professionals) has been launched, co-delivered by Lews Castle College UHI, the Department of Nursing and NHS Highland. The programme is capped at 20 places per year and these have been filled within 3 weeks of opening admissions.
- Plans for the co-located UHI, HIE and NHS Highland facilities supporting this are continuing to progress.
   This now involves strategic use of both City Deal and ERDF funding. The building will not be complete for occupancy until around 2020-2021.
- Recruitment to ESIF, HIE funded and City Deal research/R+D posts and studentships are now effectively complete. This includes 5 allied-health postgraduate research students and 3 clinical joint appointments with NHS Highland.

#### Significant events/ awards

- The National Student Survey 2018 results were published in August. The University's 'overall satisfaction' rating has risen from 79% in 2017 to 85%, placing us 5th in the Scottish League table. This score is 2% above our benchmark and 2% above both the Scottish and UK average. In fact scores for question scales in all areas of the survey are higher than in 2017, and we are performing above the Scottish sector in the majority of areas. Overall satisfaction scores have improved at 8 of the 9 UHI academic partners for which disaggregated data is available. This is a tremendous outcome and indicative of much work by staff across the partnership and HISA over the past 3 years. However there are still some 'cold spots' and work is already underway on the strategic management of NSS 2019 building on the strategies developed over recent years.
- A launch event for HI3 (Highlands and Islands Improvement Institute) a joint venture between NHS
  Highland and the University took place on 23rd August in the Centre for Health. This initiative will seek to
  align and further grow curriculum, applied research and commercialisation of Quality Improvement
  Science (especially in Health and Social Care areas) as part of the Universities USP.
- A SCOTGEM roadshow took place in Inverness on 11th June, primarily to look at ways in which NHS staff
  could support delivery of the placement phase of the programme. This was also an opportunity to discuss
  how UHI could be more closely involved and we are now seeking to be more actively involved in looking at
  accommodation, library provision, regional admissions, and the overall evaluation of the project.
- As the University's portfolio expands we have decided to put in place an Animal Welfare and Environmental Committee (sitting under the Research Ethics Committee) to give expert consideration to ethical and/or legislative considerations for work involving animals and/or with potential environmental impact. With Dr Sue Engstrand, I have over the past few months drafted proposals for membership and remit for the AWEC which the Research Ethics Committee have now approved. The group, comprising colleagues with relevant expertise from around the partnership and external members from both SRUC and SNH will meet for the first time in September 2018.

# Chief Operating Officer and Secretary

#### Prepared by Fiona M Larg

#### Notable accomplishments

- Appointment of new Equality and Diversity Adviser Stuart Hall
- Successful procurement of new virtual learning environment (VLE)
- Successful procurement of the next generation Wi-Fi system, together with core server
  infrastructure. This is currently being tested and scheduling will be undertaken with each academic
  partner to install the new Wi-Fi access points and migration over to the new system over the next
  year.
- Successful procurement of video conferencing infrastructure
- Commencement of activities to support HESA data futures student return, a new national initiative changing the student information provided to HESA.

#### Significant events/ awards

Honorary Award – first university Doctorate awarded to Eileen Mackay

#### Collaboration with other academic partners

- Appointment of new Perth College Chair, Brian Crichton, wef 20/08/2018
- Recruitment/search for new LCC Chair following resignation of Clive Rowlands
- Follow-up business continuity meeting held with partners to highlight lessons learnt and agreement to create a partnership wide plan
- Academic partners and executive office preparation for submission for Cyber Essentials
   accreditation which is an essential part of the Scottish Government's cyber resilience action plan.
- Continuing work with Argyll College to secure their assignation to the university

#### Issues or concerns

- Student Residences Applications are currently being sought for AY2018/19. The Finance and General Purposes Committee are monitoring applications on a weekly basis. Applications are expected to peak at the end of August and whilst it appears that there will be an improvement in terms of occupancy on last year, a large number of rooms will remain vacant. There is a continuing need to implement proactive actions to limit our exposure to under occupancy and to make best use of any available rooms to enhance student experiences and create additional income.
- Finance Systems Convergence Project continues to be difficult in terms of resource from suppliers

# Vice-Principal Enterprise

# Prepared by Jeff Howarth

# Notable accomplishments

- Well received application to Scottish Government for a £4m extension to the Inverness and Highland City Deal project. Diligence still underway.
- Request for policy support by Scottish Government on the regional funding aspects of Brexit for Scotland.
- REF audit suggests a significant increase in both quality and volume for UHI's heath research

# Collaboration with other academic partners

• Continued support for growth bids, notably the cultural quarter project in the Moray Growth Bid.

#### Issues or concerns

• Need to develop a coherent approach to the various growth bids involving UHI partners.

# Vice-Principal Further Education and Work-based Learning

Prepared by Diane Rawlinson

#### Notable accomplishments

- Agreed with the Chair of the Quality Forum the regional application of the Education Scotland Evaluative Report and Enhancement Planning protocol and developed a regional template and context statement for this purpose.
- Negotiated with the Scottish Funding Council the reinstatement of student activity credits and associated funding following the unexpected cut to regional targets for 2018/19 of 552 credits -£184,269.
- Worked in collaboration with the Principal of Lews Castle College to develop a report to support the future sustainability of the College in the context of demographic decline.

#### Significant events/ awards

- Visited Shetland Islands Council with the Chief Operating Officer to discuss student accommodation on Shetland. Accompanied the Chair of Court and participated in discussions with members of the Board of Management, senior management team and staff of Argyll College and North Highland College on strategic issues facing the partnership. Attended graduation events at Scottish Association for Marine Science and Moray College.
- The Work-Based Learning Hub successfully bid for a Graduate Apprenticeship contract to pilot the development and delivery of a Children and Young People Graduate Apprenticeship.

#### Collaboration with other academic partners

- Secured partnership-wide agreement to develop a standard Professional Review and Development Scheme to be externally validated by the General Teaching Council in advance of the anticipated requirement for professional registration of college lecturers with GTC (to be announced April 2019).
- Developed a final draft regional attainment strategy bringing together the work of three regional strategy groups considering overall attainment in further education and attainment of disadvantaged groups such as students from SIMD post-code zones and care experienced young people.
- Achieved in-year growth through operation of the regional Modern Apprenticeship contract.

#### Vice-Principal Research

Prepared by Professor Neil Simco, Vice- Principal (Research and Impact)

#### Notable accomplishments

- The 'Strength in Places Fund' is a significant funding opportunity from UK Research and Innovation (UKRI) for the sector. It marks a step change in funding arrangements for research and innovation, and in particular a move towards large consortiums with multiple partners, including industrial entities. With significant support from HIE, the University is the lead partner in an Expression of Interest for a bid under this fund, focusing on various elements of marine science and involving ourselves, Heriot-Watt and Stirling. We shall learn in October as to whether this EOI has been successful. At this stage, the approximate value of the project is about £34M.
- The University is part of the Scottish Graduate School for Arts and Humanities and within the context
  of a successful application for new funding, UHI is for the first time part of the Doctoral Training
  Partnership for SGSAH. This is an accolade which will bring significant new opportunities for research
  in these disciplines.

#### Significant events/ awards

- The first student to receive a research degree under the University's research degree awarding powers as completed successfully their studies and the degree will be awarded at the SAMS graduation in September 2018. The degree is an MSc by research. It is anticipated that the first PhDs to be awarded under the University's research degree awarding powers will be awarded in 2018/19.
- The University has been awarded an additional £260K in connection with the University Innovation
  Fund (UIF). This funding will be used to strengthen the University's response to the Industrial
  Strategy Challenge Fund, a key component of the rapidly national landscape in research and
  innovation.
- All projects for 2018/19 Global Challenges Research Funding have now been developed and have been signed off for progression. At UK level there is encouragement for the sector to adopt more stringent protocols around due diligence of overseas partners and the University is progressing this.

#### Collaboration with other academic partners

- An important part of the University's positioning is the development of an effective, strategic
  relationship with the new UK wide body for research and innovation, UKRI. Accordingly in July a joint
  letter was sent to Sir Mark Walport, Chief Executive of UKRI from the Vice-Chancellor and Chief
  Executive of Highlands and Islands Enterprise, offering to invite senior staff from UKRI to the
  Highlands and Islands in order to showcase some of the excellence which is here. We await a
  response to this letter.
- The University is continuing to explore a strategic research relationship with SRUC focused on the natural capital in the blue and green economy. A sandpit event has been planned for late September involving academics from both institutions. This event will identify specific workstreams and also consider whether these are potentially in scope for a 'Strength in Places Fund' bid.

#### Issues or concerns

- The detailed draft national guidelines for REF 2021 (a UK wide assessment of research output) have now been published for consultation. These guidelines are generally helpful and will be used to inform REF preparation workstreams for the year ahead. A particularly important element is the requirement for the development of a Code of Practice relating to how the institution will make decisions about what is submitted for the REF. This Code of Practice will be developed in the autumn of 2018 for institutional consideration prior to being submitted nationally.
- All Universities are being encouraged to deepen their engagement with the Research Integrity
  Concordat. UHI is already broadly compliant, but an audit conducted over the summer reveals a
  number of areas where further enhancement is required. This will be progressed in 2018/19 as a
  strategic priority.

#### Vice-Principal International and External Engagement

Prepared by Stuart Gibb

#### Notable accomplishments

- Funding application submitted to British Council to support partnership delivery in Vietnam (Orkney College, Inverness College)
- Funding secured through Erasmus to support staff & student exchange with Novi Sad University,
   Serbia (North Highland College)
- Paper on 'Criteria for prioritisation of UHI programmes for international marketing' to advance aspirations around 'International curriculum' submitted to, and addressed by, PPF
- Service level contracts awarded and started to redevelop international website (Inverness College) and support internal administrative processes and enhancement (Perth College)

#### Significant events/ awards

- Invited by Foreign and Commonwealth Office / British Embassy to attend (with Linda Stewart) a joint UK-Finland- Russia workshop on education and to give a presentation on UHI (including regional model)
- Engagement visit from Scottish Government (Executive Office): Higher education, research, Brexit ('deal or no deal' consideration
- International admissions: Electronic application form and streamlined application process complete
   Practitioner training to be completed and live from September / October

#### Collaboration with other academic partners

In addition to work with Orkney College, Inverness College and North Highland College noted above (British Council funding application and Erasmus funding secured), examples include:

- Perth College + full UHI partnership Development of pilot micro-campus concept with Hunan Institute of Engineering, China
- SAMS, LCC, Perth College (Centre for Mountain Studies) + full UHI partnership—preparation of material to promote UHI within the University of Arctic and at joint UK-Finland- Russia workshop
- Centre for Health visit from AGH Krakow to explore Erasmus, joint research etc.

#### Issues or concerns

- Aspirations and expectations around international student recruitment needs to be balanced with, and in proportion to, the level of investment and resources available
- Ability of partnership to work coherently and collegially in a consistent manner

#### Vice-Principal Tertiary

Prepared by Lydia Rohmer

#### Notable accomplishments

# **Tertiary Curriculum Mapping - Online Tool**

Working with the regional Tertiary Curriculum Mapping Group, a project proposal and technical proposal for the development of an online tertiary curriculum mapping tool has been completed The strategic business case has been approved by UHI SMT and Partnership Council. A tender process was agreed and advertised on PCS in early July 2018. Unfortunately, there were no responses to the tender, and a single provider process is currently being worked on to progress the project with a contractor UHI have previously engaged with for similar work. This project represents UHI's strategic response to the Scottish Government's key policy priorities on wider access and Learner Journey Review.

# **Branding and Positioning Project**

Following extensive consultation with SMT and Partnership Council in 2017-18, a project steering group was convened in May 2018 to commence the project.

The project will address the following challenges identified within the current brand strategy and usage: In region

- Recruitment especially in Schools
- Tertiary/integrated positioning is difficult to communicate with external audiences
- Variation in brand/messaging across the partnership
- Danger that we become all things to all people
- NSS/league table rankings

#### Out of region

- Key challenge of brand awareness with no reputation from league tables
- Complexity of multi-location campus, with some places not known for a university experience
- Duplication and confusion occurring when same courses being marketed by UHI as well as AP to same audiences but in different ways

# Key stages of the project include:

- Establishing the project and co-design team Status: Completed
- Creating the conversation campaign and creative concepts Status: Completed
- Initiating the conversation: launch the campaign internally and externally, using on- and off-line avenues for engagement, and capturing, monitoring and sharing feedback.

(Status: this Phase has been launched across all partners and across multiple online and offline engagement platforms and mechanisms. Internal engagement almost complete, with final focus on September/early October graduations)

• Deepening the conversation with one-to-one consultations with relevant people internally and externally using feedback from the launch phase. (Status: complete)

Status: Internal interviews and workshops with staff and students in progress

- 'Top down' approach to identify key market challenges, and using available data to refresh market segmentation (Status: in progress)
- Planning the future and expected outputs:
  - o Creation of brand strategy plan including positioning, messaging, implications for brand architecture, visual/verbal identity and external communication planning.
  - o Framework for an integrated marketing communications plan.
  - o Infrastructure recommendations to implement the integrated marketing plan.
  - o KPI setting and tools to measure progress.

Status: The project outputs are planned to be completed by November 2018

The project interfaces with other work streams, including the staff working group and HISA.

# Upcoming activities

Convention of a strategic task/finish group on school liaison and engagement; this group will
review current engagement and curriculum provision for the 80+ secondary schools UHI and
partners engage with, and make recommendations on strategic engagement going forward to
Partnership Council prior to Winter recess 2018

# Vice-Principal Strategic Harmonisation and Organisational Efficiencies Prepared by Iain Macmillan

# Collaboration with other academic partners

Partnership Council on 27 June 2018 agreed to progress with the proposals for Finance and HR services to examine the opportunities and challenges associated with "integrated" and/or single service models. It is anticipated that this step-change transformation programme would take 3-5 years to complete but the principal objective is to have an initial single service model in operation across multiple partners by 1st Aug 2019. While this was positive, the same meeting also rejected a proposal for resolving the VAT issue and a proposal for introducing shared services for Quality and Registry: the key contentious issue related to the need to transfer staff in the proposals presented.

#### Issues or concerns

The lack of direction in relation to future overall operating models appears to have reduced the enthusiasm for considering alternative service models. While it is hoped that some direction will result from the new initiative to be instigated in September, the current lack of clarity is not helpful. There is a general unwillingness to consider proposals which involve the transfer of staff without a clear overall strategy, and this will be a significant constraint in considering new shared/single service models.

Argyll College UHI
Prepared by Maureen McKenna

### Notable accomplishments

- We are delighted to have recruited Martin Jones as our New Principal and Chief Executive Officer.
   Martin, who is currently a senior law lecturer at Caledonian University, will take up post on November 5th 2018.
- Our KPIs for 2017/18 are now complete and show and significant increase in Success Rate of 4.6% compared to last year. They also show decreases in withdrawal rates.

### Significant events/ awards

- Our staff and students have organized and participated in a number of creative events which have been
  open to the public over the summer including end of term Art Exhibition in Lochgilphead, end of term
  Photography exhibition in Helensburgh, and a series of creative workshops as part of the Artmap Argyll
  Festival
- Our Creative Writing students have published a book of short stories called 'Sea Passages.' The theme of the book is ferry stories and there are 11 short stories and one poem. Cal Mac have been very interested and have offered to promote the book in all their bigger vessels. Most of these students have never been published before. The book is non-profit and all surplus funds will go to the RNLI. The book was launched in Oban on July 17th.
- AC Arran Centre hosted a number of meetings with Scottish Government Cabinet Ministers (Michael Matheson, Transport Secretary and Derek MacKay, Finance Secretary and community representatives during a recent Cabinet visit to the island. AC staff attended the open Q&A with the entire cabinet and met with Deputy First Minister and Cabinet Secretary for Education and Skills, John Swinney, afterwards.

# Collaboration with other academic partners

- We continue to work with SAMS and EO and other local partners on the Oban, a university town project. University Town graduation banners have been procured and will grace the town centre during the months of August and September.
- Our Marketing Team met with colleagues in West Highland College to explore possible areas of joint working and collaboration. A number of projects have been identified to take forward.

#### Issues or concerns

• With the start of term our main concern is insufficient space in many centres, especially Dunoon. We are finding that often students on different courses are having to occupy the same classroom and access VC sessions using Cisco Spark rather than through VC which is obviously giving a lesser student experience.

Highland Theological College UHI Prepared by Hector Morrison, Principal

### Notable accomplishments

- Dr Jamie Grant, VP (Academic) at HTC, had a biblical commentary (jointly authored with Dr W. Dennis Tucker Jr) on the Book of Psalms Volume 2 (Psalms 73-150) published in the internationally renowned NIVAC Series. Jamie authored the commentary on Psalms 73-106.
- At the Induction Day in Dingwall today (10th Sept) the 2017-18 HISA Award for Student Support was
  made to Mr Martin Cameron, the HTC librarian. In introducing the award, Dr Iain Morrison, the UHI
  Dean of Students, indicated that Martin is the first person in the history of UHI to have received this
  award twice.

### Significant events/ awards

- The Highland Theological College UHI Graduation Ceremony took place on Thursday 5th July, when we had the privilege of the presence of the University Chancellor, Her Royal Highness The Princess Royal. The Chancellor addressed those present and also handed over the awards to the graduates, each of whom was greatly impressed by the Princess Royal's very personal, pertinent comments in the brief conversations that took place while the award scrolls were being handed over. Our thanks also to all the staff at UHI who helped to make the day such a great success.
- Amongst this year's award winners were 6 PhD graduates (from the USA, South Korea and England) a
  remarkable success for one of the smallest Academic Partners of UHI and all of them fee-paying as
  UHI PhD scholarships are not available to Theology students.
- Following on the refurbishment of the HTC-Paisley premises a successful Induction Day was held on 4th September in the building for Paisley-based students and also for distance students from the Central Belt and Borders. Around 40 people were present in total.

Inverness College UHI No report provided.

# Lews Castle College UHI Prepared by Iain Macmillan

# Notable accomplishments

- Kate Mawby, Dr Rachel Erskine and Dr Eilidh MacPhail were Highly Commended award at the recent Student Support Initiative Awards for their work on the Mental Health Toolkit.
- Eddie Graham was the winner of the Most Engaging Video Conference Tutor award in the HISA Awards 2018. Three other members of LCC staff also received an award of highly commended.
- Crisdean Saunders was named as LCC's Further Education Student of the Year and was also named as the Further Education Student of the Year across the whole of the UHI.

## Significant events/ awards

- Our annual FE Course Completion Celebration took place on Thursday 14 June where staff, friends and families joined students to receive their awards and certificates. Nominated by lecturers, support staff and students across all college departments, the awards celebrated achievement, success and endeavour across the curriculum.
- Students from Glasgow Kelvin and Newbattle Abbey colleges were at LCC for a week in June, on a weeklong course to improve their Gaelic skills. Throughout the week, they had language classes in the morning, followed by an excursion each afternoon. On Friday, the group participated in a jewellery workshop run by Christina Mackenzie.
- A technology week took place in August to mark the official opening of our Innovation Centre. A range
  of events took place throughout the week including STEM activity for children and various taster
  sessions. Presentations from experts in Aerofoil and aircraft engineering were given on innovation in
  their specialist fields.
- Our annual HE Graduation and Prizegiving Ceremony took place in August which saw graduates being
  piped down Francis Street to be seated in Martins Memorial Church. The guest speaker on the day was
  Don MacKay, Operations Director for EDF. UHI Principal and Vice Chancellor Professor Clive Mulholland
  formally opened the graduation and discussed the advancements that had been made by the university
  over the past year.
- This year's winner of the Natural Retreats Jewellery Award was Claire Redman, a student on the Lews Castle College UHI NC in Jewellery course. This is the second year of the award and Claire's exceptional piece is now on sale in the gift shop at Lews Castle.

# Moray College UHI

## Notable accomplishments

- After the significant disruption experienced by the college in 2016/17, which included its appearance at Holyrood before the Public Audit and Post-legislative Scrutiny Committee, and a Voluntary Severance Scheme as part of its Financial Recovery Plan (FRP), the college has finished 2017/18 in a much more positive position. Its financial position has remained within the targets set by the FRP; the college achieved its FE Credit target despite a very weak enrolment in summer 2017; student attainment on FE programmes has increased significantly; and student satisfaction through the SFC's national survey has increased by 3%.
- Ex-Hospitality student Lorna McNee who was crowned Scottish Chef of the Year 2017 has now won the Scottish regional heat of the BBC's Great British Menu competition. During the summer of 2018, Moray College UHI ran its first ever weekly sports camps for children aged between 5 and 12. The camp was a great success, hosting approximately 80 children over the 3 weeks and feedback gathered from children, parents and guardians was extremely positive.

# Significant events/ awards

- The college Principal represented the college and UHI in discussions with Scottish and UK policy advisors in Edinburgh in June regarding the Outline Business Cases of projects submitted to both governments as part of the Moray Growth Deal. The Moray STEM Showcase was hosted by the college on 7 June an event aimed at practitioners from Early Years, Schools and Higher Education to provide opportunities to meet with STEM partners and local STEM Businesses as well as highlighting some of the good practice in STEM from across the Authority including the Primary Engineers programme, and 'Bloodhound' [with Rolls Royce]. The evaluation of event identified it as very inspiring and providing many ideas for future development.
- The college's HATA Awards ceremony was held in June and highlighted student success and achievement. The college's student of the year on this new UHI BSc (hons) degree, Teresa Elliott, has now been short-listed twice as a finalist for Student of the Year with both College Development Network, and with the Federation of Holistic Therapists.
- The college has also been shortlisted in the CDN College 2018 awards in the category 'Health Promoting College Award'.
- The college hosted two CareerReady interns for four weeks over the summer. The interns from local schools worked with the Marketing and Events team, the Finance team, and the Site Assistants. They said it was a great learning experience, and also great fun!

### Collaboration with other academic partners

- The Project Board for UHI's proposed 'Enterprise Academy', jointly chaired by Principals from Moray and Inverness, met twice across the summer to progress plans for the Academy and linkages into the proposed Moray Growth Deal.
- The UHI Dean for SHE and Moray College Principal met with representatives of Boeing, RAF
  Lossiemouth, HIE and Moray Council to continue to explore support that the wider UHI Partnership
  can offer to the company's massive investment in Moray, including linkages to the Moray Growth
  Deal, and other aerospace opportunities and expertise across the Partnership.
- Following successful UHI validation of the new degree, colleagues in Moray and Inverness supported the first 2-day visit of the GOC accreditation process required prior to launch of the new programme.
- Development has continued across the Beauty Therapy teams in the partnership to introduce the new HNC in Beauty Therapy for this 2018/19 session

#### Issues or concerns

As with all colleges in Scotland, Moray continues with the challenges of introducing new nationally agreed teaching roles and role descriptors. Moray was able to agree harmonisation of staff into promoted lecturer roles without having to utilise national arbitration mechanisms. Implementation of national agreements on teaching hours and roles can be problematic, however, particularly due to the differences in length between the number of teaching weeks in FE, HN, and Degree provision.

North Highland College UHI

No report provided due to commencement activities at the start of the new session.

Orkney College UHI

No report provided.

# Perth College UHI

Prepared by Martin Price & Eleanor Brown

### Notable accomplishments

- RSA New Contemporaries: Mat Dugard Graduate from the first graduating cohort of Contemporary Art & Contextualized Practice was selected to exhibit.
- Zack Moir and Sean McLaughlin presented papers at APME (association for popular music edication) in Nashville in June
- The Music and Audio department combined forces to purchase the Grand Piano from the Caird Hall Dundee

# Significant events/ awards

- UNESCO Chair in Sustainable Mountain Development renewed (for the second time) until February 2021.
- Jayne Glass commissioned by the Scottish Land Commission to undertake a review on 'Concentration of land ownership in Scotland: reviewing evidence and contextualising data'
- Martin Price represented the UK at the 30th session of the International Coordination Council of UNESCO's Man and the Biosphere Programme in Palembang, Indonesia
- Perth College UHI Creative Industries Department, commissioned to produce a legacy Art Piece for public engagement at BBC Biggest Weekend Festival which took place in May at Scone Palace, Perth.
- Yunior Perdomo took part in Cross-current (Artists Exchange program) in July
- Yunior Perdomo has been invited to take part in the fourth edition of the Kochi-Muziris Biennale, India in December 2018.

### Collaboration with other academic partners

- Inverness College UHI: 'Loch Arkaig Baseline Socio-economic Study' funded by Woodland Trust.
- Joint supervision of PhD students at Inverness College UHI (2) and SAMS UHI (1).
- Centre for Recreation and Tourism Research (West Highland College UHI): NPA SHAPE project.
- Collaborative timetabling of music and audio, continued to consult with North Highland College
- Cross Networking development day led by Perth Staff member, the cognate group senior EV in October

### Issues or concerns

• Changes to the SQA EV visit protocols could highlight issues with non-networked HN programmes.

Sabhal Mor Ostaig UHI No report provided.

### Scottish Association for Marine Science UHI

Prepared by Anuschka Miller

# Notable accomplishments

- Major grant income (£950k) was secured from the BBSRC NERC joint call in aquaculture
- Completion of three Arctic expeditions in 6 months as part of the NERC Arctic PRIZE project
- In the National Student Survey our honours year students awarded us with an astonishing 100% overall satisfaction for the second consecutive year.
- A sizeable charitable donation by Ballie-Gifford will enable SAMS to acquire a new instrument to classify microplastics
- We retain ISO standard 17025 certification for delivery of toxic phytoplankton monitoring

# Significant events/ awards

- Successful re-approval of the Erasmus Mundus Joint Master degree programme in Aquaculture, Environment and Society until 2023: this includes 68 Erasmus Mundus scholarships from the EU (c 3M Euros). The 2-year programme kicks off in semester 1 at SAMS and is run in conjunction with the Universities of Crete (semester 2), Nantes (semester 3) and now Radboud (NL).
- SAMS contributes 4 of the 32 UK contributors to the UN Global Reporting & Assessment of the Marine Environment Panel of Experts

### Collaboration with other academic partners

- SAMS Research Services Ltd has attracted a sizeable commercial project for a renewable energy customer that involves partner expertise from NAFC and ERI.
- Bryden Centre update: currently hosting one and from October an additional four PhD students researching renewable energy projects.
- Paul Tett and Ben Wilson provide experienced co-supervision to PhD students at NAFC & ERI
- Adam Hughes has contributed substantial content to UHI's expression of interest to the Strength in Places bid led by EO (Neil Simco)

#### Issues or concerns

While we have recruited a dynamic group of new trustees, we have not yet been able to appoint a
new chairperson for SAMS' governing council. The current chair, Professor Geoffrey Boulton, comes
to the end of his final term at the SAMS AGM in December. To mitigate this concern, SAMS
Governing Council recently agreed to appoint specialist recruitment consultants to assist with the
search.

Shetland College UHI/ NAFC Marine Centre UHI No report provided.

# West Highland College UHI

Prepared by Lydia Rohmer

### Notable accomplishments

- 22 out of 25 eligible students (88%) took part in the NSS 2018 survey at WHC. 91% were 'overall satisfied with the quality of their course'; this is the second highest satisfaction rate within UHI (after SAMS) and 8% above the UHI overall result. This is a 21% increase in satisfaction compared to NSS 2017 for WHC.
- The NSS survey results are complemented by recent SFC Student Satisfaction and Engagement Survey results 2018 for WHC (FE and HE all students combined) at 97%.
- Centre for Science and Technology Development in Fort William The college submitted via UHI
  Court an outline business case to SFC in October, to be included in SFC's input to the Scottish
  Government's Comprehensive Spending Review/Budget Considerations for 2018/19.
- The college has secured financial support from HIE, UHI and SFC to move the project to Full Business Case (March 2018), to be completed by September 2018. The full business case in on track for completion as scheduled. Subject to capital funding available, the project is on course to be realised for Winter 2019/20.
- The college leads through the Principal on strategic liaison with Liberty and other key local
  employers on design and curriculum for the Centre, as well as the regional collaboration
  framework between UHI partners delivering through the local centre. Political support is key to
  secure investment for this building.
- The college collaborates with NHS Highland on the strategic planning of the newbuilt Belfort Hospital, which will be located adjacent to the new Centre for Science and Technology.
- The college continues to work with colleagues and partners from across UHI, and in liaison with HIE and SDS, to ensure the best possible support for skills, qualifications and workforce support for Liberty Aluminium. A series of multi-partner meetings continue to be held with key agency support, and an agreed action plan for a regional a regional UHI offering for Liberty is being implemented. This action plan forms the basis of creating a strategic collaborative agreement with Liberty as a key UHI account. The college is collaborating with UHI on developing an Engineering Advanced Manufacturing portfolio to support this and other key engineering related industry partners in the region.
- The college is a key partner for the forthcoming Fort William 2040 Masterplan Community Engagement Launch, being part of 20 strategic investment projects introduced as part of the 20 year development for Lochaber and the West Highlands.
- Centre for Recreation and Tourism Research submitted a strategic funding application to UHI in October 2017 to support creation of a Chair in Tourism based at West Highland College UHI.
- The college applied to UHI for strategic investment to enhance local capacity for Engineering and Computing, to support curriculum development and staffing capacity in response to local employer demand and in transition to the expanded curriculum available through the new Centre for Science and Technology in 2019/20. An in principle agreement has been received in February 2018.
- A new Access to Nursing qualification has been introduced to meet increased local demand in the context of UHI School of Health and Lifesciences developments.
- Building on the success of creative industries courses and due to local demand, a new HNC Photography and a new HNC Textiles have been introduced
- The Centre's 'Slow Adventure' cooperative was showcased in a recent BBC Countryfile programme, interviewing the Centre's Project Manager Sara Mair Bellshaw. The programme was dealing with the issue of 'over tourism' on Skye and elsewhere, with 'slow adventure' discussed as a potential solution for sustainable tourism development for fragile communities and areas.
- Dr Steve Taylor, Head of CRTR, contributed an article to UHI's blog on https://thinkuhiblog.wordpress.com/slow-adventure-helping-to-alleviate-the-pressures-of-tourism/

# Significant events/ awards

The college's employability student Garry Whyte has been shortlisted in the Scottish Training Federation Awards for Employability Fund Achiever of the year. The winner will be announced on the on the afternoon of the 25th September as part of the STF Conference at Crieff Hydro.

# University of the Highlands and Islands

Committee	Inverness College UHI Board of Management				
Subject	UHI Student Residences – Occupancy/Welfare.				
Action requested	☐ The college board is requested to note the paper and to encourage staff to continue to work proactively with UHI colleagues in an effort to maximise student occupancy and to make best use of any vacant rooms.				
Brief summary of the paper	The University has developed purpose built student residences at four locations (Inverness, Fort William, Elgin and Dornoch) offering 420 en-suite bedrooms with shared kitchens and living areas. The residences are managed for the University by Cityhear Living (Scotland) Ltd.				
	shared kitchen an £130.85 per week costs £167.49 per electricity and sec	d living area (in and a larger st week. The rent cure cycle stora Dornoch, Elgin	cluding freevie udio room with t includes Wi-Fi ge. There are 4 and Fort Williar	cooking facilities , heating,	
	Occupancy				
	With the exception of the Fort William residence our student occupancy rates have been disappointing to date (59% in AY2017/18) and this situation represents a substantial financial risk because the University is liable to pay rent on vacant rooms.				
	Bookings for AY2018/19 opened in March and the University's Finance and General Purposes Committee have been monitoring applications for student rooms on a weekly basis since the beginning of May.				
	Residence	Actual 2017/18	Applications 2018/19 at 27/09/2018	Occupancy %	
	Dornoch	16	11	30	
	Elgin	20	24*	60	
	Fort William	38	35	87	
	Inverness	172	194	64	
	Total (420)	248 (59%)	265	63	
	*Glasgow School of Art have agreed to take 8 rooms for an initial period of 2 months with an option to extend. These rooms are not included in the above figures. Adjusted Elgin occupancy equals 32 rooms (80% occupancy). Adjusted total occupancy level = 273 rooms/65%.				

The following table provides a summary of the courses that have attracted the most student residents as tenants at Inverness this year. This data provides a useful insight into which areas of the curriculum are attracting students from out with the local area who are most likely to want to stay in halls and also provides opportunity for us to identify any surprises in terms of courses that we would expect to see which are currently failing to attract residents that will enable us to identify and resolve any issues and to develop targeted marketing.

Inverness Residence – Popular courses	Rooms
Drama and Performance BAH	18
History BAH	14
Acting and Performance HNC	12
Geography BScH	9
Literature BAH	7
Nursing BSc	6
Forestry HND	6
General Studies Creative and Cultural Industries	5
General Studies Science, Technology and the Environment	5
Contemporary Film Making in the Highlands and Islands BAH	4
Culture and Heritage BAH	4

Whilst there is still some movement in terms of applications for rooms it is now clear that we will not require to use all four blocks at Inverness for full time students this academic year. We have been alert to this possibility for some time and we have been working to identify and implement actions to limit our exposure to under occupancy and to make best use of any vacant rooms.

Such actions include continuing the tourist business and seeking to attract and increase alternative non student rental income plus reducing leakage of funds from the partnership by encouraging staff to use our accommodation when attending meetings and events instead of local businesses.

The tourist business at the Inverness and Fort William residences is our primary method for reducing exposure to unsold student rooms and this business has performed well. Tourist bookings were originally due to end on 15<sup>th</sup> August, however, we have extended this activity within one block at Inverness until 30<sup>th</sup> October in an effort to maximise our non-student income.

UHI receives 65% of the net margin on this business - rent income less costs (marketing/cleaning/laundry/utilities), Cityheart keep 35%. We anticipate that the University will receive >£345k profit share from this summer's activity.

We are also working with Cityheart Living to establish a simple internal booking procedure to help us make best use of available rooms for University events and internal bookings. We have received a first draft proposal from them which includes a fixed price proposal for single night stays and we are continuing work with them to resolve a number of practical/operational challenges around room servicing, reception/check in procedures, and reservations.

We have also been seeking to identify alternative tenants including consulting with other institutions including NHS Highland, SRUC and Glasgow School of Art and local employers at Inverness, Dornoch and Elgin with a view to leasing some rooms to non UHI students and key workers where such activity can be self-contained or integrated in a way that will not adversely impact on our student tenants experience.

Occupancy at the Dornoch residence is also particularly challenging. This is primarily due to a small cohort of students within the Dornoch locality and competition from private landlords. We are exploring a number of possible opportunities to work with the Royal Dornoch golf club and local hotels and we are also working with NHC to establish a bespoke offer of 2x16 week leases to better match golf student programmes plus using the facility for events and conferences in conjunction with meeting facilities at the NHC Burghfield campus. The UHI Foundation conference on 9<sup>th</sup> October being one example. Similar initiatives are being progressed, developed and sought for Inverness including a 12 week tenancy for visiting apprentices and providing accommodation for staff attending the forthcoming UHI Admissions conference.

Our Residences Officer has been working hard to identify opportunities and to promote and sell available rooms at all sites and this role is providing an important safeguard against Cityheart Living accepting the UHI rent guarantee for unoccupied rooms during the academic year. We are particularly grateful for the strong support and proactive cooperation of Inverness College staff in assisting us with this task.

Whereas our previous tenants have reported good levels of satisfaction with the accommodation at all four sites, achieving full occupancy is likely to continue as a significant challenge unless we can increase the affordability of the residences through rent reductions or bursaries or by attracting increased numbers of students from outside the local area.

Recent curriculum developments in optometry and midwifery may provide opportunities for increased occupancy in future academic years by attracting students from outside the region who are more likely to need accommodation.

Whilst our rent is largely determined by our fixed contractual costs we are aware that many students do perceive it as too expensive in comparison to local market alternatives. Feedback from our residences operations group, HISA, tenants (current and

former), and students indicates that our current occupancy issue is due, in part at least, to the rent being unaffordable.

As in previous years, in November 2018 student rents for 2019/20 are currently due to rise by inflation (RPI). Mindful of this the University Court have requested that further consideration and modelling is undertaken to develop bursaries/packages designed to increase the affordability for students or to freeze or discount rents in an effort to improve occupancy and to increase our overall income as a means of reducing losses/exposure to any vacant rooms and this work is currently progressing through FGPC.

The University did offer a 10% discount to returning students this year and this resulted in a 55% increase in repeat business over the previous year and it is intended to continue this offer next year.

Work is also progressing to improve facilities and social opportunities in an effort to make the campus an attractive place to live and study. This includes working with HISA to provide events such as the residents bbq held last weekend plus potential longer term developments such as provision of a new community hub to complement and fully align with the project to provide new sporting and social facilities through the Sports Steering Group development being led by the college.

#### Welfare

The Inverness College Board has previously expressed concerns about anti-social behaviour at the student residences in AY2017/18 and requested assurances from the University that the residences are managed appropriately to provide a safe and secure environment for students.

A number of actions were taken last year to address these concerns including; provision of a static security guard at weekends, increased mobile security patrols and enhanced reporting procedures. These actions had an immediate impact in preventing incidents of anti-social behaviour. A resident satisfaction survey conducted in February and March 2018 found that 80% of Inverness respondents rated the security arrangements as average, very good, or excellent. The majority of negative feedback provided by students was that new security arrangements were too intrusive. Whilst this is regrettable, we are confident that robust measures were needed during that period, and the immediate reduction in anti-social behaviour complaints confirmed that this was the correct course of action.

We now have a new cohort of residents and we are continuing to work with Cityheart Living, colleagues at Inverness College and Police Scotland, to ensure a safe and secure environment for all our students and we will review activities, responsibilities, and procedures to ensure that we respond to any new challenges swiftly to maintain a safe environment for our students to live and study in and to ensure a rich and positive student experience.

	In addition the University's Dean of Students is currently working with colleagues to implement a new Healthy University strategic initiative to ensure that our students have a safe and healthy environment and an equivalence of experience across the partnership and this matter will be considered by the Partnership Council on 2 <sup>nd</sup> October.
Resource implications	Yes
[if yes, please provide detail]	Each vacant room costs the University in excess of £5,000 over a standard 42 week lease and all activities to mitigate under occupancy need to be considered in this context.
	To date all costs associated with under occupancy have been funded from the university's reserves with no direct cost implications for academic partners.
Risk implications	Yes
[if yes, please provide detail]	Financial and reputational
Date paper prepared	28-Sep-18
Date of committee	
Author	Roger Sendall UHI Head of Governance & RM
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. Choose an item. Click here to enter text.
Equality and diversity	No
Status	Non-confidential
Freedom of Information Can this paper be included in 'open' business?*	Yes