UHI | INVERNESS

Meeting	Board of Management
Date and time	Tuesday 27 June 2023 at 4.30 p.m.
Location	Hybrid Meeting via: Webex Inverness Campus, Rooms 203/204

Governance Officer
20 June 2023

AGENDA

The timings on this agenda are indicative only and may extend beyond times highlighted.

Welcome and Apologies

Declaration of Interests and/or any Statement of Connections or Transparency Statements.

16:30 – 16:50 **PRESENTATION**

Education Scotland Annual Engagement Visit

16:50 – 17:10 **BOARD CREATIVE SPACE**

- Empowering Staff to Lead Improvement – Developing our new Dashboard

ITEMS FOR DECISION

17:10 – 17:15 **1) MINUTES**
a.) Meeting of the Board of Management held on 28 March 2023
b.) Closed Session Note (CSN-032023) of the Board of Management held on 28 March 2023
c.) Confidential Note (CN-01-032023) of the Board of Management held on 28 March 2023

17:15 – 17:20   **2) OUTSTANDING ACTIONS**
Actions List

17:20 – 17:25   **3) POLICIES FOR APPROVAL**
a.) Sustainable Procurement Policy
b.) Gender Based Violence Policy – To Follow
c.) Supporting and Managing Performance Policy
d.) Flexible Working Policy – To Follow
e.) Maternity and Parenting Leave Policy – To Follow
f.) Staff Recruitment and Selection Policy
g.) TOIL Policy
h.) Secure Handling, Use, Storage and Retention of Disclosure Information Policy

17:25 – 17:50   **4) PRINCIPAL'S REPORT**
Report from Principal – To Follow

17:50 – 18:00   **5) REVENUE BUDGET – AY 23-24**
Report by Joint Audit and Finance Director

18:00 – 18:10   **6) CAPITAL EXPENDITURE BUDGET – AY 23-24**
Report by Joint Audit and Finance Director

18:10 – 18:20   **7) FEES – AY 23-24**
Report by Joint Audit and Finance Director

18:20 – 18.25   **8) RATIFICATION OF APPOINTMENT OF NON-EXECUTIVE AND CO-OPTED MEMBERS**
Report by Governance Officer

18:25 – 18:35   **9) HISA BOARD OF MANAGEMENT PROJECT REPORT**
Report by HISA

ITEMS FOR DISCUSSION

18:35 – 18:45   **10) KPI MATRIX UPDATE**

18:45 – 18:55   **11) GOVERNANCE UPDATE**
Report by Governance Officer

18:55 – 19:00   **12) DRAFT MINUTES OF MEETINGS OF BOARD COMMITTEES (CONFIDENTIAL)**
a.) Learning, Teaching and Research Committee held on 21 March 2023
b.) HR Committee held on 23 March 2023
c.) Finance and General Purposes Committee held on 27 April 2023 including Confidential Note (CN-02-042023)

d.) Audit Committee held on 28 April 2023 including Confidential Note (CN-01-042023)
e.) Search and Nomination Committee held on 10 May 2023
f.) Chairs Committee held on 01 June 2023 including Note of Confidential Extraordinary Chairs Meeting held on 10 May 2023 and Confidential Note of Discussion (CN-01-06203) held on 01 June 2023.
g.) Performance Review and Remuneration Committee held on 01 June 2023
h.) Finance and General Purposes Committee held on 08 June 2023 including Confidential Notes of Discussion (CN-01-062023 & CN-02-062023)
i.) Learning, Teaching and Research Committee held on 13 June 2023
j.) Audit Committee held on 21 June 2023 - *To Follow*
k.) HR Committee held on 22 June 2023 - *To Follow*

FOR NOTING

13) AOCB

14) DATE AND TIME OF NEXT MEETING
03 October 2023 at 4.30 p.m.

If any member wishes to add an item of business to the Agenda, please inform the Chair and the Governance Officer 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.

UHI | INVERNESS

Board of Management

MINUTES of the BOARD OF MANAGEMENT HYBRID MEETING held via Rooms 203/204, Inverness Campus and Webex on 28 March 2023

PRESENT:	Chris O'Neil, William Campbell, Donald MacKenzie, Mark Sheridan, Kelly MacKenzie, James Millar, Michael Beveridge, Dee Bird, Rojan Kumar Subramani, Arvinder Kainth, Matthew Millward and Innis Montgomery
CHAIR:	Mark Sheridan
APOLOGIES:	Russell Edwards. Amy Goodbrand, Tina Stones, Sally Blyth, Stephen Sheridan, Gillian Galloway, Interim Finance Director
IN ATTENDANCE:	Vice Principal – Student Experience and Quality Vice Principal – Operations and External Relations Information Systems Manager Governance Officer

The Chair welcomed everyone to the meeting and took this opportunity to thank Kelly MacKenzie for all her work over the past 4 years. The Board noted that Kelly would be stepping down from her role as Staff Representative in May 2023.

The Chair commended William Campbell on his successful election campaign as Regional President for HISA.

Declarations of Interests

No declarations of interest, statements of connections or transparency statements were noted.

Closed Session – Board Creative Space

A closed session took place, which provided the Board with an opportunity to discuss the UHI 2024 Revitalisation Programme (Note of Session: CSN-032023)

1. MINUTES

a.) Meeting of the Board of Management held on 07 February 2023

Decision: The minutes of the Board of Management Meeting held on 07 February 2023 were **AGREED** as a correct record and were **APPROVED.**

b.) Confidential Note of Discussion (CN-01-022023) held on 07 February 2023

Decision: The Confidential Note of Discussion (CN-01-022023) of the Board of Management Meeting held on 07 February 2023 was **AGREED** as a correct record and was **APPROVED.**

2. OUTSTANDING ACTIONS

- **Partnership Agreement** – It was reiterated to the Board that updates to the Partnership Agreement have ceased whilst the work streams from UHI 24 are conducted.

- **Business Solutions Team Presentation** – The Board was advised that it has been agreed by the Chair and Principal that the Business Solutions Team will be asked to present to the Board of Management. The Board was advised that all closed sessions for the upcoming Academic Year will be agreed in advance.

- **Procurement Strategy –** The Board was advised that we have yet to receive a copy of the draft procurement strategy but that the Procurement Team have provided an update. The Board noted that the strategy was prepared in draft format in April 2022 but was then placed on hold for various reasons including that the Procurement Team were waiting for the Strategic Plan to be finalised and published and for the Financial Regulations to be updated.

- **Finance Training –** The Governance Officer advised that finance training for Board members would form part of the Board Development and Training Plan for the upcoming Academic Year.

- **Partnership Working –** The Board noted that this was discussed as part of the Creative Space Session.

- **External Effectiveness Review Action Plan –** The Board noted that a further review of the External Effectiveness Action Plan will be conducted in June 2023 by the Governance Officer.

- **UHI Inverness College Annual Audit Report by Ernst and Young -** The Board was advised that the Governance Officer and Principal had met and updated the Internal Recommendations Action List. The Board noted that an update report will be taken to the rescheduled Audit Committee Meeting in April. The Board was advised that from the list of 28 recommendations, there are 8 which have been approved by the Committee for removal, 6 which the Committee will be asked to recommend for removal and 14 recommendations that continue to require follow up. The Board was advised that the Audit Committee will be provided with an explanation as to why the remaining recommendations still require follow up and noted that many of the outstanding recommendations were closely related to each other. The Board welcomed the progress being made in respect of this.

3. POLICY FOR APPROVAL

UHI Criminal Offence Data Policy

The Vice Principal – Student Experience and Quality spoke to this policy advising the Board that it had been scrutinised by the Learning, Teaching and Research Committee on 21 March 2023 who recommended it to the Board for approval.

The Board was advised that this was a common UHI policy which sets out how we gather and use data and that the policy ties into our safeguarding procedures.

Decision: The Board **APPROVED** the UHI Criminal Offence Data Policy.

4. GOVERNANCE UPDATE

a.) Schedule of Meetings for Academic Year 2023/24

The Governance Officer spoke to this report which provided members with the draft schedule for the Academic Year 2023/24. The Board was advised that the dates have been altered to ensure that there is sufficient time for all committee minutes to be included within circulated Board papers.

Decision: The Board **APPROVED** the Schedule of Meetings for the Academic Year 2023/24

b.) Office of the Scottish Charity Regulator (OSCR) Return

The Governance Officer spoke to this report advising that we are legally required to submit a yearly return to OSCR. The Board noted that the return was in respect of the Financial Year 21/22 and that the information within our submission comes from our Annual Accounts which were approved by the Board during the meeting held on 07 February 2023.

Decision: The Board **APPROVED** the submission of the return to OSCR.

c.) Short Life Working Group

The Vice Principal – Student Experience and Quality spoke to her report which set out the final update in respect of the UHI Halls of Residence Short Life Working Group and the related action plan. The Board was provided with a confidential update in relation to the creation of the Short Life Working Group and was advised that all actions from the plan had been completed.

The Board noted that the Learning, Teaching and Research Committee had discussed the Halls of Residence and were content that there has been a change of ethos around the Halls with greater partnership working. The Board noted that the Learning, Teaching and Research Committee were content to recommend to the Board that the Short Life Working Group be dissolved.

Decision: The Board **APPROVED** the dissolution of the Short Life Working Group.

The Board gave their thanks to both the EMT, members of UHI Inverness Staff, Members of UHI Executive Office and to both Chairs of the Short Life Working Group for the work which they undertook to ensure that all actions were carried out.

Dee Bird left the meeting.

5. STUDENT ACTIVITY 2022/23

The Information Systems Manager joined the meeting.

The Information Systems Manager spoke to her report and advised:
- That the core FE credits are currently at 29,383.5 with some additional late enrolments still expected.
- That we expect to hit around 90.1% of our target in respect of FTE.
- That in respect of withdrawals HE Early Withdrawals are at 5.2% which is a slight increase on last years figure of 5.1%.
- That recruitment for September 2023 continues. The Board noted that FE applications continue to increase with senior phase applications now accounting for 42% of all applications.
- That our total offers made at FE is higher than previous years.

The Board noted that no further increases to our Early or Further Withdrawals statistics are anticipated.

The Board thanked both the Information Systems Manager, the Marketing Team and members of the Academic Professional Services staff for the work which they have undertaken in respect of student recruitment and conversion with the data in the report highlighting the results of this collective effort.

The Information Systems Manager left the meeting.

6. PRINCIPAL'S REPORT

The Principal spoke to his confidential report and advised on:

- Organisational Development – Level 1 Lecturers and the introduction of our Collaborative Leadership Programme.
- Education Scotland Visit – the Board noted that Education Scotland would attend the June meeting to provide detailed feedback from this visit. The Principal highlighted that we received positive comments during the review and highlighted that we continue to be sector leaders.
- Stakeholder Event and Open Evening - the Board noted that this event provided an opportunity to liaise with employers over how we can further develop our offering. The Board was advised that more than 320 attendees came to the Open Evening.

7. KPI MATRIX

The Vice Principal – Operations and External Relations provided the Board with an extract of the KPI Matrix.

The Board discussed:
- HE Enrolment
- The success of our Modern Apprenticeship offering.
- Occupancy of the Campus. The Board discussed the possibility of leasing out rooms within the Campus and noted that any potential for this would require a business case. The Board also discussed the Campus being available for an increase in evening classes and noted that this had been reduced as part of costs savings implemented during the Financial Recovery Plan. The Board noted that bids have been submitted to the Arm's Length Foundation (ALF) for funds to adapt the Estate and that we are currently awaiting the outcome of these bids.

8. FINANCE SERVICE

A confidential discussion took place which provided the Board with space to discuss the Shared Finance Service (Note of Session: CN-01-032023).

9. HEALTH AND SAFETY REPORT

The Vice Principal – Operations and External Relations spoke to her report which provided a quarterly update to 28 February 2023 in respect of Health and Safety.

The Board noted that the Health and Safety and Sustainability Manager will commence their role from 17 April 2023.

The Board noted that there had been one RIDDOR reportable incident, 28 incidents and 6 Near Miss Incidents for the previous quarter. The Board was advised that areas for improvement around recording near misses has been highlighted and work will be undertaken to ensure that these are appropriately captured.

The Board noted that there has been an increase in low level behaviours such as smoking out with the smoking area and aggressive driving within the car parks. The Board was advised that there is zero tolerance for these behaviours.

10. BOARD DEVELOPMENT PLAN

The Governance Officer spoke to her report which provided the Board with the draft development cycle of activities which are being implemented to maintain and ensure the effectiveness of the Board. The Board noted that in addition to what we are currently doing there are several actions which will assist in the development of the Board.

The Board welcomed this structured plan and noted that the Governance Officer will bring to the Board in June the finalised Development Plan, an Annual Programme for Stakeholder Engagement, and the Annual Training Plan.

11. DRAFT MINUTES OF MEETINGS OF BOARD COMMITTEES

The Board noted the contents of the confidential notes of meetings of the:
- Search and Nomination Committee held on 19 January 2023
- Chairs Committee held on 02 March 2023
- PR&R Committee held on 02 March 2023

The Board noted that due to technical difficulties the minutes from the Learning, Teaching and Research Committee and the HR Committee from the previous week were not yet available.

The Chair of the HR Committee provided an update as to the discussions held by the Committee on 23 March.

12. DATE AND TIME OF NEXT MEETING

Tuesday 27 June 2023 at 4.30 p.m.

UHI INVERNESS

Board of Management – List of Outstanding Actions

29 June 2021				
Partnership Agreement	A progress update on the timeline will be taken and discussed at each Board meeting to ensure that the partnership is delivering on the agreed timescales. Part 1 has been agreed in principle. Part 2 requires additional work, and a further draft is now being considered. This has been halted whilst actions from the UHI Revitalisation Programme are carried out.	Principal	On Hold	
05 October 2021				
Closed Session	The Business Solutions Team are to attend a Board Meeting to present the pro-active ways in which they are working. This will be scheduled as part of the Board Development Plan for AY 23-24.	Gov Off	Summer 23	
14 December 2021				
Procurement	The updated procurement strategy will be taken to the F&GP Committee for review and then to the Board of Management for final approval.	EMT	Summer 23	

UHI | INVERNESS

Subject/Title:	Policies for Approval
Meeting:	Board of Management Meeting
Meeting Date:	27 June 2023
Date Paper prepared:	22 June 2023
Brief Summary of the paper:	Presentation of the Following Policies for approval: a.) Sustainable Procurement Policy. This policy has not been subject to Committee review and is coming straight to Board for approval. b.) Gender Based Violence Policy. This policy has been subject to both LT&R and HR Committee review and has been recommended by both committees to come to the Board for final approval. c.) Supporting and Managing Performance Policy. This policy has been subject to HR Committee review who recommended it come to the Board for final approval. d.) Flexible Working Policy. This policy has been subject to HR Committee who requested some small adjustments be made to the policy. It has been recommended by the HR Committee to come to the Board for final approval. e.) Maternity and Parenting Leave Policy. This policy has been subject to HR Committee who requested one small addition. It has been recommended by the HR Committee to come to the Board for final approval. f.) Staff Recruitment and Selection Policy. This policy has been subject to HR Committee review who recommended it come to the Board for final approval. g.) TOIL Policy. This policy has been subject to HR Committee review who recommended it come to the Board for final approval. h.) Secure Handling, Use, Storage and Retention of Disclosure Information Policy. This policy has been subject to HR Committee review who recommended it come to the Board for final approval.
Action requested: [Approval, recommendation, discussion, noting]	Approval

Link to Strategy: Please highlight how the paper links to, or assists with:**:** ☐ compliance ☐ partnership services ☐ risk management ☐ strategic plan ☐ new opportunity/change	Compliance with legislation, risk management, strategic planning.
Resource implications:	Yes / No **If yes, please specify**:
Risk implications:	Yes / No **If yes, please specify:** Operational: Organisational:
Equality and Diversity implications:	Yes/No **If yes, please specify:**
Student Experience Impact:	Yes/No If yes, please specify:
Consultation: [staff, students, UHI & Partners, External] and provide detail	Staff Consultation for 15 Working Days
Status – [Confidential/Non confidential]	Non-Confidential
Freedom of Information Can this paper be included in "open" business* [Yes/No]	Yes

*If a paper should **not** be included within "open" business, please highlight below the reason.

Its disclosure would substantially prejudice a programme of research (S27)		Its disclosure would substantially prejudice the effective conduct of public affairs (S30)	
Its disclosure would substantially prejudice the commercial interests of any person or organisation (s33)		Its disclosure would constitute a breach of confident actionable in court (s36)	
Its disclosure would constitute a breach of the Data Protection Act (s38)		Other (Please give further details)	

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

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

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

UHI INVERNESS

Sustainable Procurement Policy REFERENCE: PL/CS

Policy Owner	APUC Supply Chain Manager
Lead Officer	APUC Head of Procurement – UHI Shared Service
Review Officer	Inverness College UHI Director of Finance
Date first approved by BoM	30 June 2020
First Review Date	02 November 2021
Date review approved by BoM	28.06.2022
Next Review Date	
Equality impact assessment	Yes
Further information (where relevant)	

Reviewer	Date	Review Action/Impact
APUC Supply Chain Manager	30/06/20 02/011/21	**New Policy approved by BoM** **Review approved by BoM** Add statutory guidance on Fair work practices and the award of public contracts to the Policy Statement Legislative framework / related policies Equality Act 2010 Scottish Procurement Policy Notes (SPPNs). 2.24 SPPN 1/2021 - Takes into account of climate and circular economy considerations in public procurement. https://www.gov.scot/publications/taking-account-of-climate-and-circular-economy-considerations-in-public-procurement-sppn-1-2021/ 2.25 SPPN 3/2021 - Implementation of Fair Work First in Scottish Public Procurement. https://www.gov.scot/publications/implementation-of-fair-work-first-in-scottish-public-procurement-sppn-3-2021/ Added new sections to Section 3 Scope: To drive forward its obligations towards global climate emergency being a strategic national priority. The College will prioritise and take account of climate and circular economy in its procurement activity and report ongoing progress against these commitments in its annual procurement reports. Fair Work is central to achieving the Scottish Government's priority for sustainable and inclusive growth. In line with SPPN 3/2021 the College will apply the five Fair Work First criteria in any regulated procurement process, where relevant and proportionate to do so **Monitoring & Reporting** Added, Reporting will be recorded via the use of: The College Strategic Plan (KPI's) The College Financial Regulations The College Procurement Strategy **New Section 6 - College Policies & Procedures** Added - Elements from the Sustainable Procurement Policy are to be included within other departments policies and procedures where applicable.

Contents

---

1. Policy Statement

Inverness College UHI is committed to collectively working to deliver value for money whilst being committed to embedding effective sustainable procurement through our supply chain.

We will comply and support the Sustainable Procurement Duty brought into force through the Procurement Reform (Scotland) Act 2014, the Modern Slavery Act 2015 and statutory guidance on Fair work practices and the award of public contracts. (Fair Work Practices Act 2017) which will drive the college to achieve economic, social and environmental benefits not only for the college but its wider environment through its procurement activities.

Through the colleges membership of APUC (Advanced Procurement for Universities and Colleges), the sector's procurement centre of expertise and its partnership with UHI and its Academic Partners, the college will, strive to use its collaborative buying power to bring positive impacts on supply chain sustainability.

The College shall support and encourage procurement activities that will assist SMEs, third sector businesses and supported businesses to bid for contracts to sustain and grow our local economic supply chain.

2. Legislative framework / related policies

Legislative framework includes:
2.1. Procurement Reform (Scotland) Act 2014
2.2. Scottish Government Sustainable Procurement Duty
2.3. EU General Data Protection Regulation 2016/679
2.4. Protecting Vulnerable Groups (PVG)
2.5. UK Data Protection Act 2018
2.6. Fair Work Practices
2.7. Modern Slavery Act 2015
2.8. Criminal Finances Act 2017
2.9. Freedom of Information (Scotland) Act 2002
2.10. Public Records Scotland Act 2011
2.11. Equality Act 2010

Related policies, procedures and documents include:
2.12. Inverness College Strategic Plan 2017-2020
2.13. Local Governance, Inverness College Financial Regulations
2.14. Inverness College Procurement Strategy 2017-2020
2.15. Inverness College Freedom of Information Policy
2.16. ICT - UHI Partnership Information Security Acceptable Use Policy
2.17. ICUHI Information Security Incident Management Procedure
2.18. ICUHI Records Management Policy (including the college Records Retention Schedule)
2.19. ICUHI Business Continuity Policy

2.20. ICUHI Secure Handling, Use, Storage and Retention of Disclosure
2.21. ICUHI Value for Money Policy
2.22. Scotland's Economic Strategy
2.23. National Performance Framework

Scottish Procurement Policy Notes (SPPNs).

2.24 SPPN 1/2021 - Takes into account of climate and circular economy considerations in public procurement.

https://www.gov.scot/publications/taking-account-of-climate-and-circular-economy-considerations-in-public-procurement-sppn-1-2021/

2.25 SPPN 3/2021 - Implementation of Fair Work First in Scottish Public Procurement.

https://www.gov.scot/publications/implementation-of-fair-work-first-in-scottish-public-procurement-sppn-3-2021/

3. Scope

3.1. Inverness College UHI is committed through all its procurement activities to drive positive impacts on supply chain sustainability, reaching as far into its supply chain as reasonably possible.

3.2. As a member of the APUC (Advanced Procurement for Universities and Colleges), Inverness College UHI has access to the APUC developed policies and tools.

3.3. For all contracts national or local, Inverness College UHI is committed to promoting the Sustain Supply Chain Code of Conduct.

3.4. Sustainable Procurement Objectives

3.4.1. To ensure the College Sustainable Procurement Policy is promoted and embedded with College staff involved in the procurement of goods and services so they routinely consider how we can enhance and protect our shared environment, contribute to the health and well-being of society and build a sustainable economy through our procurement decisions.

3.4.2. To comply with relevant legislation (PRA, Modern Slavery, Fair Work Practices)

3.4.3. To drive forward it's sustainable procurement policy in order to deliver best value for the College whilst being committed to embedding and effecting sustainable procurement. The College shall, strive to bring about positive impacts and monitor compliance of the policy.

3.4.4. Develop and deliver sustainable outputs within its supply base that support Scotland's Economic Strategy and the national Sustainable Procurement Action Plan assisting to achieve a step change on the Scottish Sustainable Procurement Flexible Framework.

3.4.5. Manage continuous improvements in sustainable procurement by working with the supply chain and other public body organisations.

3.4.6. Promote innovation and sustainable savings and benefits through collaboration with other UHI Academic Partners, the wider sector and other like-minded organisations. Will work in collaboration with other like-minded organisations.

3.4.7. To drive forward its obligations towards global climate emergency being a strategic national priority. The College will prioritise and take account of climate and circular economy in its procurement activity and report ongoing progress against these commitments in its annual procurement reports.

3.4.8. Fair Work is central to achieving the Scottish Government's priority for sustainable and inclusive growth. In line with SPPN 3/2021 the College will apply the five Fair Work First criteria in any regulated procurement process, where relevant and proportionate to do so.

4. Compliance including Responsibilities

Inverness College UHI is fully committed to complying with the following.

4.1. Procurement Reform (Scotland) Act 2014, and all other related legislation

4.2. Scottish Government Sustainable Procurement Duty.

4.3. Recording sustainability benefits (BT14) derived through tendering activity in the College Contracts Register (Hunter) in accordance with the Scottish Government Guidance Notes and Benefits Methodology.

4.4. The development and delivery of staff training on the Sustainable Procurement

4.5. The provision of advice & guidance to college staff at all levels the Sustainable Procurement Policy.

4.6. Work with the APUC and the sectors Climate Commission on Sustainable Procurement developments and changes in legislation.

4.7. Participate as a Member of the APUC Sustainable Procurement Leadership Group

4.8. The College Board of Management are responsible for the approval of the Sustainable Procurement Policy.

4.9. The College Senior Management Team are responsible for providing leadership and commitment to the embedding of the Sustainable Procurement Policy principles and on-going review of the Sustainable Procurement Policy.

4.10. The Director of Finance has strategic responsibility for Sustainable Procurement Policy.

5. Monitoring & Reporting

Inverness College UHI will encourage our suppliers to work with the College to adopt sustainability improvements and innovations that go beyond contractual requirements.

5.1. The College will work with suppliers and contractors so that they are aware of College Sustainable Procurement Policy.

5.2. The College will contract manage its Contracts depending on value, criticality and risk.

5.3. High and Medium priority contracts will be managed through monthly/quarterly contract review meetings. Sustainability will be an agenda item.

5.4. Reporting will be recorded via the use of:
- The College Strategic Plan (KPI's)
- The College Financial Regulations
- The College Procurement Strategy
- The College Contracts Register
- The College Annual Procurement & Value for Money Report
- College Presentations to Management & Staff

6. College Policies & Procedures

6.1. Elements from the Sustainable Procurement Policy are to be included within other departments policies and procedures where applicable.

7. Review

7.1. The Sustainable Procurement Policy is subject to annual review.

UHI INVERNESS

UHI Inverness Gender Based Violence (GBV) Policy **REF: T**o be confirmed once approved

Lead Officer	Vice Principal Student Experience & Quality
Review Officer	Wellbeing & Learning Support Manager Access and Progression Manager
Date first approved by BoM	
First Review Date	
Date review approved by BoM	
Next Review Date	June 2024
Equality impact assessment	May 2023
Further information (where relevant)	

Reviewer	Date	Review Action/Impact

Policy Summary

Overview	The policy highlights UHI Inverness's approach to Gender Based Violence (GBV), including the expectations and responsibilities of staff and students. This is set within the context of the broader framework of policies and related procedures pertaining to student and staff safeguarding and conduct.
Purpose	The policy seeks to highlight and promote a culture across the institution where GBV is not accepted or facilitated by staff or students. Where a student or staff member is subject to GBV (past, present, or potential), the policy seeks to ensure appropriate support is provided and UHI Inverness meets its duty of care.
Scope	This policy aims to serve all employees and enrolled students of UHI Inverness and is not limited to term-time or on-campus activity. We recognise that every member of staff at UHI Inverness has a role to play in preventing GBV.
Consultation	This policy has been developed by the UHI Inverness GBV Working Group, which has membership from across UHI Inverness and HISA Inverness. UHI Inverness has also benefitted from the ongoing GBV work being achieved at partnership level and acknowledges the input of the UHI Student Support Officer for GBV. Input has also been sought from the UHI Inverness Human Resources team, the Equality, Diversity, & Inclusion Committee, and from external partner agencies within the Highland Violence Against Women Partnership and Emily Test.
Implementation and Monitoring	The Wellbeing and Learning Support Manager and the Access and Progression Manager are responsible for implementing this policy. The Quality Manager is responsible for the ongoing monitoring of this policy.
Risk Implications	This policy will reduce risk for UHI Inverness by ensuring that best practice is being shared and followed to educate, protect, and support students effectively.
Link with Strategy	This policy supports UHI Inverness's policy to provide a safe and supportive learning and working environment for all, aligned with the Strategic Theme of 'Student Experience'.
Impact Assessment	Equality Impact Assessment: Completed May 2023. No action required.
	Privacy Impact Assessment: n/a

1. Policy Statement

1.1   UHI Inverness recognises the severity of risk and harm that Gender Based Violence (GBV) presents, and has a duty of care to protect, and respond to, students and staff members who: have past experiences of GBV; are currently experiencing GBV; and/or are at risk of potential GBV. UHI Inverness affirms its stance that GBV is unacceptable and that victim/survivors are not to blame, by raising awareness of GBV to ultimately prevent or reduce harm.

1.2   GBV is not uncommon. Tens of thousands of incidences of domestic abuse[1] and sexual crimes[2] are recorded annually by Police Scotland, with women aged between 16-24 years experiencing the highest level of domestic abuse[5]. This is significant given the demographic profile of student populations. 1 in 7 female students in the UK experience serious physical or sexual assault, and 68% experienced sexual harassment during their studies[3] [statistics correct in 2023]. This policy seeks to ensure that UHI Inverness is familiar with the prevalence and scale of GBV, and that our approaches and responses reflect this.

1.3   UHI Inverness's approach aligns with the themes set out in the Scottish Government's Equally Safe Strategy[4] and the Equally Safe in Higher Education (ESHE) Toolkit[2], most notably:
- An ecological framework
- A gendered analysis
- An understanding of intersectionality

1.4   UHI Inverness recognises that its responsibilities in relation to Gender Based Violence are closely linked with its duty to eliminate discrimination and harassment, and to advance gender equality in line with the Equality Act 2010. For that reason, this policy should be viewed across all GBV contexts. We commit to demonstrating UHI Inverness's core value of openness in our GBV approach, including by adopting an "It Happens Here" stance and communicating anonymous statistics where appropriate; and by reflecting on and sharing learning from incidents.

2. Definitions

2.1   **Gender Based Violence (GBV)**: an umbrella term that reflects forms of violence predominantly carried out by men against women and girls, although men and all/no genders can also be victim/survivors of GBV. GBV *can* include, but is not limited to and is not always indicated by;

- physical, sexual, and psychological violence occurring within the family and/or intimate partner relationships (including domestic abuse and coercive control)
- sexual harassment
- stalking
- non-consensual intimate image sharing
- drink spiking

---

[1] Scottish Government (2021). Domestic abuse: statistics recorded by the Police in Scotland 2020/21. Available here.
[2] Scottish Government (2020). Recorded crime in Scotland 2019-20. Available here.
[3] NUS (2011). Hidden Marks. Available here.
[4] Scottish Government (2018). Equally Safe: Scotland's Strategy for preventing and eradicating violence against women and girls.

- rape and sexual assault
- commercial sexual exploitation
- sex trafficking
- child sexual abuse including child sexual exploitation
- so called 'honour based' violence including female genital mutilation (FGM) and forced marriage

2.2 **Duty of Care:** Our responsibility to use professional expertise and judgement to protect and promote the best interests of students and staff, and to ensure that we exercise an appropriate level of care towards them, as is reasonable within the parameters of our relationship.

2.4 **Disclosing:** When a person or persons claims to have experienced or witnessed GBV whether historical, current, or suspected, and tells a member of UHI Inverness staff, or a third party about this, whether via online tools, in-person, by email, during an appointment, phone call, or by other means. Different from 'Reporting'.

2.5 **Reporting:** when a person or persons choose to use formal channels for the purposes of an investigation process by either UHI Inverness or police, usually to pursue action against the alleged party.

2.6 **Confidentiality:** We are committed to keeping information confidential as far as possible. As such, information will usually only be shared with relevant individuals/entities, internal or external, with the explicit agreement of the person/s seeking support. UHI Inverness may be under obligation to share information without this agreement in exceptional circumstances to protect somebody from serious harm and/or to maintain safeguarding duties.

2.7 **Ecological Framework:** A model of acknowledging a range of risk factors that perpetuate and facilitate GBV, from the individual to the cultural and political. Using this framework shows an understanding that GBV is not just caused by personal qualities, but by, for example, social and cultural norms and the wider global context. This highlights that preventative activities can span across the framework and tackles risk factors at various levels.

2.8 **Gendered Analysis:** This analysis recognises that gender inequality is both a cause and consequence of GBV. Rather than excluding men from support, it acknowledges that gender inequality, 'traditional roles' and stereotypes can negatively impact people of all genders and that those identifying as women disproportionately experience abuse related to this. GBV can involve people punishing others when they don't behave in ways that are expected of their gender, meaning the LGBTQ+ community are also at risk of GBV.

2.8 **Intersectionality:** "The concept of intersectionality identifies additional factors which interact with gender along other axis of power and discrimination to exacerbate the risk of experiencing GBV: including race, gender identity, sexual orientation, disability, age, poverty and areas of cultural diversity including religion, belief or ethnicity"[5]. For example, LGBTQ+ and BAME students can face additional barriers in accessing support and safety following GBV due to racism and unconscious bias, language barriers, and/or immigration status.

2.9 **Victim/Survivor:** Refers to the person/people, named or otherwise, who claim, or it is claimed, have been subject to GBV past or present, regardless of if a report has been made or investigation

[2] Donaldson A., McCarry M. and McGoldrick R. (2018) Equally Safe in Higher Education Toolkit: Guidance and Checklist for Implementing a Strategic Approach to Gender-based Violence Prevention in Scottish Higher Education Institutions.

carried out. Note that not all victim/survivors will disclose or report to UHI Inverness and may remain unknown.

2.10   **Third Party:** refers to a disclosure and/or report received by UHI Inverness and made by someone other than the victim/survivor.

2.11   **Alleged party:** refers to the person/people, named or otherwise, whom a victim/survivor, or third party, claims has instigated, carried out, or in some instances facilitated, an act of GBV. This may be a student, staff member, or external person(s).

2.12   **Precautionary Action**: In the event of an allegation of GBV misconduct, or if we become aware of information as part of our Student Criminal Offence Data policy, a student may be excluded from UHI Inverness until more information is known and/or if there is risk of harm to themselves, other students, or staff. During this time, the alleged party will be able to continue to study remotely (if possible and if appropriate), will continue to receive student support funds, and continue to access support services. Similarly, a staff member may be suspended from work for a reasonable period to investigate any allegation of GBV misconduct, as per the Staff Disciplinary Procedure. During any period of suspension, the staff member will continue to receive full salary and all benefits due under their contract of employment. This precautionary action is not a pre-judgement but is intended to protect the interests of all parties. To maintain the safety of the victim/survivor, and the validity of any investigation, UHI Inverness must take steps to limit potential contact between the alleged party and the victim/survivor, including online, on campus, and in UHI residences.

3. Our Responsibilities

3.1   Staff GBV Awareness

This policy seeks to improve the knowledge and confidence of all staff. We are committed to providing our staff with mandatory training to support awareness of our GBV approach and to be able to support, signpost or refer others appropriately. We acknowledge the variety of roles, remits, and expertise of our staff across the entire institution and, as such, training and learning opportunities are tailored. It is key that all staff and our Board of Management are aware of what GBV is, UHI Inverness's GBV approach, and how and when to signpost or refer others.

3.2   Student GBV Awareness

UHI Inverness has a responsibility to ensure all students are aware of their own responsibilities in relation to adherence to the Student Code of Conduct, which specifies behaviours of Gender Based Violence that are unacceptable. Students may have additional responsibilities in relation to their behaviour if Fitness to Practice guidelines or Student Criminal Offence Data Policy applies. Students are given the opportunity to engage with the online Gender Based Violence Student Training Module, as well as internal targeted activities and campaigns.

3.3   GBV Prevention through Awareness

This policy highlights our prevention responsibilities. Our GBV prevention goal is to raise awareness of GBV amongst staff, students, and our communities, to ultimately prevent behaviours that perpetuate GBV. Our approach to prevention is guided by the ecological framework and relies on partnership working and promotion of appropriate and impactful internal and external campaigns. Whilst we may share prevention or safety 'advice', we acknowledge that responsibility for GBV lies with those who

perpetrate it and not with victims/survivors or bystanders. This policy, along with relevant signposting, will be highlighted on the student and staff-facing webpages.

All staff can engage in opportunities that raise awareness of the policy, our approach, and of GBV in general. These opportunities may be arranged internally or externally, and Student Support Managers or deputised staff may participate in Violence Against Women Partnerships to discover local opportunities for such. The Marketing and Communications team will be instrumental in ensuring messaging aligns with the approaches laid out in this policy, and reaches students appropriately, e.g., via social media.

3.4   GBV and the Curriculum

UHI Inverness endeavours to promote awareness of GBV, and values of equality and diversity, across our curriculum. Furthermore, where students participate in courses linked with potential front-line responses to GBV (such as Education, Health and Social Care, and Criminal Justice), we will endeavour to embed the themes and principles relating to GBV.

3.5   GBV Disclosures

This policy recognises that incidents of GBV are grossly underreported[6]. We therefore actively encourage disclosures by increasing awareness, availability, and accessibility of GBV disclosure and reporting routes.

3.6   GBV Support & Intervention

We recognise that all types of GBV can cause harm and trauma. UHI Inverness has a duty of care to protect the health, safety, and welfare of its students and staff. Student victim/survivors should not find that their studies end, and chances of success decline, because trauma-informed support was not offered to them. UHI Inverness will strive to ensure that a high level of intervention support is provided to victim/survivors.

4. Exceptions

This policy applies without exceptions, exclusions, or restrictions to all employees and enrolled students.

5. Notification

5.1   All staff members will be notified of this policy and any changes to it and any related guidance through the normal channels.

---

[6] Rape Crisis Scotland (2020). Annual Report 2019-2020. Available here.

6. Roles and Responsibilities

6.1   The Learning, Teaching and Research committee is responsible for approving the policy and ensuring that it is followed. This committee are also responsible for ensuring the strategic effectiveness of the policy. The policy has been approved by both the LT&R and the HR committee.

6.2   The Executive Management Team are responsible for operational compliance with and effectiveness of the policy, by ensuring that staff operate in an environment where they can fulfil their responsibilities in relation to the policy.

6.3   The Access and Progression Manager is responsible for collecting anonymised data regarding GBV, e.g., number of disclosures made, and number of student disciplinary cases or staff conduct cases involving GBV. They will be asked to share this anonymous data as part of UHI Inverness's annual Safeguarding report to the Learning, Teaching and Research committee.

6.4   Line managers should ensure that staff can access the policy and are supported to implement it in practice. In support of this, line managers should also ensure their staff can access appropriate emotional and development support given the sensitive nature of GBV. Where staff report a personal situation of GBV, line managers should seek advice from HR in offering support and implementing appropriate safety arrangements for the workplace.

7. Knowledge & Training Responsibilities

7.1   All staff are responsible for familiarising themselves with the policy and any associated guidance.

7.2   All staff must undertake the GBV E-Learning Module available on Brightspace every 2 years, as part of mandatory LIST training.

7.3   The GBV Working Group, with support from the Professional Development team, are responsible for developing and/or arranging GBV training from external agencies for staff to access the appropriate level of training for their role.

8. Legislative Framework

- Adults with Incapacity (Scotland) Act 2005
- Adult Support and Protection (Scotland) Act 2007
- Children and Young Person (Scotland) Act 2014
- Data Protection Act 2018
- Domestic Abuse (Scotland) Act 2018
- Equalities Act 2010
- Forced Marriage etc. (Protection and Jurisdiction) (Scotland) Act 2011
- General Data Protection Regulation (GDPR) 2018
- Human Trafficking & Exploitation (Scotland) Act 2015
- Mental Health (Care and Treatment) (Scotland) Act (2003)
- Mental Health (Scotland) Act 2015
- Police and Fire Reform (Scotland Act 2012
- Protection of Children (Scotland) Act 2003

- [Protection of Children and Prevention of Sexual Offences (Scotland) Act 2005](#)
- [Protection of Vulnerable Groups (Scotland) Act 2007](#)
- [Sexual Offences (Scotland) Act 2009](#)
- [Victims and Witnesses (Scotland) Act 2014](#)

9. Related Policies, Procedures, Guidelines and Other Resources

- UHI Complaints Handling Procedures
- UHI Concerned Parent Protocol
- UHI Fitness to Practise Guidelines (course-specific)
- UHI Mental Health Strategy
- UHI Placement and Externally Supported Learning Policy (Tertiary)
- UHI Policy on Protecting Vulnerable Groups (PVG) Scheme membership for students
- UHI Safeguarding Policy
- UHI Safeguarding Procedure
- UHI Staff Guidance for Responding to Student Disclosures of GBV
- UHI Student Code of Conduct
- UHI Student Conduct Policy
- UHI Student Criminal Offence Data Policy
- UHI Student Disciplinary Procedure
- UHI Student Mental Health and Counselling Policy
- UHI Suicide Intervention and Risk Management Policy and Guidance
- UHI Inverness Dignity in the Workplace
- UHI Inverness Promoting a Positive Learning Environment Policy
- UHI Inverness PVG Scheme for External Stakeholders and Support Staff Procedure
- UHI Inverness PVG Scheme Procedure for New and Existing Staff
- UHI Inverness Staff Code of Conduct
- UHI Inverness Staff Disciplinary Policy
- UHI Inverness Staff Disciplinary Procedure
- UHI Inverness Tertiary Support to Study Procedure
- [Equally Safe: Scotland's Strategy to Eradicate Violence Against Women](#)
- [Equally Safe in Higher Education Toolkit: Guidance and Checklist for Implementing a Strategic Approach to Gender-based Violence Prevention in Scottish Higher Education Institutions.](#)
- [LGBT+ People and Sexual Violence](#)
- [Respect UK Toolkit for Work with Male Victims of Domestic Abuse](#)
- [SafeLives DASH Risk Checklist](#)
- [UHI Gender Based & Sexual Violence Webpages](#)
- [UHI GBV staff SharePoint training and resources](#)
- UHI Student Survivor Tool Procedures

10. Version Control and Change History

Version	Date	Approved by	Amendment(s)	Author
0				
1				
2				
3				
4				

UHI | INVERNESS

SUPPORTING AND MANAGING PERFORMANCE POLICY **REFERENCE: PL/HR/2023**	

Policy Owner	Assistant Principal – Operations and External Relations
Lead Officer	HR Manager
Review Officer	HR Business Partner
Date first approved by BoM	28 October 2012
First review date	September 2014
Date review approved by BoM	
Next review date	
Equality Impact Assessment	Yes
Further information (where relevant)	

Reviewer	Date	Review Action/ Impact
JF	28/03/2023	Section1 – rewording.
JF	28/03/2023	Section 2 – change to UHI Inverness
JF	28/03/2023	Section 3 – reference to Probation added.
JF	28/03/2023	Section 4 – new.
JF	28/03/2023	Section 5 – new.
JF	28/03/2023	Section 7 – reference to PRD added.

Contents

1. Policy Statement

UHI Inverness aims to ensure a fair and consistent approach to staff performance improvement. The purpose of this policy is to ensure that staff are given the opportunity to achieve and maintain satisfactory standards of performance at work and, where individuals are underperforming, allow them the opportunity to improve and reach the required standard. The emphasis of this policy is on encouraging staff improvement through providing staff members with the support and tools required to fulfil the full remit of their roles, within the context of the College's strategic priorities.

The policy and associated procedure incorporate:

- Performance management – promoting individual, team and organisational effectiveness.
- Development – continuous development and improvement of individuals and teams.
- Managing behaviour – ensuring staff are encouraged to behave in a way that promotes good working relationships.

The main objectives of this policy are:

- To encourage and support staff to maintain good performance at work and/or help facilitate sustained performance standards.
- To ensure staff receive appropriate support to assist them in improving their performance at work as and when required.
- To provide a consistent framework to staff and line managers when monitoring, supporting and managing performance.
- To encourage open discussion of any reasons identified for a performance shortfall and subsequent performance management.
- To identify those staff requiring additional support and to identify any reasonable adjustments required to enable them to reach the required standards of performance.
- To ensure staff, line managers and HR are aware of their responsibilities in relation to performance management.
- To minimise the impact of underperformance of staff on the College and the service it provides to the students.

2. Legislative Framework/ Related Policies

Data Protection Act 2018
General Data Protection Regulations (GDPR)
Public Interest Disclosure Act 1998
Employment Relations Act 2004
Equality Act 2010
Health & Safety at Work 1974
General Teaching Council Scotland Code of Professionalism and Conduct
UHI Inverness Promoting Attendance Policy & Procedure
UHI Inverness Staff Code of Conduct Policy & Procedure
UHI Inverness Supporting Probation Policy & Procedure
UHI Inverness Financial Regulations
UHI Inverness Protection Vulnerable Groups Scheme (PVG) for New and Existing
Staff Procedure
UHI Inverness Public Interest Disclosure (Whistle Blowing) Policy & Procedure
UHI Inverness Data Protection Policy & Procedure
UHI Inverness Professional Review and Development Policy & Procedure
UHI Inverness Staff Disciplinary Policy & Procedure
UHI Inverness Staff Grievance Policy & Procedure
UHI Equality, Diversity and Inclusivity Policy & Procedure
UHI Higher Education Academic Standards and Quality Regulations
UHI Inverness Further Education Academic Standards and Quality Regulations
ACAS Code of Conduct

3. Scope

This policy applies to all staff employed at UHI Inverness who have successfully
completed their Probation Period (typically those with over 6 months service).

Staff who are on probation (i.e. typically those with less than 6 months service) are
covered by the College's Supporting Probation Policy and Procedure.

This Policy and Procedure do not apply to agency workers, self-employed workers,
or contractors.

4. What is Performance Management

"Performance Management" describes the attempt to maximise the value that
employees provide to the organisation through maintaining and improving
employees' performance in line with the UHI Inverness's objectives, mission, values
and strategy, and any relevant professional standards. Performance Management
includes:

- Ensure that all staff are supported and encouraged to develop and maintain effective performance at work.
- Ensure consistent and fair treatment of staff, whilst considering individual circumstances.

5.3. Staff

- Perform the duties of the role to the best of own ability.
- Raise any concerns in relation to health which may impact performance so that support mechanisms or adjustments may be considered at an early stage.
- Remain open to having discussions with line manager around performance and performance improvement.
- Participate fully in both informal and formal attempts to support performance improvement.
- Participate in periodic performance monitoring and review with the line manager.

5.4. Occupational Health (OH)

- Provide expert medical advice to managers on employee health and fitness for work.
- Advising managers and HR on appropriate courses of action to facilitate timely and sustained performance improvement for staff, where possible.
- Seeking further medical information from GPs and/or specialists where necessary.
- Provide advice to managers on reasonable adjustments which would enable the employee to improve and maintain the required standards of performance.
- Making recommendations on redeployment on medical grounds as appropriate.
- Providing appropriate management information to HR.
- Adhering to agreed Service Level Agreements (SLAs) and standards.

6. Compliance

This policy and associated procedure must be complied with and will be audited regularly with reports going to the appropriate committees.

This document is compliant with the disciplinary, dismissal and grievance regulations as detailed in the 'Legislative framework/related polices' above.

This document and associated procedure are compliant with staff Performance Review and Development Policy and Procedure, which are reported on separately.

7. Monitoring

Each college policy will be monitored, and its implementation and effectiveness reviewed regularly. Appropriate procedures for reviewing and monitoring are the responsibility of the policy lead officer. These procedures will be subject to audit by the Quality department.

Professional, Review and Development (PRD) meetings will be recorded in CIPHR, and the number of PRDs conducted will be reported to the Executive Management Team committee, and the Board of Management HR committee.

For further information on PRD monitoring, please refer to the Professional Development Policy and Procedure.

8. Review

This policy and related procedure will be reviewed on at least a 3 yearly basis, to ensure it continues to meet College requirements within the legislative frameworks and ACAS best practice.

UHI INVERNESS

STAFF FLEXIBLE WORKING POLICY

REFERENCE: PL/HR/2016/001

Policy Owner	Assistant Principal – Operations and External Relations
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
		Reviewed by BoM - approved

Contents

1. Policy Statement

Whilst there is legislation outlining the statutory rights of staff who wish to make a flexible working application, UHI Inverness is committed to promoting the equality of opportunity for all staff through its approach to requests for flexible working.

The purpose of this policy and procedure is to:

- Outline an employee's statutory rights and explain the process for making a Flexible Working Application.

- Where operationally and financially viable, help employees to achieve a healthier work-life balance by, where possible, supporting individuals to work on a flexible basis.

UHI Inverness will give thorough consideration as to the practicalities of requests for flexible working arrangements from any member of staff, not just those who are eligible under the legislation. However, staff should not assume that any application made will be automatically accepted.

2. Legislative framework/ related policies

Employment Rights Act 1996
Employment Act 2002
Employment Relations Act 2004
Work and Families Act 2006
Equality Act 2010
Flexible Working (Procedural Requirements) Regulations 2000
Flexible Working (Eligibility, Complaints and Remedies) Regulations 2002
Acas (Flexible Working) Arbitration Scheme (Great Britain) Order 2004
Flexible Working Regulations 2014
Maternity and Parenting Leave Policy and Procedure
Use of College Equipment and Network Access Outwith the UK
Talent Management Strategy

Any circular which is issued under the provisions of the National Joint Negotiating
Committee (NJNC) is binding on Inverness College UHI as a signatory of the
National Recognition and Procedures Agreement.

3. Scope

The statutory provisions for flexible working requests apply to:

- **All staff employed by UHI Inverness, and**
- **who have not submitted more than one flexible working application
  within the past 12 months.**

However, consideration will be given to all flexible working applications received, not
limited to only those submitted by staff who fulfil the statutory requirements.

This policy does not apply to applicants not currently employed by UHI Inverness.
Similarly, existing staff applying for alternative roles within UHI Inverness should do
so on the basis of the working arrangements advertised rather than assuming that
any existing flexible working arrangements will be maintained.

4. Definitions

The term "flexible working" describes any working arrangement whereby the working
hours, and/or time, and/or location that work is undertaken, are different from the
standard practice or that which is defined in the employee's contract of employment.

Standard practice for staff at UHI Inverness:

Lecturing staff

All lecturing staff will be expected to work such hours as are reasonably necessary for the proper performance of duties and responsibilities, within a working week of 35 hours, full time equivalent, exclusive of a lunch break and inclusive of morning and afternoon breaks to be determined locally.

Professional Services staff

The full time working week for support staff is 35 hours normally worked between Monday and Friday. These hours will normally be worked on a daily basis between 0800 and 1800, exclusive of a lunch break and inclusive of paid morning and afternoon breaks.

5. Responsibilities

5.1. Human Resources (HR)

- Provide advice, guidance and support to managers and staff on the application of this Policy and Procedure.
- Submit all Flexible Working Applications to the Staff Resource Panel
- Write to staff, informing them of the outcome of their Flexible Working Application, within 2 months of being received.
- Monitor trial periods for approved flexible working arrangements.
- Inform staff in writing of any permanent changes to their contract of employment.

5.2. Line Managers

- Discuss and finalise Flexible Working Applications with staff prior to submission to HR and the Staff Resource Panel.
- Submit Flexible Working Applications to HR
- Complete the Employee Change Notification form and submit to HR upon receipt of the Staff Resource Panel outcome email.
- Monitor the suitability of any new flexible working arrangements during the trial period, discussing with the employee and reporting back to HR.

5.3. Staff

- Discuss proposed applications for flexible working with the line manager in the first instance.
- Submit finalised applications for flexible working to the line manager on the appropriate application form.
- Participate in discussions with the line manager in relation to the suitability of flexible working arrangements trialled during the trial period.

7. Monitoring

Each college policy will be reviewed regularly, and its implementation and effectiveness monitored. Appropriate procedures for reviewing and monitoring are

the responsibility of the policy lead officer. These procedures will be subject to audit by the Quality department.

The following performance indicators will be used to monitor implementation of the Staff Flexible Working Policy and Procedure:

- Number of Flexible Working Applications received.
- Nature of Flexible Working Applications received (e.g., reduction in working hours, change to work pattern, etc.).

Further breakdown of these performance indicators will be used to identify any emerging patterns on Flexible Working Applications and wider organisational performance.

Monitoring of performance indicators will take place at the HR Committee on a quarterly basis.

8. Review

This policy and procedure will be reviewed on at least a 3 yearly basis, to continue to meet college requirements and any legislative changes to ensure currency of content.

This policy must be complied with as outlined above and will be audited regularly with reports going to the appropriate committee.

UHI | INVERNESS

MATERNITY & PARENTING LEAVE POLICY

REFERENCE   PL/HR/2020/001

Policy Owner	Vice Principal – Operations and External Relations
Lead Officer	HR Manager
Review Officer	HR Business Partner
Date first approved by BoM	9 June 2008
First Review Date	26 March 2012
Date review approved by BoM	30 April 2020
Next Review Date	April 2023
Equality impact assessment	11 April 2012, 3 February 2017
Further information (where relevant)	

Reviewer	Date	Review Action/Impact
HR Manager	09/06/2008	Review approved by BoM
HR Manager	26/03/2012	Review approved by BoM
HR Manager	28/03/2017	Review approved by BoM
HR Manager	30/04/2020	Review approved by BoM

Contents

1. Policy Statement

UHI Inverness recognises the importance of a positive approach to ensuring that, as far as reasonably practicable, employees are able to combine their career and family responsibilities, maintaining a healthy work-life balance. This will assist UHI Inverness in operating effectively through retaining a valued subset of the workforce, providing the necessary support to employees and ensuring that all employees are treated in a consistent and fair manner and in accordance with relevant legislation.

This policy sets out the arrangements for:

- Maternity leave and pay
- Adoption leave and pay
- Paternity leave and pay
- Fertility leave and pay
- Shared parental leave and pay

UHI Inverness is committed to supporting and maintaining a family-friendly environment that encourages individuals in their ongoing contribution to the organisation whilst supporting or starting a family.

The aim of this policy, and the supporting procedures, is to provide employees, line managers and HR staff with important information regarding:

- Working whilst pregnant.
- Eligibility and applying for maternity or other forms of parenting leave.
- What happens during maternity or other parenting leave.
- The assistance available.
- Rights regarding returning to work.
- Requests for Fertility Leave.

In addition, this policy aims to ensure consistency of approach in line with employment legislation and UHI Inverness' commitment to good employment practices.

2. Legislative framework/related policies

- The Employment Relations Act 1999
- The Maternity and Parental Leave (Amendment) Regulations 2002
- Additional Statutory Paternity Pay (weekly rates) Regulations 2010
- Additional Paternity Leave Regulations 2010
- Shared Parental Leave Regulations 2014
- Parental Bereavement Leave Regulations 2020
- The Employment Act 2002
- The Employment Rights Act 1996
- The Equality Act 2010
- UHI Inverness Special Leave Policy and Procedure

Any circular which is issued under the provisions of the National Joint Negotiating Committee (NJNC) is binding on Inverness College UHI as a signatory of the National Recognition and Procedures Agreement.

3. Scope

This policy applies to all staff employed at UHI Inverness who qualify under the various eligibility criteria for the different types of parenting leave, as outlined in the Maternity & Parenting Leave Procedure.

4. Definitions

Type of Leave	Definition
Maternity Leave	A period of absence from work granted to a mother before and after the birth of her child.
Adoption Leave	A period of absence from work granted to a primary adopter before and after the adoption of their child.
Shared Parental Leave	Allows birth mothers to share a portion of maternity leave with their partners to care for a child from two weeks after birth until their first birthday.
Paternity Leave	A period of absence from work granted to a father after or shortly before the birth of his child.
Ordinary Parental Leave	Up to 18 weeks unpaid leave from work per child until the child is 18, up to a maximum of 4 weeks per year.
Fertility Leave	Paid time off to undergo fertility treatment.
KIT/ SPLIT	"Keeping in Touch" Days or "Shared Parental Leave in Touch" Days.

5. Responsibilities

5.1. Human Resources (HR)

- Provide advice, guidance and support to managers and staff on parenting leave eligibility, application process, support available and return to work.
- Process applications for parenting leave, confirming eligibility to staff within a timely manner.
- Notify payroll of parental leave arrangements in a timely manner.
- Process KIT/SPLIT forms submitted following parenting leave, notifying payroll of hours to be paid.
- Enter parenting leave absences in the HR system to ensure accurate recording.

5.2. Line Managers

- Discuss with staff their plans to take parenting leave, negotiating dates for periods of leave where necessary and applicable and maintaining a supportive and family-friendly approach to requests.
- Implement risk assessment protocols and recommendations for pregnant employees.
- Refer pregnant employees to Occupational Health (OH) as required, where pregnancy is affecting attendance or performance at work.
- Progress OH recommendations as required for pregnant employees.
- Review and sign applications for parenting leave, before submitting to HR for processing.
- Maintain contact with employees during periods of parenting leave, ensuring they are kept informed of organisational updates or changes, particularly those affecting their contract of employment (e.g., staff consultation and national bargaining), or in relation to health & safety, or security.
- Respond to staff requests to take KIT/SPLIT Days.
- Review and sign KIT/SPLIT forms, submitting to HR once approved.
- Liaise with staff around return-to-work arrangements, ensuring HR are kept informed in advance of any return to work.

5.3. Staff

- Read this policy and associated procedure thoroughly prior to applying for a period of parenting leave.
- Follow notification requirements for parenting leave.
- Complete the appropriate form(s) when applying for parenting leave, submitting to the line manager for review in line with notification timescales.
- Complete pregnancy risk assessment, as applicable, in conjunction with the Health & Safety Manager.
- Agree arrangements for keeping in contact with line manager during periods of parenting leave.

- Follow notification requirements for amending leave dates or ending a period of leave early.
- Liaise with line manager about KIT/SPLIT days to be worked.
- Record KIT/SPLIT Days worked on the appropriate form, submitting to the line manager in a timely manner.

6. Compliance

This policy and associated procedure must be complied with and will be audited regularly with reports going to the appropriate committees.

This document is compliant with the statutory provisions outlined in the Maternity, Adoption, Ordinary Parental Leave and Shared Parental Leave Regulations as detailed in the 'Legislative framework/related polices' above.

7. Monitoring

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.

The following maternity or adoption Performance Indicators will be used to monitor implementation:

- Quarterly reporting of numbers of employees on maternity, paternity, fertility or adoption leave with associated data analysis.
- Utilisation of 'Keeping in Touch' Days.
- Average number of sick days per employee.
- Breakdowns will be by department.

8. Review

This policy will be reviewed on a 3 yearly basis to ensure currency of content, or sooner if legislative change requires, and will be amended as a result of any agreed changes to the terms and conditions of academic and/or support staff as a result of agreements reached at National Joint Negotiating Committee.

Item 03f

Style Definition: Body Paragraphs

UHI | INVERNESS

Staff Recruitment and Selection Policy REFERENCE: PL/HR/2022/007

Lead Officer	Assistant Principal - Operations and External Relations
Review Officer	HR Manager
Date first approved by BoM	22 March 2010
First Review Date	01 January 2014
Date review approved by BoM	06 October 2020
Next Review Date	June 2025
Equality impact assessment	Yes
Further information (where relevant)	

Reviewer	Date	Review Action/Impact
HR Manager	26/03/2012	Changes approved at BoM
HR Manager	06/10/2020	Reviewed at BoM - approved
HR Manager	28.06.2022	Review approved by BoM

Item 03f

Contents

Item 03f

1. Policy Statement

The College will provide equality of opportunity in the recruitment and selection 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~~not discriminate on any unfair or unlawful grounds, for example because of 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 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~~ probation period by proving initial and ongoing support that will enable them to understand and embrace organisational culture.

- Provide an environment which allows new staff the opportunity to develop themselves and the functions they are recruited to support.

Item 03f

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 2018
   General Data Protection Regulations 2018
   The Human Rights Act 1998
   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~~Safeguarding 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
   Supporting Probation Policy and Procedure

Any circular which is issued under the provisions of the National Joint Negotiating Committee is binding on Inverness College UHI as a signatory of the National Recognition and Procedures Agreement.

3. **Scope**

   Staff recruitment and Selection policy applies to College vacancy applicants, current employees, 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 evaluation are the responsibility of the lead officer. The procedures will be subject to audit by the College Quality ~~Unit.~~Department.

   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, number of applicants, and quarterly diversity monitoring of all applicants and successful starters and leavers.

Item 03f

6. Review

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

UHI INVERNESS

TOIL (Time Off In Lieu) AND OVERTIME POLICY **REFERENCE:**	

Policy Owner	Assistant Principal - Operations and External Relations
Lead Officer	HR Manager
Review Officer	HR Business Partner
Date first approved by BoM	17June 2015
First Review Date	June 2018
Date review approved by BoM	
Next Review Date	
Equality impact assessment	Yes
Further information (where relevant)	

Reviewer	Date	Review Action/Impact

Contents

1. Policy Statement

The College recognises the nature of its work means that on occasions, staff will need to work flexibly within the parameters of their contracted hours. The College also recognises its duty to protect the health, safety and wellbeing of its staff by ensuring that staff do not work excessive hours and that any additional hours above contractual hours are agreed in advance and monitored carefully. It is therefore a line manager's responsibility to oversee their team's workload and work pattern so that the work is undertaken within the parameters of the contract of employment and with consideration for the health, safety and wellbeing of their staff.

2. Legislative framework / related policies

- The Working Time Regulations (1998)
- The Employment Rights Act 1996
- The Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000
- Data Protection Act (2018)
- Staff Flexible Working Policy and Procedure.
- Staff Code of Conduct Policy and Procedure
- Any circular which is issued under the provisions of the National Joint Negotiating Committee (NJNC) is binding on Inverness College UHI as a signatory of the National Recognition and Procedures Agreement.

3. Scope

This Policy applies to all staff directly employed at UHI Inverness, with the exception of those on supply contracts or where the contract of employment stipulates otherwise.

This policy sets out the College's position in relation to TOIL (time off in lieu), overtime, and overtime pay.

Overtime is time worked in excess of your normal weekly contractual hours. All information relating to the payment of overtime is noted in the NJNC agreements.

This policy does not form part of your contract of employment, and UHI Inverness reserves the right to amend or withdraw it at any time.

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 Overtime and TOIL and for auditing the implementation of the policy and procedure.

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 should submit requests for paid overtime to SRP for prior approval and must also ensure that timesheets are completed, approved and submitted to the Payroll department timeously.

Line Managers should respond to online TOIL requests timeously as detailed in the associated procedure.

Irrespective of duration of TOIL 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. All 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 Overtime or TOIL with their manager at the earliest opportunity, noting that the granting of Overtime or TOIL is not an automatic entitlement.

Individual staff should ensure that online TOIL records are completed accurately, consistently, and timeously as detailed in the associated procedure.

5. Monitoring

- 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.
- Cost of paid overtime to the College will be reported on quarterly.
- Diversity monitoring of applications and outcomes will be reported on annually.

6. Review

This policy and procedure will be reviewed on at least a 3 yearly basis, to continue to meet college requirements and any legislative changes to ensure currency of content.

Item 03h

Inverness College is known as UHI Inverness   Page: 1 of 5
Policy: Secure Handling, Use, Storage and Retention of Disclosure Information

UHI | INVERNESS

POLICY ON SECURE HANDLING, USE, STORAGE AND RETENTION OF DISCLOSURE INFORMATION **REFERENCE: PL/CS**	

Lead Officer	Vice Principal Student Experience & Quality
Review Officer	Information Development Manager
Date first approved by BoM	09 March 2009
First Review Date	26 March 2012
Date review approved by BoM	30 April 2020
Next Review Date	March 2023
Equality impact assessment	Yes

Reviewer	Date	Review Action/Impact
ID Manager	26/03/2012	Approved by BoM
ID Manager	2016	No Changes made – Review extended to 2019
ID Manager	30/04/2020	Approved by BoM
ID Manager	03/03/23	Policy Statement inserted, text moved around and updated due to change in Disclosure Scotland process

Contents

Item 03h

Inverness College is known as UHI Inverness   Page: 3 of 5
Policy: Secure Handling, Use, Storage and Retention of Disclosure Information

1.   **Policy Statement**
      This policy applies to all staff within UHI Inverness that hold responsibility for
      processing applications for the Disclosure Scotland PVG Scheme.

      The college uses information from the Protecting Vulnerable Groups (PVG)
      Scheme, only for the purpose for which it has been provided. Personal data
      is only processed where there is a legal basis for doing so.

      UHI Inverness recognises it is a criminal offence to disclose personal data to
      any unauthorised person. Therefore, only staff authorised to process it in the
      course of their duties, will have access to it.

2.   **Legislative framework**
      2.1.   Rehabilitation of Offenders Act 1974 (Ministry of Justice - The UK
             Statute Law Database)
      2.2.   The Rehabilitation of Offenders Act 1974 (Exclusions and Exceptions)
             (Scotland) Order 2003 (OPSI/HMSO)
      2.3.   The Rehabilitation of Offenders Act 1974 (Exclusions and Exceptions)
             (Amendment) (Scotland) Order 2006 (OPSI/HMSO)
      2.4.   The Rehabilitation of Offenders Act 1974 (Exclusions and
             Exceptions)(Scotland) Amendment Order 2007 (OPSI/HMSO)
      2.5.   Police Act 1997 (Part V)(OPSI/HMSO)
      2.6.   The Police Act 1997 (Criminal Records)(Scotland) Regulations 2006
             (OPSI/HMSO)
      2.7.   The Police Act 1997 (Criminal Records)(Registration)(Scotland)
             Regulations 2006 (OPSI/HMSO)
      2.8.   The Police Act 1997 (Criminal Records)(Scotland) Amendment
             Regulations 2006 (OPSI/HMSO)
      2.9.   The Police Act 1997 (Criminal Records)(Scotland) Amendment
             Regulations 2008 (OPSI/HMSO)
      *2.10. Definition of Adult at Risk as contained in The Police Act 1997
             (Criminal Records) (Scotland) Regulations 2006 (OPSI/HMSO) Note -
             definition is contained within Regulation 10(3)*
      2.11. Data Protection Act 2018 (OPSI/HMSO)
      2.12. UK General Data Protection Regulation (UK GDPR)
      2.13. Regulation of Care (Scotland) Act 2001 (OPSI/HMSO)
      2.14. The Housing (Scotland) Act 2001 (Housing Support Services)
             Regulations 2002 (OPSI/HMSO) - the Schedule to this SSI provides
             details of prescribed Housing Support Services per section 2(1) of the
             Regulation of Care (Scotland) Act 2001
      2.15. Criminal Justice (Scotland) Act 2003 (OPSI/HMSO)
      2.16. Protection of Children (Scotland) Act 2003 (OPSI/HMSO) - full Act
      2.17. Protection of Children (Scotland) Act 2003 (OPSI/HMSO) - Schedule 2
             - definition of child care positions
      2.18. Serious Organised Crime and Police Act 2005 (OPSI/HMSO)

      2.19. The Serious Organised Crime and Police Act 2005 (Commencement
             No 2)(Scotland) Order 2006 (OPSI/HMSO) - implements, amongst
             other sections, section 163 of the 2005 Act

Item 03h

Inverness College is known as UHI Inverness   Page: 4 of 5
Policy: Secure Handling, Use, Storage and Retention of Disclosure Information

2.20. [Protection of Vulnerable Groups (Scotland)](#) Bill and associated documents (introduced 25 September 2006)(Scottish Parliament) - see below for details of Act

2.21. [Protection of Vulnerable Groups (Scotland) Act 2007](#) (OPSI/HMSO)

2.22. Protection of Children (Scotland) Act 2003 ([Amendment of the Definition of Child Care Position](#)) Order 2008 (OPSI/HMSO)

College policies and procedures which are related to this policy are listed below and should be referenced (as appropriate) when reading this document:

- Student Criminal Offence Data policy
- PVG policy
- Safeguarding policy

3. Access and Storage

3.1. Disclosure Scotland will send an email notification to the authorised signatory of the application if there is nothing to disclose. Disclosure Scotland **will not** send an email notification in the event that there is something to disclose. A paper PVG certificate will always be sent by post to both the authorised signatory and the applicant.

3.2. Email notifications are deleted upon receipt of the paper copy. Paper copies of Disclosure Scotland records are not retained on an individual's HR file or any student file. Scheme Records are stored separately, in lockable, non-portable storage cabinets. Access to the storage cabinets is restricted to authorised individuals only, who are entitled to see such information in the course of their duties.

4. Retention

4.1 In normal circumstances, PVG Certificates/Scheme Records are retained for up to 90 days. This is to allow a period of resolution for any dispute arising, following the notification of a decision to recruit a staff member or student. In exceptional circumstances (where there is justification for retention for a longer period), the data subject will be advised of the extended retention period. The same conditions relating to secure storage and access will apply during any such period.

5. Disposal

5.1. Scheme Records are destroyed on a monthly basis, once the retention period has been reached. All records are destroyed by shredding. Departmental Managers will ensure that information awaiting destruction is not retained in an insecure receptacle (e.g. a waste bin or confidential waste console or sack). Staff are forbidden from retaining any image/photograph, photocopy (or any other form of copy) of data released by Disclosure Scotland. Staff will, however, record the following details on either the HR system or student records database (as appropriate):

Item 03h

Inverness College is known as UHI Inverness   Page: 5 of 5
Policy: Secure Handling, Use, Storage and Retention of Disclosure Information

- date of issue of the disclosure;
- the name of the data subject;
- the disclosure type;
- the position for which the disclosure was requested;
- the unique reference number of the disclosure **and**
- details of the recruitment/admission decision taken (where appropriate).

.

6.   Compliance

6.1.   All staff involved with the processing of PVG records must comply with this policy. The policy will be audited by the Data Protection Officer and findings reported to the EMT and Audit committee as part the annual compliance report.

7.   Monitoring

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

7.2.   Appropriate procedures for monitoring and evaluation are the responsibility of the lead officer.

8.   Review

8.1.   This policy will be reviewed on a 3 yearly basis, or earlier if legislative change requires.

UHI | INVERNESS

Subject/Title:	Principal's Report
Author: [Name and Job title]	Professor Chris O'Neil Principal
Meeting:	Board of Management
Meeting Date:	27 June 2023
Date Paper prepared:	26 June 2023
Brief Summary of the paper:	This report provides the Board of Management with an overview of new and continuing activity including: • Sector Finances • Curriculum Planning
Action requested: [Approval, recommendation, discussion, noting]	For Approval

Link to Strategy: Please highlight how the paper links to, or assists with: ☐ compliance ☐ partnership services ☐ risk management ☐ strategic plan ☐ new opportunity/change	Compliance, Governance, Risk Management
Resource implications:	<mark>Yes</mark> / No **If yes, please specify**: Funding Implications
Risk implications:	<mark>Yes</mark> / No **If yes, please specify:** Operational: Organisational: Impact of funding implications
Equality and Diversity implications:	Yes/<mark>No</mark> **If yes, please specify:**
Student Experience Impact:	<mark>Yes</mark>/No If yes, please specify: Curriculum reviews
Consultation: [staff, students, UHI & Partners, External] and provide detail	
Status – [Confidential/Non confidential]	CONFIDENTIAL
Freedom of Information Can this paper be included in "open" business* [Yes/No]	No

*If a paper should **not** be included within "open" business, please highlight below the reason.

Its disclosure would 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)	Y	Its disclosure would constitute a breach of confident actionable in court (s36)	
Its disclosure would constitute a breach of the Data Protection Act (s38)		Other (Please give further details)	

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

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

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

UHI | INVERNESS

Subject/Title:	Revenue Budget 1 August 2023 – 31 July 2024
Author:	Niall McArthur, Joint Finance and Audit Director
Meeting:	Board of Management
Meeting Date:	27 June 2023
Date Paper prepared:	06 June 2023
Brief Summary of the paper:	To present to the Board the Revenue Budget for 2023/24. This has been recommended for approval by the F&GP Committee on 08 June 2023.
Action requested: [Approval, recommendation, discussion, noting]	Approval
Link to Strategy: Please highlight how the paper links to, or assists with:**:** ☐ compliance ☐ partnership services ☐ risk management ☐ strategic plan ☐ new opportunity/change	Complying with Funding parameters Finance undergirds Strategic Plan
Resource implications:	Yes – monitoring of Financial Resources **If yes, please specify**:
Risk implications:	Yes **If yes, please specify:** Financial Operational

UHI | INVERNESS

Equality and Diversity implications:	N/A
Student Experience Impact:	None
Consultation: [staff, students, UHI & Partners, External] and provide detail	None
Status – [Confidential/Non confidential]	Confidential
Freedom of Information Can this paper be included in "open" business* [Yes/No]	No

*If a paper should **not** be included within "open" business, please highlight below the reason.

Its disclosure would substantially prejudice a programme of research (S27)		Its disclosure would substantially prejudice the effective conduct of public affairs (S30)	
Its disclosure would substantially prejudice the commercial interests of any person or organisation (s33)	Y	Its disclosure would constitute a breach of confident actionable in court (s36)	
Its disclosure would constitute a breach of the Data Protection Act (s38)		Other (Please give further details)	

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

Recommendation

That the Board approve the College's 2023/24 Revenue Income and Expenditure Budget.

Purpose of report:

To present to the Board the Revenue Income and Expenditure Budget for the year to 31 July 2024 and ask that the Board approves it.

UHI | INVERNESS

Subject/Title:	Capital Budget – 2023/ 2024
Author:	Niall McArthur, Joint Finance and Audit Director
Meeting:	Board of Management
Meeting Date:	27 June 2023
Date Paper prepared:	1 June 2023
Brief Summary of the paper:	Present Capital Funding Budget 2023/24. This has been recommended for approval by the F&GP Committee on 08 June 2023.
Action requested: [Approval, recommendation, discussion, noting]	Approval
Link to Strategy: Please highlight how the paper links to, or assists with:: ☐ compliance ☐ partnership services ☐ risk management ☐ strategic plan ☐ new opportunity/change	Complying with Funding parameters Finance undergirds Strategic Plan
Resource implications:	Yes – monitoring of Financial Resources **If yes, please specify**:
Risk implications:	Yes **If yes, please specify:** Financial Operational

Equality and Diversity implications:	N/A
Student Experience Impact:	None
Consultation: [staff, students, UHI & Partners, External] and provide detail	None
Status – [Confidential/Non confidential]	Non-Confidential
Freedom of Information Can this paper be included in "open" business* [Yes/No]	Yes

*If a paper should **not** be included within "open" business, please highlight below the reason.

Its disclosure would substantially prejudice a programme of research (S27)		Its disclosure would substantially prejudice the effective conduct of public affairs (S30)	
Its disclosure would substantially prejudice the commercial interests of any person or organisation (s33)		Its disclosure would constitute a breach of confident actionable in court (s36)	
Its disclosure would constitute a breach of the Data Protection Act (s38)		Other (Please give further details)	

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

Recommendation

That the Board approve the College's 2023/24 Capital Budget.

Purpose of report:

To present to the Board the Capital Budget for the year 2023/24 and ask that it approves it.

Background

There is an annual Capital Budget prepared each year and this is then presented for approval by the Board by 31 July of each year and prior to the commencement of the new financial year.

Executive Summary

The Capital Budget parameters are slightly different from the Revenue Budget. The Revenue Budget has year-end 31 July. The Capital Budget has year-end 31 March; it can commit to spend by 31 March and pay invoices by 31 July.

Information on allocations is given in Appendix 1. These cover FE Lifecycle Maintenance; FE Backlog Maintenance; HE Capital; and BIS (Research monies).

1. Lifecycle Maintenance - £106,857. This is the same as the 2022/23 allocation. This has in previous years been used to fund repairs to buildings and IT hardware costs. At present this has been included in the Revenue Budget to support Estate Maintenance and IT Hardware spend.

2. Backlog Maintenance £8,018. This is the same as the 2022/23. This should be spent on issues raised from a SFC exercise and review of college estate for the whole college sector over five years ago.

3. HE Capital funding £37,234. This has decreased by £122,541 or 77% from 2022/23. This should be spent on Property Capital.

4. BIS funding £22,419 – this funding is Research orientated for buildings or equipment. The College still awaits final confirmation of this from the Scottish Funding Council via UHI Executive Office.

Work will be undertaken by Executive Management shortly to plan and prioritise the capital spend.

INVERNESS COLLEGE   **Appendix 2**

CAPITAL BUDGET 31 JULY 24

	FE Lifecycle Maintenance £	Total £	HE Capital £	FE Backlog £	Sub Total £	BIS Research £	BIS Total £	
2023-24								
	106,857	**106,857**	37,234	8,018	**45,252**	22,419	**22,419**	45,252
2022-23								
	106,857	**106,857**	159,775	8,018	**167,793**	23,341	**23,341**	167,793
2021-22								
	101,385	101,385	160,280	7,534	167,814	10,949	10,949	178,813

UHI | INVERNESS

Subject/Title:	FE Fees 2023/24
Author:	Niall McArthur, Joint Finance and Audit Director
Meeting:	Board of Management
Meeting Date:	27 June 2023
Date Paper prepared:	05 June 2023
Brief Summary of the paper:	Present the Board with FE Fee proposals for 2023/24, these have been recommended for approval by the Finance and General Purposes Committee on 08 June 2023.
Action requested: [Approval, recommendation, discussion, noting]	Approval
Link to Strategy: Please highlight how the paper links to, or assists with:**:** ☐ compliance ☐ partnership services ☐ risk management ☐ strategic plan ☐ new opportunity/change	N/A
Resource implications:	Yes – Finance **If yes, please specify**:
Risk implications:	Yes **If yes, please specify:** Financial Operational
Equality and Diversity implications:	N/A

Student Experience Impact:	None
Consultation: [staff, students, UHI & Partners, External] and provide detail	Reviewed with other UHI college partners
Status – [Confidential/Non confidential]	Non-Confidential
Freedom of Information Can this paper be included in "open" business* [Yes/No]	Yes

*If a paper should **not** be included within "open" business, please highlight below the reason.

Its disclosure would substantially prejudice a programme of research (S27)		Its disclosure would substantially prejudice the effective conduct of public affairs (S30)	
Its disclosure would substantially prejudice the commercial interests of any person or organisation (s33)		Its disclosure would constitute a breach of confident actionable in court (s36)	
Its disclosure would constitute a breach of the Data Protection Act (s38)		Other (Please give further details)	

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

Recommendation

That the Board approves that the College does not increase Further Education Fees for the 2023/24 proposed Fees.

Purpose of report:

To present the FE fees for the year 1 August 2023 to 31 July 2024 and ask for the Board to approve not to increase them.

Background

Colleges revise fees on an annual basis each year.

Executive Summary

Work has been previously done by both UHI Inverness and UHI North Highland to review fees and try and get them more consistent across both colleges. It is also our aspiration to see a Single Policy Environment agreed across the UHI Partnership to agree FE fees. Students should pay the same for example Higher English Fees whether they are sitting them in Orkney or Perth.

One of the major issues regarding fees is that HE fees for Undergraduate Degrees and HNs are set by government, and have not changed for well over ten years. This means that fee income drivers are not increasing from this source; and also increasingly means that FE fees increases over the years have meant that some FE courses have ended up being higher than HE, which is leading to a bit of unfairness. UHI set the fees for Postgraduate Courses.

We are recommending that FE fees are not increased in 2023/24. When considering the fees it's worth noting the following:-

- The majority of FE students do not pay fees as they meet the eligibility criteria for the Fee Waiver Policy e.g. they are full time Scottish residents or studying part time on the Senior Phase provision or in receipt of benefits.
- Modern Apprentices do not pay fees.
- Commercial fees are set on a Full Cost Recovery Basis by the Business Solutions Team or Teaching Departments on an course by course basis.

Last year we were able to publish the fees on the UHI Inverness website under each course to make it easier for students to understand the fee liabilty for their course.

Based on discussion with the Merging Colleges there have been some adjustments to North Highland College fees (part of merged College).

1. Reduction in the SVQ 3 & 4 Care courses to help with the cost of living crisis and recruitment in the Care sector. This has been agreed with the three merging colleges, however Inverness College is recommending that at present we are treating them the same as the 2022/23 fee.

UHI | INVERNESS

Subject/Title:	Ratification of Appointment of Non-Executive Members and Co-opted Members and Appointment of Professional Services Representative.
Author: [Name and Job title]	Lisa Ross, Governance Officer
Meeting:	Board of Management
Meeting Date:	27 June 2023
Date Paper prepared:	22 June 2023
Brief Summary of the paper:	This paper provides the Board with the background to the appointment of new members.
Action requested: [Approval, recommendation, discussion, noting]	Ratification

Link to Strategy: Please highlight how the paper links to, or assists with:**:** ☐ compliance ☐ partnership services ☐ risk management ☐ strategic plan ☐ new opportunity/change	New Opportunity/Change, Compliance
Resource implications:	Yes / <mark>No</mark> **If yes, please specify**:
Risk implications:	Yes / <mark>No</mark> **If yes, please specify:** Operational: Organisational:
Equality and Diversity implications:	Yes/<mark>No</mark> **If yes, please specify:**
Student Experience Impact:	Yes/<mark>No</mark> If yes, please specify:
Consultation: [staff, students, UHI & Partners, External] and provide detail	N/A
Status – [Confidential/Non confidential]	Confidential
Freedom of Information Can this paper be included in "open" business* [Yes/No]	No

*If a paper should **not** be included within "open" business, please highlight below the reason.

Its disclosure would substantially prejudice a programme of research (S27)		Its disclosure would substantially prejudice the effective conduct of public affairs (S30)	
Its disclosure would substantially prejudice the commercial interests of any person or organisation (s33)		Its disclosure would constitute a breach of confident actionable in court (s36)	
Its disclosure would constitute a breach of the Data Protection Act (s38)	Y	Other (Please give further details)	

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

The Board of Management Project Report

Author: Aimee Cuthbert
Date: 12th May, 2023

HISA   **UHI**

Executive Summary

This report outlines the HISA Board of Management Project, the findings from conversations had with each Academic Partner (AP) within UHI that has HISA representation, and recommendations arising from these findings.

The paper highlights the following topics:

- The resourcing for Boards of Management in terms of staff and student input
- The value of the student voice across the UHI Partnership
- The ways in which support has been offered to student board members but not always taken up
- The importance of these meetings as seen by HISA officers, despite initial intimidation
- How key relationships between AP's and HISA in the success of student board member contributions
- The need for training and support for student board members and new local staff within HISA
- The need for a standardised process for recruiting 2nd student board members (where applicable)

Based on these findings, this report recommends the establishment of a Board of Management Support Action Plan, to be negotiated and signed off by HISA and Boards, to ascertain responsibility on both the students' association and academic partners for supporting student board members and a clear timeline of completion. Recommendations are also suggested for HISA staff, HISA officers and Boards of Management:

HISA Officers

- Proactively ask for support for board meetings from board representatives and HISA staff
- Fully utilise training opportunities
- Build good relationships with board representatives
- Attend and fully contribute to board meetings
- Regularly update board of HISA activity both locally and regionally, ideally through a written report

HISA Staff

- Ensure officers are prepared for board meetings and understand their role
- Help support officer to develop skills relevant to board
- Staff to take part in relevant training
- Build a relationship with board representatives, specifically secretary
- Ensure have a strong knowledge of AP and HISA party lines
- Support officers to regularly update board on HISA activity both locally and regionally, ideally through a written report

Board of Management representatives

- Invite incoming HISA officer/student member to shadow board meeting
- Set up an introductory meeting with board chair and secretary as part of officer induction
- Build a relationship with HISA staff based locally
- Ensure student member can attend meetings around study commitments
- Set up a regular meeting with HISA Officers prior to board meetings
- Make selves available to officers for support
- Prepare an induction for student board members either separately or as part of other board member inductions.
- Consider use of CDN resources.
- Set up an introductory meeting with board chair and secretary as part of officer induction

Introduction

Project Outline

In November 2021, the Highlands and Islands Students' Association (HISA) began a project examining the experience of student representatives on Boards of Management within the academic partners (APs) that make up the University of the Highlands and Islands (UHI) where HISA have representation.

UHI is a multi-campus tertiary education provider operating across the Highlands and Islands, Perthshire and Morayshire. It is made up of 12 academic partners who have their own governance models that interlink with the overall governance of UHI, run by Executive Office (EO).

UHI is a post-1992 institution and has been designated as a university under the Further and Higher Education (Scotland) Act 1992 (the "1992 Act"). Within this legislation, the duties of Boards of Management are listed.

Many academic partners within UHI operate under the governance linked to the Education Act 1994 and either are a merged or non-incorporated college. They are also members of the College Development Network (CDN) and follow guidance produced by the organisation, including Get into Governance training and the Code of Good Governance for Scotland's Colleges.

"Adherence to the Code which has been developed by the sector and its key stakeholders through the Good Governance Steering Group is obligatory for every board that receives money from the Scottish Funding Council."

Some academic partners are registered as 'Company Limited by Guarantee' who deliver education so must operate under the governance of the Companies Act and the rules within this.

UHI also has an academic partner that does not have a separate Board of Management making sole decisions on behalf of the AP but is a sub-committee of the local authority's Education, Leisure and Housing Committee and has members of the local council, members from the local committee as well as staff and students from the college. Decisions can be made by this committee to suggest approval on items but these need to be finalised and approved through the council's committee structure.

With an overarching objective to ensure that each Board of Management has effective and supported student members, this project aims to resolve the following:

- Assessing resources/training from HISA in supporting officers and students on Boards
- Assessing resources/training within the sector for student board members
- Assessing how to support local HISA staff in Board of Management queries
- Ascertain relationships between local HISA teams and their respective boards
- Ascertain expectations of student board members across the partnership
- Ensuring equity across the partnership in terms of student support, training, expectations, obligations, and relationships related to board of management

In November 2021, HISA staff began a consultation to help inform this project further. With support from local governance practitioners and HISA officers and staff, perceptions, expectations, and potential actions have been gathered across the partnership to ensure Boards with HISA representation have effective student membership on its board.

Resources available to Boards of Management across UHI and HISA are extremely varied in terms of staff allocation to board administration, working hours of both HISA officers and staff as well as the number of HISA officers and staff at each AP alongside what committees HISA officers sit on. The full table can be seen in the appendix (Appendix 2) but from this overview we can see:

- Not all boards have more than one student member (regardless of governance model followed)
- Not all APs have the same resourcing for Boards in terms of staff and officer hours
- There is inconsistency around what other committee meetings student Board members sit on that feed into local boards.

What follows are general themes that came out of these conversations, which involved evaluating current practice across the partnership. Recommendations for Boards and HISA to take forward for improvement will follow to ensure both Boards and the students' association can take action to ensure student representatives and students themselves are at the heart of decision making.

Method

Consultation Findings

HISA conducted semi-structured interviews with each local HISA officer who has a place on their local AP's Board, HISA staff based locally and representatives from local Boards, including secretaries, clerks, Chairs and AP Principals.

General notes were taken around set questions put to each type of consultee with space for additional comments. Discussions were led by a member of the project team not affiliated to that specific AP to allow for open and honest conversation so that a full picture could be gathered and suggestions that would benefit across the partnership would come forth. Notes were made available to those who took part in the consultation and not shared beyond the project team.

To protect the honesty of these conversations, general themes will be brought up and discussed to establish any patterns and to ensure anonymity. The only instance that AP's will be specifically mentioned will be to illustrate an example of good practice.

Participation
Below is a summary of who we consulted with and what methods to show the widespread consultation that took place during this project:

	HISA Officer Conversation Method	HISA Staff Conversation Method	Conversation With	Board Representative Conversation Method
Argyll	VC	VC++	Chair, Secretary	VC
HTC	VC	VC+	SMT Member	VC
Inverness	VC	VC	Secretary	VC
Outer Hebrides*	VC	VC	Secretary	VC
Moray	Y	VC	Secretary and two Board Members (One chair of board sub-committee)	VC
North Highland	Y	VC	Secretary and Chair of Board sub-committee	VC
Orkney	Y	VC	Principal	VC
Perth	Y	VC	Chair, Clerk and Principal	VC
SAMS	Y	VC++	Secretary	VC
Shetland	Y	VC	Secretary	VC
West Highland	Y	VC	Clerk	VC

* Changed from Lews Castle College during project.   + Prior to project commencing due to staff member leaving HISA

++ Prior to project commencing due to staff member leaving HISA (Same staff member covered Argyll & SAMS)

What follows is a summary of key themes that came out during the consultation. These have been grouped into the following categories:

- Support

- Recruitment

- Training and Resources

- Relationships, Expectations and Perceptions

- Board meetings

- Other Comments

Support

Officer Support from Board

Most officers reported they had some form of support from a member of Board, whether this be the Chair, Secretary or Principal of their academic partner. When these were in place, officers commented this support was extremely helpful and that staff were very approachable ensuring that officers knew to ask for help if needed.

Where there was little or no support from specific board members, officers commented that they would like to see this in place. Where they were aware of support taking place or being from board representatives, HISA staff raised concerns that officers did not take up support offered by individuals and about the objectivity of this support when they were not fully aware of what support was offered – as will be seen throughout this report, this depended on the information given by HISA officers and staff's relationship with board secretaries. Staff also highlighted the challenges in providing equitable support for officers across HISA due to how different each board was.

In terms of other ways in which officers or student board members could be supported, it was suggested by Board representatives that when recruiting for new officers or Board members, HISA should let candidates know of support available to them and the value the student voice has on Boards. Some board representatives acknowledged timing meetings was a challenge with student board members and that they have tried to accommodate this where possible, but this has not always led to the student board members attending said meetings.

Officer Support from HISA staff

Each AP and HISA officer will have a dedicated member of HISA staff. As well as helping officers achieve their objectives and other key HISA activities, staff members are also able to provide support for officers when attending board meetings. HISA staff predominantly work part time hours and can support more than one local officer, but a key role in this support to officers is preparation for board meetings – this can be from ensuring the officer knows when the meeting is, to helping them interpret papers and how this can impact students.

The support staff at HISA can provide, based on the conversations with officers, is dependent on their access to board papers. Where staff were able to access board papers, officers felt they were better supported and prepared for board meetings due to the

impartial stance all HISA staff members take. Where staff had limited or no access to papers, officers either accepted this due to the confidential nature of boards or understood this confidentiality but felt it would be more beneficial in terms of aiding understanding and getting information based on prior knowledge of the AP which HISA staff based locally have. For those HISA staff who were able to access papers were conscious of the levels of support they provided officers and avoided giving specific notes on each paper by setting expectations on officers to read papers and ask questions at pre-meetings with their HISA staff member or whomever they met with go over papers.

Beyond the training provided at Executive Training, HISA staff would provide new officers with a briefing on Boards with the knowledge they had but many acknowledged that new officers would get information about boards through the handover from the previous officer.

HISA staff also highlighted that it would be good for all student board members to be able to have a pre-meeting with either the Board Clerk or Chair alongside their support from local staff to help aid student member understanding, allow them to ask questions and as another avenue of support. Post-meetings were also highlighted as useful, so officers were clear of next steps and any actions or requests for student input on decisions being made by Board.

Activity	AP Takes Place In	Facilitated by	Impact of Activity
Meeting with Chair and HISA officers prior to meetings to go through agenda/student concerns	Inverness, Orkney, SAMS, Perth	Chair, Secretary	Officers feel listened by chair, feel able to contribute to meetings, board see significant officer contribution
Acroynym cheat sheet	Inverness, North Highland	Chair, Secretary	Officers have a better understanding of acronyms used and able to better understand and contribute to meetings
Incoming officers shadowing meetings	Moray, Shetland, Inverness, Perth, North Highland	Secretary, HISA Staff	Offers get insight into structure of meetings, better understanding and confidence in board, effective contributions to board
Overview of Board and subcommittees/members of board	Perth, Orkney	HISA Staff	Officers have better understanding of board and its members, empowered to establish better working relationship, more effective contributions to board

Examples of best practice across UHI – not inclusive of all examples given

Support

Awareness of HISA party lines
As an independent political organisation, HISA members will vote to have stances on various issues within society and the wider UHI. There are referred to internally as party lines. Some of these party lines may clash with topics going to board so knowledge of these is important, especially when declaring conflicts of interest at the start of board meetings.

As these 'party lines' are decided within Executive Committee or at HISA Con, knowledge of these among HISA staff depended on their length of service within the organisation and how much their officers passed onto them from Executive meetings. All staff agreed that it would be good to have consistent reminders of these so that everyone within the organisation was aware – not just those who supported officers locally.

Support suggestions and advice from HISA Officers
In other parts of the conversations had in this consultation, some HISA Officers made suggestions as to what could be done that would be useful for them in terms of supporting student officers in their Board role. Below is a summary of some of the suggestions made:

- Observing other Boards of Management within UHI to see the experience of other officers in HISA
- Publishing legislation and rules in place for boards so student board members understand the process and what to ask questions about
- HISA staff to be supported with understanding board so can help HISA officers and student board members
- Board members to sit down with student board member and offer support in pre-established format as officers may not be confident in asking for help
- Officers should get simplified version of notes – beneficial for new board members
- Board members should not make assumptions about knowledge simply due to being on the same committee as the student member
- Board to be mindful that student board members may have clashes due to their timetables when planning calendar of meetings

Officers were also asked what advice they would give to new HISA officers about Board of Management. Here are some examples from the advice given:

- Know the commonly used acronyms
- Actively listen to the conversations
- Get to know and research boards and board members and respect others' roles of board due to their experience
- Don't be afraid to speak up or challenge something affecting the student experience – it can be intimidating space, and may get talked over but keep calm and show through your comments and your work you have a right to be there
- Asking yourself "how will this affect students?"
- Read everything and come to the meeting prepared
- Ask for help when you need it
- Be confident to speak up as students are members of the board as well – do not get intimidated
- Student board members should not be held accountable by board – not their responsibility
- Do not say yes to anything in the room
- Good to have evidence wherever possible – get facts, figures or comments from students
- Do not be disheartened if things go slow or not the way anticipated

Recruitment

In some APs, due to one local depute in role, there may be a need to recruit a second student board member. This is a requirement under the Education (Scotland) Act for those who follow this governance model.

The project team spoke to current officers, HISA staff and board representatives where this applied about this topic and how to recruit a second student board member.

Several key themes emerged from these conversations, including identifying an engaged student to encourage them to step forward alongside wider promotion of the role, promoting the benefits to the AP and the individual of getting involved in Board as well as the support offered, raising awareness of boards at local SVR meetings, a formal standardised process across the partnership with local contextualisation and exploring if the role can be incentivised.

Training & Resources

Skills Audit – HISA Officers and Staff

When officers were asked what skills they felt were needed to take part in board meetings, the top responses were confidence in themselves and their position as a student member, communications skills, understanding the papers and what was being discussed, knowing and speaking on behalf of the students, and politeness. The full list of skills given can be found in Appendix 3.

To mirror the question asked to HISA officers, their staff counterparts were asked what skills they felt were needed by their officers to take part in board meetings. The top responses were close reading or reading papers, understanding their remit and priorities as a student board member as well as the politics of their local Boards. The full list can also be found in Appendix 3.

HISA staff were asked about the skills they felt they needed to support their officers at board meetings. The following skills were highlighted:

- Experience of UHI
- Experience of committees and board meetings
- Seeing and close reading of papers
- Training for new staff
- Patience
- Knowledge of board
- Relationship building with board secretary/other board representatives
- Same skills officers need
- Being able to summarise key points
- Objectivity
- Strong awareness of AP
- Report writing
- Supporting reading and writing skills

Local inductions to Board

In relation to AP-specific inductions, most of our officers had some form of induction to their local board. This would either be in line with induction received by other board members or have additional elements specific to the student board member(s). Three of the officers interviewed stated they had no formal board induction. Of the three, two mentioned they wished they had had some form of induction.

Examples of induction activities mentioned in conversations with HISA officers included:
- Induction with all new members of board
- Introductory meeting with Chair
- Introductory meeting with Board Secretary/Clerk
- Introductory meeting with Principal

Training & Resources

Activities and suggestions mentioned by officers that they would have like in their induction included:
- Introductory meeting/people to introduce themselves and their role at the start of the first meeting officers attended
- Information on board activities and how meetings took place
- Induction to take place later in role once more knowledge about the officer role is known
- Formal explanation of processes and what committees do
- To have the same induction as new board members (where this did not take place)

Discussing this topic with Board representatives, where inductions and training were in place across the partnership, this would be made available to student board members. This would be in line with inductions and training other board members would receive, with others doing bespoke inductions or training for new student members.

Training for Board – HISA
For the last two years, HISA have run a simulation exercise for officers as part of Executive Training where they can experience a board meeting to get familiar with the structure, how to prepare for meetings and what issues may be important for students. As part of these conversations, the officers were asked about their thoughts on the exercise.

Positives that came out about this exercise from officers included:
- Useful –gave an idea of what happens at meetings
- Good to highlight when things can go wrong/when need to be observant
- Enjoyed it/was good
- Helped with board meetings at AP
- Helped when trying to explain terminology or what to look for in papers
- Most useful training – still refers to it/learned a lot from it
- Felt like a chance to face fears before going into board

Something that was picked up from these conversations was that the individuals within the simulation – who were purposefully created to be combative individuals – were not reflective of the experience of their board members and interactions, giving them confidence that the simulation was the "worst it could be."

Suggestions were given by officers on how to improve this exercise going forward:
- Have a way to step out of the simulation
- Emphasise importance of papers given so officers will read
- More time to prepare with staff member
- Ensure roles of all involved are clear
- Make characters less antagonistic/make simulation more neutral or positive
- Ensure enough time to debrief so know what did well and what can be improved on
- Make exercise an observed scenario to comment on, featuring returning officers.

Training for Board – College Development Network
The College Development Network (CDN) have a suite of resources for board members to take part in, including a specific induction for student board members. Six of the officers recalled going to the Student Board Member Induction. The majority said that it was useful, but they preferred HISA's training or found it more useful as the CDN training was generic.

Some officers mentioned doing online modules as part of their CDN training which included Audit training and Renumeration training. Officers who took part in this found the training quite vague and that it had an assumption they already understood these areas. Some officers suggested it would be useful to have a tailored one for students, linked with the Student Board Member Induction training that had more accessible language would be a lot more useful.

The rest of the officers either said they had not done any CDN training or training had been done via Brightspace or other training programmes.
Although not all APs are part of CDN, most board representatives were aware of the resources CDN had and the value they could bring to all board members, not just student members.

Comments were made by some board representatives that the resources need to be developed further and to be made more accessible for all board members. Specifically mentioned was the workbook around working with student board members and how valuable this resource was and that it would be beneficial to see this rolled out wider and expanded upon.

For those APs not aware of CDN resources, this would be because they were not part of CDN, but these APs did mention that a resource like this could be useful. One board represented suggested that UHI could add to CDN resources. They suggested that as soon as a student rep is signed up, that either UHI, APs or HISA could keep a log of activities, training, and attendance of meetings so that recognition could be given at the end to give added value to the local HISA officer and for those student board members from the wider student population.

Training & Resources

Advice for new HISA staff

As with the officers, HISA staff were asked for advice they would give people starting within the organisation. Here is what was provided:

- Help officers/student board members think critically as a board member and stand up for student opinion
- Help officers prepare for board so nothing is missed, including making sure they are aware where a decision may need to be made
- Make officers aware of motivations of board members and where to take things "with a pinch of salt"
- Make clear to officers to ask for help when needed
- Make sure you have everything you need to support officers and student board members – ask for updates, access to papers or to observe a board meeting to strengthen their role and contributions to board
- Build a good working relationship with board clerk
- Make sure your officer sees the value of your contributions and support – this makes it more likely that your officers will come to you for help and fight for you if there are any challenges e.g., access to papers
- Research your AP and make sure you are familiar with their dynamic within the partnership and any major political ambitions
- Ask other HISA staff for advice or support if needed for supporting and preparing your officer/student board member

Relationships, Expectations and Perceptions

Officer perceptions of board meetings so far

When asked their perceptions of board meetings so far, HISA officers remarked that they felt intimidated at their first meeting due to the strong personalities and discussions being held. They also felt nervous or unprepared due to the volume of pages they were to read, and the high level of decision-making taking place on boards and wished they have more confidence in themselves. What was clear was that boards were welcoming and supportive to new officers which helped put them at ease. A fuller list can be found in the appendix (Appendix 4).

Expectations of student members

Board representatives were asked what expectations they had on the student members of board. Many mentioned they were aware of the conflicting priorities that student board members had with studies and other HISA-related duties but stressed that due to the importance of decisions made at board meetings, that duties relating to it should be a focus. Every board representative mentioned the value of the student voice on board. Below are other expectations listed:

- Attending and contributing to meetings
- Asking questions
- Update Board on what is happening with students and what is relevant to students – preferably through a report
- Depends on the individual and what they want to get out of being on board
- Undertaking relevant training
- Ability to use software required to access board papers/board discussions
- Keep in touch with board contact and respond to emails relating to board
- Reading papers prior to meetings
- Same expectations as any other board member (where following Code of Good Governance)

Perception of student members so far

When asked how they had perceived student members on board to date, the answer depended on the personalities and interactions previous officers had with board so there was a lack of consistency in this way. Where there had been limited interaction, board representatives commented that it was hard to know what work the officers, and therefore HISA, were undertaking to due to the officer not attending all meetings or a lack of verbal or written reports being given to board.

Relationships, Expectations and Perceptions

Where there had been a lot of interaction from officers, some board representatives commented on how these officers would contribute to meetings and provide good insights or present good queries. Other board representatives mentioned that although coming along to meetings, student member contributions were less than those of other board members.

Some board representatives recognised that confidence to speak and to interact with board members would be a significant contributing factor in how well that officer engaged with board meetings. A few suggested that insight into how to help student members overcome this would be appreciated, with one suggesting that bringing in some form of mentoring scheme, in line with CDN guidance, could be beneficial. HISA staff commented that due to them not sitting on board that they could only go by the information provided by their officers about board.

When information was provided, HISA staff said that the officer's confidence levels, or experience would impact their attitude to board meetings but that they would support officers as much as possible with the resources and support given.

Staff who have supported more than one officer at boards were asked for consistent challenges they had seen with officers. Challenges mentioned were officers feeling comfortable and confident in role, not having an idea of the bigger picture, communication issues and not being able to fully support officers depending on staff's access to papers.

Relationships with HISA
When asking about the relationship board representatives had with the HISA staff member based locally, this was split into either having no relationship or a positive one.
Where board representatives did not have a relationship with HISA staff, this would be attributed to not understanding the role HISA staff play, the staff member not reaching out or being proactive in building a relationship.

Where there was a relationship, board representatives noted they enjoyed the positivity of this relationship and the open channels of communication alongside the benefit staff had on helping officers prepare for board meetings.
As highlighted in the summary of Board Representative conversations, HISA staff echoed that this was either non-existent or a strong relationship. Where no relationship existed, some staff members cited this was dependent on the governance structure but all staff this applied to said this affected the support they could provide their officer.

Where a relationship did exist, HISA staff highlighted they could make contact when needed with any queries and that board secretaries were always keen to offer support to staff and officers when needed. With this relationship in place, staff members noted that satisfaction with HISA at a local level would increase.

Understanding of HISA
When asked about their understanding of HISA as organisation, the conversation split into two areas – understanding of local HISA activities and understanding of regional HISA activities.

In terms of local HISA activities, some board representatives mentioned they were not given a lot of information on this so did not have an awareness of how HISA interacted with their students. These board representatives mentioned that they would like to see some form information around local objectives to be updated upon throughout the year. Where information or reports were given, board representatives said they understood what HISA did locally.

How local activities fitted into wider HISA activity, how HISA worked and its wider impact on students were cited as areas were board representatives' knowledge lacked. Suggestions on how to improve this would be a summary paper of HISA's structure and policies or even a presentation on HISA.

Board Meetings
Paper circulation timelines / Understanding of papers/
Preparedness for board meetings
In terms of the timeline for papers to be circulated prior to meetings, there was not a lot of consistency. Overall, officers said that papers would "usually" be circulated 7 days before board meetings, which would give them adequate time to read and prepare for meetings.

Relationships, Expectaions and Perceptions

Other officers mentioned that papers could be circulated less than a week before meetings, with a few mentioning papers from board could be circulated the day before meetings – this would occur for either late papers or for full board papers.

When this occurred, officers mentioned this would make it hard to understand some papers, depending on the subject matter and the language in which it is written.

Regardless of when papers were received, if officers were unsure of content, they reported that there were people that they could ask – staff members of board, chairs, secretaries, or HISA staff. Officers that were able to have pre-meetings noted these were incredibly helpful in terms of understanding papers and feeling prepared for board meetings.

HISA staff further verified the timelines of papers being circulated usually a week prior to meetings. Staff commented that if papers came out later this was not enough time for officers to read and prepare for meetings alongside their other HISA duties and studies. When asked if HISA staff had access to papers, this was mixed.

Many staff were reliant on the information their officers provided them, some were able to see some papers due to the relationship they had built with the board secretary and others had no access to papers so felt unable to support their officer prior to these meetings.

As covered in the conversations with HISA officers, board representatives verified papers for board would be circulated generally a week before the meeting took place if they were responsible for paper dissemination.

The only exception to this was Orkney as their Board (known as College Management Committee) is overseen by employees within the local council but timelines are well known. Reasons given as to why papers would be circulated later included late papers being submitted or the capacity of the secretary given their hours or additional responsibilities.

Communicating Board decisions to Student Voice Reps
As a key group linking HISA officers to the student body, Student Voice Representatives (SVR) need to be aware of what is happening at APs so this can be communicated to the wider student body.
The way in which officers felt the best way to do this was mixed. For those officers who communicated board activities already used a variety of methods like discussion boards, meetings with SVRs or via email. Many officers mentioned that engagement issues with students meant it was challenging to share information this academic year, but some suggestions were made, such as signposting SVRs to where board papers were published online, having an idea of what can or cannot be share or circulating minutes electronically.

Similarly, to HISA officers, staff highlighted that engagement had been a challenge this academic year but that key information like board activities should be fed back to SVRs in some way.

Anything returning officers wish they knew before starting to attend Board meetings
Officers who were sitting on boards for their second year were asked if there was anything they wished they knew before they started attending board meetings. The following examples were given:

- Acronyms!
- More contextualised information about AP
- Board is not intimidating as it may have appeared at first
- It's ok to make mistakes
- A clearer statement of expectations for student board members
- Declarations of interest in relation to HISA policies

Relationships, Expectations and Perceptions

Recommendations

Other Comments within conversations
This final section is additional comments left within the report that do not fit in with any sections but is useful to include.

HISA local officers
- Board members should not make assumptions you know all the stuff just because on same meeting

Board Representatives
- Getting feedback on how student rep feels coming to board and what they have gotten out of it would be beneficial
- Board surgeries could be beneficial
- This exercise should be run every 2-4 years
- Strategies to increase student engagement with Boards – both student members and the wider body of students
- Age of student can skew student view – needs to be balanced between FE and HE, young and mature etc.
- Good MSYP representation and lots of people pushing the agenda for students – is there scope to look at 14–16-year olds represented through HISA/board?

HISA Staff
- Timing of meetings - some are great and have meetings around 4 o'clock or out with student time, others held during class time that the officer could not get out of. Need to take into consideration of everyone who attends board - make standard to early evening so all students can get to it.
- Cannot try to play down the board or treat it as unimportant – the meetings would not happen if they weren't important, so prioritise getting officers to a place where they are confident, know what support is available, and can thrive on the board to the best of their abilities despite the additional challenges that the board environment can pose.

Based on these conversations, the following recommendations are being made based on the contents of the interviews with the different participants. These recommendations have been made taking the differing governance models across the UHI, but additional recommendations have been made that can also be taken into consideration where applicable.

Our main recommendation is for a Board of Management Action Plan to be utilised across the partnership. This action plan will include key elements for each of the three main bodies of people mentioned throughout this report as outlined below to ensure uniformity of support and accountability towards our officers and student board members across the partnership:

HISA Officers
- Proactively ask for support for board meetings from board representatives and HISA staff
- Fully utilise training opportunities
- Build good relationships with board representatives
- Attend and fully contribute to board meetings
- Regularly update board of HISA activity both locally and regionally, ideally through a written report

HISA Staff
- Ensure officers are prepared for board meetings and understand their role
- Help support officer to develop skills relevant to board
- Staff to take part in relevant training
- Build a relationship with board representatives, specifically secretary
- Ensure have a strong knowledge of AP and HISA party lines
- Support officers to regularly update board on HISA activity both locally and regionally, ideally through a written report

Board of Management Representatives
- Invite incoming HISA officer/student member to shadow board meeting
- Set up an introductory meeting with board chair and secretary as part of officer induction
- Build a relationship with HISA staff based locally
- Ensure students members can attend meetings around study commitments
- Set up a regular meeting with HISA officers prior to board meetings
- Make selves available to officers for support

Recommendations

Next Steps

Board of Management Representatives (Continued)
- Prepare an induction for student board members either separately or as part of other board member inductions
- Consider use of CDN resources

As well as HISA staff, officers and board representatives taking on and implementing the recommendations of this report, we hope to see the following as indicators of the project being a success:
- Positive feedback from HISA officers around training and induction run by HISA
- Positive feedback from HISA officers and HISA staff around training and induction run by APs/external organisations
- Positive feedback from new HISA officers about their first Board of Management
- Positive feedback on improved relationships between local HISA officers and board representatives
- Positive feedback from board representatives about student member input and contribution
- Full attendance at board meetings from at least one student member
- Increase in board's awareness of HISA as an organisation

The proposed action plan can be seen in Appendix 5.

This report will be presented within HISA's own committee structures, with input and approval from HISA Management Board and Executive Committee. It will also be circulated to members of General Practitioners Quarterly for comment before going to each AP's board of management for discussion and approval of recommendations. The report will also be circulated to participants in the consultation.

Action plans, much like the Student Voice Rep Working Agreement, should then be completed with actions allocated to local HISA teams and local Boards, with clear timelines of completion to be reported within appropriate committees in APs. HISA teams, especially Assistant Voice Managers (AVMs), will provide support in this to ensure consistency across the partnership.

The outputs of this project will also be shared with sparqs, NUS (National Union of Students) Scotland and CDN as part of their ongoing developments in supporting college students.

Acknowledgements

The project team would like to thank each board representative, especially members of UHI's Board Governance Practitioners Group, for their enthusiasm for the project's aims and for coming to the conversations with an open mind. Thanks also go to local HISA staff for being forthright in their views and have their students interests at the heart of everything they do.

Finally, thanks go to the HISA Officer Team 2021-2022 – Board of Management is a great responsibility that has its challenges but by participating in them to the best of your ability and being honest in these conversations, you will help make sure that student board members are fully supported and effective for their students for years to come.

Appendix One
Board of Management Project Plan

Aim
For each academic partner to have full and effective student members on their Boards of Management.

Objectives
- To create guidance and resources that support student members, HISA staff and boards.
- To have boards play an active role to ensure the student voice is heard

Intended Outputs
- Guidance for HISA officers, HISA staff, students, board clerks and boards.
- Working Agreement between HISA and Academic Partners (APs) on supporting student board members.
- Training and/or resources for HISA officers/staff/boards.
- Recruitment of 2nd student board member at relevant APs.
- Better attendance, contribution and engagement by student board members.

Impact
- Stronger partnership between HISA and its APs.
- More powerful student voice on Boards of Management.
- More effective student experience for students across UHI.

Resources required
- Time of HISA project team
- Time of local HISA officers/staff/clerks/members of boards/student board members

Conclusion

This plan considers the benefits of partnership working with the value and importance of the student voice to develop then evaluate resources relating to student board members. It integrates the importance of staff input, the increasing complexities of the representative role and motivations for students taking up such roles whilst also addressing challenges for students within governance from both the staff and student perspective. The significance placed within the Scottish sector of student involvement within decision-making alongside key developments and resources for student board members, this project is both timely and appropriate.

With full participation along with thorough consultation, the resources created will be useful and address concerns stakeholders may have. Although challenging to find resources that suit the needs of all involved, with guidance and support, testing of resources and subsequent feedback and evaluation can ensure suitability and enable consistent application. The outputs of this project will benefit student board members, boards and HISA, line up with strategic priorities and will ultimately amplify the student voice, giving students across UHI effective representation at the highest decision-making body at their academic partners.

Appendix One
Board of Management Project Plan

Stage	Actions	Success Indicators	Target	Who	Challenges	Mitigations	Timescale	Progress Update
Research	Read Literature	Literature identified	5	HISA Project Team	Not finding adequate resources	Liaise with College Development Network/ sparqs	Nov–Jan	COMPLETED Nov
	Identify best practice across sector/ UHI	Best practice identified	1		Not finding examples of best practice	Input from stakeholders/CDN/sparqs in consultation stage		COMPLETED Jan
Investing	HISA staff to support	HISA staff identified	2	HISA Project Team Board Clerks/Chairs	No volunteers/lack of buy in	Sharing project rationale/research	Nov–Jan	Completed Jan – all staff support
	Boards to support/participate	Board members identified	2					Completed Nov – all Board secretaries agreed to participate
Consultation	Create consultation question	Consultation designed	1	HISA Project Team HISA staff/ officers Board Clerks/Chairs	Availability of consultees	Project team to be flexible in consultation	Dec–Feb	Completed Feb
	Consulting with HISA local officers	HISA officers consulted	21/21		Lack of interest	Sharing project rationale/research		Completed March – delays due to elections
	Consulting with Chairs/Clerks of Boards	Boards consulted	12*			Ensure thorough consultation		Completed May – issues in getting meeting scheduled
	Consulting with HISA Staff	HISA staff consulted	11**		Lack of information in consul- tations	Use of CDN/sparqs resources/training		Completed March – delays due to elections
	Identify resources to be created	Additional resources created	1		Resources not identified as useful			Completed JUNE – Exec training adapted.
Creation	Resources for HISA officers/students	Resources created	1	HISA Project Team	Adequate resources not created	Address all points raised in consultation where possible	Feb–April	Completed June – exec training adapted.
	Resources for HISA Staff	Resources created	1					To be actioned
	Resources for Board clerks/chairs/members	Resources created	1		Resources not created in ample timeframe for feedback	Deadline set for stage of project to be com- pleted before initial feedback stage		Signposted to CDN resources

Appendix One
Board of Management Project Plan

Initial feedback	Resources shared with HISA officers/staff/board members/students	Resourced shared	1	HISA Project Team HISA staff/ officers Board Clerks/Chairs HISA Trustee Board UHI Student Engagement Team	Resources not shared in ample timeframe for implementation Resources not reaching appropriate people	Deadline set for start of new board meetings in 2022/23 Regular updates given to board contacts for wider dissemination	May-July	To be actioned – will be shared over summer
	Gathering initial feedback	Feedback gathered	46^		Resources not useful	Encouraging feedback from all key stakeholders		As above
Implementation	HISA to implement resources for officers/staff/students Clerks/Chairs to implement resources	Officers/HISA staff/board members receiving resources Local HISA teams implementing resources AP boards implementing resources	44 12*	HISA Project Team HISA staff/ officers Board Clerks/Chairs	Resources not implemented Resources not implemented fully	Local HISA teams to work with local staff at AP to implement	Aug-Oct	IN PROGRESS
					Resources not useful	Feedback gathered after implementation/ findings from consultation addressed/acted upon		To be actioned
			12*		Unable to recruit 2nd student board member	Create effective promotional plan supporting recruitment based on consultation findings System in place to cover 2nd student board member agreed as part of consultation		To be actioned
					Inequality of staffing resources across partnership	HISA Project Team to provide additional support to local teams/APs		IN PROGRESS
					Reputational risk to HISA as effective students' association	Regular updates to key stakeholders to ensure transparency/project remains fit for purpose		ONGOING

Appendix Two
BoM Resources across UHI 2021/2022

AP	Secretary/Clerk	HISA Officers/ on board	Hours	Committees other than Board	HISA Staff	Hours	2nd Student Member?
Argyll	Yes	1/1	12	Learning Teaching and Enhancement (LTE)	1	17.5*	N
HTC	Yes – undertaken by VP	1/1	8	Learning and Teaching	1	8	n/a
Inverness	Yes	3/2	16 12 12	Course Committee Learning, Teaching & Resource Student Journey & Enhancement Health Safety & Wellbeing	1	FT	n/a
OH	Yes	1/1	12	Finance	1	12	Y
Moray	Yes	2/2	14 14	Audit Learning, Teaching and Quality Committee Finance and General Practice Health and Safety	1	FT	n/a
NHC	Yes	1/1	12	General Finance Learning and Teaching	1	12	N
Orkney	Yes – part of council	1/1	10	Access and Inclusion CONTEST Committee Learning Teaching and Qualifications (LTQC) Induction Committee	1	15	N
Perth	Yes	3/2	35 10 10	Learner Experience Strategic Development Finance and Resources Audit Health and Safety	2	FT and 21 hours	n/a
SAMS	Yes	1/1	8	Education Quality and Assurance Committee (EQAC) Programme Meeting Group Education Committee	1	17.5*	n/a – companies act
Shetland	Yes – dual role as Assigned Colleges Support Officer	3/1	8	Senior Management Group Academic Board Quality Improvement Committee Operations and Estates	1	21	N
WHC	Yes	1/1	12	Finance	1	12	n/a - unincorporated

*Same staff member supporting each AP

Appendix Three
Full List of Skills Identified by officers and HISA Staff for Board of Management

Skills from Officers	Mentions	Skills from HISA Staff	Mentions
Confidence	6	Reading/close reading	5
Communication skills	6	Understanding their remit/priorities as student member	3
Understanding papers/what is being discussed	6	Understanding politics of board	3
Knowing/speaking for your students	3	Confidence	3
Politeness	3	Understanding role of board	2
Getting to know board/skills of members	2	Organisation	1
Being there	2	Resilience	1
Time management	2	Calm under pressure	1
Note taking	2	Respecting difference of opinion	1
Listening/active listening	2	Communication	1
Knowing what can/cannot get away with	1	Politeness	1
Knowing own limitations	1	Report writing	1
Preparation	1	Negotiation	1
Being a critical friend	1	Active Listening	1
Knowledge of abbreviations	1	Self-awareness	1
Managing others	1	Public speaking	1
Knowledge of AP	1		
Knowledge of UHI	1		
Writing and summarising	1		
Close reading	1		
Organisation	1		
Focus	1		
Punctuality	1		
Resilience	1		
Chairing meetings	1		
Knowing when to speak	1		

Appendix Four
How officers have found board meetings so far

- Scary at the start
- Good to have another officer/student there
- Board members supportive/fantastic – good people/environment and welcoming
- Good, great to get views across (when been in one), enjoyable
- Difference between local and merger boards
- Expectation officers already aware of what is going on – would be better to understand this
- Can be hard to understand discussions/information on papers at all times– e.g., finance, data – sometimes can't concentrate
- Informing and interesting/ one of the things enjoy most about role/found diversity interesting
- Feel able to interact and listened to – able to come in and speak if in person or online
- Regard as most important meeting in the college
- Can feel nervous going into meetings considering the people that sit on them and their experience
- Felt was not prepared at the start – am now
- Well run but long!
- Some sections feel irrelevant e.g., business
- Transparent, forgiving if unsure/misstep
- Once understood what board was and who members were made sense – Board Meeting for Dummies!
- Wish had more confidence before starting!
- As time gone on feel more respected and voice is valued - first meeting was laughed at although asked a good question!

Appendix Five
Board of Management Action Plan

Academic Partner   _____   Date   _____

Key theme	Action	To be actioned by	Person(s) Responsible	Measure of success	Action to be completed by	Status	Comments
Support	HISA Staff and Boards to create joint support for HISA officer/student board member to be able to participate in Board meetings	HISA Staff and Boards		Joint support plan and action plan completed	July 2023		
	Student Board Member to utilise the support relevant to their needs	HISA Officer		Officer attending pre-meeting support	October 2023		
Recruitment	Create standardised process and promotional materials for recruiting 2nd Student Board Members	HISA		Process Created Promotional materials created	July 2023		
	Support recruitment of 2nd Student Board members	Boards		2nd student board member recruited	October 2023		
Induction and Training	Student Board Member (s) induction to AP and AP Board	Boards with support from HISA Staff		Induction attended	September 2023		
	Student Board Members to attend relevant training	HISA and Boards		Training attended/undertaken by student board member	June 2024		
	Student Board member to have introductory meetings with Chair/Clerk/other relevant AP Boards	Boards with support from HISA Staff		Introductory meetings held	September 2023		

Appendix Five
Board of Management Action Plan

Relationships, Perceptions and Expectations	Boards to have awareness of HISA, including local team	Boards		Introduction to HISA presentation circulated/delivered to new and existing board members	September 2023	
	Boards to support HISA in providing regular updates to Board	Board		Deadlines for updates given to student members at start of year Regular communication with HISA and board around updates	June 2024	
	Boards to relay expectations of Student Board members in line with governing guidelines	Board with support from HISA Staff		Expectations document created Expectations given during introductions/training	September 2023	
	Local HISA team and Boards to have an effective and collaborative working relationship	HISA and Boards		HISA officers having effective channel of communication with Chair/Clerk HISA staff having effective channel of communication with Clerk	June 2024	
	HISA to have regular meetings with Boards to discuss Board and relevant student matters	HISA and Board		Meetings set up and attended by both HISA and Board members	September 2023	
Board Meetings	HISA to provide regular updates to Board	HISA Officer with support from HISA Staff		Regular HISA update given at each Board meeting	December 2023	
	HISA to actively engage and participate in Board Meetings	HISA Officer with support from HISA Staff/ Boards		Attendance at meetings by HISA	June 2024	
	Boards to be able to ensure student board members can attend and fully participate in meetings	Boards with support from HISA Staff		Chair and Clerk offering support to student board members Student board member contributions noted	June 2024	

Appendix Six
Feedback from 2022/2023 Cohort

Considering the feedback for this project in academic year 2021/2022 and changes to offices and personal since this time, to ensure the feedback still resonated and the projects outcomes was still appropriate for the organisation, staff and officers were consulted on the first draft of the report.

HISA staff were asked for general feedback on the report and its recommendation alongside any challenges they forsaw at their academic partners in the implementation of the project.

As HISA has a lot of new staff joining the organization since the initial consultation, those newer staff members did not have a lot of firsthand experience with local boards. That being said, all staff were complimentary of the work that went into the report, the recommendations made wer reasonable, achievable and could make the project successful as well as benefit all within UHI and how key the relationship with the board secretary could be. Staff also liked the idea of further training, support and development for themselves and officers alongside a standardized process for second student board member recruitment.

Challenges identified by staff included time resources of officers and staff, those on board and how they perceive HISA officers, officers proactively taking any help offered or not being able to engage fully due to other commitments in their role and class attendance. One of the biggest challenges was staff's ability to support officers with preparation for meetings if they were unable to access the paper's for said meetings. Staff were also unsure of the best way to feedback board updates to Student Voice Reps, but did feel that this would be a useful exercise.

Some additional suggestions coming from staff were local staff being able to attend or observe board meetings as a way to help them understand how the meetings worked and to better enable them to support local officers and second student board members. Some staff also suggested that it would be more useful for officers to meet with their staff member as an impartial adviser prior to any meetings.

When HISA officers were asked for their feedback, there were asked within an Executive Committee meeting and for those who either did not give direct feedback during the meeting or where unable to attend, feedback was asked for via email.

For those in attendance at Executive Committee, the responses were that they thought there were a lot of good points made that reflected their own experience, whether a new or returning officer, that this report would go down well at academic partners whether or not a good relationship already existed and it gives more clarity for the student member's role on boards. Officers also liked the idea of reporting local and regional work to boards so they had a better understanding of the role of HISA as an organization and the differences in the work of local and regional officers.

For those who responded via email the responses mirrored those of the officers at Executive Committee, with some officers commenting they were still new to the role and getting to grips with their Boards of Management but that the report was constructive with tangible action points, they agreed with what was written and it had a lot of information that was useful.

Suggestions made by officers included revising officer training so it is accessible for all, including a standardized approach to training around governance, especially for those officers who are elected after Spring Elections, through exploring the use of Brightspace, UHI's Virtual Learning Environment, for this training.

As well as feedback sought within HISA, members of BGPG were kept informed of the progress of the report throughout as this group were instrumental in the research and a way to sense check the recommendations from a board perspective.

Feedback from BGPG members included an appreciation for the work that hand been done, that it would be important to distinguish the difference between an officer and a student board member and that an opportunity to develop on what is currently happening across the partnership is appreciated. BGPG members did raise concerns around the delivery of these recommendations due to changes within HISA including officer contracts and the departure of the Chief Executive Officer but, after reassurances from HISA on work being done as well as stressing that this project did not just impact HISA officers but student board members, BGPG members liaised with their individual boards and updated them on the progress of the report, with the aim of sharing the report during Cycle 4 of Board meetings in academic year 2022/2023.

HISA

UHI

UHI | INVERNESS

Subject/Title:	KPI Matrix
Meeting:	Board of Management
Meeting Date:	27 June 2023
Date Paper prepared:	07 June 2023
Brief Summary of the paper:	The latest update of the KPI Matrix is presented to the Board.
Action requested: [Approval, recommendation, discussion, noting]	Discussion
Link to Strategy: Please highlight how the paper links to, or assists with:**:** ☐ compliance ☐ partnership services ☐ risk management ☐ strategic plan ☐ new opportunity/change	Strategic Plan Risk Management
Resource implications:	<mark>Yes</mark> / No **If yes, please specify**: Financial Implications

Risk implications:	<mark>Yes</mark> / No **If yes, please specify:** Operational: Financial Implications Organisational:
Equality and Diversity implications:	Yes<mark>No</mark> **If yes, please specify:**
Student Experience Impact:	Yes<mark>No</mark> If yes, please specify:
Consultation: [staff, students, UHI & Partners, External] and provide detail	N/A
Status – [Confidential/Non confidential]	Confidential
Freedom of Information Can this paper be included in "open" business* [Yes/No]	No

*If a paper should **not** be included within "open" business, please highlight below the reason.			
Its disclosure would substantially prejudice a programme of research (S27)		Its disclosure would substantially prejudice the effective conduct of public affairs (S30)	
Its disclosure would substantially prejudice the commercial interests of any person or organisation (s33)	Y	Its disclosure would constitute a breach of confident actionable in court (s36)	
Its disclosure would constitute a breach of the Data Protection Act (s38)		Other (Please give further details)	

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

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

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

UHI | INVERNESS

Subject/Title:	Governance Update
Author: [Name and Job title]	Lisa Ross Governance Officer
Meeting:	Board of Management
Meeting Date:	27 June 2023
Date Paper prepared:	16 June 2023
Brief Summary of the paper:	This paper provides the Board of Management with an update on all governance matters.
Action requested: [Approval, recommendation, discussion, noting]	Discussion and Noting.
Link to Strategy: Please highlight how the paper links to, or assists with:**:** ☐ compliance ☐ partnership services ☐ risk management ☐ strategic plan ☐ new opportunity/change	Governance Compliance
Resource implications:	Yes / <mark>No</mark> **If yes, please specify**:

Risk implications:	Yes / <mark>No</mark> **If yes, please specify:** Operational: Organisational:
Equality and Diversity implications:	Yes/<mark>No</mark> **If yes, please specify:**
Student Experience Impact:	Yes/<mark>No</mark> If yes, please specify:
Consultation: [staff, students, UHI & Partners, External] and provide detail	N/A
Status – [Confidential/Non confidential]	Non-Confidential
Freedom of Information Can this paper be included in "open" business* [Yes/No]	Yes

*If a paper should **not** be included within "open" business, please highlight below the reason.

Its disclosure would substantially prejudice a programme of research (S27)		Its disclosure would substantially prejudice the effective conduct of public affairs (S30)	
Its disclosure would substantially prejudice the commercial interests of any person or organisation (s33)		Its disclosure would constitute a breach of confident actionable in court (s36)	
Its disclosure would constitute a breach of the Data Protection Act (s38)		Other (Please give further details)	

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

Timeline for Principal's PRD Process

The Performance Review and Remuneration Committee met on 01 June 2023 and agreed the following timeline for the Principal's PRD process:

1. An appraisal meeting for the Principal has been set for 01 August 2023. The Senior Independent Member (SIM) and the Chair of the Board of Management will govern this appraisal meeting.

2. A PR&R Committee Meeting has been set for 10.00 a.m. on 28 September 2023. An appraisal report will be brought to this meeting.

3. The Principal will report on the agreed targets at the Board of Management meeting being held on 03 October 2023.

4. A 6-month review of the Principal's PRD will be held on 23 January 2024.

5. Following this review a PR&R Committee will be held on 29 February 2024 where the SIM will update the Committee on the progress of the Principal's PRD.

6. In July 2024, the process will begin again.

Code of Good Governance Review

The yearly review of the Code of Good Governance will be circulated to all appropriate members via JISC survey on 28 June 2023. The format of this process will be a questionnaire which will allow members to provide an evaluation of the activities of the Board of Management which is structured around the code. Members will have until 31 July 2023 to complete this review. Board Members will be asked to express a level of agreement with a series of statements representing good governance and practice. A feedback report from this review will be available for discussion at the October 2023 Board of Management Meeting and any actions arising from it will be incorporated into our existing Board Action Plan.

Board Evaluations

The Annual Board Evaluation Process has begun. Committee members have been asked to review both the Committee Chairs and the Committees themselves via JISC Survey. Feedback from these evaluations will be available for discussion at the October 2023 Board of

Management Meeting and again any actions arising from these evaluations will be incorporated into our existing Board Action Plan.

Board Members are encouraged to begin their own annual self-evaluation process and have been advised of the appropriate Chair who will be guiding them through this process. Once these evaluations have been carried out an annual development plan for each member will be drawn up and any development needs will be incorporated into the Board Development Plan.

Review of External Effectiveness Action Plan

The most recent version of the External Effectiveness Review Plan can be found as Appendix 1. From the 12 original actions, 4 remain active. These have been reviewed in June 2023 and the following update can be provided to the Board:

- Action 2: Discussions are ongoing with On Board Training and Consultancy Ltd who will provide members with a bespoke audit training session. It is hoped that a date for this training will be set during October/November 2023.
  Recommendation: It is recommended that this action remain active until December 2023 to ensure that this training has taken place.
- Action 5: The draft development plan has been included further within this report. There remain some items to be finalised, but it is expected that the plan will be in place for the beginning of the new Academic Year.
  Recommendation: It is recommended that this action remains active until the development plan for academic year 23/24 is finalised.
- Action 6: The development of an induction programme for Governance Officers is being undertaken by UHI Shared Services. There is currently no update as to the progress which is been made in respect of this.
  Recommendation: It is recommended that this action remain as active.
- Action 8: This remains ongoing while all workstreams within UHI 2024 are completed.
  Recommendation: It is recommended that this action remain as active.

Review of Good Governance Deep Dive Action Plan

This action plan was developed following last year's Deep Dive Review of our adherence to the Code of Good Governance. A copy is attached as Appendix 2. This action plan has been reviewed in June 2023 and the following update can be provided to the Board:

- Action 1 – The Quality Assurance and Enhancement Strategy was subject to Learning, Teaching and Research Committee review and was formally approved by the Board of Management on 25 October 2022.

  Recommendation: It is recommended that this action be marked as complete.

- Action 2 – as previously advised, the draft development plan has been included further within this report. As stated, there are still some items to be finalised with the plan scheduled to be in place for the beginning of the new Academic Year.

  Recommendation: It is recommended that this action remains active until the development plan for academic year 23/24 is finalised.

- Action 3 – we are developing this action as part of our development plan.

  Recommendation: it is recommended that this action remains active.

- Action 4 – a training session on the Nine Principles of Public Life (and the Seven Nolan Principles) will be provided to members. This training is to be arranged and will be included within the development plan for AY 23/24.

  Recommendation: it is recommended that this action remains active.

- Action 5 – stricter timescales for the prompt dissemination of agendas and signed minutes to the website are being adhered to.

  Recommendation: it is recommended that this action be marked as complete.

- Action 6 – The Governance Officer is liaising with CDN over pertinent members being enrolled onto this training module.

  Recommendation: It is recommended that this action remains active.

- Action 7 – the industry event has taken place.

  Recommendation: it is recommended that this action be marked as complete.

- Action 8 – the recruitment campaign was successful, and we have appointed one non-executive member to the Board and two co-opted members.

Recommendation: It is recommended that this action be marked as complete.

- Action 9 – the stakeholder mapping exercise was undertaken as part of this year's Board Away Day.

  Recommendation: It is recommended that this action be marked as complete.

- Action 10 – Following discussion with the UHI Board Governance Professionals Group it was agreed that our contract with HISA is via the RSB and that each individual partner would not be required to review the HISA constitution, instead we will ensure that any changes made by HISA and the RSB are adhered to.

  Recommendation: It is recommended that this action be marked as complete.

- Action 11 – the annual Committee and Chair Evaluations are being carried out anonymously via JISC Survey and outcomes from these will be taken to the Board in October as per our usual cycle.

  Recommendation: It is recommended that this action be marked as complete.

- Action 12 – UHI 2024 Revitalisation work is still ongoing.

  Recommendation: It is recommended that this action remains active.

Board Development Plan

The draft Board Development Plan is attached as Appendix 3. Board Members views are sought on this plan. This will be an active document which will be updated as events become available. A copy of this will be kept on the Board of Management SharePoint/Teams Site and will be circulated to members as updates are made.

UHI INVERNESS

UHI INVERNESS – BOARD OF MANAGEMENT DEVELOPMENT PLAN

Updated January 2023 following Board Review

	RECOMMENDATION	ACTION	RESPONSIBLE PERSON	TIMESCALE	UPDATES
PRIORITY ACTIONS					
1	To develop, in conjunction with our strategy, a comprehensive business report for each Committee. This would allow for improved accountability for College performance and would include: • Variances from agreed targets. • Management interventions where necessary. • Anticipated impact. *(EER Recommendation 1)* *(Review of Code of Good Governance Recommendation AY 20/21)*	Finalisation and approval of our 5-year strategic plan (including the addition of KPI's). Development of a new schedule of submissions for each Committee and a review of the Terms of Reference for each Committee this will include review of appropriate KPI's at each Committee Meeting.	Principal Board Secretary and Committee Chairs.	30 June 2021 30 June 2021	The Principal has held consultative meetings with local MSP's, MPs, and the Chamber of Commerce. Our strategy is being updated to take account of the feedback received from these meetings. High level KPI measures and strategy objectives have been drafted. December 2021 Review: • The Strategy and KPI Matrix are to be given final Board approval on 14 December 2021. • A yearly schedule of submissions is now available for all Committees. • All Committee Terms of References have been reviewed and are to be given final Board approval on 31 March 2022. December 2022 Review: The Terms of References for all Committees have been reviewed with Board approval provided on 31 March 2022. **Action Marked as Completed**

| 2 | The development of a more influential, learner-focused Audit Committee through review of learner-facing systems and controls. Consideration of a wider membership for the Audit Committee to include additional Co-opted Members to achieve an independent and informed opinion.

(EER Recommendations 2 & 3) | The Audit Committee will be reviewed during the annual Committee evaluation process. As part of this the Committee will discuss whether further additions to the Committee membership is required. | Board Secretary & Audit Chair | June 2021

Partially Completed – Extended to June 2023 to allow for bespoke Effective Audit Committee Training to be included as part of the Board Development and Training Plan. | In February 2021 we appointed a new Chair of the Audit Committee as well as a co-opted member to the Committee. The structure of the Committee was strengthened further by the addition of new board members to the Committee.

As part of the new EMT structure the Director of Finance now has the Job Title Assistant Principal Finance & Audit. This ensures a more influential role within the Committee.

December 2021 Review:
Following a further recruitment drive we are looking to appoint 4 additional Non-Executive Members to our Board of Management as well as co-opted members. A Chairs Committee will be scheduled for January 2022 to look at the skills and experience of all members of the Board of Management and we will ensure that we have the appropriate skills allocated to the Audit Committee as well as the addition of a co-opted member to the Committee.

December 2022 Review:
The review of Committee Membership was carried out on 03 March 2022. Appropriate Audit Training has been identified and the Governance Officer will liaise with this organisation in respect of the delivery of a bespoke Effective Audit Committee Training Session. |

| 3 | A review of the committee structure and committee performance to ensure each of the standing committees assists the governing board in the achievement of its responsibilities

(EER Recommendation 4) | A review of each Committee will be carried out to ensure alignment with the new EMT Structure as part of this review we will develop a new schedule of submissions, review the Terms of Reference, and review how our agendas are structured to ensure that the relevant KPI's are considered. | Board Secretary and Committee Chairs | June 2021 | Following the EMT restructure we will now have two members of the EMT as leads for each Committee.

December 2021 Review:
All Committee reviews have been carried out. Yearly schedule of submissions are available for all Committees and each agenda setting meeting will now be able to consider all relevant KPI's following the approval of the KPI Matrix on 14 December 2021.

Action Marked as Completed |

4	Development of college senior staff to achieve the production of succinct, analytical, accountable reports with clear recommendations to the governing board. Inclusion of 'learner and learning implications' and 'financial health' implications into our reporting format. *(EER Recommendations 8 & 9)* *(Review of Code of Good Governance AY 20/21 Recommendation)*	Following the completion of the restructure formal training will be arranged for all Managers on report writing. EMT members will be consulted on the development of schedule of submissions for each committee. Review of our report template and consideration of a standard template for each report along with consideration to expected length of each report. Development of Reading Rooms within AdminControl to allow for additional background information to be available to Board Members.	Principal Board Secretary & Committee Chairs Board Secretary & Committee Chairs. Board Secretary	June 2021	EMT restructure has now been completed. December 2021 Review: • Formal training on report writing is to be considered and discussed at the Board of Management meeting on 14 December 2021. • Our yearly schedule of submissions is now in place. • Our report template has been reviewed and updated. • A reading room has been developed and is now available within the Board of Management page on Microsoft Teams. Following discussion at the Board of Management meeting on 14 December 2021 it was agreed that training on report writing is no longer required. **Action Marked as Completed**
OTHER ACTIONS					
5	Development of more and regular board creative time to support formal governing board decision making through the use of sessions to explore ways to address relevant educational and community development questions. *(EER Recommendation 5)*	Review of how agendas for each Committee are structured to allow for creative time to be built. Agendas to have sufficient time and space for EMT to share their thoughts with Board Members. Development of an annual programme to assist members to have meaningful time and dialogue with students.	Board Secretary & Committee Chairs Board Secretary	June 2021 August 2021 **Partially Complete – development of annual programme has been extended to June 2023**	Board Members will be asked whether they would wish to participate and volunteer for the Community Garden. December 2021 Review: Creative time has now been built into all Committee agendas. An annual programme for members to have meaningful time and dialogue with the students is still to be drawn up. However, members of the LT&R Committee have been able to visit the ABC Gardens and the School of Forestry as well as some Board of Management members being able to tour the campus.

				December 2022 Review: The draft Board Development and Training Plan for the Academic Year 2023-24 will be discussed at the Board of Management Meeting on 28 March 2023 with the final plan being available for Board approval at the meeting scheduled for 27 June 2023.

| 6 | To support the newly appointed Board Secretary and Chair of the Board of Management, to develop a programme (which may include a mentor) to assist the first year in office for them and for future role holders.

(EER Recommendations 6 & 7) | Mentoring programme to be developed.

A programme of induction for both the Chair and the Board Secretary roles to be developed. | Board Secretary

Board Secretary & Chair of BOM. | 30 April 2021

Partially Completed – Development of induction programme for Governance Officer is being undertaken by UHI Shared Services | The Board Secretary has a mentor in place and will develop an appropriate programme to follow.

December 2021 Review:
A mentoring programme is still to be developed for the Board Secretary.

A programme of induction for both the Chair and the Board Secretary roles is to be developed. The programme of induction for the role of Chair will be prioritised in the New Year as we will be advertising for the role of Chair.

December 2022 Review:
The Assigned Colleges Officer for UHI has begun the development of an induction process for Governance Officers/Board Secretaries. This process will be shared with all partners. When this process is ready it will be shared with the Board and the process can be adapted where necessary. Mentoring is in place for the Governance Officer.

The Chair is subject to the same induction process as all other members with additional support provided by the Chair of Court, UHI, Chairs from within the Partnership and the Principal. |

7	To develop strategic action plans for the following annual reports – Health & Safety, Equality and Diversity, Safeguarding *(EER Recommendation 12)*	A review of how our strategic action plans are reported to be carried out as part of the development of our schedule of submissions	Board Secretary, Committee Chairs & EMT	June 2021	December 2021 Review: A yearly schedule of submissions is now available for all committees. Within this submission we have included where strategic action plans are required to be reviewed and brought to Committees for consideration. **Action Marked as Completed**
8	Review the working relationship between the college governing board and UHI to ensure clarity, engagement, and contribution for the Inverness College governing board. *(EER Recommendations 11 & 13)*	Links will continue to be built with the Chair of Court and the Vice Chancellor, UHI. We will remain mindful of the clear boundaries between IC governing and UHI.	Principal & Chair of Board of Management	Ongoing	The Principal and the Chair of the Board of Management have met with the Vice Chancellor and the Principal will have a follow up meeting with him. December 2021 Review: The Principal and the Interim Chair of the Board of Management continue to meet and work with the Vice Chancellor and Principal of UHI and the Chair of Court. December 2022 Review: The Principal and Chair are continuing to work with Executive Office and partners in respect of UHI 2024. **Action remains ongoing**

9	Implementation of the plan to address aspects of the Code of Good Governance. It is suggested that a review of progress is undertaken every three months to check on progress and any issues arising from implementation. *(EER Recommendation 14)*	The annual review of the Code of Good Governance will be included within the schedule of submissions when developed.	Board Secretary		Development actions from the review of the Code of Good Governance will be addressed within this plan. December 2021 Review: The Review of the Code of Good Governance is included within the yearly calendar of submissions for the Board of Management. All recommendations from the review will be incorporated into the Board of Management Development Plan. **Action Marked as Completed**
10	All Board Members should be aware of the formal process for setting the Principal's remuneration. *(Review of Code of Good Governance AY 19/21 Recommendation)* *(Review of Code of Good Governance AY 20/21 Recommendation)*	An updated guide to the process will be developed and circulated to all Board Members.	Board Secretary	30 April 2021	The remuneration process in respect of the Principal's salary should be carried by the PR&R Committee as some time has elapsed since it was last reviewed. December 2021 Review: The Principal's PRD took place on 29 October 2021. A further PRD meeting is to be scheduled in January 22. Following this the PR&R Committee will meet and review an appraisal report and begin the process for the review of the salaries for both the Principal and the EMT. December 2022 Review: The PR&R Committee commissioned the HR Manager to carry out a remuneration exercise in respect of the Principal and others. This remuneration exercise included backdating of salaries and pension

				implications. The PR&R Committee approved these increases on 18 July 2022 and 01 September 2022 respectively.
				Action Marked as Completed

| 11 | Development of the induction process to include online inductions.

(Review of Code of Good Governance AY 19/21 Recommendation)
(Review of Code of Good Governance AY 20/21 Recommendation) | Review of the induction process to take place. This will include the inclusion of Board Members responsibilities as Charity Trustee's | Board Secretary | 30 April 2021 | The Board Secretary is currently carrying out a review of the induction process and papers. This has been delayed due to the cyber-incident

December 2021 Review:
The Board Member induction process has been reviewed and all paperwork has been updated. All induction paperwork is now available to Board Members via SharePoint.

Action Marked as Completed |
| 12 | Enhancing diversity on the Board of Management | Review of where we advertise and publicise roles on the Board of Management to ensure that we reach the widest and most diverse range of possible candidates during a recruitment process.

Establishment of diversity targets. | Board Secretary | October 2021 | The Board Secretary will ensure that the upcoming recruitment campaign is widely advertised and publicised.

December 2021 Review:
We have had a wide variety of applicants for both the Autumn 2020 and Autumn 2021 recruitment campaigns.

Action Marked as Completed |

Action Plan Updated: 18/01/23 following decisions made at the Board of Management meeting on 13/12/22

UHI | INVERNESS

UHI INVERNESS BOARD OF MANAGEMENT ACTION PLAN 2022-23

No	Action	Person Responsible	Timescale	Updates
1.	Approval of the Quality Assurance Enhancement Strategy	Board of Management	October 2022	
2.	Creation of a Board Development Plan	Governance Officer	December 2022	
3.	Further development of the support offered to members – so that members become a mutual point of contact for each other and support each other to grow and develop within their role.	Governance Officer (as part of the Board Development Plan)	December 2022	
4.	An additional training session on the Nine Principles of Public Life (and the Seven Nolan Principles) to be provided to members.	Governance Officer (as part of the Board Development Plan)	December 2022	
5.	Stricter timescales for the prompt dissemination of agendas, minutes and papers to the website are to be set and adhered to.	Chair and Governance Officer	December 2022	
6.	CDN Training for those on the PR&R Committee to be completed. A system will be put in place to ensure that this training is	Governance Officer	December 2022	

|				
	undertaken upon appointment to the Committee.			
7.	Chairs to collaborate with the Principal and EMT on the industry event planned for the New Year.	Chairs, Principal and EMT	January 2023	
8.	Recruitment of Co-opted members with financial expertise to the Audit and F&GP Committees.	Governance Officer and S&N Committee	January 2023	
9.	A stakeholder mapping exercise to be carried out by the Board of Management.	Chair and Governance Officer	February 2023	
10.	The Board to conduct a review of the HISA Constitution.	Board and Governance Officer	February 2023	
11.	The annual Committee and Chair Evaluations are to become anonymised and will be completed through an online form rather than during the meeting.	Governance Officer	June 2023	
12.	Work will recommence on the Partnership Agreement following the UHI 24 actions being delivered.	Principal to keep Board Updated	Following delivery of UHI 24 actions.	

UHI | INVERNESS

DRAFT

BOARD DEVELOPMENT PLAN

ACADEMIC YEAR 2023-24

In order to maintain and enhance our effectiveness and performance as a Board, we will adhere to a Board Development Cycle which will be a strategic ongoing process consisting of the following interconnected activities:
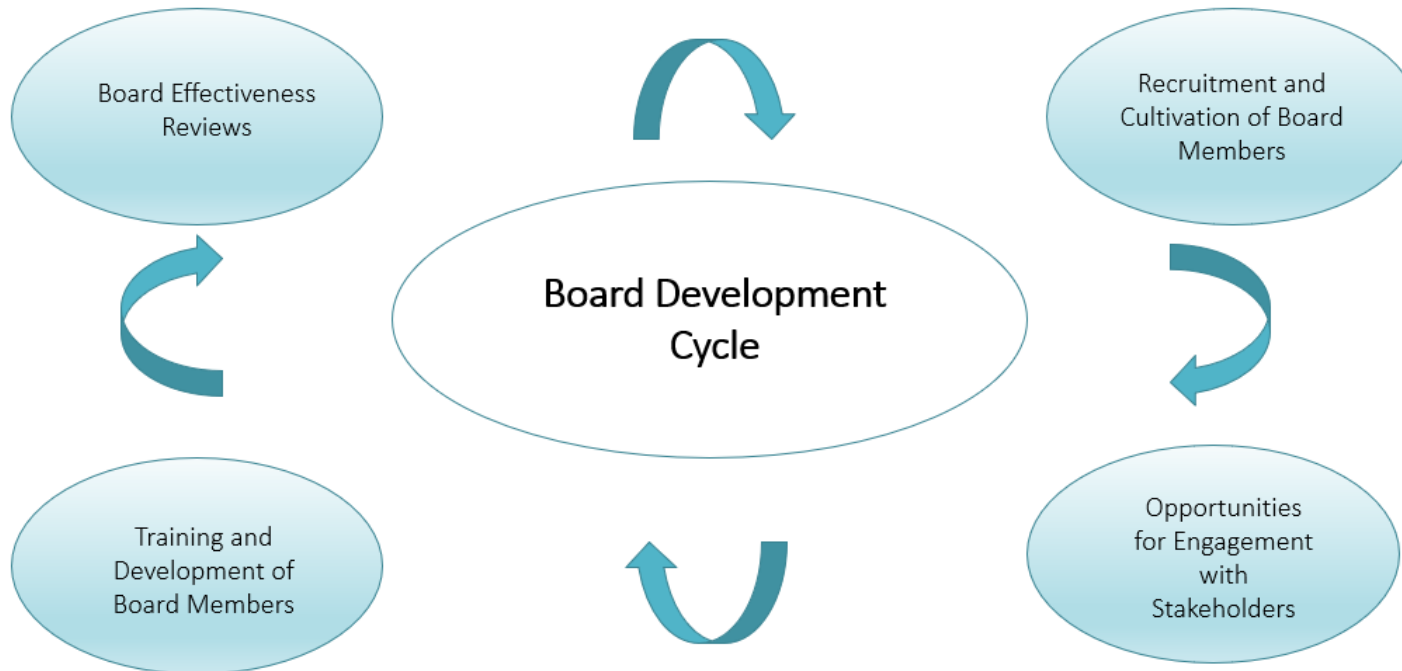
Recruitment and Cultivation of Board Members

- All new members will be provided with a robust induction process which will provide them with the necessary knowledge around College Governance.

- As part of the induction process new members will be provided with an introduction to each Committee as well as the Chair of the Board of Management and the Principal and EMT.

- At the end of each Committee and Board Meeting members will be encouraged to hold a short debrief session to discuss what went well, what did not go well and any improvements which are required. These sessions will be a relaxed discussion among colleagues rather than a formal meeting and will assist members to develop stronger working relationships with each other. Any important feedback or actions from these debriefs should be relayed back to the Chair of the Board of Management or the Governance Officer who will ensure that they are actioned.

- All existing members will be provided with a copy of the updated Board Member Handbook.

Engagement with Stakeholders

September 2023

- 05 September 2023 - Audit Committee – Closed Session with Internal Auditors 4.00-4.30 p.m.

October 2023

- 03 October 2023 – Board Surgery 2.00 – 3.30 p.m.
- 03 October 2023 – Meet the Finance Team
- 06 October 2023 – Graduation Ceremony

December 2023

- 19 December 2023 – Audit Committee – Closed Session with External Auditors 4.00 – 4.30 p.m.

February 2024

- 13 February 2024 – Board Surgery 2.00 – 3.30 p.m.
- 13 February 2024 – Meet the Quality Team

June 2024

- 25 June 2024 – Meet the HR Team

Creative Space Sessions

A draft schedule of Creative Space Sessions has been drawn up for the relevant committees – however these may be subject to change if and when any other pertinent presentations or discussions come up throughout the year.

Audit Committee

- September 2023 – Discussion and Learning from SSSC Audit.
- March 2024 – Risk Register – Presentation from UHI and drivers of success and risk.
- June 2024 – Managing Cyber Security

Learning, Teaching and Research Committee

- September 2023 – Quality Enhancement Planning and Curriculum Review
- December 2023 – Student Support – following good practice highlighted as part of the recent Student Support Audit.
- June 2024 – Update from HISA Executive Office

Board of Management

The focus of creative space sessions will be on the UHI 2024 Revitalisation Programme and the Curriculum Review.

Training and Development of Board Members

CDN

CDN Self Enrolment Modules:

Members who are interested in any of the following Modules can select the link below to register for a module.

- Introducing Action for Sustainability: Sustainability (collegedevelopmentnetwork.ac.uk)

- Embedding Equality, Diversity and Inclusiveness in Learning and Teaching: EDI (collegedevelopmentnetwork.ac.uk)

- Corporate Parenting in Colleges: CPiC (collegedevelopmentnetwork.ac.uk)

- Safeguarding learners in College: Safeguarding Learners in College (collegedevelopmentnetwork.ac.uk)

- Cultural Intelligence: Cultural Intelligence (collegedevelopmentnetwork.ac.uk)

- Security Awareness Training: Security (collegedevelopmentnetwork.ac.uk)

CDN Mandatory Modules:

Relevant Members will be booked onto the following modules:

- Remuneration Module
- Audit Committee Module
- Non-Executive and Co-opted Members Introductory Module.
- Staff Members Introductory Module
- Student Members Introductory Module

Other Training

- October/November 2023 (Date to be set) – Audit Training for all Board Members via On Board Training.
- January 24 or April 24 (Date to be set) – Corporate Parenting Training for all Board Members via Who Cares? Scotland
- 07 February 24 (as part of the Board Away Day) – Nine Principles of Public Life and Seven Nolan Principles Session via Candy Munro, CDN

Board Effectiveness Reviews

- June 2023 – Annual Committee and Chair Evaluations carried out.

- July – August 2023 – Board Member Self Evaluations carried out.

- September 2023 – Any training needs identified as part of the Board Member Self Evaluations will be included within this development plan.

- October 2023 – Feedback from the Committee Evaluations taken to the Board of Management.