

Board of Management

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| Meeting | Board of Management |
| Date and time | Tuesday 19 December 2019 at 4.30 p.m. |
| Location | Rooms 203/04, 1 Inverness Campus |

College Secretary
12 December 2017

AGENDA

Welcome and Apologies Declarations of Interest

- ANDREW BRAWLEY, EDUCATION SCOTLAND**
Presentation on Evaluative Report and Enhancement Plan (EREP)

ITEMS FOR DECISION

- MINUTES**
 - Meeting of the Board of Management - 26th October 2017
 - Special Meeting of the Board of Management – 27 November 2017
- OUTSTANDING ACTIONS**
Action List
- AUDITED ACCOUNTS FOR YEAR END 31 JULY 2017**
 - Extract from Minutes of Meeting of the Joint Audit/Finance and General Purposes Committee held on 7 December 2017
 - Covering report by Director of Finance
 - Draft annual report by Ernst & Young on the 2016/17 Audit to the Board of Management and the Auditor General for Scotland
 - Annual report and accounts for the year ended 31 July 2017
 - Letter of Representation
- AUDIT COMMITTEE ANNUAL REPORT TO THE BOARD OF MANAGEMENT**
Extract from Minutes of Meeting of the Audit Committee held on 28 November 2017
- UHI LEARNING AND TEACHING ENHANCEMENT STRATEGY**
Extract from Minutes of Meeting of the Learning and Teaching Committee held on 5 December 2017

7. GOVERNANCE – UPDATE TO STANDING ORDERS

Report by Board Secretary

ITEMS FOR DISCUSSION

8. INVESTIGATION HIGHER MEDIA STUDIES

Report by Principal

9. STUDENT RECRUITMENT 2017-18 UPDATE

Report by Depute Principal

10. PRINCIPAL'S UPDATE

Report by Principal

11. UHI – FUTURE DIRECTION OF TRAVEL.

Verbal update from Chair of meeting held at the Kingsmills Hotel – 13 December

12. GRAND CHALLENGES DAY

Verbal update from Principal of meeting held on 14 December

13. MINUTES OF MEETINGS OF BOARD COMMITTEES

- a) Chairs Committee – 23 November 2017
- b) Audit Committee – 28 November 2017
- c) Human Resources Committee – 30 November 2017
- d) Learning and Teaching Committee – 5 December 2017
- e) Finance and General Purposes Committee – 7 December 2017
- f) Joint Audit and Finance and General Purposes Committee – 7 December 2017

ITEMS FOR NOTING

14. INTERNAL AUDIT REVIEW OF CORPORATE GOVERNANCE

Audit report

15. AOCB

16. DATE AND TIME OF NEXT MEETING

Tuesday 22 March 2018 at 4.30 p.m.

Board of Management

MINUTES of the MEETING of the BOARD OF MANAGEMENT held at the Scottish School of Forestry, Balloch on Thursday 26 October 2017

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| PRESENT: | Robert Berg, Ollie Bray, Sarah Burton, Andy Gray, Brian Henderson, Helen Miller, Lindsey Mitchell, Innis Montgomery, Chris O'Neil, Gavin Ross, Gabriel Starr, Neil Stewart, Steve Walsh, John Wilson |
| CHAIR: | Neil Stewart |
| APOLOGIES: | Hazel Allen, Jaci Douglas, Kate White |
| IN ATTENDANCE: | Depute Principal Director of Organisational Development Director of Business Development Director of Finance Head of Curriculum Head of Student Services Head of Research Development Board Secretary |
| OBSERVERS: | Carron McDiarmid, Fiona Neilson, Tom Speirs (co-opted members) |

The Chair informed the Board of the very sad and very sudden death of Mick Longton. All present took a minute to remember Mick and the contribution he had made since his appointment in January 2016. It was agreed that a letter of condolence be sent to his family.

Declarations of Interest. Carron McDiarmid and Steve Walsh declared an interest in agenda items 4 and 16. Fiona Neilson declared an interest in agenda items 16 and 18.

The Chair asked if any board member wished to raise anything under the items on the agenda which were for noting only. No-one wished to do so.

The Chair asked if any board member wished to raise anything under AOCB. Sarah Burton wished to raise the matter of Higher Media Studies. The Chair wished to advise the Board of the meeting to be held with AP Chairs.

1. **PRESENTATION BY HISA**

Graeme Kirkpatrick, Chief Executive of HISA, assisted by Gabriel Starr and Robert Berg made a presentation on the history of student associations and on the evolution and future plans for HISA.

2. **MINUTES**

The Minutes of the Meeting of the Board of Management held on 20 June 2017 were accepted as a correct record, subject to the correction of a spelling error and were **APPROVED** and signed by the Chair.

3. **GOVERNANCE**

The Board Secretary referred to a number of governance matters which required the approval of the board, namely terms of reference, committee membership and the staff governance standard.

The Board considered each of the matters and **AGREED** to

1. Approve the amended terms of reference of all the standing committees
2. Approve the amended terms of reference of the Board of Management
3. Formally ratify the terms of reference of the Longman Disposal Project Board
4. Note the resignation of John Wilson as Chair of the Human Resources and Performance, Review and Remuneration Committees
5. Approve the appointment of Lindsey Mitchell as Chair of the Human Resources and Performance, Review and Remuneration Committees
6. Note the resignation of Lindsey Mitchell as Vice Chair of the Human Resources Committee
7. Approve the appointment of John Wilson as Vice Chair of the Human Resources Committee
8. Note the resignation of Brian Henderson from the Longman Disposal and the New Campus Project Boards
9. Approve the appointment of Gavin Ross as a member of the Longman Disposal and of the New Campus Project Boards
10. Note the resignation of Lindsay Mitchell from the Audit Committee
11. Formally adopt and comply with the nationally agreed college sector Staff Governance Standard

4. **POLICIES**

a. **Admissions**

The Head of Student Services referred to the revised Admissions policy which had been considered by the Learning and Teaching Committee held on 26 September 2017 and which had recommended the policy to the Board of Management for approval.

The Board considered the revised document and **APPROVED** the Admissions Policy subject to some further amendments being incorporated.

b. **Core Skills**

The Head of Curriculum referred to the revised Core Skills policy which had been considered by the Learning and Teaching Committee held on 26 September 2017 and which had recommended the policy to the Board of Management for approval.

The Board considered the revised document and **APPROVED** the Core Skills Policy subject to some further amendments being incorporated.

5. **EDUCATION SCOTLAND – DRAFT EVALUATIVE REPORT AND ENHANCEMENT PLAN**

The Depute Principal introduced the evaluative Report and Enhancement Plan (EREP) that was required under the revised external quality arrangements for Scotland's Colleges. He referred to the pre endorsement

visit (PEV) which had taken place at the beginning of October and based on these discussions it was proposed that a grade of “very good” be submitted for each of the three principles of

- Leadership and quality culture
- Delivery of learning and services to support learning
- Outcomes and impact.

The Board considered the draft report and enhancement plan, asked a number of questions and **APPROVED** the evaluative report and enhancement plan for submission to the SFC by 31st October.

6. FINANCIAL REGULATIONS

The Finance and General Purposes Committee, at its meeting on 28 September 2017, had considered the revised financial regulations and subject to a small number of further changes, recommended them to the Board of Management for approval.

The members asked a number of questions and it agreed that some further amendments be made and specifically that Fiona Neilson and the Director of Finance agree on some additional wording within the section on intellectual property rights.

The Board of Management **APPROVED** the financial regulations subject to the amendments referred to above and **AGREED** that they be reviewed on an annual basis by the Finance and General Purposes Committee and if necessary, submitted to the Board of Management for final consideration.

7. SFC FINANCIAL FORECAST RETURN (FFR) 2017

The Finance and General Purposes Committee, at its meeting on 28 September 2017, had considered the SFC Financial Forecast return (FFR) 2017. The Chair of the Finance and General Purposes Committee stated that a very professional approach had been made to the forecasting and that it was disappointing that there was a lack of consistency across UHI and the wider sector.

The Board of Management **APPROVED** the FFR 2017.

8. PRINCIPAL PERFORMANCE AND REMUNERATION PROCESSES

The Chairs Committee, at its meeting on 14 September, had considered a proposed procedure for establishing and reviewing the Principal's objectives, performance and salary. This was a requirement of the Code of Good Governance for Scotland's Colleges. There had been discussion on how to include the input of staff and students to the appraisal process, which was a requirement under the Code. It was suggested that the IIP framework would allow the views of staff and students to be gathered through a random selection of participants from these two groups.

It was proposed that peer review be part of the process but it was suggested that this should be considered in the future as the Principal had only just joined the College and because the process needed to be very carefully managed.

The Director of Organisational Development confirmed that the college grievance procedure and disputes process would be used if the Principal felt aggrieved with either process.

The Board of Management **APPROVED** the principal performance and remuneration processes.

9. BOARD EVALUATION PROCESS

The Board Secretary referred to the board evaluation exercise which had been carried out and to the key themes and four actions which had been identified.

The Board of Management **APPROVED** the four actions and noted that they would be added to the actions identified within the externally facilitated review of Board effectiveness which had been completed earlier this year. The combined actions would form the annual Board Development Plan.

10. RISK APPETITE

The externally facilitated review of Board Effectiveness had observed that although work had previously been carried out to consider the risk appetite for the college, this had not been finalised and a way forward had been agreed. However, the University Court, at its meeting on 20 September had reviewed the risk policy statement and risk appetite statement for the University. As there was now a partnership approach to risk management across all partners, it would be sensible to mirror the risk policy and risk appetite statements of the University when setting the risk appetite of the college.

The Chair advised that the University statement on risk appetite was a holding statement and that further work would be undertaken in 2018.

The Depute Principal advised that the internal auditors, BDO had just completed an audit of risk management across the college and some issues had been identified with the standard template used across the partnership.

The Board of Management **AGREED** to

1. Approve the risk appetite policy and risk appetite statements
2. Request the Chair of the Audit Committee to raise the issues with the template at the next Joint Meeting of Audit Chairs scheduled for November 2017.

11. RISK REGISTER

A report by the Principal presented an updated and current risk register. It was proposed that the SMT would further align priorities, KPIs and the risk register.

The Board of Management **APPROVED** the updated and current risk register.

12. NATIONAL BARGAINING

A joint report by the Directors of Organisational Development and Finance provided an update on the national bargaining position and highlighted the conclusions and risks at the present time.

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

13. KEY PERFORMANCE INDICATORS 2016-17

A report by the Principal provided an update on the 2016/17 institutional KPIs. His assessment was that the college was performing well with motivated and engaged staff. However, it must address the shortcomings in some of the curriculum areas and deliver growth in HE to address the significant financial issues around national bargaining.

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

14. STUDENT PERFORMANCE INDICATORS 2016-17

A report by the Depute Principal provided a summary of high-level performance indicators (PIs) relating to student outcomes, in terms of retention, attainment and progression, for all FE and all taught undergraduate HE students studying at the college in 2016/17 as well as highlighting student satisfaction PIs.

The Board discussed the PIs in some depth and noted that there were plans in place for each of the areas for development and these would be reported to the Learning and Teaching Committee. The Board noted the level of Highers withdrawals, the dip in HE success rates and in hospitality, the importance of STEM subjects and the need to break into the MA programme. There were however difficulties with the approach being taken by SDS on the MA programme as previously reported to the Finance and General Purposes Committee. The low uptake of students into computing courses and the high withdrawal rate was also discussed.

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

15. STUDENT RECRUITMENT 2017/18

A report by the Depute Principal provided an update on student recruitment so far in 2017/18. FE and HE enrolments were ahead of the totals reported to Board in October 2016. Based on these figures and previous trends, both looked likely to achieve target.

The Board of Management **WELCOMED** the current position.

16. HEALTH AND SAFETY ANNUAL REPORT

A report by the Director of Organisational Development advised that the annual report summarised the issues which had been included in the quarterly reports throughout 2016/17. It also included the accidents/ near misses by visitors as requested by the Audit Committee.

The Board of Management **WELCOMED** the significant progress in health and safety over the last year.

17. SPORTS DEVELOPMENT PROJECT

A covering report by the Depute Principal provided an update on the work of the Inverness Campus Sports Development Steering Group. The aim of the group was to identify opportunities for the development of sports activities

and associated infrastructure on the Inverness Campus that aligned with the objectives of developing education, research and community involvement.

The final report by EKOS provided an executive summary which included the key findings, a number of options, funding and ownership and management. The challenges in terms of securing funding remained. HIE had provisionally proposed to donate the land by way of a grant in aid to UHI, however this would require approval from the HIE Board.

The Board discussed in detail the potential for funding from a number of agencies including, for example, Highland Council, Sports Scotland from the disposal of the Longman Building and also seeking monies from the Arms Length Foundation. The Board agreed that it would be easier to achieve funding if the College had also committed funds to the project.

The Board of Management **NOTED** the report by EKOS and gave a commitment in principle to the use of funds from the Arms Length Foundation, subject to a robust business case being developed.

18. PRINCIPAL'S REPORT

The Principal made a presentation of his vision and a high level operational plan. The seven sections of the plan were -

1. A progressive academic and support structure
2. A KPI review
3. An examination and evaluation of the principals of TEF
4. A student partnership scheme
5. A L&T review
6. A curriculum review
7. A research plan to support REF, applied outputs and the curriculum's currency

The Board of Management **WELCOMED** the vision and the plan.

19. MINUTES OF MEETINGS OF BOARD COMMITTEES

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

- a. Chairs Committee – 17 August 2017
- b. Longman Disposal Project Board – 17 August 2017
- c. Chairs Committee – 14 September 2017
- d. Audit Committee - 19 September 2017
- e. Human Resources Committee - 21 September 2017
- f. Learning and Teaching Committee - 26 September 2017
- g. Finance and General Purposes Committee- 28 September 2017
- h. Longman Disposal Project Board – 17 October 2017

The following items, 20 and 21 were included in the agenda for noting only and therefore no discussion took place at the meeting.

20. CRIMINAL FINANCE ACT 2017

A report by the Director of Finance outlined the potential risks to the College arising from the Criminal Finance Act 2017 and the steps the college was taking to ensure reasonable procedures were in place to mitigate the risks.

21. SECURITY PLANNING AND RESPONSE

A briefing paper by the Director of Organisational Development outlined the steps the college was taking to raise awareness of potential terrorist and other attacks and the outline dates scheduled for training.

22. AOCB

a. Meeting of Incorporated College Board Chairs

The Chair advised that a meeting of the 5 incorporated college Chairs would be held on 27th October. This followed the statement which had been issued following the meeting of Court with academic partner Chairs earlier in the month. He would update the Board on the discussions at the earliest possible opportunity.

All members in attendance, with the exception of the Board Secretary and all observers left the meeting.

b. Higher Media Studies – CONFIDENTIAL

The Chair of Learning and Teaching, who had oversight of the management investigation into the failure of all students on the Media Studies Higher, provided an update on the current position. The draft investigation report had highlighted 6 areas of concern. Five areas of concern had been confirmed as being correct and were supported by the findings.

The Director of Business Development had commenced an investigation, under the formal HR processes, to ascertain if there had been a failure of leadership and management. One further interview had to be completed.

There was a wide ranging discussion on this matter and the Chair of the Board confirmed that the content of the investigation report would not change as a result of the discussion. A further update would be provided in due course.

23. DATE AND TIME OF NEXT MEETING

Tuesday 19th December 2017 at 4.30 p.m.

Signed by the Chair: _____

Date: _____

Board of Management

MINUTES of the MEETING of the BOARD OF MANAGEMENT held in room 203/04, 1 Inverness Campus on Monday 27 November 2017

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| PRESENT: | Hazel Allen, Robert Berg, Sarah Burton, Andy Gray, Jaci Douglas, Carron McDiarmid, Helen Miller, Innis Montgomery, Fiona Neilson, Chris O'Neil, Gavin Ross, Gabriel Starr, Neil Stewart, Steve Walsh, Kate White, John Wilson |
| CHAIR: | Neil Stewart |
| APOLOGIES: | Ollie Bray, Brian Henderson |
| IN ATTENDANCE: | Depute Principal Director of Organisational Development Director of Business Development Director of Finance Head of Student Services Head of Research Development Board Secretary |
| OBSERVERS: | Tom Speirs (Co-opted member) Garry Coutts, Chair UHI Court Fiona Larg, Chief Operating Officer and Secretary (COOS), UHI |

1. UHI – FUTURE DIRECTION OF TRAVEL

The Chair welcomed Garry Coutts, Chair of UHI Court and Fiona Larg, COOS to the meeting. The Chair and a member of the UHI executive team were attending a board meeting at each of the academic partners following an event which had been held at the Kingsmills Hotel in early October. The purpose of this event was to progress the idea of an integrated structure for UHI which would allow for closer working and alignment. Subsequent meetings had been held in late October and November with the 5 incorporated College chairs and also the Principal of UHI and the Chair of the UHI Court. Consensus had been achieved on a number of areas. A meeting had then been held with John Kemp of the SFC to put forward a proposal for scoping work and an option appraisal exercise to be carried out, funded by SFC. The response from the SFC was that the partnership should determine the options itself.

The Chair of Court concurred with the summary of the recent discussions provided by the Chair and referred to the success of UHI, highlighting a number of areas. However, he acknowledged that there were also significant challenges with sustainability being the key issue. He referred to both the governance and management structures across UHI which needed to be both analysed and challenged. Looking at the partnership over the next 5 years – over the next 2 years it was likely that the partnership would meet its targets but from year three onwards the partnership was heading towards a cliff edge. The recent National Bargaining outcomes were the primary contributory factor.

The next step would be a further meeting at the Kingsmills hotel on 13th December when all AP chairs would be present.

Jaci Douglas entered the meeting

The Chair opened up the meeting for discussion. The following key points were made:-

- Concerns from a student perspective on the integration of services. Flexibility required on a local basis to ensure the highest quality of provision.
- Staff and students must have the opportunity to engage as proposals were developed. All communication had to be open and transparent. Any issues raised would be considered before a final decision was made.
- This proposal was different in that the 5 incorporated college chairs had come together as they had recognised that there were opportunities for delivering collectively and thus providing tangible benefits to staff and students across the region.
- It was important to stress that the 5 incorporated college chairs considered they were in partnership with UHI. Previously, any proposals for change had been an “all or nothing” approach. Now, each partner could join the process of change at their own pace.
- New structure required. Need to achieve parity of experience across the partnership. Need to identify the distinctive nature of each partner. Central governance role of UHI Court – management and oversight and also local boards. Progressive model required across the partnership.
- Simplification across a substantial part of the business was required to address issues such as VAT and duplication of provision.
- Any statement of intent must be delivered. Unity of purpose should be agreed and then partners to sign up.
- Important to stress that all partners would be looked after but in doing so, everyone would have to give up a degree of authority and power.
- Need to establish principles which were unchallengeable. This was the starting point.
- What did “student centred experience” actually mean? Clarification was required to ensure parity of experience across the partnership.
- The discussion had to start with the needs of the students. The use of appropriate language was critical.
- What does “good” look like? Need to define standards and processes to avoid competition
- Need to fully support any staff anxiety with proposals for change.
- A bottom up approach is required – those delivering services need to be involved. Take people on the journey by being careful with language used.
- How do we find best practice across the partnership? Need to find exemplars across the partnership.
- Commitment to quality improvement. Equip people with skills to undertake quality improvement work – transformational programmes. At the moment people are working in silos.
- There are examples of good collaborative working across the partnership, e.g. LIS, Library services

- If progress is not made - what is plan B? There is no plan B. No appetite centrally to impose Plan B. But lack of credibility will rise and the issue of sustainability will increase.
- Partners acknowledge the cliff edge so there is a sense of urgency
- Managing change – cliff edge does present opportunities
- Need for change is compelling. What is the biggest challenge? Need to overcome the historical lack of trust. Need to gain trust and manage expectations.
- Student and staff voice right at the centre.
- Building of relationships with other chairs so see things from their perspective and understand the stance they had taken in the past.
- Need a completely transparent process with everything minuted and made available to all. Sharepoint will be used as a mechanism to engage everyone. Also important to engage with past students and employers.
- Have to recognise we are still at a very early stage in the process
- Inverness College students have merged with HISA and are already seeing the benefits. This was their choice.
- What is in scope – 13 partners + EO? Everything in scope but some prescribed matters/controls. If everything in scope need to pause change to school/faculty structure. School structure is a fundamental change but at this point in time jars with what the partners are trying to achieve.
- Need to demonstrate how things could be different. Look for examples.
- John Sturrock QC will again be the facilitator for the event at Kingsmills on 13 December
- Don't discount anything.
- 80/20 rule. Progress 80% now and the remaining 20% later
- Need to engage with politicians at all levels to ensure a consistent message is made.
- Change branding – Inverness College UHI to UHI Inverness

The Chair thanked everyone for their input and thanked Garry Coutts and Fiona Larg for attending. The collective view of the Board was to move forward towards integration. This had been a very worthwhile process and he looked forward to continuing with the discussions.

2. COMMITTEE MEMBERSHIP

A report by the Board Secretary outlined recent changes to the composition of the Board because of a sudden death and the resignation of another board member, the steps to be taken to fill those vacancies as well as the position of Chair of two committees.

The Board of Management

1. Noted the resignation of Lindsey Mitchell from the Board of Management
2. Noted the appointment of Carron McDiarmid and Fiona Neilson as non-executive members
3. Approved the appointment of Steve Walsh as Chair of the Human Resources and the Performance, Review and Remuneration Committees
4. Noted the resignation of Steve Walsh from the position of Senior Independent Member
5. Noted that the Board Secretary would seek interest from Members, who did not currently hold potentially conflicting roles, to put themselves forward for the position of SIM.

6. Noted the forthcoming resignation of Robert Berg, Student Member from the Board of Management

Signed by the Chair: _____

Date: _____

Outstanding Actions from Board of Management –20 June 2017

| 20 June 2017 | | | | |
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| Item | Action | Responsibility | Time line | Actioned |
| Capital Plan 2017-18 | 1. that the capital projects identified at the Scottish School of Forestry which would not be achieved in 2016/17 be the first call on the buildings capital in 2017/18 | D of F | Immediate | Complete |
| | 2. that a list of projects should be identified as soon as possible to ensure that all funds were spent by the 31 March 2018 deadline | | For 28 September F&GP committee | Complete |
| Fees and Charges | management to set the commercial fees in year, taking account of market conditions but that monitoring of income be reported to the Finance and General Purposes Committee each quarter. | D of Bus Dev / D of F | As required | Complete |
| | | D of Bus Dev / D of F | For each F&GP committee | |
| ICSA/ HISA | one member of staff be seconded to HISA, by way of a secondment agreement between Inverness College UHI and HISA, for one year from 1 July 2017 to 30 June 2018, with formal TUPE transfer consultations starting in December 2017 with a view to transferring said member of staff to HISA with effect from 1 July 2018 | Dir of Org Dev | As per timescale identified | |
| Threat of Terrorism | Board to receive a briefing on the threat of terrorist attacks by a member of Police Scotland at the October Board meeting. | Board Secy / D of Org Dev to arrange | For Board meeting on 26 Oct | Briefing paper prepared - Complete |
| | advise members of the Board of the dates on which WRAP training (Workshop to Raise Awareness about PREVENT) was scheduled to take place in the college. | D of Org Dev / Board Secretary to co-ordinate | 24 & 25 January 2018 | |
| 26 October 2017 | | | | |
| Item | Action | Responsibility | Time line | Actioned |
| Admissions Policy | Approved subject to some minor changes to paras 4.1 and 5.7 of the policy | Head of Student Services | Immediate for publication | Update complete |
| Core Skills policy | Approved subject to inclusion of some extra wording to para 3.6.6 | Head of Curriculum | Immediate for publication | |

ITEM 3

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| Evaluative report and enhancement plan | To be submitted to SFC | Depute Principal | 31 Oct | Complete |
| Financial regulations | Further amendments as discussed | Director of Finance | Immediate for publication | Update complete |
| | To be reviewed on an annual basis | Director of Finance / Board Secretary | October 2018 | |
| Board evaluation process | Effectiveness review and board evaluation actions to be combined into 2017 development plan | Board secretary | By mid Nov | Complete |
| Risk Appetite | Raise issues with the board template at the next Joint audit chairs meeting | Board Secy / Chair of Audit | 16 November | |
| Sports Development project | Commitment in principle to the use of funds from the Arms length foundation, subject to a robust business case being developed | Depute Principal | ongoing | |

ITEM 3

| 26 October 2017 | | | | |
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| Item | Action | Responsibility | Time line | Actioned |
| Admissions Policy | Approved subject to some minor changes to paras 4.1 and 5.7 of the policy | Head of Student Services | Immediate for publication | Update complete |
| Core Skills policy | Approved subject to inclusion of some extra wording to para 3.6.6 | Head of Curriculum | Immediate for publication | |
| Evaluative report and enhancement plan | To be submitted to SFC | Depute Principal | 31 Oct | Complete |
| Financial regulations | Further amendments as discussed | Director of Finance | Immediate for publication | Update complete |
| | To be reviewed on an annual basis | Director of Finance / Board Secretary | October 2018 | |
| Board evaluation process | Effectiveness review and board evaluation actions to be combined into 2017 development plan | Board secretary | By mid Nov | Complete |
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| Sports Development project | Commitment in principle to the use of funds from the Arms length foundation, subject to a robust business case being developed | Depute Principal | ongoing | |

Board of Management

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| Subject/Title: | Covering Report on the College Financial Statements for the Year Ended 31 July 2017 |
| Author: [Name and Job title] | Fiona Mustarde, Director of Finance |
| Meeting: | Joint Audit and Finance and General Purposes Committee |
| Meeting Date: | Thursday 7 December 2017 |
| Date Paper prepared: | 4 December 2017 |
| Brief Summary of the paper: | To summarise the key points reported in the financial statements for the year ended 31 July 2017. |
| Action requested: [Approval, recommendation, discussion, noting] | To discuss the financial statements for the year ended 31 July 2017 and recommend to the full Board of Management for approval. |
| Link to Strategy: Please highlight how the paper links to, or assists with:: <ul style="list-style-type: none"> • compliance • partnership services • risk management • strategic plan • new opportunity/change | Compliance – adherence to the Financial Memorandum with UHI as RSB, compliance with various accounting requirements. |
| Resource implications: | Yes / No If yes, please specify: |
| Risk implications: | Yes / No If yes, please specify: Operational: Organisational: |
| Equality and Diversity implications: | No If yes, please specify: |
| Consultation: [staff, students, UHI & Partners, External] and provide detail | N/A |

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

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

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| Subject/Title: | Annual Audit report to the Board of Management |
| Meeting and date: | Board of Management –19 October 2017 |
| Extract from Minutes of the Meeting of the Audit Committee held on 28 November 2017 | |

AUDIT COMMITTEE ANNUAL REPORT TO THE BOARD OF MANAGEMENT

The Board Secretary advised that the Audit Committee is required, in accordance with Scottish Funding Council guidance, to report annually to the Board of Management. The report had been prepared using the template which had been adopted across the UHI partnership. The report highlighted the membership of the Audit Committee, meetings held, those attending and the key reports presented during 2016-17. This included the work carried out by Henderson Loggie, the Internal Auditors, and Scott Moncrieff the External Auditors in relation to the 2015-16 Audit of the Accounts. Other key areas of work of the committee that were highlighted were risk management, health and safety and approval of policies relevant to the terms of reference of the Committee.

The Chair said the report was a very useful summary of the work of the committee over the 2016-17 academic year and the Committee **AGREED** to recommend it to the Board of Management for approval.

Annual Audit Committee Annual Report to the Board of Management

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| Title | Inverness College UHI Audit Committee Annual Report 2016-17 |
| Introduction | The Audit Committee is required, in accordance with Scottish Funding Council guidance to report annually to the Board of management. This report covers the work of the Audit Committee during the 2016-17 Academic Year. |
| Membership | <p>The Membership of the Committee during the 2016-17 academic year was as follows:-</p> <p>Hazel Allen, Chair Jaci Douglas Lindsey Mitchell Louise James (resigned from Board 31 May 2017) Steve Walsh Sarah Burton – appointed April 2017 Fiona Neilson – co-opted April 2017 Innis Montgomery – appointed April 2017</p> <p>Board Secretary – Fiona Ambrose (Clerk to the Committee)</p> |
| Meetings | <p>4 meetings were held throughout the year and the attendance was as follows:-</p> <p>13 September 2016 Hazel Allen, Jaci Douglas, Louise James, Lindsey Mitchell, Steve Walsh</p> <p>29 November 2016 Hazel Allen, Louise James, Lindsey Mitchell, Steve Walsh</p> <p>28 February 2017 Hazel Allen, Jaci Douglas, Louise James, Lindsey Mitchell, Steve Walsh</p> <p>29 May 2017 Hazel Allen, Sarah Burton, Louise James, Lindsey Mitchell, Innis Montgomery, Fiona Neilson, Steve Walsh</p> <p>Hazel Allen chaired all meetings</p> |

| | <p>The Internal Auditors (Henderson Loggie) attended every meeting as did the Directors of Corporate Services and Organisational Development</p> <p>Jason Thurlbeck, Head of UHI Audit, was copied in to all papers and had an open invitation to attend</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---------------------------|--|---------------------------|-----------------|----------------------|----------------------|----------------------|--------|-------|---------------|-----------------|----------------------|----------------------|----------------------|---------|---------------------|-----|-----|-----|-----|-----|---------|-------------------|--------------|---|---|---|---|---------|-------------------------------|---------------------------|---|---|---|---|---------|-------------------------------|---------------------------|---|---|---|---|---------|-------------------------|------|---|---|---|---|
| Terms of Reference | <p>The terms of Reference were not reviewed during the 2016-17 Academic year. However, they were subsequently reviewed in September 2017 and approved by the Board of management at its meeting in October 2017.</p> <p>Amended wording was approved, specifically “comprehensiveness, reliability and integrity of assurances” reflecting the wording within the audit section of the Code of Good Governance for Scotland’s Colleges. Reference to the Audit committee meeting the internal and external auditors in private was included. This was one of the recommendations within the Externally facilitated review of board effectiveness carried out by Henderson Loggie.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Internal Audit | <p>Henderson Loggie</p> <p>Audit committee assessment of performance</p> <p>The annual review of the auditor’s performance was undertaken on 19 September 2017 for the 2016-17 annual year. This was the final year of the audit contract and the overall rating from the committee on the key areas of understanding, skills and experience, communication, and performance was “very good”.</p> <p>Summary of Internal Audit reports 2016-17 (Full report attached)</p> <table border="1"> <thead> <tr> <th>Number</th><th>Title</th><th>Overall Grade</th><th>Recommendations</th><th>Priority 1 / Grade A</th><th>Priority 2 / Grade B</th><th>Priority 3 / Grade C</th></tr> </thead> <tbody> <tr> <td>2017/01</td><td>Annual Plan 2016/17</td><td>N/A</td><td>N/A</td><td>N/A</td><td>N/A</td><td>N/A</td></tr> <tr> <td>2017/02</td><td>Health and Safety</td><td>Satisfactory</td><td>3</td><td>-</td><td>-</td><td>3</td></tr> <tr> <td>2017/03</td><td>2015/16 Student Activity Data</td><td>Audit opinion unqualified</td><td>2</td><td>-</td><td>-</td><td>2</td></tr> <tr> <td>2017/04</td><td>Student Support Funds 2015/16</td><td>Audit opinion unqualified</td><td>-</td><td>-</td><td>-</td><td>-</td></tr> <tr> <td>2017/05</td><td>IT Network Arrangements</td><td>Good</td><td>-</td><td>-</td><td>-</td><td>-</td></tr> </tbody> </table> | | | | | | Number | Title | Overall Grade | Recommendations | Priority 1 / Grade A | Priority 2 / Grade B | Priority 3 / Grade C | 2017/01 | Annual Plan 2016/17 | N/A | N/A | N/A | N/A | N/A | 2017/02 | Health and Safety | Satisfactory | 3 | - | - | 3 | 2017/03 | 2015/16 Student Activity Data | Audit opinion unqualified | 2 | - | - | 2 | 2017/04 | Student Support Funds 2015/16 | Audit opinion unqualified | - | - | - | - | 2017/05 | IT Network Arrangements | Good | - | - | - | - |
| Number | Title | Overall Grade | Recommendations | Priority 1 / Grade A | Priority 2 / Grade B | Priority 3 / Grade C | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2017/01 | Annual Plan 2016/17 | N/A | N/A | N/A | N/A | N/A | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2017/02 | Health and Safety | Satisfactory | 3 | - | - | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2017/03 | 2015/16 Student Activity Data | Audit opinion unqualified | 2 | - | - | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2017/04 | Student Support Funds 2015/16 | Audit opinion unqualified | - | - | - | - | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2017/05 | IT Network Arrangements | Good | - | - | - | - | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| | | | | | | |
|---------|---|--------------|---------------------------------|---|---|---|
| 2017/06 | Procurement and Creditors / Purchasing | Satisfactory | 2 | - | 1 | 1 |
| 2017/07 | Data Protection | Good | 2 | - | - | 2 |
| 2017/08 | Staff Recruitment and Retention – Succession Planning | Good | - | - | - | - |
| 2017/09 | New Campus – Maintenance and Unitary Charge Controls | Satisfactory | 2 | - | 1 | 1 |
| 2017/10 | Follow-Up Reviews | N/A | 5 of 19 required further action | - | 3 | 2 |

Overall gradings were defined as follows:

| | |
|-----------------------------|---|
| Good | System meets control objectives. |
| Satisfactory | System meets control objectives with some weaknesses present. |
| Requires improvement | System has weaknesses that could prevent it achieving control objectives. |
| Unacceptable | System cannot meet control objectives. |

Audit reports

A total of 11 recommendations were made across the 8 audit reports carried out in 2016-17. There were no Priority A/ Grade 1 recommendations. The Committee made specific comments on two of the reports as follows:-

Succession Planning

Although the review had the highest level of assurance, reference was made to the difficulties in recruiting to the post of Director of Corporate Services, delays to projects pending the appointment of a new Health and Safety Manager and staffing level issues in procurement / creditors. The Director of Organisational Development provided some context to the vacancies and the Chair confirmed that the Board had been kept aware of the difficulties encountered with recruitment to these posts.

New Campus

There was a detailed discussion on the risks to the college, specifically reputational risk. A meeting was held with SFT to discuss the risk and damage to the core business of the College and to set a clear roadmap for the future.

Review of internal audit annual plan

The plan was based on the proposed allocation of days for 2016/17 set out in the Final Audit Needs Assessment (ANA) and the Strategic Plan for 2015 to 2017, with the following exceptions:

- The Health & Safety audit was carried out in August 2016 (the first month of 2016/17 rather than in 2015/16) to enable the new H&S Manager to establish an audit plan and commence H&S audits prior to the internal audit of H&S
- The Estates and Campus audit was rescheduled for 2016/17 in order to allow time for the College to work with the SFT and GTFM to ensure GTFM complied with the NPD reporting requirements and delivered in accordance with the contract

There was no change in the time spent – Planned v budget. 43 days' work was undertaken.

Value for Money Annual Report

The College was continuing to develop a more corporate approach to procurement across its professional disciplines and support functions. A significant amount of work was being done under PECOS, Public Contracts Scotland Advertising (PS), Public Contracts Scotland Tender (PCS-T), the APUC Contracts database (Hunter). The benefits of using collaborative contracts were recognised.

The College would ensure that its strategies, policies and associated procedural guidance complied with and reflected best practice whilst being mindful of the need to ensure that whatever was put in place was workable and proportionate to the scale and complexity of the procurement operations of the college.

Risk Management

The Committee discussed each quarterly risk management report in detail. A number of recommendations were made by the Committee and Management considered these at subsequent SMT meetings. In summary, the key issues raised and agreed in 2016-17 were that –

- The Committee approved the recommendation that the arms length foundation should not be included within the register and noted that in relation to BREXIT, further discussion would take place at management level.
- The SMT proposed to change the wording of the following two risks:
 - New campus building does not operate in line with expectations
 - Outcome of national pay bargaining

- a new strategic risk should be added to the register - that the College is unable to continue to deliver locally relevant, quality, higher and further education; and that it is not directly accountable to its community for that delivery; as a result of a constitutional structure which is not fit for purpose.
- the risks within the register be numbered, that it be reordered so that significant risks were shown first and that the scoring mechanism be included in future reports.
- SMT agreed the following should be reviewed / updated:
 - Failure to meet activity targets – to be updated
 - Adapting to the new campus – risk score to be 'reduced'
 - The college fails to maintain improvement in performance against national targets and outcomes – risk score to be 'reduced'
- The Chair made reference to the agreed process for improvements in UHI partnership management to minimise the partnership risks. She requested that the agreement for these processes be included as a mitigating action in the risks relating to Inverness College's financial insecurity.
- Committee endorsed the proposals of the UHI Court and that the Inverness College UHI Risk Register be adapted to include the 11 generic risks proposed
- the financial position of two of the partner colleges and the requirement for the 5 incorporated colleges to achieve a balanced budget by the end of March 2017 was discussed. Concern that a number of the 11 generic risks could not be managed on an individual partner basis and that any risks to the College as a result of the governance structure of UHI were not included.
- Reference was also made to the risks associated with the implementation of the new Finance System across the partnership and the specific risk to Inverness College UHI of the Director of Corporate Services position remaining vacant.
- the recent changes and improvements in the structure of the EO SMT, namely the establishment of the three part time Vice Principal posts and the current vacancies in the Inverness College SMT be included in the next review of the risk register.

Closed Meeting

The Audit Committee held a closed session with the Internal Auditors at the meeting held on 29 May 2017

Overall opinion of risk management, control and governance arrangements

It was the opinion of Henderson Loggie that

"The College has adequate and effective arrangements for risk management, control and governance. Proper arrangements are in place to promote and secure Value for Money. This opinion has been arrived at taking into consideration the work we have undertaken during 2016/17 and in prior years since our first appointment in 2007/08".

| | |
|------------------------|--|
| External audit | <p>Scott Moncrieff Scott Moncrieff completed their audit of the accounts for the year ending 31 July 2016. This was the final report by Scott Moncrieff who had completed their term as the Colleges External Auditors. These accounts were submitted to and approved by the Board of Management on 20 December 2016. They provided unqualified audit opinions on the financial statements, the regularity of transactions and other prescribed matters. There were no matters which they were required to report by exception</p> <p>Closed Meeting The Audit Committee held a closed session with the Internal Auditors at the joint meeting held on 8 December 2016. They confirmed that the college's audit process was very well organised and that Scott Moncrieff had confidence in the management team and a good relationship with the finance team who were committed to providing the information requested. Reference was made to the vacant position of Director of Corporate Services and the risk to the college of recruitment as well as the loss of corporate knowledge and continuity of provision. Competency and effective leadership were critical for the Finance Team going forward. It was vital that there was as was a strong working relationship between the finance and curriculum areas.</p> <p>Ernst & Young Ernst and Young were appointed by the Auditor General for Scotland as the external auditor for the financial years period 2016/17 to 2020/21 Their annual audit plan was presented to the Committee on 29 May 2017. The fee for the 2016-17 audit as per Audit Scotland's fee letter 2016-17 was £15,930</p> <p>Audit committee assessment of performance As 2016/17 is the first year of the 5 year appointment an assessment of performance would not be carried out in full as the audit of annual accounts had not yet been completed.</p> <p>Audit of annual accounts During the Financial Year covered by this report the Auditors completed their audit of the accounts for the year ending 31st July 2017. These accounts will be submitted to the Board of Management on 19 December 2017 for approval.</p> |
| Other work done | <p>Health and Safety Health and Safety reports are submitted to each audit committee throughout the year.</p> <p>Riddor There was 1 Reported RIDDOR incident during the reporting year which related to tree felling activities at the Scottish School of Forestry</p> |

Accident/incident/near miss reporting

There has been a further increase in the number of reports relating to accidents/incidents and near misses in comparison to the previous year. The increase in numbers has been welcomed as this confirms the increased awareness and reporting requirements.

August 2016 –July 2017 No. of reports received 175

August 2015 - July 2016 No. of reports received 101

During the last reporting year there was some significant changes with regards to how health & safety was managed within the college. HASMAP audits were carried out, working with each department to drive continuous improvement. The new H&S software system was now in place and will be used in 2017-18, along with the recently purchased Safetyhub online training and learner management system. Both of these systems represented a significant investment by the college and would provide staff with a valuable resource for H&S

ICT and data security issues

The Committee now receive high level information on ICT issues rather than quarterly reports which included operational issues. The following key issues were submitted to the committee in November 2016

- Statement on Cybercrime
- Protocols for changing payee/vendor details
- Information Security Project

The College is progressing with the work required to ensure full compliance with GDPR which will come into force in May 2018.

Policies

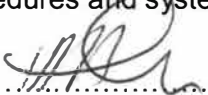
The following key policies were reviewed during 2016/17

- Health and Safety
- Records Management
- Secure Handling, Use, Storage and Retention of Disclosure Information
- Information Security Policy

The Annual report on Data Protection, Freedom of Information, Complaints and Public Interest Disclosure was presented to the committee in February 2017. No major issues were reported.

Appointment of Internal Auditors

Following a robust procurement process, BDO were appointed to supply internal audit services to the college for a period of three years at a cost of £60,480 with effect from 1 August 2017 and with the option to extend by two further one year periods.

| | |
|--------------------|--|
| | <p>Business Continuity Plan Update</p> <p>The College's business continuity plan was updated in August 2016 to include new contact details following the move to the new campus and also to reflect a number of changes in personnel. In addition a number of sections were completed to include contact details of additional vendors. The business continuity plan was approved by the Committee on 13 September 2016. On 18 October 2016 the updated Business Continuity Plan was distributed to all SMT members in their capacities as members of Crisis Management Team.</p> |
| Other | The Board of Management in October 2017 agreed to adopt the UHI risk policy and risk appetite statements. Further review of risk and risk appetite statements in line with UHI arrangements will be undertaken in 2018. |
| Opinion | The Audit Committee concurs with the opinion of Henderson Loggie that the College has adequate and effective arrangements for risk management, control and governance. Proper arrangements are in place to promote and secure Value for Money. |
| Circulation | Copy to the Auditors once approved by the Board of Management |
| Conclusion | <p>The Audit Committee is pleased to report to the Board of Management that in its opinion the College has adequate internal controls, procedures and systems in place</p> <p>Signed..........</p> <p>Chair, Audit Committee</p> <p>Date23/11/17.....</p> |

Board of Management

| | |
|--|--------------------------------------|
| Subject/Title: | UHI Learning and Teaching Strategy |
| Meeting and date: | Board of Management –19 October 2017 |
| Extract from Minutes of the Meeting of the Learning and Teaching Committee held on 5 December 2017 | |

UHI LEARNING AND TEACHING ENHANCEMENT STRATEGY

A report by the Depute Principal explained that the university's *Learning and Teaching Enhancement Strategy 2017-2021* had been formally approved before the summer. The approval followed extensive consultation across the partnership and the strategy itself recognised and built on the strategies and approaches already in place, at university and Academic Partners levels. It was proposed that the college adopt the strategy and embed its values and aims within college processes and practices.

If approved, a short life working group would be convened to include, among other things, amendment of the college's Learning and Teaching strategy and other strategies as necessary. Any amendments would be submitted to the next meeting in March 2018.

The Committee **AGREED** to recommend the UHI learning and teaching enhancement strategy to the Board of Management for adoption.

Board of Management

| | |
|--|---|
| Subject/Title: | UHI Learning and Teaching Enhancement Strategy |
| Author: [Name and Job title] | Roddy Henry, Depute Principal |
| Meeting: | Learning and Teaching Committee |
| Meeting Date: | 5 December 2017 |
| Date Paper prepared: | 24 November 2017 |
| Brief Summary of the paper: | This paper proposes that the college adopts the UHI Learning and Teaching Enhancement Strategy. |
| Action requested: [Approval, recommendation, discussion, noting] | Decision |
| Link to Strategy: Please highlight how the paper links to, or assists with:: <ul style="list-style-type: none"> • compliance • partnership services • risk management • strategic plan • new opportunity/change | Quality of learning and teaching and the student experience |
| Resource implications: | No If yes, please specify: |
| Risk implications: | No If yes, please specify: Operational: Organisational: |
| Equality and Diversity implications: | No If yes, please specify: |
| Consultation: [staff, students, UHI & Partners, External] and provide detail | Consultation carried out with the staff Learning and Teaching Working Group |

| | | | |
|---|------------------|--|--|
| Status – [Confidential/Non confidential] | Non confidential | | |
| Freedom of Information Can this paper be included in “open” business* [Yes/No] | Yes | | |
| *If a paper should not be included within “open” business, please highlight below the reason. | | | |
| Its disclosure would substantially 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

UHI Learning and Teaching Enhancement Strategy

Executive summary

The university's *Learning and Teaching Enhancement Strategy 2017-2021* was formally approved before the summer. The approval followed extensive consultation across the partnership and the strategy itself recognises and builds on the strategies and approaches already in place, at university and Academic Partners levels. This paper proposes that the college adopts the strategy and embeds its values and aims within college processes and practices.

The Learning and Teaching Enhancement Strategy is attached for reference.

Background information

The strategy aims to create a 'common language' to support the development and enhancement of learning and teaching across the university partnership. It identifies twelve values that underpin effective learning and teaching and provides illustrative examples of how each value can be enacted in practice. This approach is closely aligned with the college's own *Framework for Excellent Learning and Teaching*, which was significant in informing the development of the strategy. The strategy also sets out objectives for implementing the values in practice.

The college's Learning and Teaching Working Group has considered the strategy and recommended that it be adopted by the college. This approach has also been discussed and was supported at the Academic Management Group. The strategy has been formally adopted by one other Academic Partner and discussions are in process at others. Adoption of the strategy would greatly improve the connectivity and alignment of approaches across the university partnership, enhance the analysis and sharing of practice and ensure further coherence in professional learning opportunities for staff. These benefits are in line with the move towards further integration among partners and ongoing discussions and workstreams considering, for example, a common academic career structure and harmonised quality arrangements.

The Learning and Teaching Committee is asked to approve the adoption of the strategy by the college.

If approved, a short-life working group will be convened to progress the implementation of the strategy, ensuring close links with the university's Learning and Teaching Academy (LTA) through the LTA Forum. Considerations for implementation would include:

- amendment of the college's Learning and Teaching Strategy, and other strategies as necessary;
- embedding or reflecting the values in college processes, such as self-evaluation, Professional Discussion on Learning and Teaching, Professional Development Review and staff development planning;
- identification of programmes and programme teams as 'action learning' sets to explore and evaluate ways in which the values can be enacted in practice.

Progress on implementation would be reported to the Learning and Teaching Committee.

Roddy Henry
Depute Principal



Learning and Teaching Enhancement Strategy

2017 – 2021

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1. Introduction

The Learning and Teaching Enhancement Strategy (2017 to 2021) is based on the premise of creating and implementing a ‘common language’ to support the development, sharing, and enhancement of learning and teaching across the university.

It is intended to: complement the values within the learning and teaching strategies (or equivalent) of Academic Partners; align with the university’s Strategic Vision and Plan 2015-20 including the Our Students dimension in particular; and be orientated towards current and emerging educational developments and practices in the tertiary education sector.

Perhaps most importantly, the learning and teaching enhancement values that provide the basis for the strategy, and the range of ways in which they can be embedded in practice and policy, are intended to enhance learning and teaching for our learners, and for our academics, in tangible and realistic ways that reflect pedagogically sound educational expectations and aspirations for a contemporary tertiary education experience.

1.1 Key components of the Learning and Teaching Enhancement Strategy

The Learning and Teaching Enhancement Strategy comprises four key components:

- I. Twelve Learning and Teaching Enhancement Values or precepts that provide the basis of the strategy, and of a ‘common language’ for learning and teaching enhancement
- II. A set of implementation actions and objectives for the embedding of the aforementioned values in institutional policy, practice and professional development provision across the five year timescale for the operationalisation of the strategy
- III. Mapping of the values to illustrative examples that provide a general sense of direction or insight into how each of the values could be represented in practice
- IV. Mapping of the values to key internal and external policies and benchmarks, to articulate the broader internal and external relevance and applicability of the values

Implicit within the Learning and Teaching Enhancement Strategy (and in several of the implementation actions and objectives) is the intention for the strategy to provide a means to enhance future practice, but also bring to the fore a range of existing good practice within the university that already aligns with and exemplifies the values in the strategy.

Importantly, the strategy does not assume or expect that each of the Learning and Teaching Enhancement Values will be relevant to every learning and teaching situation or context.

2. Learning and teaching enhancement values

The twelve values that provide the basis of the Learning and Teaching Enhancement Strategy, and which are intended to provide a ‘common language’ for sharing and further developing effective practice in learning and teaching, are outlined and defined below.

The values have been identified through reviewing the previous learning and teaching strategies of the university, equivalent strategies within the Academic Partners, and drawing upon emerging developments in the sector and upon consultation with colleagues.

| Value | Ethos |
|--|---|
| Learning for employment | We will engage our students in learning activities and experiences that reflect and replicate how they will work and collaborate in the vocation, profession, or field they are preparing for. As a student progresses through their chosen unit, module or programme, they will engage in activities that will help them to further transition into the working environment. |
| Learner choice and personalisation | Students will be engaged in helping to shape and create their learning through choice and negotiation relating to the individual and collaborative activities that they undertake. Wherever possible this should extend to what students focus on and produce for their assessed work. |
| Providing a connected learning experience | We will create opportunities within and through the curriculum for students to engage and learn with peers inside and across cohorts, to engage with the professional and scholarly communities to which they belong or will come to join, and to engage within wider learning communities locally and beyond. |
| Evidence-based educational practice | Our approaches to learning, teaching and assessment will be informed by existing scholarship and research relating to effective educational practice, through feedback received from our students and evidence relating to their engagement and success, and through staff undertaking their own educational scholarship and research. |

| Value | Ethos |
|---|---|
| Engaging our students as researchers | We will engage students in research-based activities appropriate to their subject and level of study, including discovery and enquiry based learning. Research-based learning and teaching will become more prominent as students progress throughout levels of study, with an increasing focus on students undertaking research projects that have value for groups, communities and contexts beyond the university. |
| Assessment and feedback for learning | Assessment practice will be rich and varied, and place an emphasis on students undertaking forms of assessment that present relevant learning opportunities. Formative assessment and feedback should allow students to reflect upon and refine their work, with feed forward opportunities supporting students in making decisions in how they progress within their studies. |
| Active and creative use of technology | Will be embedded throughout learning and teaching to support active individual and collaborative learning, including allowing students to have meaningful and connected learning experiences regardless of their location or how their curriculum is delivered. This will incorporate co-creative approaches to learning within which students use technology to create and share digital resources, and to develop their digital literacies. |
| Integrated and sustainable teaching practice | More integrated and sustainable approaches to learning, teaching and assessment will be enabled through practices including: designing assessments that bring together work from related units and modules; using blended approaches to engage students prior to and between face-to-face classroom or online sessions; and repurposing relevant content and resources. |
| Harnessing open education approaches | Developing online and other open education practices and approaches to support and enhance learning and teaching, to use, create and share open educational resources, and to widen access to education including within our local communities. |

| Value | Ethos |
|---|---|
| Supporting the learner as an individual | Our learning, teaching and assessment practices will ensure that all students have the opportunities and support they require to succeed, and that diverse and individual student needs are met through inclusive approaches to curriculum design and delivery, and contextualised personal and professional development. |
| Reflective practice and continuous improvement | At individual, team, departmental and institutional level we will review the effectiveness of our teaching practices, reflect on the potential for improvement and actively plan for a better educational experience for current and future students. |
| Supporting professional development in learning and teaching | We will provide a range of opportunities for our educators to engage in relevant professional development activities that are focused on enhancing and sharing effective learning and teaching practice, and which are open to all colleagues who directly support student learning. |

3. Implementation and embedding of the values

The means by which the Learning and Teaching Enhancement values are represented and enacted within existing policies, practices, and initiatives is integral to the embedding of the values as a ‘common language’ for the further development of learning and teaching, and to the effective implementation of the strategy itself.

The following are identified as key implementation actions and objectives for the five year period that the strategy covers. As implementation of the strategy and values progresses, and is evaluated, additional objectives relating to the strategy are expected to be identified.

Initial implementation of strategy (Academic Year 2016/17)

1. Initial dissemination of the Learning and Teaching Enhancement Strategy
2. Formally launch the strategy at a university Learning and Teaching Conference in summer 2017, utilising the conference to identify examples of current and emerging practice that already exemplify the range of values within the strategy. The holding of a university wide Learning and Teaching Conference also addresses a key recommendation of the staff consultation held across the partnership in 2016.
3. Begin aligning current and planned professional development opportunities in learning and teaching with the values of the strategy. This should include the activities of the Learning and Teaching Academy and other professional development opportunities in learning and teaching, including educational scholarship and research, provided by the university and within Academic Partners.

Embedding in existing policies and procedures (Academic Year 2017/18)

4. Revise the ALPINE (Accredited Learning, Professional development, and Innovation in Education) professional recognition process to align it with the strategy. Specifically to include reflection on how the current practice and future aspirations of those seeking recognition aligns with, and evidences engagement with, relevant values within the strategy. There is capacity in how ALPINE has been designed to allow for this within the existing process, without re-approval of ALPINE.
5. Modify the programme approval and re-approval process, specifically so that the learning and teaching section of CUR04 forms require an articulation of which specific values within the strategy apply to programmes and programme schemes, and how they are instantiated within the programmes and schemes in question.
6. Update guidance for programme and programme scheme approval and re-approval panels to ensure there is explicit discussion of the values and their embedding.

7. Revise the existing Blended Learning Standards into a new Learning Standards which provide specific guidance on designing and facilitating learning and teaching in the areas of practice covered within the values. This also complements an action concerning the further development of the Blended Learning Standards that resulted from the Enhancement Led Institutional Review in 2016.

Focused support to implement values and evaluate impact (Academic Years 2017/18 to 2018/19)

8. Identify a limited number of units, modules and programmes that can be supported to further embed, between them, a range of the learning and teaching enhancement values in the strategy with a view to (i) evaluating evidence of enhanced learning and teaching, and (ii) providing evidence-based exemplars, resources and activities that can be easily adopted or adapted for other units, modules and programmes.
9. Conduct mid-point evaluation of engagement with the strategy and embedding of the values. To encompass (i) evaluation of impact on learning and teaching in units, modules and programmes where there has been direct engagement in implementing the values (ii) engagement with values through the ALPINE recognition process (iii) engagement with the values and the enhancement of practice through professional development opportunities that are aligned to the strategy (iv) engagement with and perceptions relating to the value of policies and procedures that have been aligned with or produced to support the strategy.

Specific evaluation metrics in the areas (i) to (iv) above will be identified as part of this objective. It is also expected that other areas of engagement and impact relating to the strategy and related values will be identified as implementation progresses.

Develop and implement new policies and guidance (Academic Years 2018/19 to 2019/20)

10. Specifically in areas of emerging educational practice of importance in the university. To include: (i) a policy or framework to guide institutional developments in the harnessing and creation of open educational resources, and in the use of online and other open educational opportunities for the purposes of widening access and public engagement, (ii) a university framework for the development of fully online distance learning, and (iii) a university framework, and related resources and developmental opportunities, for supporting engagement in educational scholarship and research.

Evolution of Learning and Teaching Enhancement Strategy (Academic Year 2020/21)

11. Undertake robust summative evaluation concerning the impact of the Learning and Teaching Enhancement Strategy with respect to points 1 to 10 above, and in other emergent areas of implementation and learning and teaching enhancement that develop from the embedding of the strategy and related values.

12. Undertake consultation exploring the potential to build upon the outgoing strategy by developing a single unified Learning and Teaching Enhancement Strategy that can work at university and Academic Partner levels.

Progress in implementing the Learning and Teaching Enhancement Strategy against the actions and objectives above will be formally reported to and monitored by QAEC, and communicated to Quality Forum and other university fora and groups as required.

4. Mapping of the Values to Illustrative Examples

The illustrative examples below are intended to exemplify some of the potential ways in which each value within the Learning and Teaching Enhancement Strategy can be represented within learning and teaching practice, and within institutional practice to support the enhancement of learning and teaching. The examples are not intended to be prescriptive. They are also generalised, rather than discipline specific. It is recognised that how these values are currently embedded in practice – and how they come to be embedded in practice in the future – will vary across disciplines, different levels of study, and within the context of how specific units, modules and programmes are delivered.

| Value | Illustrative Examples | | |
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| Learning for employment We will engage our students in learning activities and experiences that reflect and replicate how they will work and collaborate in the vocation, profession, or field they are preparing for. As a student progresses through their chosen unit, module or programme, they will engage in activities that will help them to further transition into the working environment. | Engaging students in the early stages of their unit, module or programme in activities that require them to begin applying knowledge and skill as a novice in their chosen vocation or discipline, through using practices, tools and technologies that are standard to their field. | Providing the opportunity for more experienced learners to help lead or co-ordinate projects being undertaken for partners in industry, the public sector, or other groups in the local or regional communities. | Embed the development of employability skills and other graduate attributes within coursework and assessment, providing transparency in relation to the skills and attributes being developed and assessed and their importance. |
| Learner choice and personalisation Students will be engaged in helping to shape and create their learning through choice and negotiation relating to the individual and collaborative activities that they undertake. Wherever possible this | Providing students with a choice of topics and/or what to produce within the context of specific individual and group activities. | Providing students with a choice of what to focus on or produce <i>within</i> a specific assessment or providing a choice <i>of</i> assessment options. | At more advanced levels of study allowing students to negotiate the content and what they will produce for substantial projects or for project-based modules. |

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| should extend to what students focus on and produce for their assessed work. | | | |
| Providing a connected learning experience We will create opportunities within and through the curriculum for students to engage and learn with peers inside and across cohorts, to engage with the professional and scholarly communities to which they belong or will come to join, and to engage within wider learning communities locally and beyond. | Designing collaborative activities and groupwork that encourages the sharing of views and exploring topics from a range of different perspectives, both within and across groups of learners on the same programme. | Providing opportunities for learners at all levels to engage with their wider vocational or disciplinary communities, including through engagement in online professional groups and networks, and using digital spaces to bring external experts and alumni into the curriculum. | Harnessing online approaches to support cross-cultural, interdisciplinary or internationalised learning experiences through connecting cohorts of learners from different programmes, institutions, and countries in joint activities and projects. |
| Evidence-based educational practice Our approaches to learning, teaching and assessment will be informed by existing scholarship and research relating to effective educational practice, through feedback received from our students and evidence relating to their engagement and success, and through staff undertaking their own educational scholarship and research. | Using current educational research and scholarship, including from within your discipline, to make informed decisions about how to enhance your existing practice and introduce new approaches to engaging and supporting your students. | Undertaking focused evaluation or small-scale research within units, modules or programmes to gauge the effectiveness of specific educational approaches or interventions which are new or need reviewed. | Using student feedback gathered through standard surveys or specific evaluations, and harnessing other learning engagement data, to identify priority areas for enhancement and to responsively implement changes that can be communicated to students. |
| Engaging our students as researchers | Embed small-scale low-risk investigative activities in the | Scaffold the development of research skills by having | Provide opportunities for students to design and lead, |

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| We will engage students in research-based activities appropriate to their subject and level of study, including discovery and enquiry based learning. Research-based learning and teaching will become more prominent as students progress throughout levels of study, with an increasing focus on students undertaking research projects that have value for groups, communities and contexts beyond the university. | early stages of modules and programmes to encourage new students to develop skills in finding, generating and evaluating knowledge and evidence, and to begin developing the skills for independent and collaborative enquiry. | students at different levels collaborate on 'vertically integrated' research-based projects, in which they assume responsibility for specific aspects of a project and can learn with and from peers and tutors. | or collaboratively implement, research-based projects that address a specific research or developmental need for a local business, third sector organisation, or other group in the local or regional community. |
| Assessment and feedback for learning Assessment practice will be rich and varied, and place an emphasis on students undertaking forms of assessment that present relevant learning opportunities. Formative assessment and feedback should allow students to reflect upon and refine their work, with feed forward opportunities supporting students in making decisions in how they progress within their studies. | Where possible assessment should go beyond testing knowledge, skills and understanding and instead present meaningful learning opportunities in the form of practical project work, designs, evaluations, research studies, creative outputs, and other real or realistic tasks and activities. | Formative feedback <i>opportunities</i> should be designed in to every unit or module, and provide students with guidance (to the group or the individual, through pointers or exemplars) which will allow them to gauge their progress and inform their future work. | Establish feedback as a dialogue that supports a student as they progress to each new stage of their studies, e.g. through having the student identify action points from their previous semester's feedback to discuss with their Personal Academic Tutor at the start of the new semester. |
| Active and creative use of technology Will be embedded throughout learning and teaching to support active individual and collaborative learning, including allowing | Encourage effective engagement in online learning through the use of activities that require | Engage students in evidencing their learning through creating digital forms of coursework (e.g. | Harnessing online approaches to support cross-cultural, interdisciplinary or |

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| students to have meaningful and connected learning experiences regardless of their location or how their curriculum is delivered. This will incorporate co-creative approaches to learning within which students use technology to create and share digital resources, and to develop their digital literacies. | students to participate in and contribute to each other's learning e.g. through online seminars, online supported groupwork, and active use of real-time online technologies for reading groups, discussion and debate. | case studies, videos, podcasts, interactive reports) that can be used as the basis for assessment, and which can be repurposed as useful learning resources for future cohorts. | internationalised learning experiences through connecting cohorts of learners from different programmes, institutions and countries in joint activities and projects. |
| Integrated and sustainable teaching practice More integrated and sustainable approaches to learning, teaching and assessment will be enabled through practices including: designing assessments that bring together work from related units and modules; using blended approaches to engage students prior to and between face-to-face classroom or online sessions; and repurposing relevant content and resources. | Source or create digital resources (e.g. videos, podcasts, narrated screencasts) that students from one cohort to the next can be required to engage with in advance, prior to participating in interactive sessions in the classroom or online where the initial knowledge they have developed can be applied and further enhanced. | Streamline assessment and feedback, and encourage the integration of knowledge and skills across related or complementary topics, through designing assessments that cover learning outcomes from two or more units or modules, or which assess learning outcomes that sit across different modules. | Identify ways through which online learning and teaching activities can be used to maximise classroom contact time (e.g. through using discussion boards to handle common questions) or to generate re-usable content and resources (e.g. turning discussion board queries into an FAQ, or recording lectures and guest expert webinars for re-use). |
| Harnessing open education approaches Developing online and other open education practices and approaches to | Make use of openly licensed digital resources in the design and delivery of | Engage with learners and potential students out with the university through | Extending learning opportunities to wider local communities through |

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| support and enhance learning and teaching, to use, create and share open educational resources, and to widen access to education including within our local communities. | modules and programmes, and consider where digital resources you have created can be shared for re-use by colleagues (e.g. through the UHI Toolkit and other resource repositories). | offering open online access to particular opportunities (e.g. lectures, guest expert webinars) or offering short open online courses that can potentially lead into formal study. | involving staff and students in outreach activities including public lectures and events, and through open learning opportunities on campus. |
| Supporting the learner as an individual Our learning, teaching and assessment practices will ensure that all students have the opportunities and support they require to succeed, and that diverse and individual student needs are met through inclusive approaches to curriculum design and delivery, and contextualised personal and professional development. | Providing opportunities for students to contextualise their learning to their own interests, culture, geography and aspirations, and to share their own views, examples and experiences in their engagement with their studies, tutors and peers. | Ensuring appropriate and equitable forms of alternative assessment for learners who have individual needs related to disability or other learning support requirements. | Embedding personal and professional development planning activities at key stages throughout a unit, module or programme. |
| Reflective practice and continuous improvement At individual, team, departmental and institutional level we will review the effectiveness of our teaching practices, reflect on the potential for improvement and actively plan for a better educational experience for current and future students. | Staff utilise student feedback to identify specific areas for enhancement (e.g. return of feedback, more effective use of the Virtual Learning Environment) that become the main focus for improved practice and | At programme, team and departmental or subject network level, we develop or further develop ways in which to support reflective practice and the sharing and embedding of effective educational approaches (e.g. through | At institutional level, within Academic Partners and the university, we identify further ways in which to align knowledge about areas for enhancement with professional development opportunities in learning and teaching, and to expand |

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| | further evaluation in the subsequent session. | peer observation, mentoring, and initiatives designed to identify existing good practice and support it being replicated in other units, modules or programmes). | our means for identifying and sharing effective practice across the university (e.g. through professional recognition, and increased access to academic professional development support). |
| Supporting professional development in learning and teaching We will provide a range of opportunities for our educators to engage in relevant professional development activities that are focused on enhancing and sharing effective learning and teaching practice, and which are open to all colleagues who directly support student learning. | Ensuring that our taught programmes for educators, both those provided internally and also those accessed externally, are relevant not just in terms of educational content but in the extent to which they allow staff to experience (as a student) a range of effective approaches that they can then take into their own educational practice. | Increasing the developmental opportunities available to colleagues who are beginning to assume teaching and student support responsibilities, including postgraduate students who are starting to teach and who are aspiring 'early career' educators. | Ensuring existing and new professional development opportunities in learning and teaching are aligned to - and provide a means to engage with - the values and ethos of the university learning and teaching enhancement strategy. |

5. Mapping of the Values to internal and external benchmarks

The mapping below aligns the values in the Learning and Teaching Enhancement Strategy with key internal and external policies and benchmarks. These include, in the first instance: the university **Strategic Vision and Plan 2015-20**; the **UK Professional Standards Framework for Teaching and Supporting Learning in Higher Education (UKPSF)** against which the university's ALPINE framework is accredited; the **Professional Standards for Lecturers in Scotland's Colleges**; the **UK Quality Code for Higher Education**; and the university **Graduate Attributes** (NB this mapping to be updated following review of the latter).

The purpose of this mapping is to articulate the broader internal and external relevance of the values in Learning and Teaching Enhancement Strategy, in order that the strategy can: directly contribute to supporting and realising strategic and broader aims and aspirations of the university; and align directly with educational values and aspirations for learning and teaching identified within the wider sector.

This mapping is an initial one, intended to further develop as the Learning and Teaching Enhancement Strategy is embedded and implemented. The mapping will also be extended to account for developments in the sector, e.g. the emergence of new benchmarks.

| Learning and Teaching Enhancement Strategy | Strategic Vision and Plan 2015-20 | UKPSF | Professional Standards for Lecturers in Scotland's Colleges | UK Quality Code | Graduate Attributes |
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| Learning for employment | <u>Our Students 1</u> Ensure our further and higher education curriculum better meets current and future local and regional needs while also including elements of national and | <u>Values 4</u> Acknowledge the wider context in which higher education operates recognising the implications for professional practice | | <u>SDA indicator 6</u> Higher education providers ensure all students have opportunities to develop skills that enable their academic, personal and | <u>Knowledge and Academic Skills 2</u> Identifies practical application for academic skills and knowledge |

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| | international relevance. <u>Our Students 4</u> Enhance connections between our curriculum and employers and the workplace | | | professional progression. | |
| Learner choice and personalisation | <u>Our Students 5</u> Establish a culture of student engagement by working in partnership with students to ensure their voices drive improvement and change | <u>Values 1</u> Respect individual learners and diverse learning communities | <u>Planning the Learning Experience 2</u> Plan with learners contextualised learning and teaching taking account of the needs of learners and their development of essential skills | <u>SE indicator 2</u> Higher education providers create and maintain an environment within which students and staff engage in discussions that aim to bring about demonstrable enhancement of the educational experience. <u>L & T indicator 8</u> Higher education providers take deliberate steps to assist every student to | <u>Knowledge and Academic Skills 6</u> Able to learn and develop own knowledge |

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| | | | | understand their responsibility to engage with the learning opportunities provided and shape their learning experience. | |
| Providing a connected learning experience | <u>Our Students 7</u> Ensure all students have appropriate opportunities to network with other students and staff to ensure they feel connected to the university | <u>Values 4</u> Acknowledge the wider context in which higher education operates recognising the implications for professional practice | <u>Teaching 5</u> Promote positive attitudes to human diversity and global citizenship through accessible learning and teaching resources. | <u>L & T indicator 2</u> Learning and teaching activities and associated resources provide every student with an equal and effective opportunity to achieve the intended learning outcomes | <u>Community Awareness 2</u> Engages with the wider student, local and global communities |
| Evidence-based educational practice | <u>Our Students 2</u> Use our expertise in blended delivery, supported by pedagogical research, to meet the learning, teaching and support needs and expectations of our diverse student body, studying in a wide variety of locations and contexts. | <u>Values 3</u> Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development | <u>Quality and Standards 4</u> Use an appropriate range of evidence to identify strengths and areas for enhancement, weaknesses and areas for improvement at individual, team and college levels. <u>Teaching 7</u> | <u>L & T indicator 3</u> Learning and teaching practices are informed by reflection, evaluation of professional practice, and subject-specific and educational scholarship. | |

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| | | | Implement a range of strategies to evaluate the quality and impact of teaching on the learning experience and reflect on the implications for future practice | | |
| Engaging our students as researchers | <u>Focused Research 4</u> Promote knowledge exchange as an integral part of our wider employer and community engagement plans. | <u>Knowledge 2</u> Appropriate methods for teaching, learning and assessing in the subject area and at the level of the academic programme | | | <u>Knowledge and Academic Skills 1</u> Possesses high level technical and academic knowledge and skills |
| Assessment and feedback for learning | <u>Our Students 6</u> Recognise and respond to the diversity of our student population by creating opportunities where inclusive practice can be enhanced and mainstreamed. | <u>Activity 3</u> Assess and give feedback to learners <u>Knowledge 2</u> Appropriate methods for teaching, learning and assessing in the subject area and at the level of the academic programme | <u>Assessment 5</u> Use assessment feedback to and from learners to inform practice and promote learning. | <u>RPL indicator 8</u> The volume, timing and nature of assessment enable students to demonstrate the extent to which they have achieved the intended learning outcomes. <u>RPL indicator 5</u> | <u>Knowledge and Academic Skills 7</u> Open to feedback <u>Self-Management 2</u> Reflective and responsive: reflects on achievements, consequences and identifies areas for growth |

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| | | | | Assessment and feedback practices are informed by reflection, consideration of professional practice, and subject-specific and educational scholarship. | |
| Active and creative use of technology | <u>Our Students 2</u> Use our expertise in blended delivery, supported by pedagogical research, to meet the learning, teaching and support needs and expectations of our diverse student body, studying in a wide variety of locations and contexts. | <u>Knowledge 2</u> Appropriate methods for teaching, learning and assessing in the subject area and at the level of the academic programme <u>Knowledge 4</u> The use and value of appropriate learning technologies | <u>Teaching 3</u> Implement effectively a broad range of strategies to promote active and independent learning at various levels by using different modes of delivery and technologies | <u>L & T indicator 2</u> Learning and teaching activities and associated resources provide every student with an equal and effective opportunity to achieve the intended learning outcomes | <u>Communication 3</u> Strong digital/virtual communication skills in a range of contexts (videoconference, email, discussion boards) <u>Interpersonal skills 4</u> Develops collaborative relationships with others (including networking) |
| Integrated and sustainable teaching practice | <u>Our Students 3</u> Pursue greater flexibility and responsiveness in our further and higher education curriculum design and delivery, so we can fully deliver and promote the | <u>Knowledge 2</u> Appropriate methods for teaching, learning and assessing in the subject area and at the level of the academic programme <u>Knowledge 4</u> | | <u>L & T indicator 2</u> Learning and teaching activities and associated resources provide every student with an equal and effective opportunity to achieve the | |

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| | <p>tertiary basis of our offering to learners and the opportunities this presents for them.</p> <p><u>Our Students 7</u> Ensure all students have appropriate opportunities to network with other students and staff to ensure they feel connected to the university</p> | The use and value of appropriate learning technologies | | <p>intended learning outcomes</p> <p><u>L & T indicator 3</u> Learning and teaching practices are informed by reflection, evaluation of professional practice, and subject-specific and educational scholarship.</p> | |
| Harnessing open education approaches | <p><u>Focused Research 3</u> Ensure effective public engagement and dissemination of research outputs.</p> <p><u>Focused Research 4</u> Promote knowledge exchange as an integral part of our wider employer and community engagement plans.</p> | | | | |

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| Supporting the student as an individual | <u>Our Students 2</u> Use our expertise in blended delivery, supported by pedagogical research, to meet the learning, teaching and support needs and expectations of our diverse student body, studying in a wide variety of locations and contexts. | <u>Values 1</u> Respect individual learners and diverse learning communities | <u>Guidance and Support 3</u> Promote and facilitate equality of opportunity and access to learning by providing effective guidance and support in line with an institution's policies and procedures. | <u>SDA indicator 3</u> A commitment to equity guides higher education providers in enabling student development and achievement. | |
| Reflective practice and continuous improvement | | <u>Knowledge 6</u> The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching | <u>Quality and Standards 5</u> Agree targets, formulate individual action plans and contribute to team plans to address identified areas for improvement and enhancement | <u>L & T indicator 3</u> Learning and teaching practices are informed by reflection, evaluation of professional practice, and subject-specific and educational scholarship. | |
| Professional development in learning and teaching | <u>Focused Research 1</u> Continue to develop research excellence performance in targeted areas. | <u>Knowledge 6</u> The implications of quality assurance and quality enhancement for academic and professional practice | <u>Professional Practice 8</u> Identify and undertake relevant professional development to enhance practice and maintain currency; | <u>SDA indicator 7</u> Higher education providers ensure staff who enable students to develop and achieve are appropriately | |

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| | | with a particular focus on teaching | develop and commit to personal continuing professional development strategies to achieve individual, team and organisational goals. | qualified, competent, up to date and supported. <u>L & T indicator 4</u> Higher education providers assure themselves that everyone involved in teaching or supporting student learning is appropriately qualified, supported and developed. | |
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Board of Management

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| Subject/Title: | Standing orders - update |
| Author: [Name and Job title] | Fiona Ambrose, Board Secretary |
| Meeting: | Board of Management |
| Meeting Date: | 19 December 2017 |
| Date Paper prepared: | 11 December 2017 |
| Brief Summary of the paper: | <p>The internal audit report on Corporate Governance recommended that the process for Board and Committee members adding an item to meeting agendas is documented within the Standing Orders.</p> <p>The Standing orders have been amended to reflect this recommendation</p> |
| Action requested: [Approval, recommendation, discussion, noting] | The Board of Management is requested to approve the amendment to the Standing Orders which show AOCB within the order of business and note that each agenda will be updated to reflect the process to be followed |
| Link to Strategy: Please highlight how the paper links to, or assists with:: <ul style="list-style-type: none"> • compliance • partnership services • risk management • strategic plan • new opportunity/change | Compliance with internal audit report recommendation |
| Resource implications: | No |
| Risk implications: | No Operational: Organisational: |
| Equality and Diversity implications: | N/A |
| Consultation: [staff, students, UHI & Partners, External] and provide detail | Consultation by Internal Audit, BDO with Board Secretary |

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| Status – [Confidential/Non confidential] | Non-Confidential | | |
| Freedom of Information Can this paper be included in “open” business* [Yes/No] | Yes | | |
| *If a paper should not be included within “open” business, please highlight below the reason. | | | |
| Its disclosure would substantially 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

Amendment to Standing Orders

| Ref. | Finding | Sig. | Recommendation |
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| 1 | <p>The Secretary to the Board will e-mail a draft agenda to the Chair, the Lead Officer and any other report authors as appropriate. Thereafter the Chair, the Lead Officer, report authors and the Secretary to the Board will meet to discuss the draft agenda and agree a final version.</p> <p>We found that the process for Board and committee members adding an item to meeting agendas has not been documented within the Standing orders.</p> <p>There is a risk that key governance processes have not been documented appropriately.</p> | ● | We recommend that the process for Board and committee members adding an item to meeting agendas is documented within the Standing Orders. |
| MANAGEMENT RESPONSE | | | RESPONSIBILITY AND IMPLEMENTATION DATE |
| <p>AGREED: The College has adopted the model Standing Orders developed by Colleges Scotland. These model standing orders do not include, within the order of business, reference to AOCB. In practice, AOCB is included in every Board and Committee agenda and the Chair offers members, at the start of each meeting, the opportunity to add an item for discussion. If a member wishes to have an item of competent business discussed, this is added to the agenda and the minutes reflect the item discussed.</p> <p>The Standing orders will be amended to include AOCB within the order of business. In addition, a note will be put at the end of each agenda to the effect-</p> <p>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 be considered for inclusion in the agenda in advance of and at the start of the meeting.</p> | | | <p><i>Responsible Officer: Secretary to the Board</i></p> <p><i>Implementation Date: 19/12/17</i></p> |

Standing Orders of the Board of Management of Inverness College UHI

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| Lead Officer | Chair of the Board of Management |
| Review Officer | Secretary to the Board of Management |
| Date first approved by BoM | Mar 2017 |
| First Review Date | Mar 2020 |
| Date review approved by BoM | |
| Next Review Date | |
| Equality impact assessment | N/A |
| Further information (where relevant) | |

| Reviewer | Date | Review Action/Impact |
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| | | |

Preamble

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

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

The Standing Orders were adopted by the Board on ~~28th March 2017~~ 19 December 2017 and come into effect on that date. They replace all other Standing Orders previously adopted by the Board, which are hereby revoked.

1 Meetings of the Board and Committees

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

2 Quorum and Voting Rights

- 2.1 The quorum for a meeting of the Board shall be no less than one half of the members entitled to vote at such a meeting or for a meeting of a Committee, no less than three of the members entitled to vote at such a meeting.
- 2.2 If a meeting does not have a quorum of members present 15 minutes after its scheduled start time or falls below having a quorum of members present part way through, the Chair must either adjourn the meeting to a new date and time, or proceed with the agenda, ensuring that any decisions are taken by members at the next meeting of the Committee or Board, whichever is the sooner.
- 2.3 If the Chair of the Board or Committee is not present at any meeting, the Vice Chair (where this office exists) shall assume that role. Where a Vice Chair is not available, members shall elect from amongst themselves a Board member who is entitled to vote as the Chair of that meeting.

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

3 Attendance at Board and Sub Committee Meetings

- 3.1 The Board Secretary shall have oversight of all Board and Committee meetings in order to ensure meetings are conducted in accordance with legislation, terms and conditions of grant (including in relation to its Financial Memorandum with UHI as the Regional Strategic Body, the Scottish Public Finance Manual, the Code of Good Governance for Scotland's Colleges), the Board's Scheme of Delegation and these Standing Orders, and in order to ensure a record is kept of proceedings.

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

4 Agenda

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

- 4.5 The Chair shall be responsible for the general conduct of the meeting to preserve order and to ensure that every member has the opportunity to contribute.

5 Board and Committee Papers

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

6 Minutes of Board and Committee Meetings

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

- 6.9 All Committee minutes will be submitted to the Board for information at the next scheduled meeting of the Board, regardless of whether the minutes are labelled as draft, agreed for circulation or final version.

7 Establishment of Committees and Sub-Committees

- 7.1 As provided for in Schedule 2, the Board may establish Committees and a Committee may establish sub-committees. References in these standing Orders include sub-committees.
- 7.2 A Committee shall consist of at least five Board members appointed by the Board. One of these Members shall be elected as Chair of the Committee. The Board may also wish to elect a Vice Chair of each Committee.
- 7.3 Each Committee shall review its remit biennially unless there is an urgent matter to be considered and shall submit any proposed changes to the Board for approval.

8 Appointment of Vice Chair

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

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

9 Suspension of Standing Orders

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

Approved by the Board of Management - ~~28th March 2017~~ 19 December 2017

Board of Management

| | |
|--|--|
| Subject/Title: | Investigation Higher Media |
| Author: [Name and Job title] | Chris O'Neil, Principal and Chief Executive |
| Meeting: | Board of Management |
| Meeting Date: | Tuesday 19 th December 2017 |
| Date Paper prepared: | Tuesday 12 th December 2017 |
| Brief Summary of the paper: | Confidential report setting out the findings of the first stage investigation, the rationale for the second stage and recommendations and actions arising. |
| Action requested: [Approval, recommendation, discussion, noting] | Discussion |
| Link to Strategy: Please highlight how the paper links to, or assists with:: <ul style="list-style-type: none"> • compliance • partnership services • risk management • strategic plan • new opportunity/change | Compliance Risk Management |
| Resource implications: | No If yes, please specify: |
| Risk implications: | Yes If yes, please specify: Operational: Action to ensure ongoing quality arrangements and rigour Organisational: Reputational damage and mitigation of recurrence |
| 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 not be included within “open” business, please highlight below the reason. | | | |
| Its disclosure would substantially prejudice a programme of research (S27) | | Its disclosure would substantially prejudice the effective conduct of public affairs (S30) | |
| Its disclosure would substantially prejudice the commercial interests of any person or organisation (S33) | | Its disclosure would constitute a breach of confidence actionable in court (S36) | x |
| Its disclosure would constitute a breach of the Data Protection Act (S38) | 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.) | | | |

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: | Student Recruitment 2017-18 |
| Author: [Name and Job title] | Roddy Henry, Depute Principal |
| Meeting: | Board of Management |
| Meeting Date: | 19 December 2017 |
| Date Paper prepared: | 11 December 2017 |
| Brief Summary of the paper: | To provide an update on student recruitment so far in 2017-18. |
| Action requested: [Approval, recommendation, discussion, noting] | The Board of Management is requested to discuss the report |
| Link to Strategy: Please highlight how the paper links to, or assists with:: <ul style="list-style-type: none"> • compliance • partnership services • risk management • strategic plan • new opportunity/change | Opportunity and Growth in Student Life Opportunity and Growth in Curriculum |
| Resource implications: | Yes – if targets not met |
| 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 | |

| | | | |
|---|------------------|--|--|
| Status – [Confidential/Non confidential] | Non-Confidential | | |
| Freedom of Information Can this paper be included in “open” business* [Yes/No] | Yes | | |
| *If a paper should not be included within “open” business, please highlight below the reason. | | | |
| Its disclosure would substantially 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) | |
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Student Recruitment 2017-18

Main body of information

The student recruitment targets for 2017-18 are:

- FE: 29,507 credits
- HE: 1,595.4 FTE (funded UG)

Main body of information

Student activity against targets 2017-18 as at 11th December 2017

FE

The core credit target for 2017-18 is 29,069, with an additional ESIF credit target of 438 (a further 141 ESIF funded credits have been re-allocated to Inverness from Moray College since the October Board meeting).

| FE | 2017/18 |
|---------------------------------------|----------------|
| Core Credit Target | 29,069 |
| ESF Target | 438 |
| Total Target | 29,507 |
| Total Credits as at 11/12/2017 | 25,229 |
| <i>Total Credits as at 12/12/2016</i> | <i>24,496</i> |

Current enrolments for 2017-18 at FE level total 3,232, generating 25,229 credits, which is 86.8% of our target. At this point in the year some part-time students are still to be attached to units and are therefore not yet generating credits.

The remaining FE credits should be generated through recruitment onto January start programmes.

HE

The PPF (funded undergraduate with a fee status of Scottish or European) target for is 1,595.4 FTE. As at 11th December 2017 the FTE, counting by module attachment, is 1,580.8 FTE, which is 99.1% of target.

The Student Records Team are following up confirmation of curriculum delivery for a number of students studying on a part-time, unstructured or block release basis. It is estimated, based on mode of attendance this will generate a further 20 FTE.

| | |
|--|----------------|
| PPF Target HE FTE (Undergraduate students, including SC and EU fee statuses, excluding PGDE) | 1,595.4 |
| Current HE students as at 11/12/2017 - count by Module attachment. | 1,580.8 |

Part-time FE and HE students will continue to enrol throughout the year: many part-time FE students are on rolling on Modern Apprenticeships or SVQ/work-based programmes.

In summary, both FE and HE student activity look likely to hit target.

Roddy Henry
Depute principal

Board of Management

| | |
|--|--|
| Subject/Title: | Principal's Update |
| Author: [Name and Job title] | Prof Christopher O'Neil, Principal and Chief Executive |
| Meeting: | Board of Management |
| Meeting Date: | 19 th December 2017 |
| Date Paper prepared: | 12 th December 2017 |
| Brief Summary of the paper: | This report provides the Board with an overview of new and continuing activity in addition to progress to date against the seven agreed "Work Themes" and aspects of related activity over the last quarter. |
| Action requested: [Approval, recommendation, discussion, noting] | Discussion |
| Link to Strategy: Please highlight how the paper links to, or assists with:: <ul style="list-style-type: none"> • 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 | | |
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| 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) | |
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Principal's Update

Purpose of Report

This report provides the Board with an overview of new and continuing activity in addition to progress to date against the seven agreed "Work Themes" and aspects of related activity over the last quarter.

SQA Verification visit on Tuesday 5 December

All colleges are subject to a systems verification from the SQA between 2015 and 2018. The verification consisted of an intensive audit across five areas of compliance, covering 26 criteria, considering issues related to:

- Centre Management
- Resources
- Candidate support
- Internal assessment and verification
- Data Management

A significant amount of preparation was required to collate a range of evidence for submission ahead of the visit, with further evidence requested and supplied by teams on the day. The SQA team also interviewed a number of staff and students.

The outcome of the verification audit was very positive, with only three actions identified (described as 'housekeeping') relating to the presentation of information about malpractice and record retention and a change of wording in the complaints documentation. The SQA team were very complimentary about the staff they had interviewed during the visit and commented on some very positive feedback they received from students about their learning experiences and the atmosphere at the college. The visit also had a developmental aspect which proved productive, with plenty of discussion and thoughts for future working. These will be included in the final report which should be sent to the college in the next few weeks.

Evaluative Report and Enhancement Plan (EREP) 2016-17

The endorsement meeting for the 2016-17 Evaluative Report and Enhancement Plan (EREP) was held on Friday 17 November by video-conference. The Principal, Depute Principal and Quality Manager represented the college. The Education Scotland/SFC endorsement panel was chaired by Karen Corbett HMI, from Education Scotland, and included only the College HMI, Andrew Brawley: no SFC officers were present.

The endorsement panel commended the EREP and no further actions prior to publication were requested. Grades are not being applied in the first year of the new framework, however the college was asked to propose grades for discussion only as part of the development process. The college proposed the following grades:

Leadership and quality culture - Very Good

Delivery of learning and services to support learning - Very Good

Outcomes and Impact - Very Good

The panel concurred with the college's proposals. All EREPs are to be published in late December or early January on the Education Scotland and SFC websites.

SFC Strategic Dialogue Meeting

Senior management and representative Board members along with UHI's Principal met with the SFC for our Strategic Dialogue Meeting, the purpose of which is for the SFC to gain insight and confidence in the direction of the institution's plans against the outcome agreement:-

Gill Berkeley, Head of Curriculum
Lindsay Ferries, Director of Organisational Development
Neil Stewart
Sarah Burton
Professor Christopher O'Neil, Principal
Professor Clive Mullholland, Principal (UHI)

The outcome agreement was not unexpected in its context or priorities but it is worth noting that there is now a new and particular emphasis upon an overarching process being applied to all aspects of our actions described as 'intensification'. This essentially describes an increased expectation or 'ramping up' of outcomes and KPIs across all indices and, in particular the student experience.

Whilst some of the priorities within the Outcome Agreement, particularly around widening access continue to be challenging, Inverness and the wider University are well placed to meet the challenges because of our tertiary nature. Whilst other institutions are developing articulation agreements between schools, FE and HE providers we are well placed and continue to simply progress students through a very broad range of qualifications and curriculum offers. As a part of our upcoming L&T and Curriculum reviews, we will ensure that access remains a priority, as was recognised by the SFC.

It was also recognised and supported that we ensure our approach to research and the impact it has upon the currency of the curriculum was an aspect of our work that is unique at FE level and that we continue to map our offer onto the needs of communities.

Other governmental priorities include a high-quality FE and HE learning environment that is led by 'world class lecturers' that will positively impact upon the progression of skilled students into jobs 'with the ability ideas and ambition to make a difference'. Our Progressive Academic Structure with our student focused KPIs will be critical to the delivery of this.

It is clear the Outcome Agreement is being used as a tool to promote the economic impact of a skilled and informed work force. To this end, we discussed the principles that sit behind our proposed strategy and vision which will ensure our colleagues are supported and tested in their ambition whilst our partnership approach to student and stakeholder needs will inform the curriculum and learning needed to support our economy. This approach was well received.

Investors in People – IiP

We are currently undergoing our first annual IiP appraisal following the award of Gold one year ago.

The cost of £6,000 per annum includes all consultancy support, 3 days of onsite review and an annual report. This represents excellent value for money, particularly as our assigned reviewer is able, of high quality and is respected by staff.

Assessment Plan - IIP Annual Review December 2017

The focus of the annual review is the 2017/2020 strategic plan and the themes of 'Opportunity and Growth'. The assessment approach includes a desktop review of documentation alongside a focus on the following themes:

- Performance Indicators (PI's) in terms of what is communicated, how well this is understood and how well-informed people know current performance and how this maps to profile
- Performance management, determining the quality and level of consistency of the discussions, capturing views and comments with regard to participation in these discussions
- Excellence – with particular emphasis upon exploring the psychological compact capturing views as to how well people feel engaged and signed up to support success

Thirty-nine staff including two board members have been selected by the Reviewer. She will be meeting staff on a one to one and focus group basis over three days and will follow up with a written report in the New Year, which will set out our performance against our objectives, areas of good practice and development required. Furthermore, she will consider how we currently perform in light of our objective to reach IIP platinum by 2020 and will support us in our forward plan against the IIP generation 6 framework in 2018 and 2019.

Customer Service Excellence (CSE) Award

Our second annual assessment against the CSE Award framework is being conducted on Friday 15 December. A verbal report on the outcome will be provided at the Board meeting on 19 December.

National Pay Bargaining- restricted update

The Principal, Depute Principal and Director of Organisational Development attended an Employers Association meeting in Stirling on Monday 11th of December. The purpose of the meeting was to discuss a proposed employer's position on high level Academic Terms and Conditions with a further proposal to ratify a November 2017 agreement with the EIS. This is in the context of considerable political pressure to close off these items which were original stated in the 16/17 pay agreement. The 16/17 pay agreement indicated that these items would be closed off by October 2016.

In summary, the key points of agreement are as follows:

1. With effect from 1 January 2018, lecturer holiday entitlement to be set at 62 days per annum. This is an increase of 2 days per annum. The annual leave year will remain 1 September to 31 August. Therefore, there is an immediate accrual, in year, of just over 1.5 days. The additional leave is currently being profiled in the college calendar for 18/19 and 19/20.
2. With effect from 1 August 2018, weekly class contact hours to be set at a maximum of 23 hours per week with 'plus 1 hour' to a maximum of 8 hours in any 12 week consecutive period for specified activity within a maximum annual class contact hours of 860 per annum. While the maximum 860 is not a deviation for Inverness College lecturers, timetabling arrangements are based on a maximum of 24 hours. This will therefore need to be profiled for timetabling in 18/19.
3. With effect from 1 August 2018, promoted lecturers to have 55 days holiday and a maximum of 9 hours per week class contact. This is consistent with current arrangements for college Programme and Development Managers.
4. With effect from 1 April 2019, transfer to permanency reference period is to be reduced from 4 years to 2 years continuous service.

In addition, it must be noted that the Management side annual pay bargaining offer to EIS staff side of a minimum £425 non-consolidated flat cash which is inclusive of the 25% transition to the new pay scale effective from 1 April 2017 has been rejected. This would have had no financial impact on the college. NJNC are in further discussions regarding the academic annual pay negotiations.

There was further discussion around the sectors strategy in light of job evaluation and other matters and it was agreed that the employers association would meet in the New Year to ensure a clear strategic direction was agreed in advance of any operational consideration being discussed.

PAS and Barometer

As a part of the 7 work-streams, the SMT has started to construct the course level barometer which will form the basis of staff KPIs and inform the development needs and progression for staff. The barometer will be a key tool as a part of the annual staff appraisal and underpin the operation of the Progressive Academic Structure - PAS.

Risk Register

The re-evaluation and redrafting of the Risk Register has commenced. Having been 'stripped back' within the context of the UHI template and with guidance from EO, a one off event and then monthly updates have been scheduled via SMT.

Board of Management

MINUTES of the MEETING of the CHAIRS COMMITTEE held in the Board Room, 1 Inverness Campus on Thursday 23 November 2017

PRESENT: Hazel Allen, Sarah Burton, Brian Henderson (VC), Neil Stewart, Steve Walsh, John Wilson
CHAIR: Neil Stewart
ATTENDING: Principal
Secretary to the Board of Management

1. MINUTE

The minute of the Meeting of the Committee held on 14 September 2017 was **ACCEPTED** as a correct record, was **APPROVED** and signed by the Chair.

Hazel Allen entered the meeting

2. GOVERNANCE

a. Outstanding actions

The Board Secretary referred to the updated action list. The Chair confirmed that the outstanding Board member appraisals for Steve Walsh and Hazel Allen would be completed before Christmas.

b. Board Development Plan

The Board Secretary advised that the actions from the external effectiveness review and the board evaluation exercise had been combined into one document as the Development Plan 2017.

The Committee considered how to implement the four actions arising from the board evaluation and agreed the following:-

1. **Ambassadorial role**

The Board would be guided by the Principal on how members could carry out an ambassadorial role without becoming involved in operational issues.

2. **Sharing and learning from other boards**

This was likely to emerge as part of the discussion on the options for the future of UHI. A Board Development day/team building exercise with the SMT to be arranged for the first quarter of 2018

3. **Induction, training and assessment of board members**

The Board Secretary and Sarah Burton to review the current induction process and paperwork and identify any gaps. Training and development needs for Committee Chairs and the Chair of the Board needed to be identified in advance of members taking on these roles.

4. **Committee structure**

The standing committees (Audit excluded) required to focus more on risk management. Another key issue was the leadership and governance of risk. Risk to be included as part of the Board Development day in 2018.

3. SECTOR CONSULTATIONS

The Committees and the Board of Management had not in the past been made aware of sector consultations and had therefore not provided any input to responses submitted by the College. There was a useful discussion on the need to raise the awareness of the Board on consultations carried out.

It was **AGREED** that in the majority of cases, the Board should receive feedback on any consultation responses submitted by Management for noting only. However, where it was considered that the Board should have input into a response, the SMT would prepare a draft and then submit it to the relevant Committee or to the Board as appropriate for consideration.

The Committee also **REQUESTED** that the responses to the two consultations circulated with the agenda, namely ending period poverty and rural and remoteness funding be circulated to Board Members for information.

4. STANDING ITEM – ISSUES FROM CHAIRS

Brian Henderson, Chair F&GP –He intimated that the new agenda setting procedure had been very productive and that good progress was being made in providing commentary / analysis on the figures which were provided in reports. The other item he wished to raise was that of risk which had already been covered in item 2b4 above.

Hazel Allen, Chair Audit –She referred to the recently completed internal audit review of Risk Management. Improvements were required in the management of risk and consideration as to how risk was integrated into the working of the Board.

The Chair of the Board and the Chair of Audit to meet to discuss how to reflect risk at the Board Development day next year.

John Wilson, Vice Chair HR –He referred to the ongoing discussions on National Bargaining and the associated risks. It was positive that there was an awareness of the financial implications arising from National Bargaining.

Sarah Burton, Chair Learning and Teaching – The Chair concurred with the sentiments of the Chair of F&GP in that the agenda setting procedure for the Learning and Teaching Committee had been very productive.

The Chair suggested that the order of the agenda be changed and that item 7 – AOCB be taken as the next item. This was agreed.

5. AOCB

a. Resignations, Board Composition, Committee membership and Chair appointments

The Chair referred to the recent resignation of Lindsey Mitchel from the Board and to the untimely death of Mick Longton. Carron McDiarmid and Fiona Neilson, currently co-opted members / reserves had been invited to take up an appointment as a non-executive member of the Board. Both had accepted the invitation.

There was a need to find a replacement Chair of HR and PR&R following Lindsey's resignation and Steve Walsh had been invited to take on both roles. Steve had accepted the invitations.

Steve would step down from his role as Senior Independent Member and it was **AGREED** that an invitation would be sent to Members, who did not currently hold potentially conflicting roles, asking if they would wish to take up the position of SIM.

b. List of outstanding actions from Committee and Board meetings

It was **AGREED** that the outstanding action lists be included as an item within each committee agenda and that it would be important to clarify when each outstanding action was complete.

6. UHI STRUCTURE

The Chair provided a brief update on the meeting which had taken place with a number of the Chairs of the incorporated College Boards, the Chair of Court and the Acting Chief Executive of the Funding Council on 17th November. He advised that he would provide a comprehensive update to all members of the board in advance of the Special Board meeting on Monday 27th November.

Brian Henderson left the meeting

7. SMT REPORT

This item was carried over to the next meeting.

8. DATE OF NEXT MEETING

Thursday 22 February 2018 - 8.30 a.m.

Signed by the Chair: _____

Date: _____

MINUTES of the MEETING of the AUDIT COMMITTEE held in the Boardroom, 1 Inverness Campus, on Tuesday 28 November 2017

| | |
|-------------------|---|
| PRESENT: | Hazel Allen, Sarah Burton, Jaci Douglas, Innis Montgomery, Fiona Neilson |
| CHAIR: | Hazel Allen |
| APOLOGIES: | Steve Walsh |
| ATTENDING: | Principal Depute Principal Director of Organisational Development Director of Finance Claire Robertson, BDO Andrew O'Donnell, BDO Stephen Reid, E&Y Secretary to the Board of Management |

Fiona Neilson declared an interest in item 10 – New Campus issues of risk. Stephen Reid declared an interest as external auditor of UHI and the assigned partner colleges.

1. MINUTES

The minutes of the Meeting of the Audit Committee held on 19 September 2017 were **AGREED** as a correct record, were approved and signed by the Chair.

2. AUDIT COMMITTEE ANNUAL REPORT TO THE BOARD OF MANAGEMENT

The Board Secretary advised that the Audit Committee was required, in accordance with Scottish Funding Council guidance, to report annually to the Board of Management. The report had been prepared using the template which had been adopted across the UHI partnership and highlighted the membership of the Audit Committee, meetings held, those attending and the key reports presented during 2016-17. This included the work carried out by Henderson Loggie, the Internal Auditors, and Scott Moncrieff the External Auditors in relation to the 2015-16 Audit of the Accounts. Other key areas of work of the committee which were covered were risk management, health and safety and approval of policies relevant to the terms of reference of the Committee.

The Chair stated that the report was a very useful summary of the work of the committee over the 2016-17 academic year and the Committee **AGREED** to recommend it to the Board of Management for approval.

3. INTERNAL AUDIT REPORTS**a) Credits Audit**

A review of the College's FES (further education statistical) data return had been carried out in accordance with the 'Credit Guidance: 2016-17 student activity data guidance for colleges' (SFC/GD/17/2016) issued in August 2016

and the audit guidance for colleges (SFC/GD/15/2017) issued on 20 July 2017.

The final 2016/17 FES return submitted to SFC by the College matched the figures which BDO reviewed. A number of findings had been raised and recommendations had been made to improve the College's underlying systems and processes to ensure accurate reporting of student activity data to the SFC. The Depute Principal advised that all recommendations had been implemented.

The Committee were pleased to **NOTE** a timely and clean FES return.

b) Student Support (Bursary, Childcare and FE Hardship) funds

A review of the College's student data returns had been carried out in accordance with the 'Student Support Fund' Audit Guidance Notes for 2016-17 issued on 19 July 2017. BDO had found that the College's systems and procedures were sufficiently adequate to promote the accurate collection and recording of data in respect of the aggregated student support funds returns.

The Committee were pleased to **NOTE** a clean audit with no recommendations. The Committee passed on their congratulations to the Director of Finance and the Admissions team.

c) Risk Management

A review of the risk management framework had been undertaken by BDO to assess whether a suitable risk strategy and policy was in place, and whether the structure, roles and responsibilities for risk management were clear.

BDO reported that the review had identified that clear responsibilities and reporting lines were in place in relation to the reporting of risks to management, the Audit Committee and the Board of Management. This provided senior management with the opportunity to review and challenge both the risks identified and mitigating controls in place.

The level of assurance given for both design and effectiveness was "Moderate". Several areas for improvement were identified in relation to risk management policy limitations, risk register limitations and training requirements.

There was a robust discussion on the findings in the report and on the adoption of the UHI risk register template which had in essence led to there being a two tier risk register with UHI strategic risks and IC local risks being identified. The committee also discussed risk appetite and the Chair advised that risk appetite would be considered at the board development day which was scheduled for the early part of 2018.

It was suggested that risks should not be identified as being solely within one department, rather they should be aligned to strategy.

The Committee **AGREED** that the risk register would be updated and that risk appetite and the risk register would be considered at the board development day to be held in the early part of 2018.

d) Corporate Governance

A review of key corporate governance controls had been undertaken by BDO in order to provide assurance to the Audit Committee and the Board of Management that these were well designed and operating effectively.

BDO reported that Inverness College UHI had a clearly documented set of internal corporate governance policies and procedures.

The level of assurance given for both design and effectiveness was "Substantial".

The Committee **WELCOMED** the very positive audit.

4. PLANNED AUDITS – TERMS OF REFERENCE

As part of the 2017-18 Internal Audit Plan, it was agreed that the Internal Auditors BDO would carry out reviews of key financial control systems, data protection, partnership working and student support. The proposed terms of reference for each of these audits were presented to the Committee for discussion.

a) Financial Controls

To assess whether Inverness College is effective in maintaining good financial controls and to provide assurance on the design and effectiveness of the key financial control processes in place.

The Committee **APPROVED** the terms of reference for the review of all key financial control systems.

b) Data Protection

A review of the arrangements in place to assess the level of compliance with General Data Protection Regulation (GDPR) within Inverness College.

The Committee **APPROVED** the terms of reference for the review of data protection subject to a small amendment being made to the wording under the scope of the review relating to compliance with data governance arrangements.

c) Partnership Working

To provide assurance on whether Inverness College has effective arrangements in place to strategically manage key relationships and to ensure common understanding of aims, roles and responsibilities, and effective partnership working.

The Committee **APPROVED** the terms of reference for the review of partnership working on the understanding that consideration be given to the level of importance and fragility with each partner and that proportionate effort and impact also be considered.

d) Student Support

To provide assurance on the design and effectiveness of the controls in place in relation to the provision of student support services.

The Committee **APPROVED** the terms of reference for the review of student support services subject to the inclusion of the views of key partners also being sought.

5. OUTSTANDING AUDIT RECOMMENDATIONS

A report by the Director of Finance highlighted the list of outstanding recommendations from audits carried out in 2016-17. Two actions had been completed since the last meeting. A further two recommendations relating to procurement and creditors purchasing would be completed by mid-December. The final outstanding action related to the New Campus and GTFM. An improvement plan had been put in place so the recommendation was complete but the issue of compliance was still ongoing.

The Committee **NOTED** the progress with the outstanding audit recommendations and **AGREED** that the ongoing issues of non-compliance by GTFM be included in the risk register.

6. RISK REGISTER

A report by the Depute Principal advised that the Principal had reviewed the Risk Register and made several amendments. It had been agreed that the SMT would review items from the Risk Register on a rolling basis at each monthly SMT meeting. Subsequent amendments would be highlighted for presentation to the Audit Committee.

The Committee **NOTED** the amendments to the risk register and welcomed this new approach.

7. BUSINESS CONTINUITY

A report by the Director of Organisational Development advised that the business continuity plan which had been approved by the Audit Committee in November 2016 was currently under review as were the critical incident procedures. It was suggested that the first issue to consider in any crisis was "life".

The Committee considered the draft business continuity plan, noting some inconsistencies in text when referencing the cloud and the requirement to remove any reference to Director of Corporate Services. The final version of the updated plan would be submitted to the Committee in February 2018 after the completion of the full test.

The Committee **AGREED**

1. that the draft plan be amended to show that the first issue to consider in any crisis was "life" and
2. that in terms of the timescale outlined in the report, the table top exercise would not be held until after the staff development and training days had been completed.

8. VALUE FOR MONEY AND PROCUREMENT ANNUAL REPORT 2016/17

A joint report by the Director of Finance and the APUC Supply Chain Manager provided an update on procurement and value for money activities across the college departments during 2016/17 specifically –

- 2016/17 objectives
- PECOS
- SUN financial system
- Credit card spend
- Tendering activity 2016/17

The report also highlighted the procurement and value for money objectives which would be taken forward throughout 2017/18.

The Committee **NOTED** the report.

9. HEALTH AND SAFETY

A report by the Director of Organisational Development outlined matters pertaining to health and safety in quarter 1, 2017/18. The main issues to note were as follows:-

- One reportable RIDDOR incident
 - There had been a significant increase in accident/incident/near miss reporting from Q1 last year with the increase in reports due to several factors:
 - The Early Learning Childcare Centre reporting on all incidents involving the children in the nursery
 - Awareness of staff in using the new online reporting system
 - Ease of use of the reporting system
- 87 out of the 99 incidents reported took place on College premises and 37 of the incidents noted were from the Nursery

The Committee **NOTED** the report

10. NEW CAMPUS – ISSUES OF RISK

A report by the Director of Organisational Development provided an update on

- the disposal of the Longman site and the Longman Learning resource centre funding conditions
- the performance of GTFM
- Room data sheet (RDS) and construction specification issues
- Group 2 equipment and
- Water compensation event

The Committee **NOTED** the report.

11. GDPR

A report by the Director of Organisational Development provided an update on progress towards GDPR compliance including the information security check up project, the student data and tertiary retention schedule, recent internal audit reports as well as the Information Risk Review undertaken by ICO in October 2017.

The Committee were pleased to **NOTE** the progress towards GDPR compliance and also noted that the recent ICO review had identified 9 areas of good practice and 6 areas for improvement.

12. MEETING OF UHI AUDIT CHAIRS –15 November 2017

The Chair apologised as she had been unable to attend this meeting, an update was not available.

13. CYBER RESILIENCE

A report by the Director of Organisational Development provided a high level briefing on the impact of the Scottish Government Cyber Resilience Action Plan on the College and the planned response to this.

The work on Cyber Resilience was managed by way of a UHI-wide project with Inverness ICT Services Manager a member of the UHI Cyber Resilience project team. From an initial review by the project team of the working documents and drafts, the actions required across the UHI were achievable. Progress at a local level in meeting these actions would be reported by the ICT Services Manager on a monthly basis to the project team and quarterly to the Audit Committee.

The Committee **NOTED** the report

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

14. COMPLAINTS - QUARTERLY REPORT

A report by the Quality Manager provided an analysis of complaints year to date, covering Quarter 1 (1st August 2017 to 31st October)

15. DATE OF NEXT MEETING

Tuesday 27 February 2018 at 8.30 a.m.

Signed by the Chair: _____

Date: _____

Board of Management

MINUTES of the MEETING of the HUMAN RESOURCES COMMITTEE held in the Boardroom, 1 Inverness Campus on Thursday 30 November 2017

PRESENT: Andy Gray, Carron McDiarmid, Innis Montgomery, Chris O'Neil, John Wilson
CHAIR: John Wilson
APOLOGIES: Steve Walsh
ATTENDING: Director of Organisational Development
Secretary to the Board of Management

John Wilson referred to the resignation of Lindsay Mitchell from the Board. At a Special Meeting on 27 November, the Board of Management had agreed that Steve Walsh be appointed to the vacant positions of Chair of the Human Resources and Performance, Review and Remuneration Committees.

1. MINUTES

The Minutes of the Meeting of the Human Resources Committee held on 21 September 2017 were **AGREED** as a correct record and were **APPROVED** and signed.

2. OUTSTANDING ACTIONS

The Board Secretary advised that the outstanding actions from previous committee meetings would be discussed at each meeting to ensure that actions had been progressed and that the action list could be updated showing actions completed as appropriate.

The Committee considered each of the outstanding actions and following assurance by the Director of Organisational Development, **AGREED** that all outstanding actions has been completed and could therefore be deleted from the list.

3. HUMAN RESOURCES ANNUAL REPORT 2016-17

A report by the Director of Organisational Development presented qualitative analysis of key HR measures surrounding turnover, absence and diversity. In particular the Committee discussed:-

- The impact of the recent national bargaining pay awards on turnover would be seen in 2020 once the revised structure had been fully implemented. There were both implications and opportunities in terms of succession planning.
- The increase in the number of starters in age groups up to 29 and 30 – 49 was welcomed.
- The highest number of days lost to long term sickness absence in 2016/17 related to stress and anxiety. The college continued to focus on any work related issues and to provide training for line managers to identify early indications of stress.

- The overall percentage of working days lost to sickness absence in 2016/17 equated to 3.1% of working days available for both academic and support staff.
- Reference was made to the Fit for Work Scotland Scheme which was a free advice and assessment service supporting employees, employers and GPs to manage a return to work.

In response to a question, the Director of Organisational Development confirmed that she would include information on the number of grievance (including harassment and bullying) and disciplinary cases in the future.

The Committee **NOTED** the annual report.

4. **SAFEGUARDING ANNUAL REPORT 2016-17**

A report by the Director of Organisational Development set out the number and nature of safeguarding disclosures received and the ongoing partnership working as a member of Multi Agency Public Protection Arrangements (MAPPA).

The Committee discussed the report and were pleased to **NOTE** that there was a very robust process and methodology in place.

The Director of Organisational Development suggested that the Human Resources Committee might not be the most appropriate committee on which to report on Safeguarding. It was **AGREED** that this matter be discussed with the Chairs of Human Resources and Learning and Teaching.

5. **STAFF DEVELOPMENT ANNUAL REPORT**

A report by the Director of Organisational Development set out the staff development activity over the last year in particular:-

- Leadership and management development
- Induction
- Learning and teaching induction
- Teaching qualifications
- Framework for excellent learning and teaching
- Additional qualifications, including PhD level
- In house training
- External staff development events
- Mandatory training including first aid and basic food hygiene.
- Staff development days

The Committee **WELCOMED** the positive report.

6. **NATIONAL BARGAINING**

A report by the Director of Organisational Development provided an update on National Bargaining and actions that the partnership were taking to address the risks.

Three posts with spot pay points had been agreed to be fully implemented with effect from 1 April 2019 alongside a similar transition arrangement as agreed for lecturers. This related to the Programme Development Manager roles within the college.

Reference was made to the progressive academic structure proposed by the Principal and shared with the partnership council at the beginning of November. A small working group which had been set up would report back to the partnership in January.

It was confirmed that the tender for job evaluation would be issued in January for a preferred supplier. Any job evaluation process would need to reflect the tertiary nature of UHI.

The Committee **NOTED** the current position.

7. HALF YEARLY EMPLOYMENT LAW UPDATE

A report by the Director of Organisational Development set out a summary of the key employment law developments over the last 6 months as follows:-

- Employment status
- Gender pay gap statutory reporting
- National living wage/ national pay and conditions
- Removal of employment tribunal fees for claimants
- Public sector exit payments capped

The Committee **NOTED** the key employment law developments and the actions and implications for the organisation and welcomed the fact that the College was a living wage employer in relation to its directly employed staff. To receive accreditation the college required a commitment from contractors to 'Work towards the living wage' and to include this provision as part of the procurement processes for external contracts.

8. IIP ACCREDITATION – COST BENEFIT

A report by the Director of Organisational Development set out the arrangements for the annual IIP gold review as well as the benefits of commitment towards IIP and the costs associated with the review process.

IIP was considered to be a very good investment and the IIP annual assessment process provided a mechanism that gave Board members a qualitative insight into the prevalent organisational culture, and how well the college strategy made its way to day to day working life of all that contribute to the success of the organisation.

There was a commitment to meeting IIP Platinum by 2020.

The Committee **NOTED** the report.

9. EXTERNAL SUPPORT – OCCUPATIONAL HEALTH UPDATE

A report by the Director of Organisational Development provided an update on the current position regarding the College occupational health contract.

Following concerns raised by the College, the contractor had appointed a new medical advisor and while clinical advice had improved, concerns were recently raised regarding a number of administrative processes. A formal performance improvement had been scheduled with the contractor in December. The focus of the meeting was to set out performance improvement targets and timescales.

The Committee discussed the need for alternative plans to be put in place to secure another occupational health provider if the formal performance improvement targets were not met. Consideration should therefore be given to including this risk within the risk register if it was not already included. The Committee **NOTED** that an update would be provided to the next meeting at the end of February.

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

10. EMPLOYEE RELATIONS – MINUTES OF THE MEETINGS OF THE JCC

- a) 20 September 2017
- b) 14 November 2017

11. DATE OF NEXT MEETING

Thursday 1 March at 8.30 a.m.

Signed by the Chair: _____

Date: _____

Board of Management

MINUTES of the MEETING of the LEARNING AND TEACHING COMMITTEE held in the Boardroom, 1 Inverness Campus on Tuesday 5 December 2017

PRESENT: Ollie Bray, Sarah Burton, Helen Miller, Fiona Neilson, Gavin Ross, Tom Speirs, Gabriel Starr, Kate White

CHAIR: Sarah Burton

APOLOGIES: Robert Berg, Jaci Douglas, Chris O'Neil

ATTENDING: Depute Principal
Head of Curriculum
Head of Student Services
Head of Research Development
Secretary to the Board of Management

1. MINUTES

The Minutes of the meeting of the Learning and Teaching Committee held on 26 September 2017 were **AGREED** as a correct record, were **APPROVED** and signed.

2. OUTSTANDING ACTIONS

The Chair advised that the outstanding actions from previous committee meetings would be discussed at each meeting to ensure that actions had been progressed and that the action list would be updated showing actions completed as appropriate.

The Committee considered each of the outstanding actions and **AGREED** that two actions had been completed so could be removed from the list. The two outstanding action would be completed in 2018, as per the time line.

Gabbi Starr entered the meeting during discussion of the following item

3. UHI LEARNING AND TEACHING ENHANCEMENT STRATEGY

A report by the Depute Principal explained that the university's *Learning and Teaching Enhancement Strategy 2017-2021* had been formally approved before the summer. The approval followed extensive consultation across the partnership and the strategy itself recognised and built on the strategies and approaches already in place, at university and Academic Partners levels. It was proposed that the college adopt the strategy and embed its values and aims within college processes and practices.

If approved, a short life working group would be convened to include, among other things, amendment of the college's Learning and Teaching strategy and other strategies as necessary. Any amendments would be submitted to the next meeting in March 2018.

The Committee **AGREED** to recommend the UHI learning and teaching enhancement strategy to the Board of Management for adoption.

4. CHANGING ENVIRONMENT

The Depute Principal made a presentation on the changing environment affecting the college and the education sector. UHI integration, national bargaining, quality frameworks and intensification were the four key frameworks driving change.

A copy of the presentation would be sent to all board members.

The Chair thanked the Depute Principal for a very useful presentation

5. STUDENT EXPERIENCE 2016-17 & Early 2017-18

A report by the Quality Manager referred to the three elements of the student experience report. The free text analysis from Student Satisfaction and Engagement Survey (SSES) 2016-17 was carried out on an annual basis and provided a qualitative data source to inform curriculum and support teams self-evaluation activities. The SSES headline report provided an analysis of the outcomes from the SSES, comparing IC UHI results to that of the overall sector and the Early Experience Survey 2017 – 18 report provided an analysis of responses to the student survey.

The committee engaged in a wide ranging discussion and the following points were made:-

- It was good practice to introduce the survey into the classroom and to build in a structured response time to encourage students to respond.
- It was recognised that the survey needed to be diversified to fit all learner groups
- It was important to give positive feedback to students on the changes made as a result of previous survey responses
- It was recognised that there was a need to significantly increase the response rate for the SSES
- Student expectations had to be met and communication was key to ensuring that students understood e.g. the timescale for assessment feedback
- The language used in the questions was not always “student friendly”.

The Committee welcomed the analysis which had been undertaken and **REQUESTED** that in future an indication of timescales be given in relation to any further analysis and responses provided.

6. EARLY STUDENT RETENTION/WITHDRAWAL 2017-18

A report by the Depute Principal provided a summary and analysis of Early Withdrawal (EW) rates for students on full-time programmes in 2017-18

The current EW rates for students on full-time FE programmes were better than the final rates for the previous academic year and slightly better than the rates reported at this time last year. The current EW rates were better than the latest published college sector level.

The current EW rates for students on full-time HE programmes were better than last year's final rates. However, EW rates for students on full-time Higher National (HN) programmes continued to be above sector levels overall.

There were a number of areas which had relatively high withdrawal rates, namely computing, hospitality and education. It was recognised that hospitality students had often withdrawn from their course to move to a positive destination of employment. Discussion was ongoing with providers to see how they and the college could work together.

The Committee **NOTED** the report.

7. **ACCESS AND INCLUSION STRATEGY – UPDATE**

The Head of Student Services tabled a report which provided some target figures achieved by learner groups over the last two academic years. The SFC had only recently released information on the parameters for the different learner groups and work was still being undertaken to finalise data and targets for 2017-18.

The Committee discussed the need to set ambitious but realistic targets and the need for further engagement from students to allow the college to provide the required support. The increase in the number of mental health issues was raised as a potential resource issue.

The Head of Student Services advised that she would circulate a report with the proposed targets to the Committee. The Committee **REQUESTED** that the number of students within each category be shown as well as the raw numbers.

8. **STUDENT RECRUITMENT 17/18 – UPDATE**

A report by the Depute Principal advised that the current student activity indicated that:

- FE recruitment was on track and should make or exceed the credit target, providing January recruitment met target, and:
- HE recruitment should be within 5 FTE (0.3%) of the funded undergraduate target.

An analysis of FE enrolments and HE FTE by fee status was also provided.

The Committee **NOTED** the report.

9. **STUDENT PARTNERSHIP AGREEMENT**

A report by the Head of Student Services provided an update on the progress made with the Student Partnership Agreement (SPA) across the four aspects of: -

- Student Representation
- Student Community
- The College Welcome
- Learning and Teaching

Discussion was ongoing with HISA regarding the level of representation IC UHI would have within HISA for the next academic year. Work had begun with Sparqs on a project around the Education Scotland Framework, *How good is our college* (HGIOC) and how the college engaged students in that evaluative process.

The Committee **WELCOMED** the work with Sparqs, which it was hoped would lead to better student engagement.

10. HISA INVERNESS - REPORT

A joint report by the Student Association Co-ordinator (HISA) and the Student President, HISA Inverness provided an update on the progress of the HISA Inverness team. The report referred specifically to training events, class representatives, the HGIOC Sparqs project and other issues that were being progressed.

The Student President, HISA Inverness advised that they hoped to hold an event in January and bring employers into the College. This would be similar to the employability week scheduled for March 2018. As mentioned as part of the discussion under the previous item, discussion was ongoing with HISA regarding the level of representation IC UHI would have within HISA for the next academic year. A report would be submitted to a meeting of the Partnership Council on the Service Level Agreement between UHI and HISA for the next three years.

The Chair **REQUESTED** that an objective review of the resource requirements of HISA Inverness be submitted to the next meeting of the committee in March if other timescales permitted.

Gabbi Starr left the meeting

11. QUALITY ENHANCEMENT

A report by the Depute Principal provided a summary of quality enhancement and related activity, including a report on the recent Education Scotland/SFC endorsement meeting, the college's involvement in the national college improvement project and an update on other quality enhancement matters.

The new quality arrangements, the requirements of the Access and Inclusion Strategy and the Gender Action Plan, involvement in the College Improvement project, the move to further harmonise FE and HE quality arrangements and the intensification of the Outcome Agreement expectations, taken together, necessitated a review of the established internal quality arrangements. The new environment, while presenting some challenges, also provided the opportunity to re-think and enhance approaches while alleviating some of the reporting and monitoring burden through better system design. This re-design would be a priority in the coming months and a report would be presented to committee once a number of priorities had been identified.

The Committee **NOTED** the position.

12. PROFESSIONAL DISCUSSION ON LEARNING AND TEACHING (PDLT)

A process for the internal review of learning & teaching: Professional Discussion on Learning & Teaching (PDLT) had been devised and agreed in consultation with unions and staff during 2014-15. The process formed part of the overall Learning and Teaching Strategy, which included the Framework for Excellent Learning and Teaching to which the PDLT process was aligned. The model aimed to complement the existing mechanisms of self-reflection and student feedback to ensure a robust evaluation of learning and teaching to support practice.

A report by the Quality Manager provided a summary and evaluation of the second phase of the internal review of learning and teaching (PDLT). The Chair stated that there were many positives in the report and the degree of reflective practice was excellent.

13. STAKEHOLDER ENGAGEMENT REVIEW

The national expectations for colleges' engagement with stakeholders had increased since the regionalisation of the sector. There were now clear and explicit expectations around the extent to which each college or region identified and responded to the needs of employers and communities, worked in partnership to deliver Scottish Government priorities and gathered stakeholder feedback to evaluate and improve the quality of its provision.

A report by the Depute Principal explained how the college would respond to these expectations by carrying out a stakeholder engagement review. The aim was to complete the stakeholder engagement review by the end of January.

The Committee **NOTED** that a report would be provided to the next Learning and Teaching Committee in March 2018.

14. CURRICULUM DEVELOPMENT

When undertaking the review and updating the curriculum, it was important to ensure that this took place in line with the strategic aim which was "to offer a progressive curriculum that is valued by our students, employers and the communities that we serve, and it is delivered in a variety of ways to make it accessible to all." To do this the curriculum was updated taking into consideration a holistic approach and considered the connections between subjects, teaching methods, engagement with stakeholders and all aspects of learning that created a learner's educational experience.

A report by the Head of Curriculum highlighted a number of developments against the five strategic objectives including

- the development of BSc Optometry
- Introduction of the HNC Soft Tissue and HND Sport Therapy
- inclusion of cyber security qualifications in full time FE computing courses
- the increase in the number of modern apprentices within the engineering and construction areas
- The development of and recruitment to the Introduction to Further Education programme for those people who have been long term unemployed and are either looking for work or hope to engage with studies.
- Successful completion of the first cohorts of Foundation apprenticeships in care and civil engineering for senior school pupils
- Successful completion of the first cohorts of Foundation apprenticeships in care and civil engineering for senior school pupils
- Increase in the variety and number of commercial courses delivered

There was a discussion on how the college measured the sustainability and growth of courses in determining which courses to remove from the curriculum.

The Committee welcomed this report and **REQUESTED** that in future, an explanation should be included on which developments were already in place and which were still being progressed.

15. **HALF YEARLY RESEARCH REPORT**

A report by the Head of Research Development provided an update on research activity covering the period August to November 2017 (inclusive).

Some of the key points to note were that

- Research continued to grow steadily, notably in terms of postgraduate researcher numbers, with a 60% increase in PGRs in 2017/18.
- Development activity was crucial to maintaining research and innovation growth and associated research income but there was increasing pressure on capacity to maintain this development focus as the number of research staff on fixed term contracts, and postgraduate researchers, had expanded requiring concurrent growth in relevant management support, systems and processes.
- There were still uncertainties for the University sector around the requirements for submission for REF2021 but the UHI work plan for identifying the REF cohort for submission was already in line with the latest guidelines.
- Early indications in the UHI REF stocktake were that the college was likely to submit a lower FTE REF submission than targeted. This gave an opportunity for the college to focus development activity on those areas where REF outputs could be improved during 2018-19, if that was considered a priority.

The Head of Research Development explained that currently research in the college was funded through a number of different sources and created a complex picture. She was working with the Director of Finance to gather better intelligence around research funding.

The Committee **NOTED** the report and looked forward to a further update on the REF discussions at the next meeting in March 2018.

16. **CORPORATE PARENTING PLAN – ANNUAL REPORT**

After extensive collaboration and review with third sector organisations and partners, Inverness College UHI published its first Corporate Parenting Plan in October 2016. Since then significant progress had been made against the action plan. Care experienced students were also encompassed within the Access and Inclusion Strategy which set targets for the FE students within this cohort in terms of credits delivered; retention; and successful outcomes.

A report by the Head of Student Services detailed the main highlights of the work over the period since the publication of the plan and the positive impact on student retention and outcomes. Inverness College were being seen as sector leading in many aspects of the work around corporate parenting and had been invited to share practices through the College Development Network.

The Committee **WELCOMED** the positive report and looked forward to receiving an update at the next meeting in March 2018.

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

17. ADDITIONAL SUPPORT NEEDS POLICY

Following a review of the policy, two minor amendments had been made, namely inclusion of reference to the General Data Protection Regulations, which would come into force in May 2018, and a change in the review date to 2020.

18. OUTCOME AGREEMENT LETTER OF GUIDANCE 2018-19

Letter from Minister for Further Education, Higher Education and Science

19. MAPPING AND EVALUATING THE USE OF CONTEXTUAL DATA IN UNDERGRADUATE ADMISSIONS IN SCOTLAND

Study into the admission of disadvantaged learners onto degree courses at Scottish Universities

20. DATE OF NEXT MEETING

Tuesday 6 March 2018 at 8.30 a.m.

Signed by the Chair: _____

Date: _____

Board of Management

MINUTES of the MEETING of the FINANCE AND GENERAL PURPOSES COMMITTEE held in the Board Room, 1 Inverness Campus on Thursday 7 December 2017.

PRESENT: Carron McDiarmid, Andy Gray, Brian Henderson, Helen Miller, Chris O'Neil, Gavin Ross, Tom Speirs

CHAIR: Brian Henderson

APOLOGIES: -

ATTENDING: Director of Organisational Development
Director of Business Development (items 1-3)
Director of Finance
Secretary to the Board of Management

1. MINUTES

The Minutes of the Meeting of the Finance and General Purposes Committee held on 28 September 2017 were **ACCEPTED** as a correct record, were **APPROVED** and signed.

Tom Speirs entered the meeting.

2. OUTSTANDING ACTIONS

The Board Secretary advised that the outstanding actions from previous committee meetings would be discussed at each meeting to ensure that actions had been progressed and that the action list could be updated showing actions completed as appropriate.

The following points were made on the various actions and would be reflected in the updated action plan.

- A more proactive approach would be taken to debt recovery and on understanding the reasons for the level of debt, especially Nursery fees.
- A review of financial resources and processes would be given priority once the new Finance Manager came into post in January 2018.
- More clarity on the flexibility we have in the use of the residences was required. The Principal would raise this with UHI.

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

3. BUSINESS DEVELOPMENT UPDATE

A report by Director of Business Development provided an in year report on business development across the three areas of activity, namely Business Solutions, International Development and Create. The key points to note in the report were as follows:-

- Modern Apprenticeship contract performance was in line with SDS profile at £220K against £205K. An increase in starts from SDS in September

and November had been requested. Nineteen new starts had been allocated at the end of November.

- A proposal to develop a regional UHI approach to a contracting and delivery model for Modern Apprenticeships (MA) had been approved. A bid into UHI strategic development funds had been made to support the development and implementation of the new model, with the aim of achieving stretching growth targets over a 3 year period.
- Business Development short course income was broadly in line with the budget, despite human and physical resource limitations.
- Development of bids for the new Flexible Workforce Development Fund income stream were progressing, with ICUHI submitting over 90% of the UHI bids to date to the value of £80K
- International short course provision for 2017/8 had commenced with Henan University of Urban Construction attending in October. Short courses for US partners were in development for delivery starting in May 2018 to end June 2018.
- An International business development strategy workshop had been held in November, attended by members of SMT, SDI and UHI. The follow up workshop on 15 December would produce a draft 3-year strategy and action plan.
- Business development staff had attended training in identifying and developing Knowledge Transfer Partnerships and innovation vouchers.
- Sponsorship/ scholarship funding from HIE was currently being sought.

The Committee welcomed the new MA delivery model and discussed the level of competition that came from a variety of private training providers. A roll out of the new brand would provide employers with a better understanding of the MA provision at UHI.

The new PG Certificate in Entrepreneurship would be delivered from 2018. Links had been made with Business Gateway and with HIE who were interested in exploring scholarships. This was seen as a key area for growth and diversification. The Committee gave their full support to this initiative and passed on their thanks to the Head of Create who had developed the course.

The Committee **NOTED** the positive report.

4. FINANCE MONITORING REPORT

A report by the Director of Finance set out the results of the finance monitoring for the 2 months to end September 2017. The income budget had been revised to reflect the additional SFC funding subsequently made available towards the cost resulting from the national bargaining pay agreement. The expenditure budget had been revised to incorporate the same value leaving the net position, excluding deferred grant and depreciation, as breakeven.

The Committee discussed the report and the following points were made:-

- Enhanced reporting should be provided in future to inform the committee of the impact of government resource budgets
- There was a need to further develop budget phasing
- It was very difficult to assess the likely level of student support funds as a whole range of factors came into play. There was the potential to

receive extra funding from UHI if the end of year forecast was likely to be above the budget level.

- The Committee wished to receive more up to date finance monitoring figures in future.
- Clarity was sought on the FE and HE student activity targets. A link should be made between the student activity credit and FTE targets with the income and expenditure targets in the I&E report. Additional narrative should be provided to explain any variances.
- Expenditure on staffing costs was £74,000 over target. This was largely because of the support staff pay award being included in the August pay.

The Committee **AGREED** that the Director of Finance would provide a briefing session to the Committee in the New Year.

5. CAPITAL EXPENDITURE PLAN 2017/18

A report by the Director of Finance provided an update to the committee on the progress against the capital expenditure plan for the year 2017/18. The FE capital and maintenance grant funding total allocation was £287,308. The capital year ran from April to March.

The budget for ICT equipment was £60,000 and had been allocated against equipment refresh requirements. The budget for general equipment was £66,846. This was intended to fund some equipment requirements identified through the operational planning process. If these requirements were funded through a bid to the Scottish Colleges Foundation (SCF), the general equipment budget could be redirected towards buildings infrastructure. However, the Chair noted that any delay on spend should be avoided if the SCF process was likely to inhibit progress.

The budget for buildings was £160,462 and related to all building capital expenditure including any necessary adjustments to the new campus buildings. Due to difficulties encountered in meeting the extended timescale of 31 July 2017 for two critical building requirements, it had been agreed that these projects would be the first call on funding from the 17/18 allocations (wood chip store and tractor shed refurbishment). In addition to this, increased costs associated with some of the projects and further delay on projects that were anticipated to be completed by 31 July 2017 impacted the 17/18 allocation.

The final position in relation to costs from the 2016/17 projects amounted to £151,810 which was due against 2017/18. This left a balance of £8,652 remaining in the capital budget for buildings. Approval was previously given to progress with the tractor shed refurbishment. This was being taken forward by Procurement and the Estates team but the size of the project was significant and most of the expenditure would fall into 2018/19.

UHI as the RSB were monitoring capital expenditure across the colleges to ensure that the allocation was fully committed. Should there be any additional allocations of FE capital forthcoming, there were items that could be progressed quickly to ensure that the opportunity was not lost. The Director of Organisational Development referred specifically to a survey of the new

campus building to build in flexibility of provision to allow growth objectives to be achieved.

The Committee **NOTED** the capital expenditure report and were reassured that there was a list of priority projects that could be progressed within the required timescale should additional funding become available.

6. OPTIONS APPRAISAL REPORT – ALF

A report by the Director of Finance referred to the request at the last meeting of the committee that an options appraisal be undertaken on the best course of action in light of the decision of the Trustees to wind up the Scottish Colleges Foundation (SCF)

Further clarification had been sought, but not received from the SCF on the details regarding the process they wished to follow, including clarity of timescales.

The Committee asked a number of questions about the structure and operation of the SCF as well as what other options might be available if the Foundation was wound up.

The Committee **REQUESTED** the Director of Finance to prepare an options appraisal for the next meeting of the Committee in March 2018

7. ICT SERVICES REPORT (CYBER RESILIENCE)

A report by the Director of Organisational Development provided a high level briefing on the impact of the Scottish Government Cyber Resilience Action Plan on the College and the planned response to this.

The work on Cyber Resilience was managed by way of a UHI-wide project with Inverness ICT Services Manager a member of the UHI Cyber Resilience project team. From an initial review by the project team of the working documents and drafts, the actions required across the UHI were achievable.

During discussion, a concern was raised that the report understated some issues. In addition, although LIS had the overarching responsibility for cyber security, IC managed some operational issues. It would be necessary to identify who owned each risk.

The Committee **AGREED** that the Director of Organisational Development should

1. discuss the proposed reporting model with the Chair of the Audit Committee to ensure that she was comfortable with the timescales and
2. seek further assurance on whether ownership of risk sat at local or UHI level.

8. CAMPUS SERVICES REPORT (INCORPORATING GTFM)

A report by the Director of Organisational Development provided an update on the five key issues relating to campus services, namely

- the disposal of the Longman site and the Longman Learning resource centre funding conditions
- the performance of GTFM

- Room data sheet (RDS) and construction specification issues
- Group 2 equipment and
- Water compensation event

The Director of Organisational Development further advised that the scope of the contract between the SFC and the project managers for the Longman Disposal, Gardiner and Theobald, had been rewritten to ensure that Gardiner and Theobald provided the expert advice and due diligence required for the project. There were a number of other key issues in relation to the Longman disposal and a meeting of the Longman Disposal Project Board would be held early in the New Year.

In relation to the performance of GTFM, although an improvement plan had been put in place, there were still concerns with the level of service being provided.

The Committee **NOTED** the report.

9. DEBT WRITE-OFF REPORT – NOVEMBER 2017

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

The Committee **REQUESTED** that in future reports, further detail be provided so that patterns of debt and trends could be identified.

10. THE COLE REPORT

Following the collapse of a wall at Oxgangs Primary School and subsequent closure of 17 schools the Government tasked Professor John Cole CBE with the preparation of an independent report (the Cole Report). The Education and Skills Committee had published its report on Infrastructure and had made a number of recommendations.

Contact had been made with SFT for further advice regarding the Cole Report recommendations and NPD projects. In particular, any consideration to the recommendations at the operational stage of the construction project.

The Committee **NOTED** the position.

11. DATE OF NEXT MEETING

Thursday 8 March 2018 at 9.00 a.m.

Signed by the Chair: _____

Date: _____

Board of Management

MINUTES of the JOINT MEETING of the AUDIT AND FINANCE AND GENERAL PURPOSES COMMITTEES held in the Board Room, 1 Inverness Campus on Thursday 7 December 2017

PRESENT: Hazel Allen, Sarah Burton, Jaci Douglas, Andy Gray, Brian Henderson, Carron McDiarmid, Innis Montgomery, Chris O'Neil, Gavin Ross, Tom Speirs, Neil Stewart,
CHAIR: Brian Henderson (item 1), Hazel Allen (item 2)
APOLOGIES: Helen Miller, Fiona Neilson
ATTENDING: Director of Finance
Stephen Reid, Ernst & Young
Board Secretary

1. DRAFT AUDITED ACCOUNTS AND ANNUAL AUDIT REPORT 2016/17 **a) Financial Statements for the year ended 31 July 2017**

A report by the Director of Finance referred to the annual accounts which, as well as setting out the financial position for the year end, provided information in relation to governance arrangements, performance and planning. The SFC Accounts Direction included some new information requirements for 2016/17, one of which was a standard format for reporting the underlying operating position. This was to ensure consistency of reporting across the sector.

The Director of Finance highlighted the key issues in the 2016/17 Financial Statements as follows:-

- The underlying position was an operating surplus of £1.128m as against an operating surplus of £313,000 for 2015/16.
- Income had increased from £24,660,409 in 2015/16 to £26,501,005 in 2016/17. The significant movement from 2015/16 to 2016/17 on Founding Council Grants mainly related to the additional release of £1.596m of deferred capital grant to the Statement of Comprehensive Income. There had also been positive movement in tuition fees and education contracts and this reflected SDS contracts for Foundation Apprenticeships as well as Modern Apprenticeship funding. Other income continued to increase, from £2,885,099 in 2015/16 to £2,901,281 in 2016/17.
- Expenditure had marginally reduced from £26,156,013 in 2015/16 to £26,151,324 in 2016/17. The significant rise in staff costs from £13,572,813 in 2015/16 to £14,559,692 in 2016/17 was due to a number of underlying factors including
 - an increase in the staffing complement from 343 FTE in 2015/16 to 351 FTE in 2016/17
 - the full year impact of the change in employers' National Insurance contribution rates

- increasing employers' local government pension scheme contribution rates
- pay awards and
- the first part-year (April 2017 on) impact from the new national pay scales for teaching staff.
- The reduction in other operating expenses from £6,860,463 in 2015/16 to £6,346,608 in 2016/17 was partly due to increasing efficiencies within purchasing. With 2015/16 being the first year in the new campus buildings, there were additional costs associated with settling in, therefore 2016/17 was the first full year of standard operations within the new buildings.
- Within the balance sheet, there had been a reduction in fixed assets from £55,841,646 at the end of 2015/16 to £52,252,859 at the end of 2016/17, and this reflected the disposal of former campus sites at Midmills, Burnett Road and the Longman student car park.
- In current assets, the year-end cash position of £3,763,193 at 31 July 2017 was an increase on the 31 July 2016 position of £3,343,595. However, the debtors figure had increased from £409,751 in 2015/16 to £451,536 in 2016/17.
- The College ended the year with net current liabilities of £2,902,768, compared with net current liabilities of £3,882,684 in 2015/16, a decrease of £979,916. The decrease was partly attributable to the reduction in creditors due within one year.
- The value of creditors falling due after one year had decreased from £48,595,864 in 2015/16 to £44,916,894 in 2016/17. This reduction reflected the capital repayment element of the unitary charge in 2016/17 and the application of deferred grant in respect of the asset disposal in 2016/17.
- The increase in provisions from £11,903,722 in 2015/16 to £12,971,414 in 2016/17 was a result of the increase in pension provisions. An additional provision of £1,077,000 was required in respect of the defined pension liability relating to the LGPS.
- The movements above resulted in an accumulated reserves position of £8,538,217 for 2016/17, a small decrease on the 2015/16 position of £8,540,624.

The Committee asked a number of questions and the following points were made

- The NPD funding model was extremely complex and it was important for the college to ensure that it was fully in line with accounting standards and to clarify the ongoing level of unitary charge payments. A recommendation had been made in this regard.
- The increase in income was welcomed but given the need for financial sustainability in the medium term a greater increase was required, especially given the increase in staffing costs.
- There was a need to sufficiently address financial risk and to consider focussed investment and disinvestment to ensure financial sustainability
- A financial strategy on achieving financial sustainability was required

- Pension costs within the LGPS would continue to increase.

The Committee thanked the Director of Finance and the Finance Team for another set of quality accounts and subject to one small amendment, **RECOMMENDED** the Financial Statements for the year ended 31 July 2017 to the Board of Management for approval.

b) Draft Annual Audit Report to the Board of Management and the Auditor General for Scotland for the year ended 31 July 2017

Mr Reid confirmed that 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).

Mr Reid confirmed that the draft annual accounts and supporting papers were of a good standard. He ran through the key sections within the draft report and referred to four recommended management actions. He was pleased to report that the audit process had run smoothly and he extended his gratitude to the Director of Finance and the finance team for their assistance and support during the course of the audit.

The Committee asked a number of questions and the Chair thanked the Auditors for a helpful report.

The Joint Committee **NOTED** the four recommendations within the Draft Annual Audit report for the year ended 31 July 2017 and **RECOMMENDED** it to the Board of Management for approval.

The Principal and Director of Finance left the meeting

2. MEETING WITH EXTERNAL AUDITORS

The Joint Committee met with Stephen Reid of Ernst & Young, the external auditors. This was considered good governance practice and provided an opportunity to ensure that there was clear and direct communication between the auditors and the Committee and for any issues or concerns to be raised.

Mr Reid confirmed that the level of support provided by the Finance Team had been very good. He acknowledged that Ernst and Young, as the new External Auditors had different methods of working from the previous Auditors. His team and the finance team had needed to learn about each other's methods and approach.

The new Internal Auditors, BDO had only recently been appointed but he had no concerns with their relationship with Management. Ernst & Young would also build a relationship with BDO.

The Committee thanked Mr Reid for his assessment and their previous years' work.

Members of the Joint Committee raised a number of general concerns as follows:-

- Resourcing issues in the Finance Team
- Quality of reports received by the Finance and General Purposes Committee
- Loss of corporate memory with the resignation of the Director of Corporate Services
- The urgent requirement to review a range of finance systems and processes
- The need to assess whether the Finance Team had the appropriate skills required
- The failure of the succession planning process in 2016

3. AOCB – UHI INTEGRATION

A member of the committee asked whether, as part of the discussion on UHI Integration, each Board would be able to see the financial position of all other partners especially given the recent financial difficulties of two of the Incorporated Colleges.

The Chair of the Board hoped that some of the financial risks could be reduced with a move to a new structure but further discussion was required on the detail of any proposals.

Signed by the Chair: _____

Date: _____

Inverness College UHI

INTERNAL AUDIT REPORT

Corporate Governance

November 2017

| LEVEL OF ASSURANCE | |
|--------------------|---------------------------|
| Design | Operational Effectiveness |
| Substantial | Substantial |



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REPORT STATUS

| | |
|-----------------------|---|
| Auditors: | Adam Brown |
| Dates work performed: | 16 th -20 th October 2017 |
| Draft report issued: | 13 th November 2017 |
| Final report issued: | 16 th November 2017 |







DISTRIBUTION LIST

| | |
|--------------------------------|------------------------|
| Chris O'Neil | Principal |
| Fiona Ambrose | Secretary to the Board |
| Fiona Mustarde | Finance Director |
| Members of the Audit Committee | |

Restrictions of use

The matters raised in this report are only those which came to our attention during the course of our audit and are not necessarily a comprehensive statement of all the weaknesses that exist or all improvements that might be made. The report has been prepared solely for the management of the organisation and should not be quoted in whole or in part without our prior written consent. BDO LLP neither owes nor accepts any duty to any third party whether in contract or in tort and shall not be liable, in respect of any loss, damage or expense which is caused by their reliance on this report.

EXECUTIVE SUMMARY

| LEVEL OF ASSURANCE (SEE APPENDIX II FOR DEFINITIONS) | | SUMMARY OF RECOMMENDATIONS (SEE APPENDIX II) | |
|--|--|--|---|
| Design |  There is a sound system of internal control designed to achieve system objectives. | High |  |
| | | Medium |  |
| Effectiveness |  The controls that are in place are being consistently applied. | Low |   1 |
| | | Total number of recommendations: 1 | |

OVERVIEW

It was agreed by the Audit Committee when it considered the internal audit plan for 2017/18, that internal audit would review key corporate governance controls, in order to provide assurance to the Audit Committee and the Board of Management that these are well designed and operating effectively.

The Board of Management is responsible for exercising control over the activities of Inverness College UHI ("Inverness College" or "the College") as effectively as possible, in the interest of students, staff, and the community. The Board has established the following sub-committees and project boards:

- The Audit Committee, which is responsible for guiding the Board of Management on matters of internal control and risk management. The Audit Committee meets at least four times a year.
- The Chairs Committee, which is responsible for the review of the membership of the Board's Standing Committees and the overall effectiveness of the Board's Committee Structure and for recommending amendments to the Board. The Committee meets at least four times a year.
- The Search and Nomination Committee, which is responsible for overseeing the recruitment of Board members ensuring there is an appropriate skills mix on the board. The Committee will meet as and when required. However, UHI the RSB has overall responsibility for the appointment of a new Chair and any new Board members.
- The HR Committee, which has the overall responsibility for the direction and oversight of all personnel matters relating to the function of the Board of Management as employer of the College's staff. The committee meets no less than four times a year.

EXECUTIVE SUMMARY

OVERVIEW

Background (Continued)

- The Learning and Teaching Committee, which has the overall responsibility for monitoring the direction and performance of learning and teaching at the College. The Committee meets no less than four times a year.
- Finance and General Purpose (F&GP) Committee, which has the responsibility as outlined within the Financial Memorandum between the College and the Regional Strategic Body, for the direction and oversight of the College's financial affairs and estate. The committee meets no less than four times a year.
- Performance Review and Remuneration Committee, which considers and makes decisions on the remuneration package and conditions of service, and any changes thereof, of the College Principal and other senior staff as is considered appropriate. The committee meets twice a year
- Longman Disposal Project Board and the New Campus Project Board both monitor progress on each of the projects on behalf of the Board of Management, provide advice and support to the Project Steering Group as required, and make decisions within the Project Board's delegated authority. Both groups meet at least four times a year respectively.

Each of the committees have a terms of reference in place which has been approved by the Board of Management. All meetings are minuted, with abridged minutes, excluding confidential items, made available to the public via the College's website. The Terms of Reference (ToR) in place fully document roles and responsibilities, membership and quorum requirements, frequency of meetings and remit.

The Financial Memorandum between University of the Highlands and Islands (UHI) and Inverness College details specific requirements for the Board, (F&GP) Committee, and the Audit Committee. The alignment between the Memorandum's requirements and the work of the sub-committees is made clear within each ToR. For example, the Audit Committee ToR states that the committee should review internal audit reports, review the external auditor's reports jointly with the F&GP Committee, produce an annual report for the governing body of the College, and sit privately with the external and internal auditors when required, which is required within the Financial Memorandum.

EXECUTIVE SUMMARY

OVERVIEW

Background (Continued)

Draft agendas for all committee meetings are prepared by the Secretary to the Board and reviewed at a pre-agenda meeting. The Principal, Depute Principal, Director of Finance, Director of Organisational Development and the Secretary of the Board discuss items on each draft agenda created by the Secretary based upon the schedule of document submissions and prior year information. The Chair of the committees was then invited to comment on the draft agenda, after which the agenda was updated if required, sent to the lead officers and other report authors and reports requested. The College is altering this approach and will have a meeting to discuss each draft agenda with the relevant Chair, the lead officer and any other key report authors. Thereafter the agenda will be circulated and reports requested.

The Agenda and papers are issued a week before each meeting via email. All reports are reviewed by the relevant member of the SMT before issue to the Secretary of the Board for inclusion in the meeting packs.

Each committee has a schedule of document submissions which outlines the workplan for the committee throughout the year. For example, the Audit Committee entry records the meeting dates and the standing items that are to be discussed at each meeting, and sets out for each meeting, what reporting will be presented, for example, the risk appetite will be reviewed in September/October alongside the Internal Audit annual report. These documents set out the work programme for each of the committees that is expected by the Board of Management. The programmes that are in place for the board and sub committees are updated on an annual basis and the meeting schedule is issued at the start of the year.

Minutes are taken of each meeting and approved by members at the following meeting. Action trackers which include recorded actions and agreed implementation dates, are also utilised by the College and are discussed within the Matters Arising section of each committee agenda, with the exception of the project boards.

EXECUTIVE SUMMARY

OVERVIEW

Background (Continued)

As required by the Code of Good Governance for Scotland's Colleges, an externally evaluated review of Board Effectiveness was undertaken by a professional services firm whose final report was submitted to the Board of Management in March 2017. The final report followed the main sections of the Code and covered areas such as Leadership and Strength, Quality of the Student Experience, and Accountability. From the recommendations in the report, a Board development plan was prepared and it, together with the final report are available on the college website.

Other board evaluation exercises were also undertaken in 2016-17, namely committee, Board chair and committee chair evaluation. Questions asked in relation to Chairs include ability to keep members on topic, ability to suggest solutions, and whether they are supportive of Board Members. The College also follows good practice templates for Board member appraisals as set out in the guidance.

The skills mix of the Board and committees is considered as part of the recruitment process. A skills matrix is maintained by the Secretary to the Board also which records the skills of all board members to ensure that there is a sufficient skills mix in each of the relevant committees and board sub-committees.

There is an induction pack in place for new members which provide details of Inverness College's processes. Included in the pack is the College's Strategic Plan, Code of Good Governance, Inverness College Prospectus, and the Articles of Governance. Also included are suggested training courses and suggested contacts in relevant departments for obtaining further specific information. Presentations are also delivered by each of the function leaders, such as finance, audit, learning, teaching and the curriculum, business development and HR, to give new members some background to the various functions across the college. The College maintains a scheduled training spreadsheet which shows what the Board members have, and are planning to attend during the academic year.

Scope and Approach

The scope of the review was to provide the Audit Committee with a level of assurance around the current corporate governance arrangements, and provide management with advice and recommendations for improving the arrangements further. We assessed whether the Board and Board sub-committees have clear and appropriate terms of reference and programmes of work, and whether meetings are well attended and minutes indicate sound engagement. We also considered whether the Board and sub-committees are receiving sufficient high quality management information to discharge their role. Our review also covered the arrangements in place to induct board members and to assess the effectiveness of the Board.

EXECUTIVE SUMMARY

OVERVIEW

Scope and Approach (continued)

Our approach involved reviewing key documentation, including the terms of references of the board and its sub-committees, meeting minutes, agendas, and papers in order to assess the attendance and engagement of the members and the quality of management information. We also issued questionnaires to Board members to gain feedback on the Board and sub-committee terms of references, programmes of work, administration, management information received, training provided, and the process in place to assess committee effectiveness.

Good Practice

We are pleased to report that Inverness College UHI has a clearly documented set of internal corporate governance policies and procedures. The Board of Management and all the sub-committees have clear terms of references in place which are not overlapping. These, in conjunction with the procedures noted in the Standing Orders document, ensure that the members are aware of their own role, in addition to the role of the committees which they are members of. We also found that the members are being provided with sufficient, high quality management information to enable the effective discharge of responsibilities in line with the ToR and requirements set out in the Schedule of Documents.

Key Findings

Notwithstanding the areas of good practice noted above, we have noted an area where further improvement is possible, summarised below:

Agenda Items

The process for Board and committee members adding an item to meeting agendas is not documented within the Standing orders.

Conclusion

We are able to provide substantial assurance over the design and operational effectiveness of the controls in place relating to Corporate Governance.


EXECUTIVE SUMMARY

RISKS REVIEWED GIVING RISE TO NO FINDINGS OF A HIGH OR MEDIUM SIGNIFICANCE

- ✓ The Board and sub-committee terms of reference may be unclear, overlapping or leave gaps.
- ✓ The roles and responsibilities of the Board and sub-committees defined in the terms of reference may not be in line with the Financial Memorandum.
- ✓ Board and sub-committees may not have a programme of work in accordance with their terms of reference that allows them to make an effective and timely contribution.
- ✓ Members may not be provided with sufficient, high quality management information in their areas of responsibility.
- ✓ Members may not be sufficiently assertive in ensuring corrective or improving actions are taken.
- ✓ The Board and sub committees may not have effectively assessed their performance, training requirements, and the balance of skills required within the Board and sub-committees, or may not have taken effective action based on these assessments.
- ✓ There may be inadequate arrangements for induction of Board members, or for continual updating of members on issues which should be brought to their attention.

DETAILED FINDINGS AND RECOMMENDATIONS

RISK: The Board and sub-committee terms of reference may be unclear, overlapping or leave gaps.;

| Ref. | Finding | Sig. | Recommendation |
|------|---|---|---|
| 1 | <p>The Secretary to the Board will e-mail a draft agenda to the Chair, the Lead Officer and any other report authors as appropriate. Thereafter the Chair, the Lead Officer, report authors and the Secretary to the Board will meet to discuss the draft agenda and agree a final version.</p> <p>We found that the process for Board and committee members adding an item to meeting agendas has not been documented within the Standing orders.</p> <p>There is a risk that key governance processes have not been documented appropriately.</p> |  | We recommend that the process for Board and committee members adding an item to meeting agendas is documented within the Standing Orders. |

| MANAGEMENT RESPONSE | RESPONSIBILITY AND IMPLEMENTATION DATE |
|--|---|
| <p>AGREED: The College has adopted the model Standing Orders developed by Colleges Scotland. These model standing orders do not include, within the order of business, reference to AOCB. In practice, AOCB is included in every Board and Committee agenda and the Chair offers members, at the start of each meeting, the opportunity to add an item for discussion. If a member wishes to have an item of competent business discussed, this is added to the agenda and the minutes reflect the item discussed.</p> <p>The Standing orders will be amended to include AOCB within the order of business.</p> <p>In addition, a note will be put at the end of each agenda to the effect-</p> <p>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 be considered for inclusion in the agenda in advance of and at the start of the meeting.</p> | <p><i>Responsible Officer: Secretary to the Board</i></p> <p><i>Implementation Date: 19/12/17</i></p> |

OBSERVATIONS

1. New Campus Project Board

The New Campus Project Board Terms of Reference states that the Project Board shall meet not less than four times. We note that the Project Board has only met once so far in March 2017. However, we recognise that the group only meets in accordance with business requirements, and therefore the Terms or Reference should be revised to reflect current practice.

2. Board Questionnaires

We sent questionnaires to nine Board members to gain feedback on the Board Terms of Reference, the management information received, the training provided, and the processes in place to assess Committee effectiveness. A number of members were on holiday around the time of this review, and we only received three completed questionnaires from members as a result.

3. Report Template





One out of the three Board members who completed the questionnaire highlighted that, whilst the management information prepared for the committee was sufficient and high quality, there was an opportunity for this to be summarised further. Management intend to include a summary paragraph on the first page of reports presented to the Board and committees.




APPENDIX I – STAFF & MEMBERS CONSULTED

| NAME | JOB TITLE |
|--|------------------------|
| Fiona Ambrose | Secretary to the Board |
| John Wilson, Lindsey Mitchell, and Steve Walsh | Board Members |

BDO LLP appreciates the time provided by all the individuals involved in this review and would like to thank them for their assistance and cooperation.

APPENDIX II – DEFINITIONS

| LEVEL OF ASSURANCE | DESIGN of internal control framework | | OPERATIONAL EFFECTIVENESS of internal controls | |
|--|--|--|---|--|
| | Findings from review | Design Opinion | Findings from review | Effectiveness Opinion |
| Substantial  | Appropriate procedures and controls in place to mitigate the key risks. | There is a sound system of internal control designed to achieve system objectives. | No, or only minor, exceptions found in testing of the procedures and controls. | The controls that are in place are being consistently applied. |
| Moderate  | In the main there are appropriate procedures and controls in place to mitigate the key risks reviewed albeit with some that are not fully effective. | Generally a sound system of internal control designed to achieve system objectives with some exceptions. | A small number of exceptions found in testing of the procedures and controls. | Evidence of non compliance with some controls, that may put some of the system objectives at risk. |
| Limited  | A number of significant gaps identified in the procedures and controls in key areas. Where practical, efforts should be made to address in-year. | System of internal controls is weakened with system objectives at risk of not being achieved. | A number of reoccurring exceptions found in testing of the procedures and controls. Where practical, efforts should be made to address in-year. | Non-compliance with key procedures and controls places the system objectives at risk. |
| No  | For all risk areas there are significant gaps in the procedures and controls. Failure to address in-year affects the quality of the organisation's overall internal control framework. | Poor system of internal control. | Due to absence of effective controls and procedures, no reliance can be placed on their operation. Failure to address in-year affects the quality of the organisation's overall internal control framework. | Non compliance and/or compliance with inadequate controls. |

| Recommendation Significance | |
|---|--|
| High  | A weakness where there is substantial risk of loss, fraud, impropriety, poor value for money, or failure to achieve organisational objectives. Such risk could lead to an adverse impact on the business. Remedial action must be taken urgently. |
| Medium  | A weakness in control which, although not fundamental, relates to shortcomings which expose individual business systems to a less immediate level of threatening risk or poor value for money. Such a risk could impact on operational objectives and should be of concern to senior management and requires prompt specific action. |
| Low  | Areas that individually have no significant impact, but where management would benefit from improved controls and/or have the opportunity to achieve greater effectiveness and/or efficiency. |

APPENDIX III – TERMS OF REFERENCE

KEY RISKS

Based upon the risk assessment undertaken, discussions with the Board Secretary, Board Members and Management, and our collective audit knowledge and understanding the key risks associated with the area under review are:

- The Board and sub-committee terms of reference may be unclear, overlapping or leave gaps;
- The roles and responsibilities of the Board and sub-committees defined in the terms of reference may not be in line with the Financial Memorandum;
- Board and sub-committees may not have a programme of work in accordance with their terms of reference that allows them to make an effective and timely contribution;
- Members may not be provided with sufficient, high quality management information in their areas of responsibility,
- Members may not be sufficiently assertive in ensuring corrective or improving actions are taken;
- The Board and sub-committees may not have effectively assessed their performance, training requirements, and the balance of skills required within the Board and sub-committees, or may not have taken effective action based on these assessments;


There may be inadequate arrangements for induction of Board members, or for continual updating of members on issues which should be brought to their attention.

SCOPE OF REVIEW

The scope of this review will be to assess whether:

- Board sub-committee terms of reference are clear, comprehensive and do not overlap with those of other committees;
- The roles and responsibilities of the Board and sub-committees defined in the terms of reference are in line with the Financial Memorandum;
- Board sub-committees have a tangible, agreed, programme of work that allows them to make an effective and timely contribution and meets their responsibilities;
- Minutes of Board sub-committees indicate strong engagement by all members;
- Members are provided with sufficient, timely and high quality management information to effectively discharge their responsibilities;
- The Board and sub-committees regularly assess their own effectiveness and take action on areas where required; and
- Adequate arrangements for the induction and on-going development of Board members are in place.

However, Internal Audit will bring to the attention of the Board Secretary and Management any points relating to other areas that come to their attention during the course of the audit. We assume for the purposes of estimating the number of days of audit work that there is one control environment, and that we will be providing assurance over controls in this environment. If this is not the case, our estimate of audit days may not be accurate.



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