

### **Board of Management**

Meeting	Board of Management
Date and time	Thursday 21 March 2019 at 3.30 p.m.
Location	Rooms 146/147 - 1 Inverness Campus

Board Secretary 15 March 2019

### **AGENDA**

Welcome and Apologies Declarations of Interest

# PRESENTATION BY ANDREW BRAWLEY, EDUCATION SCOTLAND ON EREP PROCESS (20)

#### ITEMS FOR DECISION

- 1. MINUTES (5)
  - Meeting of the Board of Management held on 19 December 2018
- 2. OUTSTANDING ACTIONS (5)

**Action List** 

3. GOVERNANCE – COMMITTEE MEMBERSHIP AND APPOINTMENT OF VICE CHAIR AND CO-OPTED MEMBER OF LEARNING, TEACHING AND RESEARCH COMMITTEE (5)

Report by Board Secretary

- **4. (R) AUDIT COMMITTEE MATTERS FOR BOARD APPROVAL (5)** Extract from the Minutes of the Meeting 26 February 2019

a. Health and Safety Policy and Statement - Annual Review

5. (R) HUMAN RESOURCES COMMITTEE MATTERS FOR BOARD APPROVAL (10)

Extracts from Minutes of the Meeting - 28 February 2019

- a. Early Learning and Childcare Policy
- b. Equality Act 2010 Equality Outcomes Annual Report
- c. Local Government Pension Scheme Employer Discretionary Policy

#### 6. (R) LEARNING, TEACHING AND RESEARCH COMMITTEE MATTERS FOR BOARD APPROVAL (5)

Extract from the Minutes of the Meeting – 5 March 2019

a. Corporate Parenting Plan

#### 7. (R) FINANCE AND GENERAL PURPOSES COMMITTEE MATTERS FOR **BOARD APPROVAL (20)**

Extracts from the Minutes of the Meeting – 7 March 2019

- a. Marketing and Communications Policy
- b. Proposed Fees For 2019/20
- c. Finance System (Confidential)
- d. Finance Strategy
- e. Alf Submission (Confidential)
- f. CITB Contract Issue (Confidential)
- 8. **GENERAL MATTERS FOR BOARD APPROVAL** 
  - SPORTS PITCH BUSINESS CASE (10) (Confidential) Joint Report by Depute Principal and Director of Business Development
  - **BOARD DEVELOPMENT PLAN 2018-19 (5)** b. Report by Board Secretary
  - SCHEDULE OF MEETINGS AND EVENTS 2019-20 (5) C. Report by Board Secretary

### ITEMS FOR DISCUSSION

9. PROGRAMME BOARD - GOVERNANCE AND ACCOUNTABILITY **WORKING GROUP (15)** 

Covering Report by Board Secretary

- 10. **COLLEGE GOVERNANCE – MINISTERIAL ANNOUNCEMENT (5)** Covering Report by Board Secretary
- 11. PRINCIPAL'S REPORT (20)

Report by Principal

12. **WORKFORCE PLANNING ACTIVITIES (15) (Confidential)** 

Report by Director of Organisational Development

- DRAFT MINUTES OF MEETINGS OF BOARD COMMITTEES (10) 13.
  - New Campus Project Board 25 January 2019 (Confidential) a)
  - b) Longman Disposal Project Board – 29 January 2019 (Confidential)
  - Audit 26 February 2019 c)

- d) Longman Disposal Project Board 26 February 2019 (Confidential)
- e) New Campus Project Board 26 February 2019 (Confidential)
- f) Human Resources 28 February 2019
- g) Learning, Teaching and Research 5 March 2019
- h) Finance and General Purposes 7 March 2019
- i) Chairs 12 March 2019
- j) Search and Nomination 12 March 2019

### **ITEMS FOR NOTING**

### 14. DRAFT OSCR RETURN

Report by Director of Finance

### 15. QUALITY CONVERSATION (Confidential)

Report by Charles McDade

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

### 17. LEGAL SERVICES CONTRACT (Confidential)

Report by Director of Organisational Development

18. AOCB

### 19. DATE AND TIME OF NEXT MEETING

Tuesday 25 June 2019 at 3.30 p.m.

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



### **Board of Management**

MINUTES of the MEETING of the BOARD OF MANAGEMENT held in room 202, 1 Inverness Campus on Tuesday, 18 December 2018

PRESENT: Hazel Allan (by VC), Andrew Bowie, Sarah Burton, Jaci

Douglas, Andy Gray, Brian Henderson (by VC), Robyn Kennedy, Carron McDiarmid, Helen Miller, Innis Montgomery Chris O'Neil, Fiona Neilson, Gavin Ross, Tom Speirs, Neil

Stewart, Steve Walsh, John Wilson

CHAIR: Neil Stewart

APOLOGIES: Shawna Mackinnon Depute Principal

**Director of Organisational Development** 

Director of Finance Head of Curriculum

**Head of Student Services** 

**Board Secretary** 

The Chair welcomed Linda Kirkland, member of the UHI Court to the meeting. An open invitation had been extended to court members to attend this and future meetings.

He also welcomed Ken Gowans, Alison Woodside and Iain Gibson who would be making the presentation on Art and Design.

**Declarations of Interest** 

Carron McDiarmid – Item 11 Reference to Highland Council Fiona Neilson – Item 10e Reference to Intellectual Property Policy

He advised that he wished to include one item under "AOCB" namely New Campus – Group 2 Equipment. This was accepted.

Steve Walsh entered the meeting during the presentation

### **Presentation - Art and Design**

Ms Woodside referred to the proposal to acquire accommodation within WASPS artist studios located in the former Inverness College/UHI Midmills Campus, to significantly develop the key creative industry programs for art, design and innovation.

Mr Gowans outlined the benefits to the College of re-establishing a creative and cultural presence in the centre of Inverness which included an enhanced profile, better engagement with public/private sector partners and stakeholders and better connection with the wider cultural community.

Board Members asked a number of questions and the Chair thanked Mr Gowans, and Ms Woodside for outlining the exciting proposals which would allow the College to have a presence once again in the city centre.

### 1. MINUTES

The Minutes of the Meeting of the Board of Management held on 11 October 2018 were **AGREED** as a correct record, were **APPROVED** and were signed by the Chair.

### 2. OUTSTANDING ACTIONS

#### **GDPR**

It was **AGREED** that those members who had not yet done so, would complete both the information security and GDPR training modules by the end of January.

#### Risk

The Chair of the Audit Committee referred to the discussions at the Joint Audit Committee Chairs meeting and at the Audit Committee. There appeared to be no recognition that when EO and partners acted in their own best interests in relation to partnership wide risks, that these actions might have an adverse effect across some of or the whole of the partnership.

There was also an inconsistency in the method of assessing and reporting risk across the partnership and this required to be standardised.

The Chair expressed her concern that meetings of the Joint Audit Committee Chairs were generally poorly attended. The committee was a discussion forum only and had no decision making powers.

It was **AGREED** that the Principal should raise the issues of partnership wide risks and mitigation and the need for consistency of approach at Partnership Council.

### Student Residences

The Chair referred to discussions at both the Finance Committee and at the UHI Court. The UHI Court had tasked the Chief Operating Officer and Secretary UHI (COOS) to provide answers to a number of questions. It was very concerning that the Court had only recently been made aware that EO would incur a loss of £250K per annum as a result of the service charge, even if the residences secured a 100% occupancy rate,

The Board had a long a detailed discussion and the following key points were made

- Cityheart had not suitably prepared the residences for the recent Inverness College Open Day and no Cityheart staff had been available to show parents and students around the facilities
- No assurance had been received from EO that the safeguarding measures put in place following the incidents reported last year had been rolled out across the partnership to ensure equity of experience for all students
- There was deep frustration about the ongoing financial and reputational risks to the College

- The residences had to be thought of as an asset and creative thinking was required to mitigate the financial losses
- There was an increased risk around safeguarding our students when empty rooms were let out commercially to unknown individuals
- Clarification was required as to whether state aid was being used by EO to subsidise/invest in a commercial activity
- A timescale had to be put in place to resolve the shortfall in occupancy levels and improve the student experience.

#### It was **AGREED** that

- The Board should request that an external audit of the residences be carried out to provide a better understanding of the key issues which needed to be addressed.
- The HISA President Inverness should write to the Chair of the UHI Court raising the concerns of students.

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

### 3. AUDITED ACCOUNTS FOR YEAR END 31 JULY 2018

The Joint Audit/Finance and General Purposes Committee, at its meeting on 6 December 2018 had considered the annual audit report, the Financial Statements for the year ended 31 July 2018 and the letter of representations and had recommended approval of same to the Board of Management.

Ernst and Young's independent auditor's report provided an unqualified opinion that the financial statements

- gave a true and fair view in accordance with the Further and Higher Education (Scotland) Act 1992 and directions made thereunder by the Scottish Funding Council (SFC) of the state of the affairs of the College and Group as at 31 July 2017 and of its surplus for the year then ended;
- had been properly prepared in accordance with United Kingdom Generally Accepted Accounting Practice; and
- had been prepared in accordance with the requirements of the Further and Higher Education (Scotland) Act 1992 and directions made thereunder by the Scottish Funding Council, the Charities and Trustee Investment (Scotland) Act 2005, and regulation 14 of The Charities Accounts (Scotland) Regulations 2006 (as amended).

In relation to opinions on matters prescribed by Audit Scotland, Ernst & Young

- were satisfied that the information within the Performance Report was consistent with the financial statements and had been prepared in accordance with applicable requirements
- 2. were satisfied that auditable part of the Remuneration and Staff Report had been properly prepared in accordance with regulations
- concluded that in all material respects, the expenditure and income in the financial statements were incurred or applied in accordance with any applicable enactments and guidance issued by the Scottish Ministers
- 4. concluded that through their review of the governance arrangements in the year, they had not identified any areas of non-compliance.

The Director of Finance referred to some further late amendments which had been made to the financial statements. These had been discussed with and agreed by the External Auditors.

The Chairs of the Finance and General Purposes and Audit Committees both referred to the worsening financial position and stressed the need for the College to focus on financial sustainability.

The Board of Management **APPROVED** the annual audit report, the revised Financial Statements for the year ended 31 July 2018 and the letter of representations for submission to the Scottish Funding Council by 31 December 2018.

The Chair referred to a suggestion made at UHI Court that the University should in future prepare a set of consolidated accounts. The Board was unclear what benefits there might be from consolidating the accounts but were mindful of the considerable additional pressures on the Finance Team if they were required to complete the annual accounts in an even tighter timescale.

## 4. AUDIT COMMITTEE ANNUAL REPORT TO THE BOARD OF MANAGEMENT

The Chair of the Audit Committee advised that the Committee was required, in accordance with Scottish Funding Council guidance, to report annually to the Board of Management.

The Audit Committee, at their meeting on 27 November 2017 had, subject to a number of minor revisions being incorporated, recommended the annual report to the Board of Management for approval.

The Board of Management **APPROVED** the annual Audit Committee report.

### 5. ANNUAL BOARD REVIEW OF RISK MANAGEMENT POLICY

The Audit Committee, at its meeting on 27 November 2018 had reviewed the risk management policy and subject to two minor amendments, had recommended it to the Board of Management for approval.

The Board of Management **APPROVED** the risk management policy.

### 6. UHI COMMON POLICY ENVIRONMENT - POLICIES

The Principal introduced a number of policies which had been developed as part of the UHI common policy environment. The admissions and tertiary learner support and the fee waiver and student support funds policies had been considered by the Learning, Teaching and Research and the Finance and General Purposes Committees at their meetings on 4 and 6 December respectively. These committees had recommended the policies to the Board of Management for approval. The intellectual property policy was submitted directly to the Board of Management for approval.

The Board of Management

1. **APPROVED** the admissions, tertiary learner support, fee waiver, student support funds and intellectual property policies.

2. **REQUESTED** the Board Secretary to suggest that input by the Board should be sought during the development process, rather than only at the very final approval stage.

### 7. POLICIES

### Relocation and removal and staff grievance

The Human Resources Committee, at its meeting on 29 November, had considered minor legislative changes to the relocation and removal and staff grievance policies and had recommended both policies to the Board of Management for approval.

The Board of management **APPROVED** the revised relocation and removal and staff grievance policies.

### **Supporting Student Carers**

The Learning, Teaching and Research Committee, at its meeting on 4 December, had considered the new supporting student carers policy and had recommended it to the Board of Management for approval.

The Board of Management **APPROVED** the new supporting student carers policy.

### 8. FINANCIAL REGULATIONS

The Finance and General Purposes Committee, at its meeting on 6 December, had considered a number of revisions to the financial regulations, has asked a number of points of clarification and requested amended wording in a number of sections. The Committee had, subject to the inclusion of the amended wording, recommended the revised financial regulations to the Board of Management for approval.

The Board of Management **APPROVED** the revised financial regulations.

It was **NOTED** that there was an inconsistency in referencing some areas of legislation across the policies and the Board of Management **REQUESTED** that this be addressed in future.

Steve Walsh left the meeting during consideration of the following item.

### 9. FINANCE SYSTEM

A report by the Director of Finance provided an update on the current status of the Finance System project as well as information on potential alternative options. The project status had been discussed at the Audit and Finance and General Purposes Committees on 27 November and 6 December respectively and both committees had expressed concerns that the project presented a key risk to the College.

The Director of Finance referred to the ongoing negotiations with Technology One and suggested that unless agreement was reached by Christmas, it was unlikely that the August 2019 go live date would be achievable.

The Board of Management expressed serious concerns that

- The Director of Finance had not yet received an updated budget paper on the project
- Both the UHI Finance and General Purposes Committee and the UHI Court had suggested that financial modelling was not available, yet the College's Director of Finance had provided such information within her report
- EO were not discussing all potential solutions with all partners as a collective
- EO were reluctant to share the legal advice received
- The College was unaware that a payment of £100K had been made to Technology One
- Despite APUC advice to the contrary, UHI had agreed an amended variation on the terms and conditions of the contract with Technology One and UHI Court were not aware of this variation
- The College had not seen a copy of the contract between UHI and Technology One.
- There were opportunity costs for the College of not having a new system in place

The Board of Management **AGREED** that it would need to made a decision on the way forward at its next meeting in March 2019. To enable the Board to reach a decision, the following further information would be required.

- Sight of the contract between UHI and Technology One and legal opinion on the legal standing of the College in relation to said contract
- Further legal advice on the agreement between the College and UHI
- Detailed information on the opportunity costs to the college of not having a new system in place

The Board of Management further **AGREED** that it would be beneficial to allow the new Project Manager to assess the position and to **REQUEST** a report early in the New Year.

Further consideration would be given to a suggestion that the Chair should request a meeting with the Chair of Court and COOS to discuss the concerns of the Board.

### 10. STUDENT RECRUITMENT 2018-19

A report by the Depute Principal provided an update on student recruitment in 2018-19. The current student activity indicated that:

- FE recruitment should achieve the 2018-19 credit target of 29,211. The total current FE enrolments for 2018-19 was 3,394, generating 25,000 credits 85.6% of target
- HE recruitment (FTE) was likely to be slightly below the funded undergraduate target of 1,618 FTE. As at 18 December the FTE, counting by module attachment was 1,585FTE.

A number of initiatives were underway with e.g. Inverness Caledonian Thistle and Ross County youth teams and with Scottish Rugby and with secondary schools to increase the number of FE credits.

The Board of Management **NOTED** the position and congratulated the SMT on providing this level of data.

Tom Speirs left the meeting during consideration of the following item.

### 11. PRINCIPAL'S UPDATE

Reports by the Principal provided an overview of new and continuing activity and on the impact of Brexit. The main points discussed and noted were as follows:-

- SAAS were able to pay £303 per 20 credit degree module. UHI only charged £215 per degree module so there was a potential shortfall of £130K for Inverness College. The Principal had been tasked by the Vice Principal to provide him with a short report on this issue so that he could investigate.
- There was a proposal to increase the RUK fees by 5% for 2019-20 but the approval process was unclear.
- At present it took UHI 2 years to validate a new course. In order to meet the needs of the international market, validations needed to be completed within 3-6 months.

The Principal also referred to the Longman Disposal Project. The College was waiting to receive written confirmation from UHI that the funding was in place and final consent letter from Vodafone. The proposed mobilisation date was 16<sup>th</sup> January.

### 12. MINUTES OF MEETINGS OF BOARD COMMITTEES

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

- a) New Campus Project Board 31 October 2018
- b) Chairs 22 November 2018
- c) Performance Review and Remuneration 22 November 2018
- d) Audit 27 November 2018
- e) Human Resources- 29 November 2018
- f) Learning, Teaching and Research 4 December 2018
- g) Longman Disposal Project Board 5 December 2018
- h) New Campus Project Board 5 December 2018
- i) Finance and General Purposes 6 December 2018
- j) Joint Audit and Finance and General Purposes 6 December 2018

Items 13, 14 and 15 were included in the agenda for noting only and therefore no discussion took place at the meeting.

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

A quarterly update from UHI SMT and academic partners had been considered by the UHI Court at its meeting in December

### 14. 2017-18 REGIONAL OUTCOME AGREEMENT SELF EVALUATION

A draft of the regional outcome agreement self- evaluation for 2017-18 had been considered by the FERB at its meeting in November.

### 15. REGIONAL OUTCOME AGREEMENT PROCESS

The process to be followed for development of the Regional Outcome Agreement for 2019-20 and 2021-22 had been considered by the FERB at its meeting in November.

### 16. AOCB - NEW CAMPUS - GROUP 2 EQUIPMENT

The Director of Organisational Development referred to previous discussions at the New Campus Project Board on Group 2 Equipment costs and the identification of some areas of dispute with GTEIL, primarily around flues. The College had now received a notice of adjudication on the matter and it would therefore be prudent to pay GTEIL for the undisputed amount. The value of the undisputed amount was £1,536,768. As £1m had already been built into the contract, the sum now due was £536,768 plus VAT.

The Chair asked members of the New Campus Project Board to approve this payment.

The 5 members of the New Campus Project Board present at the meeting (Neil Stewart, John Wilson, Hazel Allen, Gavin Ross and Chris O'Neil) **APPROVED** the payment of £536,768 plus VAT and the Board of Management concurred with this decision.

### 17. DATE AND TIME OF NEXT MEETING

Thursday 21 March 2019 at 3.30 p.m.

Signed by the Chair:	
Date:	

## **Board of Management – List of Outstanding Actions**

26 June 2018				
Item	Action	Responsibility	Time line	Actioned
OSCR annual return	Draft for 2017-18 to be submitted to the Board meeting in March	D of F	For March 2019 BOM meeting	COMPLETE - included in agenda
11 October 2018				
Item	Action	Responsibility	Time line	Actioned
Annual Board Evaluation Exercise	Board Away day in January should include a session on engaging the Board. Thereafter, areas for improvement would be determined and appropriate actions identified and taken forward.	Principal/Board Secretary	Away Day – 25 January 2019	COMPLETE
Finance Strategy	Review the context and wording of the strategy. Scenario planning would be considered at the Board of Management away day in January 2019.	SMT Principal	Away Day – 25 January 2019	COMPLETE
KPI's	Financial KPI's be shown as percentage changes rather than absolute figures	Director of Finance	Oct 2019 report	
18 December 2018			•	•
Item	Action	Responsibility	Time line	Actioned
GDPR	Complete information security and GDPR training modules	Relevant board members	End Jan 2019	
Risk	Raise the issues of partnership wide risks and mitigation and the need for consistency of approach at Partnership Council	Principal	Next PC meeting	
Student Residences	request that an external audit of the residences be carried out to provide a better understanding of the key issues which needed to be addressed.	BOM/Chair	By end January	

	write to the Chair of the UHI Court raising the concerns of students.	Student President	By end January
UHI common Policy environment	suggest that input by the Board should be sought during the development process, rather than only at the very final approval stage.	Principal	By end January
Financial regulations	Areas of inconsistency re referencing of legislation to be addressed across policies	Quality officer	When policies are developed/review ed
Finance System	Sight of the contract between UHI and Technology One and legal opinion on the legal standing of the College in relation to said contract Further legal advice on the agreement between the College and UHI Detailed information on the opportunity costs to the college of not having a new system in place	Director of Finance	For March BOM meeting
	Request report from Project Manager	Director of Finance	By end January
	Further consideration would be given to a suggestion that a meeting be requested with the Chair of Court and COOS to discuss the concerns of the Board.	Board Chair	



## **Board of Management**

Subject/Title:	Governance – Committee Membership, Vice Chair and Coopted Member, Learning, Teaching and Research Committee
Author: [Name and Job title]	Fiona Ambrose, Board Secretary
Meeting:	Board of Management
Meeting Date:	21 March 2019
Date Paper prepared:	11 March 2019
Brief Summary of the paper:	The New Campus Project Board and the Longman Disposal Project Board have appointed Sarah Burton to a vacant position on each committee.  The Learning, Teaching and Research Committee has
	appointed Tom Speirs as Vice Chair.
	A selection panel, comprising the Board Chair, the Vice Chair/Chair of Learning, Teaching and Research and the HISA Inverness President has appointed Tina Stones, Head Teacher at Dornoch academy as a co-opted member of the Learning, Teaching and Research Committee.
Action requested: [Approval, recommendation, discussion, noting]	The Board of Management is asked to ratify the appointments outlined above.
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				
Status – [Confidential/Non confidential]	Non Confider	ntial		
Freedom of Information Can this paper be included in	Yes			
"open" business* [Yes/No]				
*If a paper should <b>not</b> be include	ded within "ope	en" 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			Its disclosure would constitute a breach of	
the commercial interests of any organisation (S33)	person or		confidence actionable in court (S36)	
Its disclosure would constitute of the Data Protection Act (S38	C. D. CC.C		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.)				
milet floods to be filet.)				

Further guidance on application of the exclusions from Freedom of Information legislation is available via http://www.itspublicknowledge.info/ScottishPublicAuthorities/ScottishPublicAuthorities.asp and http://www.itspublicknowledge.info/web/FILES/Public\_Interest\_Test.pdf



### **Board of Management**

Subject/Title:	Health and Safety Policy and Statement	
Meeting and date:	Board of Management – 21 March 2019	
Extract from Minutes of the Meeting of the Audit Committee held on 26 February 2019		

### **HEALTH AND SAFETY POLICY AND STATEMENT**

The Director of Organisational Development referred to the health and safety policy and statement and advised that no changes had been made to the version which was approved in February 2018.

The Committee **AGREED** to recommend the health and safety policy and statement to the Board of Management for approval.



### **HEALTH AND SAFETY POLICY**

REFERENCE: PL/HR/2019/001

Policy Owner	Director of Organisational Development
Lead Officer	Health and Safety Manager
Review Officer	Health and Safety Manager
Date first approved by BoM	9 March 2009
First Review Date	7 March 2010
Date review approved by BoM	29 May 2018
Next Review Date	November 2019
Equality impact assessment	25 February 2016
Further information (where relevant)	Previous EIA 24.02.12

Reviewer	Date	Review Action/Impact
Health & Safety Manager	07.03.10	
Health & Safety Manager	30.05.12	
Health & Safety Manager	20.06.12	
Health & Safety Manager	19.03.15	
Health & Safety Manager	28.03.17	
Health & Safety Manager	29.05.18	Review approved by BoM audit Committee
Health & Safety Manager		No changes to policy – review date changed

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### 1. Policy Statement

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

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

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

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

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

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

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

Principal:	Date:
Chairman of Board:	Date:

2. Legislative Framework/Related Policies

- 2.1. The Health and Safety at Work etc. Act 1974.
- 2.2. Management of Health and Safety at Work (Amendment) Regs 2006
- 2.3. Provision and Use of Work Equipment Regulations 1998
- 2.4. Manual Handling Operations 1992
- 2.5. The Workplace (Health, Safety and Welfare) Regulations 1992
- 2.6. The Personal Protective Equipment Regulations 2002
- 2.7. Health and Safety (First Aid) Regulations 1981
- 2.8. Electricity at Work Regulations 1989
- 2.9. The Control of Noise at Work Regulations 2005
- 2.10. The Employers' Liability (Compulsory Insurance) (Amendment) Regs 2011
- 2.11. Fire Safety (Scotland) Amendment Regulations 2010
- 2.12. Reporting of Injuries, Diseases and Dangerous Occurrences Regs 2013
- 2.13. The Control of Substances Hazardous to Health (Amendment) Regs 2004
- 2.14. The Health and Safety Information for Employees (Amendment) Regs 2009
- 2.15. Health and Safety (Display Screen Equipment) Regulations 1992 (As amended 2002)
- 2.16. Corporate Manslaughter and Corporate Homicide Act 2007
- 2.17. Counter-Terrorism and Security Act 2015

### 3. Scope

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

### 4. Organisation and Responsibilities

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

### 4.1 Board of Management

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

### 4.2 Principal and Chief Executive

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

### 4.2.2 The Principal will:

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

### 4.3 Senior Management Team

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

### 4.4 Managers

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

- > Safe working environment
- Safe system of work
- Safe handling, storing and transportation
- Sufficient and competent information, instruction, training and supervision

### 4.4.3 Managers will be responsible for:

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

### 4.5 Health and Safety Manager

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

 Sanctioning the suspension, following consultation with the relevant SMT member, of activities where health and safety is being compromised significantly.

### 4.6 Estates and Campus Services Manager

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

### 4.7 Union Appointed Health and Safety Representatives

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

### 4.8 Fire Marshalls

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

### 4.9 First Aiders

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

### 4.10 **Technicians**

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

### 4.11 **Employees**

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

#### 4.12 Students

- 4.12.1 All students shall comply with Inverness College UHI's Health and Safety Policy as published and with any health and safety procedures relating to the facilities which the student is using.
- 4.12.2 A student shall exercise reasonable care:
  - · For his or her personal safety.
  - For the safety of other persons who may be affected by his or her acts or omissions.
  - For the safety of the property of Inverness College UHI and of its students, staff, officers and visitors.
- 4.12.3 It shall be a disciplinary offence for any student to:
  - Intentionally or recklessly misuse, tamper, or interfere with any firefighting equipment, fire prevention equipment, fire doors, fire detection equipment, fire alarm activation points, fire signs.
  - Intentionally or recklessly misuse any equipment provided by the University in the interests of health, safety or welfare in pursuance of the Health and Safety at Work Act or of any relevant statutory provisions relating to health and safety.

Fail to use appropriate Personal Protective Equipment.

### 5. Compliance

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

### 6. Objectives and Targets

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

### 7. Communication

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

### 8. Monitoring

- 8.1. Each college policy will be monitored and its implementation evaluated. Appropriate procedures for monitoring and evaluation are the responsibility of the lead officer. These procedures will be subject to audit by the Health and Safety and Quality departments
- 8.2. The following health and safety monitoring methods may be used to monitor implementation:
  - Active methods monitor the design, development, installation and operation of management arrangements.
  - Reactive methods identify evidence of poor health and safety practice through the risk assessment process and take immediate action as required.

### 9. Audit

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

### 10. Review

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



### **Board of Management**

Subject/Title:	Early Learning and Childcare Policy	
Meeting and date:	Board of Management – 21 March 2019	
Extract from Minutes of the Meeting of the Human Resources Committee held on 28 February 2019		

### EARLY LEARNING AND CHILDCARE POLICY

This was a new policy which had been through the College approvals process.

The Director of Organisational Development confirmed that there was no reference to funding/fees within the policy as the College finance team were responsible for all aspects of finance, not the ELLC team.

The Committee **AGREED** to recommend approval of the early learning and childcare policy to the Board of Management for approval subject to the policy being amended to include reference to supporting equalities duties and the correction of a number of typographical errors.

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Policy: Early Learning & Childcare Centre Policy



### **Early Learning & Childcare Policy**

**REFERENCE:** (will be inserted by Quality Unit)

Policy Owner	Director of Organisational Development
Lead Officer	Early Learning & Childcare Manager
Review Officer	Early Learning & Childcare Manager
Date first approved by BoM	
First Review Date	November 2021
Date review approved by BoM	
Next Review Date	
Equality impact assessment	
Further information (where relevant)	

Reviewer	Date	Review Action/Impact

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Policy: Early Learning & Childcare Centre Policy

### 1. Overarching Statement

The Early Learning and Childcare Centre aims to create a warm and welcoming environment, which actively responds to the individual needs of children, parents, and staff. We aspire for excellence and work with parents, children and other relevant professionals as an integrated service supporting Inverness College UHI to ensure that all children feel safe, healthy, active, nurtured, achieving, respected and included in line with Scottish Government initiative Getting It Right for Every Child (2006).

As a care and learning provider and employer, the Early Learning and Childcare Centre is committed to developing a culture of competence with continuous improvement in management and practice. This will be achieved at all levels through promotion of positive attitudes and behaviours behaviors, which we instill in staff, parents/carers, children and students. Parents/carers are actively encouraged to be fully engaged in all aspects of the centre – particularly in relation to children's learning. An expectation that excellent practice is the norm. We are committed to promoting a positive and diverse culture in which all staff and children are valued and supported to fulfill their potential. We promote diversity, equality and inclusion through our activities, materials, ethos and environment, ensuring every child is included and supported.

The Early Learning and Childcare Centre acknowledges its statutory and moral obligations to adopt the highest standards for staff, students, parents/carers, children and visitors:

- All staff work within Scottish Social Services Council (SSSC) standards. It
  is the responsibility of the staff, Manager and the College's Human
  Resources (H.R.) department to ensure staff are registered.
- Staff adhere to SSSC Codes of Practice, The Health and Social Care Standards and The Standards of Childhood Practice Revised (2015) to ensure excellent practice is delivered to all service users.
- Staff are committed to continued professional development in order to enhance personal skills and knowledge for the benefit of the children in the centre.
- Staff team have a clear understanding of professional frameworks, which
  influence everyday practice. These include Curriculum for Excellence 318, Pre-Birth to Three: Positive Outcomes for Scotland's Children and
  Families, Building the Ambition, My World Outdoors, Our Creative
  Journey and the How Good is Our Early Learning & Childcare selfevaluation tool kit.
- The Early Learning and Childcare Centre as a partner centre of the Highland Council delivers an annual Improvement Plan to ensure continuing development and improvement of the service.

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Policy: Early Learning & Childcare Centre Policy

The above points enable our staff team to create an environment, which allows all children to become curious, creative and inquisitive within their own learning. We strive to promote the importance of Outdoor Learning for all age groups, enabling each child to experience the natural environment. We provide the chance for children to access our forest environment on a weekly basis in which they can face challenges, risk take and test their own boundaries whilst developing their resilience. This positive approach to risk also emphasises confidence in Childcare Practitioners who rely on their professional judgement to support, nurture and challenge the children with an understanding of children's individual age and stage abilities. Within the environment, the active use of loose parts is being facilitated for all ages to further enhance children's learning experiences. Loose parts are materials that can be moved, carried, combined, redesigned, lined up and taken apart and put back together in a multiple of ways. They are materials with no specific set of directions that can be used alone or combined with other matrials.

In support of this, Early Learning and Childcare Centre staff are committed to:

- Adhering to Confidentiality and Equality in line with the College's procedure.
- Conforming to all laws, regulations, and relevant standards as the minimum accepted behaviour.
- Dealing with Complaints and Grievances in accordance with the Inverness College UHI Complaints Procedure.
- The protection and well-being of all children and staff within the Centre.
- Preventing injury and ill health to all persons under the control of the Early Learning & Childcare Centre.
- Maintaining a secure, safe and healthy working environment
- Identifying all hazards and risks associated with its activities
- Providing suitable controls to mitigate risks arising from its activities to as low as reasonably practicable
- Promoting an incident free work place
- Promoting healthy eating and ensuring all dietary requirements are respected

The Director of Organisational Development sets the overarching strategy for the Early Learning & Childcare Centre and delegates responsibility to the Early Learning and Childcare Centre Manager to ensure the Centre fulfils its responsibilities.

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Policy: Early Learning & Childcare Centre Policy



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Policy: Early Learning & Childcare Centre Policy

## 2. Legislative Framework/Policies and Early Learning Childcare Procedures

### 2.1. Legislation

- Equality Act 2010
- Data Protection Act 2018
- General Data Protection Regulation (GDPR) May 2018
- Children & Young People Scotland Act 2014
- Protection of Children (Scotland) Act 2003
- The Children (Scotland) Act 1995
- Scottish Social Service Council (SSSC)
- Codes of Practice
- The Health and Social Care Standards (Scottish Government)
- The Standards of Childhood Practice Revised (2015) (SSSC)
- The Curriculum for Excellence 3-18 (Education Scotland)
- Pre-birth to Three: Positive Outcomes for Scotland's Children and Families (Scottish Government)
- Building the Ambition (Scottish Government)
- My World Outdoors (Care Inspectorate)
- Our Creative Journey (Care Inspectorate)
- How Good is Our Early Learning & Childcare self-evaluation tool kit (Education Scotland)
- United Nations Convention on the Rights of the Child 1989 (Scottish Executive)
- Protecting Children and Young People: Framework for Standards 2004 (Scottish Executive)
- Safe and Well: Handbook for Staff, Schools and Education authorities 2005 (Scottish Government)
- Getting it Right For Every Child (GIRFEC 2006) (Scottish Government)

### 2.2. Policies & Procedures

- Absence Management Policy/Procedure
- Absence Management Staff Procedure
- Accident/Incident Procedure
- Additional Support Procedure
- Administering Medication Procedure
- Admission and 'Settling In' Procedure
- Behaviour Management Procedure
- Biting Procedure
- Bottle Feeding Procedure
- Child Protection Procedure
- Council Funding Procedure
- Dealing with Bodily Fluids Procedure

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Policy: Early Learning & Childcare Centre Policy

- Emergency Closure Procedure
- Equal Opportunities Procedure
- Evacuating Early Learning and Childcare Centre Procedure
- Exclusion for Illness/Communicable Disease Procedure
- First Aid Checks Procedure
- Food Handling and Storage Procedure
- Handling Pets Procedure
- Health and Safety Procedure
- Holiday (Staff) Procedure
- Mini Bus Procedure
- Mobile Phones (Personal) Procedure
- Nappy Changing Procedure
- Outings Procedure
- Overtime and Additional Hours Procedure
- Participation Procedure
- Potty Training Procedure
- Registration Procedure
- Risk Assessment Procedure
- Sleep Procedure
- Social Networking Procedure
- Tooth Brushing Procedure
- Transition Procedure
- Waiting List Procedure

### 3. Scope

3.1. This policy applies to all staff, parents/carers, children, students and visitors within Inverness College UHI, Early Learning and Childcare Centre.

### 4. Organisation and Responsibilities

To ensure the effective implementation of the Early Learning and Childcare Centre policy, specific responsibilities are detailed below.

### 4.1. Director of Organisational Development

- 4.1.1. The Director of Organisational Development will set the strategic direction and will have overall responsibility for ensuring the health, safety and welfare of all staff, parents/carers, children, students, visitors or other persons affected by the organisation's activities.
- 4.1.2. The Director of Organisational Development will ensure systems and standards are monitored regularly to ensure their effectiveness.

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Policy: Early Learning & Childcare Centre Policy

### 4.2. The Early Learning and Childcare Centre Manager

- 4.2.1. The Early Learning and Childcare Centre Manager will have a responsibility for the activities and functions carried out within the centre. They will have responsibility for motivating the staff in the centre to fulfil their roles.
- 4.2.2. In order to meet their responsibilities, the Early Learning and Childcare Centre Manager will:
  - Liaise with The Director of Organisational Development to establish the principles of continual improvement.
  - Be aware and act upon legislation relevant to the activities of the Early Learning & Childcare Centre.
  - Allocate sufficient financial resources to allow procedures to be effectively implemented.
  - Demonstrate commitment to achieving and maintaining a high standard.
  - Ensure monitoring and review of the implementation of the Centre's policy and procedures.
- 4.2.3. The Early Learning and Childcare Manager will be responsible for:
  - Ensuring that the Early Learning and Childcare policy and procedures are explained to employees and they are made aware of their duties and responsibilities and that staff equally convey this to children under their care.
  - The training needs of employees are assessed and addressed to include the requirement for role specific induction training for new employees.
  - Ensuring that the activities of the Centre's employees do not expose employees, students, parents/carers and children or others to risk.

#### 4.3. Staff

4.3.1. Staff will abide and promote the Early Learning and Childcare Centres' policy and procedures. They will have a shared understanding of the Centre's vision and Improvement plan.

### 4.4. Parents

- 4.4.1. Parents are encouraged to:
  - engage in the life and work of the Early Learning & Childcare Centre
  - abide by the policy and procedures for the Centre as

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Policy: Early Learning & Childcare Centre Policy

communicated by the manager and staff.

### 4.5. Children

- 4.5.1. A child shall exercise reasonable care:
  - For his or her personal safety and the safety of others, where age appropriate.

### 5. Communication

- 5.1. The Policy & Procedures shall be actively communicated throughout the Early Learning and Childcare Centre using a variety of channels; examples of such channels include but are not limited to:
  - Via tThe Procedure folder.
  - Inclusion within the new start induction process.
  - Provision to all external interested parties upon written request.
  - Notice boards.
  - Via Working Structures

### 6. Monitoring

6.1. The Early Learning and Childcare policy will be monitored and its implementation evaluated. Appropriate procedures for monitoring and evaluation are the responsibility of the manager. These procedures will be subject to audit by the Quality Unit, HMIE, Highland Council Quality Assurance Team and Care Inspectorate.

### 7. Audit

- 7.1. A schedule will be developed and implemented to cover the Policy & Procedures. Scope and criteria for audits will consider (but not be limited to):
  - Management system
  - The existing policy and/or any existing/new procedures
  - Risk assessment and environmental aspects
  - Outputs from external audits or previous internal audits

### 8. Review

8.1. The policy and procedure will be reviewed formally every three years or if legislation requires. It will also be reviewed annually as part of the teams

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Policy: Early Learning & Childcare Centre Policy

self-evaluation process to include emerging practice, to ensure currency of content and to provide a framework for the setting and reviewing of procedures.

8.2. Revisions will <u>be</u> brought to the attention of staff, parents/carers, children and students through agreed arrangements for consultation and communication.





#### **Board of Management**

Subject/Title:	Equality Outcomes Annual Report
Meeting and date:	Board of Management – 21 March 2019
Extract from Minutes of t February 2019	he Meeting of the Human Resources Committee held on 28

#### **EQUALITY OUTCOMES ANNUAL REPORT - APRIL 2018**

In line with the public sector duty, a joint report by the Director of Organisational Development and Head of Student Services presented the draft equality outcomes annual report for the two year period 16/17 and 17/18 in advance of publication in April 2019.

A summary of year on year progress/rag report in light of the outcomes, which was previously requested by the Committee would be presented to the Board of Management for agreement in March 2019.

A member of the Committee suggested that it would be useful for Board Members to receive training on unconscious bias. The Board Secretary advised that this had already been suggested for board members involved in recruitment and selection processes but it could be extended to all those interested.

The Committee **AGREED** to recommend the equality outcomes annual report to the Board of Management for approval



### **Board of Management**

Subject/Title:	Draft Equality Outcomes Report 16/17 and 17/18
Author: [Name and Job title]	Lindsay Ferries, Director of OD Lindsay Snodgrass, Head of Student Services Roddy Henry, Depute Principal
Meeting:	Board of Management
Meeting Date:	March 2019
Date Paper prepared:	March 2019
Brief Summary of the paper:	In line with the public sector duty, the attached is presented for agreement as the draft statutory report for the 2 year period; 2016/17 and 2017/18, due for publication in April 2019. In line with the feedback from the HR committee, appendix 1 outlines the table of performance including a rag rating where appropriate.  In advance of publication the normal corporate style will be applied to the report.
Action requested: [Approval, recommendation, discussion, noting]	Recommendation to the Board of Management for approval and publication
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 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 a breach of the Data Protection Act (S38)			Other (please give further details)	
For how long must the paper be withheld? (express either as the time which needs to pass or a condition which needs to be met.)				

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

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

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

#### **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:

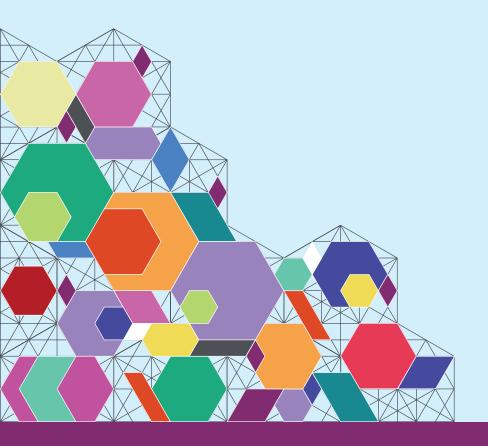
- = report on progress on mainstreaming the general duty into all functions.
- develop and publish a set of equality outcomes that cover all protected characteristics (or explain why not all protected characteristics are covered).
- = assess the impact of policies and practices against the needs of the 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 draft report on progress made in 2016/17 and 2017/18. Further work is required in light of the request by the Board for a summary of year on year progress/rag report in light of the outcomes and this will be presented to the Board of Management for agreement in March 2019.

## START TOMORROW TODAY





#### 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 included in Board member induction.

## 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, Teaching and Research Committee. These are set within the context of the regional outcome agreement and the SFC's requirement in light of the following specific equality priorities for the sector:

- identifying and addressing underrepresentation issues and differences in retention and attainment of protected characteristic groups
- improving disclosure and data collection
- reducing gender imbalances for learners within particular subject areas
- supporting students and staff who are carers
- working with partners to improve participation and employability for disabled students in particular, and those within other protected characteristic groups, such as black and minority ethnic students
- developing plans to support the British Sign Language (BSL) Act (Scotland)
- consideration of race equality in the context of the government's race equality strategy
- addressing gender equality on boards and at a senior level.
- working towards elimination of the gender pay gap.

#### Outcome - The Board of Management profile is representative of the community it serves

The SFC has also set priorities for Boards of management to address the gender balance of the regions boards.

Regular recruitment campaigns continue to be far reaching with specific targeting of specific groups.

The gender balance 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 started to address this, however at the end of 2017/18 it remained 9 male/4 female. As at the date of this report there has been a slight improvement with 8 male and 5 female non- executive board members. Attracting female board members continues to be a focus for future recruitment. Actions over the period to address this include, 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.

Inverness College UHI has a comprehensive schedule in place to review of Policies and Procedures. A UHI Single Policy Environment Project Manager has been appointed for the UHI partnership to work through a schedule of single policies. A shared Equality and Impact Assessments (EIA) process is in development to underpin the development of these single policies and will form part of the schedule of review going forward.

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 on the virtual learning environment, Blackboard.

#### 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 reviewer's 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. As part of this, gender recruitment targets have been set for AY 2018-19 with the purpose of improving student enrolment for under-represented gender in specific courses / programmes. 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. This will then follow on to us prioritising applications from the under-represented gender for specific courses where there is a severe gender imbalance.

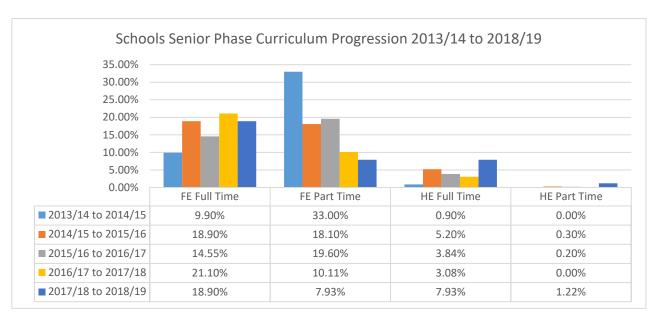
The college's recently published three-year Enhancement Plan 2018-2021 includes an enhancement theme requiring a continued focus on closing the attainment gap between those learners facing additional barriers to learning and those who do not. Work has commenced to develop a professional learning programme and reflective tool to support staff to evaluate and enhance their practice. Individual reflections will be considered alongside key performance indicators (KPI) for students with disabilities, those with care experience, student carers and those form the most deprived postcodes.

#### 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. We have begun working collaboratively across the 3 colleges within the Highland Council area to look at the commonality of our transitions processes and our support arrangements for Senior Phase pupils. Robust transition planning is 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 9pp increase in enrolments since 2013-14 for those progressing into College FE FT programmes following engagement with the College on a schools programme. The College have also seen an increase in the number of school pupils progressing into FT HE programmes, a strategic aim of the UHI partnership.

#### 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; Skills Development Scotland 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 in the learner journey.

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. In March 2018 we achieved the Carer's Trust *Going Higher Award* which recognised our ongoing work to support student carers. Our Transitions Officer provides a key point of contact for individuals as well as ongoing advice and support to those who face additional challenges due to their caring responsibilities.

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. We have established a direct referral system from our counselling service into local NHS Psychological Services for students in crisis. This has been of significant benefit to the small number of students who have been referred. Our whole college approach to mental health has been recognised through our achievement of *Healthy University* status in April 2018 and our admission to the *Healthy University Network*.

The college participated in the UHI partnership wide working group who developed the British Sign Language (BSL) Plan for the University, as required by BSL (Scotland) Act 2015. Our plan sets out the actions we will take over the period 2018-2024. Our plan follows the BSL National Plan, published 24 October 2017, which was developed through extensive engagement with Deaf and Deafblind BSL users and those who work with them. The plan aims to not only encourage BSL users to apply to the university but also to improve the support available to BSL users. The actions detailed within our BSL plan will strengthen the support available for BSL users, through staff deaf awareness training and taking steps to create a more inclusive environment. Whilst we carefully track the progress of BSL students, we do not formally report on them due to the size of the group and the risk of individuals being identified.

The college has used its involvement in the national College Improvement Project (CIP) to take an ambitious approach to reviewing the early student journey. The approach is to focus on the journey from first point of contact up to the first 4 weeks of a course, and includes marketing, social media presence, information and guidance, application, student funding and additional support, enrolments and induction. The overall aim is to reduce early withdrawals on full-time FE courses to 5% by November 2019. This will be achieved by ensuring a proactive and increasingly tailored approach to each individual's experience

based on the earliest possible identification of need, and early intervention to meet that need.

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

The Access and Inclusion Strategy sets targets for the college to increase the percentage of activity delivered to those from our most deprived areas as well as those from care experienced backgrounds. The % of credits for all recognised FE programmes delivered to SIMD10 fell by 1pp in 2017-18 so this is an on-going area of focus for the College. That said, success rates for those from SIMD10 on FT FE programmes improved in 2017-18 by 3pp, although the college acknowledges they are still below our all learner success rates so further work is required in this area.

#### All FE on recognised qualifications; targets for credits delivered by learner group:

			Ac		Targets				
	20	015-16	20	2016-17 201					
	ENR	% Credits 2015-16	ENR	% Credits 2016- 17	ENR	% Credits 2017- 18	% Credits 2017- 18	% Credits 2018- 19	% Credits 2019- 20
SIMD 10	247	6%	189	6%	182	5%	7%	7%	8%
Care experienced	129	3%	126	3%	133	4%	3%	4%	4%

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 schools during S3, S4 and S5/6. We closely track the number of applications from pupils across our most deprived areas and in particular from across the three secondary schools who fall within this category in our area – Inverness Royal Academy; Inverness High School, and Millburn Academy. The total number of enrolments from our SIMD10 schools has increased in 2017-18 and enrolments from these three schools accounts for 19% our total enrolments for Senior Phase programmes.

#### School enrolments most deprived areas

Year	Total Enrolments	Enrolments: most deprived areas	% Enrolments: most deprived areas
2012-13	4449	254	5.70%
2013-14	4535	248	5.50%
2014-15	4916	296	6.00%
2015-16	4462	238	5.30%
2016-17	4309	173	4.00%
2017-18	5246	190	3.6%

School	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
IHS	35	44	38	53	42	41
IRA	48	56	36	54	40	43
MA	38	37	37	39	27	39
Total	121	137	111	146	109	123

The college has launched a campaign within schools targeting applications for 2019-20 Senior Phase programmes. The focus of the campaign has been around widening access to further encourage applications and enrolments from our most deprived postcodes, as well as from other priority groups such as care experienced young people, young carers, and those who come from the under-represented gender within a curriculum area. For the first time, the college will prioritise applications from individuals across these groups with a view to reaching those who are often furthest from education.

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

Work is ongoing 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. For AY 2018-19, we have also prioritised applications from the under-represented gender for specific curriculum areas which have a severe gender bias. This has also been run as a campaign in secondary schools.

In 2017-18 the college also engaged in the Scottish Government's scheme to provide free sanitary products to all students. The scheme is aimed at helping to banish the issue of

period poverty and to eliminate any undue barriers which female and transgender students may face in accessing education.

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

Student retention rates overall have remained at 88% in 2017-18.

#### Overall retention rates for FT and PT

AC_YEAR	%Retention
2014/15	88.15%
2015/16	86.47%
2016/17	88.63%
2017/18	88.05%

	Retention Rates									
Gender	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18				
Female	83%	85%	85%	85%	85%	84.69%				
Male	84%	88%	89%	88%	90%	90.18%				

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 2017-18.

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, care experience or student carer status 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 3pp from 2016-17 to 2017-18. In line with this, success rates for those who are SIMD10; care experienced; student carers; BME; and males have also increased.

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

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

			A		Targets				
	20	15-16	20	2016-17		2017/18			
	ENR	% Success 2015-16	ENR	% Success 2016-17	ENR	% Success 2017-18	% Success 2017-18	% Success 2018-19	% Success 2019-20
Disability	284	61%	317	66%	281	65%	68	70	72
SIMD 10	92	54%	83	57%	72	60%	60	65	70
Carers	135	66%	158	69%	86	77%	70	72	76
Care experienced	52	54%	48	46%	51	56%	55	58	60
Price Group 5	12	100%	37	81%	40	65%	80	80	80
Male	797	69%	736	68%	686	73%			
Female	567	63%	578	68%	572	67%			
BME	26	73%	27	68%	23	87%			
All learners	1366	66%	1316	68%	1258	71%	70	72	76

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

	Actual								
	20	)15-16	:	2016-17	:	2017-18			
Learner Group		%		%		%	%	%	%
	ENR	Success 2015-16	ENR	Success 2016-17	ENR	Success 2017-18	Success 2017-18	Success 2018-19	Success 2019-20
Disability	629	67%	574	69%	545	83%	71	73	75
SIMD 10	155	68%	106	66%	100	79%	68	70	72
Carers	324	76%	280	76%	224	88%	78	80	82
Care experienced	77	50%	78	78%	80	73%	80	82	84
Price Group 5	264	70%	165	81%	191	80%	82	84	86
Male	1745	81%	1722	84%	1844	88%			
Female	1625	70%	1411	71%	1287	85%			
вме	61	68%	48	72%	54	75%			
All learners	3370	79%	3135	81%	2983	87%	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.

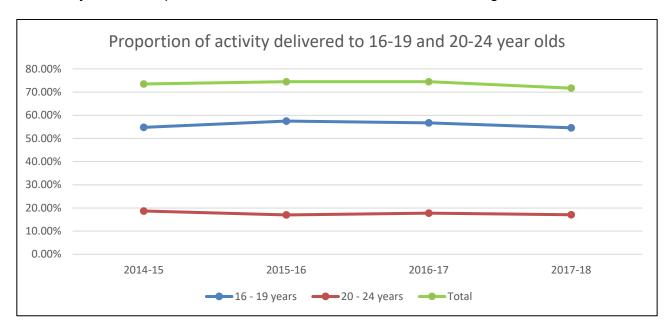
In line with the governments' requirement for all organisations which employ more than 250 staff to publish their gender pay gap figures, the college published theirs on line and can be found by accessing the following link:

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 and this continues into 2017/2018. 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. This has increased from 58.9 per cent in the top quartile to 64.71 percent in 2017/2018. Conversely the bottom quartile has increased from 76.6 percent to 78.81 per cent in 2017/18.

#### 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 CRED	ITS/RSUM		ROA targe	t	
ROA Age Groups	2014-15	2015-16	2016-17	2017-18	2017-18	2018-19	2019-20
16 - 19 years	55.00%	57.43%	56.69%	54.04%			
20 - 24 years	18.84%	17.05%	17.80%	15.81%			
Total	73.84%	74.48%	74.50%	69.85%	70%	71%	72%

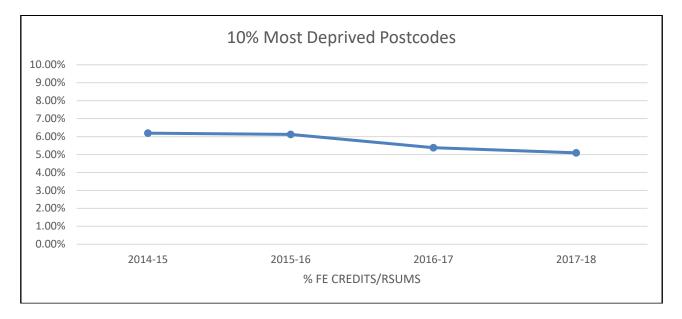
	FE CREDITS/RSUMS								
ROA Age Groups	2014-15	2015-16	2016-17	2017-18					
16 - 19 years	18407.38	18057.97	17437.59	15967					
20 - 24 years	6305.322	5360.447	5475.67	4671					
Total	24712.7	23418.42	22913.26	20637					
All credits/RSUMs	33467.36	31441.24	30757.69	29547					

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 has decreased over the last two years, in line with an overall reduction in credit activity. The percentage of activity delivered to these age groups also decreased slightly in 2017-18, although it still exceeded the Regional Outcome Agreement target.

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 CRED	ITS/RSUM	ROA target			
Credits/RSUMS	2014-15	2015-16	2016-17	2017-18	2017-18	2018-19	2019-20
Percentage from SIMD10	6.19%	6.12%	5.38%	5.09%	3.40%	3.45%	3.50%
Credits from SIMD10	2072	1925	1655	1505			



The volume and percentage of credits delivered to learners from the 10% most deprived postcode areas fell in 2016-17 and 2017-18. 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, as previously detailed.

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.

				ROA Targets							
	2014	4-15	2015	2015-16 20		2016-17		7/18	2017-18	2018-19	2019-20
Care Leaver	873.6	2.60%	1112.6	3.50%	1015	3.30%	1119	3.79%	2.20%	2%	2.24%
Disability	7155.3	21.40%	6619.6	21.10%	7221.8	23.50%	6273	21.23%	26.50%	26.75%	27%
Mixed Background	188.8	0.56%	160	0.50%	177.1	0.58%	217	0.73%	0.42%	0.43%	0.43%
Asian, Asian Scottish or Asian British	337.1	1%	266.1	8.50%	253.8	0.83%	297	1.00%	1.73%	1.76%	1.77%
All Students	33467.4		31441.2		30757.7		29547				

#### 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. Intelligence from the Highland Council suggests that the college attracts a high proportion of care experienced young people from across Highland.

#### Disability:

The proportion of credits delivered to learners declaring a disability has returned to previous levels after a rise of 2 points in 2016-17. The college continues 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 and is reflective of the regional demographic.

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 point from the college's *Evaluative Report and Enhancement Plan 2017-18* provides a summary of retention and attainment by learner group for 2017-18:

'Full-time FE success 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 from SIMD 10 postcodes, which has improved but is below sector levels, and for those in SFC Price Group 5, which dipped in 2017-18. The reason for the fall in success rates on Price Group 5 programmes was quickly identified and action put in place to ensure they recover in 2018-19. Part-time FE success rates show an improving trend or maintenance of very high success 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.'

Evaluative Report and Enhancement Plan 20171

#### Further Developments in 2017/18

- 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 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.
- 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, one-

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<sup>&</sup>lt;sup>1</sup> https://education.gov.scot/other-sectors/further-education/688209

to-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.

#### All FE on recognised qualifications; targets for credits delivered by learner group:

			Ac		Targets				
	20	015-16	20	16-17	2017-18				
	ENR	% Credits 2015-16	ENR	% Credits 2016- 17	ENR	% Credits 2017- 18	% Credits 2017- 18	% Credits 2018- 19	% Credits 2019- 20
SIMD 10	247	6%	189	6%	182	5%	7%	7%	8%
Care experienced	129	3%	126	3%	133	4%	3%	4%	4%

#### School enrolments most deprived areas

Year	Total Enrolments	Enrolments: most deprived areas	% Enrolments: most deprived areas
2012-13	4449	254	5.70%
2013-14	4535	248	5.50%
2014-15	4916	296	6.00%
2015-16	4462	238	5.30%
2016-17	4309	173	4.00%
2017-18	5246	190	3.6%

School	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
IHS	35	44	38	53	42	41
IRA	48	56	36	54	40	43
MA	38	37	37	39	27	39
Total	121	137	111	146	109	123

#### Overall retention rates for FT and PT

AC_YEAR	%Retention
2014/15	88.15%
2015/16	86.47%
2016/17	88.63%
2017/18	88.05%

		Retention Rates											
Gender	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18							
Female	83%	85%	85%	85%	85%	84.69%							
Male	84%	88%	89%	88%	90%	90.18%							

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

			A	ctual				Targets	
	20	15-16	20	16-17	20	17/18			
	ENR	% Success 2015-16	ENR	% Success 2016-17	ENR	% Success 2017-18	% Success 2017-18	% Success 2018-19	% Success 2019-20
Disability	284	61%	317	66%	281	65%	68	70	72
SIMD 10	92	54%	83	57%	72	60%	60	65	70
Carers	135	66%	158	69%	86	77%	70	72	76
Care experienced	52	54%	48	46%	51	56%	55	58	60
Price Group 5	12	100%	37	81%	40	65%	80	80	80
Male	797	69%	736	68%	686	73%			
Female	567	63%	578	68%	572	67%			
ВМЕ	26	73%	27	68%	23	87%			
All learners	1366	66%	1316	68%	1258	71%	70	72	76

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

				Actual				Targets	
	20	15-16	:	2016-17	:	2017-18			
Learner Group		%		%		%	%	%	%
	ENR	Success 2015-16	ENR	Success 2016-17	ENR	Success 2017-18	Success 2017-18	Success 2018-19	Success 2019-20
Disability	629	67%	574	69%	545	83%	71	73	75
SIMD 10	155	68%	106	66%	100	79%	68	70	72
Carers	324	76%	280	76%	224	88%	78	80	82
Care experienced	77	50%	78	78%	80	73%	80	82	84
Price Group 5	264	70%	165	81%	191	80%	82	84	86
Male	1745	81%	1722	84%	1844	88%			
Female	1625	70%	1411	71%	1287	85%			
ВМЕ	61	68%	48	72%	54	75%			
All learners	3370	79%	3135	81%	2983	87%	82	84	86

#### Volume and proportion of credits delivered to learners aged 16-19 and 20 – 24

	%	FE CRED	ITS/RSUM	ROA target				
ROA Age Groups	2014-15	2015-16	2016-17	2017-18	2017-18	2018-19	2019-20	
16 - 19 years	55.00%	57.43%	56.69%	54.04%				
20 - 24 years	18.84%	17.05%	17.80%	15.81%				
Total	73.84%	74.48%	74.50%	69.85%	70%	71%	72%	

		FE CREDITS/RSUMS									
ROA Age Groups	2014-15	2015-16	2016-17	2017-18							
16 - 19 years	18407.38	18057.97	17437.59	15967							
20 - 24 years	6305.322	5360.447	5475.67	4671							
Total	24712.7	23418.42	22913.26	20637							
All credits/RSUMs	33467.36	31441.24	30757.69	29547							

## Volume and proportion of credits relating to learners from different protected characteristics and by care leaver status

					ROA Targets						
	2014	4-15	2015-16		2016-17		2017/18		2017-18	2018-19	2019-20
Care Leaver	873.6	2.60%	1112.6	3.50%	1015	3.30%	1119	3.79%	2.20%	2%	2.24%
Disability	7155.3	21.40%	6619.6	21.10%	7221.8	23.50%	6273	21.23%	26.50%	26.75%	27%
Mixed Background	188.8	0.56%	160	0.50%	177.1	0.58%	217	0.73%	0.42%	0.43%	0.43%
Asian, Asian Scottish or Asian British	337.1	1%	266.1	8.50%	253.8	0.83%	297	1.00%	1.73%	1.76%	1.77%
All Students	33467.4		31441.2		30757.7		29547				



#### **Board of Management**

Subject/Title:	Local Government Pension Scheme Employer Discretionary policy
Meeting and date:	Board of Management – 21 March 2019
Extract from Minutes of the Meeting of the Human Resources Committee held on 28 February 2019	

#### LOCAL GOVERNMENT PENSION SCHEME EMPLOYER DISCRETIONARY POLICY

A report by the Director of Organisational Development advised that the Local Government (Scotland) Pension Scheme Regulations provided employers participating in the Highland Council Pension Fund with powers to determine certain policies to reflect local circumstances.

In 2005 the College reviewed its 'employing authority' discretionary policies in relation to enhanced pension benefits. It was agreed that the College would not enhance pension benefits for staff in circumstances of redundancy or retirement. This policy was continued throughout the college restructure and voluntary severance arrangements in 2011/2012. At the last review in 2015 there was no change to this position.

The Board also agreed in 2015 to incorporate into college practice the recovery of sums from the pension scheme in the event that an employee was dismissed for a fraudulent offence or gross misconduct where the college could recover these losses.

It was proposed that no changes be made to the current policy.

The Committee **AGREED** to recommend the current policy with no changes to the Board of Management for approval.



#### **Board of Management**

Subject/Title:	Local Government Pension Scheme Employer Discretionary Policy
Author: [Name and Job title]	Lindsay Ferries, Director of Organisation Development
Meeting:	Human Resources Committee
Meeting Date:	28 February 2019
Date Paper prepared:	25 February 2019
Brief Summary of the paper:	The HR Committee are asked to agree the recommended LGPS discretionary policy as attached to this report. On agreement, this will be recommended to the Board of Management for final approval in March and thereafter recorded with Highland Council and the College.
Action requested: [Approval, recommendation, discussion, noting]	Recommendation for Board Approval
Link to Strategy: Please highlight how the paper links to, or assists with::  compliance partnership services risk management strategic plan new opportunity/change	
Resource implications:	Yes / 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	

ITEM 5

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 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 a breach of the Data Protection Act (S38)			Other (please give further details)	
For how long must the paper be withheld? (express either as the time which needs to pass or a condition which needs to be met.)				

Further guidance on application of the exclusions from Freedom of Information legislation is available via http://www.itspublicknowledge.info/ScottishPublicAuthorities/ScottishPublicAuthorities.asp and http://www.itspublicknowledge.info/web/FILES/Public\_Interest\_Test.pdf

#### Purpose of report

The purpose of this report is to review Inverness College UHI discretionary policies under the Local Government (Scotland) Pension Scheme 2008 and 2015.

#### **Background**

The Local Government (Scotland) Pension Scheme Regulations provide employers participating in the Highland Council Pension Fund with powers to determine certain policies in respect of the Local Government Pension Scheme to reflect local circumstances.

Discretionary polices fall into two distinct categories.

- 1) <u>Administering Authority</u>. These policies apply to all employing authorities participating in the Highland Council Pension Fund.
- 2) <u>Employing Authority</u>. Employers participating in the Highland Council Pension Fund are required to formulate and publish specific policies best suited to their own organisational requirements.

The Highland Council is the administering authority for the Highland Council Pension Fund. Inverness College UHI as the 'employing authority' and in line with the Local Government (Scotland) Pension Regulations has an obligation to publish its own suite of pension employing authority pension discretions.

In 2005 the College reviewed its 'employing authority' discretionary policies in relation to enhanced pension benefits. The college as a matter of routine confirmed that they do not enhance pension benefits for staff in circumstances of redundancy or retirement and continued this policy throughout the college restructure and voluntary severance arrangements in 2011/2012. It was agreed in 2015 (at the last review) that these do not change and it is proposed in light of the current review that this position continues.

Furthermore in 2015, the Board agreed to incorporate into college practice the recovery of sums from the pension scheme in the event that an employee is dismissed for a fraudulent offence or gross misconduct where the college could recover these losses. It is proposed that that in light of the current review that this does not change.

Regulation No- A – Administration Regs B – Benefit Regs	Description of discretion	Current Inverness College UHI practice / discretion	Proposed change
B4(2) and 4(4) & A51(9)	Determination of annual contribution rate to be paid by active members by reference to pay band and how those rates are to be reassessed	Contributions assessed on 1 <sup>st</sup> April annually	None
B5(1)(b)	Determination of elements of pay on which pension contributions should be assessed	Contractual elements of pay only assessed	None
B11(2)	Final pay period to be used where a member's pay consists of fees	Best average 3 in last 10 years	None
B12(1)	Power to increase membership of an active member.  This provides that the College may increase an employee's Scheme membership of the Local Government Pension Scheme before their employment is terminated. The amount of additional Scheme membership awarded must not exceed 10 years	Not adopted	None
B13	Power to award additional pension to a scheme member only (no survivor benefits can be awarded) of not more than £5,000 per year	Not adopted	None

Regulation No- A – Administration Regs B – Benefit Regs	Description of discretion	Current Inverness College UHI practice / discretion	Proposed change
B18(1) & (3)	Flexible retirement – consent to reduction in hours or grade of post (18(1)) and waiving any actuarial reduction that would apply (18(3))	College policy exists with no waiving of actuarial deduction	None

Regulation No- A – Administration Regs B – Benefit Regs	Description of discretion	Current Inverness College UHI practice / discretion	Proposed change
B30(2)	Elections for early payment of pension (Member under age 60). This provides that an employee can elect to receive the early payment of their retirement benefits where all of the following conditions are met:-  • they are either an existing Scheme member, or became a deferred member on or after 1 April 1998  • they are aged between 55 and 59, and  • the employee has the employers written consent  Certain members will have the benefit of protections enabling them to receive their retirement benefits under this discretion without suffering any early retirement reduction	Not adopted	None

Regulation No- A – Administration Regs B – Benefit Regs	Description of discretion	Current Inverness College UHI practice / discretion	Proposed change
B30(5)	Waive actuarial reduction of pension on compassionate grounds where pension benefits are paid early in accordance with regulation 30(2) of the Benefit Regulations	Not adopted	None
A13(8)(aa)(ii)	Extension of the 12 month option period for aggregation of deferred benefits	Not adopted	None
A19(2)	Late application by member to pay optional contributions for period of absence – the rules of the scheme allow for someone to elect to pay pension contributions to cover a period of absence from duty. The election should be made within 30 days of returning to work, but the employer can extend this time limit if it so wishes	Not adopted	None
A22(3)	Shared cost AVC schemes  This provides for an employer to establish and maintain a shared cost Additional Voluntary Contributions (SCAVC) arrangement to receive contributions by both employee and employer.	Not adopted	None

Regulation No- A – Administration Regs B – Benefit Regs	Description of discretion	Current Inverness College UHI practice / discretion	Proposed change
A40(1)	Method of payment of employee contributions (e.g. an employer may deduct pension contributions from the member's pay)	Contributions deducted through salary	None
A40(2)	Deduction of contributions from relevant Reserve Forces pay	Contributions deducted from Reserve Forces pay	None
A42(2)	Exclusion of right to return of contributions – if employment is terminated due to fraud or grave misconduct. Refunds in such circumstances do not have to be paid to the individual. It is for the employer to decide if this should happen, or if it wishes to reclaim the money (see 66 & 68 below).	Not adopted	Contributions offset against any amount due to be repaid to the College
A66(1)	Forfeiture of pension rights on issue of Secretary of State's certificate following a conviction of a work related offence.	Not adopted (consideration that this is only applicable to elected council members)	None
A66(3)	Where forfeiture certificate is issued, whether to direct that benefits are to be forfeited	Not adopted (consideration that this is only applicable to elected council members)	None

Regulation No- A – Administration Regs B – Benefit Regs	Description of discretion	Current Inverness College UHI practice / discretion	Proposed change
A67(1) & (2)	Where forfeiture certificate is issued, whether to direct interim payments out of Pension Fund until decision is taken to either apply the certificate or to pay benefits	Not adopted (consideration that this is only applicable to elected council members)	None
A68(2)	Recovery of monetary obligation by former employee where employment ceases due to misconduct, negligence or a fraudulent act.	Adopted	None
A70() & (3)	Whether to recover from the Pension Fund any financial loss caused by fraudulent offence or grave misconduct of employee (who has left because of that offence), or amount of refund if less	Not adopted	To adopt practice
A76(1)(b)	Agreement to a bulk transfer	Yes	None



#### **Board of Management**

Subject/Title:	Corporate Parenting Plan
Meeting and date:	Board of Management – 21 March 2019
Extract from Minutes of the Meeting of the Learning, Teaching and Research Committee held on 5 March 2019	

#### **CORPORATE PARENTING ANNUAL REPORT**

A report by the Head of Student Services presented the annual report for corporate parenting for annual year 2017-18. The College had published its first Corporate Parenting report in April 2018 to summarise the progress made since the publication of the Corporate Parenting Plan in October 2016. It was now a requirement for every college to publish an annual progress report. The report detailed the work the College did with students from a care-experienced background to reduce any barriers, which individuals might face. It was anticipated that the College would be required to submit the report to the Scottish Government by April 2019 and publish it on the College website.

The Committee discussed the report and **REQUESTED** that the Head of Student Services review the references to non-disclosure in paragraphs 4 and 9 of the report to ensure that there was no inconsistency between the statements made.

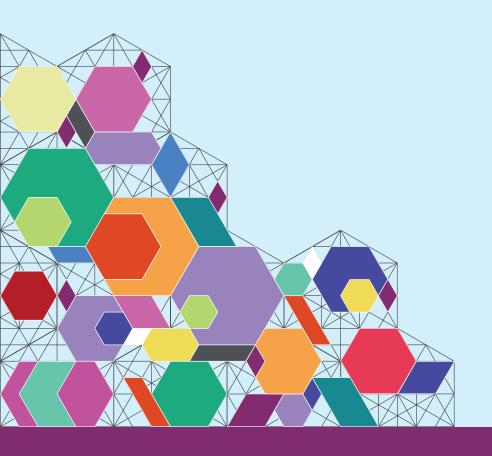
In answer to a question, the Head of Student Services confirmed that it would be very beneficial to roll out the Aim High project to further secondary schools in Inverness, particularly Millburn Academy and Inverness High School but resource limitations prevented this at the present time.

It was confirmed that the online Corporate Parenting Training module could be made available to Board Members.

The Committee **AGREED** to recommend the corporate parenting annual report 2017/18 to the Board of Management for approval



# Corporate Parenting Annual Report 2017-18





## Introduction

Inverness College UHI is defined as a Corporate Parent under the Children and Young People (Scotland) Act 2014. Corporate Parenting is defined as:

"An organisation's performance of actions necessary to uphold the rights and secure the wellbeing of a looked after child or care leaver, and through which their physical, emotional, spiritual, social and educational development is promoted, from infancy though to adulthood. In other words, corporate parenting is about certain organisations listening to the needs, fears and wishes of children and young people, and being proactive and determined in their collective efforts to meet them" (Scottish Government, 2015).

The college recognises that at present many care experienced young people have some of the poorest personal outcomes of any group in Scotland and can often experience multiple barriers to education such as lack of funding, disruptive schooling and an unstable home environment.

Inverness College UHI published its first Corporate Parenting Plan in October 2016 after extensive consultation and collaboration with third sector agencies, a range of other Corporate Parents and care experienced young people. Since then significant progress has been made against our action plan.

This report details our ongoing work over the period of academic year 2017-18, the impact that this has had on care experienced students and our priorities for the future.

## 1. Driving forward our plan in partnership

Inverness College UHI is committed to ensuring care experienced young people are encouraged and assisted to apply for Further and Higher education and are fully supported during their learner journey. We strive for continuous enhancement of the support we provide and many of our initiatives have been recognised as sector leading.

Our Corporate Parenting Steering Group - composing of college senior management, operational managers, transition co-ordinator, academic staff, and third sector agencies – meets bi-annually to review progress and discuss next steps. The group reports into several committees – Student Support Committee, Equality and Diversity Committee and to the Board of Management.

We have ensured that our work compliments provision from other groups and that opportunity for joint funding of initiatives is available through ongoing discussions with other Corporate Parents through the CHAMPS board, partners from College Development Network and with other academic partners through the University of the Highlands and Islands (UHI) Care Leavers Group.

#### 2. Staff awareness

In partnership with Who Cares? Scotland, UHI academic partners, and our care experienced students, we have developed an online Corporate Parenting training module. This now forms a mandatory part of induction training for all new staff and helps to raise awareness of our duties and aspirations around corporate parenting. This resource also creates an immediate understanding of some of the challenges care experienced young people face. The college has also taken the decision to make this training module mandatory for all staff to complete during academic year 2018-19.

#### 3. Raising aspirations and pre-entry outreach

Inverness College UHI works closely with third sector agencies and schools to support the transition of individuals at an early stage. The college hosts a series of transition days where future students can visit the college, meet with staff and become more comfortable and confident in the college environment prior to applying and becoming a student.

Details of the support available to care experienced students is detailed on our website <a href="https://www.inverness.uhi.ac.uk/students/student-support/care-leavers">https://www.inverness.uhi.ac.uk/students/student-support/care-leavers</a>. Leaflets with information about support and opportunities for care experienced young people are widely disseminated to organisations working with this group to help encourage greater participation in further and higher education.

The Transition Co-ordinator in partnership with our Guidance Officers works with our current care experienced students to raise awareness of opportunities for educational progression and / or employment to help secure positive destinations.

In Spring 2018 the college embarked on an ambitious programme with one of the local secondary schools and five primary schools within its associated school group (ASG). The Aim High project focuses on interventions from the College to pupils during P7,S1, S2 and S3.

#### 4. Identification of applicants that are care experienced

The college has worked hard to promote a positive declaration environment and to encourage applications from care experienced individuals, alongside others who are furthest from education and face the most significant barriers. We have worked closely with our secondary schools to ensure that we work with care experienced young people before the point of them making an application. Through early contact at school 16 plus meetings, coupled with third sector agency meetings, we are confident that we are being proactive in capturing disclosures prior to application. We have robust data sharing agreements in place with schools, third sector agencies and with social work to ensure that we can share information appropriately.

#### 5. Application

Students who declare care-experience at point of application are flagged on our student records system. The college operates a contextualised admissions policy and processes. This commitment enables the College to form a more complete picture of the characteristics of an individual applicant. We endeavour to take into account an applicant's background where an application falls short of the standard entry criteria for a course or where there is competition for places.

#### 6. Pre-entry

All students who have declared care experience on their application are contacted prior to the start of their course to welcome them to the college; outline the enhanced services available to support them; and to offer a meeting with our Transition Coordinator.

Additional support is offered to help with the completion of student funding and our Student Funding team take a contextualised approach with regard to any documentation required. Funding applications are prioritised to ensure finance is available from the earliest point possible.

Our Halls of Residence guarantee a place to all care experienced students and provide 365-day contracts to ensure they do not have to leave the accommodation during the summer period when most students vacate and go home.

## 7. Provision of On Course Support

#### Co-ordinated Support Plan

We have established the offer of a co-ordinated support plan to all students who have care experience. This provides a named contact who will co-ordinate their support needs and allows us to identify the partner agencies with whom they are or would benefit from engagement with. It also identifies what internal support would be beneficial, for example any support around additional learning needs or health and well-being support.

#### Insight Monitoring and Tracking

Our INSIGHT monitoring and tracking system enables us to highlight individuals who are at greater risk of withdrawal. Care experienced students, and others who face greater challenges, are flagged from the earliest possible point to highlight to the Personal Tutor that some individuals may require additional support and guidance to sustain their studies. This system also allows information sharing between Student

Support Services and the Personal Tutors and helps to ensure holistic support by creating a supportive and informed team surrounding the student.

#### Homelessness

We have worked in partnership with the Highland Council Welfare Team and our student residences providers, City Heart Ltd, to establish holistic support for any student who finds themselves homeless. This all too often can be care experienced students. We have processes in place whereby any homeless student in receipt of emergency / temporary housing from the council can be placed in student halls. This provides a far safer and better option for those who are vulnerable.

## 8. Monitoring of the plan and its Impact

The college has an action plan which sits under our Corporate Parenting plan. This is continuously monitored and formally reviewed bi-annually by the steering group. However, during session 2018-19 the college will review the action plan in a more holistic way given this was written at the point of us publishing our original Corporate Parenting Plan in 2016.

The college also interrogates student data in terms of levels of retention and achievement as part of the ongoing monitoring of the plan. Analysis of AY 2017-18 highlights that there has been a 10pp increase since 2016-17 in the number of care experienced learners successfully completing FT FE programmes. However, despite this we are very aware that this is significantly lower than the outcomes for the whole college population so continued work is required to reduce this inequity.

#### 9. Future priorities

Whilst the level of tailored and enhanced support which the College provides to care experienced young people is tangible, we also recognise that we need to continue to do more to support equity of outcomes for this group.

Despite good relationships with our partners and our ongoing efforts to work with care experienced young people from the earliest possible point, the college recognises that we still have a level of non-disclosure or late disclosure. This is partially due to the continued stigma of being care experienced so we need to continue to publicise our positive declaration environment and work collegiately with partners to encourage disclosures.

The college recognises that whilst we have excellent relationships with our secondary schools, we perhaps do not always get invited as routine to 16+ meetings. We therefore need to continue to work with schools and the Highland Council to ensure that we are always seen as a key partner and can engage with young people at the earliest stage.

The college also recognises that our care experienced students on part time further education programmes have far greater chances of success than those on full time further education programmes – in AY 2017-18 care experienced learners were 17% more likely to succeed than those on full time programmes. We therefore need to consider the information and advice we provide individuals with prior to making application and as part of their transition to college to ensure that they are fully informed of the best route for them.

Whilst the college provides a broad curriculum and prioritises applications from care experienced learners, we recognise that for many the step out of school and into further or higher education is a significant challenge. The college recognises the utility in providing shorter courses for those furthest from education to act as a stepping stone into a lengthier programme of study. The College will work with the Highland Council and third sector agencies to strengthen our partnerships and consider how we can better meet the needs of those who are not ready to step into further or higher education.

Through our Transitions Co-ordinator the College has been able to focus resource to successfully establish our corporate parenting duties. We have been able to provide a named person who external agencies can liaise with and who students can access support through. Whilst this has been hugely beneficial, we also recognise that the very definition of having a dedicated role to support a particular student group may actually encourage a stigma and create the very barriers we are trying to break down for individuals who wish to blend in. The College will therefore review the support arrangements for care experienced learners to clarify the best means of providing the support from the earliest possible stage in the student journey and in a discrete way.



# **Board of Management**

Subject/Title:	Marketing and Communications Policy			
Meeting and date:	Board of Management – 21 March 2019			
Extract from Minutes of the Meeting of the Finance and General Purposes Committee held on 7 March 2019				

#### MARKETING AND COMMUNICATIONS POLICY

A covering report by the Director of Business Development explained the approval process of the new marketing and communications policy thus far.

There was a detailed discussion on the policy and the Chair was of the opinion that the policy should not just reflect the importance of attracting learners but should also include reference to the explicit needs of employers and other key groups. The policy statement was therefore limited in its context. In addition, the policy did not clearly define the responsibility of all staff in relation to marketing and communications in relation to their activity. The chair also felt it was more a policy that enshrined responsibility rather than being a call to arms around marketing and communications in these difficult financial times.

The Committee **REQUESTED** the Director of Business Development to review the policy and provide a revised version with tracked changes which would be submitted to the Board of Management for approval.



# **Marketing and Communications Policy**

REFERENCE: (will be inserted by Quality Unit)

Policy Owner	Director of Business Development
Lead Officer	Director of Business Development
Review Officer	Marketing and Communications Manager
Date first approved by BoM	
First Review Date	
Date review approved by BoM	
Next Review Date	
Equality impact assessment	
Further information (where relevant)	

Reviewer	Date	Review Action/Impact		

## Contents

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Inverness College UHI Policy: Marketing and Communications Policy Page: 3 of 6

#### 1. Policy

- 1.1. Inverness College UHI is committed to providing information about learning opportunities the full range of our services which are is fair and accurate, easy to understand, timely, current, transparent and transparent and focused on the needs of the intended audiencesengaging internal and external stakeholders in line with the strategic plan, marketing strategy and business development strategy.
- 1.2. Inverness College UHI is committed to supporting the strategic plan through attracting students and developing relationships with key stakeholders by delivering high quality assets and activities, underpinned by comprehensive research and market insight. Marketing activities will be aimed at a range of audiences, primarily local, national and international learners, employers/industry and schools.
- 1.3. Inverness College UHI is committed to building and growing its internal and external brand and competitive position, regionally, nationally and internationally.
- providing clear, accurate, comprehensive and accessible information on its courses, entry requirements and associated marketing and communications procedures at relevant stages of the processcustomer journey.
- Marketing and publicity information will be available and retrievable where intended audiences and information users can reasonably expect to find it; the format and delivery of information will take account of the access requirements of a diverse audience.

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#### 2. Legislative framework / related policies

- Equality Act 2010
- Freedom of Information (Scotland) Act 2002
- Consumer Protection Law
- Admissions Policy
- **Quality Policy**
- Freedom of Information Policy
- **Data Protection Policy**
- ICT Code of Conduct
- Gender Action Plan
- Data Protection Act 2018
- EU General Data Protection Regulations (GDPR)

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#### 3. Policy Aims

- 3.1. To attract learners to study at Inverness College UHI and to communicate positive messages to both internal and external stakeholders in a coherent, innovative and effective way.
- 3.2. To promote all aspects of Inverness College UHI activities, including apprenticeships, events, short courses etc.
- 3.3. To provide advice on internal, external and corporate communications and media relations.
- 3.4. To maximise Inverness College UHI's relationships with external stakeholders in order to further enhance its reputation.
- 3.5. To support the Inverness College UHI Strategic Plan and complementary Marketing and Communication Strategy, through high quality marketing activities.

#### 4. Scope

4.1. This policy applies to Inverness College UHI staff and relates to all marketing and communications.

#### 5. Implementation

- 5.1. Marketing and Communications procedures that will form part of this policy include:-
  - 5.1.1. Public Relations and Internal Marketing procedure
  - 5.1.2. Website and Digital Marketing procedure
  - 5.1.3. Promotions and Publications procedure
  - 5.1.4. Social Media procedure

#### 6. Responsibilities

- 6.1 The **Director of Business Development** is responsible for ensuring that: The Marketing and Communications policy is reviewed and any changes are approved by the Senior Management Team and Board of Management.
- 6.2 The Marketing and Communications team is responsible for ensuring that:

- 6.2.1 Information provided by managers is included in the prospectus, and Inverness College UHI website and other promotional materials for all provision, including January start and evening/leisure courses.
- 6.2.16.2.2 The values of the organisation and the value proposition is communicated to staff.
- <u>6.2.26.2.3</u> Public relations activity promotes and enhances the profile and reputation of the college regionally, nationally and internationally.
- 6.2.36.2.4 Communication channels are utilised to engage stakeholders including staff, students and the wider community to promote the work of the college and maintain effective partnerships and relationships.
- 6.2.46.2.5 Information is kept up-to-date in a centralised repository around branding guidelines including use of the logo and consent for filming/photography.

#### 6.3 Managers are responsible for:

- 6.3.1 Ensuring that requests for support are in line with timescales in the marketing procedures.
- 6.3.2 Advising Marketing and Communications team of upcoming events, key dates and deadlines.
- 6.3.3 Identifying opportunities for articles, case studies and photographs/videos that will help to promote the full range of college activities and courses.
- 6.3.4 Ensuring that staff and students in their area are signposted to the Marketing and Communications policy and procedures.

#### 6.4 All staff are responsible for:-

- 6.46.4.1 —sSupporting the College marketing and communications effort in the context of their role, for example ensuring that they keep the Marketing and Communications team up to date with new developments in their subject/service area. The Marketing and Communications team work with staff to enable this. 4-
- 6.4.16.4.2 EStaff should ensureing that they familiarise themselves with the Marketing and Communications policy and procedures.

  Procedures specify timescales for the planning of campaigns, activities and marketing collateral.

#### 7. Compliance

7.1 This responsibility for compliance with the Marketing and Communications policy lies with all staff. The policy will be regularly reviewed and reports submitted to the Senior Management Team and Operational Management Group.

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#### 8. Monitoring

- 8.1 The policy will be monitored and its implementation evaluated, and a monthly marketing progress report will be presented to Senior Management Team.
- 8.2 The marketing budget is monitored on a monthly basis (or whenever budget reports are received from Finance) by the Marketing and Communications Manager and the Director of Business Development.

#### 9. Review

9.1 The Marketing and Communications Policy will be reviewed on a 3 yearly basis, or sooner if legislative change requires.





# **Board of Management**

Subject/Title:	Proposed Fees 2019-20		
Meeting and date:	Board of Management – 21 March 2019		
Extract from Minutes of the Meeting of the Finance and General Purposes Committee held on 7 March 2019			

#### PROPOSED FEES FOR 2018/19

A report by the Director of Finance provided the proposed fee rates for those FE tuition fees set by Inverness College UHI, and for the Early Learning and Childcare Centre for the academic year 2019/20. The report referenced the issues which had been taken into account in reaching the proposed increases.

There was a detailed discussion on the complexity of setting fees and the limited influence the College had in relation to HE PT fees, which were set by the University. They had been set at £9K for 2019/20. The Principal referred to the ongoing discussions on University fees in England and Wales and the possibility that they would be lowered from the current level of £9K and the impact this could have on UHI recruitment.

The Committee **REQUESTED** the Director of Finance to include further evidence of comparison with other institutions, particularly around international & RUK fees on how the proposed increases could be justified so that the Board of Management would be fully informed and able to make a decision on the proposed fees for 2019-20.



# **Board of Management**

Subject/Title:	Proposed Fees for 2019/20		
Author: [Name and Job title]	Fiona Mustarde, Director of Finance		
Meeting:	Finance & General Purposes		
Meeting Date:	7 March 2019		
Date Paper prepared:	22 February 2019		
Brief Summary of the paper:	To provide the Committee with the proposed fee rates for those FE tuition fees set by Inverness College UHI, and for the ELCC rates for the academic year 2019/20. Agreeing these fees now will enable front line staff to provide accurate definitive prices to enable customers to make informed decisions.		
Action requested: [Approval, recommendation, discussion, noting]	Approval		
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> <li>new opportunity/change</li> </ul>			
Resource implications:	No		
Resource implications.	If yes, please specify:		
Risk implications:	Yes  If yes, please specify: Operational: without new fee rates staff unable to provide prospective students with accurate information. Organisational: delays in providing fee information could lead to students making alternative choices thereby impacting on recruitment		
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 inclu	ded within "open" b	usiness, 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~

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

#### Proposed Fees 2019/20

#### **Executive summary**

Under the terms of the Further and Higher Education (Scotland) Act 1992, College Boards of Management are required to set and charge fees for education provision with some exceptions. The full time fee rates are not within our control and are set nationally. HE fee rates are set by UHI and there is agreement that all academic partners charge the same rates.

Commercial courses are costed to ensure the charges made enable the courses to run on a financially viable basis and provide an element of contribution towards overheads. These charges are not included in the schedule of proposed fees.

A proposed schedule of fees for 2019/20 has been set out in the appendices.

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

In the case of HE fees, there is agreement that all Academic Partners (APs) will levy uniform fee charges, as set by UHI EO and approved by University Court.

Full time HE fees are set nationally on an annual basis but have not changed for a number of years. Part-time fees and those for non-EU students for HE level courses have been considered and set by UHI and are shown within appendix 1 for information only.

#### Further Education (FE) Fees

For FE courses, full-time fees are set nationally. Part-time FE level course fees remain to be set by colleges' Boards of Management locally. In setting the rate of increase, we have considered the following:

- · consumer price index (CPI and CPIH) as our inflation measures
- anticipated cost of living pay awards
- Brexit
- market forces

Increases of approximately 2.2% are proposed for our FE tuition fee rates for 2019/20. The most recent published figures for inflation for January 2019 are 1.8% (CPI) and 1.8% (CPIH, CPI but also includes owner occupiers' housing costs). RPI (2.5%) is no longer used as a national statistic. Whilst the increase of 2.2% is slightly higher than the January position, it reflects the average CPIH inflation rate over the last 12 months.

Teaching staff have yet to conclude negotiations in relation to the 2018/19 pay position so the final outcome is unknown. Support staff agreed a  $2\frac{1}{2}$  year deal which reflects a range of uplifts from a minimum of £650 to a maximum of £1,600 with the majority of staff falling in between these boundaries and receiving either 3% or 2% depending on their salary levels in 2018/19 and 2019/20.

The impact of Brexit on our cost base is as yet unknown. It is widely believed that consumables costs will rise after the UK leaves the EU but it is not possible to quantify at this stage.

We need to balance these cost rises against the recruitment position. Recruitment to both FE and HE remains challenging and significant increases in fees for those who are self-funding, or for employers, may not be acceptable to the market thereby creating avoidable barriers to student recruitment. FE fee rates are an important, but relatively small, factor in our income streams.

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

The same fee rate has been set for student with an RUK fee status. RUK refers to rest of the UK and this applies to students from within the UK but out with Scotland who come here specifically to study. The rate is set at the same level as international students as these students are not fundable and therefore do not count towards our credit target. Whilst RUK students studying at HE level can normally receive tuition fee loans from the Student Loans Company, there is little support available for those studying at FE level.

Part-time courses for overseas students are charged at circa four times the standard rate for EU students.

#### **Fee Waivers**

FE fee waivers are expected to continue to be available in 2019/120 to eligible students under the SFC scheme. Fee waiver grant forms part of the funding received from SFC to compensate for revenues lost by colleges as a consequence of not making direct charges to students. This is included within the main core grant and not paid separately. As a UHI college, fee waivers are only available at FE level and not for HE activity. Part-time HE students must apply to SAAS for funding.

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

There are some courses which are priced independently to take account of the activity required for successful delivery. Some of these courses, such as the SVQs, relate to activity which is largely delivered under contractual arrangements with employer organisations. Many of the PDA courses are HE level activity. These fees have not been covered in this review.

#### **Nursery Fees**

The attached appendix shows both the current charges for nursery provision in 2018/19 and the proposed rates for 2019/20. The rates have been set through reviewing the costs of the provision and contrasting with the charges levied by comparable nursery providers in our area.

#### Addendum - International Fee Increases

Comparator information relating to tuition fees for international students at FE level is difficult to source. Typically, FE students falling into the category of international fee payer status are not actually FE students coming to Scotland to study. They are more likely to be students who do not meet the residency requirements to be classed as "home" and fundable by SFC and are therefore extremely limited in number.

The UHI HE fees for 2019/20 were proposed by the UHI Head of Marketing and Planning and approved by UHI Partnership Council on 9 January 2019. Comments were provided in advance of these fees being approved by Partnership Council. The UHI fees proposal contains information on comparators and the reasoning applied and has been appended for your information. The following is an extract from the Partnership Council minutes for 9 January 2019 relating to this paper:

• Members agreed the 2019/20 fee proposal as per the paper recommendation.

In future, members agreed that the fee position needs take better account of our offer, market position, value for money, employability, and league table positions. The 2020/21 fee proposal will need to take these nuances into account, and should be discussed in more detail at a future PC meeting.

Members also agreed to look at how courses are marketed to RUK; develop and validate the proposition (e.g. Guardian league table), and identify portfolio/vanguard of programmes that could be particularly attractive to RUK market. PC recognised that consideration will be needed on how these product offerings will be resourced. D Macbeath has already been identifying programmes via PPF; he took an action as Chair of PPF to bring a proposal around this RUK offer to a future meeting of PC.

The Chair reminded members that the research committee does not approve the PGR fees (they only recommend).

The UHI 2018/19 fees policy makes reference to a South Asia scholarship and the possible extension of this to other markets experiencing price sensitivity.

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# University of the Highlands and Islands

Committee	Partnership Council	
Subject	2019-20 Unregulated fee proposals	
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	This paper provides proposals for unregulated undergraduate and taught postgraduate fee levels for 2019-20. Unregulated fees relate to undergraduate RUK and international and all PGT [note: the Research Degrees Committee approve the PGR fees].	
Resource implications	Yes	
[if yes, please provide detail]	Fees impact on income	
Risk implications	Yes	
[if yes, please provide detail]	In relation to setting fees at an optimal level to maximise recruitment and income	
Date paper prepared	20/12/2018	
Date of committee meeting	09/01/2019	
Author	Margaret Antonson, Head of marketing and planning	
Link with strategy Please highlight how the paper links to, or assists with:  • compliance • partnership services • risk management • strategic plan • other activity [e.g. new opportunity] – please provide further information.	Click here to enter text. Click here to enter text. Click here to enter text. Strategic aim 1 - our students Links to recruitment targets	
Equality and diversity	No	
Status	Confidential	
Consultation	Yes	
How has consultation with partners been carried out? [summary of response should be included in the paper]	Paper circulated to PPF members. Stuart Gibb, VP International has confirmed his agreement with the international fee proposal.	
Freedom of Information Can this paper be included in 'open' business?*	No	

# PC18/19-076

\* 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] Click here to enter text.	

For how long must the paper be withheld? Until approval [express either as the time which needs to pass or a condition which needs to be met]

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and

http://www.itspublicknowledge.info/web/FILES/Public Interest Test.pdf

## **Proposals for Unregulated Fees for 2019-20**

Unregulated fees relate to undergraduate RUK and international, all PGT and PGR [note: the Research Degrees Committee approve the PGR fees]. The university's fees are generally towards the lower end of the post-92 Scottish institutions. Further detailed on the fees charged by these institutions can be found in the appendix (page 3).

Course level/fee	Proposal for 2019-20 (based on sector analysis).
status	
Undergraduate degree RUK	Most Scottish universities are matching their fees to what is agreed in England. For 2019-20 the UK Government has retained fees for home students in English universities at £9,250 for 2019-20. Most of the Scottish post-92s continue to offer the fourth year free.
	2019-20 fees have not been published for all Welsh institutions yet but are anticipated to remain at £9,000. Where fees have been published by Northern Irish HEIs, NI/EU students will be charged £4275 and RUK £9,250.
	Currently our fees are £9,000, capped at £27,000 in total (fourth year free).
	Proposal: No change
	This will allow some degree of price competitiveness in a market where we are still trying to gain some ground, particularly Wales and Northern Ireland where home fees remain lower than England.
Other undergraduate RUK	It is difficult to find RUK fees on many of the Scottish college websites, however most charge the same as international fees. In 2018-19, Dundee and Angus and City of Glasgow charged £6500, Edinburgh College's fee was £7,700. SRUC RUK charged £6950. No 2019-20 fees have been published yet.
	Currently our fees are: £6720
	Proposal: no change for the same reasons as for the undergraduate degree, with a view to increasing next year.
Undergraduate international	There has been an average increase of 4% across Post-92 universities.
international	Average fees for post-92 universities are £12,600 (arts/classroom-based) and £14,200 (science/lab-based), we should be aiming towards this level of fee. A staged approach was agreed by Partnership Council last year as we are focusing on growing this market.
	Currently our fees are £11,100 (arts) and £12,200 (science). Applying the sector uplift of 4% would increase this to £10,920 and £12,012 respectively.
	Proposal: increase fees to £11,650 (arts) and £12,800 (science), applying 5% uplift.
Other	International fees are also hard to find on Scottish college websites. 2018-19 fees
undergraduate	(as for RUK above) were Dundee and Angus and City of Glasgow £6500 and
international	Edinburgh College £7,700. SRUC charged £10,000 in 2018-19 (same as degrees)

Currently our fees is £6,720 and has not changed over the last three					
	Proposal: Increase in line with inflation, £6855.				
Taught postgraduate SC/EU/RUK	Most of the post-92 universities have had no change in their home fees (most charge the same for SC/EU/RUK). The majority charge £5,500.				
	Currently our standard SC/EU fee is £5000 and RUK is £5,850. We have a small number of courses with non-standard fees include MBAs.				
	Proposal: retain both standard fees at current level. We know this is a price sensitive market and our SC/EU fee would still be competitive. It is proposed that the university planning team start discussion with programme leaders on programmes where market forces suggest a different fee to the standard (in the main this would be fees higher than the standard).				
Taught postgraduate international	Fees have increased across the Post-92 universities by an average 5% (with the exception of UWS with an increase of around 20%)				
international	Average fees are £13,000 (arts/classroom) and £14,500 (science/lab-based). Again, there was agreement that we do not want to be too far adrift of others in this group, but with a staged approach while we try to grow this market.				
	Currently our fees are £11,340, with a lower online fee of £8,120. Again with a small number of courses having a non-standard fees.				
	Applying the sector uplift of 5% to the standard fee would increase it to £11,907, with an online fee of £8526.				
	Proposal: increase the standard fee to £12060 and £8640 online, a 6% increase narrowing the gap to the rest of the sector.				
	Again it is proposed that the planning team discuss with individual PLs about further price differentials were there is a market justification.				

Note: we have a no fee increase guarantee for self-funding undergraduate and taught postgraduate students who have RUK or INT fee status. This means the fee increases only apply to new students in 2019-20 onwards.

#### Appendix 1 – Sector comparisons

# 1. Undergraduate degree RUK fees: Post-92 institutions: 2019-20 fees, change from previous year shown in brackets.

	2019-20 Fees	Max. for 4yr degree	2016-17 new
			students (FT, UG)*
University of Abertay	£9,250 (no change)	£27,800 (£9250 per year but with a £9200 scholarship for all)	40
Edinburgh Napier	£9,250 (no change)	£27,750 (honours year free)	235
Glasgow Caledonian	£9,250 (no change)	£27,750 (capped)	70
Queen Margaret University	£9,250 (£7,000)	£27,750 (honours year free)	75
Robert Gordon University	£5,000-£6,750 (no change since 2015-16)	£20,000 – £27,000	60
University of West of Scotland	£9,250 (no change)	£27,750 (capped)	180
University of the Highlands and Islands	Proposal: £9000 (no change)	£27,000 (final year exempt from fee)	20

SRUC (no 2019-20	£6950 (2018-19)	£27750	20
fees yet)			

<sup>\*2016-17</sup> is the latest enrolment (rounded) data available. This has been shown to give some context to the level of recruitment. At the time most post-92s were charging £9000, with the exception of RGU, QMU and UWS - however they didn't offer the 4th year free. From the above, it is difficult to draw any conclusions regarding recruitment looking at fee/price sensitivity alone. This is likely to be one of many factors including subject and investment from the HEI. 2016-17 was also before the cross-border arrangement for nursing fees was removed which meant RUK nursing students paid 'SC/EU' fees, this is likely to have applied to other health professions.

#### 2. Other undergraduate RUK fees

The university currently charges £6710 for HN programmes. For context, 2018-19 fees at SRUC were £6,950, no update yet for 2019-20. This information is difficult to find from Scottish college websites however, in the main, the charge for RUK is the same as for international students. Where this can be found, fees ranges from £6,500 to £7,700. Most English and Welsh institutions charge degree fees for foundation degrees.

Proposal: retain at £6,720 (£448 per unit, £1120 per 20 credit module) for the same reasons as for the undergraduate degree.

# 3. Undergraduate degree international fees: Post-92 institutions. 2019-20 fees, previous year shown in brackets.

	Arts	Sciences	Increase	2016-17 new FT students*
University of Abertay	£14,000 (£13,800) (standard)	£14,800 (£14,600) (for computing)	1.4%	20
Edinburgh Napier	£12,845 (£12,350) (classroom)	£14,925 (14,350) (lab based)	4%	290
Glasgow Caledonian	£11,845 (£11,500)	£11,845 (£11,500)	3%	190
Queen Margaret University	£12,500 (£12,000) (classroom)	£13,500 (£13,000) (lab based)	4%	35
Robert Gordon University	£12,730 (£12,360)	£16,240 (£15,760)	3%	110
University of West of Scotland	£12,000 (£10,600)	14,000 (£12,100)	13%- 16%	255
University of the Highlands and Islands	Proposal: £11,650 (£11,100)	£12,800 ((£12,200)	5%	20

SRUC (no 2019-20 fees	£10,000	£10,000	2018-19	5
available)			only	

<sup>\*</sup>As above, 2016-17 is the latest data (rounded).

For further UK context: average standard international fees in UK institutions in 2018-19

- English: £14,500 classroom-based; £16,500 lab-based (4-5% increase)
- Welsh: average £13,200classroom; £16,000 lab-based (1% increase)
- NI: £14,600 classroom and 16,600 lab based (3-4%)

#### 4. Undergraduate sub-degree international fees:

As with the sub-degree RUK, international fees in Scotland's colleges (where they can be found on websites) ranged from £6,500 to £7,700 in 2018-19. SRUC charged a fee of £10,000 in 2018-19. Our fee is currently £6,720

Proposal: increase fees in line with inflation to £6,855 (£457 per unit, £1140 per 20 credit module)

# 5. Taught postgraduate home/RUK fees: note: most institutions charge the same fee for Scottish/EU and RUK

			2016 new stude	-17 ents*
	Standard fees	Increases	FT	PT
University of Abertay	Standard SC/UK at £5,500 RUK £7,500	No change	5	
Edinburgh Napier	Standard £6084 (£5850)	4%	50	155
Glasgow Caledonian	Standard £5500	No change	50	75
Queen Margaret University	Standard £5,500	No change	35	120
Robert Gordon University	Standard £5,500	No change	35	250
University of West of Scotland (No 2019-20 fees available)	Standard SC/EU £5,500 (no change) RUK: £5,500 -£7300	Limited change	90	30
University of the Highlands and Islands	Proposal: £5000 home/EU; £5850 RUK	No change	10	40

SRUC (no 2019-20 fee available)	£4,940	2018-19 only	25
			í .

<sup>\*</sup>There was more variation in home fees for PGT in 2016-17, with the lower end being £3400 however the differences between institutions was similar. Again a range of factors in likely to account for differences in recruitment.

For further UK context: average standard home PGT fees in UK institutions in 2017-18:

- English: £7,400 classroom-based and £8,500 lab-based (4% increase)
- Welsh: average £7,200 classroom; £7,800 lab-based (3-4% increase)
- NI: standard £5,500 (no change)

#### 6. International PGT fees

			2016	-17
			new	
			stude	ents*
	Standard fees	Increases	FT	PT
University of Abertay	£15,250 (£14,250)	7%	15	5
Edinburgh Napier	Between £13,520-£15,755 (£13,000 – £15,150)	4%	260	30
Glasgow Caledonian	£12,980 (12,600)	3%	420	15
Queen Margaret University	Classroom-based £13,000 (£12,000) Lab-based £14,000 (£13,000)	8%	70	55
Robert Gordon University	Engineering £17,280 (£16,780) Health/Social science £11,450 (£11,120) Creative 12,470 (£12,100)	3%	210	65
University of West of Scotland	£12,600 (£10,600) classroom £14,600 (£12,100) lab based	19%-21%	320	5
University of the Highlands and Islands	£12060 (£11,340) onsite; £8640 (£8120) online	6%	15	5

SRUC (no 2019-20 fees	£10,000	2018-19	
available)			

<sup>\*</sup>As above.

For further UK context: average standard international PGT fees in UK institutions in 2017-18:

- English: £14,600 classroom-based and £16,300 lab-based (4%)
- Welsh: average £13,500 classroom; £16,000 lab-based (1-2% increase)
- NI: £14,690 classroom and 16,640 lab-based (3% increase)



# **Board of Management**

Subject/Title:	Finance System
Meeting and date:	Board of Management – 21 March 2019
Extract from Minutes of the held on 7 March 2019	he Meeting of the Finance and General Purposes Committee

#### FINANCE SYSTEM

A report by the Director of Finance referred to the continued delays to the new finance system which was being delivered by TechnologyOne and outlined the proposed interim solution of upgrading the existing SUN system to the latest available version of SUN 6.3 to aid effective financial management.

The Director of Finance advised that UHI had decided to continue with the contract and as a result, it was expected that UHI EO would be the first to implement and go live with TechnologyOne.

The Committee once again expressed serious concerns over the terms of the contract with TechnologyOne and reiterated the need for College Boards to be included in the wider UHI decision making on contracts and other key partnership wide issues.

Whilst supportive of the proposal, the Committee **REQUESTED** that the Director of Finance amend her report to

- 1. provide an explanation of how the upgraded version SUN 6.3, would help the Finance Team to do its job and support the College in the drive for financial sustainability and
- 2. provide further detail on the statement that the new system would not provide the desired range of functionality that was anticipated from the TechnologyOne solution.

so that the Board of Management would be fully informed and able to make a decision on whether to agree to the interim solution to upgrade to SUN 6.3.



# **Board of Management**

Subject/Title:	Finance System
Author: [Name and Job title]	Fiona Mustarde, Director of Finance
Meeting:	Finance & General Purposes
Meeting Date:	7 March 2019
Date Paper prepared:	22 February 2019
Brief Summary of the paper:	To outline to the Committee the proposed interim solution of upgrading the existing SUN system to the latest available version of SUN 6.3 to aid effective financial management.
Action requested: [Approval, recommendation, discussion, noting]	Approval
Link to Strategy: Please highlight how the paper links to, or assists with::  compliance partnership services risk management strategic plan new opportunity/change	Compliance – Cyber Essentials security Risk management – provides mitigation for financial risks through improved system and processes and better information Strategic plan – supports the college towards financial sustainability
Resource implications:	Yes If yes, please specify: Approximately £30k consultancy to implement, staff time
Risk implications:	Yes  If yes, please specify: Operational: error rate through manual processes, low quality data without new system Organisational: current system significant barrier to effective financial management
Equality and Diversity implications:	No If yes, please specify:
Consultation: [staff, students, UHI & Partners, External] and provide detail	N/A

Status – [Confidential/Non confidential]	Confidential			
Freedom of Information Can this paper be included in "open" business* [Yes/No]	No			
*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)		X	Its disclosure would constitute a breach of confidence actionable in court (S36)	
Its disclosure would constitute a breach of the Data Protection Act (S38)			Other (please give further details)	
For how long must the paper be withheld? (exeither as the time which needs to pass or a cowhich needs to be met.)				

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# **Board of Management**

Subject/Title:	Finance Strategy
Meeting and date:	Board of Management – 21 March 2019
Extract from Minutes of the held on 7 March 2019	he Meeting of the Finance and General Purposes Committee

#### FINANCE STRATEGY

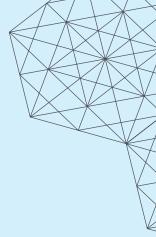
The Director of Finance presented the revised draft finance strategy following extensive SMT review and discussions at the Board of Management away day on 25 January 2019.

The Chair thanked all those involved for the substantial amount of work which had been carried out and the changes made to the strategy.

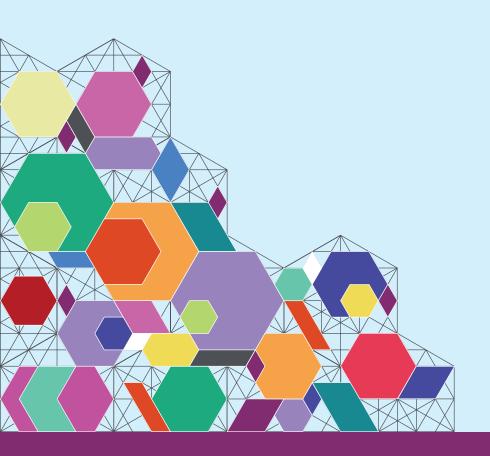
The Committee discussed the revised document and **AGREED** to recommend it to the Board of Management for approval subject to

- 1. the first sentence within the context section being amended to include financial sustainability and
- 2. that the PIs be linked to the strategic objectives

# 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 to address the need for long term financial planning and financial sustainability. It has been guided by the current 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. This is an enabling strategy that will support the development of the next iteration of the overarching Strategic Plan.

In line with the majority of colleges within the Scottish education sector, Inverness College UHI has historically been dependant on government grant funding through the Scottish Funding Council. With a Scottish Funding Council grant funding level in excess of 70%, this reliance presents a risk, particularly in times of challenging public sector budget allocations.

Scottish Funding Council grant funding assumptions for future years do not allow for inflationary uplifts and, in addition, colleges are expected to find efficiency savings of at least 3% each year. The largest element of the College's cost base is employment costs. The College is a signatory to the National Recognition and Pay Agreement and as such, must implement the outcome of collective pay bargaining outcomes which are negotiated at a national level on behalf of the sector. Employer contributions to pension schemes are not only rising as a percentage of the increased pay levels, but there is also substantial increase in the teaching pension scheme rates, up from 17.2% to 22.4% in April 2019. Therefore the only direct control that can be exercised on employment costs relates to staff numbers, job roles and deployment of staff.

Capital grant funding for infrastructure is limited, and there is still a large proportion of the college estate in Scotland which is aged and requires significant investment, as evidenced by the sector condition survey commissioned by the Scottish Funding Council during 2017/18. This places additional pressure at a national level on the allocation of capital grant funding. For 2018/19, some areas identified as very high priority in the sector condition survey received specific capital grant funding however the general allocation was reduced. Whilst Inverness College UHI is in the fortunate position of having a new campus and significant investment in other estate, the

maintenance costs of ensuring that these assets are adequately maintained is considerable. There is a risk that funding levels may not be sufficient in future years to adequately address both buildings and ICT requirements.

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.

Currently, university higher education funding is allocated on a course basis, with the course attached to the relevant price group to identify the funding allocated. However in future, the Scottish Funding Council intend to allocate university higher education funding on the basis of the relevant price groups of individual units within a course, rather than the award itself. This will impact on all UHI partners and further analysis is being undertaken at a UHI level to fully understand the implications of this change.

However, wWhat 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."

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.

To address these challenges, the College believes that there is no single solution that will have the desired level of impact. Instead, the Finance Strategy recognises that the solution is a strategy of incremental gains and improvements across the College, spanning income generation through to cost effectiveness and efficiency.

The Finance Strategy is interdependent with all the College enabling strategies. <u>The strategic objectives in many of our strategies form the building blocks for the Finance Strategy.</u> 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 <u>demand-led</u> sustainable curriculum that matches available resources
- <u>Thorough Ccurriculum</u> review ensuring that curriculum and methods of delivery meet student expectations including the identification of underperforming areas
- Effective timetabling to ensure deployment of assets is maximised <u>and campus provision is operating efficiently</u>
- 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 the flexibility of our estate to meet demand and support growth opportunities atch demand
- Working with our facilities provider <u>and other suppliers</u> to <u>ensure our estate is</u> operating efficiently secure efficiencies in our estate and reduce waste

# 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

- The completion of detailed course costings on a consistent basis as an integral element of the validation process, and subsequent review and evaluation of effectiveness and sustainability
- Clear understanding of the differing needs of budget holders leading to enhancement of financial monitoring reports to better meet those needs
- <u>Investing in our financial and management information systems to improve</u> data capture and remove manual processes
- 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
- Identifying and acting on opportunities for contract research and consultancy
- Working with stakeholders such as government agencies, third sector agencies and industry to increase the provision offered
- Ensuring that all levels, Foundation, Modern and Graduate, of apprenticeship curriculum are current and will provide students with the relevant skills to meet employer expectations
- Working with employers to understand their needs and expectations, and tailoring our commercial offering to match
- 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:

- Trans National Education (TNE) using specific models and products appropriate to this activity and attractive to prospective students
- Setting challenging but achievable targets for recruitment of an appropriate cohort of students per year
- Working with UHI to invest in <u>effective</u> marketing and promotion of identified curriculum in targeted international recruitment
- Working with UHI to ensure that student applications are processed efficiently and effectively thereby increasing the conversion rate
- Identifying and focussing on specific markets through the effective use of market intelligence
- Establishing and articulating market status through inclusion in relevant league tables
- 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 and processes
- 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 <u>resource allocation</u><del>procurement</del> and their <u>responsibilities</u> <u>in maximising efficiency</u>role within this

We will achieve this by:

- Supporting staff in achieving efficiency savings and/or gains through the introduction of efficiency targets
- Working with staff at all levels to continually review costs and understand their responsibilities regarding economy, efficiency and effectiveness
- Clearly articulating to staff the benefits to be realised from incremental / marginal gains and how all staff can contribute towards financial sustainability
- Continually reinforcing the importance of accurate, timeous data, particularly in relation to student and course data within the student information system
- Quarterly high level reporting to middle and senior managers
- 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
- Reviewing processes and procedures, working with staff to identify and remove non-value activities
- Rolling out the procurement 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	
Non-SFC income as a % of total income – Objectives 3 and 4	

Days ratio of cash to total	expenditure - Ob	iective 6
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Staff costs as a % of total expenditure — Objectives 5 and 6
Staff costs as a % of total income — Objectives 3, 5 and 6

Underlying operating surplus/(deficit) as a % of total income - overall measure of financial sustainability

Full fee paying students as a % of target – Objectives 4 and 5

Student to Staff Ratio - SSR - Objectives 1, 2, 5 and 6

### **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.



Subject/Title:	Scottish Colleges Foundation Bid Submission March 2019			
Meeting and date:	Board of Management – 21 March 2019			
Extract from Minutes of the Meeting of the Finance and General Purposes Committee held on 7 March 2019				

#### SCOTTISH COLLEGES FOUNDATION BID SUBMISSION MARCH 2019

A report by the Director of Finance explained that an e mail had been sent to the Committee with details of the proposed applications and following three positive responses being received from members of the committee, the applications had been made to the Scottish Colleges Foundation by the due date of 22 February. The applications had been considered by the Scottish Colleges Foundation meeting on 6 March.

The Director of Finance advised that all the applications had been approved by the Trustees, although the approved value of the Group 2 was based on the cash payment made.

The Committee requested that the Director of Finance include the Trustees' decision as an addendum to her report and **AGREED** to recommend to the Board of Management retrospective approval of the submissions for funding.



Subject/Title:	Scottish Colleges Foundation Bid Submission March 2019		
Author: [Name and Job title]	Fiona Mustarde, Director of Finance		
Meeting:	Finance & General Purposes		
Meeting Date:	7 March 2019		
Date Paper prepared:	26 February 2019		
Brief Summary of the paper:	To provide the Committee with the opportunity to discuss the funding applications submitted to the Scottish Colleges Foundation in March 2019. Due to the timing of the Trustees meeting on 6 March 2019, the bids were circulated by e-mail for approval in advance of the submission deadline of 22 February 2019.		
Action requested: [Approval, recommendation, discussion, noting]	Approval		
Link to Strategy: Please highlight how the paper links to, or assists with::  compliance partnership services risk management strategic plan new opportunity/change	Strategic plan - investment		
Resource implications:	Yes If yes, please specify: If successful, will provide the funding to support specific initiatives.		
Risk implications:	Yes  If yes, please specify: Operational: funding required to support increasing the flexibility of our teaching estate. Organisational: serious financial implications if Group 2 funding not secured. Lack of investment in estate could have a negative impact on the student experience thereby impacting on reputation and student recruitment.		
Equality and Diversity implications:	No If yes, please specify:		
Consultation: [staff, students, UHI & Partners, External] and provide detail	N/A		

Status – [Confidential/Non confidential]	Confidential			
Freedom of Information Can this paper be included in "open" business* [Yes/No]	No			
*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)		X	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? (expressible either as the time which needs to pass or a conswhich needs to be met.)		•		

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

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



Subject/Title:	CITB Contract Issue			
Meeting and date:	Board of Management – 21 March 2019			
Extract from Minutes of the Meeting of the Finance and General Purposes Committee held on 7 March 2019				

#### CITB CONTRACT ISSUE

A report by the Director of Business Development provided comprehensive information on the background to the ongoing discussions on whether to enter into a contract with CITB who were the main provider for construction modern apprenticeships in Scotland. The contract provided by CITB was for a period of 3 years and the Principals Group had recommended that Colleges sign a one year contract.

In addition, the SVQ qualification standards had changed so that simulated (college based) evidence was no longer accepted, necessitating the employment of workplace assessors. The College was currently recruiting the workplace assessors.

The Director of Business Development provided a verbal update on the position, namely that Colleges Scotland would seek legal advice and guidance on the wording of the contract.

The Committee **NOTED** the current position and **AGREED** that

- 1. Inverness College should maintain its holding position and not sign a contract pending a report from Colleges Scotland.
- the Director of Organisational Development should provide a risk assessment paper for the Board of Management to highlight the impact going forward and the reputational risk to learning providers.



Subject/Title:	CITB Sub-contracting Update		
Author: [Name and Job title]	Georgie Parker, Director of Business Development		
Meeting:	Board of Management		
Meeting Date:	22 March 2019		
Date Paper prepared:	14 March 2019		
Brief Summary of the paper:	As requested by the Finance and General Purposes Committee, to provide an update on the CITB subcontract position.		
Action requested: [Approval, recommendation, discussion, noting]			
Link to Strategy: Please highlight how the paper links to, or assists with::	Opportunity and Growth in Student Life Opportunity and Growth in Curriculum		
<ul> <li>compliance</li> <li>partnership services</li> <li>risk management</li> <li>strategic plan</li> <li>new opportunity/change</li> </ul>			
Resource implications:	Yes		
Risk implications:			
Equality and Diversity implications:	N/A		
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 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)		X	Its disclosure would constitute a breach of confidence actionable in court (S36)	
Its disclosure would constitute a breach of the Data Protection Act (S38)			Other (please give further details)	
For how long must the paper be withheld? (express either as the time which needs to pass or a condition which needs to be met.)				

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Subject/Title:	Sports Pitch Business Case
Author:	Roddy Henry, Depute Principal
[Name and Job title]	Georgie Parker, Director of Business Development
Meeting:	Board of Management
Meeting Date:	22 March 2019
Date Paper prepared:	14 March 2019
Brief Summary of the paper:	To provide a business case in support of the development of a synthetic sports pitch on campus, as requested by the Board at their meeting on 22 March 2018.
Action requested: [Approval, recommendation, discussion, noting]	The Board of Management is requested to approve the release of funds from the Arm's Length Foundation (ALF) to support the development of the sports pitch.
Link to Strategy: Please highlight how the paper links to, or assists with::  compliance partnership services risk management strategic plan new opportunity/change	Opportunity and Growth in Student Life Opportunity and Growth in Curriculum
Resource implications:	Yes – release of funding from the ALF and costs detailed in the business case.
Risk implications:	Yes Operational: staffing resource Organisational: financial sustainability if targets not met
Equality and Diversity implications:	N/A
Consultation: [staff, students, UHI & Partners, External] and provide detail	Consultation has been undertaken through the involvement of stakeholders on the Inverness campus Sports Development Steering Group, including HISA, UHI EO, Sportscotland, HIE and the Highland Council.

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 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)		X	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



0.1: (177:4)				
Subject/Title:	Development Plan – 2018-19			
Author: [Name and Job title]	Fiona Ambrose, Board Secretary			
Meeting:	Board of Management			
Meeting Date:	21 March 2019			
Date Paper prepared:	11 March 2019			
Brief Summary of the paper:	Following the Board evaluation exercise facilitated by the Director of Organisational Development and consideration of the required actions at the Board Away day on 25 January 2019, a development plan for 2018-19 has been drawn up.			
Action requested: [Approval, recommendation, discussion, noting]	The Board of Management is asked to approve the 2018-19 development plan.			
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				
Status – [Confidential/Non confidential]	Non Confidential			
Freedom of Information Can this paper be included in "open" business* [Yes/No]	Yes			

## ITEM 8b

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? (expeither as the time which needs to pass or a corwhich needs to be met.)	

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# **INVERNESS COLLEGE UHI – BOARD OF MANAGEMENT DEVELOPMENT PLAN 2018-19**

	RECOMMENDATION	ACTION	RESPONSIBLE PERSON	TIMESCALE	Comments			
Er	Enhanced community engagement							
1	Need to provide the Board of Management with a better understanding of stakeholder engagement across the college	connections/links with	Depute Principal/Director of BD	Beg June 2019				
2	The Board need to better understand the community planning partnership process	Outline the way in which the College engages with the CPP processes	Depute Principal	Beg June 2019				
3	Understanding of how other Boards engage with stakeholders	Gather information from other Colleges re Board / Stakeholder engagement	Board Secretary	Beg June 2019				
4	That the Board engage directly with stakeholders as part of the ROA process	Stakeholder event to be organised	Depute Principal	By end March 2019				



Subject/Title:	Schedule of Board and Committee Meetings 2019-20						
Meeting and date:	Board of Management – 21 March 2019						
Extract from Minutes of the Meeting of the Chairs Committee held on 12 March 201							

#### SCHEDULE OF BOARD AND COMMITTEE MEETINGS

A report by the Board Secretary advised that the schedule of Board and Committee Meetings for the next academic year 2019-20 required to be approved by the Board of Management. The Chair advised that he was conscious of the significant volume of business which was presented from the standing committees to the Board of Management for approval and was concerned that there was not sufficient time given for meaningful discussion on a range of key issues across the college. He had therefore requested that an additional Board of Management meeting be added to the annual schedule to allow such discussion to take place.

The Committee discussed the need to review the delegated authority of the standing committees and **AGREED** that the Board Chair would take this forward as an action.

The Board Secretary asked the Chairs to consider whether they might wish to change the time of their committee meetings from early morning to late afternoon to better fit with board member work commitments.

#### The Committee AGREED

- 1. To recommend the schedule of meetings for 2019-20, with an additional Board Meeting to the Board of Management for approval
- that the Chairs should discuss with their committee members whether or not there was a consensus to move the time of the meetings to late afternoon and also to determine the views of SMT members who might be required to attend meetings out with normal college working hours.

### INVERNESS COLLEGE UHI - BOARD OF MANAGEMENT MEETINGS - 2019/2020 SCHEDULE

	Aug-19		September		October	ı	November		December		Jan-20		February		March		April	May		June		July
Sun		1						1						1								
Mon		2						2						2					1			
Tue		3		1				3	L, T & Res					3					2	Audit		
Wed		4		2				4		1				4	_	1			3		1	Staff Conference
Thu	1	5		3					F&GP Joint Audit/F&GP	2						2	ВОМ		4	Human Res	2	
	2	6		4		1		6		3				6		3	1		5		3	
Sat		7		5		2		7		4		1		7		4	2		6		4	
Sun Mon	5	9		7		3 4		9		5		3		9		5 6	3		7 8		5 6	
		10		8		5		10		7		_				7	5				7	
Tue	6					_		_				4				_					_	
Wed	1	11		9		6		11		8		5		11		8	6		10		8	
Thu	8	_	Chairs etc	10		7		12		9		6		_		9	7				9	
Fri	9	13		11		В		13		10		7		13		10	8		12		10	
Sat Sun		14 15		12 13		9   0		14 15		11 12		9		14		11 12	9		13 14		11	
	12	16		14		1		16		13		10		<u>15</u> 16		13	11		15		13	
			Audit			_		-		14		11		_			12				14	
	13	-		15		2		17						_	•	14			16			
Wed		18		16		3		18		15		12		18		15	13		17		15	
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	16	20		18		5		20		17		14		20		17	15		19		17	
Sat Sun	17	21 22		19 20				21 22		18 19		15 16		21 22		18 19	16 17		20		18 19	
	19	23		21		8		23		20		17		23		20	18		22		20	
	20			22		9		24		21		18		24		21	19		23		21	
Wed		25		23				25		22		19		25		22	20		24		22	
	22			24				26		23		20		26		23	21			Staff Conference?		
	23	27		25	2	2		27		24		21		27		24	22		26		24	
Sat		28		26	2		2	28		25		22		28		25	23		27		25	
	25	29		27				29		26		23		29		26	24		28		26	
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	29			31			uman kes	_								_		Chairs etc			_	
	30					9		_		31		28			;	31	29				31	
Sat	31				3	0						29					30					
	Callege Class	1															31					

College Closed

Joint Audit/F&GP

Chairs etc Chairs, S&N + PR&R - Thursdays @

Audit Tuesdays @
Human Resources Thursdays @
Learning, Teaching & Research Tuesdays @

Finance & General Purposes Thursdays @ ...... - September, March and June meetings

Thursday 5 December @
Thursday 5 December @

Board of Management Thursdays @ 3.30 p.m. - Oct and March meetings (including Briefing session) Tuesdays @ 3.30 p.m. December and June meetings



Subject/Title:	Programme Board – Governance and Accountability Working Group
Author: [Name and Job title]	Fiona Ambrose, Board Secretary
Meeting:	Board of Management
Meeting Date:	21 March 2019
Date Paper prepared:	11 March 2019
Brief Summary of the paper:	The Programme Board which was formed to examine UHI wide issues and make recommendations for the development and evolution of UHI, has established a number of working groups.  The Governance and Accountability working group has asked that all Partner Boards of Management and UHI Court consider a report and a video (around 35 minutes long) which sets out some of the governance challenges across the partnership.  The video has been published on SharePoint and can be accessed by inputting your user name and password (as you would for media reports) <a href="https://myuhi-my.sharepoint.com/:f:/g/personal/in13ha_uhi_ac_uk/EgEC5oAjXnZOrZJ5IUBqlsEBbMPEqOhytOkEtGtNOWF4Rg">https://myuhi-my.sharepoint.com/:f:/g/personal/in13ha_uhi_ac_uk/EgEC5oAjXnZOrZJ5IUBqlsEBbMPEqOhytOkEtGtNOWF4Rg</a> Board members are asked to view the video in advance of the Board meeting so that an informed discussion can take place at the meeting.
Action requested: [Approval, recommendation, discussion, noting]	The Programme Board has asked "College Boards of Management and the UHI Court to consider the presentation, the Paper from the Programme Director, and the advice of your Principal and respond to us by confirming or not that you agree that our arrangements for governance and decision making are impeding our ability to operationally deliver regionally"
Link to Strategy: Please highlight how the paper links to, or assists with::  compliance partnership services risk management strategic plan	

	T						
new opportunity/change							
Resource implications:	Yes / No If yes, please	e specify:					
Risk implications:	Yes / No  If yes, please specify: Operational: Organisational:						
Equality and Diversity implications:	Yes/No If yes, please						
Consultation: [staff, students, UHI & Partners, External] and provide detail							
Status – [Confidential/Non confidential]	Non Confidential						
Freedom of Information Can this paper be included in "open" business* [Yes/No]	formation an this paper be cluded in "open"						
*If a paper should <b>not</b> be	included within	"open" business, please highlight below the reason.					
Its disclosure would substantially prejudice a programme of research		Its disclosure would substantially prejudice the effective conduct of public affairs (S30)					
Its disclosure would substantially prejudice the commercial interests of any		Its disclosure would constitute a breach of confidence actionable in court (S36)					
Its disclosure would constitute a breach of the Data Protection Act (S38)		Other (please give further details)					
For how long must the paper be withheld? (express either as the time which needs to pass or a condition which needs to be met.)							

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

# Programme Board – Governance and accountability working group

The Programme Board established a number of working groups to look at particular themes which had been identified at a meeting of the Assembly in September 2018.

The membership and remit of the governance and accountability working group is shown on the following page.

At the first meeting of the group they considered the perception that our governance and decision making arrangements impede operational delivery. They have reached the conclusion that the evidence they have seen:

"does demonstrate that the governance and decision-making arrangements lead to operational challenges in how we are able to regionally organise and deliver".

Board Members are asked to view the video recording (link below) and consider the attached report by the Programme Director, Max Brown

## https://myuhi-

my.sharepoint.com/:f:/g/personal/in13ha\_uhi\_ac\_uk/EgEC5oAjXnZOrZJ5lUBqlsEBbMPEqOhytOkEtGtNOWF4Rq

### Governance and accountability working group

The group comprises governance, staff and student representatives from both the university and academic partners who attended the partnership assembly and form the assembly programme board.

#### Members

Andrew Campbell, Chair of the Board, Argyll College UHI Brian Crichton, Chair of the Board, Perth College UHI Florence Jansen, HISA (Lews Castle College UHI) Fiona McLean, Independent Member of the University Court Diane Rawlinson, University of the Highlands and Islands Alan Simpson, HISA

#### Priority areas

The working group is considering a range of governance, accountability and decision-making concerns raised at the partnership assembly and by members of the group. These include:

- 1. Poor mapping of accountabilities and responsibilities with academic partners and the university
- 2. Lack of process/clarity on how the university defines and justifies a higher education 'top slice' spend
- 3. Lack of definition/diffuse nature of setting/agreeing higher education budgets
- 4. Inability of academic partner boards to materially affect development of regional outcome agreement
- Low academic partner representation on court and sub-committees
- 6. Lack of understanding/willingness to understand our statutory responsibilities, particularly subsequent to the Post 16 Education Act, and historical structure not fit for purpose within the Act's strictures
- 7. Lack of opportunities for sharing/collaboration at a governance level
- 8. Tensions between local/regional tend to take a short-term view as opposed to long-term investment
- 9. Student experience/research excellence not currently at heart of governance scrutiny
- 10. Ongoing territorial stances that block efficiency gain and undermine the partnership's achievements and potential by making internal challenges public

The group took evidence on the following two areas as priorities:

- Current legislative requirements related to governance across the partnership
- The interaction between partnership decision making and operational delivery

Technical group asked to contribute to the discussions:

- Chairs (academic partner boards and university court)
- Principals (boards and university)

# UHI Partnership

Committee	Boards of Management / UHI Court
Subject	Evidence base for change
Action requested	Discuss and approve
Brief summary of the paper	This paper asks boards of management and the UHI court to consider the evidence that our governance structure impedes our operational delivery.
Resource implications	·
(If yes, please provide detail)	None
Risk implications	None
(If yes, please provide detail)	
Date paper prepared	12/02/19
Date of committee meeting	TBC
Author	Programme Director
Link with strategy	Will assist with the effective delivery of the strategic
Please highlight how the paper	plan.
links to, or assists with:	
compliance	
partnership services	
risk management	
strategic plan/enabler	
other activity (eg new	
opportunity) – please	
provide further information.	N/A
Equality and diversity	N/A
Status (eg confidential)	Open
Freedom of Information	Yes
Can this paper be included in	
"open" business?	
Consultation	
How has consultation with	
partners been carried out?	
(Summary of response should	
be included in the paper)	

#### **Governance and operational delivery**

#### Background

A clear message that came from many participants at the Partnership Assembly in September 2018 was that the governance structures of the UHI Partnership impede the operational delivery of our services; that UHI is succeeding despite, not because of the structure. This is a sentiment that has been expressed in other forums outside the Partnership Assembly and would appear to be a commonly held view by colleagues who work across the institutions that make up the UHI partnership.

The Governance and Accountability working group has been tasked by the Programme Board to consider a range of challenges that were raised at the assembly. The group agreed that challenging the veracity of the perception that our governance and decision-making arrangements impede operational delivery was a key element of their work.

On 5th February 2019 the working group held a meeting in Inverness and asked Dr Gary Campbell, Vice-Principal (Strategic Developments) for a staff view of some of these perceived challenges to supplement the assembly input and their own experiences. Dr Campbell presented a compelling set of evidence, some of which has been discussed at Partnership Council over the last year.

The view of the working group is that the evidence they have seen and discussed does demonstrate that the governance and decision-making arrangements lead to operational challenges in how we are able to regionally organise and deliver.

Furthermore, that the impact of this, in terms of;

- the fragility of our regional offering;
- the resource spent by senior leadership and staff managing the complications in our decision-making processes;
- the pace at which we can respond to opportunities and develop new courses;
- the impact that national bargaining and the new FE contract has on the provision of degree level courses;
- the constraints on staff to progress academic careers in an FE contractual framework;

require the UHI Partnership to explore how we can change the operational model to overcome these challenges.

The explicit objective of any proposed changes would be to ensure that we can release a greater capability and capacity of our staff and senior leadership to focus on delivering

high quality education across the Highlands and Islands, both locally and regionally, rather than managing resource draining delays and failures in our current decision-making arrangements.

We ask College Boards of Management and the UHI Court to consider the presentation, this paper and the advice of your Principal and respond to us by confirming or not that you agree that our arrangements for governance and decision making are impeding our ability to operationally deliver regionally.

Receiving this agreement from you, at this early stage in the process, will allow us to move forward to the frankly more difficult task of working with the assembly and colleagues from across the partnership to identify and consider the solutions to the operational challenges noted in the presentation.

The working group will then be able to assess the different options brought forward, what changes would be required in decision making arrangements to make them work, and present an options appraisal back to Boards and Court in due course.

I would be grateful if you could respond directly to me at Brian.Crichton.perth@uhi.ac.uk

#### **Evidence Base**

The working group has requested that Dr Campbell record a copy of his presentation and we hope that you have had the opportunity to review it before considering this paper. The presentation notes a number of challenges in organising and delivering regional provision in the context of current arrangements.

Planning regional provision regionally is in all probability more effective than planning it locally and trying to knit the sum of those plans and resources together coherently. The examples of how and why planning and coordination are failing in respect of regional provision, and how the structures of our decision-making are adding to that, are stark.

What was also evident from the presentation is that the operational challenges our governance and decision-making arrangements cause are not because of mischief, bad intent or poor local decision-making. In fact, it is quite the reverse, individual partners are making the right and rational decisions locally, but the sum of these at a regional level often do not make sense.

Two illustrative examples that struck us in particular were;

#### BSc (Hons) Psychology

As the Psychology programme increased in popularity, the number of students grew to more than 150 as did the number of academic partners contributing to delivery. The team also validated an online MSc in Psychology and both this and the undergraduate programme were accredited by the British Psychological Society (BPS). Among other things, the BPS accreditation was conditional on the recruitment of at least one more member of *research active* staff with a particular specialism.

There then followed around 20 months of discussions across the management of the involved academic partners, subject network and faculty to agree who would employ this member of staff. Eventually the matter was escalated to Partnership Council where a decision was finally made. This was always going to be the outcome; any rational person would make the decision to employ the additional staff. However, to solve the issue, a Principal was required to employ staff with limited additional income attached, an increase in costs straight to the bottom line. A decision, in these difficult financial times, that is not easy to make.

If we are to be frank about this issue.

- It shouldn't have occurred in the first place as the consequences of failure to recruit appropriately qualified and research active staff to meet BPS requirements should never have been a question.
- When it did occur, it should have been resolved straight away rather than consuming significant senior management time to make a decision that was always going to be taken.
- The funding / employment regime for the course should have the flexibility to allow for the employment of these staff without detriment to an individual partner.

Whilst this example highlights psychology, the challenges identified apply to a number of our regionally delivered courses.

#### Curriculum planning

The diversity of the UHI Partnership is one of our greatest strengths and providing remote and rural locations with a full range of FE and HE courses is fundamental to our purpose. We will never match other institutions for their head count in courses, in fact, we would be failing in our mission if we do.

However, Dr Campbell's presentation demonstrates the significant lack of co-ordination in how we plan our curriculum. This limits our ability to invest and grow those areas of our regional business that are most successful and will raise income for all partners and

limits our ability to identify and proactively support and cross-subsidise local courses, that are not financially viable in terms of numbers, but are essential for our diverse local communities.

It is inconceivable to think that a single partner, undertaking and implementing a curriculum review in isolation will not have unintended consequences for other partners. It encapsulates again that rational local decisions, made with the best of intentions, result in sub-optimal provision when added up to the regional level.

We are asking our senior executive leadership to manage the inconsistencies in these decision-making processes, rather than adapting the process to deliver a stronger and more coherent regional and local curriculum offering. One that releases the capacity and capability of our staff, builds on and strengthens our diversity and releases senior staff to focus on delivery.

The working group has also heard examples of where UHI have developed innovative sector defining courses.

### BSc (Hons) Software development

This programme was developed after analysis of the existing curriculum and the developing requirements of actual and potential inward investors in the UHI region. It was also a product of the strategic imperative to develop work-based learning programmes in response to changes in expectations of students, employers and the Scottish Government. Using European funding (ESIF) it was possible to employ, two well qualified and 'industry fresh' academics, to work alongside a dedicated educational developer (EDU) and a Curriculum Development Engagement Officer (CDEEO). Their brief was to 'start from scratch' to develop an innovative programme which would produce highly adaptive and employable graduates.

In brief, the result is a programme which will be available in 2020, incorporates such a range of topics, values, projects, real world experience, and innovative pedagogy that IBM have asked to partner with us in its delivery and have their name associated with it. The programme is fully compliant with the SDS requirements for a Graduate Apprenticeship, should we wish to take that path. Crucially, it is anticipated that the graduates of the programme will be in such demand that we can help break the circle of - few UHI computing graduates as there are few jobs in the region – few employers will set up here as there are insufficient graduates.

In short, this, and a few other key examples, demonstrate that this university is at least the equal of any in the sector with regard to innovative curriculum design, when the resource, planning and crucially staff 'headspace' are aligned. In this case, this 'luxury' was afforded us via external funding, the challenge is to be able to mainstream this approach.

#### Moving to solutions

The working group recognise that the presentation and the detail noted within this paper are illustrative of issues, rather than providing a full evidence base for change. In discussions with key staff these examples do represent a few of the many "sticking plasters" that staff have applied to ensure we can deliver despite our decision-making arrangements.

As a Partnership we know these problems exist and we know they are not limited to the examples that have been given here, they are systemic to how we are organised. The working group believes that it is counter-productive to spend the next three months identifying and cataloguing our failures of partnership decision making for presentation in June. It would be a divisive process to go through, it would only demonstrate what we already know and it would waste valuable time in developing the options available to us to address these challenges.

We are therefore seeking confirmation from Boards of Management and the Court that you agree that our arrangements for governance and decision-making are impeding our ability to operationally deliver regionally and you are content for the working group to move on to considering the options we have to resolve these issues with the assembly and colleagues from across the partnership.

#### Recommendations

Boards of Management and UHI Court are asked;

- To discuss the paper and Dr Campbell's presentation as part their March Board / Court meetings;
- To respond to Brian Crichton indicating whether the Board / Court agree that our arrangements for governance and decision-making are impeding our ability to operationally deliver regionally
- To note that should agreement be received, developing the options for changing regional operational arrangements with the assembly and colleagues from across the partnership will begin.



Subject/Title:	College Governance – Ministerial Announcement
Author: [Name and Job title]	Fiona Ambrose, Board Secretary
Meeting:	Board of Management
Meeting Date:	21 March 2019
Date Paper prepared:	11 March 2019
Brief Summary of the paper:	On 18 <sup>th</sup> February, Richard Lochhead MSP, Minister for Further Education, Higher Education and Science wrote to the Convener of the Scottish Parliament's Education and Skills Committee outlining his decisions following the Good College Governance Consultation in April/May 2017.
	The letter is attached.
	The Good Governance Steering Group which is chaired by Ken Milroy, Regional Chair, North East Scotland College, will be working closely with the Scottish Government to implement the changes identified and Colleges Scotland will be keeping Colleges updated as developments unfold.  At the first meeting, the group looked at the implementation of trade union nominees on boards, and a number of questions have been asked of all Board Secretaries.
	Questions and answers are in the body of the report
Action requested: [Approval, recommendation, discussion, noting]	The Board is invited to discuss the decisions within the Ministerial letter.
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:  Equality and Diversity	Yes / No If yes, please Operational: Organisational Yes/No	•	y:	
implications:	If yes, please	specif	y:	
Consultation: [staff, students, UHI & Partners, External] and provide detail				
Status – [Confidential/Non confidential]	Non Confiden	itial		
Freedom of Information Can this paper be included in "open" business* [Yes/No]	Yes			
*If a paper should <b>not</b> be inclu	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 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.)	pe withheld? (ex s to pass or a co			

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#### **Ministerial Announcement**

The Good Governance Steering Group which is chaired by Ken Milroy, Regional Chair, North East Scotland College, will be working closely with the Scottish Government to implement the changes identified and Colleges Scotland will be keeping Colleges updated as developments unfold.

At the first meeting, the group looked at the implementation of trade union nominees on boards and a number of questions have been asked of all Board Secretaries. Questions and answers below

1. **Quorum for board meeting activity - practice on board/committee compositions** – What do you use as quorum for board and committee meetings? E.g percentage or set number? How do you ensure a majority of non executive members are present when taking decisions? Is this easily managed or would guidance on this be useful and if so, what sort of guidance?

Our terms of ref regarding a quorum state that:-

Board of Management - One half or fifty percent of the actual membership of the Board. Ordinary members must be in a majority at the meeting.

Committees – 3 members entitled to vote on the items before the meeting.

The only committee where currently we might not have a majority of non-executive members present would be our Learning, Teaching and Research Committee as both staff and both student members sit on this committee. This has never happened to date but could be an issue if both TU members also wished to be appointed to this committee. The College is keen to ensure the two student members particularly have a voice on the LT&R committee and I don't think we would want to restrict membership to just one student member (or one staff member or one TU member) but this may be something which might have to be considered.

I would possibly look to change the terms of ref of this committee in line with that of the Board to ensure that a majority of non-execs were present for a quorum

Guidance on how to manage this with additional TU members would certainly be useful.

2. **Conflicts of interest** – based on the Model Code of Conduct, the Conflicts of Interest objective test, Code of Good Governance and Guide for Board Members in the College Sector, is there any additional guidance or improvement to this guidance relating specifically to conflicts of interest that you feel would better support you and board members, in particular taking into account specific conflicts of interests that trade union nominees may have.

We very rarely have genuine conflicts of interest.

As others have mentioned, Trade Union members will need to be aware that they are not representatives of but representatives <u>from</u> their Union (as outlined in the Guide for College Board members in relation to staff members). The level of TU member conflict may depend on

which Committee(s) they are a member of so guidance relative to particular e.g. Learning and teaching, HR or Finance issues would be of assistance.

3. **Time off for public duties - current practices in the college**. What arrangements are in place currently with regards to staff Board members? Do they get paid time off to perform public duties as a Board member, or are they expected to do this as an unremunerated voluntary activity on the same basis as non executive Board members?

Currently our committees meet early morning with our BOM meeting from 3.30. Staff members currently manage their workload with their line manager and carry this out as an unremunerated voluntary activity. On one occasion only, over the last 3.5 years of a 4 year appointment, did a line manager ask a staff member to submit apologies to a Committee meeting because of workload.

Ministear airson Foghlam Leantainneach, Foghlam Àrd-ìre agus Saidheans Minister for Further Education, Higher Education and Science



F/T: 0300 244 4000 E: scottish.ministers@gov.scot

Ms Clare Adamson MSP Convenor – Education and Skills Committee The Scottish Parliament EDINBURGH EH99 1SP

18 February 2019

Dear Convenor,

Colleges make a vital contribution to this Government's commitment to improving the lives and employability of all Scotland's people. Their effective governance is fundamental in securing public value; and in supporting colleges to improve the life chances of their students and the performance of businesses.

In 2016, the then Education Secretary's Good Governance Task Group reported back on the lessons learned at Glasgow Clyde, North Glasgow and Coatbridge Colleges. The Task Group also made a series of recommendations to improve governance in Scotland's colleges around four strategic themes of prevention; self-assessment; external assurance; and sanctions. These recommendations have been taken forward in conjunction with the Good Governance Steering Group which is a cross-sector body with a remit to support-ongoing good governance across the college sector.

Two of the specific recommendations suggested that the Scottish Ministers consult on the introduction of a number of new provisions, either legislatively or administratively, to the college governance framework. The Scottish Government consulted on these recommendations in April and May 2017. The Scottish Government received 39 responses to this consultation – 28 from organisations, including 10 colleges, and 11 from individuals. The majority of the questions consulted on are complex and have required lengthy consideration.

The Scottish Government proposes to take forward a number of proposals where it has been clearly demonstrated that undertaking such an action would improve governance in Scotland's colleges and would not alter the chain of accountability in the sector as introduced by the Post-16 Education (Scotland) Act 2013.

As a result, I am proposing to undertake the following actions as a consequence of this consultation:

- Partnership working: introduce two trade union nominees to the boards of incorporated colleges, the Lanarkshire Board and the Glasgow Colleges' Regional Board in addition to the existing staff representatives, bringing the college sector into line with changes made in universities by the Higher Education Governance Act 2016.
- Board appointments: amend ministerial guidance for college board appointments to:
  - strengthen the guidance on succession planning and multiple candidate appointments, and;
  - require all board vacancies to be advertised on the Colleges Development Network Website.
- **Training:** ask the Colleges Development Network to embed teamwork within the induction training of board members.
- Enhanced guidance: develop guidance for the SFC and colleges to follow in relation to any specific reviews undertaken by SFC of colleges under section 7C(7) of the Act (which relate to reviewing statutory criteria for a body to remain eligible for funding).
- Board meetings: introducing the ability of SFC to attend the board meetings of assigned colleges.
- Auditor General reviews: we will further investigate allowing the Auditor-General
  for Scotland the ability to conduct economy, efficiency and effectiveness reviews
  with the non-incorporated colleges that are not part of a local authority.
- **Alignment:** bring colleges into line with other Scottish public bodies where appointing bodies may suspend board members.
- Remuneration: remunerate the incorporated, assigned college chairs (bringing them into line with their regional strategic body and regional college colleagues), at a rate to be determined by the Scottish Ministers.

I hope the Committee finds this information useful. Officials will work closely with the Good Governance Steering Group to take forward the implementation of these actions.

I also attach the responses to the public consultation, which will be shortly published on the Scottish Government website.

RICHARD LOCHHEAD

Richard borblead



Subject/Title:	Principal's Report
Author: [Name and Job title]	Prof Christopher O'Neil, Principal & Chief Executive
Meeting:	Board of Management
Meeting Date:	21st March 2019
Date Paper prepared:	12 <sup>th</sup> March 2019
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	
<ul> <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	

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

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

#### PRINCIPAL'S REPORT

Since the last Board meeting, and the Finance Board Away Day there has been continued work on the finance and the mechanisms for increasing income. In regard to international, a visit to Ghana and Nigeria by the Principal has revealed a number of opportunities following meetings with recruitment agents, schools, the British Council and the Directors of the Nigerian Petroleum Technology Development Fund (PTDF) and the Tertiary Education Trust (TET).

## **Agents & Schools**

The meetings with agents were positive and revealed that our offer needs refining. There was interest in the one year on-campus MBA and MBA in Aviation from a number of students – all of which have been referred to Perth College UHI where the delivery will have to take place.

There was interest in some of our areas and we were consistently asked for an on campus MSc in Public Health and Engineering.

The Depute Principal Academic Development is now prioritising these areas for development and is mapping data based evidence across UK based demand onto existing capacity in areas such as Infection Control and Built Environment. The Depute Principal is also examining a framework for matrix delivery with named exits at Masters level.

We have had 3 enquiries about PhDs and are considering our/UHIs capacity to delivery and supervise. Additional enquiries have been made into areas we are less sure of such as Horticulture. The first undergraduate application to BA Business and Management has arrived at the time of writing and we are expecting more applications around Easter time from what is traditionally a late market. Our consultant will monitor and develop the offers from Nigeria. It is worth noting that one agent covering both Ghana and Nigeria sends 600 undergraduates to the UK each year.

There are a number of dependencies such as flexible payment plans, scholarships and speed of actions that are both in and out with our control. A dialogue with UHI is underway. We also (as said many times before) need a league table ranking and as such, we have started a dialogue with the Guardian.

The British Council provided some useful insight into preferred models of study and governmental priority areas of development in both Ghana and Nigeria. It is clear that direct contact with Ministries would be advantageous and provide us with access to markets that are seeking non-traditional on campus education. The British Council have offered to broker such meetings for a fee.

### **Trusts**

The Nigerian Government runs two very significant trusts – the PDTF and the T.E.T. Both are worth in excess of \$12M p/a and are used to target and support academics, industry and Government employees in Masters or research level study.

All Universities on the Times Higher top 200 list are able to partner the trust and receive full funding and support for Nigerians. Other Universities are able to join the preferred list if they can demonstrate a case. Robert Gordon University have achieved this and both of the fund Directors were interested in the breadth that UHI offers and some of our specialist capacity in areas from aviation to nuclear or well head management to Oceanography. Also, the PDTF is seeking a partner for English delivery of Engineering in China. UHI has a micro campus in China.

We, along with others from UHI are considering an application to be included in their approved lists.

### **Structure**

The SMT and the Programme Development Managers (PDMs) have continued to examine and find the most appropriate structure to ensure that as "Heads of" they will have a clear remit, balanced workload and appropriate support to ensure that they can play a full and proper role in delivering their areas as per our financial plan.

The re-casting (rather than restructuring) of the academic delivery is being built on the basis that it is cost natural – with some vired investment across the areas to a maximum of £50k. The SMT has development five models and through a process of discussion and testing has agreed that one of the options is suitable.

The testing has included workloads, subject/discipline capability and capacity for development. The process has been informed by insights from finance, HR and the curriculum review. The favoured model is 7 "Heads of" with 6 at level 3 and one at level 2. There will be 6 Deputy Heads (level 2) and their duties will be split 0.4 teaching and 0.6 management. The subject groups will have aligned administrate support from the current Front of House staff (ex secretariat). This model represents an overall costing saving of £22k, however, some investment is needed to ensure resilience and capacity. Consequently, the PDMs will now contribute to the model to advise and guide on additional investment into the subject areas which, if we invest to a maximum of the vired £50k could mean circa £70k (utilising the identified staffing saving).

### **Programme Board**

The work of the Programme Board is ongoing and following the workshops and Board meeting on 4 & 5 February, I can report that the work is moving ahead in a positive and engaged manner. Four key work streams have been established and they are Governance, Finance, Employment and Student experience.

- The Governance group will be approaching each of the partners Boards and Court to establish the appetite and remit for change.
- The finance group has begun the work of examining the RAM methodology and principles of cross partnership support
- The employability group has begun the process of examining single employer status although some concern was expressed about a potentially narrow view through the Board meeting.

 The student group has developed 4 distinct works steams and is seeking evidence to examine equivalence, experience and parity across the student journey

## **Education Scotland**

Education Scotland rated Inverness College UHI one of the top performing colleges in Scotland. Out of 27 colleges in Scotland, Inverness College UHI is one of only 5 colleges to receive an 'excellent' rating for leadership and approach to improvement, and 'very good' ratings for both student outcomes and the quality of provision and service. SFC Performance Indicators: Success rates for students studying further education courses at Inverness College UHI are now amongst the best in the country. Inverness College UHI is ranked 3rd highest of all 'large' colleges in Scotland in terms of success rates for both full-time and part-time courses & is only one to see a year-on-year improvement over the last 5 years.

This is of course an excellent result and related to the Quality Conversation (paper included). We have been building upon the Quality Framework and ensuring the associated culture is robust.

Worth of note is:-

- Stephanie Gardiner, a BA (Hons) Accounting and Finance has reached the final 4
  for the National University Class rep of the Year. Stephanie started her learning
  journey as a NC Intro to Business Management and Accounting (Jan start).
- Inverness College UHI teamed up with Developing the Young Workforce and Skills Development Scotland to present the Highland Apprenticeship Showcase on Thursday 7th March. Around 450 S3 pupils attended during the day alongside more than 30 employers. The event was opened up to members of the public in the evening to coincide with the Inverness College UHI Open Evening.
- Inverness College UHI has been nominated to be the lead partner to deliver a
  Graduate Apprenticeship in Early Education and Childcare from September 2019.
  It is also leading a fast-track childcare course targeted at men, starting in March,
  after successful bidding to SFC.
- 8 Highland Council secondary school teachers have started the Additional Teaching Qualification (ATQ) Computing Studies.
- The Business Solutions Team is working with 42 employers on applications for Flexible Workforce Development Funding worth around £590K.

Professor Christopher O'Neil Principal and CEO



Subject/Title:	Workforce Planning
Author: [Name and Job title]	Lindsay Ferries, Director of Organisation Development
Meeting:	Board of Management
Meeting Date:	21 March 2019
Date Paper prepared:	12 March 2019
Brief Summary of the paper:	Building on the Finance Strategy approved at the Finance and General Purposes Committee in February 2019 and the Organisation and Professional Development Strategy; this report provides an outline of the key areas of focus in light of workforce planning going forward.
Action requested: [Approval, recommendation, discussion, noting]	Discuss
Link to Strategy: Please highlight how the paper links to, or assists with:  compliance partnership services risk management strategic plan new opportunity/change	
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 include	ded within "ope	en" busir	ness, 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)	
		X	Other (please give further details)	
For how long must the paper be withheld? (express either as the time which needs to pass or a condition which needs to be met.)				

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

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



MINUTES of the MEETING of the AUDIT COMMITTEE held in the Boardroom, 1 Inverness Campus, on Tuesday 26 February 2019

PRESENT: Hazel Allen, Innis Montgomery, Fiona Neilson

CHAIR: Hazel Allen

**APOLOGIES:** Sarah Burton, Jaci Douglas, Steve Walsh

ATTENDING: Depute Principal

**Director of Organisational Development** 

Director of Finance

Scott Peterson, BDO (items 1 - 10) (by teleconference)

Secretary to the Board of Management

#### 1. MINUTES

The Minutes of the Meeting of the Audit Committee held on 22 November 2018 and the Joint Audit/Finance and General Purposes Committee held on 6 December 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. HEALTH AND SAFETY POLICY AND STATEMENT

The Director of Organisational Development referred to the health and safety policy and statement and advised that no changes had been made to the version which was approved in February 2018.

The Committee **AGREED** to recommend the health and safety policy and statement to the Board of Management for approval.

#### 4. AUDIT REPORT - BUSINESS CONTINUITY MANAGEMENT

In accordance with the 2018-19 Audit Plan, Internal Audit had reviewed the design and operating effectiveness of the controls in place surrounding business continuity management arrangements.

Scott Peterson advised that BDO had provided moderate assurance over the design and operational effectiveness of the arrangements in place relating to business continuity management. A number of areas of good practice had been noted. Six recommendations were made in the report, 3 of medium significance and 3 of low significance.

The Committee welcomed the findings of the review and **REQUESTED** that any actions arising from the next test exercise in terms of risk be reported back to the Committee.

#### 5. OUTSTANDING AUDIT RECOMMENDATIONS

A report by the Director of Finance provided an updated position on the implementation of action points arising from Internal Audit reports. There were only two outstanding actions, namely the development of a fixed asset register and SITS/SUN transfers.

The Committee **NOTED** the progress made and **REQUESTED** the Director of Finance to amend the due dates of the two outstanding actions.

It was **AGREED** that external audit recommendations should also be included in future reports.

#### 6. RISK REGISTER

A report by the Director of Finance highlighted those risks currently identified as the most significant to the College. Summary information from the full risk register had been appended for information.

The Committee discussed the report. It was suggested that sensitive data should include more than just ICT data, that if undertaken, penetration testing should be included in the text and that reference to the residences operational working group and any actions agreed, should be included as mitigating actions in the text. Also, internal audit report actions should be included.

The Committee **APPROVED** the summary register format for quarterly reporting and **NOTED** that

- 1. the full risk register would be provided on an annual basis to the September committee meeting.
- 2. mitigating actions from the work on the finance strategy and on the finance system would be included in the next report.

#### 7. HEALTH AND SAFETY Q2 REPORT

A report by the Health and Safety Manager provided a quarterly report on matters pertaining to health and safety, the key issues being as follows:-

- During Q2, the number of incidents reported through SHE in comparison with the same point last year had decreased by 18% from 99 to 75.
- There had been a decrease in incidents involving students by 30%
- Two incidents had been recorded where students had not been wearing PPE for the tasks they were involved in. Actions had been put in place to ensure that PPE was worn at all times
- The contract with SHE had been renewed
- Amended payments to nominated first aiders who would be required to complete mental health first aid training within three years.

The Committee **NOTED** the report.

#### 8. PUBLIC BODIES CLIMATE CHANGE REPORT

A report by the Estates and Campus Services Manager outlined the actions being taken across the college to achieving carbon reduction, including projects as part of energy strategy: transport plan, energy management plan, waste management, capital projects and carbon management, and associated cross college projects.

The Committee **WELCOMED** the various initiatives and **AGREED** that further reports would be submitted to the Finance and General Purposes Committee

#### 9. GDPR COMPLIANCE

A report by the Information Development Manager advised that in advance of the EU General Data Protection Regulation and the UK Data Protection Act 2018 coming in to effect on 25<sup>th</sup> May 2018, a plan of action was put in place to ensure the college's compliance with the new legislation. Policies were updated and training was delivered to all staff. Ongoing monitoring and improvement was critical to ensure compliance.

The Committee **NOTED** the report.

# 10. ACADEMIC PARTNER AUDIT COMMITTEE CHAIRS MEETING – MAY 2019 The next Academic Partner Audit Committee Chairs meeting would be held on 2 May 2019. Two items which should be considered were financial instability of the partnership and risk.

The Committee **AGREED** that the Board Secretary would e mail all members in mid- April seeking any other items for inclusion in the agenda

#### 11. ANNUAL REVIEW OF EXTERNAL AUDITORS PERFORMANCE

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

The Committee **NOTED** that the results of the evaluation, to include the evaluation completed by the Director of Finance would be fed back to the auditors in writing.

The items 12 – 14 were included in the agenda for noting only and therefore no discussion took place at the meeting.

# 12. DATA PROTECTION, FREEDOM OF INFORMATION, COMPLAINTS AND PUBLIC INTEREST DISCLOSURE ANNUAL REPORT 2018

A joint report by the Board Secretary, the Quality Manager and the Information Development Manager provided an annual report on activity relating to data protection, freedom of information, public interest disclosure and complaints at Inverness College UHI.

#### 13. AUDIT COMMITTEE SELF-EVALUATION - ACTIONS

The Director of Finance provided briefing notes on the role of the audit committee in relation to the institution's fraud and corruption procedures and in the rare event of external audit qualifying the institution's financial statement

#### 14. COMMITTEE SELF EVALUATION ACTION PLAN - PROGRESS

A number of actions within the action plan had been progressed and were now shown as complete.

#### 15. AOCB

#### a. INTERNAL AUDIT COMMITTEE ATTENDANCE

The Director of Finance advised that Claire Robertson, Director BDO, had advised that she would be unable to attend future audit committee meetings

scheduled for February each year due to attendance at an annual training course. She had requested a change to the timings of Audit committee meetings.

The Committee **AGREED** that the timings of audit committee meetings were part of the full schedule of Board and committee meetings and could not be amended.

#### b. ANTI FRAUD POLICY

The Director of Finance advised that she was developing an anti-fraud policy which would be presented to a future meeting of the committee for approval.

#### 16. DATE OF NEXT MEETING

Tuesday 28 May 2019 @ 08.30

Signed by the Chair:	 	
Date:		
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# MINUTES of the MEETING of the HUMAN RESOURCES COMMITTEE held in the Boardroom, 1 Inverness Campus on Thursday 29 November 2018

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

John Wilson

CHAIR: Steve Walsh APOLOGIES: Chris O'Neil

**ATTENDING:** Director of Organisational Development

Secretary to the Board of Management

Carron McDiarmid declared an interest in items 4, 5, 8 and 10. Steve Walsh declared an interest in items 4, 5, and 10.

#### 1. MINUTES

The Minutes of the Meeting of the Human Resources Committee held on 29 November 2018 were **AGREED** as a correct record and were **APPROVED** and signed.

#### 2. OUTSTANDING ACTIONS

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

#### 3. EARLY LEARNING AND CHILDCARE POLICY

This was a new policy which had been through the College approvals process.

The Director of Organisational Development confirmed that there was no reference to funding/fees within the policy as the College finance team were responsible for all aspects of finance, not the ELLC team.

The Committee **AGREED** to recommend approval of the early learning and childcare policy to the Board of Management for approval subject to the policy being amended to include reference to supporting equalities duties and the correction of a number of typographical errors.

#### 4. EQUALITY OUTCOMES ANNUAL REPORT – APRIL 2018

In line with the public sector duty, a joint report by the Director of Organisational Development and Head of Student Services presented the draft equality outcomes annual report for the two year period 16/17 and 17/18 in advance of publication in April 2019.

A summary of year on year progress/rag report in light of the outcomes, which was previously requested by the Committee would be presented to the Board of Management for agreement in March 2019.

A member of the Committee suggested that it would be useful for Board Members to receive training on unconscious bias. The Board Secretary

advised that this had already been suggested for board members involved in recruitment and selection processes but it could be extended to all those interested.

The Committee **AGREED** to recommend the equality outcomes annual report to the Board of Management for approval

# 5. LOCAL GOVERNMENT PENSION SCHEME EMPLOYER DISCRETIONARY POLICY

A report by the Director of Organisational Development advised that the Local Government (Scotland) Pension Scheme Regulations provided employers participating in the Highland Council Pension Fund with powers to determine certain policies to reflect local circumstances.

In 2005 the College reviewed its 'employing authority' discretionary policies in relation to enhanced pension benefits. It was agreed that the College would not enhance pension benefits for staff in circumstances of redundancy or retirement. This policy was continued throughout the college restructure and voluntary severance arrangements in 2011/2012. At the last review in 2015 there was no change to this position.

The Board also agreed in 2015 to incorporate into college practice the recovery of sums from the pension scheme in the event that an employee was dismissed for a fraudulent offence or gross misconduct where the college could recover these losses.

It was proposed that no changes be made to the current policy.

The Committee **AGREED** to recommend the current policy with no changes to the Board of Management for approval.

#### 6. IIP GOLD REVIEW / STAFF SURVEY

A report by the Director of Organisational Development referred to the interim report prepared by IIP on the results of the staff survey.

The report found that

- 1. There was close correlation with the median score in comparison to all IIP Gold employers who completed the survey.
- 2. The results were above average for quality and continuous improvement.
- 3. Strengths included structure of work, continuous improvement and values
- 4. reward and recognition and senior management development had been identified as areas for development
- 5. Departmental variances were in line with known areas of strength and improvements.

The Committee **NOTED** the interim report and looked forward to receiving the final report with specific recommendations at a future meeting.

#### 7. HUMAN RESOURCES REPORTS – QUARTERS 1 & 2, 2018/19

Reports by the Director of Organisational Development presented qualitative analysis of key HR measures surrounding turnover and absence for the first two quarters in 2018/19.

The key issues to note were:-

- A slightly higher percentage of retirals in Q2 compared to Q1.
- The days lost to absence because of stress/anxiety had increased significantly between Q1 and Q2.

The Director of Organisational Development advised that all nominated first aiders would be required to undertake a mental health first aid course within a three year period. It was confirmed that any member of staff who was absent because of stress/anxiety but who was also subject to a disciplinary process would have both issues processed concurrently in a fair and independent manner.

The Committee **NOTED** the position.

#### 8. NATIONAL BARGAINING

A report by the Director of Organisational Development presented an update on national bargaining, confirmed the conclusion of negotiations on national terms and conditions and provided a progress update in terms of cost of living pay negotiations for 2017/18 and 2018/19 and other collective agreements.

The Committee discussed

- the further industrial action scheduled by EIS FELA for 6 and 21 March and noted the potential for a ballot for "action short of strike action".
- The agreement whereby both lecturing and support staff would transfer from temporary to permanent positions after a period of employment of two years continuous service
- The agreement between the college and the GMB and UNISON on the support staff pay and terms and conditions
- The risks associated with national bargaining and the need for them to be fully recorded within the risk register.

The Committee **AGREED** to endorse the local agreement, STS 05/18 - support staff pay and terms and conditions with GMB and UNISON.

#### 9. HUMAN RESOURCES POLICIES - TIMETABLE FOR REVIEW

A report by the Human Resources Manager outlined the current position regarding the review of HR Policies and Procedures by Harper MacLeod.

The Committee **AGREED** that a schedule for policy approvals would be submitted to the next meeting.

#### 10. EXTERNAL SUPPORT CONTRACTS

A report by the Director of Organisational Development outlined the current position regarding the performance of the College Occupational Health Contract, Employee Assistance Programme (AXA), Harper MacLeod Employment Legal Services and Computers in Personnel HR (CIPHR)

The Chair, having a conflict of interest, left the meeting during discussion of the following item. The Vice Chair, Innis Montgomery took the Chair.

#### **Occupational Health Services**

The contract with the current provider would expire in March 2019. The College had taken part in a collaborative tender exercise and the final evaluations had ranked NHS Highland as the number 1 supplier. The College would enter into a

contract with NHS Highland for a two year period with the flexibility to enter into a negotiated extension.

The Committee **NOTED** the position.

The Chair returned to the meeting and took the Chair.

#### **Legal Services Contract**

The legal services contract with Harper Macleod had been rolled over annually for a number of years. The College was required to either complete an open tender exercise or use a national framework for the provision of legal services. The framework negated the need to open tender and provided a solution where due diligence and terms and conditions had already been completed on behalf of the college.

The Director of Organisational Development had met with Anderson Strathern, the number 1 ranked supplier on the framework. Procuring the services of Anderson Strathern would provide the College with enhanced reporting and more detailed invoicing. This would enable finance efficiencies and improved governance.

The Committee **NOTED** the position.

#### Computers in personnel in HR (CIPHR)

The contract with CIPHR had been in place since April 2010 and single source justification had been used to extend the contract on an annual basis for a number of years.

The Committee **REQUESTED** that a detailed update be provided to the next meeting.

#### 11. EMPLOYEE RELATIONS

The Committee **NOTED** the Minutes of the Meeting of the Joint Consultative Committee held on 11 December 2018

#### 12. AOCB

#### LATE ISSUE OF AGENDA AND PAPERS

The Committee was very concerned about the late issue of the agenda and papers for this meeting. This was the third time this academic year that the papers had been issued late.

The Committee asked the Director of Organisational Development to ensure that papers for future meetings were passed to the Board Secretary in a timely manner to allow her to issue the agenda and papers according to the timescale set out in the Standing Orders.

#### 13. DATE OF NEXT MEETING

Thursday 30 May 2019 at 8.30 a.m.

Signed by the Chair:	
Date:	



MINUTES of the MEETING of the LEARNING, TEACHING AND RESEARCH COMMITTEE held in the Boardroom, 1 Inverness Campus on Tuesday 5 March 2019

PRESENT: Andrew Bowie, Sarah Burton, Robyn Kennedy, Shawna

McKinnon, Helen Miller, Fiona Neilson, Chris O'Neil, Tom Speirs,

Tina Stones

CHAIR: Sarah Burton
APOLOGIES: Gavin Ross
ATTENDING: Depute Principal

Depute Principal Academic Development

Head of Curriculum

**Head of Student Services** 

Head of Research Development

Secretary to the Board of Management

The Chair welcomed Tina Stones, new co-opted member and Ken Russell, Depute Principal Academic Development, to their first meeting of the Committee

#### 1. MINUTES

The Minutes of the meeting of the Learning and Teaching Committee held on 4 December 2018 were **AGREED** as a correct record, were **APPROVED** and signed.

#### 2. OUTSTANDING ACTIONS

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

The Chair suggested that the order of the agenda be changed to allow each of the report authors to speak to their reports. This was agreed

#### 3. APPOINTMENT OF COMMITTEE VICE CHAIR

The Chair reminded the Committee that the position of Vice Chair had previously been held by Ollie Bray prior to his resignation as a Board Member. She nominated Tom Speirs to the vacant post and this was seconded by Andrew Bowie.

The Committee **AGREED** to recommend to the Board of Management that Tom Speirs be appointed to the position of Vice Chair of the Learning, Teaching and Research Committee

#### 4. QUALITY CULTURE - A CONVERSATION AND REVIEW

A report by the Principal advised that he had commissioned a review of ICUHI's quality culture, process, implementation and perception in order to seek an independent and critical analysis following publicly reported failures. A recently retired Depute Principal with responsibility and experience across the sector for

quality management and assurance had been commissioned to act as a 'critical friend' and given access to all aspects of the quality process and environment.

The review concluded that the College had very good and robust quality systems in place but there were issues of consistency in their application. Most of the recommendations and ideas had been implemented and the issues with lack of consistency were reducing. These were being monitored under the current processes.

The Committee **WELCOMED** the many strengths identified within the report and felt assured that the College was moving forward with improvements to its quality culture.

#### 5. CORPORATE PARENTING ANNUAL REPORT

A report by the Head of Student Services presented the annual report for corporate parenting for annual year 2017-18. The College had published its first Corporate Parenting report in April 2018 to summarise the progress made since the publication of the Corporate Parenting Plan in October 2016. It was now a requirement for every college to publish an annual progress report. The report detailed the work the College did with students from a care-experienced background to reduce any barriers, which individuals might face. It was anticipated that the College would be required to submit the report to the Scottish Government by April 2019 and publish it on the College website.

The Committee discussed the report and **REQUESTED** that the Head of Student Services review the references to non disclosure in paragraphs 4 and 9 of the report to ensure that there was no inconsistency between the statements made.

In answer to a question, the Head of Student Services confirmed that it would be very beneficial to roll out the Aim High project to further secondary schools in Inverness, particularly Millburn Academy and Inverness High School but resource limitations prevented this at the present time.

It was confirmed that the online Corporate Parenting Training module could be made available to Board Members.

The Committee **AGREED** to recommend the corporate parenting annual report 2017/18 to the Board of Management for approval

Shawna MacKinnon left the meeting during consideration of the following item.

#### 6. STUDENT PARTNERSHIP AGREEMENT

A joint report by the Head of Student Services and Student's Association Co-ordinator provided an update on the progress made with the formal student partnership agreement (SPA) for session 2018-19 as well as a number of other aspects of student engagement.

- The target figure had been met for the number of class representatives and it had been exceeded for those engaging in training.
- There had been a very positive response to nominations for the three paid HISA officers for the next academic year.
- The change in format for SRC meetings had been very positive and there was now genuine engagement by students.

- Stephanie Gardner (4<sup>th</sup> year Accounting and Finance BA Hons) had been shortlisted for the Spargs class representative of the year
- Work was ongoing to ensure that the eight themes of the partnership agreement were more visible and tangible to students
- Action plans were well underway for the three aspects of the partnership agreement which were the focus for the year, namely collective responsibility, student voice in partnership and student life.

The Committee **NOTED** the good progress being made.

#### 7. HISA INVERNESS REPORT

A report by the Student Engagement Officer provided an update on the activities of HISA Inverness since the last meeting as follows:-

- Class representatives
- Regional events
- Local events
- Paid officer elections

HISA had agreed its first policy at the Regional Council event, namely that there should be parity of experience for all students across the partnership

The Committee **NOTED** the position.

#### 8. RESEARCH CENTRE SUCCESSION PLANNING

A report by the Head of Research Development referred to the necessary change in leadership in 2019/20 for the Rivers and Lochs Institute and the Centre for Remote and Rural Studies. This was both a challenge and a significant opportunity for the future direction and development of research at Inverness College and UHI. There were risks associated with the recommended way forward, but there was a greater risk in attempting to maintain the status quo and failing to maximise the potential of building upon the successful foundations created over the last few years.

The Committee discussed the options within the report, the risks involved in recruitment, the limited scope for additional funding and the suggestion that this was a key example of where strategic funding should be made available from the University.

The Committee **NOTED** that the preferred option, as outlined in the report, would be submitted to the next meeting of the SMT for approval.

#### 9. STUDENT RECRUITMENT 2018-19

A report by the Depute Principal provided an update on student recruitment for 2018-19, which included information by qualification and by fee status The current student activity indicated that:

- FE recruitment should make the credit target, however, it remained a challenge to do so.
- HE recruitment (FTE) was forecast to be below the funded undergraduate target. The position had improved and it was anticipated that the final position could be less than 10 FTE short of the target.
- The PG target had been exceeded by 30 FTE.

All movement was being factored into budgets going forward.

The Committee **NOTED** the report and **REQUESTED** that a report on international targets be submitted to the Committee in the future.

#### 10. STUDENT RETENTION

A report by the Depute Principal provided a summary and analysis of retention rates for students in 2018-19 across levels and modes of study, as well as a summary of the ongoing work as part of the College Improvement Project. The latest retention data indicated that a further improvement had been made in early retention rates for students on full-time FE programmes.

Two main strands of activity promoted through the college improvement project had been implemented across the college during 2018-19, namely the new approach to course committee meetings and project 2018-19: The early student journey.

The Committee **NOTED** the position.

#### 11. 2017-18 COLLEGE SECTOR PERFORMANCE INDICATORS

A report by the Depute Principal provided a summary of the college sector performance Indicators (PI) for 2017-18, published by SFC on 29 January 2019. Success rates for full-time and part-time FE students at the college continued to improve and were now ranked third highest of all the larger colleges in Scotland.

The college's HE provision was not returned through the college statistical returns. However, the college sector national PIs were useful for benchmarking the Higher National (HN) provision. An analysis showed that overall, the college's success rate for students on full-time HN provision was 69.6% in 2017-18, compared to a national success rate of 71.3%.

The Committee **NOTED** the position.

Chris O'Neil left the meeting.

#### 12. CURRICULUM REVIEW

A joint report by the Depute Principal Academic Development and Head of Curriculum reflected on the developments in hand for the next two academic sessions, particularly on FE and HE. An initial exploration of the landscape for the development of offerings had been conducted and reference was made to curriculum developments including approvals and re-approvals to ensure that the offerings of UHI, Inverness College were current and relevant and were in line with the strategic aims and objectives.

During discussion, it was stressed that in order to expand the distance learning market penetration, improvements to the website and an enhanced presence on aggregator websites was required as well as faster conversion processes and greater clarity regarding the value proposition. Regarding the value proposition there was concern about the already high rental rates for the residences and it was understood that a decision had been made by UHI to increase the rates for the next academic year.

The college had control of the content of the FE website, but not of the HE website. Similarly, it had control of the FE admissions process but not the HE admissions process. The Committee expressed concern that the highest risk to international and revenue growth was out with the control of the College.

The Chair thanked the Depute Principal and the Head of Curriculum for a very informative report.

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

#### 13. CUSTOMER SERVICES EXCELLENCE REVIEW FINDINGS

A covering report by the Head of Student Services and the Quality Manager provided an update on the findings from the recent Customer Service Excellence (CSE) review, which took place on 31<sup>st</sup> Jan / 1<sup>st</sup> Feb.

#### 14. HALF YEARLY COMPLAINTS REPORT

A report by the Quality Manager provided an analysis of complaints year to date, which covered quarters 1 and 2.

A request was made for some further clarification on the figures within the report. It was **AGREED** that a response would be sought from the Quality Manager and e-mailed to the members of the committee.

#### 15. DATE OF NEXT MEETING

Tuesday 5 June 2018 at 8.30 a.m.

Signed by the Chair:	
Date:	



MINUTES of the MEETING of the FINANCE AND GENERAL PURPOSES COMMITTEE held in the Board Room, 1 Inverness Campus on Thursday 7 March 2019.

**PRESENT:** Brian Henderson (by teleconference), Helen Miller, Chris

O'Neil, Gavin Ross, Tom Speirs

CHAIR: Brian Henderson

**APOLOGIES:** Andy Gray, Carron McDiarmid

ATTENDING: Depute Principal

Depute Principal Academic Development

**Director of Finance** 

Director of Organisational Development Director of Business Development Secretary to the Board of Management

#### 1. MINUTES

The Minutes of the Meeting of the Finance and General Purposes Committee held on 6 December 2018 were **ACCEPTED** as a correct record, were **APPROVED** and would be 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.

#### 3. PROPOSED FEES FOR 2018/19

A report by the Director of Finance provided the proposed fee rates for those FE tuition fees set by Inverness College UHI, and for the Early Learning and Childcare Centre for the academic year 2019/20. The report referenced the issues which had been taken into account in reaching the proposed increases.

There was a detailed discussion on the complexity of setting fees and the limited influence the College had in relation to HE PT fees, which were set by the University. They had been set at £9K for 2019/20. The Principal referred to the ongoing discussions on University fees in England and Wales and the possibility that they would be lowered from the current level of £9K and the impact this could have on UHI recruitment.

The Committee **REQUESTED** the Director of Finance to include further evidence of comparison with other institutions, particularly around international & RUK fees on how the proposed increases could be justified so that the Board of Management would be fully informed and able to make a decision on the proposed fees for 2019-20.

#### 4. MARKETING AND COMMUNICATIONS POLICY

A covering report by the Director of Business Development explained the approval process of the new marketing and communications policy thus far.

There was a detailed discussion on the policy and the Chair was of the opinion that the policy should not just reflect the importance of attracting learners but should also include reference to the explicit needs of employers and other key groups. The policy statement was therefore limited in its context. In addition, the policy did not clearly define the responsibility of all staff in relation to marketing and communications in relation to their activity. The chair also felt it was more a policy that enshrined responsibility rather than being a call to arms around marketing and communications in these difficult financial times.

The Committee **REQUESTED** the Director of Business Development to review the policy and provide a revised version with tracked changes which would be submitted to the Board of Management for approval.

#### 5. FINANCE SYSTEM

A report by the Director of Finance referred to the continued delays to the new finance system which was being delivered by TechnologyOne and outlined the proposed interim solution of upgrading the existing SUN system to the latest available version of SUN 6.3 to aid effective financial management.

The Director of Finance advised that UHI had decided to continue with the contract and as a result, it was expected that UHI EO would be the first to implement and go live with TechnologyOne.

The Committee once again expressed serious concerns over the terms of the contract with TechnologyOne and reiterated the need for College Boards to be included in the wider UHI decision making on contracts and other key partnership wide issues.

Whilst supportive of the proposal, the Committee **REQUESTED** that the Director of Finance amend her report to

- 1. provide an explanation of how the upgraded version SUN 6.3, would help the Finance Team to do its job and support the College in the drive for financial sustainability and
- 2. provide further detail on the statement that the new system would not provide the desired range of functionality that was anticipated from the TechnologyOne solution.

so that the Board of Management would be fully informed and able to make a decision on whether to agree to the interim solution to upgrade to SUN 6.3.

#### 6. FINANCE STRATEGY

The Director of Finance presented the revised draft finance strategy following extensive SMT review and discussions at the Board of Management away day on 25 January 2019.

The Chair thanked all those involved for the substantial amount of work which had been carried out and the changes made to the strategy.

The Committee discussed the revised document and **AGREED** to recommend it to the Board of Management for approval subject to

- 1. the first sentence within the context section being amended to include financial sustainability and
- 2. that the PIs be linked to the strategic objectives

#### 7. SCOTTISH COLLEGES FOUNDATION BID SUBMISSION MARCH 2019

A report by the Director of Finance explained that an e mail had been sent to the Committee with details of the proposed applications and following three positive responses being received from members of the committee, the applications had been made to the Scottish Colleges Foundation by the due date of 22 February. The applications had been considered by the Scottish Colleges Foundation meeting on 6 March.

The Director of Finance advised that all the applications had been approved by the Trustees, although the approved value of the Group 2 was based on the cash payment made.

The Committee requested that the Director of Finance include the Trustees' decision as an addendum to her report and **AGREED** to recommend to the Board of Management retrospective approval of the submissions for funding.

#### 8. CITB CONTRACT ISSUE

A report by the Director of Business Development provided comprehensive information on the background to the ongoing discussions on whether to enter into a contract with CITB who were the main provider for construction modern apprenticeships in Scotland. The contract provided by CITB was for a period of 3 years and the Principals Group had recommended that Colleges sign a one year contract.

In addition, the SVQ qualification standards had changed so that simulated (college based) evidence was no longer accepted, necessitating the employment of workplace assessors. The College was currently recruiting the workplace assessors.

The Director of Business Development provided a verbal update on the position, namely that Colleges Scotland would seek legal advice and guidance on the wording of the contract.

The Committee **NOTED** the current position and **AGREED** that

- 1. Inverness College should maintain its holding position and not sign a contract pending a report from Colleges Scotland.
- 2. the Director of Organisational Development should provide a risk assessment paper for the Board of Management to highlight the impact going forward and the reputational risk to learning providers.

#### 9. BUSINESS DEVELOPMENT REPORT

A report by the Director of Business Development provided an update on business development activities including

- Modern apprenticeships contract
- Flexible workforce development fund

- Projects, bids and innovation
- Commercial short course income
- International business development
- Entrepreneurship
- Commercial food and beverage financial performance.

The Chair referred to the significant variance in non-staff costs within the budget monitoring section of the report. The Director of Business Development advised that some income was not yet shown in the budget monitoring and that spend for return on investment was almost 0.5M. The increase in non-staff costs was a direct result of the increase in income as it related to delivery of activities, primarily under FWDF funding.

The Committee **NOTED** the outstanding achievement that 2 knowledge transfer partnerships (KTP's) had passed the initial criteria to be forwarded to a decision panel.

Gavin Ross left the meeting during consideration of the following item.

#### 10. FINANCE MONITORING REPORT – JANUARY 2019

A joint report by the Director of Finance and the Finance Manager provided financial monitoring for the 6 months to January 2019. The Director of Finance highlighted the following issues

- The proposed upgrade to SUN 6.3 would assist with budget phasing
- There were some changes to SFC funding as a result of adjustments made in respect of National Pay Bargaining and support staff job evaluation funding. SFC had requested "actual FTE numbers in post on a specific date" as part of financial calculations on National Bargaining and this had resulted in reduced funding for the region.
- Funding had been received for support staff pay evaluation but the college was not yet incurring any costs
- The HE target was unlikely to be met but the PG target had been exceeded so would likely offset the RAM income for HE.
- It was anticipated that the MicroRam would result in a net outflow in excess of £500K based on the initial MicroRam projections received on 5 March 2019.

The Chair suggested that there needed to be more control in both expenditure and the monitoring of variances. There was discussion on the fragility of the UHI financial model and the view that the MicroRam was not fit for purpose. There was also discussion about what UHI would do with any RAM funding not passed to academic partners due to failure to reach HE student numbers as per the targets set by UHI Partnership Planning Forum (PPF).

The Committee **NOTED** the report and **AGREED** that the Director of Finance should present a detailed paper setting out the principles behind the MicroRam to the Board of Management meeting in June so that the Board could reach a considered position on this matter.

#### 11. CAPITAL MONITORING REPORT – JANUARY 2019

A report by the Director of Finance provided an update on progress against the 2018-19 capital plan which ran from April 2018 to March 2019.

There was still an uncommitted sum of £15,117 against buildings and it was suggested that it might be prudent to reallocate this sum to equipment rather than buildings where it could more readily be identified as specific to research.

The Chair emphasised that it was important to use capital funding as a catalyst for revenue generation.

The Committee **AGREED** that financial reporting on the Longman Demolition project would be presented to the Longman Disposal Project Board.

#### 12. E INVOICING

A report by the Director of Finance advised that the ability to deal with e-invoicing was a requirement under EU regulations and due to the delays with the implementation of Technology One, the College would be signing up to the Scottish Government solution, in line with advice from APUC, for implementation in April 2020.

The Committee **NOTED** the position but also recognised the tension around local SMEs being able to establish e-invoicing

#### 13. SELF EVALUATION - IMPLEMENTATION PLAN ACTIONS

A report by the Board Secretary referred to a number of actions as a result of the committee evaluation exercise undertaken last year.

The committee **AGREED** to that consideration of this item be deferred to the next meeting in June.

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

#### 14. DEBT WRITE OFF REPORT

A report by the Director of Finance provided details of the proposed debts to be written off under the delegated authority of the Principal.

#### 15. ICT SERVICES REPORT

A report by the ICT Services Manager provided an overview of active ICT projects including, cyber resilience, VLE review, UHI Wi-Fi, helpdesk software replacement, new VC solution and digital learning strategy

#### 16. COMMITTEE SELF EVALUATION ACTION PLAN - PROGRESS

The action plan listed the progress being made.

#### 17. DATE OF NEXT MEETING

Thursday 6 June 2019 at 9.00 a.m.

Signed by the Chair:	
Date:	



# MINUTES of the MEETING of the CHAIRS COMMITTEE held in Room 220, 1 Inverness Campus on Tuesday 12 March 2019

PRESENT: Hazel Allen (by VC), Brian Henderson (by VC), Neil

Stewart, John Wilson

**APOLOGIES:** Sarah Burton, Steve Walsh,

CHAIR: Neil Stewart ATTENDING: Principal

Secretary to the Board of Management

#### 1. MINUTE AND NOTES

The minute of the Meeting of the Committee held on 22 November 2018 was **ACCEPTED** as a correct record and was **APPROVED** and signed by the Chair.

#### 2. OUTSTANDING ACTIONS

#### **Ambassadorial role**

The Principal confirmed that he would organise further meetings with Board Members.

#### **Director of Finance - Dual Role**

The Principal advised that Moray College had decided to recruit the member of staff who had been seconded from EO on an interim basis as their Director of Finance. As the dual role with Moray College was no longer required, the role and job description of the Director of Finance would require to be reviewed.

The Principal had discussed this matter with the Principal and Vice Chancellor and with the Principal of Moray College and the suggestions made were not acceptable to Inverness College.

The Committee **AGREED** that as a first step, the Principal should discuss this matter with the Director of Finance and that a report be prepared for the Performance, Review and Remuneration Committee.

#### **Committee Co-option**

The Committee **NOTED** that there had been no interest shown in the co-opted position to the Finance and General Purposes Committee.

#### 3. GOVERNANCE

#### a. Action from F&GP implementation plan

A report by the Board Secretary advised that the Finance and General Purposes Committee had carried out a committee evaluation last year and the following question was part of the evaluation.

"Is the role of the F&GP committee with regard to the financial statements compatible/clear/consistent with that of the Audit Committee?"

The Chairs of the Audit and Finance and General Purposes Committees led a detailed discussion on this question. Each committee had clear but compatible roles. The Finance and General Purposes Committee was responsible for ensuring that the financial statements presented a fair and clear view of the financial position. The Audit Committee was responsible for ensuring that all necessary information was included in the financial statements to allow the Finance and General Purposes Committee to reach this view.

The Committee **AGREED** that the role of the Finance and General Purposes Committee with regard to the financial statements was therefore compatible/clear/consistent with that of the Audit Committee and that action could be closed on the Finance and General Purposes action plan.

#### b. Board member evaluation

A report by the Board Secretary advised that the Code of Good Governance for Scotland's Colleges required that "the board must ensure that all board members are subject to appraisal of their performance, conducted at least annually, normally by the Board Chair"

The Committee **AGREED** that the 2018-19 evaluations be carried out by the end of June 2019.

#### 4. SCHEDULE OF BOARD AND COMMITTEE MEETINGS

A report by the Board Secretary advised that the schedule of Board and Committee Meetings for the next academic year 2019-20 required to be approved by the Board of Management. The Chair advised that he was conscious of the significant volume of business which was presented from the standing committees to the Board of Management for approval and was concerned that there was not sufficient time given for meaningful discussion on a range of key issues across the college. He had therefore requested that an additional Board of Management meeting be added to the annual schedule to allow such discussion to take place.

The Committee discussed the need to review the delegated authority of the standing committees and **AGREED** that the Board Chair would take this forward as an action.

The Board Secretary asked the Chairs to consider whether they might wish to change the time of their committee meetings from early morning to late afternoon to better fit with board member work commitments.

#### The Committee AGREED

- 1. To recommend the schedule of meetings for 2019-20, with an additional Board Meeting to the Board of Management for approval
- 2. that the Chairs should discuss with their committee members whether or not there was a consensus to move the time of the meetings to late afternoon and also to determine the views of SMT members who might be required to attend meetings out with normal college working hours.

#### 5. FINANCE STRATEGY

The draft Finance Strategy had been presented to the Board of Management at its meeting in October 2018. The Board had requested that the SMT review the

context and wording of the Strategy. This had been done by the SMT at an away day in December 2018 and had been presented to the Board of Management at their away day in January 2019. The Finance and General Purposes Committee had considered the strategy at its meeting on 7 March 2019 and subject to one very minor amendment had recommended it to the Board of Management for approval.

The Committee discussed the strategy and **AGREED** that targets would need to be set for each of the KPI's to enable the Finance and General Purposes Committee to scrutinise progress at its quarterly meetings.

The Committee **REQUESTED** that one further small amendment be included under Strategic Objective 5 in advance of the strategy being considered by the Board of Management.

#### 6. STANDING ITEM - ISSUES FROM CHAIRS

#### **Finance and General Purposes**

The Committee Chair advised that he had requested that additional information be included in a number of reports which had been recommended to the Board of Management for approval to ensure that the Board of Management would be able to make an informed decision.

The Board Chair suggested that the additional information should be referred back to the next meeting of the Committee in advance of it being referred to the Board of Management. This tied in with the further discussion on Committee delegation which was considered at item 4 above.

#### 7. SMT REPORT

A report by the Principal provided an overview of the key issues being discussed across the partnership via partnership council.

The Committee **AGREED** that the information on the Programme Board should be included in the Principal's Report to the Board of Management.

#### 8. AOCB

#### Strategic issues

The Chair of Audit requested that a list of the key strategic issues which required to be resolved with UHI be prepared for the next meeting of the Committee. This would take forward the discussion which took place at the Board Away Day and also tied in with the report which would be considered at the Board of Management on the governance structure and quality of decision making across the UHI partnership.

#### 9. DATE OF NEXT MEETING

Thursday 23 May 2019 - 8.30 a.m.

Signed by the Chair:	
Date:	



# MINUTES of the MEETING of the SEARCH AND NOMINATION COMMITTEE held in Room 220, 1 Inverness Campus on Tuesday 12 March 2019

PRESENT: Hazel Allen (by VC), Brian Henderson (by VC), Neil

Stewart, John Wilson

APOLOGIES: Sarah Burton, Steve Walsh

CHAIR: Neil Stewart ATTENDING: Principal

Secretary to the Board of Management

#### 1. SUCCESSION PLANNING

A Report by the Board Secretary outlined the various steps in succession planning and highlighted the recruitment process, as per the 2014 Ministerial Guidance on College Sector Board Appointments. It also set out an outline timetable for a recruitment campaign beginning autumn 2019.

The Committee discussed the report and **AGREED** the following first steps

- a. The Board Chair and Board Secretary to seek the intentions of those Board members whose initial period of appointment would come to an end during 2019/2020, namely whether they would wish to seek reappointment or to step down at their end of term date.
- b. That the Board Chair and Board Secretary also approach all other board members to see if they had any intentions of stepping down before their end of term date.
- c. That all members be asked to update their skills as appropriate
- d. The responses, with an updated skills matrix to be considered by the Committee at its next meeting in May. This would enable the Committee to identify the skills gaps on the board going forward and to agree on specific targeting of certain skill groups as part of the recruitment.

The Committee also **NOTED** the outline/indicative timetable for a recruitment campaign in early autumn 2019

# 2. ELECTION PROCESS AND TIMETABLE – SUPPORT STAFF MEMBER ON THE BOARD OF MANAGEMENT

A report by the Board Secretary advised that the term of office of the current Support Staff member on the Board of Management would come to an end on 31 July 2019. The rules for election of staff members to Boards was approved by the Board of Management in March 2017. A suggested timetable for recruitment had been prepared.

The Committee **APPROVED** the election timetable and requested the Board Secretary to follow the rules for election of staff members to Boards.

#### 3. DATE OF NEXT MEETING

Thursday 23 May 2019 @ 09.30

Signed by the Chair:	_
Date:	



Subject/Title:	OSCR Return for 2017-18
Author: [Name and Job title]	Fiona Mustarde, Director of Finance
Meeting:	Board of Management
Meeting Date:	21 March 2019
Date Paper prepared:	12 March 2019
Brief Summary of the paper:	To provide the Board of Management with the draft return to be submitted to the Office of the Scottish Charity Regulator (OSCR) in respect of the College financial year 2017-18.
Action requested: [Approval, recommendation, discussion, noting]	Noting
Link to Strategy: Please highlight how the paper links to, or assists with::  • compliance	Compliance – OSCR regulations
<ul> <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:	Yes If yes, please specify: Operational: Organisational: reputational risk if not submitted on time
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 substantially prejudice a programme of research (S27)			Its disclosure would substantially prejudice the effective conduct of public affairs (S30)	
Its disclosure would substantially prejudice the commercial interests of any person or organisation (S33)			Its disclosure would constitute a breach of confidence actionable in court (S36)	
Its disclosure would constitute a breach of the Data Protection Act (S38)			Other (please give further details)	
For how long must the paper be withheld? (express either as the time which needs to pass or a condition which needs to be met.)				

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

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

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

#### OSCR Return 2017/18

#### **Executive summary**

The attached appendix contains a pdf of the draft online return to be submitted to OSCR for 2017/18 by 30 April 2019. This will be accompanied by a copy of the Inverness College UHI accounts for 2017/18.

#### **Background information**

In addition to being an incorporated public sector body, Inverness College UHI is a charity registered in Scotland. Charities in Scotland are monitored through the Office of the Scotlish Charity Regulator (OSCR).

All charity trustees have legal duties and responsibilities under The Charities and Trustee Investment (Scotland) Act 2005. A duty is something that you must do, and all the duties must be met. These duties are separated out into general duties, that set out a broad framework that all charity trustees must work within, and specific duties detailed in the 2005 Act. The general and specific duties apply equally to all charity trustees and to all charities registered in Scotland.

One of the specific duties under the 2005 Act is the requirement to submit our audited annual accounts along with an annual return.

#### **Annual Return**

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

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### **Charity: SC021197 - Annual Return:** SC021197.2018.1

#### **Principal Contact Details**

**Title** 

Mrs

**Forename** 

Carlene

**Surname** 

Vincent

**Suffix** 

#### Position in the organisation

Accountant

Address Line 1 🐑

Inverness College UHI

Address line 2 🐑

Finance Department

Address line 3 🐑

1 Inverness Campus

Address line 4 🐑

Inverness

Address Line 5

Postcode 🔊

IV2 5NA

Country

Scotland

**Telephone number** 

01463273508

**Mobile number** 

#### Fax number

financialservices.manager.ic@uhi.ac.uk

Principal Office Or Trustee Address 🐑

**Principal** 

Website Address 🐑

www.inverness.uhi.ac.uk

**Alternative Contact Email** 

financial.services.ic@uhi.ac.uk

#### **Annual Return / Monitoring Return Details**

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#### Section A

**Charity Number** 

SC021197

Legal Name 🐑

Board Of Management Of Inverness College

1. Accounting Reference Date 🐑



31/07/2018

2. Gross Income 🐑

£26,334,746

3. Gross Expenditure 🐑

£27,777,944

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

Yes

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



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

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

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

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

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

Provide facilities

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

8. Total Number Of Charity Trustees

9. Total Number Of Paid Staff

Does Your Charity Have Children And Or Vulnerable Adults As **Beneficiaries** 

Yes

10.b If yes, can you confirm that your charity has appropriate policies in place to protect these vulnerable individuals?

10.c If you do not have appropriate policies, please explain how you plan to resolve this?

#### Section B

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

In the last 12 months

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

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

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

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

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

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

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

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

See Related Parties Disclosure in the Accounts

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

27084

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

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

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

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

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

#### Section C

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

C.1 Donations and legacies 🐑



C.2 Charitable Activities



26330549

C.3 Other Trading Activities

C.4 Investments

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

C.7 Raising Funds 🔊

O

C.8 Charitable Activities

27777944

C.9 Other 🐑

0

C.10 Total expenditure 🐑

27777944

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

-1380921

C.12 Please enter the charity's total funds

-2824415

#### **Accounts Information**

#### **Accounts Submission Option**

I will post you a paper copy of my signed accounts within 28 days of this submission.

#### **Declaration Information**

I certify that the information entered in this form is correct to the best of my knowledge

No

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

No

Name of person submitting

Carlene Vincent

Role of person submitting

Accountant

**Declaration Date** 

**Received Date** 

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Submitted Date
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### SMT and AP Quarterly Status Reports

Committee	University Court
Subject	Academic Partner and University Senior Management Team Quarterly Status Updates
Action requested	□ For information only
	☐ For discussion
	☐ For recommendation
	☐ For approval
Brief summary of the paper	Update reports for period covering 1 December 2018 – 28 February 2019
Resource implications	No
(If yes, please provide details)	Click or tap here to enter text.
Risk implications	Yes
(If yes, please provide details)	Issues/ concerns captured in paper
Date paper prepared	13/03/2019
Date of committee meeting	20/03/2019
Author	University SMT and AP Principals (compiled by N Oakley)
Link with strategy	Information sharing
Please highlight how the paper links to the Strategic Plan, or assist with:	
<ul> <li>Compliance</li> <li>National Student Survey</li> <li>partnership services</li> <li>risk management</li> <li>other activity [e.g. new opportunity] – please provide further information.</li> </ul>	
Equality and diversity	No
Does this activity/ proposal	If yes, please give details:
require an Equality Impact Assessment?	Click or tap here to entertext.

<u>Data Protection</u>	No	
Does this activity/ proposal	If yes, please give details:	
require a Data Protection Impact Assessment?	Click or tap here to entertext.	
Island communities	No	
Does this activity/ proposal have	If yes, please give details:	
an effect on an island community which is significantly	Click or tap here to entertext.	
different from its effect on other		
communities (including other island communities)?		
isiana communicies):		
Status (e.g. confidential)	Non-confidential	
Freedom of information	Open	
Can this paper be included in "open" business?*		
Consultation	Described in paper	
How has consultation with		
partners been carried out?		

\* 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] Click or tap here to enter text.	

For how long must the paper be withheld? Click or tap here to enter text.

#### Introduction from the Principal and Vice-Chancellor

This quarterly report provides a broad overview of some of the key activities, challenges, and opportunities that are taking place within the university with contributions provided by members of my senior management team and academic partner principals.

I have identified below a few areas that are occupying my time currently and which will be major areas of focus for management over the next three to five years.

#### Financial Management and Sustainability: Collective Management

The financial environment is extremely challenging and budgetary pressures persist, therefore, we must adapt and collectively manage our resources better to ensure that we deliver the best possible experience for learners across the region. The SFC's indicative funding announcement for the main teaching grant for 2019/20 was announced on <a href="mailto:28th">28th</a> February and this represents a real term cut in our primary income source. (£32.6 million in 2018/19 reducing to £32.1 million in 2019/20)

Accordingly, there is a need for us to act now, to review priorities, to maximise income from other sources and to implement efficiencies across the partnership by working smarter together. To this end I have been working with colleagues within Executive Office to lead by example and to identify savings of around £500k within the EO budget next year and I am currently working with Partnership Council and finance directors to examine and review assumptions made within Financial Forecast Returns for the next five years and to develop a consistent approach with some collective solutions. Some good progress has been achieved and further work is progressing including a focussed discussion at the next face:face meeting of Partnership Council on 3<sup>rd</sup> April.

Key areas for discussion include; identifying value for money, developing consistent processes and shared services, identifying guiding principles for curriculum review, opportunities for growth and improving project management/monitoring and controls.

A full report on this work will be presented to Court in June.

## Strategic Investments

FGPC established a strategic investment fund 2017/18 and invited bids from partners for funding in accordance with competitive criteria around growth, leadership, alignment, sustainability, innovation and institutional development. The fund has been fully utilised with £2.135M committed and a summary of the successful bids is listed below for information.

It is important that these investments deliver results for the benefit of the University and we will continue to monitor progress and provide further progress/impact reports on these projects in due course.

- 1. Argyll College UHI MOD Faslane Project. **Investment of £227k**. A new Learning Centre in Helensburgh to support the delivery of a range of university HNC/D and BEng programmes to MOD personnel and providing increased access to FE and HE opportunities for the people of Argyll. By year 4 of the project, it is forecast to achieve additional income of £200,000.
- 2. Highland Theological College UHI-Paisley Campus. **Investment of £130k.** A permanent base for the BA (Hons) Theological Studies degree. The investment has facilitated provision of three classrooms capable of accommodating up to 12 students each with VC. Staff and students have been extremely enthusiastic about the new facility and this has already been reflected in student numbers. 8 students in 2017-18 (5 FTE) increased to 24 students this year (18.5 FTE).
- 3. Inverness College UHI HE Curriculum Growth. **Investment of £195k**. Funding provided for two years to support the appointment of an additional Depute Principal with a mandate to develop HE programmes outwith our student number cap and specifically to grow Inverness and networked HE, RUK, online and International students. In year 2 of the project, it is forecast to recruit an additional 5 international and 5 RUK students

(income of £90,000) and in year 3, 15 international and 20 RUK students (income of £310,000).

- 4. Inverness College UHI Optometry Programme. **Investment of £135k.** The college received funding to support the appointment of a Head of Optometry and to develop curriculum with a view to initiating programmes subject to GOC accreditation from September 2019. Unfortunately GOC accreditation has been delayed, however, we are confident that this will prove to be a successful development in the long term. At steady state 222 students would be enrolled. This will generate a contribution to the University of >£800k per annum.
- 5. Moray College UHI Integrative Health Provision. Funding provided to expand the reach of the Integrative Health degree by: developing new modules to convert HNC/D qualifications into He Cert and HE Dip qualifications as part of a four-year degree, validating the modules developed for CPD purposes, securing international approval for the revised qualification and enabling further UK articulation agreements. By year 3, it is forecast to make a net contribution of £145,00, including 20 additional students, plus research and other income streams. **Total investment for items 5,6 and 7 of £390k.**
- 6. Moray College UHI Advanced Technology Hub. Investment to focus on the recruitment of key academic staff and essential specialised equipment to deliver at apprentice and postgraduate levels together with associated scholarship and commercial research
- 7. Moray College UHI Development of Masters Degree in Whisky: history and culture. Investment to develop a distance learning module that may form part of a proposed PG Cert/Dip package and test the market.
- 8. North Highland College UHI Development of Dornoch Campus. **Investment of £500k.** Investment to facilitate integration of educational activity for the Dornoch campus on one site. The revitalised campus will create facilities to address the needs and opportunities for the college and its curriculum, which supports key economic drivers for the region. The campus will initially accommodate three key provisions –the curriculum in golf and hospitality together with the Centre for History with opportunities for growth.
- 9. West Highland College UHI Creation of a Chair in Tourism. **Investment of £170k.** Three years of leadership funding in the delivery of curriculum and research to position the university as a recognised international leader in tourism, providing the direction, excellence and vision to lead and drive the development of teaching, research and knowledge exchange. By year 5, the project is forecast to deliver additional net income of £213,000, due to an additional 100 FTE's in postgraduate online courses, split between home, RUK and international students.
- 10. West Highland College UHI Capacity building in STEM (Engineering and Computing). **Investment of £250k.** With funding from the University, HIE and SFC to develop and staff a new centre for technology in Fort William. By 2020/21, the forecast is to achieve a net income of £128,000 in engineering activity and £93,000 in computing science and digital activity.
- 11. Cross Partner Modern Apprenticeships Regional Development. **Investment of £138k.** To establish a regional MA contract with Skills Development Scotland and academic partners. Providing workshops, Facebook advertising and a first phase of digital masterclass production of an online tutorial (for the hospitality MA).

## **Strategic Dialogue Meetings**

We are currently seeking to establish strategic dialogue meetings with each Academic Partner in order to promote greater interaction. It is anticipated that these meetings would mirror the Scottish Funding Council format and be progressed on a three year cycle.

## **Brexit Uncertainty**

There is continuing uncertainty in relation to Brexit. All scenarios have significant implications for the university sector and the Highlands and Islands, with "no deal" implications being the most immediate and severe. Court will receive a paper on 20<sup>th</sup> March from our Director of European and International Development setting out the current challenges and possible options/recommendations when considering university strategy for the post-Brexit scenario in each of these priority areas.

## Deputy Principal

## Prepared by Professor Crichton Lang

#### Notable accomplishments

Staffing changes in the Academic Directorate: Following Dr Gary Campbell's appointment as VP Strategic Developments, Dr Sue Engstrand will be covering the Dean's role on an Interim basis for the Faculty of Science, Health and Education. Backfill for Dr Engstrand's subject network leader role is now being recruited from the partnership.

I myself have now (from 1st March 2019) stepped down as Head of the School of Health to allow more time to support the Programme Board/Assembly work and to allow transition into Interim VC role from 1st August 2019. Professor Sandra MacRury has rebalanced her clinical/academic time to provide leadership for clinical links within the School of Health management team. She will take specific responsibility for ScotGEM activities and will act as Head of the School of Health over this interim period.

#### Significant events/ awards

- Inverness City Deal-funded appointment of Chair in Medical Nanotechnology now appointed. ERDF (ILEX) funding for expanded R+D facility on the Beechwood campus linked to the City Deal developments now secured.
- Ongoing work with Programme Board and with Finance and Sustainability Working Group through this period.
- Attended Moray College SDM meeting with SFC on 27th February.
- Formal launch of UHI Postgraduate Midwifery programme on 7th January, first cohort of 19 students welcomed by UHI staff and NHS representatives.
- Chaired annual Subject Network Leader and Quality Manager forum on 17th/18th January. A key part of the
  annual Quality Monitoring Cycle this event allowed reflection on quality data and themes arising from
  programme and subject network self evaluations and reports and informs the review of Quality enhancement
  priorities now undertaken by the Quality Assurance and Enhancement Committee.

#### Collaboration with other academic partners

- Exploratory meeting with CEO and Director of Conservation at RZSS in Edinburgh on 22nd February 2019.
   Follow up discussions with Curriculum Employer Engagement Team, STEM leads and Research Staff now taking place. Potential opportunities for curriculum/research collaborations at Highland Wildlife Park, Edinburgh Zoo and overseas to be explored.
- Meeting in Inverness with Colleagues from Hunan Institute of Engineering on 3rd December 2018. Mainly in relation to staff development opportunities.
- Visit from Dr Subo Shanmuganathan, Interim Director of Education, General Optical Council, to discuss future
  direction of professional frameworks and education in optometry. Meeting with representatives from
  Specsavers and Federation of Ophthalmic and Dispensing Opticians on 4th and 19th February to maintain
  stakeholder support given delay in programme launch to 2020. Also participated in evening staff recruitment
  events for Optometry in Inverness/Elgin on 11th/12th December.

## Chief Operating Officer and Secretary

Prepared by Fiona M Larg

## Notable accomplishments

- Progression of the purchase of the Centre for Health Science valuation agreed in principle with HIE and loan funding secured from the Scottish Government financial transactions via SFC. Plan to agree Heads of terms with HIE by 31/3/19 and conclude purchase by 31/7/19.
- Agreement in principle reached with Technology One which should allow our finance system project to be concluded.
- The university's Gaelic Language Plan 2019 to 2022 approved by Bòrd na Gàidhlig.

#### Significant events/ awards

Following an invitation from the European Commission, speaker provided to a University Business Thematic
forum in Portugal as recognition that the university is significantly ahead of many other regions in Europe in
terms of managing and benefiting from external relationship building with businesses, especially in a rural
context.

#### Collaboration with other academic partners

- Two meetings held with academic partner finance chairs (Dec 2018 and Feb 2019) to help them better understand our funding mechanisms and look to identify areas for shared services.
- Implementation of an online registration and payment solution for Inverness College UHI to provide a single transaction for Evening and Leisure Courses, Commercial Courses and Cambridge ESOL to produce estimated savings (in processing costs) of £24,000 a year.
- Annual SITS forum (student record system) held with registry staff from across the partnership sharing best practice, discussing upcoming changes and addressing issues.

#### Issues or concerns

- Delay in General Optical Council accreditation of optometry degree has led to delay in the programme being offered until 2020/21. This has potentially significant financial and reputational impacts on the university.
- Occupancy of student residences in Inverness, Dornoch and Elgin continues to cause major concern and has been the subject of a recent internal audit report.

Vice-Principal Further Education and Work-based Learning Prepared by Diane Rawlinson

#### Notable accomplishments

#### **Work Based Learning Hub**

Over recent months the WBL Hub's work has been particularly focussed on development of effective systems to support regional Modern Apprenticeship (MA) contracting and delivery. Other key work streams have included managing the cycle of procurement and reporting for Foundation Apprenticeship (FA) and Graduate Apprenticeship (GA) programmes, development of regional marketing support (particularly for FAs), and facilitating communities of practice focussed on enhancing quality and consistency of learning materials, delivery models and the learner experience. During this time the WBL Hub has developed a draft regional vision and set of strategic aims to further support the realisation a high quality and consistent regional approach to work-based learning across UHI.

## Single Policy Environment Project

In December 2018, a new Sharepoint site was established for regional policies, procedures and associated resources, accessible for staff across the partnership. Two further policies (Academic Appeals (FE) and Safeguarding (Tertiary) endorsed by Partnership Council in January. In February a new Guidance Policy Ownership Group was established, Partnership Council approved Promoting a Positive Learning Environment (Tertiary) Policy and standard procedures were agreed for Enrolment/withdrawal/Transfer and Resulting of students in Further Education.

#### Significant Events/ Awards

#### **Work Based Learning Hub**

A significant programme of MA development work is underway, with Strategic Investment Funding from the university to support this. This has included the delivery of a series of workshops and meetings to progress development of enhanced learning materials, digital resources, core skills, customer service, staff development and communities of practice, including integration with other significant workstreams such as the Brightspace VLE roll out, UHI Quality Forum, and the development of the UHI CRM system. For Graduate Apprenticeships and other HE level work-based learning, the WBL Hub has supported the continued development of the pilot Graduate Apprenticeship BA in Early Learning and Childcare programme, including the coordination of two employer workshops to support development and recruitment, and facilitated ongoing development within the Civil Engineering GA programmes between the programme team and EDU, including initial planning for 2019 cohort recruitment. Further to this, the WBL has facilitated ongoing planning and discussions with Senior Management, Deans, Subject Network Leaders and CDEEOs regarding the potential future development of new GA frameworks and other HE WBL provision across UHI, including a potential 'franchise' type model with other colleges around Scotland, and ongoing support of the BSc (Hons) Applied Software Development development.

#### **Regional Further Education matters**

A workshop was held with members of Partnership Council to consult on draft Regional Outcome Agreement Targets. Following this workshop, the draft ROA was submitted to SFC on 10th December. Through membership of the HISIP Programme Board, an input is also being made to the re-fresh of the HISIP Action Plan. Discussions have been held with SFC regarding national bargaining and the position of non-incorporated academic partners. Support visits have been made to Orkney College and Shetland College/NAFC Marine Centre. The latest visit to Shetland was to establish and support the first meeting of the Programme Board, established to recruit to the Shadow Board of the proposed new college in Shetland.

#### Single Policy Environment Project

Wherever possible the SPEP seeks to embed its work in the operational infrastructure of the partnership. In December the work of the Learner Support Policy Ownership Group was shared with the UHI Student Support Group to facilitate discussions with a wider group of colleagues engaged in student support. The PM for SPEP presented at a two day Quality Forum event held at Ness Walk. The work of the Admissions Policy Ownership Group (FE) has also been shared with a wider group of colleagues, particularly those focused on HE admissions.

### Collaboration with other academic partners

#### Work Based Learning Hub

Within MAs specifically, particular achievements have included the successful regional contract management, monitoring and reporting for our 2018-19 regional contract with Skills Development Scotland (SDS), and the facilitation, writing and submission of our regional bid to SDS for a new 2019-20 MA contract, including regional level discussions regarding the future delivery of construction MAs and our relationship with CITB. Each of these work streams is dependent on collaboration with all participating academic partners and liaison with external agencies. The WBL Hub has worked with marketing practitioners from across the partnership to coordinate the development of a new regional FA brochure with locally tailored inserts, and worked with partners to deliver a substantial programme of radio, newspaper and social media advertising that aligns with both the SDS national marketing campaign and partner's own local marketing activities.

## Single Policy Environment Project

In recognition of the number of tertiary policies that are being developed, links are being forged with colleagues in Highland Theological College, Sabhal Mòr Ostaig and SAMS to secure representatives on Policy Ownership Groups for tertiary policies wherever possible.

## Vice-Principal Research

Prepared by Professor Neil Simco

#### Notable accomplishments

In December the University held its biennial research conference, which in 2018 was hosted by Perth College UHI. Around 240 research students and staff attended the event. Delegates had the opportunity to listen to a range of external speakers and to understand something of the rapidly changing external environment in research and impact. There was also an opportunity for delegates to present a wide range of research papers across a number of disciplines. The four research clusters were a key part of the conference and one outcome of the event is a strengthening of the research clusters as a key element of our work.

The University is now part of 2 Doctoral Training Programmes (DTPs) and we have been awarded 6 studentships in connection with the Marine Science DTP. This is a significant achievement, reflective of the quality of the applications.

#### Significant events/ awards

In January 2019 the final national guidance for the Research Excellence Framework 2021 exercise was published. This guidance provides the University with a confirmed set of arrangements to support our planning. The University is required to produce a code of practice to demonstrate how it is planning to identify staff and select research outputs and this has now been drafted and is currently going through committee approval. Another part of the preparation for REF 2021 is the writing of impact case studies and drafts of all of these have been prepared for a scrutiny event in March.

#### Collaboration with other academic partners

The University has signed a licensing agreement with QHB Ltd, a Chinese company, in connection with anticancer immunoglobulin technology. This is a welcome step forward in terms of commercialization of a health product.

The University's collaboration with Scotland's Rural College (SRUC) continues and further work has occurred to create a framework for collaboration. A next step is to engage with external industry partners.

Meanwhile further collaborative work is developing relating to the blue economy in collaboration with Heriot-Watt and Stirling Universities.

## Issues or concerns

The potential impact of BREXIT continues to be an issue of real concern across both in terms of research income, but also in terms of the numbers of research students, as in the latter case nearly 1/3 of research students are funded through European funds. This is currently being mitigated by the University's involvement in the DTPs, noted above, but also by the development of our MRes programmes, by exploring potential new international collaborations and in the longer term by the potential development of professional doctorates

## Vice-Principal International and External Engagement

#### Prepared by Professor Stuart Gibb

#### Notable accomplishments

- 'International curriculum': 'Prioritisation of UHI programmes for international marketing' progressing: > 60
   online and on-campus programmes reviewed against criteria agreed with PPF. Aim to agree and 'develop an
   internationally distinctive and competitive curriculum that builds institutional reputation and credibility
   (internationally and nationally)' and 'develop an international curriculum that is recognisable in terms of
   quality, relevance & responsiveness'.
- 'ERASMUS': Higher education student and staff mobility within programme countries submitted (24month, project end date 31 May 2021; €49, 075) covers student and staff mobility; staff mobility for training and student mobility for traineeships between Programme Countries.
- 'Admissions and administration': Data base of programmes validated for international delivery or Tier 4
  eligible completed. Together with streamlining & parallel processing for international application process,
  and development of on-line application process should contribute to improvement in conversion rates.

#### Significant events/ awards

- Participation in UHI Staff and PGR research Conference (December 2018, Perth)
- Participation in British Council International Education Services Conference (December 2018, Manchester). Themes: Strategy: How the world is changing and how we can navigate for success; Innovation: Fresh approaches for connecting with international students; Intelligence: Exploring external influences on international student recruitment.
- Participation in Santander Universities visit to UHI exploring potential for the University to become one
  of Santander's university partners in future, including access to the range of support programmes they
  provide to member institutions.

## Collaboration with other academic partners

- Global Challenge Research Fund application NHC
- Contribution to Hunan Renewable Energy Association PC, NHC
- Wrap-up of HOME project: Promoting links between UHI and Changsha University of Science and Technology NHC, PC, EO (Funded by Hunan Provincial Government)
- Application to British Council for developmental funding progressed (Vietnam)

   IC, OC
- Transnational education funding models PC

#### 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, to communicate
  effectively and minimise risk (in an increasingly competitive external environment).

## Vice-Principal Tertiary

Prepared by Lydia Rohmer

#### Notable accomplishments

#### **Branding and Positioning Project**

A Partnership Council workshop was held in January 2019 to review the findings from the stakeholder engagement phase of the project and agree the proposed way forward. Subsequently, a workshop was held for FERB and Court in February 2019 to consult on the proposed approach. In both workshops, findings and proposed approach were formally endorsed, with broad agreement that we needed to assure brand coherence based on the proposed single brand framework going forward. Work is underway to ensure all AP Boards are fully briefed and to develop an implementation plan going forward.

## **Curriculum Mapping Tool**

The project is still seeking to resolve procurement matters for this bespoke software tool in liaison with APUC, who provided formal advice in February 2019. Work is continuing on the tertiary curriculum pathways, in particular through SCMT on FE curriculum review.

## **School-College Liaison Strategic Review**

Work is continuing on both curriculum and marketing/information/guidance. Partnership Council requested that the school engagement work for STEM is included to create a single strategy framework for UHI engagement with young people.

#### Widening/Fair Access

Work is continuing to refresh the University's approach to wider/fair access, including ensuring UHI's articulation data is clearly reflected in SFC's refreshed national articulation database.

## Significant events/ awards

Continued representation of UHI in the Learner Journey Review Implementation Groups and the National Articulation Forum.

## Argyll College UHI

Prepared by Maureen McKenna, Head of Marketing and Communications

## Notable accomplishments

• Statistics released by the Scottish Funding Council show the proportion of Further Education students completing their full-time courses at Argyll College UHI in 2017-18 has increased by over 15% in the last five years. The overall total of 76% is now nearly 10% above the national average.

## Significant events/ awards

Rothesay student Lisa McConnell featured as part of the SQA Shine Exhibition 2018

## Collaboration with other academic partners

- The College continues to play a leading role in the Oban as a University Town Project.
- The College now shares a Digital Marketing Officer with West Highland College.
- We continue to work with colleagues in Engineering across the partnership to develop and deliver a programme of study to the Royal Navy at Faslane.

#### Issues or concerns

- The built environment of the College continues to be a concern on two levels. Firstly, some centres lack
  capacity to deliver courses in line with demand and as none of them have been designed and purpose built
  as educational establishments, there is inconsistency in the student experience across Argyll and
  particularly when compared with partner UHI institutions.
- As with other partners, the uncertainty surrounding Brexit continues to be a concern.

Highland Theological College UHI
Prepared by Hector Morrison, Principal

## Notable accomplishments

- (22 Jan) Staff training in the use of Brightspace was led by Dr Rob Shillaker, HTC Brightspace Champion
- (28 Jan) We welcomed 14 new BA students to our programmes in the semester 2 intake, with the result that we have met our predicted student number targets for this academic session.
- In recent weeks, the BA Philosophy (Hons) degree, with its associated joint awards, was successfully led through validation by one of our HTC staff members, Rev Dr Innes Visagie, who has been Programme Leader for the PPE degree since it was inaugurated.

#### Significant events/ awards

- (17 Jan) Dr Jamie Grant, VP (Academic) at HTC, gave a lecture in Dundee for the Chalmers Institute on the theme: 'Nurturing Christian Identity and the Role of Theological Education.' This was part of a one-day conference organised by the Institute.
- This week Rev Dr David Kirk will be delivering a paper at the Affinity conference in Northampton on the topic 'When you come together.'

## Collaboration with other academic partners

- Recently some of our academic staff facilitated a mock viva for an M(Res) science student who had issues
  with his own Academic Partner. This was in preparation for the viva, also held at HTC, which went well for
  the student.
- The BA Philosophy (Hons) degree, as with the PPE degree also, is a networked degree with teaching input from a number of UHI APs including HTC.
- The Theological and Philosophical Studies with Education degree proposal progressed through SN and Faculty Board (subject to some points of clarification). It will next progress to PPF. This will expand UHI's teacher education portfolio and is developed in cooperation with Perth College.
- Dr Innes Kennedy (Orkney College) is teaching from HTC-Paisley this semester due to personal circumstances.

#### **Inverness College UHI**

#### Notable accomplishments

IC UHI has developed a new Finance Strategy with the support of its Board. In addition the Executive has developed a priority based budgeting methodology to examine the effectiveness and ROI against all spend and investment. As a result, the FFRs produced have been updated to include SMART income targets around commercial RUK, international and CPD. This approach has looked at marginal gains across all areas (see FFR Driven Data table below). Court is invited to consider this approach to planning and monitor the effectiveness of IC UHI's direction and the effective support that will be required from EO.

Inverness College UHI has begun a comprehensive curriculum review - assessing the currency of the offer, the human and physical resources and developments needed to effectively/efficiently drive the curriculum. This demand-led review uses Heidi+ data, local/national/international intelligence and IC UHI's

	18/19 £000	19/20 £000	20/21 £000	21/22 f000	22/23 £000
Original FFR	(257)	(627)	(567)	(1,284)	(1,895)
First Position Dec/Jan	(60)	15	286	(220)	(620)
Current Position/ Jan 19	(60)	15	444	106	(120)

professional advisory groups. Much of what we do needs to be refreshed and some radically changed or dropped/rested. This work is being led by Professor Ken Russell. Initial results conclusions are that the Masters levels routes need to be refined and developed in areas such as public health, engineering and varied MBA routes for the domestic, RUK and international markets. The undergraduate programmes need some development with a wider range of industry focused offers and the FE programmes need to show greater opportunity for articulation. IC UHI understands that changes will need to be recommended and discussed with UHI partners,

Education Scotland rated Inverness College UHI one of the top performing colleges in Scotland. Out of 27 colleges in Scotland, Inverness College UHI is one of only 5 colleges to receive an 'excellent' rating for leadership and approach to improvement, and 'very good' ratings for both student outcomes and the quality of provision and service. SFC Performance Indicators: Success rates for students studying further education courses at Inverness College UHI are now amongst the best in the country. Inverness College UHI is ranked 3rd highest of all 'large' colleges in Scotland in terms of success rates for both full-time and part-time courses & is only one to see a year-on-year improvement over the last 5 years.

#### Significant events/ awards

- The Scottish School of Forestry launched a new Modern Apprenticeship in Trees and Timber. Eight new MAs employed by Forestry Commission Scotland started at SSF on 29th January for a three month block of training before heading out to work with FCS teams across the North of Scotland. This is a new development for the sector. SSF hosted a visit from Fergus Ewing Cabinet Secretary for the Rural Economy and Connectivity as part of Scottish Apprenticeship Week.
- IC UHI had two student winners at the Lantra Learner of the Year Awards Winner Isla Campbell, a BA Forest Management student, and Janis Brivkalns, Modern Apprentice/Aquaculture. Janis was named joint overall winner on the night.
- Inverness College UHI received a Customer Service Excellence review in January 2019. The review findings were exceptionally positive.
- Stephanie Gardiner, a BA (Hons) Accounting and Finance has reached the final 4 for the National University Class rep of the Year. Stephanie started her learning journey as a NC Intro to Business Management and Accounting (Jan start).
- Helen Coker had the following journal article published in The International Review of Research in Open and Distributed
  Learning, "Purpose, Pedagogy and Philosophy: "Being" an Online Lecturer". Andrew Duncan and Liz Barron-Majerik had the
  following article published in the Scottish Mathematical Council Journal, "When Textbook Answers are the Problem"

#### Collaboration with other academic partners

- Inverness College UHI teamed up with Developing the Young Workforce and Skills Development Scotland to present the Highland Apprenticeship Showcase on Thursday 7th March. Around 450 S3 pupils attended during the day alongside more than 30 employers. The event was opened up to members of the public in the evening to coincide with the Inverness College UHI Open Evening.
- Inverness College UHI drama students have collaborated with Highland Hospice to present a play offering insight into the patient experience of palliative care.
- Inverness College UHI has been nominated to be the lead partner to deliver a Graduate Apprenticeship in Early Education and Childcare from September 2019. It is also leading a fast-track childcare course targeted at men, starting in March, after successful bidding to SFC.
- Inverness College UHI has appointed a new Depute Principal (Academic Development) to lead on strategy and curriculum development, Professor Ken Russell.
- 8 Highland Council secondary school teachers have started the Additional Teaching Qualification (ATQ) Computing Studies.
- Demolition of the Longman campus is now underway and is expected to last until mid-July.
- Professor Chris O'Neil has just returned from a visit to Nigeria/Ghana as part of our internationalisation strategy, promoting University of the Highlands and Islands courses.
- The Business Solutions Team is working with 42 employers on applications for Flexible Workforce Development Funding worth around £590K.
- 2 Knowledge Transfer Partnership applications, have been submitted working BSW Group and National Trust Scotland, one of which if successful would be in partnership with staff from North Highland College UHI.

#### Lews Castle College UHI

Prepared by Iain Macmillan, Principal

#### Notable accomplishments

- The Western Isles Library Service and LCC have been awarded a grant £5000 of Digital Xtra funding to create
  new STEM (Science Technology Engineering and Maths) activities involving digital technology for school
  pupils in the islands. This includes the purchase of some new equipment and staff time to develop exciting
  new projects for the pupils to undertake.
- Our Engineering Department along with Energy Skills Partnership (ESP), the IET & Ajenta have been running
  the inaugural Outer Hebrides First Lego League competition. Teams from four island secondary schools
  gathering at the end of January 2019 in Sir E Scott School to battle it out to become the Outer Hebrides Lego
  League champion. The aim of the competition was to get school pupils involved in STEM activities in a fun
  and engaging way. The standard of work by the pupils was outstanding and the competition was a great
  success.
- Deputy First Minister John Swinney visited our Stornoway Campus on 14 February 2019 and had the
  opportunity to see what the College does on a day to day basis. He was able to visit several different student
  groups including Jewellery and Engineering as well as a visit to our Innovation Centre.

### Significant events/ awards

- Anna-Wendy Stevenson very deservingly won Music Tutor of the Year at the MG ALBA Scots Trad Music Awards and was presented with her prize at the awards ceremony on 1 December 2018 in the Perth Concert Hall which was broadcast live on BBC ALBA and BBC Radio Scotland, as well as being streamed worldwide.
- From 7-11 January 2019, SIRFA (Scotland's Island Research Framework for Archaeology), ran a research symposium hosted in Lochmaddy, North Uist. SIRFA is coordinated by LCC staff member Rebecca Rennell as the Project Researcher, and is run in partnership with three island-based council archaeologists. The aim of the symposium in Uist was to bring together a wide range of stakeholders to identify and discuss research gaps, opportunities, and priorities for archaeological research across the Western Isles.
- A Holocaust Memorial Day Seminar was held at LCC on 28 January 2019. The event was run by the Western Isles Diversity and Equality Steering Group and featured keynote speaker Mhairi Snowden, Human Rights Consortium Scotland Co-ordinator.
- In January 2019, Frank Rennie took up an invitation to speak at a symposium in Kyoto, Japan which brought
  together academics from all universities in Japan who study rural geography and community development.
  Other invited international speakers included guests from Ethiopia, Laos, Korea, and China, and the
  presentations were structured to provide a comparison with similar issues in rural Japan.

#### Collaboration with other academic partners

 We are currently working with West Highland College and North Highland College to agree a framework for a level 5/6 Business/Administration course. We all have challenges in recruiting viable numbers so working collaboratively could address this. It is hope to be able to network a small element of the course in 2019/20.

# Moray College UHI Prepared by David Patterson, Principal

#### Notable accomplishments

The college held its tri-annual Strategic Dialogue Meeting with the SFC on 27 February 2019. This meeting first noted, the:

- effective delivery of the 3-year Financial Recovery Plan since August 2017, to a position of underlying surplus with positive cash generation
- significant upturn in student achievement (and satisfaction) to a position above the Scotland average

Discussions around the college's local engagement and impact highlighted:

- significant engagement with DYW Moray and the schools sector including STEM Week events for hundreds of Primary School pupils; Taster Sessions for all Moray's S2 pupils; DYW Sector Days to help inform Senior Phase choices; and underpinning of supported work experience for c.100 Senior Phase pupils not taking national examinations
- extensive employer engagement through curriculum review and planning; expansion of FWDF with major employers; increased capacity to deliver Apprenticeship provision
- the college's key role in formal CPP arrangements including development of the new Moray Economic Strategy 2019-29, the Moray Growth Deal, and the Moray Skills Investment Plan; and comprehensive staff and student engagement in a wide range of community activities
- improved engagement within UHI in the development of both cross-UHI initiatives (e.g. Learning and Teaching Review) and new curriculum (e.g new Software degree)

The SFC team also held dialogue sessions with a staff group and a group of students. While both groups echoed the challenges we had highlighted in the morning session regarding accommodation and resources, they were both said to be groups we should be proud of, and in particular, the students were said to be "extraordinary, inspirational, and very, very positive."

#### Issues or concerns

Discussions included the current financial challenges of the sector and the difficulty of medium-term financial planning in an uncertain environment of one-year funding settlements. In particular there was discussion about:

Backlog maintenance funding: SFC announced in 2017 that Moray would require £13m over a five-year period to make the campus wind- and water-tight and to prevent further deterioration. £1.33m has been allocated and spent in 2018/19 on priority items for first year of this funding, however, only £950k has been allocated to entire region for 2019/20.

*National Bargaining:* 'Harmonisation' and other actual costs are only guaranteed to be fully funded in the current financial year and 2019/20. We also need to have full visibility of those costs.

Cost of Living pay awards: These pay awards are unfunded and are being settled nationally at a time of decreasing FE credit funding. The disputes and changes in terms and conditions are also having an impact on the flexibility of staff deployment and staffing

## North Highland College UHI Prepared by NHC Marketing

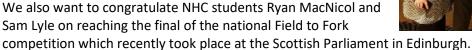
#### Notable accomplishments

A new NHC Business Development Team established. Based at our campuses in Thurso and Dornoch, the team's primary goal will be to contribute to the overall sustainability of the college by generating new additional income to help enhance the provision made to our students. Team members are currently working with local employers and agencies to better understand potential markets and raise awareness of the College's services to new clients. We have been able to meet the costs of establishing the team through generous financial support from the Scottish Colleges Foundation.



#### Significant events/ awards

This month, we look forward to welcoming Mr Richard Lochhead MSP, Minister for Further Education, Higher Education and Science to our main campus in Thurso to perform the official opening of Scotland's first Newton Room. This event will be closely followed by our Strategic Dialogue event with the SFC on the 2<sup>nd</sup> April and our hosting of the UHI Partnership Council meeting in Thurso on the 3<sup>rd</sup> April.





#### Collaboration with other academic partners

During the reporting period, we welcomed a number of new colleagues to our Centre for Energy & the Environment (CfEE) in Thurso.

- Natalie Isaksson is a PhD researcher who moved from Sweden to investigate the use of tidal flow areas by seabirds and the potential for interactions with tidal stream renewable energy. Before joining ERI she worked as a field ornithologist/project/research assistant at Lund University, Sweden.
- James Slingsby is a PhD Researcher from Corwen, North Wales. His research project examines top predator, seabird and marine mammal and usage of tidal-stream habitats such as the Pentland Firth.



- Melissa Costagliola-Ray joined ERI in December as a PhD student from the Bryden Centre working on the Quantification of seabird use of tidal environments:
- Megan Grant is a visiting research fellow who has put her PhD on hold at the University of Tasmania to visit
  us for 3 months.

## Orkney College UHI

Prepared by Professor Edward Abbott-Halpin, Principal

#### Notable accomplishments

St Magnus Cathedral Graffiti Project, archaeologists from the Institute working with Orkney Archaeology Society to investigate, record and analyse the graffiti and mark making present on the walls both inside and outside the building.

Orkney Research Centre for Archaeology (ORCA) based at Orkney College UHI have secured grant funding from Historic Environment Scotland and the Orkney Archaeology Society for a new landscape project in Orkney.

The Heart of Neolithic Orkney World Heritage Site Landscape Project will provide hands-on training and memorable experiences in field archaeology to the local community. The study area will be around Maeshowe and Brodgar, taking in parts of the parishes neighbouring the Loch of Harray and Loch of Stenness, West Mainland, Orkney.

Parts of the landscape will be studied with archive research, field walking, walkover survey and lochside surveys - picking up surface finds and recording features visible on the ground surface. These will explore landscape change from the Mesolithic to the present day. Previous field walking in the area has recovered prehistoric flints, axe heads and quern stones, which often correspond to ancient settlements. Some of these have also been identified during large-scale geophysical survey, and this project aims to bring together evidence from these wide-ranging sources. Finds from the more recent past are also being collected, such as those from camps used during WW2, bringing the story right up to the present day. The project aims to take people through the whole archaeological process from finding objects in the field, to mapping, processing finds, and interpreting the results. Participants will produce internationally significant research in the World Heritage area, contribute to the wider understanding of these sites and landscapes through time, and learn new skills. Field walking will start in March 2019 and continue into April. Other activities will be spaced throughout the year.

If you are interested in taking part please contact studyarchaeology@uhi.ac.uk

The project is supported by Historic Environment Scotland and Orkney Archaeology Society.

#### Significant events/ awards

Professor Edward Abbott-Halpin took up his post as Principal on 7 January 2019 following the retirement of Dr. Bill Ross.

DYW Orkney hosted an information evening for senior teaching staff, guidance teachers and careers advisers from local schools. Senior managers from the Education Department and Orkney College also attended. This event was supported by staff from the Work Based Learning Hub at University of the Highlands and Islands and Curriculum Leads from Orkney College UHI. The event provided an overview of Foundation Apprenticeships in Scotland along with some of the success stories from elsewhere in Scotland. Orkney College curriculum leads then spoke in more detail about the frameworks offered in Orkney in 2019, highlighting the academic aspect of the subjects and the benefits the vocational, work placement element offers young people. There was an opportunity for those present to ask questions from the presenters, which was a useful opportunity for teachers to ensure they were well equipped to support young people during the senior phase subject choice period.

#### Collaboration with other academic partners

Work is ongoing on the Islands Deal, including meetings with Heriot Watt University and Robert Gordon University.

Issues or concerns

None.

## Perth College UHI

Prepared by Margaret Cook, Principal

#### Notable accomplishments

- Successful re-approval of MBA product to include 2 new Pathways MBA Resilience and MBA Environmental to home and international students.
- Successful re-approval of BA Hospitality Management.
- Successful re-approval of BSc Sport and Fitness.
- Approval of BSc Sports Therapy.
- A BA4 Visual Communication and Design student secured £5000 Angel Share Funding for the
  development, refinement & production of a design intervention regarding Understanding Corporate
  Parenting. The prototype used for the pitch was conceptualised as a part of a live curriculum based
  project, in partnership with Perth and Kinross Youth Services and Perth College UHI.

#### Significant events/ awards

- Martin Price gave two keynote presentations at 'Mountains 2018' in Nova Friburgo, Brazil.
- 10 students won awards at The Sodexo Salon Culinaire at Hampden
- Heather Paul (FE student) was at Gleneagles and is through to the finals for The Gibby Scholarship
- Article in the Care Inspectorate Generations working together publication on the partnership project between HND Sport and Fitness students and local Care Homes encouraging exercise in this intergenerational project.
- 20 of our Creative Industries students have just returned from 4 days soaking up the art and culture of Amsterdam. From Rembrandt's House and the Van Gogh Museum through to a cathedral of contemporary art in the Stedelijk Museum.
  From Sunday 24th Febrary until Friday 1st March, Andrew Dyce and 9 students from both BA Hons Music Business and BA Hons Popular Music participated, as part of a Erasmus project, in an international programme delivered at Pop Akademie, Mannheim, Germany. They joined students and staff from the US, Ireland, Holland, Sweden, England and Germany for the programme. Students have commented specifically on their confidence improving, understanding of European music markets widening and industry contacts increasing.
- Girls into plumbing event on the 7th March. This event is to encourage girls and young women to take up a career in plumbing as a modern apprentice, this event is in conjunction with International Women's Day and Scottish Apprenticeship Week. Industry professionals will be on hand to answer any questions and female plumbing apprentices will give their experience of the industry.

## 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.

## Sabhal Mor Ostaig UHI

## Prepared by Gillian Rothach, Principal

## Notable accomplishments

Beginning of semester 2 teaching delivery.

First year students all on 3-week placements with Gaelic related organisations across Scotland Employment of a new Head of Research, Prof RAV Cox.

Employment of Head of Gaelic Teacher Education.

## Collaboration with other academic partners

Teaching collaboration with LCC.

#### Issues or concerns

National Pay Bargaining; drop in on-site student numbers this academic year but working on strategy for recruitment for coming year.

## Scottish Association for Marine Science UHI

Prepared by Dr Anuschka Miller

#### Notable accomplishments

- Four SAMS contributors to UN Global Reporting and Assessment of the State of the Marine Environment Panel of Experts
- Hosting 67<sup>th</sup> annual meeting of the British Phycological Society
- Nick Owens takes over as Chair of the Partnership for Observation of the Global Ocean
- Signing MOUs with University of Mayala and University of the Philippines Visayas Foundation for collaboration on GlobalSeaweedSTAR project
- Major publication in Science revising understanding of North Atlantic ocean current drivers

## Significant events/ awards

- Prof Mark Inall appointed to Scottish Science Advisory Council
- Contribution of algal resources to RI Christmas Lecture 2018
- SAMS annual lecture: Stephen Hall (SUT) on Blue Future: how new technology is going to change our relationship with the global ocean
- Contributing key lectures to Scotland's International Marine Conference
- MSc student Andrew Richardson among finalists in LANTRA awards

## Collaboration with other academic partners

- Bryden Centre doctoral programme: SAMS hosts science lead (Prof Ben Wilson) and Post-Doc (Dr Raeanne Miller) who coordinate UHI students at LCC, NAFC, ERI, IC and SAMS
- SAMS hosts MESE Cluster lead (Prof B Wilson) and admin support (R Culver): Award of first trans-partner funding round supports collaborations between NAFC, ERI, IC (RLI), EO, SAMS
- SAMS' commercial subsidiary completed programme management of consultancy for large company re offshore wind developments around Scotland with NAFC, ERI, LCC and SAMS
- SAMS staff provide support / leadership to REF Unit of Assessment 7 preparations with involvement from NAFC, ERI, RLI (IC) and others
- Nick Owens chairs UHI Ethics Committee; B Wilson & C Fox on Animal Welfare & Ethics Committee
- Dr Bhavani Narayanaswamy is UHI lead for NERC funded SUPER DTP (Scottish Universities Partnership for Environmental Research Doctoral Training Programme). ERI, IC (RLI) and SAMS are beneficiaries in the first PhD round.
- SAMS contributes to University Innovation and KE portfolio for Energy and Aquaculture

#### Issues or concerns

SAMS' Governing Council has been changing fundamentally, with only three members with SAMS experience, bringing both exciting new opportunities and posing challenges

- At December AGM seven new trustees were voted onto SAMS Governing Council
- Recruitment of new chair has yielded candidate for election at EGM in March 2019
- This will be the most diverse governing council in SAMS history, with a majority of women and a greater age and discipline/sector distribution

## Shetland College UHI/ NAFC Marine Centre UHI

Prepared by Rory Gillies, Operations Manager, Shetland College UHI

#### Notable accomplishments

The Shetland Tertiary Education sector continues to demonstrate high performance in student outcomes for both full-time and part-time students. With 77.8% of full-time students completing their programme successfully, this places Shetland 11.7% above the national average and 7.5% above the University of the Highlands and Islands average. The 93.7% of part-time students who completed their programmes successfully places Shetland 15.5% above the national average and 8.8% above the UHI average.

## Significant events/ awards

The annual Bridge Building competition was held at Shetland College UHI as part of the 2019 Apprenticeship Week. Eight teams of S3 pupils from schools throughout the islands participated in the event where pupils plan, design and build a wooden bridge that is then load-tested to destruction. There are prizes for the overall winners, best team work and most aesthetic (bonniest!) bridge. The event is run in conjunction with the Shetland Construction Training Group and the CITB.

## Collaboration with other academic partners

Discussions are ongoing with other UHI partners to deliver agricultural programmes through the network.

The sector is continuing to develop a suite of Creative Industries programmes through collaboration with the Centre for Rural Creativity and the Shetland Arts Development Agency.

#### Issues or concerns

There are concerns regarding the introduction of BrightSpace and the lack of consideration given to the amount of staff time that will be required. There are also concerns regarding ongoing issues and uncertainty with VC.

## West Highland College UHI

Prepared by Lydia Rohmer, Principal

#### Notable accomplishments

Centre for Science, Technology, Health and Engineering, Fort William SFC approved the full business case for this15M capital project 'subject to funding' Planning application was submitted to Highland Council in early December 2018, with a planning decision expected in March 2019

College Sector Performance Indicators for 2017-18 published by SFC in February 2019 confirm yet again that WHC is one of the highest performing colleges in Scotland (<a href="https://www.whc.uhi.ac.uk/about-us/facts-and-figures/publications/">https://www.whc.uhi.ac.uk/about-us/facts-and-figures/publications/</a>)

College Evaluation and Enhancement Report published by Education Scotland in February 2019:

The report can be found here <a href="https://education.gov.scot/other-sectors/further-education/688503">https://education.gov.scot/other-sectors/further-education/688503</a> and confirmed that the college is 'very good' in all three categories of leadership/quality culture, outcomes/impact and delivery of learning/student support.

The college successfully re-validated its BAH in Marine and Coastal Tourism end of February 19.

### Significant events/ awards

The Principal attended the Westminster Launch of the Four Nations Blueprint for' the College of the Future' and launch of the new national commission for this in January 2019, representing Scotland.

The college hosted a visit for Iain Blackford MP in December 2018, and engaged with Jamie Hepburn MSP during his DYW West Highland Visit to Fort William in February 2019.

Students and staff participated in a number of Skye Connect conferences/events, promoting skills and innovation in the tourism and hospitality sector. BAH Marine and Coastal students provided event management support at Scotland's Marine Tourism Conference in February.

A student from Isle of Eigg studying an FA in Digital Media, Struan Robertson, has created has helped design and develop the well-known Lucky2BHere website which provides defibrillator location information. Struan was showcased as part of Scottish Apprenticeship Week.

Centre for Recreation and Tourism Research staff were expert panel members at the spring Skye Connect, Wild about Argyll and Wild Scotland tourism conferences on slow tourism, as well as speakers at the European Travel Commission February summit in Krakow.

## Collaboration with other academic partners

The college works collaboratively in all aspects of its operation as a matter of routine.

The college continues collaboration with North Highland, Argyll and Lews Castle Colleges to develop a pilot model for networked further education courses.

The Principal is a member of the Programme Board, representing rural non-incorporated colleges, and is working on the student experience equivalence workstream.

#### Issues or concerns

- Intensive discussions about routes to funding are continuing between SFC, HIE and WHC/UHI to secure the Centre for Science, Technology, Health and Engineering as a sub-regional hub for UHI in the face of no available capital funds for either college or university sectors
- Continued uncertainty over the second student residences development in Fort William is impeding plans for further RUK/international development of Adventure degree courses.



## **Board of Management**

Subject/Title:	Legal Services			
Author: [Name and Job title]	Lindsay Ferries, Director of Organisational Development			
Meeting:	Board of Management			
Meeting Date:	21 March 2019			
Date Paper prepared:	12 March 2019			
Brief Summary of the paper:	This report relates to the appointment of our Legal Services Contract which includes our governance legal services provision. While the identified service provider is the top ranked on the framework, within the report I have highlighted any potential anticipated conflicts of interest in particular as they relate to governance and have suggested control measures within the parameter of the framework to mitigate.  Appendix 2 also sets out the background and ability for Anderson and Strathearn to provide legal services for construction disputes.  As highlighted in the paper we will continue to use our current legal advisors for legacy issues.			
Action requested: [Approval, recommendation, discussion, noting]	The Board of Management is asked to note their awareness of the matters highlighted above and in the report.			
Link to Strategy: Please highlight how the paper links to, or assists with::  compliance partnership services risk management strategic plan new opportunity/change	Enhancing Performance			
Resource implications:	No If yes, please specify:			
Risk implications:	Yes If yes, please specify: Operational: staff utilisation and productivity Organisational:Reputational			
Equality and Diversity implications:	Yes If yes, please specify:			

Consultation: [staff, students, UHI & Partners, External] and provide detail	SMT			
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 included within "open" business, please highlight below the reason.				
Its disclosure would substantia prejudice a programme of rese			disclosure would substantially dice the effective conduct of public s (S30)	
Its disclosure would substantia the commercial interests of any organisation (S33)			sclosure would constitute a breach of dence actionable in court (S36)	
Its disclosure would constitute a breach of the Data Protection Act (S38)		Othe	r (please give further details)	
For how long must the paper be withheld? (express either as the time which needs to pass or a condition which needs to be met.)				

Further guidance on application of the exclusions from Freedom of Information legislation is available via http://www.itspublicknowledge.info/ScottishPublicAuthorities/ScottishPublicAuthorities.asp and http://www.itspublicknowledge.info/web/FILES/Public\_Interest\_Test.pdf