

## Board of Management

Meeting	Board of Management
Date and time	Tuesday 6 October 2020 at 4.30 p.m.
Location	VC – Microsoft Teams

Board Secretary  
29 September 2020

### AGENDA

#### Welcome and Apologies

#### Declarations of Interest

#### ITEMS FOR DECISION

1. **MINUTES**
  - a) Meeting of the Board of Management – 20 February 2020
  - b) Meeting of the Board of Management – 30 June 2020
2. **OUTSTANDING ACTIONS**  
Action List
3. **ESTATES LEGACY - CONFIDENTIAL**  
Report by Board Secretary
4. **POLICIES FOR APPROVAL**
  - Staff Code of Conduct Policy and Procedure
  - Special Leave Policy
  - Staff Recruitment Policy
5. **SPORTS PITCH**  
Report by Depute Principle Planning and Student Experience

#### ITEMS FOR DISCUSSION

6. **EVALUATIONS UPDATES**  
Report on feedback from Committee Evaluations, Implementation Plans and External Effectiveness Review - Board Secretary
7. **ADMIN CONTROL**  
Report by Board Secretary

8. **FINANCIAL RECOVERY PLAN UPDATE**  
Report by Principal
9. **PRINCIPAL'S REPORT**  
Report by Principal
10. **COVID-19 REPORT**  
Report by Depute Principal Academic Development & Director of Research
11. **HEALTH AND SAFETY ANNUAL REPORT 2019-20**
12. **REPORT ON OUTCOMES AND SATISFACTION RATES 2019-20**  
Report by Depute Principal Planning and Student Development
13. **STUDENT ACTIVITY 2019/20 & STUDENT RECRUITMENT 2020/21**  
Report by Depute Principal Planning and Student Experience
14. **RISK REGISTER ANNUAL REVIEW - **CONFIDENTIAL****  
Report by Director of Finance
15. **DRAFT MINUTES OF MEETINGS OF BOARD COMMITTEES (5)**  
**(CONFIDENTIAL)**
  - a) Audit Committee – 2 June 2020
  - b) HR Committee – 4 June 2020
  - c) LT&R Committee – 9 June 2020
  - d) F&GP Committee – 11 June 2020
  - e) Chairs Committee – 25 June 2020
  - f) Longman Disposal Committee – 25 June 2020
  - g) New Campus Committee – 25 June 2020
  - h) F&GP Committee – 30 June 2020
  - i) Longman Disposal Committee – 28 July 2020
  - j) New Campus Committee – 28 July 2020
  - k) Chairs Committee – 30 July 2020
  - l) Chairs Committee – 10 September 2020
16. **CORPORATE PARENTING PLAN**

#### **ITEMS FOR NOTING**

17. **AOCB**
18. **DATE AND TIME OF NEXT MEETING**  
1<sup>st</sup> December 2020 at 4.30 p.m.

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

## **Board of Management**

### **MINUTES of the MEETING of the BOARD OF MANAGEMENT held in rooms 203 and 204, 1 Inverness Campus on Thursday 20 February 2020**

<b>PRESENT:</b>	Hazel Allan (via VC), Sarah Burton, Robyn Kennedy, Innis Montgomery, Chris O'Neil, Gavin Ross, John Wilson, Kelly Mackenzie, George Gunn, Vivienne Mackie, Leanne MacKenzie, Gillian Galloway, Samantha Cribb, Andy Gray, Sally Blyth, Donald MacKenzie, Fiona Neilson, Jaci Douglas, Tina Stones, Tom Speirs
<b>CHAIR:</b>	Sarah Burton
<b>APOLOGIES:</b>	None
<b>IN ATTENDANCE:</b>	Depute Principal Planning and Student Experience Depute Principal Academic Development Interim Director of Finance Director of Organisational Development Director of External Relations Director of Student Experience Director of Curriculum Director of Research and Innovation Board Secretary

**Declarations of Interest** – the following declarations of interest were noted:

- Fiona Neilson declared an interest in item 6.
- Jaci Douglas declared an interest in items 4 and 5.

#### **1. MINUTES OF THE BOARD OF MANAGEMENT MEETING HELD ON 17 DECEMBER 2019**

It was noted that an amendment to the minutes were required on page 4, item 5. Pending this amendment, the minutes of the Board of Management Meeting held on 17 December 2019 were **AGREED** as a correct record and were **APPROVED**.

#### **2. OUTSTANDING ACTIONS**

- GDPR – It was **AGREED** that this item will remain on the Outstanding Action List until all Board Members have completed their GDPR training.
- Finance System – this is an ongoing process and will remain on the Outstanding Action List.
- Workforce Planning – will be discussed as part of today's agenda.

#### **3. GOVERNANCE MATTERS FOR BOARD APPROVAL**

The Board of Management were asked for their approval of Lisa Ross as the Board Secretary. The Board of Management **RATIFIED** this appointment.

**4. PRINCIPAL'S UPDATE - CONFIDENTIAL**

The Principal took the Board of Management through the background in respect of the financial challenges that we are facing and the plans for how we move forward. A confidential discussion surrounding further issues took place.

The Principal then took the Board of Management through his presentation.

*Samantha Cribb joined the meeting at this point.*

The Principal and Interim Finance Director then took the Committee through the potential Financial Recovery Plan.

The Board of Management advised that they would like to see evidence that the proposed savings were achievable and that they would not have an adverse effect on the ability of the business to deliver its outcomes.

The Board of Management requested that a Heat Map be drawn up to provide further clarity on some of the points within the proposed financial action plan including roles and responsibilities for the mechanics of the plan.

The Board of Management was advised that pending budget work being completed they will have all support and services information broken down in detail for further discussion and review at the next Board of Management meeting. However it was highlighted to the Board of Management that further work will continue to ensure that we have the best idea of where we are and how budgets will be managed moving forward. The Board of Management was advised that work is already underway to empower all Heads of Schools to take responsibility for their budgets and to ensure that there are clear reporting mechanisms in place.

The Board of Management requested further clarity on aged debts and the associated risks of having to write these off. Focus will continue on the Income and Expenditure budget and a high level balance sheet will be prepared and reported on. Whilst the Board of Management understood how this has happened they reiterated the need to ensure that this does not again become a resource or capability issue and that a new system for chasing up debt is developed.

The Principal advised that both the potential Financial Recovery Plan and the Staff Plan gave an overview of the background, indicative timelines and checks to ensure that the Board of Management can monitor them throughout the entire process.

With regards timescales the Board of Management were advised that checks will continue until the end of the next Financial Year in August 2021; with a

staff consultation hoped to be completed by May 2020 and the curriculum review commenced by the end of the Summer period.

The Board of Management was also assured that it was felt that we have the capacity, resource and skill to take us through a Financial Recovery Plan. If approved it is hoped that we can begin consultation with staff over the VSS in May with the scheme being implemented before the Summer Break.

As part of the measures to ensure that any Financial Recovery Plan is adhered to it was proposed that a sub group, which may be the existing Chairs Committee meets monthly/bi-monthly to monitor all actions which are being taken. This will be built into the academic cycle for 20-21. The Board of Management requested clarity on how any Financial Recovery Plan would fit in with our current 5 year strategy.

The Principal advised the Board of Management that all monitoring of the Financial Recovery Plan would be built into a live monitoring report which is continuously updated. The Board of Management highlighted that there would need to be one person with overall accountability for ensuring that this document is kept updated and internal auditors should be allowed access to this as part of any audits. It was noted that the Audit Committee Chair and Interim Director of Finance will discuss the proposed plan with our internal auditors prior to the next Audit Committee Meeting.

The Board of Management advised that it was very difficult to comment fully on the plan based on the paper they have received and requested that a timeline be circulated which explains the plan in greater detail.

The Principal advised that if agreed the Financial Recovery Plan would then go to EO for their agreement. For the plan to go to EO it will have to have clear figures and parameters before they will consider it. Following any EO approval the plan would then go to SFC for final approval.

The Board of Management made clear their support in principle but advised that they would require further information before approving the plan. It was noted that further financial information would be available after 5 March 2020 and that an Extraordinary Board of Management Meeting would be required subsequently where a more refined plan would be available for discussion. An updated plan will be taken to the Chairs meeting on 5 March 2020 for further discussion.

### **5. INTERIM FINANCE DIRECTOR'S REPORT - CONFIDENTIAL**

The Interim Director of Finance advised that most of her report has been covered within the discussions under item 4 of the agenda. However, a further lengthy discussion took place with regards the MicroRAM with the Board of Management discussing how the MicroRAM works.

### **6. DATE AND TIME OF NEXT MEETING**

## **ITEM 01a**

Due to time constraints the Chair advised that the meeting would now draw to a close with the following agenda items being taken forward to the April Meeting for discussion:

- Partnership and Service Level Agreement
- Estates Update
- Report on Residences
- UHI Programme Board

Date of Next Meeting: April 2020 at 4.30 p.m.

**MINUTES of the MEETING of the BOARD OF MANAGEMENT held via Skype,  
on Tuesday 30 June 2020**

**PRESENT:** Sarah Burton, Robyn Kennedy, Innis Montgomery, Chris O'Neil, John Wilson, Kelly Mackenzie, George Gunn, Vivienne Mackie, Leanne MacKenzie, Gillian Galloway, Samantha Cribb, Andy Gray, Sally Blyth, Donald MacKenzie, Fiona Neilson, Tina Stones, Tom Speirs

**CHAIR:** Sarah Burton

**APOLOGIES:** None

**IN ATTENDANCE:** Depute Principal Planning and Student Experience  
Depute Principal Academic Development  
Director of Finance  
Director of External Relations  
Director of Student Experience  
Director of Curriculum  
Director of Research and Innovation  
Board Secretary  
Barbara Nelson, Education Scotland  
Ruth McFadyen

**Presentation – Progress Visit Report, Education Scotland**

The Chair welcomed Barbara Nelson from Education Scotland who is providing the Board of Management with an update on the Progress Visit Report. It was noted that although there is still work to be done by the College on the whole this report was positive and improvements have already begun. The Board of Management were advised that this report focused on 4 enhanced themes which were discussed in depth. At the end of the presentation it was noted that a copy of the full report is available on the Education Scotland website and that the Board Secretary will arrange circulation of this to all Board Members. The Chair expressed her thanks to Barbara for the update.

*Barbara Nelson left the Meeting at this point.*

*Samantha Cribb joined the Meeting at this point.*

**Welcome**

The Chair extended a welcome to Ruth McFadyen the new HISA President and advised all that Hazel Allen had stood down from the Board of Management. Thanks were given to Hazel for all her work over the years on both the Audit Committee and the Board of Management.

**Declarations of Interest**

No declarations of interest were noted.

## 1. MINUTES OF THE BOARD OF MANAGEMENT MEETING HELD ON 30 APRIL 2020

The minutes of the Board of Management Meeting held on 30 April 2020 were **AGREED** as a correct record and were **APPROVED**.

## 2. OUTSTANDING ACTIONS

- GDPR – The Board Secretary will continue to liaise with those who still require to complete the GDPR training.
- Minutes of Board of Management Meeting – 20 February 2020 – The Board Secretary has been able to gain access to the building to retrieve her notes and the minutes of the meeting will be available for approval at the Board of Management Meeting scheduled for 6 October 2020.
- Meeting Calendar 20-21 – this item is on the agenda.
- Governance of Financial Recovery Plan – it was confirmed that the PR&R Committee formed a core part of this governance and that the paper previously presented would not require amendment. It was **AGREED** that this can be removed from the list.
- Committee Representation – The Chair advised that discussions with HISA over representation on other Committees would continue following the External Effectiveness Review being completed. This action will remain on the list.
- ALF Monies – It was confirmed that it is believed that the unrestricted funds discussed previously were the funds which were put into the ALF. It was **AGREED** that this can be removed from the list.
- Sports Pitch – to remain on the list.
- OSCR Return – to remain on the list.

## 3. GOVERNANCE MATTERS FOR BOARD APPROVAL

### 3a. Approval for Appointment to the Board of Management

The Board Secretary sought approval for the following appointments to the Board of Management:

- Appointment of Donald MacKenzie as a full Board Member – The Board of Management **RATIFIED** this appointment.
- Appointment of Donald MacKenzie as Chair of the F&GP Committee – The Board of Management **APPROVED** this recommendation.
- The Appointment of John Wilson as Vice-Chair for the HR Committee – The Board of Management **APPROVED** this recommendation.

### 3b. Meeting Calendar 2020-2021

The Board Secretary advised the Board of Management that the proposed schedule for Board and Committee Meetings is in line with the EO timescales for receipt of Annual Accounts and that it has been updated to ensure that there are no conflicts for the Finance Director in his shared capacity with North Highland College and ourselves.



The Board of Management requested that there be definitive end times for all early morning meetings to ensure that Board Members can adapt their schedules accordingly. It was **NOTED** that the Board Secretary will liaise with all Chairs to ensure that timings are allocated for each agenda item to provide guidance to all attending.

The Board of Management **APPROVED** the Meeting Calendar for 2020-21.

#### **4. POLICIES FOR DECISION**

**a. Data Protection Policy** – This policy was approved by the Audit Committee on 2<sup>nd</sup> June 2020. The Board of Management **APPROVED** the policy.

**b. Secure Handling, Use, Storage and Retention of Disclosure Information Policy** – This policy was approved by the Audit Committee on 2<sup>nd</sup> June 2020. The Board of Management **APPROVED** the policy.

**c. Food Safety & Allergen Management Policy** – This policy was approved by the Audit Committee on 2<sup>nd</sup> June 2020. The Board of Management **APPROVED** the policy.

**d. Sustainable Procurement Policy** – This policy was approved by the F&GP Committee on 11<sup>th</sup> June 2020. The Board of Management **APPROVED** the policy.

**e. Student Support Funds Policy** – This policy was approved by the F&GP Committee on 11<sup>th</sup> June 2020. The Board of Management **APPROVED** the policy.

**f. FE Fee Waiver Policy** – The Board of Management advised that this policy had been approved by the F&GP Committee on 5<sup>th</sup> December 2019. Due to the delay in the Policy coming to a Board of Management meeting for final approval a copy of the minutes of the F&GP Committee for 5<sup>th</sup> December 2019 had been attached to the Policy within the papers. The Board of Management **APPROVED** the policy.

**g. Safeguarding Policy** – This policy was approved by the LT&R Committee on 9<sup>th</sup> June 2020. The Board of Management **APPROVED** the policy.

**h. PVG Policy** – This policy was approved by the LT&R Committee on 9<sup>th</sup> June 2020. The Board of Management **APPROVED** the policy.

**g. FE Guidance Policy** – This policy was approved by the LT&R Committee on 9<sup>th</sup> June 2020. The Board of Management **APPROVED** the policy.

#### **5. AUDIT COMMITTEE MATTERS – CONFIDENTIAL**

##### **Extension to BDO Contract**

The Director of Finance advised the Board of Management that the Audit Committee would like to request approval of an extension to the BDO contract for a further year. Approval from the Audit Committee was given on

2<sup>nd</sup> June 2020. A joint process for appointing Internal Auditors is being discussed within the Audit Committee. The Board of Management noted that we would expect to see procurement of Internal Audits taking place at the beginning of 2021.

The Board **APPROVED** the one-year extension to the BDO contract.

## **6. F&GP COMMITTEE MATTERS – CONFIDENTIAL**

### **a. Revenue Budget 20-21**

The Board of Management were advised that approval was being sought for the Revenue Budget for 20-21. This budget has been subject to F&GP scrutiny and the F&GP Committee have recommended it for approval by the Board of Management.

The Director of Finance gave the Board of Management a brief background to the budgets.

Following a confidential discussion the Board of Management expressed their thanks for the amount of work and effort which the finance team had put into the budgets.

*The Depute Principal Planning and Student Experience and the Director of Curriculum joined the meeting at this point.*

The Board **APPROVED** the Budgets for 20-21.

### **b. Capital Expenditure Plan 20-21**

The Director of Finance advised that the Capital Expenditure Plan for 20-21 gave an indicative idea of the likely spend on capital items. This Plan was recommended for Board approval by the F&GP Committee.

The Board of Management **APPROVED** the Capital Expenditure Plan for 20-21.

### **c. Financial Forecast Return**

The Director of Finance gave his apologies for the lateness of the circulation of this forecast to the Board of Management.

The Financial Forecast Return was **APPROVED** by the Board of Management.

## **7. ANNUAL EVALUATION EXERCISE – BOARD CHAIR**

At this point the Chair left the meeting along with the Co-opted Board Member and the Director of Finance, Director of External Relations, Director of Student Experience, Director of Curriculum and the Director of Research and Innovation and the Board of Management undertook the annual evaluation exercise.

All members who left the meeting for the evaluation exercise returned to the meeting.

## **8. FINANCIAL RECOVERY PLAN UPDATE – CONFIDENTIAL**

The Board of Management were advised that this paper had been discussed at the Chairs Meeting held on 25 June 2020. Within the paper the Principal captured the history of why the plan was needed. Confidential discussions took place.

The Financial Recovery Plan now includes red, amber and green columns and highlights what targets have been achieved. Savings are shown as annualised savings.

The Board of Management highlighted that the Financial Recovery Plan does not reference the student experience and that there is a risk that by reducing staff that students will not receive the expected student experience however it was noted that the SMT will continue to monitor feedback from students to ensure that they are not adversely impacted.

A lengthy confidential discussion took place with regards the ELCC.

With regards the VSS scheme the Board of Management were advised that all applications to the scheme are being looked at on a case by case basis and the Principal confirmed the protocol for all applications.

## **9. REPORT ON STUDENT NUMBERS**

The Depute Principal Planning and Student Experience advised the Board of Management that FE Credits is currently 3.4% down due to Covid-19. The SFC have advised that Colleges will not be penalised for not meeting targets.

With regards applications, the Board of Management noted that although applications are down in both FE and HE; acceptance of places has increased compared to last year. Offers of places are being accepted quickly although there are still concerns over teaching moving online.

Whilst Covid-19 is proving challenging for delivering teaching in the campus it has allowed us to explore opportunities for efficiencies.

The Board of Management **AGREED** that the Learning, Teaching and Resources Committee would discuss and look at the impact which mergers within the Central Belt may be having with regards FE.

## **10. PRINCIPAL'S REPORT**

The Principal advised that some areas of his report have already been discussed and that the main points were confidentially discussed with the Board of Management.

A further lengthy confidential discussion surrounding the VSS took place.

## **11. PROPOSED FEES 2020/21**

The Board of Management noted that a paper which is being prepared by the Director of Finance will be circulated to all F&GP Committee members for approval. Once the F&GP Committee has given their approval the paper will then be sent out to the Board of Management for their approval to be given online.

## **12. RISK REGISTER**

The Principal advised the Board of Management that our risk register has been updated to include risks posed by Covid-19. The register has been reviewed thoroughly and all mitigating actions updated where required.

A further discussion regarding Covid-19 took place focusing on student concerns such as:

- Hot Meal Service
- Inequalities due to social backgrounds
- Worries over when the campus may be open and whether they will be learning online or in person.

The Board of Management noted that the SMT are continuing consultations with unions over phase 3 of lockdown and a working timetable should be available at the end of the week however it is thought that most HE students will be online for semester 1 with them hopefully able to attend campus for semester 2. However, we remain cognisant that it is thought that a spike may be seen in November and are continuing to build contingencies if this is the case.

## **13. DRAFT MINUTES OF MEETINGS OF BOARD COMMITTEES (CONFIDENTIAL)**

The Board of Management noted the following draft minutes of meetings:

- a) Chairs Committee – 28 May 2020
- b) Longman Disposal Committee – 28 April 2020
- c) Longman Disposal Committee – 27 May 2020
- d) New Campus Committee – 27 May 2020

## **14. ESTATES REPORT**

The Depute Principal – Academic Development gave an update to the Board of Management which highlighted and reiterated our plans around Covid-19 including the possible adjustments of rooms to allow teaching within campus.

## **15. PARTNERSHIP CONSOLIDATION**

The Chair gave the Board of Management a brief verbal update regarding the consolidation of accounts within the partnership, referring to a recently circulated independent report on this matter.

## **16. CONTRACT VARIATION – MONTAGU EVANS**

The Board of Management noted the contract variation to Montagu Evans.

**17. MINISTERIAL LETTERS OF GUIDANCE**

The Board of Management noted the contents of the following:

- a) Interim Letter of Guidance to SFC
- b) Letter to SFC – Regarding the Review of Coherent Provision and Sustainability.

**18. AOCB**

The Chair of the Board of Management offered her thanks to the outgoing HISA president for all his input over the past year.

The Chair of the Board of Management also offered her thanks to the Director of Organisational Development for all her work supporting the Board.

**19. DATE AND TIME OF NEXT MEETING**

Date of Next Meeting: 6 October 2020 at 4.30 p.m.

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

<b>21 March 2019</b>				
<b>GDPR</b>	1 Member of the Board of Management to complete online training session.	Board Secretary	October 2020	<b>Ongoing</b>
<b>30 April 2020</b>				
<b>Committee Representation</b>	The Chair will continue discussing HISA representation on additional Committees following the conclusion of the External Effectiveness Review.	Chair of BOM	Beginning of 2021.	
<b>Sports Pitch</b>	This funding of the Sports Pitch to be taken to the October Meeting for decision	Board Secretary	October 2020	
<b>OSCR Return</b>	The OSCR return for 19/20 to be drafted in March 2021	Board Secretary	March 2021	

## Board of Management

<b>Subject/Title:</b>	Estates Legacy
<b>Author:</b> [Name and Job title]	Lisa Ross, Board Secretary
<b>Meeting:</b>	Board of Management
<b>Meeting Date:</b>	06 October 2020
<b>Date Paper prepared:</b>	29 September 2020
<b>Brief Summary of the paper:</b>	Background to the review of the Terms of Reference for both the Longman Disposal and New Campus Project Boards and the subsequent agreement of both Committees to the establishment of a new Estates Legacy Project Board.
<b>Action requested:</b> [Approval, recommendation, discussion, noting]	It is recommended that the committee approve the dissolution of both the Longman Disposal and New Campus Project Boards and approve the establishment of an Estates Legacy Project Board.
<b>Link to Strategy:</b> Please highlight how the paper links to, or assists with:: <ul style="list-style-type: none"> <li>• compliance</li> <li>• partnership services</li> <li>• risk management</li> <li>• strategic plan</li> <li>• new opportunity/change</li> </ul>	Good Governance Compliance
<b>Resource implications:</b>	None
<b>Risk implications:</b>	Yes/ <b>No</b> Operational:
<b>Equality and Diversity implications:</b>	N/A
<b>Consultation:</b> [staff, students, UHI & Partners, External] and provide detail	

<b>Status –</b> [Confidential/Non confidential]	Confidential		
<b>Freedom of Information</b> Can this paper be included in “open” business* [Yes/No]	No		
*If a paper should <b>not</b> be included within “open” business, please highlight below the reason.			
Its disclosure would 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)	X	Its disclosure would constitute a breach of confidence actionable in court (S36)	
Its disclosure would constitute a breach of the Data Protection Act (S38)		Other (please give further details)	
For how long must the paper be withheld? (express either as the time which needs to pass or a condition which needs to be met.)			

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

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

[http://www.itspublicknowledge.info/web/FILES/Public\\_Interest\\_Test.pdf](http://www.itspublicknowledge.info/web/FILES/Public_Interest_Test.pdf)



## Board of Management

<b>Subject/Title:</b>	HR Policies & Procedures
<b>Author:</b> [Name and Job title]	Nicola Quinn HR Manager
<b>Meeting:</b>	Board of Management Committee
<b>Meeting Date:</b>	6th October 2020
<b>Date Paper prepared:</b>	18th September 2020
<b>Brief Summary of the paper:</b>	BoM are asked to agree the changes to the HR Policies and Procedures listed below and approve these for publication: <ul style="list-style-type: none"> <li>• Staff Code of Conduct Policy &amp; Procedure</li> <li>• Special Leave Policy (<i>New Policy</i>)</li> <li>• Staff Recruitment Policy</li> </ul>
<b>Action requested:</b> [Approval, recommendation, discussion, noting]	Approval
<b>Link to Strategy:</b> Please highlight how the paper links to, or assists with:: <ul style="list-style-type: none"> <li>• compliance</li> <li>• partnership services</li> <li>• risk management</li> <li>• strategic plan</li> <li>• new opportunity/change</li> </ul>	
<b>Resource implications:</b>	Yes / No <b>If yes, please specify:</b>
<b>Risk implications:</b>	Yes / No <b>If yes, please specify:</b> Operational: Organisational:
<b>Equality and Diversity implications:</b>	Yes/No <b>If yes, please specify:</b>
<b>Consultation:</b> [staff, students, UHI & Partners, External] and provide detail	The HR Policies and Procedures listed above were discussed at Scrutiny Panel (29/05/2020). Staff Consultation took place between 8th – 29th June 2020 and JCC agreed the changes to these HR Policies and Procedures on 5th August 2020. SMT Committee approved these Policies and Procedures on 20 <sup>th</sup> August 2020. BoM HR Committee approved these Policies on 17th September 2020.

<b>Status</b> – [Confidential/Non confidential]			
<b>Freedom of Information</b> Can this paper be included in “open” business* [Yes/No]			
*If a paper should <b>not</b> be included within “open” business, please highlight below the reason.			
Its disclosure would substantially prejudice a programme of research (S27)		Its disclosure would substantially prejudice the effective conduct of public affairs (S30)	
Its disclosure would substantially prejudice the commercial interests of any person or organisation (S33)		Its disclosure would constitute a breach of confidence actionable in court (S36)	
Its disclosure would constitute 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

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## SPECIAL LEAVE

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

Lead Officer	HR Manager
Review Officer	HR Business Partner
Date first approved by BoM	
First Review Date	
Date review approved by BoM	
Next Review Date	
Equality impact assessment	
Further information (where relevant)	

Reviewer	Date	Review Action/Impact

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## **1. Policy Statement**

Inverness College endeavours to grant reasonable paid or unpaid time off for employees as an alternative to annual leave, sickness absence or TOIL, taking into consideration the operational needs of the College. This Policy outlines the types of Special Leave, the parameters for whether leave granted will be paid or unpaid, and the recording arrangements.

This Policy also aims to empower managers to make informed and consistent decisions following requests for Special Leave, and to ensure decision making happens at the appropriate level and with appropriate discretion applied for individual circumstances.

## **2. Legislative framework/ related policies**

- 2.1. Employment Rights Act 1996
- 2.2. Juries Act 1974
- 2.3. Equality Act 2010
- 2.4. Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000 (SI 2000/1551)
- 2.5. Working Time Regulations 1998 (SI 1998/1833)
- 2.6. Reserve Forces (Safeguard of Employment) Act 1985
- 2.7. Reserve Forces (Call-out and Recall) (Financial Assistance) Regulations 2005 (SI 2005/859)
- 2.8. Staff Disciplinary Policy and Procedure
- 2.9. Staff Flexible Working Policy and Procedure.
- 2.10. TOIL Guidance for support staff and Managers
- 2.11. Staff Code of Conduct Policy and Procedure
- 2.12. Maternity and Parenting Policy and Procedure
- 2.13. General Data Protection Regulations (2018)

## **3. Scope**

- 3.1. This Policy applies to all directly employed staff at Inverness College UHI.

## **4. Compliance**

- 4.1. Human Resources (HR)  
The HR department is responsible for providing advice, guidance and support to managers and staff in relation to Special Leave and for auditing the implementation of the policy and procedure. HR is also responsible for maintaining the absence database and notifying Payroll of pay deductions to be applied following approval of unpaid Special Leave.
- 4.2. Line Managers

Line managers are responsible for ensuring the consistent and fair application of the policy and procedure, obtaining advice and guidance from the HR department where necessary. Line managers must also ensure that completed application forms are completed and submitted to the HR department timeously and that online absence records are completed accurately, consistently and timeously as detailed in the associated procedures.

Irrespective of duration of leave granted, line managers are responsible for advising staff of any changes which have occurred during their absence, particularly if these have health, safety or security implications.

#### **4.3. Staff**

Individual staff have a responsibility to familiarise themselves with this policy and procedure and to comply with the application and other associated process as appropriate. Staff should discuss applications for Special Leave with their manager at the earliest opportunity, noting that the granting of Special Leave is not an automatic entitlement.

### **5. Monitoring**

- 5.1. Each College Policy will be monitored, and its implementation evaluated.
- 5.2. Appropriate procedures for monitoring and evaluation are the responsibility of the lead officer. These procedures will be subject to audit by the Quality Unit.
- 5.3. Number of Special Leave applications will be reported on annually.
- 5.4. Cost of paid Special Leave to the College will be reported on annually.
- 5.5. Diversity monitoring of applications and outcomes will be reported on annually.

### **6. Review**

- 6.1. This Policy will be reviewed every three years, unless a legal change warrants an earlier review.



## STAFF CODE OF CONDUCT POLICY

REFERENCE: PL/HR/2017/003

Lead Officer	<del>Director of Organisational Development and Performance</del> <u>HR Manager</u>
Review Officer	<del>HR Manager</del> <u>Business Partner</u>
Date first approved by BoM	15 December 2008
First Review Date	28 March 2011
Date review approved by BoM	01 June 2017
Next Review Date	October 2019
Equality impact assessment	Yes
Further information (where relevant)	

Reviewer	Date	Review Action/Impact
HR Manager	28.03.11	Reviewed by BoM
HR Manager	01.06.17	Reviewed by BoM HR Committee

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## **1. Policy Statement**

Employees are required to work to the best of their ability and always try to promote and develop the business of the College and its interests generally. This Staff Code of Conduct incorporates existing policies, regulations and conditions of service and provides further guidance on the minimum standards of conduct expected of College employees. The Code stands beside but does not, of course, exclude or replace an employee's rights and responsibilities under legislation or under the implied terms of the employment contract: its purpose is to provide clear and helpful advice.

Observance of the terms and requirements of this Code will help to ensure that an employee's relationship with the College is successful and productive. As a member of College staff, employees are expected to conduct themselves with integrity, impartiality and honesty.

Line Managers are responsible for ensuring employees within their team are aware of all relevant policies and procedures and of this Code of Conduct. All employees are responsible for familiarising themselves with College policies, procedures, standards, and for observing them.

A breach of the Code may result in disciplinary action in accordance with the College Disciplinary Procedure.

## 2. Legislative framework/related policies

- 2.1. The Public Interest Disclosure Act 1998
- 2.2. The General Data Protection Regulations
- 2.2. The Data Protection Act 2018
- 2.3. The Freedom of Information Act 2000
- 2.11. The Sexual Offences Act 2003
- 2.12. The Sexual Offences Act (Scotland) 2009
- 2.13. The Smoking, Health & Social Care (Scotland) Act 2005
- 2.14. The Human Rights Act 1998
- 2.15. The Health & Safety at Work Act 1974
- 2.16. The Bribery Act 2010
- 2.17. The Equality Act 2010
- 2.18. Staff Disciplinary Policy
- 2.19. Staff Grievance Policy
- 2.20. Staff Recruitment & Selection Policy
- [2.21. IC Finance Regulations](#)
- 2.22. Public Interest Disclosure Policy
- 2.23. Health & Safety Policy
- 2.24. IC University Partnership – Information Security Acceptable Use Policy

## 3. Scope

- 3.1. The Code of Conduct applies to all staff of Inverness College. There is a separate Code of Conduct which applies to members of the Board of Management. Reference to this policy should also consider the IC University Partnership – Information Security Acceptable Use Policy

## 4. Compliance

- 4.1. This policy must be complied with and will be audited regularly with reports going to the appropriate committee.

## 5. Monitoring

- 5.1. Each college policy will be monitored and its implementation evaluated. Appropriate procedures for monitoring and evaluation are the responsibility of the lead officer. These procedures will be subject to audit by the Quality Unit.

## 6. Review

- 6.1. The Code of Conduct Policy and Procedure will be reviewed every 3 years [but more frequently if changes to legislation require, and/or more regularly subject to changes in legislation.](#)

Approved by Board of Management: 22 March 2010  
~~Review approved by Board of Management: 26 March 2012~~



### Staff Recruitment and Selection Policy

REFERENCE: (will be inserted by Quality Unit)

<u>Policy Owner</u>	<u>Director of Organisational Development-HR Manager</u>
<u>Lead Officer</u>	<u>HR Manager</u>
<u>Review Officer</u>	<u>HR Business Partner</u>
<u>Date first approved by BoM</u>	<u>22 March 2010</u>
<u>First Review Date</u>	
<u>Date review approved by BoM</u>	
<u>Next Review Date</u>	
<u>Equality impact assessment</u>	<u>11 April 2012</u>
<u>Further information (where relevant)</u>	

<u>Reviewer</u>	<u>Date</u>	<u>Review Action/Impact</u>
<u>HR Manager</u>	<u>26/03/2012</u>	<u>Changes approved at BoM</u>

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Approved by Board of Management: 22 March 2010  
Review approved by Board of Management: 26 March 2012

## **~~STAFF RECRUITMENT AND SELECTION POLICY~~**

**~~REFERENCE: PL/HR/2011/005~~**

<del>Lead Officer (Post):</del>	<del>HR Manager</del>	<del>Review date 1: Review date 2:</del>	<del>September 2011 January 2014</del>
<del>Department:</del>	<del>HR &amp; Organisational Development</del>	<del>Review Lead Officer (Post)</del>	<del>HR Advisors</del>
<del>Category:</del>	<del>Human Resource</del>	<del>Date published: Review published:</del>	<del>8 April 2010 11 April 2012</del>
<del>Date approved: Review approved:</del>	<del>22 March 2010 26 March 2012</del>	<del>Equality Impact and Assessment published:</del>	<del>11 April 2012</del>

Approved by Board of Management: 22 March 2010  
~~Review approved by Board of Management: 26 March 2012~~

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Approved by Board of Management: 22 March 2010  
Review approved by Board of Management: 26 March 2012

## 1. Policy Statement

The College will provide equality of opportunity in the recruitment and selection ~~for of~~ vacant posts and ensure applicants are treated on the basis of merit and ability. In doing so the College will promote recruitment and selection practices which do not discriminate on any unfair or unlawful grounds, ~~for example because of e.g.~~ sex, race, disability, marital status, sexual orientation, gender reassignment, age, pregnancy or maternity and/or religion or belief.

The purpose of this policy is to:

- Provide a framework which provides a consistent and clear approach to staff recruitment and selection.
- Ensure processes are in place to attract the best possible candidates and determine whether they have the knowledge, skills attitudes and behaviours to fully undertake the role they are recruited for and in line with ~~the~~ organisational culture.
- Develop and encourage a safe and secure working environment within a culture of equality of opportunity for all.
- Support staff through their initial induction period by providing initial and ongoing support that will enable them to understand and embrace ~~the~~ organisational culture.
- Provide an environment which provides-allows new staff ~~with~~ the opportunity to develop themselves and the functions they are recruited to support.

Approved by Board of Management: 22 March 2010  
Review approved by Board of Management: 26 March 2012

## 2. Legislative framework/related policies

- Rehabilitation of Offenders Act 1974
- Rehabilitation of Offenders Act (Exceptions) Order 1975
- Protection from Harassment Act 1997.
- ~~Data Protection Act 1998~~ 2018
- ~~General Data Protection Regulations~~ 2018
- The Human Rights Act 1998
- ~~The Sex Discrimination (Gender Reassignment) Regulations 1999~~
- ~~The Employment Equality (Sexual Orientation) Regulations 2003~~
- ~~The Sex Discrimination Act 1975 (Amendment) Regulations 2008~~
- ~~The Employment Equality (Religion or Belief) (Amendment) Regulations 2003~~
- ~~The Disability Discrimination Act 1995 (Amendment) Regulations 2003~~
- ~~The Race Relations Act 1976 (Amendment) Regulations 2003~~
- The Equal Pay Act 1970 (Amendment) Regulations 2003
- The Employment Equality (Age) Regulations 2006
- The Immigration, Asylum and Nationality Act 2006
- UK Borders Act 2007
- The Equality Act 2010
- Protection of Children and Adults at Risk policy & Procedure
- Data Protection Policy
- Relocation and Removal Policy and Procedure
- Policy Secure Handling use Storage Retention of Disclosure Information Policy
- ~~Equality Outcomes Mainstreaming Report~~
- ~~Document control Procedure~~
- ~~Gender Equality Scheme~~
- ~~Race Equality Scheme/Policy~~
- ~~Disability Equality Scheme~~
- ~~Staff Disclosure Procedure~~

## 3. Scope

- Staff recruitment and Selection policy applies to ~~College vacancy~~ applicants ~~for posts within the College~~, current employees, ~~and~~ recruiting managers, and Human Resources staff.

## 4. Compliance

- This policy must be complied with and it will be audited regularly by the Quality unit with reports provided to the appropriate committee.

## 5. Monitoring

- The Staff Recruitment and Selection policy will be monitored and its implementation evaluated. Appropriate procedures for monitoring and

Approved by Board of Management: 22 March 2010  
~~Review approved by Board of Management: 26 March 2012~~

evaluation are the responsibility of the lead officer. The procedures will be subject to audit by the College Quality Unit.

- Further monitoring will be provided to the HR Committee in respect of KPI reports and in accordance with equality schemes monitoring. Additional analysis will consider aspects such as the effectiveness of advertising, and number of applicants, ~~for posts~~ and ~~the~~ quarterly diversity monitoring of all applicants and successful starters ~~and~~ and leavers.

## 6. Review

- ~~This Policy will be reviewed every three years, unless a legal change warrants an earlier review.~~
- ◆ ~~The College will review the policy on an ongoing basis and in accordance with any new legislative requirements.~~



## Board of Management

<b>Subject/Title:</b>	Sports Pitch Project
<b>Author:</b> [Name and Job title]	Roddy Henry, Depute Principal – Planning and Student Experience Felix Spittal, Project Manager
<b>Meeting:</b>	Board of Management
<b>Meeting Date:</b>	6 October 2020
<b>Date Paper prepared:</b>	25 September 2020
<b>Brief Summary of the paper:</b>	<p>At the meeting in October 2019 the Board of Management approved the Full Business Case for the installation of a synthetic sports pitch on Inverness Campus, together with the release of £250k from the Arm's Length Foundation (ALF) as a contribution to the capital costs.</p> <p>The college's financial position and the COVID-19 pandemic significantly changed the environment, creating additional risk. SMT agreed to continue with the ALF commitment at its committee meeting on 19 March, however recognised that the decision should be referred to Board. The Board reconsidered the decision at its April 2020 meeting and agreed to make a decision at its October meeting once the financial position became clearer.</p> <p>This paper provides an update on the project and asks the Committee to approve the commitment of the ALF funding for Phase 1 of the campus sports development – the synthetic sports pitch.</p>
<b>Action requested:</b> [Approval, recommendation, discussion, noting]	Approval of ALF funding for the sports pitch as Phase 1 of the Campus Sports Development.
<b>Link to Strategy:</b> Please highlight how the paper links to, or assists with: <ul style="list-style-type: none"> <li>compliance</li> <li>partnership services</li> <li>risk management</li> <li>strategic plan</li> <li>new opportunity/change</li> </ul>	<p>Links to Strategy in following areas</p> <ul style="list-style-type: none"> <li>To make Inverness College UHI a study destination of choice</li> <li>To create a lively community of staff and students</li> <li>To work with partners to develop Inverness as a 'university city'</li> <li>To progress and maintain our inspirational estates, facilities and ICT infrastructure</li> <li>To forge new partnerships, strengthen existing ones and work collaboratively</li> </ul>
<b>Resource implications:</b>	<p><u>Yes / No</u></p> <p><b>If yes, please specify:</b> Capital Contribution through Inverness College ALF. Possibility of revenue contributions for running costs. Staff time in Property &amp; Estates and External relations in maintenance and booking respectively.</p>
<b>Risk implications:</b>	<p><u>Yes / No</u></p> <p><b>If yes, please specify:</b> Operational: Potential to stretch resources in estates team Organisational: Financial revenue risk</p>
<b>Equality and Diversity implications:</b>	<p><u>Yes/No</u></p> <p><b>If yes, please specify:</b></p>

## ITEM 05

<b>Consultation:</b> [staff, students, UHI & Partners, External] and provide detail	A steering Group has been in place since 2016 which ensures that key stakeholders have been consulted on proposals and the voice of users has been incorporated into decision making. A wide range of stakeholders were also consulted as part of the EKOS feasibility study (2017) – their views were incorporated into the Business Case.		
<b>Status</b> – [Confidential/Non confidential]	Confidential		
<b>Freedom of Information</b> Can this paper be included in “open” business* [Yes/No]	No		
*If a paper should <b>not</b> be included within “open” business, please highlight below the reason.			
Its disclosure would 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.)	Until the project is reviewed and a decision made.		

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](http://www.itspublicknowledge.info/web/FILES/Public_Interest_Test.pdf)

## BOARD OF MANAGEMENT

<b>Subject/Title:</b>	Evaluation Update Report
<b>Author:</b> [Name and Job title]	Lisa Ross, Board Secretary
<b>Meeting:</b>	Board of Management
<b>Meeting Date:</b>	06 October 2020
<b>Date Paper prepared:</b>	29 September 2020
<b>Brief Summary of the paper:</b>	Update following Committee Evaluations and progress of External Effectiveness Review.
<b>Action requested:</b> [Approval, recommendation, discussion, noting]	For discussion.
<b>Link to Strategy:</b> Please highlight how the paper links to, or assists with: <ul style="list-style-type: none"> <li>• compliance</li> <li>• partnership services</li> <li>• risk management</li> <li>• strategic plan</li> <li>• new opportunity/change</li> </ul>	Good Governance Compliance. There is a requirement within the Code of Good Governance for Scotland's Colleges that  "the board must keep its effectiveness under annual review and have in place a robust self-evaluation process".
<b>Resource implications:</b>	Cost of External Effectiveness Review
<b>Risk implications:</b>	Yes/ <b>No</b> Operational:
<b>Equality and Diversity implications:</b>	N/A
<b>Consultation:</b> [staff, students, UHI & Partners, External] and provide detail	

## ITEM 06

<b>Status –</b> [Confidential/Non confidential]	Non-Confidential		
<b>Freedom of Information</b> Can this paper be included in “open” business* [Yes/No]	Yes		
*If a paper should <b>not</b> be included within “open” business, please highlight below the reason.			
Its disclosure would substantially prejudice a programme of research (S27)		Its disclosure would substantially prejudice the effective conduct of public affairs (S30)	
Its disclosure would substantially prejudice the commercial interests of any person or organisation (S33)		Its disclosure would constitute a breach of confidence actionable in court (S36)	
Its disclosure would constitute 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](http://www.itspublicknowledge.info/web/FILES/Public_Interest_Test.pdf)

## Background

There is a requirement within the Code of Good Governance for Scotland's Colleges that

"The board must keep its effectiveness under annual review and have in place a robust self-evaluation process".

## Committee & Committee Chair Evaluations

During June – August 2020 Evaluations of both Committees and their Chairs were carried out offline in respect of:

- Audit Committee
- F&GP Committee
- HR Committee
- LT&R Committee

Aggregated feedback on each Committee Chair was completed and circulated to the Chair of the Board of Management for review and discussion with each Chair as necessary.

Aggregated feedback on each Committee was also completed and this was circulated for discussion at each Committees September/October 2020 meetings.

## Implementation Plans from Committee Evaluations

Following the feedback received from each Committee an implementation plan was drawn up. Copies of each of these implementation plans can be found as Appendix 1.

Feedback from the Committees focused on the following areas:

1. Committee Membership and requirements for Committee Chairs
2. Training
3. Distribution of Papers

### 1. Committee Membership and requirement for Committee Chairs

Recruitment for both new Board Members and a new Chair of the Audit Committee is due to take place within October 2020.

Advice on the recruitment campaign has been sought from the Marketing and Communications Department and they will assist in sharing a press release and promotion of the campaign on social media.

Updates to both the job advert, job role and applicant brief are being finalised with the advert due to go live the first week of October 2020.

## ITEM 06

**Action Required:** All members are requested to share this campaign within their own LinkedIn accounts (where applicable) and their own networks. Quotes by Board Members on why they joined the Board and the importance of the Board are requested from all members. These quotes will be used within our Social Media promotion.

### 2. Training

Whilst it was noted that for most Committees the experience which all members have should be sufficient it was agreed that the Board Secretary will liaise with each Board Member to ascertain whether they feel that they require any additional training to assist them in their role.

With regards the Audit Committee it was felt that past training on Audit Committee had proved very helpful to new members – due to the complexity of the issues that the Audit Committee encounter. The Board Secretary will liaise with UHI over past training provided and report back to the Audit Committee in November.

### 3. Distribution of Papers

The Board Secretary will ensure that all papers for meetings are circulated at least one week prior to the meeting. To assist with this the Board Secretary is currently setting up AdminControl (see agenda item 7). All papers will be uploaded to AdminControl as they are received.

### Other Considerations

The Audit Committee had a number of other considerations (as can be seen in their Implementation Plan) to look at and feedback on these are being sought from each member offline. Feedback will be brought to the November Audit Committee for further discussion.

### External Effectiveness Review

Following discussion at the Chairs meeting in May 2020, a proposal for an External Facilitator to carry out the External Effectiveness Review was sought from Colleges Development Network (CDN). Following acceptance of this proposal and a meeting with CDN, Ron Hill was appointed facilitator.

The review has begun and there is a 5 stage plan in place.

We are currently working through stages 2 and 3:

- Review of various documentation by Ron Hill.
- Observation of Board of Management and Audit Committee Meetings.
- Development of a survey which will be circulated to all Board Members.
- 1-1 interviews.

Following these steps stage 4 will be a facilitated self-assessment workshop which will likely be held on 28 January 2021 as part of the Board Away Day.

## AUDIT COMMITTEE SELF- EVALUATION – ACTION PLAN

	Issue	Action required	Responsible person	Timescale/ Comments
1	<p>Does at least one of the Committee members have a background relevant to the remit of the Committee?</p> <p><i>It has been highlighted that the outgoing Chair of the Audit Committee provided this and it was felt that the Committee had become reliant on their expertise, support and guidance. Due to the Chair having stepped down it is felt that further members with Audit and Financial/Accounting Expertise is required.</i></p>	<p>Recruitment is beginning for both new Board Members and a new Chair of the Audit Committee. Recruitment will focus on skills required following an updated skills matrix being carried out:</p> <ul style="list-style-type: none"> <li>• Accountancy;</li> <li>• Legal;</li> <li>• School/Higher/Further Education</li> <li>• Risk Management</li> <li>• Audit</li> <li>• Entrepreneurial</li> <li>• ICT</li> <li>• Marketing/Media/PR</li> </ul> <p>The Recruitment Plan will be taken to the S&amp;N Committee for approval on 10 September 2020.</p>	Board Secretary	End of 2020 for recruitment campaign to take place, interviews and new Chair to be in place.
2	<p>Have new Committee Members received all necessary training?</p> <p><i>Members of the Audit Committee in the past were able to attend an Audit Committee Training Course which was found to be very helpful. No training has been offered to new members and the Committee feels that training for all members of the Committee should be compulsory.</i></p>	Audit Committee Training will be sourced for all members to attend.	Board Secretary	November Audit committee – for discussion and approval of training course found.
3	<p>Does the Membership of the Committee need to be changed?</p> <p><i>The Committee felt that the composition of the Committee has changed with the introduction of new members and the loss of the Chair and Vice Chair. Procedures for how to fill the loss of these outgoing members to be discussed.</i></p>	As noted above a recruitment campaign is due to start to recruit new Board Members and a Chair of the Audit Committee. In the meantime steps have been taken to ensure that an Interim Audit Chair is in place. As such Fiona Neilson has taken on this position for the remainder of the year with the hope that the new Chair will be available for the next cycle of meetings in 2021. Fiona will be active in setting the agenda and chairing the meetings in the meantime. Fiona has also been added to the Audit Chair mailing list for UHI.	Interim Chair of Audit Committee & Board Secretary	Ongoing
4	<p>Does the Committee have a mechanism to keep it aware of topical legal and regulatory issues?</p> <p><i>The Committee felt that this was true however reassurance and evidence of this to be shown to ensure that there is a formal mechanism in place other than the internal audit process and reporting.</i></p>	Issue to be discussed at Audit Meeting on 15 September and if required steps will be put in place to ensure that this is done.	Audit Committee & Board Secretary	September 2020 Audit Committee Meeting.
5	<p>Does the Committee regularly review relevant strategic plans?</p> <p><i>The Committee highlighted that they have struggled to obtain evidence that would provide assurances of this which has proved a source of frustration. The Committee noted that financial</i></p>	Committee to discuss and agree a procedure for obtaining evidence and financial planning.	Audit Committee	Audit Committee – September 2020

	Issue	Action required	Responsible person	Timescale/ Comments
	<i>planning/reporting has been lacking or insufficient and has resulted in the Financial Recovery Plan.</i>			
6	Does the Committee consider the level of detail and information it receives appropriate?  <i>Again the Committee felt that there had been a lack of detailed reporting/focus on certain key financial issues/risks over the last year.</i>	As previously noted the Committee will discuss and agree a procedure for obtaining evidence and financial planning.	Audit Committee	Audit Committee – September 2020
7.	Are appropriate internal performance measures monitored by the Committee?  <i>The Committee highlighted that the need for a Financial Recovery Plan may suggest that there is not appropriate internal performance measures being monitored by the Committee.</i>	As previously noted the Committee will discuss and agree a procedure for obtaining evidence and financial planning. The Financial Recovery Plan will be reviewed at each Audit Committee Meeting.	Audit Committee	Audit Committee – September 2020
8.	Are Committee papers distributed in sufficient time for members to give them due consideration?  <i>The Committee felt that some members may benefit from earlier delivery of papers.</i>	All papers will be circulated one week prior to the meeting. The Board Secretary is currently getting AdminControl set up for all Committee Meetings and papers will appear within AdminControl as they are received. This way members will be able to read the papers as they are received and there will be no delay in receiving the papers.	Board Secretary	Admin Control to be in place by November 2020 Audit Committee Meeting.
9.	Is the timing of Committee meetings discussed with all involved?  <i>The Committee felt that the timing of meetings are understood by all but it was noted that the meetings tend to run over and the possibility of moving them to afternoon was highlighted.</i>	The Committee to discuss whether they would prefer the meetings to be moved to late afternoon or remain at the time they are currently set for. The Board Secretary will ensure that timings are noted on each agenda to assist the Chair with keeping the meeting on time.	Audit Committee & Board Secretary	September 2020 Audit Committee



## F&GP COMMITTEE SELF- EVALUATION – ACTION PLAN

	Issue	Action required	Responsible person	Timescale/ Comments
1.	Are Committee papers distributed in sufficient time for members to give them due consideration?	All papers will be circulated one week prior to the meeting. The Board Secretary is currently getting AdminControl set up for all Committee Meetings and papers will appear within AdminControl as they are received. This way members will be able to read the papers as they are received and there will be no delay in receiving the papers.	Board Secretary	Admin Control to be in place by November 2020 F&GP Committee Meeting.

## HR COMMITTEE SELF- EVALUATION – ACTION PLAN

	Issue	Action required	Responsible person	Timescale/ Comments
1	Have new Committee members received all necessary training?	Discussion on whether all members have received the necessary training that is required. If it is felt that training is required then this will be sourced for the Committee members who require it.	Board Secretary	September 2020 Meeting – then progress further if training required.
2.	Are appropriate internal performance measures monitored by the Committee?	Issue to be discussed by Committee and if required steps will be put in place to ensure that this these are monitored.	HR Committee	HR Committee – September 2020
8.	<p>Are Committee papers distributed in sufficient time for members to give them due consideration?</p> <p><i>It was felt that there seems to be an ongoing issue with papers being distributed on time which although understandable given Covid-19 it was felt that we need to look at a longer term solution to ensure that this does not have a detrimental impact on the quality of discussion.</i></p>	All papers will be circulated one week prior to the meeting. The Board Secretary is currently getting AdminControl set up for all Committee Meetings and papers will appear within AdminControl as they are received. This way members will be able to read the papers as they are received and there will be no delay in receiving the papers.	Board Secretary	Admin Control to be in place by November 2020 HR Committee Meeting.

## LT&R COMMITTEE SELF- EVALUATION – ACTION PLAN

	Issue	Action required	Responsible person	Timescale/ Comments
1	Have new Committee members received all necessary training?	Discussion on whether all members have received the necessary training that is required. If it is felt that training is required then this will be sourced for the Committee members who require it.	Board Secretary	September 2020 Meeting – then progress further if training required.
2.	Does the membership of the Committee need to be changed?  <i>It was identified that a new Chair was required.</i>	Chair of the Board of Management to discuss with members of the LT&R Committee the role of Chair and identify a suitable candidate.	Chair of BoM	In place for November 2020 Meeting.
3.	Are Committee papers distributed in sufficient time for members to give them due consideration?  <i>Whilst this was not felt to be an issue the Board Secretary has provided an update with regards the move to AdminControl for all Committee papers.</i>	All papers will be circulated one week prior to the meeting. The Board Secretary is currently getting AdminControl set up for all Committee Meetings and papers will appear within AdminControl as they are received. This way members will be able to read the papers as they are received and there will be no delay in receiving the papers.	Board Secretary	Admin Control to be in place by November 2020 LT&R Committee Meeting.

## BOARD OF MANAGEMENT

<b>Subject/Title:</b>	Report on Admincontrol
<b>Author:</b> [Name and Job title]	Lisa Ross, Board Secretary
<b>Meeting:</b>	Board of Management
<b>Meeting Date:</b>	06 October 2020
<b>Date Paper prepared:</b>	29 September 2020
<b>Brief Summary of the paper:</b>	Information on move to Admincontrol for circulation of all Committee papers.
<b>Action requested:</b> [Approval, recommendation, discussion, noting]	For discussion.
<b>Link to Strategy:</b> Please highlight how the paper links to, or assists with:: <ul style="list-style-type: none"> <li>• compliance</li> <li>• partnership services</li> <li>• risk management</li> <li>• strategic plan</li> <li>• new opportunity/change</li> </ul>	
<b>Resource implications:</b>	None
<b>Risk implications:</b>	Yes/ <b>No</b> Operational:
<b>Equality and Diversity implications:</b>	N/A
<b>Consultation:</b> [staff, students, UHI & Partners, External] and provide detail	

## ITEM 07

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

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

[http://www.itspublicknowledge.info/web/FILES/Public\\_Interest\\_Test.pdf](http://www.itspublicknowledge.info/web/FILES/Public_Interest_Test.pdf)

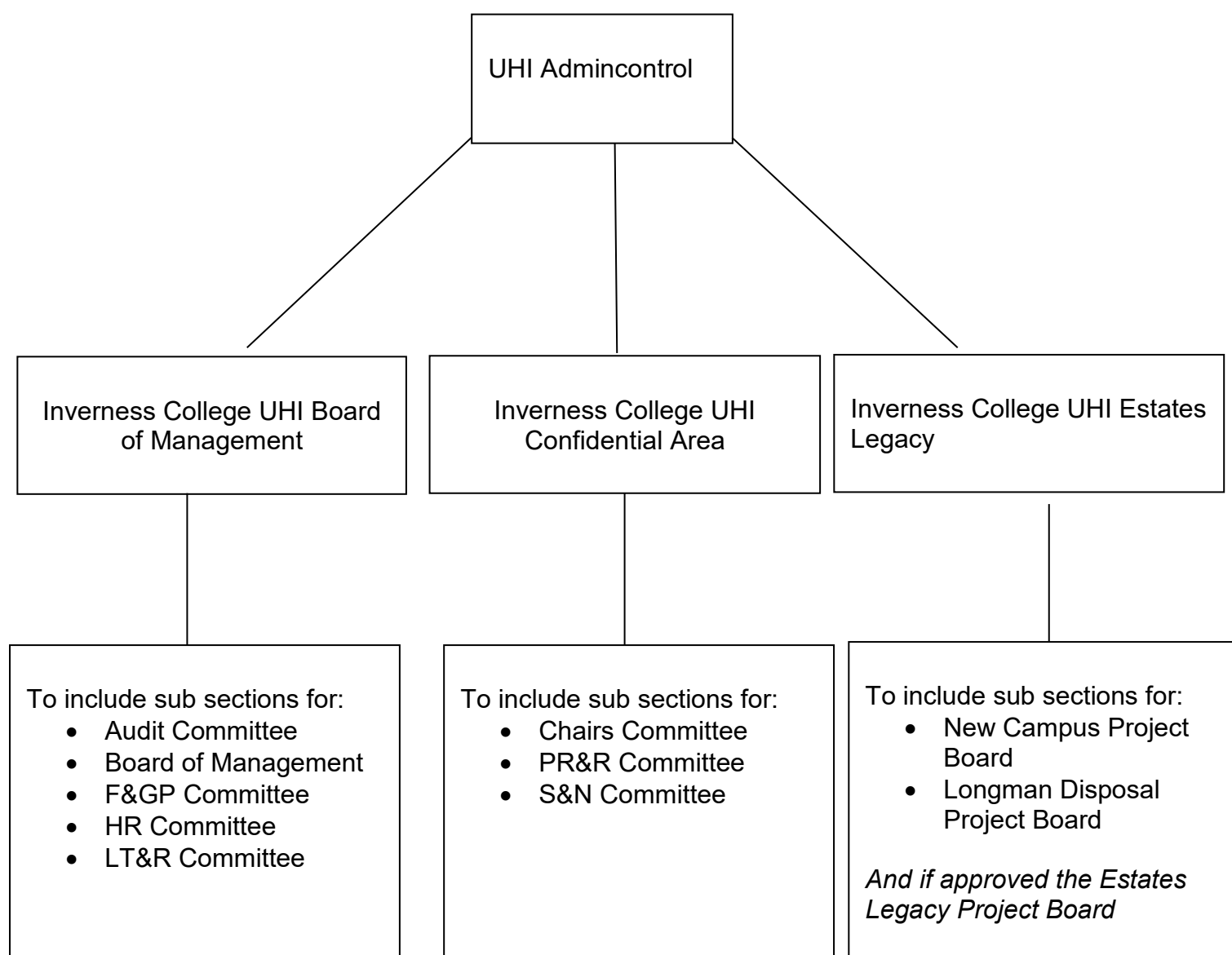
## Background

All papers should be circulated to Committee Members one week prior to a meeting. However as noted from the feedback received as part of the recent Committee Evaluations it was felt that this did not always happen which results in Board Members not always having sufficient time to prepare for a meeting.

As a way to combat this the Chair of the Board of Management and the Board Secretary have looked at moving the circulation of all Committee Papers onto Admincontrol. Admincontrol is a digital document sharing and interaction platform which is already being used as part of the Partnership Policy within UHI.

## Site Structure

Our Admincontrol site is part of the wider UHI site and is set up in three sections:



## ITEM 07

A brief guide on how to log-in/register for Admincontrol can be found in Appendix 1. This guide also contains direction on how to access meeting papers and documents. However one of the key advantages of the system is how user friendly it is and how easily the site can be navigated.

### Access

- All Board of Management and the SMT will have access to Inverness College UHI Board of Management and its sub sections.
- All Chairs have access to Inverness College UHI Confidential Area and its sub sections.
- All members of the New Campus and Longman Disposal Project Boards will have access to Inverness College UHI Estates Legacy.

### Process

For all future meetings the Board Secretary will upload all reports/papers onto Admincontrol as they are received. Papers can be accessed by Board Members as soon as they have been uploaded to site. Where required emailed papers will continue to be circulated to external attendees such as our Internal and External Auditors.

When all papers have been received the Board Secretary will publish the meeting book and a notification will be sent out to all Committee members.

### Advantages of Admincontrol

- Ability to read papers as they come in rather than wait until all are ready to be circulated out.
- Ability to access all papers for our main committees – this means that someone on the Audit Committee can refer to and read papers circulated to the F&GP Committee and vice versa.
- User Friendly System.
- All information for meetings are found in one place – rather than having to find the appropriate email.
- If a document is changed the meeting book can be republished and access will be to the updated version only - this means that all members of the committee are working from the same set of papers.

### Actions Required:

- All Board Members and SMT to advise the Board Secretary as to whether they have completed their Admincontrol registration.
- Where registration emails have expired the Board Secretary will have further emails sent out - support can be provided on how to complete the registration.
- 1 to 1 sessions on how to use the new system can be arranged if required.



## How to Use Admincontrol – Users Guide

### Register and create a user account in Admincontrol.

You will first receive an invitation from the UHI. Simply click on the registration link. Please note that there is a time-limit set for the expiration of the registration link. If the link expires before you register, please contact Lisa Ross, Board Secretary.

If you are already using Admincontrol in other companies, tick the first box (Yes) and press **Continue**. You will then have single sign-on to your portals.

A screenshot of the Admincontrol registration form. At the top is the Admincontrol logo. Below it is a language dropdown menu set to 'English'. The main heading is 'Are you an existing user?'. A paragraph explains that if you are already a member of another organization using the Admincontrol service, you should choose 'Yes' to associate the new organization with your current membership. If you are not currently a member, you should choose 'No' and follow the instructions to create a new user account. There are two radio button options: 'Yes, I want to use my current Admincontrol membership account.' (which is selected) and 'No, I want to sign up for a new Admincontrol membership account.' Below these options, it says 'You appear to be a new user.' At the bottom, there are two buttons: an orange 'CONTINUE' button and a grey 'CANCEL' button.

If you are a new user, tick the second box (No) and press **Continue**.


A screenshot of the Admincontrol registration form, identical to the one above. However, in this version, the 'No, I want to sign up for a new Admincontrol membership account.' radio button is selected, and the text 'You appear to be a new user.' is still present.

Fill out your contact details. Remember to use the correct country code.



## Item 07

### Appendix 1



Welcome to Admincontrol's user registration

User registration

Last name  \*

First name  \*

Mobile   \* ?

Timezone  ▼

E-mail  \*

Username  \* ?

Password  \* ?

Confirm password  \*

Email subscriptions


- ☒ System updates and improvements (highly recommended)
- ☐ Newsletters and offers from Admincontrol
- ☐ Secure Messaging notifications

[BACK](#) [CREATE USER](#)

Set your preferred password. The password must consist of a minimum of eight (8) characters, including one uppercase, one lowercase, and one digit. **Secure Messaging notifications** allow you to receive an email if a colleague sends you an encrypted message in the portal. Push the **Create user** button to create your user account.

To log in to the portal, enter your username and password.

[Link to the log in page.](#)



Log in with username and password





☐ Remember my username

[LOG IN](#)

[Forgotten username or password?](#)

or

Log in with Electronic ID

-  Norwegian BankID
-  Norwegian Bank ID on mobile
-  Swedish BankID
-  Danish NemID

## Item 07

### Appendix 1

If two-factor SMS is set up, you will receive an auto-generated code on SMS.

**Authorization key**

Please wait. You will shortly receive an sms...

KEY

LOG IN

**Resend SMS**

If you do not receive the SMS within a few seconds, press the **Resend SMS** button to have a new key sent via an alternative route. After the third time you press the button you will receive a call where the key is read to you in English.

#### See upcoming meetings

Once the Board Secretary has prepared meeting (s), you can push the **Meetings** tab and find quick-links to access documents to the meeting(s) with a complete view of the agenda and any attached documents for the meeting (s). You may take notes, highlight specific sections or write free hand to prepare for a meeting.

#### Access relevant documents

In the **Documents** tab, you will find a folder structure that the Board Secretary has set up with documents relevant for our Committees. Once you have entered a folder that contains the documents you are looking for, you can:

- Read a document directly in the portal
- Take personal notes and more
- Download a copy of the original document to your computer (if allowed by your administrator)
- Merge all documents and print them in order

### Finance and General Purposes Committee

<b>Subject/Title:</b>	Financial Recovery Plan – Update
<b>Author:</b> [Name and Job title]	Professor Chris O'Neil, Principal & Chief Executive
<b>Meeting:</b>	Board of Management Committee
<b>Meeting Date:</b>	06 October 20
<b>Date Paper prepared:</b>	24 September 2020
<b>Brief Summary of the paper:</b>	To provide the Board of Management with an update on the progress of the FRP.
<b>Action requested:</b> [Approval, recommendation, discussion, noting]	Discussion
<b>Link to Strategy:</b> Please highlight how the paper links to, or assists with:: <ul style="list-style-type: none"> <li>• compliance</li> <li>• partnership services</li> <li>• risk management</li> <li>• strategic plan</li> <li>• new opportunity/change</li> </ul>	
<b>Resource implications:</b>	Yes / No <b>If yes, please specify:</b>
<b>Risk implications:</b>	Yes / No <b>If yes, please specify:</b> Operational: Organisational:
<b>Equality and Diversity implications:</b>	Yes/No <b>If yes, please specify:</b>
<b>Consultation:</b> [staff, students, UHI & Partners, External] and provide detail	

## ITEM 08

<b>Status –</b> [Confidential/Non confidential]	Confidential		
<b>Freedom of Information</b>  Can this paper be included in “open” business* [Yes/No]	No		
*If a paper should <b>not</b> be included within “open” business, please highlight below the reason.			
Its disclosure would 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 <u>any person or organisation</u> (S33)	X	Its disclosure would constitute a breach of confidence actionable in court (S36)	
Its disclosure would constitute a breach of the Data Protection Act (S38)		Other (please give further details)	
For how long must the paper be withheld? (express either as the time which needs to pass or a condition which needs to be met.)			

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

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

[http://www.itspublicknowledge.info/web/FILES/Public\\_Interest\\_Test.pdf](http://www.itspublicknowledge.info/web/FILES/Public_Interest_Test.pdf)

<b>Subject/Title:</b>	Principal's Update
<b>Author:</b> [Name and Job title]	Professor Chris O'Neil Principal and Chief Executive
<b>Meeting:</b>	Board of Management
<b>Meeting Date:</b>	06 October 2020
<b>Date Paper prepared:</b>	28 September 2020
<b>Brief Summary of the paper:</b>	This report provides the Board with an overview of new and continuing activity.
<b>Action requested:</b> [Approval, recommendation, discussion, noting]	Discussion
<b>Link to Strategy:</b> Please highlight how the paper links to, or assists with:: <ul style="list-style-type: none"> <li>• compliance</li> <li>• partnership services</li> <li>• risk management</li> <li>• strategic plan</li> <li>• new opportunity/change</li> </ul>	
<b>Resource implications:</b>	N/A
<b>Risk implications:</b>	N/A
<b>Equality and Diversity implications:</b>	N/A
<b>Consultation:</b> [staff, students, UHI & Partners, External] and provide detail	N/A

## ITEM 5

<b>Status</b> – [Confidential/Non confidential]	Confidential		
<b>Freedom of Information</b> Can this paper be included in “open” business* [Yes/No]	No		
*If a paper should <b>not</b> be included within “open” business, please highlight below the reason.			
Its disclosure would 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)	X	Its disclosure would constitute a breach of confidence actionable in court (S36)	
Its disclosure would constitute a breach of the Data Protection Act (S38)		Other (please give further details)	
For how long must the paper be withheld? (express either as the time which needs to pass or a condition which needs to be met.)			

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

[http://www.itspublicknowledge.info/ScottishPublicAuthorities/ScottishPublicAuthorities](http://www.itspublicknowledge.info/ScottishPublicAuthorities/ScottishPublicAuthorities.asp)  
[.asp](http://www.itspublicknowledge.info/web/FILES/Public_Interest_Test.pdf) and [http://www.itspublicknowledge.info/web/FILES/Public\\_Interest\\_Test.pdf](http://www.itspublicknowledge.info/web/FILES/Public_Interest_Test.pdf)

## Board of Management

<b>Subject/Title:</b>	Report on current responses and contingencies for dealing with the impact of Covid-19 at Inverness College
<b>Author:</b> [Name and Job title]	Ken Russell, Depute Principal Academic Development (DPAD) & Melanie Smith, Director of Research and Innovation (DRI)
<b>Meeting:</b>	Board of Management
<b>Meeting Date:</b>	6 <sup>th</sup> October 2020
<b>Date Paper prepared:</b>	24 <sup>th</sup> September 2020
<b>Brief Summary of the paper:</b>	This paper outlines the actions that we have taken to date to keep Inverness College students, staff, and contractors safe whilst studying, researching, and working on our premises. We also discuss the measures that have been/will be taken to support the well-being of those who continue to work from home. Details are also provided regarding our contingency planning to deal with any cases linked to the campus and our planning for delivery beyond the October break. Given the dynamics of the situation, a verbal update will be provided to the Board.
<b>Action requested:</b> [Approval, recommendation, discussion, noting]	Discussion
<b>Link to Strategy:</b> Please highlight how the paper links to, or assists with::  1) compliance • partnership services • risk management • strategic plan	Key areas are compliance with Government advice and risk management  To embed or reflect our values and commitments in all our work and through our processes, procedures and arrangements

## ITEM 10

• new opportunity/change	
<b>Resource implications:</b>	<p>Yes / No</p> <p><b>If yes, please specify:</b></p> <ol style="list-style-type: none"> <li>1) additional expenditure on alcohol-based hand gels and wipes as well as additional PPE</li> <li>2) potential expenditure on deep cleaning of any affected areas</li> <li>3) additional costs of delivering classes due to conformance with 2-metre physical distancing</li> </ol>
<b>Risk implications:</b>	<p>Yes / No</p> <p><b>If yes, please specify:</b></p> <p>Operational: potential further physical closure of College to prevent spread of virus; impact will depend on timing and duration of any closure along with progress made with delivering practical work</p> <p>Organisational: Stress on staff to continue to deliver in prolonged exceptional circumstances</p> <p>Reputational: failure to comply with SG guidance and our own protocols</p>
<b>Equality and Diversity implications:</b>	<p>Yes/No</p> <p><b>If yes, please specify:</b></p> <p>Some learners may be more affected than others and we have taken every step we can within existing resources to address issues such as digital poverty</p>
<p><b>Consultation:</b></p> <p>[staff, students, UHI &amp; Partners, External] and provide detail</p>	<p>Unions: EIS FELA, UNITE and GMB all actively involved in Covid Transition Management Team.</p> <p>HISA are also represented on the team.</p> <p>Regular engagement with UHI Crisis Management Group (2x weekly), Extended Health and Safety Practitioner's Forum (weekly)</p> <p>SFC, Colleges Scotland, Richard Lochhead, Universities Scotland, College Development Network etc regularly provide input and seek responses on specific issues.</p>



<b>Status – [Confidential/Non confidential]</b>			
<b>Freedom of Information</b> Can this paper be included in “open” business* [Yes/No]			
*If a paper should <b>not</b> be included within “open” business, please highlight below the reason.			
Its disclosure would substantially prejudice a programme of research (S27)		Its disclosure would substantially prejudice the effective conduct of public affairs (S30)	
Its disclosure would substantially prejudice the commercial interests of any person or organisation (S33)		Its disclosure would constitute a breach of confidence actionable in court (S36)	
Its disclosure would constitute a breach of the Data Protection Act (S38)		Other (please give further details)	
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[http://www.itspublicknowledge.info/web/FILES/Public\\_Interest\\_Test.pdf](http://www.itspublicknowledge.info/web/FILES/Public_Interest_Test.pdf)

## Executive Summary

This report is designed to inform the Board of Management on how we have and continue to respond to the Covid-19 virus. We have sought to be vigilant in seeking out guidance and best practices in order to keep our staff, students, and contractors safe. A lot of work has been undertaken to coordinate our efforts by the Covid Transition Management Team and have particularly valued the support of our Health and Safety Manager (Allan Kerr) in leading the development of our risk assessment to provide the foundations for our protocols and guidance to line managers, staff and students. We have also worked in close consultation with the Curriculum Teams led by the Director of Curriculum, the DP Planning and Student Experience and the Director of Student Experience as well as benefiting from support from the Trade Unions and HISA. The recent increase in the incidence of Coronavirus has prompted further action to prepare contingency plans and communications to be better able to manage the process of potentially going into a further period of lockdown. We have learned from our prior experiences of lockdown and will exercise our best endeavours to protect and support the members of our college community. We are all in this together and continue to drive behavioural change to mitigate risks.

## INTRODUCTION

The Covid-19 Transition Management Group (Chaired by the DPAD with the DRI as the Deputy Chair) welcome this opportunity to present this paper to the full Board of Management. The first paper related to Covid-19 was received by the HR Committee in mid-March, just before going into lockdown on 20<sup>th</sup> March 2020. There have been papers presented in June and September to both the Audit Committee (AC), and to the Learning, Teaching and Research Committee (LT&RC). Six months on from the initial lockdown, we again are faced with increased incidence of the virus, an elevated R-number, an uplift in hospital admissions and also to intensive care. The ratio of positive cases to those tested has exceeded the WHO standard of 5% which indicates that the virus is no longer under control.

The further restrictions announced by the First Minister, on the 22<sup>nd</sup> September 2020, are potentially a first step towards stricter measures being imposed however for the time being the education sector remains in the balance. We may well see cycles of tighter restriction to suppress the virus followed by an easing of restrictions. The immediate implication, from the FM speech, is that we need to be ever mindful of who is permitted to work in the building. Originally, the Scottish Government Route Map had envisioned moving into phase 4 from October 2020 onwards. This is clearly not going to be the case and we now have to replan our intentions for delivery. What we are being told is that we are likely to have to operate under restrictions for at least another 6 months and some sources have mentioned a period of 2 years before we will see some form of new normal. This new normal is highly contingent on the widespread availability of an effective vaccine. One measure that we may see enacted is to have a so called “circuit breaker” period to go back into lockdown for, say, the October school holidays (weeks commencing 12<sup>th</sup> and 19<sup>th</sup> October 2020) and, whilst this may be speculation, we still need to plan for this eventuality.

Selected content has been taken from the September reports to AC and LT&RC in order to ensure that the full Board is aware of arrangements made to date including our contingency planning should an outbreak occur on campus, some initial insights into our work on wellbeing, our delivery planning process for the rest of the academic year, and also to offer an update on Cybersecurity matters (provided by Martin Robinson – ICT Services Manager) as requested by the AC.

## KEY PRINCIPLES OF COVID MANAGEMENT AT IC

### **Governance Mechanisms – operating with Covid-19**

Our key sources of guidance have and will continue to be the extant legal and statutory requirements including those of Health and Safety Executive and that from the Scottish Government (including the Route Map). The Covid-19 Team at the Scottish Funding Council provides regular policy updates (the most recent relates to purpose-built student accommodation, issued 1<sup>st</sup> September) as well as seeking input from Colleges and Universities on a range of Covid-19 related issues. Other bodies such as NHS Scotland, Universities Scotland, Colleges Scotland, and the College Development Network have been active in formulating guidance, consulting with members, lobbying Scottish Government, and running webinars.

Within UHI, much of the external Covid-19 information flows via Principals and other nominated individuals (including the Depute Principal - Academic Development (DPAD) for IC). There are twice weekly Crisis Management Team (CMT) meetings chaired usually by the Vice Chancellor or the Chief Operating Officer. This group determines key priorities, shares best practices, commissions work and monitors its progress. For example, each partner has to provide a weekly campus readiness assessment that is linked to the Scottish Government Route Map. Covid-19

related matters also are discussed at Partnership Council and have been addressed in terms of delivery by the Senior Management Team at EO (mainly for HE), The Senior Management College Team (mainly for FE) and also the Tertiary Reference Group (both HE and FE).

At this juncture, we are focussed on clearing the backlog of students with deferred units from Academic Year 19/20. This enables us to minimise the number of staff and students on campus. The vast majority of HE delivery is online apart from some practical activities in Forestry.

### **Risk management and mitigation**

One of the major pieces of work conducted during lockdown was the creation of an Inverness College Covid-19 Risk Management Plan led by the Health and Safety Manager (Allan Kerr). This activity was supported by the use of the Return to Work Alcumus Risk Management Checklist, Plan and Tracker. The relevant risks were discussed widely at the Covid-19 Transition Management Group and with key stakeholders including the Senior Management Team, and TU Health and Safety representatives. This risk assessment has formed the basis for all of our decisions in reopening activity on site. The main mitigation against Covid-19 is the maintenance of 2m social (physical) separation as far as possible. This is backed up by the use of hand sanitisation and regular hand washing, the wearing of face coverings whilst transiting around the buildings, avoidance of crowding (e.g. limiting the numbers in classes and in the building overall) etc. At the moment we have strongly recommended that students wear face coverings in class. The risk management plan and mitigation has formed the basis of our communications (refer to section 3). It should be noted that where PPE was previously required (i.e. pre Covid-19) to support teaching and learning that this would still be the case. In addition, Perspex screens have been installed in a number of areas to protect staff where there would be high levels of interaction with, say, students seeking advice and guidance. The Return to College Protocol was invaluable in formulating our approach.

Specific risk assessments have had to be undertaken to consider how we could support (or not) activities that require close proximity working. Examples of these specific assessments include professional cookery, hairdressing, and beauty (informed by Government Guidance and the Hair and Beauty Industry Authority (HABIA)), Supported Education, Forest Machinery Operations (supported by the industry body Forest Industry Safety Accord (FISA)) etc. The Estates and Campus Services Manager (Martin Kerr) and his team have also been extremely helpful in providing advice and guidance, ensuring that safety measures are in place and he is an integral part of the Covid-19 Transition Management Team. The Health and Safety Manager is currently conducting an audit of the risk assessments for all on campus delivery.

A revised Fire Risk Plan has also been developed by the Health and Safety Manager and implemented prior to the building reopening on the 24<sup>th</sup> August.

An on-campus duty manager system has been implemented and will be kept under review. In addition, there are nominated members of SMT available for remote back-up support.

The Covid19 Transitional Management Group actively keeps the situation under review and responds to external changes, learning from experience and SMT guidance.

### **Communications**

The development of our communications has been a real team effort with the whole Covid-19 Transition Management Team being involved. The efforts have been coordinated by our Marketing and Communications Manager (Carol Sutherland) and our Marketing and PR Officer (Helen Aird) with considerable support from our Director of Research and Innovation (Melanie Smith) and the Health and Safety Manager, Our Information Development Manager/Data

Protection Officer (Suzanne Stewart) and HR Manager (Nicola Quinn) have provided invaluable advice. The ICT Services Manager (Martin Robinson) and his team have also assisted in developing technical solutions. The Director of Curriculum (Gill Berkeley) and Director of Student Experience (Lindsay Snodgrass) have also provided guidance on targeting of the communications messages to staff and students.

The key channels for communication have included:

- a. Use of IConnect to alert staff to key changes and including posting update videos from the Principal and DPAD. This includes email alerts on key updates.
- b. Weekly WeeConnect bulletins for staff
- c. Development of protocols – see separate list immediately below this list
- d. Guidance notes for line managers, staff, and students
- e. Briefings for all staff via email and Principal online presentations with Q&A
- f. Use of SharePoint site to provide access to key information and FAQs
- g. Use of MS Teams to support management meetings and cascade key information/answer queries.
- h. Regular communications to students e.g. regarding enrolment process and tailored depending on whether their course is being delivered on campus or remotely
- i. Production of videos for staff and students to be displayed on monitors in the atrium.

Protocols have been developed to cover:

- a. Line manager requests for staff to work in the building either for timetabled delivery to students or providing support services. The overarching guidance here is that if staff can continue to work from home they should continue to do so. Having said this, we are sensitive to the needs of staff who are finding working from home challenging.
- b. Ad hoc requests for staff to work in the building for short periods to fulfil statutory or business critical requirements
- c. Permission to access the building to deliver or pick up items (but not to work)
- d. Access for students who are non-timetabled to be in the building to access the Learning Resource Centre e.g. digital poverty
- e. Access for students to clear lockers etc.
- f. Duty Manager Protocol and guidance (including remote backup support from SMT).

There are certain categories of individuals who are exempt from wearing face coverings and we have supported them with the use of a discreet identifier. We have also provided a script to support staff to interact with those students who are not observing our protocols and following our guidance and to do so in an encouraging and firm manner to obtain compliance.

**Key Curriculum areas currently being delivered on campus**

The following areas were identified as the first groups of students (largely FE and Modern Apprentices) to be permitted to come back to campus:

- a. Hair and Beauty and in addition, Barbering on a Wednesday evening
- b. Construction and the Built Environment (Bricklaying, Plumbing, Painting and Decorating, and Carpentry and Joinery)
- c. Engineering Technology (Motor Vehicle, Fabrication & Welding, Manufacturing, Electrical and Mechanical engineering)
- d. Supported Education (community based students only)
- e. Professional Cookery
- f. Forestry – at Scottish School of Forestry (Balloch) and including a contingent of carpentry and joinery students in the tractor shed.

### STAFF AND STUDENT WELL-BEING (ON OR OFF CAMPUS)

In the early stages of the lockdown, we provided a delivery service to staff (especially to those with an OH assessment) of office chairs and ICT equipment. We also provided laptops for students who were experiencing digital poverty to enable them to continue to engage with their studies. During the last semester we supported online Student Representative Council meetings. The Student Counselling Service continued to operate remotely. EO also launched an online well-being service – originally called “The Big White Wall” since rebranded as “togetherall”.

At the Inverness College level, the Principal and Chief Executive has ultimate responsibility for Health and Safety. Covid-19 matters form part of the agenda at SMT, the Health, Safety, and Wellbeing Committee (most recent meeting held 9<sup>th</sup> September), Curriculum Management Team meetings etc. The most recent College Management Team meeting (held on 2<sup>nd</sup> September) devoted over an hour to obtaining feedback and ideas for how we continue to enhance our management of activities whilst still operating under the pandemic.

Staff with a declared health condition or who share a household with someone who does have been asked to complete a Scottish Government Individual Covid Risk Assessment. The Government policy is that anyone with a “very high” assessment should not return to work but continue to do so remotely. Returns that have come back in the “high” category will be invited to undertake an OH assessment prior to any decision being made about returning to campus. This process is managed by the HR Team to comply with GDPR.

Carol Sutherland, Helen Aird, Nicola Quinn, and Suzanne Stewart (all members of the Covid Transition Management Team) have been working on a questionnaire to all staff to gauge how they are coping and identify potential ways in which we can improve their experience. This survey is due to be released by 25<sup>th</sup> September and due for return by 9<sup>th</sup> October. The survey will also incorporate the SG Individual Covid Risk Assessment for all to complete. The returns for this questionnaire will be utilised to inform policy, support, and guidance.

On Friday 25<sup>th</sup> September, a subgroup of the Health, Safety and Well-being Committee will be meeting to examine how we can improve our stress management process and a verbal update will be provided to the Board. The HSE Stress Management Process is likely to be the backbone of any re-vamped approach.

### DEALING WITH CASES OF COVID-19 LINKED TO INVERNESS COLLEGE

Our return to working on campus protocol has very clear guidance. We advise anyone to stay at home if they are feeling unwell and to self-isolate/book a test if they have covid-19 symptoms. The protocol also covers eventualities such as:

- a. someone feeling unwell on campus
- b. someone with covid-19 symptoms that have arisen whilst they have been on campus
- c. someone reporting that they are to be tested
- d. someone reporting a positive test

We are actively promoting the Protect Scotland App to staff and students. If there is a positive test linked to Inverness College, we will be in the hands of the local Health Protection Team and we are also duty bound to inform the Scottish Government. If there is a significant incident, then NHS Scotland/SG will set up an Incident Management Team and we will provide full cooperation.

We learnt a number of lessons from the previous lockdown in March and we feel we are better prepared for a further lockdown should that be required. An example of this is that we now have much improved communications with City Heart and feel that students will be better supported during a need to quarantine, self-isolate or under lockdown.

Carol Sutherland and Helen Aird have been, with the support of SMT and the Covid Transition Management Team, been developing a communication plan based on 4 potential scenarios ranging from a case linked to the campus to full lockdown in Inverness. Draft communications are being developed to inform a wide range of stakeholders. A further update on progress will be provided at the Board meeting.

### PLANNING DELIVERY BEYOND THE OCTOBER BREAK

In the light of recent developments, we have asked our Heads of School and their Deputies to prioritise the programmes that they would wish to see having at least some part of the curriculum being delivered on campus and to provide a rationale for each instance. The results of the individual School Plans will then be scrutinised by Roddy Henry, Gill Berkeley, Lindsay Snodgrass and Ken Russell on Friday 25<sup>th</sup> September and there will be subsequent dialogue to determine what we feel can and should be accommodated on site. A verbal update will be provided at the Board Meeting. Any delivery plan will have to be capable of responding to the progress in combatting the virus. It is unclear what we will be able to do in Semester 2, when we had anticipated that HE delivery could commence on campus. The SG will provide its normal 3 weekly statutory review and we will follow all updates closely to determine our responses.

### COVID-19 CYBERSECURITY UPDATE

(prepared by Martin Robinson, ICT Manager at Inverness College)

As strongly recommended by the Scottish Government the College and wider UHI are Cyber Essentials Plus certified. That is, the processes and systems we have in place to protect ourselves from cyber threats are verified on an annual basis. This hands-on technical review includes firewall controls, user access, patch management, malware protection and secure infrastructure configuration.

The ICT Services Manager is also a member of the Scottish College's Information Leader group that shares best practice on cyber security as well as receiving updates from partners and third parties such as the National Cyber Security Service, Universities and Colleges Information Systems Association (UCISA), the Scottish Government and others.

Therefore, the College ICT team were already regularly reviewing and adapting systems and policies in response to best practice and known threats prior to lockdown.

#### ***Prior to Lockdown***

As well as having our systems and processes verified via the Cyber Essentials Plus Verification the College had implemented two-factor-authentication for staff which reduces the risk of phishing attacks and password cracking. As a login requires a staff member's mobile phone as well as their username and password.

The College no longer allows older operating systems or applications, that are no longer supported, to be installed. Older operating systems, such as Windows 7, have been a source of previous cyber-attacks e.g. NHS.

Communications have also been issued frequently to raise awareness of phishing with staff, to think before clicking link or opening attachments, with mandatory training for information security and data protection.



### Cyber Security Changes

In response to guidance and lessons learnt from other organisations that have been victim of cyber-attacks we have made the following recent changes:

- Logins to College accounts must be from within the UK with managed exceptions (the vast majority of cyber-attacks are initiated outside the UK which this change makes more difficult).
- College data backups are totally segmented from our network (recent ransomware attacks have compromised live data and backups which make it impossible to recover from)
- LAPS (Local Administrator Password Solution) has been introduced to provide a more secure and segmented method of managing admin accounts and passwords. That is, admin passwords are randomised and accessing one admin account does not lead to wider privileges.
- Intune is being deployed across our mobile devices, to allow remote management of devices e.g. wipe a device if it is stolen.
- SharePoint and OneDrive are increasingly being used for file storage to make data more accessible as well as improving the management of access security.
- The online training for information security and data protection is to be an annual requirement, to ensure staff are aware that information security is their responsibility as much as the ICT team.

### CONCLUSIONS

Dealing with the impact of Covid-19 has been a huge team effort and thanks go to everyone for all their efforts to support students and each other through these challenging times. Proactive engagement in environmental scanning has helped us to develop approaches that have, so far, allowed us to keep our staff and students safe. We continue to be vigilant and certainly not complacent. Undoubtedly staff have worked extremely hard and we previously reported on the exceptional levels of recognition students gave our staff. We have been extremely grateful for all the ongoing support we have received from the Trade Union Health and Safety Representatives (Jimmy Hendry, Dave MacLennan and Lesley Cole) as well as that from HISA (Ruth McFadyen, Viv Mackie, and Laurie Symon).

## Board of Management

<b>Subject/Title:</b>	Health and Safety Annual Report 2019-20
<b>Author:</b> [Name and Job title]	Allan Kerr, Health and Safety Manager
<b>Meeting:</b>	Audit
<b>Meeting Date:</b>	06 October 2020
<b>Date Paper prepared:</b>	25 September 2020
<b>Brief Summary of the paper:</b>	To provide the Audit Committee with the annual report 2019/20 on matters pertaining to health and safety
<b>Action requested:</b> [Approval, recommendation, discussion, noting]	Discussion
<b>Link to Strategy:</b> Please highlight how the paper links to, or assists with: <ul style="list-style-type: none"> <li>compliance</li> <li>partnership services</li> <li>risk management</li> <li>strategic plan</li> <li>new opportunity/change</li> </ul>	
<b>Resource implications:</b>	No If yes, please specify:
<b>Risk implications:</b>	No If yes, please specify: Operational: Organisational:
<b>Equality and Diversity implications:</b>	No If yes, please specify:
<b>Consultation:</b> [staff, students, UHI & Partners, External] and provide detail	Health and Safety Committee, comprising a cross section of the college including management, staff and trade union reps.



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

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

[http://www.itspublicknowledge.info/web/FILES/Public\\_Interest\\_Test.pdf](http://www.itspublicknowledge.info/web/FILES/Public_Interest_Test.pdf)

## Executive Summary

There have been no RIDDOR reportable incidents for academic year 2019-2020 in comparison to a single RIDDOR event for 2018-2019. There has been a change of Health & Safety Manager within the reporting year (November 2019) and since this appointment, several observations regarding Health & Safety arrangements and areas for improvement have been identified, in particular regarding the conducting and management of Risk Assessments.

There are also ongoing issues regarding the College's Health & Safety Management System Software, 'SHE', which is in need of significant updating to reflect the College's current organisational structure which have been noted by the Health & Safety Manager as well as during the annual BDO internal audit. There was a collaborative project to procure a new software system, however, the resulting proposal was rejected by Partnership Council due to the indicative costs provided by APUC.

COVID-19 has had a significant impact upon the College operations since the turn of the calendar year, which resulted in a contingency management group being formed in January which is headed by Ken Russell, Depute Principal as chair of the group. A separate paper has been submitted by Ken Russell to provide details of the COVID-19 impact and how the situation has been managed and mitigated.

## Incidents

The College had been observing an increased trend in the reporting of incidents comparable to the previous year, prior to the onset of COVID-19. This may be viewed in a positive light as it superficially implies involvement with Health & Safety within the workforce. However, analysis of incidents within the reporting system is hindered in some respects by the parameters in which the system has been configured to record them.

A key cause of the issue is due to the outdated organisational structure that the system is configured with, though this is compounded by the custom and practice of mis-recording certain events as incidents which further contaminates the data. The lack of clear and readily available (or acknowledged) guidance on the use of the system plays a significant role in this misunderstanding, in addition to other, wider issues relating to the use of the SHE software system.

The key component to effectively utilising a Health and Safety Software System is the configuration of data sets and the accurate representation of the organisational structure. The organisational structure which is currently in use is largely obsolete, though this is exasperated by ad-hoc 'updates' which have not migrated or redirected data appropriately, thus causing multiple issues for the end user, as well as for the local administrator (Health & Safety Manager).

## H&S Management System Software Platform

The College, along with other UHI partners, utilises the 'SHE' software platform to, along with other H&S Management system functions, to facilitate the recording of

Incidents. The SHE contract has reached its final year, after exercising the +2 year extension options on the initial 3 year contract. The matter had been taken up as an agenda item at the UHI Health and Safety Practitioner's Group, resulting in the establishment of a sub-group to explore and identify the options available to assist in managing Health and Safety information.

The sub-group had identified and provided a specification of system requirements to APUC, however, at the time of writing the likelihood of a partnership wide procurement of H&S software looks unlikely due to several factors, with one being the associated cost. With this being the case, the Inverness College Health & Safety Manager is looking into options for a Health & Safety software system to be introduced locally within the College, though as an interim measure, the possibility of extending the SHE contract by a further 12 months is being investigated by APUC.

### **H&S Management System**

The college has made a commitment to and is adopting the Health & Safety Executive's HSG65 model as the framework for the College's Health & Safety Management System. To assist in the implementation of this framework, the intention is to utilise guidance provided by the University Safety and Health Association (USHA) which aligns with the HSG65 model of 'Plan, Do, Check, Act' in addition to the key principles of Health & Safety management.

The key component of the USHA guidance involves devolved ownership and responsibility for Health and Safety at all organisational and functional levels. In practice, this involves direct ownership and accountability for Health & Safety at departmental level. The means of measuring the status of compliance with the USHA guidance is via the USHA 'HASMAP' auditing system, which provides a series of benchmarks to establish the status of Health & Safety management and overall Health & Safety culture.

While HASMAP audits had taken place (with limited scope) in the previous reporting year, the depth and scale of the audits undertaken does not provide an accurate representation on the scale and specifics of H&S issues facing the College which have come to light. A key area of concern pertains to the conducting, management, and administration of Risk Assessments – this was also highlighted during the recent BDO audit and further detail is included within this BDO Audit heading within this report.

The HASMAP audits that were scheduled to take place during this reporting year have been postponed and it is unlikely a realistic alternative schedule can be implemented at this time given the current circumstances surrounding COVID-19. As the situation becomes clearer and appropriate resource available, a new and revised audit plan will be developed.

### **BDO Audit**

The College underwent the scheduled BDO Audit in February 2020 and has now been provided with the finalised report with management responses. The audit identified several areas that require improvement, of particular note was the management and

administration of Risk Assessments. To date there are multiple areas where Risk Assessments are not being recorded, reviewed and administered, which creates a potentially significant compliance gap.

The requirement to review and update activity Risk Assessments for compliance with COVID-19 mitigations has presented an opportunity to address this directly across all College activities and department managers have been tasked to ensure that reviews and updates are taking place. This issue has been highlighted in particular with regards to off-site activity, such as assessors visiting sites and for delivery within schools. The Health & Safety Manager will be conducting snap audits in the coming weeks to sample for compliance across the College's functions.

The conducting and recording of H&S training was raised as a finding within the audit, though this had previously been identified as an issue by the Health & Safety Manager and a curriculum has been developed for roll out using the 'Safetyhub' training software in the coming months, though this will be prioritised and sensitive to the situation and workloads of respective departments and functions.

A causal factor in the issues surrounding Risk Assessments has been the utilisation of the SHE software system, where despite being in place for over 4 years, there is still a lack of awareness of the system's operation and functions. This can likely be traced back to the period of initial implementation, however there doesn't appear to have been any ongoing support or information, or crucially, an underpinning procedure that has been widely disseminated or understood and adhered to.

The requirement to update and review the Health & Safety Manual, which had previously been identified as an ongoing requirement by the Health & Safety Manager, was identified as a finding during the audit – there is a significant volume of work to be done regarding this finding, including the awareness and adherence to the manual by staff, in addition to bringing the information up to date with current practices and legislation. Consideration is being given on how best to manage this document in terms of ongoing quality assurance and review.

The issue of the DSE Assessments for the transition to the new College building at Beechwood was also identified due to the records for these being unavailable during the audit and they have not been located since. Given the anticipated change of office settings as the College emerges from the COVID-19 situation, there is an opportunity to review and conduct new assessments for DSE arrangements throughout the College estate.

### **Summary**

It has been a positive year for the College in terms of having had no reportable incidents or significant injuries, and prior to the COVID-19 pandemic, was undergoing a continuing trend of increased reporting, predominantly for minor incidents – while of course it is not desirable to have an increase in incidents, it is believed that the increase is due to more proactive reporting rather than an increase in incidents.

With this said, there is much to do to ensure that the College has a robust and reliable Health & Safety Management System in place to support Health & Safety improvement. The BDO internal audit has reinforced many of the observations made by the Health & Safety Manager and as such, the measures and actions for improvement have been identified, with key components being the implementation of a HSG65 compliant Management System in addition to a fully functioning and fit for purpose software package.

## Board of Management

<b>Subject/Title:</b>	Student Outcomes and Satisfaction Rates for 2019-20
<b>Author:</b> [Name and Job title]	Roddy Henry, Depute Principal – Planning and Student Experience
<b>Meeting:</b>	<i>Board of management</i>
<b>Meeting Date:</b>	06 October 2020
<b>Date Paper prepared:</b>	28 September 2020
<b>Brief Summary of the paper:</b>	This report provides the committee with the status and context around student outcomes and a summary of student satisfaction rates for the academic year 2019-20. At the time of writing, most of the student outcomes have still to be finalised and a verbal update will be provided at the meeting on 6 October.
<b>Action requested:</b> [Approval, recommendation, discussion, noting]	Discussion
<b>Link to Strategy:</b> Please highlight how the paper links to, or assists with:: <ul style="list-style-type: none"> <li>• compliance</li> <li>• partnership services</li> <li>• risk management</li> <li>• strategic plan</li> <li>• new opportunity/change</li> </ul>	This paper links to the strategic plan, particularly in relation to the student experience and the curriculum.
<b>Resource implications:</b>	Yes
<b>Risk implications:</b>	<i>Yes – quality of the student experience</i>
<b>Equality and Diversity implications:</b>	Yes – equity of the student experience
<b>Consultation:</b> [staff, students, UHI & Partners, External] and provide detail	n/a

## Item 12

<b>Status</b> – [Confidential/Non confidential]	Non-confidential		
<b>Freedom of Information</b> Can this paper be included in “open” business* [Yes/No]	Yes		
*If a paper should <b>not</b> be included within “open” business, please highlight below the reason.			
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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 Outcomes and Satisfaction Rates for 2019-20****Executive summary**

The report provides a summary of student satisfaction rates for 2018-19 and the status of student outcomes, the processing of which have been affected by the Covid-19 restrictions.

Student outcomes are still in the process of being finalised due to the Covid-19 restrictions. Early indications are that full-time FE outcomes will have a higher percentage of 'partial success' this year due to the processes put in place to deal with the 'lockdown'. SFC intend to publish the college outcomes as usual this year, however there will be a clear statement about the context and the problems of comparing them to previous years. Education Scotland have already declared that colleges will not have to publish Evaluative Reports for 2019-20. HE outcomes, particularly for HN awards, will also have been impacted, but to a lesser extent.

Overall pass rates for Higher and National 5 awards rose by 23.3 and 19.2 points respectively, reflecting that grades were eventually based on lecturer estimates only.

Student satisfaction rates remain high, with the Student Satisfaction and Engagement Survey (SSES) at 93% and the National Student Survey (NSS) at 83% satisfaction overall.

**Main body of information****Provisional Student Outcomes**

An update on student outcomes will be provided at the meeting on 6 October.

**Higher and National 5 Results**

The circumstances around this year's national SQA exam diet are well known. Following intervention by the Scottish Government, teacher and lecturer estimates were used to award grades and therefore comparison with previous years' results is not valid.

The overall pass rate for students taking Higher exams at the college in 2019-20 was 88%, an increase of 23.2 points from the previous year. The National pass rates for Higher awards was 89.2%, an increase of 10.3 points. The college sector data has not yet been published.

Higher passes	Overall pass rates				
	2015-16	2016-17	2017-18	2018-19	2019-20
ICUHI	58%	69%	74%	64.5%	<b>88%</b>
College sector	63%	67%	61%	56.3%	-

The overall pass rate for students taking National 5 exams at the college in 2019-20 was 88.2%, an increase of 19.2 points. The National pass rates for National 5 was 88.9%.



National 5 passes	Overall pass rate				
	2015-16	2016-17	2017-18	2018-19	2019-20
ICUHI	74%	76%	76%	69.0%	<b>88.2%</b>
College sector	68%	70%	71%	67.6%	-

## Student Satisfaction Rates

The two main student satisfaction surveys are the Student Satisfaction and Engagement Survey (SSES) and the National Student Survey (NSS). The SSES is a SFC requirement for the college sector. Although the college returns only its FE responses to the SFC, all students (FE and HE) other than those included in the NSS are included in the survey for internal monitoring purposes. The NSS is the national HE survey and includes only students who are completing the final year of their HE study.

Student satisfaction rates remain high overall across these two surveys. In terms of the SSES results, satisfaction rates remain high at 93% overall: comprising 95% for FE and 90% for HE. Overall satisfaction expressed in the NSS remained the same as last year at 83%, while the UHI satisfaction rate overall fell to 82%, 3 points below the Scottish level.

Survey/level	Overall student satisfaction rate				
	2015-16	2016-17	2017-18	2018-19	2019-20
SSES: FE	89%	87%	95%	93%	<b>95%</b>
SSES: HE	87%	88%	90%	85%	<b>90%</b>
NSS	82%	75%	80%	83%	<b>83%</b>

The *Your Learning Experience Survey* (YLES) was introduced by the college towards the end of 2019-20 to evaluate the impact of the Covid-19 restrictions. The survey ran for two weeks through April 2020. The response rate was just over 17% of the student body. The results show that overall satisfaction is lower than the SSES return at 75%, however, students reflected in their responses the impact that their own individual circumstances had on their learning and recognised that the college did what it could in the exceptional circumstances. Students with a declared disability expressed less satisfaction overall with arrangements than those who have not declared a disability. The findings also highlighted the challenges in areas where learning is largely practical. The findings have informed further work with teaching staff to enhance remote delivery skills.

The results of the Postgraduate Taught Experience Survey (PTES) 2020 were released in August. PTES took place entirely within the lockdown period this year. The UHI's overall satisfaction rate dropped from 89% to 85%, from an overall response rate of 14%. This is still ahead of the Scottish average (78%), and UHI remain 13<sup>th</sup> overall out of 57 participating institutions across the UK. The Inverness College satisfaction rate was 80%.

Roddy Henry  
Depute Principal – Planning and Student Experience

## Board of Management

<b>Subject/Title:</b>	Student Activity 2018-19 and Student Recruitment 2019-20
<b>Author:</b> [Name and Job title]	Roddy Henry, Depute Principal – Planning and Student Experience
<b>Meeting:</b>	Board of Management
<b>Meeting Date:</b>	6 October 2020
<b>Date Paper prepared:</b>	28 September 2020
<b>Brief Summary of the paper:</b>	To provide the Board with a summary of student activity in 2019-20 and an update on student recruitment so far in 2020-21.
<b>Action requested:</b> [Approval, recommendation, discussion, noting]	Discussion
<b>Link to Strategy:</b> Please highlight how the paper links to, or assists with:: <ul style="list-style-type: none"> <li>• compliance</li> <li>• partnership services</li> <li>• risk management</li> <li>• strategic plan</li> <li>• new opportunity/change</li> </ul>	This paper links to the strategic plan, particularly in relation to the student experience and the curriculum.
<b>Resource implications:</b>	Yes – income and costs relating to student activity
<b>Risk implications:</b>	Yes - sustainability
<b>Equality and Diversity implications:</b>	No
<b>Consultation:</b> [staff, students, UHI & Partners, External] and provide detail	n/a

## Item 13

<b>Status</b> – [Confidential/Non confidential]	Non-confidential		
<b>Freedom of Information</b> Can this paper be included in “open” business* [Yes/No]	Yes		
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**Student Activity 2019-20 and Student Recruitment 2020-21****Executive summary**

The 2019-20 outturn for FE student activity (credits) in is 97% of target, pending the final return to the Scottish Funding Council (SFC). The outturn for HE funded undergraduate FTE is 95% of target. SFC has confirmed that there will be no clawback of credit funding if the shortfall is due to Covid-19 restrictions.

FE recruitment for 2020-21 has been impacted by Covid-19 and includes students deferred from 2019-20. Overall, FE recruitment is comparable to last year when the Covid impact in taken into account. HE recruitment looks to have exceeded target and is well ahead of recruitment at this time last year.

**Main body of information****Student activity against targets 2019-20**

The core credit target for 2019-20 was 28,915, with an additional ESF credit target of 296, making a total target of 29,211 credits.

<b>FE</b>	<b>2019-20</b>
Core Credit Target	28,915
ESF Target	296
Total Target	29,211
<b>Total Credits as at 17 September 2019</b>	<b>28,368</b>

The total credit outturn (post-audit and pending FES return) is 28,368 credits, which is 97.1% of our target. The shortfall is largely due to Covid -19 restrictions, which prevented further enrolments after lockdown towards the end of March 2020. Evidence of this has been submitted via UHI to the SFC.

SFC will not penalise colleges for any credit shortfall due to Covid.

**HE**

The 2019-20 PPF target (undergraduate students, excluding PGDE, with a fee status of Scottish or European) was 1,604 FTE. The final outturn is 1,525.5 FTE, 95.1% of target.

PPF Target HE FTE (Undergraduate students, including SC and EU fee statuses, excluding PGDE)	1,604.0
Current HE students as at 28/06/2019 - count by Module attachment.	<b>1,525.5</b>

## Item 13

The table below provides a summary of all HE activity in 2019-20 by level and fee category/funding source:

Level	PPF/TEMG Target	Current estimated FTE	Variance
Undergraduate Scottish & EU	1603.9	1525.5	-78.4
Postgraduate Taught Scottish & EU	21.9	60.8	38.9
Undergraduate International & RUK	(2+19) 21	(10.1+20.2) 30.3	9.3
Postgraduate Taught Int & RUK	-	(0.7+10.3) 11	11.0
PGD Education (Primary & Secondary)	41	37	-4
<b>TOTAL</b>	<b>1687.8</b>	<b>1664.6</b>	<b>-23.2</b>

### Student Recruitment 2020-21

Student activity targets (FE credits and HE FTE for SFC-funded undergraduate) for 2020-21 are shown in the table below:

Target	2020-21
FE Credits	28,915
HE FTE (UG SFC funded)	1,491

At the time of writing, student enrolment for Semester 1 and for most full-time programmes has completed. Part-time enrolment, particularly at FE, will continue throughout the year. Currently, a number of part-time FE and HE full-time enrolments are still sitting at 'provisional' status.

Enrolment of FE students this year has been significantly impacted by Covid-19 restrictions. A significant number of FE students (over 400) who should have completed their studies in 2019-20 have been deferred to this year and are currently completing their courses. In the main, these are Modern Apprentices in Construction and Engineering, together with some Forestry students. This has meant that some activity planned for 2020-21 has been postponed to later in the Semester, and a few courses may be cancelled in order to accommodate the deferred student activity. The deferred activity will count towards the 2020-21 credit target.

Taking account of this context, the FE activity overall is commensurate with last year at this time, and probably slightly down on full-time activity. Student engagement on remote delivery is being monitored closely to support students to continue on courses. The situation regarding restrictions to courses with practical elements is also being monitored closely. SFC has committed to not clawing back any credit funding for 2020-21 should colleges not meet credit target due to Covid-19.

HE enrolments are significantly up on last year and look to be well ahead of target. A clearer forecast of potential FTE will be available once students are attached to modules.

The table below provides a summary of all students with a status of 'current' at 25 September 2020, with comparisons to previous years at a similar time. This includes all SCQF levels and categories of fee status (e.g., Scottish, International, RUK etc.).

### Current enrolments:

Level & Mode of Study	24.09.18	24.09.19	25.09.20
FEFT Total	1158	1096	942
FEPT Total	1180	1184	1179
HEFT Total	1471	1385	1503
HEPT Total	573	618	736

Roddy Henry  
Depute Principal – Planning and Student Experience

**Full-time Enrolments on 14 September 2020**

FE FT	Current	Current on 18.09.19	Did Not Start (DNS)	Provisional, but completed online enrolment	Provisional	Total
Business, Computing & Hospitality	128	118	19		11	158
Care, Health & Wellbeing	221	242	58	8	43	330
Construction & the Built Environment	6*	91	1		1	8
Creative Arts	330	353	41	7	53	431
Education & Applied Sciences	65	89	17	4	4	90
Engineering Technology	90*	159	7	2	29	128
Scottish School of Forestry	43	41	6	1	9	59
<b>Grand Total</b>	<b>883</b>	<b>1093</b>	<b>149</b>	<b>22</b>	<b>150</b>	<b>1204</b>
<i>Total FE FT enrolments on 18 Sept 2019</i>	<i>1093</i>		<i>220</i>	<i>0</i>	<i>3</i>	<i>1318</i>

\*does not include apprenticeship activity

HE FT	Current	Current on 18.09.19	Did Not Start (DNS)	Provisional, but completed online enrolment	Provisional	Total
Business, Computing & Hospitality	316	245	34		29	379
Care, Health & Wellbeing	423	410	42	3	33	503
Construction & the Built Environment	110	91	14	3	8	136
Creative Arts	391	381	23	2	29	452
Education & Applied Sciences	103	118	8		9	120
Engineering Technology	52	48	5		8	65
Scottish School of Forestry	70	61	3		6	79
<b>Grand Total</b>	<b>1465</b>	<b>1354</b>	<b>129</b>	<b>8</b>	<b>122</b>	<b>1734</b>
<i>Total HE FT enrolments on 18 Sept 2019</i>	<i>1354</i>		<i>164</i>	<i>3</i>	<i>1</i>	<i>1561</i>



## Board of Management

<b>Subject/Title:</b>	Corporate Parenting Plan 2020-23 and UHI Partnership Approach to Equalities Reporting
<b>Author:</b> [Name and Job title]	Lindsay Snodgrass, Director of Student Experience
<b>Meeting:</b>	Board of Management
<b>Meeting Date:</b>	06 October 2020
<b>Date Paper prepared:</b>	29 September 2020
<b>Brief Summary of the paper:</b>	To provide a draft of the Corporate Parenting Plan for 2020-23 and an update on the regional approach to equalities reporting.
<b>Action requested:</b> [Approval, recommendation, discussion, noting]	Discussion
<b>Link to Strategy:</b> Please highlight how the paper links to, or assists with: <ul style="list-style-type: none"> <li>• compliance</li> <li>• partnership services</li> <li>• risk management</li> <li>• strategic plan</li> <li>• new opportunity/change</li> </ul>	<i>Strategic Plan –</i>  To further develop our accessible and inclusive support for students to enable all to achieve their potential
<b>Resource implications:</b>	No <b>If yes, please specify:</b>
<b>Risk implications:</b>	No <b>If yes, please specify:</b> Operational: Organisational:
<b>Equality and Diversity implications:</b>	No <b>If yes, please specify:</b>
<b>Consultation:</b> [staff, students, UHI & Partners, External] and provide detail	

## ITEM 16

<b>Status –</b> [Non confidential]			
<b>Freedom of Information</b> Can this paper be included in “open” business* [Yes]			
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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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## Corporate Parenting

### Executive summary

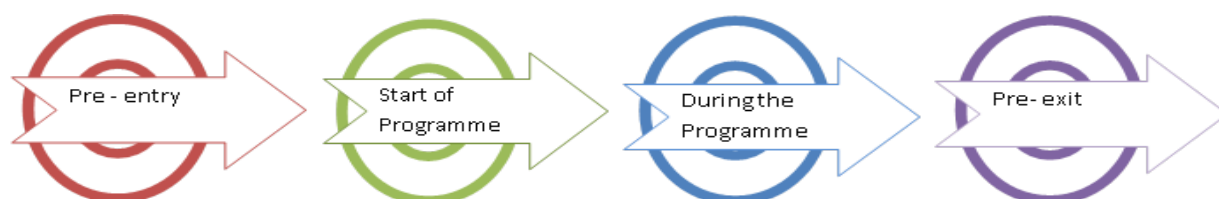
The college has updated its Corporate Parenting Plan for the period 2020-23. The new plan provides a summary of progress made over the period of the 2017-20 plan and details the specific areas of future action in response to a variety of sector publications.

### Background information

Since the conception of corporate parenting legislation in 2014, as part of the Children and Young People (Scotland) Act, the College have made good progress with all legislative duties. We have since moved into a new phase of enhancing the good practice which has been established and responding to the significant national reviews which help to shape our future priorities:

- [The Care Review 2020](#)
- [Celcis, Being a Student with Care Experienced is Very Daunting, 2019](#)
- [SFC's National Ambition for Care Experienced Students, 2020](#)
- [15-24 Learner Journey Review, 2018](#)

The direction of travel continues to be around widening access to encourage applications from care experienced learners in both further and higher education and to bring about equity in outcomes through closing the attainment gap. Equity in the outcomes of care experienced learners by 2030 has been set as a target for the sector to achieve by 2030. To do this, our plan identifies incremental improvements across the learner journey from pre-entry to exit taking account of various recommendations made to the sector. An annual update and refresh of the action plan will be provided to take account of progress made each academic year.



### Regional Approach to Equalities

There continues to be uncertainty around the expectations of both the Access and Inclusion strategy and the Gender Action Plan and how the UHI partnership will approach these. The proposal of these being taken forward at a partnership level has stalled and, in recognition of the additional workload for colleges around Covid-19, SFC guidance has outlined that colleges are not expected to produce an Access and Inclusion Strategy this calendar year. It is anticipated that further information will come out to the sector later this year. In the

meantime, the college will continue to scrutinise outcomes by priority group as part of our ongoing evaluative activity and our approach to access and inclusion.

### **Public Sector Equality Duty (PSED) Update**

In August '20 the sector received an update from the Scottish government on PSED reporting. The key points from this communication are summarised below:

#### **Summary of key points**

- The PSED remains a legal duty and of critical importance at this time
- The review of the operation of the PSED has been delayed
- There will not be a full public consultation in summer 2020
- Changes to the Scottish Specific Duty Regulations will not be introduced before the 2021-2025 cycle
- Public bodies should continue to plan for a new equality outcome cycle beginning in April 2021.

The college will need to liaise with the UHI lead on Equalities to gain a better insight into this aspect of work, in the absence of a Director of Organisational Development, which predominantly focusses on staff but also encompasses students.



University of the  
Highlands and Islands  
Inverness College

# Corporate Parenting Plan



2020-2023

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## Introduction

### What is Corporate Parenting?

Inverness College UHI is a Corporate Parent as defined by the Children and Young People (Scotland) Act 2014. As a Corporate Parent, the college has specific duties and responsibilities for care experienced learners to ensure that the support and opportunities, provided by any parent to their child, are offered by the college to students who are care experienced.

Inverness College UHI is proud to be a Corporate Parent and acknowledges this as a great privilege with significant responsibilities. We have made a firm commitment to make our college accessible and inclusive to all learners. The college has established a positive declaration environment and recognises individuals with lived care experienced as a priority learner group in both strategic and operational planning.

Our organisation's values define who we are, our expectations of ourselves and of each other. They describe how we interact with one another and how we interact with our students and partners. The values that underpin the culture of Inverness College UHI are:

- **Respect**
- **Integrity**
- **Accountability**
- **Passion**

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

Inverness College UHI recognises the strength, determination and resilience of our care experienced learners but also some of the additional challenges they experience. As Corporate Parents we are continually working to enhance the services available to our care experienced learners through feedback from them and prospective applicants, from the various partner agencies whom we engage with, and by responding to local and national reviews.

Our three-year action plan takes account of the progress the college has achieved to date and is underpinned by The Scottish Funding Council's [National Ambition for Care Experienced Students](#) to achieve equity of outcomes by 2030. Our plan provides a structured approach to continual improvement across the learner journey and the need to create early connections with our prospective learners by further enhancing the relationships with external partners who have supported their journey so far.





## Our Approach

Whilst Inverness College UHI gained early external recognition for our work with care experienced learners (Buttle UK Quality Mark), we recognise the need to continually strive for excellence in providing the care our learners are entitled to. Our approach is ever evolving and is founded on:

- Research to inform our practice, including attachment theory
- A clear understanding of the developmental process and the impact of adverse childhood experiences (ACEs)
- The principles of trauma informed practice
- The application of children's rights

To ensure the continuous enhancement of provision for care experienced learners, we regularly review:

- The Corporate Parenting Action Plan
- Transition planning processes
- The quality and responsiveness of student support services

We involve care experienced learners in all discussions about our provision and seek their feedback on how we can make further improvements. Across the entirety of the student journey, we have taken steps to ensure that individuals feel supported through our positive declaration environment and are further supported by the processes which follow.

Placing the learner at the centre of all we do is the overarching principle which guides our work and helps us to encourage learners to take an active role in their learning.

Our student support teams, in conjunction with curriculum colleagues and external agencies, work together to provide holistic support and to find solutions to any barriers which may exist.





Working in partnership with partners agencies, the college has developed a robust transition planning process to encourage applications. The college has simplified the application process and has clear wording around declaring care experience to ensure declarations are supported at the earliest point. Funding processes have been updated to ensure those with care experience are prioritised.

The Access and Transitions Co-ordinator role enables support to be coordinated according to the needs of the individual. The Access and Transitions Co-ordinator role also ensures that the college continuously seek to develop professional relationships and collaborative activity with a wide range of external partners in support of care experienced learners.

Ref: Image available from [www.celcis.org](http://www.celcis.org)



In ensuring that we first and foremost meet our legislative duties, we have developed and improved our systems, processes and support services to uphold the rights of, and safeguard the wellbeing of care experienced learners in line with the eight wellbeing indicators (SHANARRI).

Our focus will continue to be aligned to staying alert and responsive to matters which may adversely affect the wellbeing of our care experienced learners.

We continue to actively listen to the student voice and encourage regular engagement and feedback from

individuals on their college experience. We continually encourage our all teams to be reflective and responsive to feedback, identify areas for improvement and take the appropriate actions to implement change.

## Professional Practice

The college recognises that people have the greatest influence on our success and that of our learners and as such we remain focussed on the professional development of staff. We support our staff to understand the needs of care experienced learners and their extended role as corporate parents. We now include an information session on corporate parenting as part of our staff inductions and follow this up with an online mandatory training module. The college also has additional opt in professional development on corporate parenting which is held bi-annually to ensure professional knowledge is relevant and up to date.

Ongoing help and advice are offered by the Access and Transitions Co-ordinator to staff who are supporting learners with their transition and regular reviews with our learners ensure that we are meeting their ongoing and changing needs.

## Happy, Healthy and Secure

We understand that having financial security and a safe and welcoming place to study reduces the additional pressures faced by care experienced learners. In September 2016, the University of the Highlands and Islands opened its halls of residence on the Inverness Campus. Through negotiation with City Heart and UHI, the college have been instrumental in securing a 365 day lease for care experienced learners to ensure that no one will find themselves without accommodation during the summer period when students traditionally go home to their families.



We have also established a designated contact in the Student Funding Team to ensure care experienced students have their bursaries or SAAS funding in place at the earliest point possible and to act as a personal contact should students experience financial difficulties during their studies. Managing the Care Experienced Bursary has proved to be challenging for some learners so the College have financial planning and budgeting advice available by means of support with this.

The college also provides a wide range of wellbeing and support services, both on campus and online, to help our learners keep fit, healthy and active. A dedicated referral system provides access to relevant services at any point throughout the learning journey.

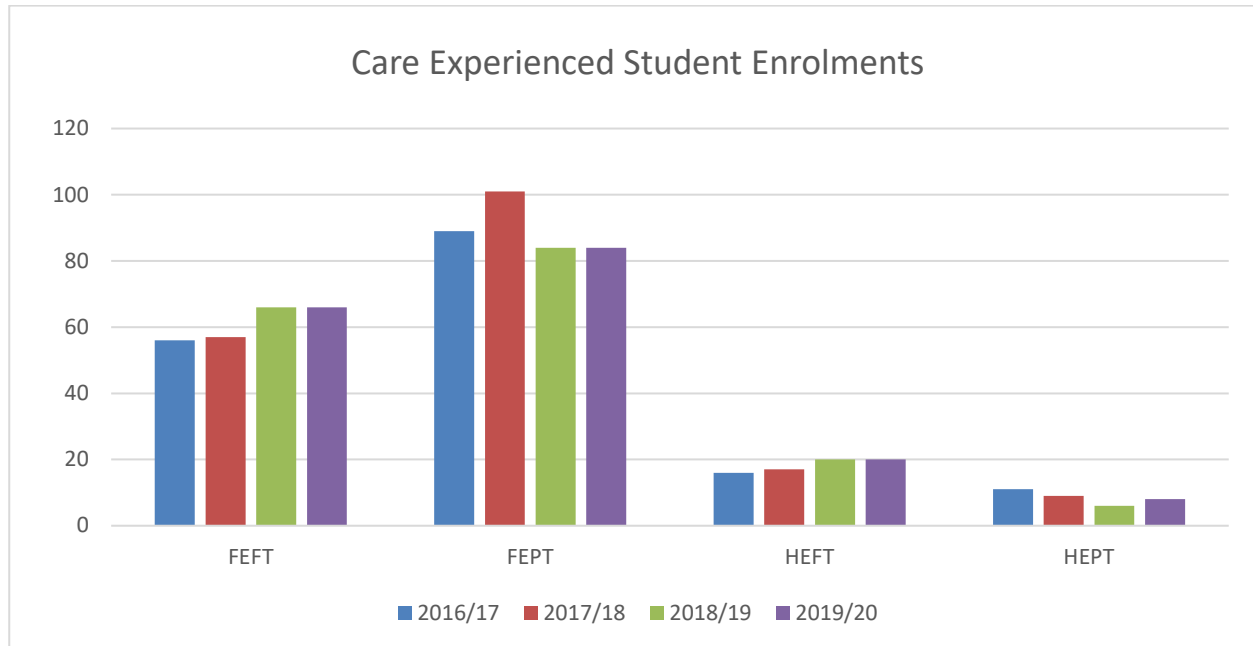
## The National Picture

Despite efforts to close the opportunity and attainment gap, care experienced young people do not have the same life chances as their peers and studies have shown that this group are more likely to become vulnerable to a range of socioeconomic disadvantages including offending behaviour and health problems. Research from 'Who Cares? Scotland,' (2020) indicates that:

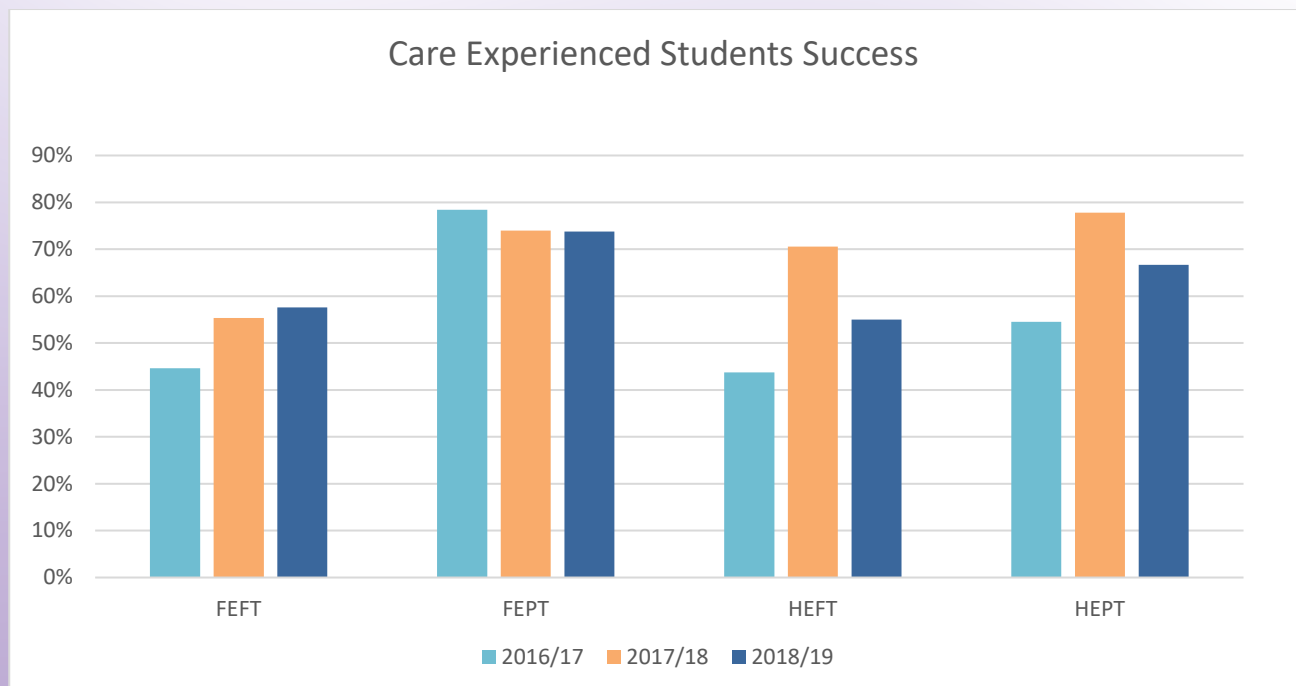
- Care Experienced young people are **less likely to be in positive destinations** nine months after leaving school
- **Participation and retention rates in post compulsory education are very low** with only 4% of Scottish care experienced young people engaging in Higher Education (Children and Young People's Commissioner, Scotland, 2019).
- At all levels, Care Experienced learners have **lower rates of completing courses compared to all learners at university and college**
- There is a **15.6% gap in successful outcomes** for full-time further education courses between care experienced learners and their non-care peers (SFC, 2019)

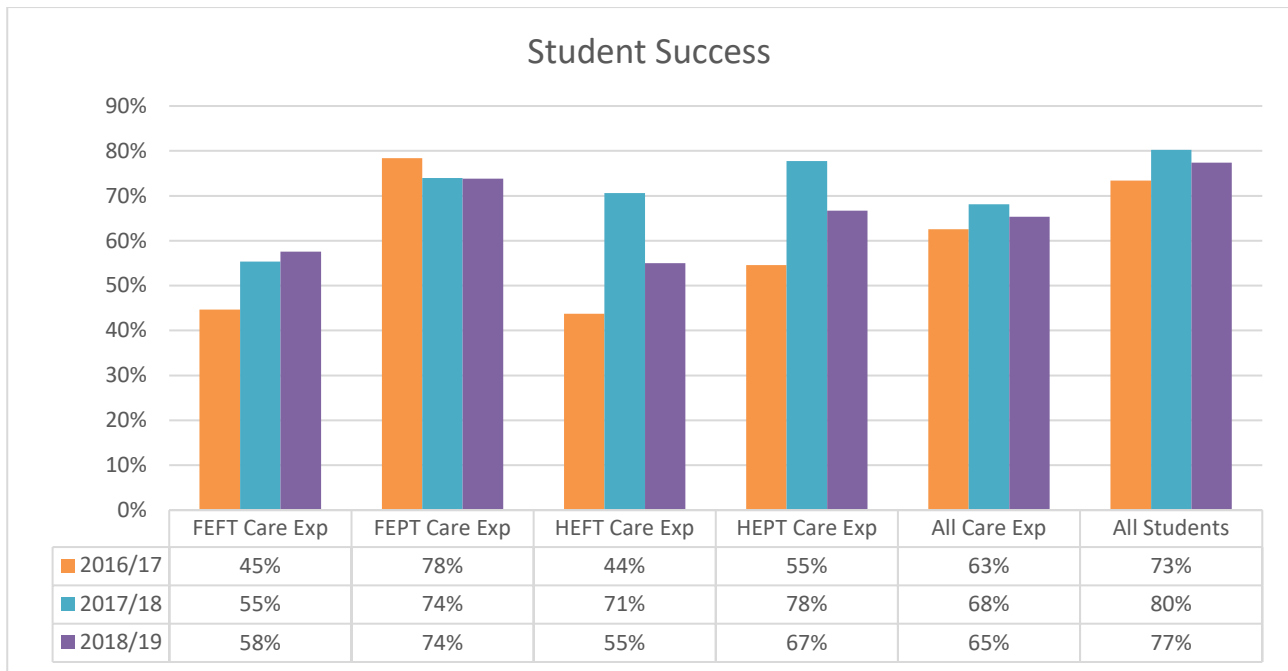
Such poor educational outcomes also correlate to other socioeconomic issues experienced by this learner group including higher unemployment, homelessness, criminalisation, and health.

## Our Picture so Far

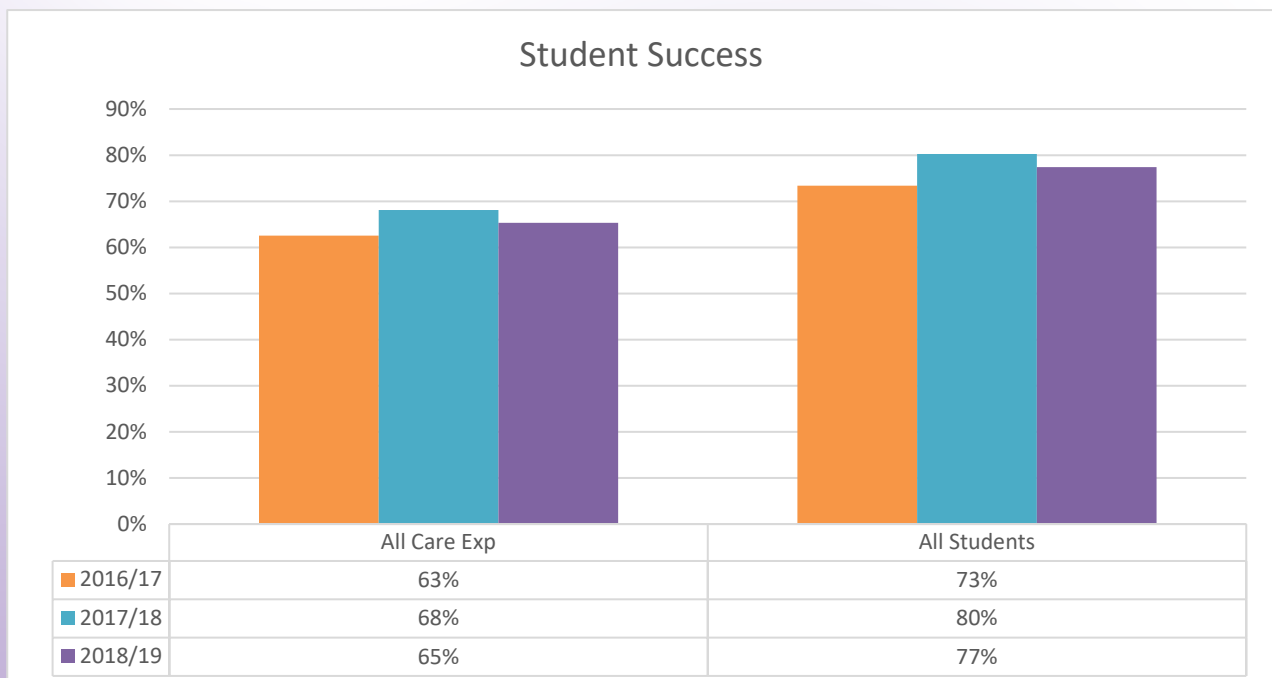


The college and the wider UHI partnership have placed a significant focus on the experience and outcomes of care experienced learners since the conception of corporate parenting legislation in 2014. We continually achieve our recruitment target for this learner group, as set in the Regional Outcome Agreement, and we have experienced a marginal increase in the number of care experienced learners who engage in FT FE and FT HE. We are well ahead of the SFC ambition of 1.5% of college headcount being care experienced learners and local intelligence tells us that we do well in attracting this learner group.





The college has seen a sustained improvement in the outcomes of care experienced learners on FT FE programmes with outcomes improving by 13pp in the period 2016-17 to 2018-19. However, despite efforts to provide tailored and personalised support to care experienced learners, and data showing we perform above sector norm for this learner group, we have not seen a sustained and consistent improvement in outcomes across *all* levels and modes of study.



Outcomes for care experienced learners across all modes of study have remained lower than those of their non-care experienced peers and across the sector the gap in the outcomes of care experienced learners has widened.



## Our Future Focus 2020-23

As we introduce our new Corporate Parenting Plan for 2020 - 2023, our aims and objectives continue to be grounded by our legislative duties. However, the sector has seen a wealth of new research on care experienced learners since the conception of Corporate Parenting in 2014. Our 2020–23 plan not only builds on our previous work but also responds to the recommendations as set out in:

- [‘Being a Student with Care Experience is Very Daunting’, Celcis 2019](#)
- [National Statement of Ambition for Care Experienced Learners, Scottish Funding Council 2020](#)
- [The Care Review 2020](#)
- [Principles of Good Transition 3](#)
- [The Learner Journey Review 2019](#)

Our ambition moving forward is to encourage a relationship-focussed approach to the care and support of care experienced learners, where we seek to further enhance our systems and processes to be person-centred and not process centred and ensure they are free from jargon, inequity and difficulty.

We embrace Scotland’s ambition for children and young people to achieve equity of opportunity and outcomes and will commit to further improvements across the learner journey to support this. As set out in the Care Review 2020, through the identification of the five founding principles, we will strive to further enhance the learner voice and will continue to create an environment where our care experienced learners can achieve their full potential through being able to form relationships which are *‘nurturing, patient, kind, compassionate, trusting and respectful’*. The Care Review (2020)

### The Foundations

#### The Promise is built on Five Foundations.

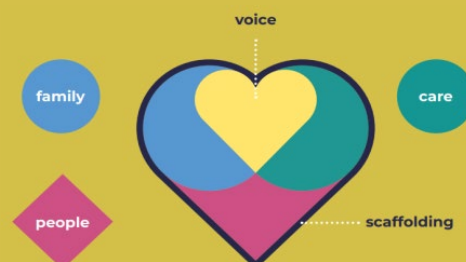
**Voice:** Children and young people must be listened to and meaningfully and appropriately involved in decision-making about their care, with all those involved properly listening and responding to what they want and need. There must be a compassionate and caring decision-making culture focussed on children and those they trust.

**Family:** Where children are safe in their families and feel loved they must stay – and families must be given support together, to nurture that love and overcome the difficulties which get in the way.

**Care:** Where living with their family is not possible, children must stay with their brothers and sisters where safe to do so, and belong to a loving home, staying there for as long as needed.

**People:** The children that Scotland cares for must be actively supported to develop relationships with people in the workforce and wider community, who in turn must be supported to listen and be compassionate in their decision-making and care.

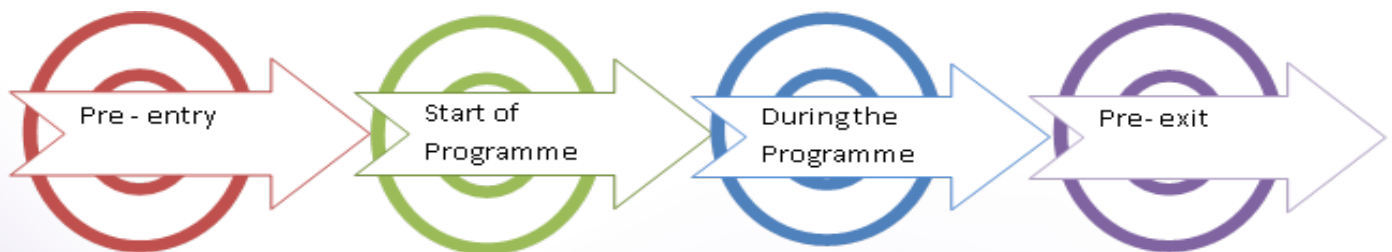
**Scaffolding:** Children, families and the workforce must be supported by a system that is there when it is needed. The scaffolding of help, support and accountability must be ready and responsive when it is required.



Extract from the Care Review 2020

## Part 2: The Action Plan

The second part of this document contains our action plan which takes account of the entirety of the learner journey from pre-entry. An overview of the current status is provided alongside our future focus and specific actions for each stage. An annual update and review of the action plan will be provided to take account of progress made each academic year.



# 2020-23 ACTION PLAN



## Corporate Parenting Plan 2020-2023



The college operates a positive declaration environment and encourages declarations of care experience at the earliest point to enable timely and appropriate support. At the earliest possible point, we work with partner agencies and schools to support the transition of care experienced learners to college. Care experienced learners are invited to discuss their requirements for an effective transition and the college creates a person centred Transition Plan based on the needs of each individual. This draws together any relevant support needed both from the college and from external partners.

Prior to applying for college, care experienced learners are provided with preparatory support such as help in identifying suitable routes of study, completing application forms, writing personal statements, preparing for interview and tours of the campus setting. The college applies contextualised admissions for all applicants with care experience to ensure a guaranteed interview and a guaranteed offer of place on the course of choice, or a suitable alternative.

Over the summer months, the college offers a tailored programme to support transition to college including advice around funding and accommodation, budgeting and financial planning, and ongoing support arrangements are put in place prior to enrolment.

## Corporate Parenting Plan 2020-2023

	Action	Owner	Timescale	In response to:
1.1	Seek feedback from care experienced learners on the new Transition Plan through a focus group ensuring the language and content meets their needs and expectations	Access & Progression Manager	By April 2021	<b>Principles of Good Transitions 3</b> <b>Principle 1</b> <i>Planning and decision making should be carried out in a person-centred way</i>
1.2	Work collaboratively with current care experienced learners and the Student Engagement Officer to design and produce a video detailing their experience at college / services available to support care experienced learners. <i>(This can be used at transition events, meetings with third sector agencies and schools and will also be placed on the College website)</i>	Access and Transitions Co-ordinator	By June 2021	<b>Principles of Good Transitions 3</b> <b>Principle 3:</b> <i>Planning should start early and continue up to age 25</i>  <b>Learner Journey Review</b> <b>Key Priority 2: Recommendation 7</b> <i>Raise aspirations and improve offer of support for looked after young people</i>
1.3	Create a point of contact with every Highland Council secondary to enhance information sharing prior to support early identification of individuals.	Access and Transitions Co-ordinator	August 2021	<b>Principles of Good Transitions 3</b> <b>Principle 3:</b> <i>Planning should start early and continue up to age 25</i>
1.4	Work collaboratively with Highland Council to develop professional learning opportunities for teachers to cascade best practice in transitions planning.	Access and Progression Manager	Nov 20 – June 21	<b>SFC Ambition 1: Intake of care-experienced students</b> <i>To continue to increase the number of care experienced learners engaging in post-compulsory education</i>  <b>Key Priority 2: Recommendation 7</b> <i>Raise aspirations and improve offer of support for...looked after young people</i>
1.5	Continue to promote prioritisation of places for care experienced learners on Senior Phase programmes	Access & Progression Manager	Nov 20 -March 21	<b>Key Priority 2: Recommendation 7</b> <i>Raise aspirations and improve offer of support for looked after young people</i>  <b>SFC Ambition 1: Intake of care-experienced students</b> <i>To continue to increase the number of care experienced learners engaging in post-compulsory education</i>

## Corporate Parenting Plan 2020-2023

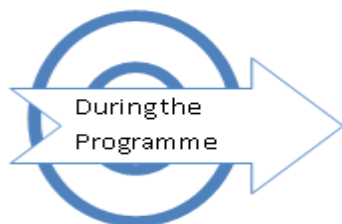


Declarations of care experience are encouraged during enrolment and at the start of the course. Care experienced individuals, alongside those from other priority groups, are flagged to the Personal Development Adviser / Personal Academic Tutor through the Student Hub and on INSIGHT for FE and HN programmes. A referral system is in place to pass on any 'on course' declarations to the Access and Transitions Co-ordinator who can offer support to learners. Ongoing support is provided by the Access and Transitions Co-ordinator in addition to the assigned Personal Development Adviser / Personal Academic Tutor and any relevant Support Team.

Ongoing means of support is highlighted via the college website, including a directory of local services, and also on our Student Support Brightspace hub, '*The Bothy*'. Care experienced learners can continue to gain support from the Access and Transitions Co-ordinator to secure accommodation, including in halls of residence for 365 days a year, and for any financial support they may require early into the course.

	Action	Owner	Timescale	In response to:
2.1	Establish a data sharing agreement between UHI and IC UHI that allows for information sharing relating to the wellbeing and safety of any care experienced students that reside in the halls of residence	Access and Transitions Co-ordinator	August 2021	<b>Principles of Good Transitions 3</b> <b>Principle 2:</b> <i>Support should be coordinated across all services</i>  <b>Principle 4:</b> <i>Young people should get the support they need</i>

## Corporate Parenting Plan 2020-2023



During the academic year care experienced learners, along with their peers on FE programmes, have timetabled weekly pastoral support with their Personal Development Adviser and additional 1:1 support as required. HN / HE learners have their Personal Academic Tutor as a point of contact throughout the year and additional access to the Student Support Team and the Access and Transitions Co-ordinator.

As part of our continued commitment to improving outcomes for care experienced learners, the college regularly monitors the attendance and engagement of all FE FT learners through INSIGHT monitoring and tracking system. Care experienced learners, amongst other priority learner groups, are flagged for additional consideration. Early interventions are made for learners who show signs of poor engagement. Following discussion with the PDA / PAT referrals to various forms of support are made, for example, wellbeing; funding; additional learning support, to try to provide the learner with the necessary support required to get back on track.

Transition Plan Review meetings are held between the Access and Transitions Co-ordinator and individual care experienced learners twice each year. This ties in with the key stages of the learner journey and are designed to review and update any support measures in place. Where care experienced learners do not have an active Transition Plan in place, contact at key stages of the learner journey are in place to check in on wellbeing and remind students of the support available to them.

The college welcomes the views of care experienced learners throughout the year and their voice is captured at several points through the academic year including through student surveys and specific focus groups.

## Corporate Parenting Plan 2020-2023

	Action	Owner	Timescale	In response to:
3.1	Establish a peer mentoring scheme to give informal support to fellow care experienced students both within the college and those who are considering college as an option	Access and Transitions Coordinator	December 2021	<p><b>Principles of Good Transitions 3</b></p> <p><b>Principle 4:</b> <i>Young people should get the support they need</i></p> <p><b>Learner Journey Review</b></p> <p><b>Key Priority 2 Recommendation 7:</b> <i>Raise aspirations and improve offer of support for...looked after young people</i></p> <p><b>The Care Review</b></p> <ul style="list-style-type: none"> <li>➤ Scaffolding: <i>Universities and colleges in Scotland must also act on their responsibilities towards care experienced students, ensuring they are provided with access to mentoring and support throughout their studies.</i></li> </ul>
3.2	<p>Work with partner agencies to plan and promote practical activities available during academic holiday periods, particularly holiday periods centred on family experiences.</p> <p>In partnership with external agencies, establish a structured approach to providing support during periods of academic holiday to overcome the additional challenge caused for care experienced learners due to a loss of routine/separation from meaningful relationships.</p>	Access and Transitions Coordinator	March 2020	<p><b>Principles of Good Transitions 3</b></p> <p><b>Principle 2:</b> <i>Support should be coordinated across all services</i></p> <p><b>Principle 4:</b> <i>Young people should get the support they need</i></p> <p><b>The Care Review:</b></p> <ul style="list-style-type: none"> <li>➤ People</li> <li>➤ Scaffolding</li> </ul> <p><b>CELCIS: Recommendation 9</b> <i>Consideration should be given to how students can access support during holiday periods to ensure continuity of support services. Particular attention should be given to Christmas and summer holiday periods as students report particular difficulties in relation to both emotional and practical support during these times.</i></p>

## Corporate Parenting Plan 2020-2023



Towards the end of the course of study, Personal Development Advisers / Personal Academic Tutors hold exit interviews to discuss progression opportunities or to provide support in taking the next steps to employment. Learners are supported to create a skills profile and find employment opportunities utilising '*My World of Work*' or '*Future Me*' engagement activities, 1:1 career adviser meetings with SDS coaches, and attendance at careers and employability events organised at both departmental and college level.

The outcomes and destinations of our care experienced learners are carefully monitored and analysed and used to inform future planning.

## Corporate Parenting Plan 2020-2023

	Action	Owner	Timescale	In response to:
4.1	<p>Establish longitudinal tracking of learner data to better understand learner journeys from pre-entry to exit.</p> <p>Establish a means of gathering on-going qualitative feedback from care experienced learners, particularly at point of early withdrawal, to gain better insight into the student experience to help inform robust evaluation and future planning.</p>	<p>Access and Progression Manager &amp; MIS Manager</p> <p>Access and Progression Manager &amp; Quality Manager</p>	From January 2021	<p><b>Learner Journey Review Key Priority 17: Recommendation 217:</b>  <i>Better share data, monitor and track learner journeys more coherently from 15-24 years</i></p> <p><b>CELCIS Recommendation 16:</b>  <i>Colleges and universities should try to ascertain the reasons for care experienced students leaving their course early. These reasons should be systematically recorded, and the Scottish Funding Council (SFC) should work closely with colleges and universities to use this data to improve completion rates and retention.</i></p> <p><b>SFC Ambition 2: College successful completions</b>  <i>To reduce the gap of the successful completion rate of full-time FE care-experienced students from 15.6 percentage points in 2017-18 to 10 percentage points in 2022-23.</i>  <i>To reduce the gap of the successful completion rate of full-time HE care-experienced students from 10.5 percentage points in 2017-18 to 6 percentage points by 2022-23.</i></p> <p><b>SFC Ambition 3: University retention</b>  <i>To reduce the gap that progress to year 2 of their course from 6.0 percentage points in 2017-18 to 3.5 percentage points by 2022-23.</i></p>

## Corporate Parenting Plan 2020-2023

**Ongoing organisational commitments**

Inverness College UHI continues to make an explicit commitment to support care experienced learners and will continue to maintain their status as a priority learner group in operational and strategic plans. In our efforts to expand our knowledge and understanding of the challenges faced by care experienced learners and the support available to them on a local, regional and national level, we will continue to engage in regional and national forums and regularly liaise with other local corporate parent strategic leads to share best practice in support of improved outcomes.

To share understanding of the corporate parenting role, we will continue to disseminate information to all our college community. The college will continue to commit to providing professional development on corporate parenting to all new staff during induction sessions and to the wider staff body at bi-annual staff development days.



## Corporate Parenting Plan 2020-2023

	Action	Owner	Timescale	In response to:
5.1	Expand the corporate parenting strategic steering group to include all relevant public bodies / local corporate parents	Director of Student Experience		<b>Principles of Good Transitions 3</b> <b>Principle 2:</b> <i>Support should be coordinated across all services</i>
5.2	Work with UHI to update the mandatory training module to include an overview of the impact of adverse childhood experience on learners	Access and Transitions Co-ordinator	August 2022	<b>Principles of Good Transitions 3</b> <b>Principle 4:</b> <i>Young people should get the support they need</i> The Care Review: ➤ Scaffolding
5.2	Establish a 3-year refresher of mandatory training for all staff to complete.  Monitor and record staff engagement.	Professional Development Manager	August 2022	<b>The Care Review:</b> ➤ Scaffolding
5.3	As part of wider plan to improve access to vulnerable groups and adult returners: plan, develop and deliver community-based short courses in collaboration with partner agencies to address gaps in learning and to prepare learners to cope with the academic, emotional and social challenges faced on transition to on campus FE and HE courses.  Courses will also help to raise awareness and understanding of support services provided by Inverness College UHI and to explore available education pathways.	Director of Curriculum  Director of Student Experience  Access and Progression Manager	June 2023	<b>Learner Journey Review</b> <b>Key Priority 2: Recommendation 7</b> <i>Raise aspirations and improve offer of support for...looked after young people</i>  <b>Principles of Good Transitions 3</b> <b>Principle 1:</b> <i>Planning and decision making should be carried out in a person- centred way</i>  <b>The Care Review:</b> ➤ Voice ➤ People ➤ Scaffolding  <b>SFC Ambition 1: Intake of care-experienced students</b>

## Corporate Parenting Plan 2020-2023

				<p><i>To increase the number of Scottish domiciled care-experienced undergraduate entrants to 1.4% by 2022-23.</i></p> <p><i>Improved progression rates through working with the school and key pupils to raise awareness and aspiration, build confidence and relationships, run workshops and open days, operate summer schools and continued access to professionals.</i></p>
5.4	Establish an internal IC Corporate Parenting Support Group to include care experienced learner representatives and staff from key areas across the college with a clear purpose and remit to drive the implementation of the Corporate Parenting Plan forward and make and implement timely changes identified by learners.	Access and Progression Manager & Access and Transitions Co-ordinator	October 2021	<p><b>Principles of Good Transitions 3</b></p> <p><b>Principle 4:</b> Young people should get the support they need</p> <p><b>The Care Review:</b></p> <ul style="list-style-type: none"> <li>➤ People</li> <li>➤ Voice</li> <li>➤ Scaffolding</li> </ul> <p><b>CELCIS Recommendation 17</b> <i>Colleges and universities should provide opportunities for care experienced students to give feedback on the support services available, what does not work well for them, or what staff or institutions have done particularly well. This information should be collected alongside other student satisfaction processes and used to inform improvement planning.</i></p>
5.5	Improve our data collection and categorisation to ensure that we have reliable and accurate data to use for multiple purposes	MIS Manager	Ongoing	

## Key Documents

- ['Being a Student with Care Experience is Very Daunting', Celcis 2019](#)
- [National Statement of Ambition for Care Experienced Learners, Scottish Funding Council 2020](#)
- [The Care Review 2020](#)
- [Principles of Good Transition 3](#)
- [The Learner Journey Review 2019](#)