

Meeting	Learning and Teaching Committee
Date and time	Tuesday 26 September 2017 at 8.30 a.m.
Location	Boardroom, 1 Inverness Campus

Board Secretary
20 September 2017

AGENDA

Welcome and Apologies

Declarations of Interest

ITEMS FOR DECISION

1. **MINUTES**
Minutes of the Meeting of the Learning and Teaching Committee held on 30 May 2017
2. **LEARNING AND TEACHING COMMITTEE - TERMS OF REFERENCE**
Covering report by Board Secretary
3. **POLICIES**
 - a. Admissions
 - b. Core Skills
 Covering reports by Quality Officer
4. **GENDER ACTION PLAN**
Report by Head of Student Services

ITEMS FOR DISCUSSION

5. **STUDENT OUTCOMES AND SATISFACTION RATES 2016/17**
Report by Depute Principal
6. **STUDENT RECRUITMENT 2017-18**
Report by Depute Principal
7. **RESEARCH STRATEGY ANNUAL REPORT 2016/17**
Report by Head of Research Development
8. **STUDENT PARTNERSHIP AGREEMENT**
Joint Report by Head of Student Services and Student President

9. **EDUCATION SCOTLAND – DRAFT EVALUATIVE REPORT AND ENHANCEMENT PLAN (CONFIDENTIAL)**
Report by Depute Principal
 10. **KEY PERFORMANCE INDICATORS 2017/18 (KPIs)**
Report by Depute Principal
 11. **HIGHLANDS AND ISLANDS STUDENT ASSOCIATION (HISA) REPORT**
Report by Student President IC
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ITEMS FOR NOTING

12. **EXTERNAL VERIFICATION SUMMARY 2016/17**
Report by Head of Curriculum
13. **COMPLAINTS ANNUAL REPORT 2016/17**
Report by Quality Manager
14. **NATIONAL STUDENT SURVEY 2016/17**
Report by Depute Principal
15. **RED BUTTON REPORT 2016/17**
Report by Depute Principal
16. **ADDITIONAL SUPPORT FOR LEARNING POLICY**
Covering Report by Quality officer
17. **AOCB**
18. **DATE OF NEXT MEETING**
Tuesday 5 December 2017 at 8.30 a.m.

Board of Management

MINUTES of the MEETING of the LEARNING AND TEACHING COMMITTEE held in the Boardroom, 1 Inverness Campus on Tuesday 30th May 2017

PRESENT: Sarah Burton, Jaci Douglas, Louise James, Helen Miller, Fiona Neilson, Gabriel Starr, Steve Walsh

CHAIR: Louise James

APOLOGIES: Ryan McAdam, Gavin Ross, Kate White

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

The Chair advised that an item would be considered under AOCB, namely Education Scotland Quality Arrangements

1. MINUTES

The Minutes of the meeting of the Learning and Teaching Committee held on 7 March 2017 were **AGREED** as a correct record, were **APPROVED** and signed.

2. SUPPORTING STRATEGIES

a. Research and Innovation

The Head of Research Development referred to the research and innovation strategy which was one of the supporting strategies which had been revised to ensure the strategic aims within the Strategic Plan were reflected in specific college strategies and then embedded in operational planning and activity.

The research and innovation strategy related to several strategic plan themes and included objectives relating to research excellence, widening staff engagement in research and scholarship, knowledge exchange and innovation and growing the postgraduate research community.

There was a brief discussion on the implications of Brexit and the Head of Research Development advised that no conclusion had been reached. The College was involved in collaborations beyond Europe and staff were maximising these networks and seeking funding beyond European sources.

The Committee **RECOMMENDED** the research and innovation strategy to the Board of Management for approval.

b. Access and Inclusion

A report by the Head of Student Services provided some background to the development of the access and inclusion strategy. Following the review of extended learning support undertaken by the SFC during 2015-16, each College was tasked to develop an evidence based access and inclusion

strategy as part of their Outcome Agreement for 2017-18. The content and format of the access and inclusion strategy had been driven by SFC and was quite distinct from other College strategies. It had been submitted to SFC in March 2017

The strategy had 4 elements:-

- Defining our approach to access and inclusion
- Financial overview of our spend
- Expected impact of the College's access and inclusion strategy
- Future enhancements around access and inclusion

The strategy supported all the work around this area of activity including e.g. the corporate parenting plan. The Depute Principal advised that SFC had considered the document to be the best they had seen across the sector.

The Committee thanked the Head of Student Services for all the work undertaken in pulling together the strategy and **RECOMMENDED** it to the Board of Management for endorsement.

3. UHI LEARNING AND TEACHING STRATEGY

A report by the Depute Principal highlighted the UHI learning and teaching enhancement strategy which had been approved by the University's Partnership Council following lengthy and productive consultation across the partnership.

The strategy was clearly informed by existing Academic Partner approaches, including the College's Framework for Excellent Learning and Teaching which was to be welcomed.

The Committee **NOTED** the UHI learning and teaching strategy.

4. EXTERNAL VERIFICATION SUMMARY 2016-17

A report by the Head of Curriculum provided an update of the external verification (EV) activity carried out in the College in 2016-17. Nineteen EV visits had taken place to date and a number of others were scheduled for later in May and in June. Significant strengths had been identified across a number of areas which was encouraging.

The Head of Curriculum referred to the good team working between the Quality Department and the programme teams. This supported the continual improvement process.

The Committee **NOTED** that a full report on all the EV visits would be submitted to the Committee in September 2017.

5. END OF YEAR STUDENT SURVEY

A report by the Quality Manager provided a summary of the high-level findings arising from the 2016-17 end of year student survey which encompassed the Scottish Funding Council's Student Satisfaction and Engagement Survey.

A detailed report which would include qualitative analysis would be submitted to the Committee in September 2017.

6. **STUDENT RECRUITMENT AND CURRICULUM PLANNING**

A report by the Depute Principal provided information on the student activity in 2016-17, the changes in curriculum for 2017-18 and student recruitment targets for 2017-18 as well as the progress toward them.

The key points to note in the report were

- FE activity was ahead of target and was on track to exceed target for the third year in succession
- HE funded Undergraduate activity was below target although it was higher than in any previous year
- Overall the College's HE student activity by FTE (including postgraduate taught and rest of UK./International students) had grown by 29% since 2013-14
- The planned student activity for 2017-18 (from the curriculum plan) was currently 29,769 credits. However, some Modern Apprentice groups were still to be confirmed and had not been included in the plan.
- The funded UG or PPF target for 2017-18 was 1,595.4 FTE, an increase of 49.8 FTE on 2016-17
- A number of changes to both FE and HE programmes within the curriculum plan
- The progress towards student activity targets for 2017-18

The Committee **NOTED** the report.

Jaci Douglas left the meeting.

7. **STUDENT PARTNERSHIP AGREEMENT UPDATE**

A report by the Head of Student Services provided an update on the progress made in the Student Partnership Agreement (SPA) across the 4 aspects of

- Student representation
Elections had been held for the four student officer positions and although ICSA had voted at the SRC meeting on 25th May to merge with HISA, the four positions would continue for the academic year 2017-18.
- Student community
The sense of student community had not grown as much as had been hoped. It had been identified as one of the LEAD management projects for the following academic year
- The college welcome
Induction sessions were planned for both FE and HE students. Fresher's Fair would be the main planned event at the start of the next academic year
- Learning and teaching
Students would continue to be invited to course committee meetings and to take part in a range of focus groups to allow students to feedback on their courses and programmes

8. **OUTCOMES REPORT FOR LOOKED AFTER CHILDREN & CARE LEAVERS 2015-16**

A report by the Head of Student Services provided a brief update on the Corporate Parenting plan and outlined the next steps for reporting outcomes for looked after children and care leavers for 2016-17.

The Committee **NOTED** that the first annual report would be presented to the Board of Management at its meeting in December.

9. RESEARCH REPORT

A report by the Head of Research Development provided an update on research activity since September 2016 across the following areas

- Staff inclusion in the research excellence submission
- Postgraduate research students
- Research –teaching links
- Staff – research profiles
- Research and innovation grant funding

The Committee **NOTED** that an annual report, together with a full breakdown of funding would be submitted to the Committee in September.

10. RISK REGISTER ANNUAL REVIEW

A report by the Depute Principal provided a summary of the risks on the College's risk register that related to learning and teaching to allow the committee to review the residual risks.

The Committee discussed the risks relating to learning and teaching and **NOTED** the residual risk score for each risk.

11. STUDENTS' ASSOCIATION UPDATE

A report by the Vice President Equality provided an update on the discussions for the potential merger of ICSA with HISA and on the successful vote which had been taken at the SRC meeting on 25th May. ICSA thanked the SMT for their support in the negotiating process.

The Committee **NOTED** the report

12. EDUCATION SCOTLAND QUALITY ARRANGEMENTS

The Depute Principal gave a brief update on the progress which was being made in implementing the new Education Scotland quality arrangements. This first year was described as a "year of development". Colleges were still waiting for the template of the report which would be populated.

The draft report would be submitted to the next committee in September and to the Board of Management in October. Thereafter, the report had to be submitted to Education Scotland by the end of October. The next stage would be a validation event where the report would be endorsed by both SFC and Education Scotland.

The Committee **NOTED** the position.

13. DATE OF NEXT MEETING

Tuesday 26th September 2017 at 8.30 a.m.

Signed by the Chair: _____

Date: _____

BOARD OF MANAGEMENT

Subject/Title:	Learning and Teaching Committee Terms of Reference		
Meeting and date:	Learning and Teaching Committee –Tuesday 26 th September 2017		
Author:	Fiona Ambrose, Secretary to the Board		
Link to Strategic Plan:			
Cost implications:	No		
Risk assessment:	Yes If yes, please specify: Financial: Operational: Organisational: required for the proper Governance of the College		
Status – Confidential/Non confidential	Non Confidential		
Freedom of Information Can this paper be included in “open” business	Open		
If a paper should not be included within “open” business, please highlight below the reason.			
Its disclosure would substantially prejudice a programme of research (S27)		Its disclosure would substantially prejudice the effective conduct of public affairs (S30)	
Its disclosure would substantially prejudice the commercial interests of any person or organisation (S33)		Its disclosure would constitute a breach of confidence actionable in court (S36)	
Its disclosure would constitute a breach of the Data Protection Act (S38)		Other (please give further details)	
For how long must the paper be withheld? (express either as the time which needs to pass or a condition which needs to be met.)			

Recommendation

The Committee is asked to consider the proposed changes to the terms of reference and to recommend them to Board of Management for approval

Purpose of report

To present the Committee with amended terms of reference for consideration

Background

The Learning and Teaching Committee terms of reference were last reviewed in June 2015. In line with best practice, it is appropriate that the committee now carry out a review to ensure that they are up to date and meet the needs of the committee. The Secretary to the Board has suggested some changes.

Learning and Teaching Committee Terms of Reference

Membership

At least five members of the Board, including the Principal *ex officio*, the Teaching Staff Representative and the Student Representatives.

Quorum

Three members of the Committee entitled to vote upon the items before the meeting.

Frequency of Meetings

The Committee shall meet no less than ~~three~~four times each year.

Remit

The Committee has overall responsibility for monitoring the direction and performance of learning and teaching at the College.

The Learning and Teaching Committee shall:

- ~~1. Monitor the development of the~~ Oversee the College's Learning & Teaching Strategy
Learning and Teaching, Quality Assurance and Enhancement, Student Engagement, Access and Inclusion and Research Strategies and related annual action plans and monitor actual performance against KPI's
- ~~1. —~~
- ~~2. Review the academic and student support aspects of the College Operational Plan to ensure consistency with the Strategic Plan.~~
- ~~3.1.~~ Recognise trends in education and recommend specific initiatives in the College.
- ~~4.2.~~ Monitor student recruitment, retention and achievement and request that targeted intervention be undertaken ~~specific action plans~~, as necessary.
- ~~3.~~ Monitor the progress of the annual Student Partnership agreement
 - ~~4. —~~ Monitor data relating to the student experience at the College, collected through the various student surveys undertaken and, alongside other evidence such as; student outcomes, team self-evaluations and focus groups which will in turn inform the annual Quality Enhancement Plan
- ~~5. Review all student support mechanisms and structures, and ensure that these meet the needs of learners.~~
- ~~6. Monitor the College's preparations for~~ the ongoing external verification of

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the college's quality arrangements and reviewing the annual evaluative report, moderated by aspects of Education Scotland Reviews and other quality reviews.

~~7. Monitor the development of the College's Research Strategy~~

~~4. Monitor the development of the College's International links~~

Monitor the Curriculum Planning process to ensure that the College meets the needs of students, stakeholders and the local community

Review the results of the external verification visits carried out throughout the year

~~8. Monitor the level and type of complaints received~~

9.5. To receive regular reports from the Students Association and monitor the college response to student concerns

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Board of Management

Subject/Title:	Admissions Policy		
Meeting and date:	Learning & Teaching Committee, 26 September 2017		
Author:	Lindsay Snodgrass, Head of Student Services		
Link to Strategic Plan:	Opportunity & Growth in Student Life Opportunity & Growth in Curriculum		
Cost implications:	Yes / No <i>(delete as applicable)</i> If yes, please specify:		
Risk assessment:	Yes / No <i>(delete as applicable)</i> If yes, please specify: Financial: Operational: Organisational:		
Status – Confidential/Non confidential	Non Confidential		
Freedom of Information Can this paper be included in “open” business	Yes		
If a paper should not be included within “open” business, please highlight below the reason.			
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Its disclosure would substantially prejudice the commercial interests of any person or organisation (S33)		Its disclosure would constitute a breach of confidence actionable in court (S36)	
Its disclosure would constitute a breach of the Data Protection Act (S38)		Other (please give further details)	
For how long must the paper be withheld? (express either as the time which needs to pass or a condition which needs to be met.)			

Recommendation(s)

The Learning & Teaching Committee is asked to approve the revised Admissions Policy.

Purpose of report

To inform the Committee of the changes to the Admissions Policy.

Background

Our approach to admissions and student recruitment has continued to be refined over time. Some significant changes have been introduced around our interview processes and procedures as well as to our pre-course information and service which applicants receive. We have also made some changes around the access and inclusion agenda in terms of our approach to contextualised admissions.

This revised policy has been discussed at Scrutiny Panel (27 April 2017). The policy was also published for Staff Consultation (6 – 26 June 2017) and approved by SMT (17 August 2017). Following approval from BoM, the policy will be published.

Main body of information

There has been a need for the college to revise the Admissions Policy in light of a change in practice which has been introduced in our approach to admissions and student recruitment. The revised policy dovetails with several other related developments including:

- The revised Additional Support Needs Policy and Procedure, September '16
- Corporate Parenting Plan, August '16
- Access and Inclusion Strategy, March '17
- Gender Action Plan, July '17



ADMISSIONS POLICY

REFERENCE: PL/CL/2017/002

Policy Owner	Head of Student Services
Lead Officer	Head of Student Services
Review Officer	Admissions & Student Funding Team Leader
Date first approved by BoM	20 March 2014
First Review Date	December 2016
Date review approved by BoM	
Next Review Date	July 2020
Equality impact assessment	December 2013
Further information (where relevant)	

Reviewer	Date	Review Action/Impact

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1. Policy Statement

The College endeavours to be inclusive in its admissions process and procedures, welcoming applicants across learner groups and with differing abilities. The College offers a varied curriculum designed to support the needs and further development of the region and in line with national priorities. The Admissions Policy is underpinned by an ethos of partnership between the College and its future students as well as a desire to promote equality of access and eradicate barriers to education.

The College is committed to:

- Providing clear, accurate, comprehensive and accessible information on its courses, entry requirements and associated admissions procedures at relevant stages of the process
- Providing a positive declaration environment for applicants to disclose any additional support needs or protected characteristics
- Ensuring the interview and selection process is fair, consistent and transparent
- Matching the applicant to the curriculum area and level most appropriate to their aspirations, current level of skills, knowledge and ability.

2. Legislative framework/related policies

Legislative Frameworks include:

- 2.1. Equality Act 2010
- 2.2. Data Protection Act 1998
- 2.3. Freedom of Information (Scotland) Act (2002) Related policies include:
 - 2.3.1. UHI Academic Standards and Quality Regulations
 - 2.3.2. Inverness College UHI Freedom of Information Policy
 - 2.3.3. Inverness College UHI Secure Handling, Use, Storage and Retention of Disclosure Information.
 - 2.3.4. Inverness College UHI Records Management Policy
- 2.4. Inverness College UHI Additional Support Needs Policy
- 2.5. Inverness College UHI PVG Scheme Procedure
- 2.6. Scottish Care Leavers Covenant (2015)
- 2.7. Disability Discrimination Act (2005)

3. Scope

This policy relates to all course applications made for entry to full time and part time study for all taught Further Education, Higher Education and Post Graduate Taught programmes. Leisure and commercial courses, apprenticeships programmes and postgraduate research programmes are out with the scope of this policy.

4. Policy Aims and Key Principles

- 4.1. The College advertises its full range of courses through its website, prospectus and regular open evenings. The range of courses offered is derived from the needs of the local community and employers, the needs of schools, and through demand for places. Where there is diminished local need or low demand for a course then it may be amended or withdrawn from our offer. Equally, new courses may be introduced or the number of places available on a course increased due to demand.
- 4.2. The College's Admissions Policy is designed to give all new applicants the same opportunity to succeed in gaining a place on their chosen course. The Admissions Procedure details the annual admissions cycle including when applications will be processed; when interviews take place; and offers of place made. The specific dates are updated annually and publicised on the College website and prospectus.
- 4.3. Applicants are encouraged to apply online through the College website. Paper application is also possible, although not encouraged, with forms available from the Student Services Centre. Support in filling out an application is provided on request through our Student Services Centre. Applications for degree programmes must be submitted via UCAS.
- 4.4. Applicants are asked for personal information at the point of application to help inform the College to make a judgement about their suitability for the chosen course. Personal information is also asked for to help the College to support applicants throughout the applicant and student journey.

5. Contextualised Admissions

- 5.1. Improving access to education in its widest sense, for people from the widest possible range of backgrounds, is a key priority of the College. Contextualised admissions is one of our key principles in terms of ensuring there are no barriers to access during the admissions process. Contextualised admissions

enables the College to form a more complete picture of the characteristics of an individual applicant. The College has a responsibility under the 2010 Equalities Act to embed equality for all into our culture and practice and as such the College actively encourages applications across all protected characteristics.

- 5.2. The College also actively encourages applications from specific priority groups in line with government priorities and legislation including:
- Looked-after children / care-experienced young people
 - Individuals living in areas of multiple deprivation (Scottish Index of Multiple Deprivation 10)
 - Individuals whose parents / carers have not attended post-compulsory education.
- 5.3. The College works in partnership with a variety of external partners and stakeholders to support applications from individuals within the priority groups.
- 5.4. As a College we record our contextualised admissions, showing the number of applicants identified within the priority groups, by programme of study and by outcome of application.
- 5.5. The College operates a positive declaration environment for all applicants. Applicants are actively encouraged to provide details of any disabilities or additional support needs that may create barriers to them succeeding in their learning. This enables the College to appropriately support applicants with a disclosed disability or additional support need through the application stage and or throughout the rest of their student journey.
- 5.6. To support the College's approach to access and inclusion, the College operates a guaranteed interview scheme for applicants with a care-experienced background. To support gender equality, the College also operates a guaranteed interview scheme for specific curriculum areas / programmes that experience a severe gender imbalance and are included in the College's Gender Action Plan.
- 5.7. Personal data is anonymised and used for statistical analysis purposes in terms gathering data on postcode, age, gender, ethnicity, disability, care experience, carer status.

6. Entry Requirements

- 6.1. The minimum English Language Proficiency by qualification are:

Further Education (Access, NC, NQ, NPA, NVQ, SVQ):
(IELTS) or equivalent Min: 5.0 (with 4.5 in all 4 components)

Higher Education: Higher National Certificate/Diploma: IELTS (or equivalent) Min. 5.5 (with no element below 5.0)

Degree: IELTS (or equivalent) Min. 6.0 (with no element below 5.5)

Postgraduate: IELTS (or equivalent) Min. 6.5 (with no element below 6.0)

- 6.2. Applicants with English as a second language may be required to undertake an English Language assessment as part of the interview and selection process

The College welcomes applications from applicants with a wide range of overseas qualifications. As well as achieving the appropriate entry requirements, applicants with overseas qualifications may also be required to submit official transcripts of their qualifications showing the subjects and grades obtained, along with their certified translations into English.

Applicants may be required to undertake basic and key skills (bksb) testing in order to determine whether their core skills levels are sufficient for the course requirements and to enable full participation in their course.

- 6.3. International applicants (non-UK and EU) for SCQF Level 7 and above should refer to [UHI Admissions policy](#)
- 6.4. Applicants seeking recognition for prior learning for programmes at SCQF Level 7 and above should refer to [UHI Admissions policy](#)
- 6.5. For programmes and courses below SCQF Level 7, recognition for prior learning is at the discretion of curriculum teams and in line with advice from relevant awarding bodies.

7. Application, Interview and Selection

- 7.1. Early submission of applications is encouraged in line with our priority closing date. Selection decisions for new students are made in line with clearly stated entry criteria which are applied consistently and fairly.
- 7.2. The College reserves the right to preselect for interview in instances where demand is high on a programme. In these cases, applicants are selected for interview based on a first come basis and on the qualifications and any other significant information on their application form.
- 7.3. Applicants for further education courses (courses up to SCQF Level 6) are able to apply for a maximum of three courses on their application. Applicants for higher education courses are able to apply for five courses in line with UCAS guidelines. Applicants who make applications through UCAS will not be eligible to apply directly to the College for HE courses.

If invited for interview the interviewer will consider the best level of course for the applicant. This will be based on the applicant's suitability for the chosen curriculum area along with performance at interview and qualifications held. The interviewer may recommend an alternative course to ensure that individual applicants are matched to the most suitable course.

- 7.4. The College operates a scoring system for interviews which is tailored to each curriculum area. This helps to ensure fairness and transparency in decision-making.
- 7.5. The College endeavours to make an offer to all applicants, although this may not be within their first choice curriculum area. The College makes its offer of places on a continuous basis to ensure timely notification of outcomes and in line with timelines for application processing.
- 7.6. Where a space is not available on the course then applicants will:
 - be put on the waiting list for their chosen course and notified if a place becomes available;
 - informed of any other suitable opportunities for study at the College that remain open;
 - invited to contact the Guidance Team to discuss alternative course options;
 - invited to an Open Day and / or;

- in some instances, if the applicant agrees, their details may be referred to partner agencies.

7.7. All decisions are communicated by letter to applicants.

7.8. Applicants applying to study more than one course or programme concurrently in the same academic year will be invited to discuss this with the Admissions and Student Funding Team Leader and the Programme and Development Manager/s of the courses being applied for. The nature and or demands of the specific courses or programmes, as well as any implications for the applicant's funding and potential success on the programmes, will be discussed to enable informed decisions to be made on the applications.

8. Current Students Wishing to Progress

- 8.1. Current students intending to undertake a further programme of study at or below SCQF Level 6 in the next academic year, *and* within the same curriculum area, will be given the opportunity in February to advise their Personal Academic Tutor of their *Intention to Progress (ITP)*. Students submitting an ITP will be given a conditional offer subject to successful completion of their current course and any other additional conditions which have to be met prior to commencing the next year of study.
- 8.2. Current students studying at or above SCQF Level 7, and within the same curriculum area, will be contacted by email by the Student Records Team in February. A conditional offer will be made which is subject to successful completion of their current course and any other additional conditions which have to be met prior to commencing the next year of study. Students are required to confirm their intention to continue studies by the end of April. Progression Boards meet in June where offers of place are finalised for each student before being communicated to the student.
- 8.3. Current students wishing to progress to a course above SCQF Level 6 (FE to HE) or out with their current curriculum area will make a new application.

International Applications

- 8.4. For international applicants, the College follows the current **Tier 4 guidance**, which prescribes how the College processes international applications.

<https://www.gov.uk/government/publications/guidance-on-application-for-uk-visa-as-tier-4-student#history>.

9. Deferred Entry

- 9.1. Deferred entry means applying for a course, securing an offer of place, and then taking a year out before coming to study at College. Deferred entry is at the discretion of each individual course team in conjunction with the Admissions and Student Funding Team Leader and should be discussed at point of application. Deferred entry is not permissible through the Intention to Progress process.

10. Discretion of making an offer of place

- 10.1. All offers of place are subject to the College's discretion. The College reserves the right to reject applications or apply further criteria under particular circumstances such as the following:-
- Previous disciplinary sanctions under the College or University disciplinary procedures or those of other institutions
 - Record of outstanding debt with the College

The College will treat every application on its merits and will remove barriers to participation through making reasonable adjustments. However, there may be occasions when reasonable adjustments are not sufficient to enable participation on a particular course. In these circumstances, other alternative courses or alternative adjustments may be considered. Further information is detailed in the Inverness College UHI Additional Support Needs Policy.

The College reserves the right to apply additional entry criteria in instances where an applicant has a record of previous enrolments without successful completion. In such cases, due consideration will be given to an individual's circumstances and support needs when reaching a decision.

- 10.2. All successful applicants to courses where the studies or placements require interaction with children and or vulnerable adults will be required to join the Protection of Vulnerable Groups Scheme (PVG).

A previous criminal conviction does not, in the majority of cases, exclude an applicant from being offered a place. However, the College recognises it has a duty of care to all students and staff, and therefore reserves the right not to admit an applicant where there is evidence that they could affect the safety and welfare of students or staff.

Further information about the PVG scheme can be found in Inverness College [UHI PVG Scheme Procedure](#)

- 10.3. The College has the right to withdraw an offer of place if new information becomes available which has not previously been disclosed by the applicant and which affects the future safety and welfare of students or staff.

11. Determination of Fee Status

- 11.1 Every student who enrolls on a course of study incurs a fee. However, there are many options for how this fee might be paid and the vast majority of full-time students will have their fees covered either by the Scottish Funding Council (SFC) through fee waiver, or by Student Awards Agency for Scotland (SAAS). Part-time students may also be eligible for fee waiver (FE only) or SAAS Part Time Fee Grant (HE only).
- 11.2 Students must apply to have their fees paid unless they are full-time FE students. It remains the responsibility of the student to ensure that the correct arrangements are in place for their fees to be paid.
- 11.3 On receiving an application, the College will make an assessment of fee status in order to determine the appropriate level of tuition fees, in line with the relevant regulations and based on the information provided on the application form. The fee status of an applicant will be communicated in the offer letter to ensure that individuals are aware if they are liable to pay fees.
- 11.4 Where further information is required, the applicant will be asked to complete a fee assessment form.
- 11.5 For HE courses, the academic partner responsible for the Admissions decision will carry out the assessment of fee status. In some instances this will be a partner UHI college and not Inverness College UHI.
- 11.6 The College reserves the right to change an applicant's fee status in exceptional circumstances such as the following -
- If new information becomes available which was not previously disclosed by the applicant and affects the original decision on the fee status
 - If errors are made within the initial fee assessment, either by the College or by the student, which affects the original decision on the fee status
- 11.7 The applicant will be notified of any change to their fee status and any consequences of this change
- 11.8 Applicants assessed and determined to be international fee payers may be required to pay full course fees prior to enrolment.

12. Appeals

- 12.1 Any appeals relating to application decisions must be made in writing to the Admissions and Student Funding Team Leader and will be dealt with in conjunction with the appropriate course team and or the Head of Student Services.

13. Compliance

- 13.1 The responsibility for the compliance with the Admissions Policy lies with all staff involved in the process. The Policy will be regularly audited and reports submitted to the Academic Management Committee and the Operational Management Committee.

14. Monitoring

- 14.1 Reports on the number of applications received and offers made will be generated and made available on a regular basis. This is monitored through the committee structure.

15. Review

- 15.1 This policy will be reviewed on a 3 yearly basis, or sooner if legislative change enquires.

Board of Management

Subject/Title:	Core Skills Policy		
Meeting and date:	Learning & Teaching Committee, 26 September 2017		
Author:	Craig Lowther, PDM Education (author of policy) Claire Fraser, Quality Officer (author of cover sheet)		
Link to Strategic Plan:	Opportunity & Growth in Student Life Opportunity & Growth in Curriculum		
Cost implications:	Yes / No (<i>delete as applicable</i>) If yes, please specify:		
Risk assessment:	Yes / No (<i>delete as applicable</i>) If yes, please specify: Financial: Operational: Organisational:		
Status – Confidential/Non confidential	Non Confidential		
Freedom of Information Can this paper be included in “open” business	Yes		
If a paper should not be included within “open” business, please highlight below the reason.			
Its disclosure would substantially prejudice a programme of research (S27)		Its disclosure would substantially prejudice the effective conduct of public affairs (S30)	
Its disclosure would substantially prejudice the commercial interests of any person or organisation (S33)		Its disclosure would constitute a breach of confidence actionable in court (S36)	
Its disclosure would constitute a breach of the Data Protection Act (S38)		Other (please give further details)	
For how long must the paper be withheld? (express either as the time which needs to pass or a condition which needs to be met.)			

Recommendation(s)

The Learning & Teaching Committee is asked to approve the revised Core Skills Policy for use by Inverness College UHI.

Purpose of report

To inform the Committee of the revisions to the Core Skills policy.

Background

This revised policy has been discussed at Scrutiny Panel (6 June 2017). The policy was also published for Staff Consultation (15 June – 22 August 2017, to allow for the summer break) and approved by SMT (17 August 2017). Following final approval from BoM, the policy will be published.

Main body of information

In general, the changes to the Core Skills Policy are to provide clarity on the Core Skills (Numeracy, Communication, ICT, Problem Solving and Working with Others) and what parts of the Policy document applies to each. PDM titles have been updated for clarity and references to quality assurance have also been updated.

There were some minor amendments made following staff consultation

Change to pre-entry assessment that staff associated with the SkillZone will lead on these (3.3.1)

For induction, not all students receive discrete ICT classes, so induction will receive appropriate induction but this could be through a range of classes (3.3.3).

Any request to be exempt from this policy should be submitted to APDC (Section 4).



CORE SKILLS POLICY

REFERENCE: PL/CL/2017/001

Policy Owner	Head of Curriculum
Lead Officer	PDM Education
Review Officer	PDM Education
Date first approved by BoM	9 June 2008
First Review Date	April 2011
Date review approved by BoM	24 March 2016
Next Review Date	April 2017
Equality impact assessment	
Further information (where relevant)	

Reviewer	Date	Review Action/Impact
	04.06.09	Review approved by BoM
PDM Education	24.03.16	Review approved by BoM

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1. Policy Statement

This document details Inverness College UHI's policy on the delivery of core skills in Communication, Information Technology, Numeracy, Working with Others and Problem Solving.

The College recognises that competence in the core skills increases students' potential in terms of progression to higher levels of study, career prospects and personal and social development. The *Skills for Learning, Life and Work* agenda set out in Curriculum for Excellence and in particular in *Building the Curriculum 4*, establishes the development of essential skills in our learners as a priority. The Scottish Funding Council (SFC) has also emphasised that colleges have a significant role to play in implementing the Government's skills strategy.

Developing the Young Workforce, Scotland's Youth Employment Strategy (2014) has re-emphasised the need to reduce the gap between higher and lower achievers and the need to raise attainment for all. The development of literacy and numeracy skills in particular is crucial to achieving this and to helping young people reach a positive post-college destination.

Inverness College is committed to providing opportunities for all students to develop core skills that build on their existing profiles, thereby enhancing opportunities for employment and improving literacies. As appropriate to the individual and the programme, core skills may be delivered by discrete core skills development sessions, contextualised to the curriculum area, or have core skills embedded within the Award framework.

All further education programmes which have core skills in their framework will undertake the specified core skills to meet the progression and exit requirements of students. This approach shows commitment to developing literacies and will endeavour to -

- Support improved student achievement rates in core skills units due to longitudinal learning.
- Support improved Performance Indicators (PI) in curriculum programmes due to the continued and sustained focus on literacy development.
- Further support those with good literacy skills as they can deepen their learning and apply and develop their skills in new contexts.
- Provide a clear recognition of the relevance of core skills to success in curriculum study and future employment.
- Support the development of Skills for Life, Learning and Work (CfE, Building the Curriculum 4).

2. Related policies

This policy should be read in conjunction with:

- 2.1. Learning and Teaching Strategy
- 2.2. Guidance Policy - Personal Learning Plans
- 2.3. Procedure for the delivery of core skills

3. Scope

3.1. General

This policy applies to all students on further education programmes and to all curriculum areas. Delivery of the policy is the responsibility of all lecturers and is monitored by PDMs and overseen by the PDM Education.

Higher Education: Support for core skills for students undertaking Higher Education courses is available via the Literacies Development Tutor and SkillZone workshops which are offered, primarily, to all students during pre-entry and induction via their PAT. Ongoing support is available in SkillZone, where students can be referred or self-refer.

3.2. Raising the Profile of Core Skills

Inverness College UHI will raise the profile of core skills through:

- clear statements in the prospectus, course leaflets and course handbooks to provide information on the entry requirements for core skills for the programme, specific core skills included in the programme and the importance of core skills for employment
- integration of core skills units with curriculum delivery
- contextualisation of materials
- all staff supporting learners by identifying and highlighting where and when core skills are being developed

3.3. Pre-entry and Induction

- 3.3.1. As part of the interview and induction process for all F.E. programmes, students will take part in an initial assessment or screening of core skills in ICT, Numeracy and Communication. This will determine what level of core skill they are currently operating at and provide information for their lecturers. Initial assessments which form part of the interview process will be organised by the individual lecturer who has scheduled the interviews.

Assessments taking place as part of the induction process will be led by staff trained in the use of bksb.

3.3.2. The College will recognise the prior achievements of each student and will provide opportunities for individuals to continue to develop their core skills across all programmes.

3.3.3. Students will receive appropriate induction as part of their course to stress the importance of core skills.

3.4. Delivery and Assessment

All students will work on the core skills level that has been specified by their Course framework and detailed in the Course Information Sheet. For those who have the specific unit already, the core skills lecturers will provide opportunities for skills to be consolidated, deepened and applied to new contexts, in line with the principles of Curriculum for Excellence. Core skills will normally be taught across the whole programme to support longitudinal learning and skills development.

3.5. Assessment and Verification

Communication, ICT and Numeracy are internally verified according to Quality processes. The PDM Education and PC Core Skills oversees the quality policy for the core skills of Communication, Numeracy and ICT. Standardisation sessions are held on a regular basis to ensure consistency in standards and expectations. It is essential that all deliverers, including those within curriculum teams, attend these and are included in the internal verification schedule. This is the responsibility of the PDM Education and PC Core Skills with the support of the other curriculum PDMs.

The internal verification of Problem Solving and Working with Others are the responsibility of each curriculum area and therefore they are included in their IV schedule and will be overseen by the individual PDMs.

3.6. Cross College Implementation

3.6.1. The Academic Standards and Quality Committee has oversight of

- implementation of the policy
- reviewing regularly the accessibility and flexibility of provision

3.6.2. PDMs and Programme Co-ordinators have responsibility for

- supporting course teams in planning core skills development within course programmes
- disseminating good practice

3.6.3. Curriculum teams have responsibility for

- internal verification of Problem Solving and Working With Others
- ensuring that details of the core skills elements and approaches are included in course information leaflets, handbooks, course folders and master folders
- supporting how core skills can be incorporated, delivered and assessed
- liaising with the PDM Education and the Core Skills Programme Co-ordinator on delivery requirements within their areas

- supporting the Core Skills team in monitoring students' progress in core skills
- 3.6.4. The Core Skills Team is responsible for
- providing support and CPD via standardisation meetings to deliverers within the curriculum teams
 - developing and delivering a range of core skills
 - implementing the core skills policy and procedure
 - devising appropriate screening and assessment procedures
 - monitoring students' progress and informing course teams of progress in core skills' attainment
 - liaising effectively with curriculum teams
- 3.6.5. Personal Academic Tutors are responsible for
- supporting and encouraging individuals within their group to see the centrality of core skills to their programme
 - keeping the core skills lecturers up to date with any relevant information relating to individuals students, for example ASN
 - ensuring that their students' complete Personal Learning Plans which include core skills profiles
 - reviewing learners' Personal Learning Plans
- 3.6.6. All lecturers are responsible for
- promoting the relevance of core skills as transferable skills for employment and citizenship
 - incorporating core skills into the planning of learning activities
 - making core skills delivery explicit to learners
- 3.6.7. All students are responsible for
- participating fully in the development of their core skills as part of the Learning Agreement

4. Compliance

This policy must be complied with and it will be audited regularly by the Quality Unit and the PDM Education with reports going to the appropriate committee.

All teaching staff across college are required to implement this policy as it applies across all further education programmes. For HE programmes, the relevance of core skills should be promoted and highlighted and linked to graduate attributes.

Course Committee reports from self-evaluative sessions will include analysis and evaluation of the delivery of core skills.

5. Monitoring

5.1. Each college policy will be monitored and its implementation evaluated.

Appropriate procedures for monitoring and evaluation are the responsibility of the lead officer. These procedures will be subject to audit by the Quality Unit.

Effective internal verification procedures will ensure that standards are consistent.

5.2. This policy would be used as part of every team's self-evaluation during course committee meetings.

5.3. The PDM Education will monitor implementation of this policy annually.

6. Review

This policy will be reviewed on a three yearly basis, with the next review in April 2020

Board of Management

Subject/Title:	Gender Action Plan		
Meeting and date:	Learning and Teaching, 26 th September 2017		
Author:	Lindsay Snodgrass, Head of Student Services		
Link to Strategic Plan:	Opportunity and growth in Curriculum; opportunity and growth in Organisation Development		
Cost implications:	No		
Risk assessment:	No		
Status – Confidential/Non confidential	Non-confidential		
Freedom of Information Can this paper be included in “open” business	Yes		
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Its disclosure would constitute a breach of the Data Protection Act (S38)		Other (please give further details)	
For how long must the paper be withheld? (express either as the time which needs to pass or a condition which needs to be met.)	NA		

Recommendation(s)

The committee are asked to *discuss* this report.

Purpose of report / Summary

To provide an overview of the Inverness College UHI Gender Action Plan (GAP) which is a requirement of the Scottish Funding Council (SFC) and forms part of the Regional Outcome Agreement.

Main body of information

In the guidance for the Regional Outcome Agreement for 2017-18, the SFC set out that all FE and HE institutions had to develop an institutional Gender Action Plan. The GAP is intended to positively impact on existing policy and practice, as well as outline how additional policy and / or practice will be developed to ensure the required step-change in gender ratios in certain curriculum areas / programmes. This institution wide approach encompasses both staff and students in its scope, although the primary focus is on students.

The SFC have set very ambitious targets to help institutions redress the severe gender imbalance (greater than 75% of one gender) experienced in some curriculum areas.

SFC Aim	SFC Milestone
By 2021, increase by 5% the minority gender share in each of the 10 largest and most imbalanced 'superclasses' among 16-24 year olds.	Increase by 4.2% by 2019-20
By 2030, no subject has an extreme gender imbalance (75:25)	50% reduction in the number of college subjects in this category by 2025
By 2030, the gap between male and female participation in undergraduate study is reduced by 15.4% gap to 5%	We will look to have reduced this gap to 13.6% in 2019-20

Our GAP encompass actions across five themes –

- Infrastructure;
- Influencing the Influencers;
- Raising Awareness and Aspiration;
- Encouraging Applications;
- Supporting Success

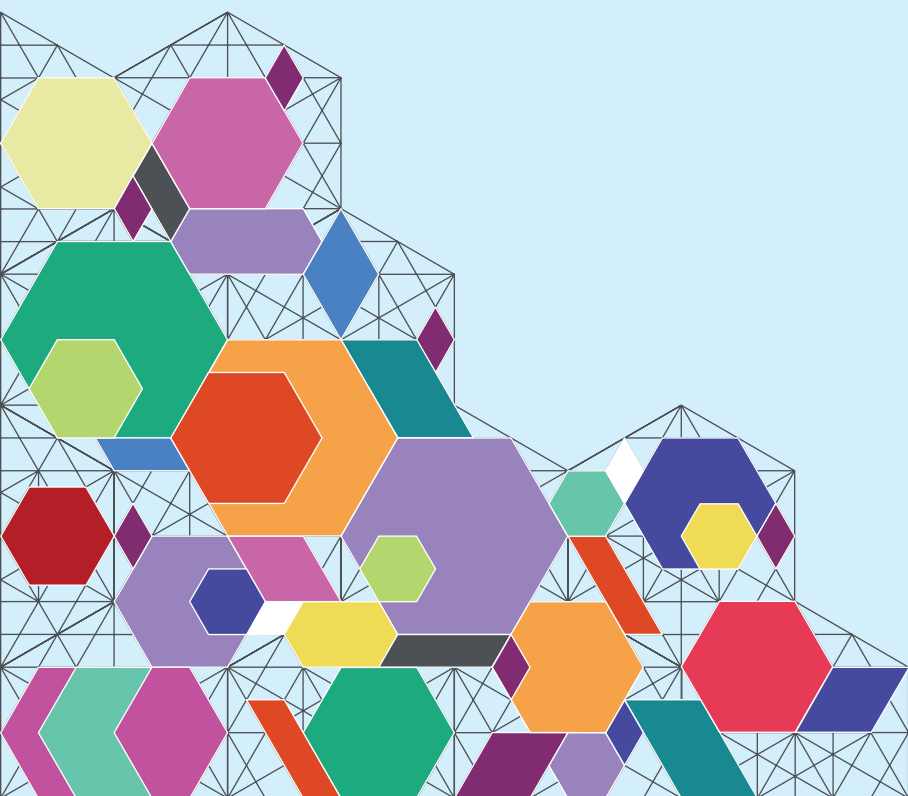
Our GAP focuses on FE only and on areas / programmes specified by the SFC which display a severe gender imbalance in either:

- Enrolments
- Retention
- Successful completions

UHI Executive Office have developed a GAP which encompasses all HE activity. Our GAP will sit alongside the Access and Inclusion Strategy and will dovetail with our statutory equalities reporting. Consideration will now be given as to how we proactively work to achieve the targets set by the SFC and how we monitor and track progress.

START
TOMORROW
TODAY

Gender Action Plan 2017-2020



University of the
Highlands and Islands
Inverness College

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Introduction and Context

Inverness College UHI regards the creation of a Gender Action Plan (GAP) as an important strategic step in increasing equity and equality across the College both as an education provider and as an employer. Our GAP will become an essential tool in supporting our continued commitment and success in relation to reducing gender imbalances throughout our operations and activities. The purpose of our GAP is to:

- Report on progress in mainstreaming the general duty from the Equality Act 2010 into all functions;
- Outline a framework for ensuring equality and equity of opportunity, supporting inclusion and celebrating diversity within the College community and beyond;
- Act as a tool to support positive change that will impact on both students and staff;
- Enable stake holders associated with the College to have a clear understanding of our commitment to reducing severe gender imbalance and how we plan to do this;
- Facilitate on-going monitoring and evaluation of progress, both internally and externally;
- Identify resources for the effective implementation of activities required to reduce gender imbalance

Our GAP reflects our commitment to the principles of equality and diversity; of equity of opportunity; and to encouraging all staff and students to reach their potential. Our plan is for 2017-20 but is intended to be an interactive live plan, regularly informed, reviewed and updated by developments both within and external to the College on an annual basis. Our GAP takes account of our FE students and our staff. Our HE students are encompassed with the UHI GAP which dovetails with that of each individual academic partner.

Our approach to the GAP has been informed by the Scottish Funding Council's Guidance, and by our legal responsibilities as outlined in the Equality Act 2010. Our vision is to –

Be recognised as a centre of excellence, working with partners to deliver a coherent education system founded upon:

- *Inclusive practice that encourages participation and closes the attainment gap;*
- *Courses of excellent quality that respond to industry demand;*
- *Seamless pathways through all levels of education;*
- *Research that informs teaching and drives regional innovation.*

Our GAP takes account of a range of different strands and influences in Scottish Education both locally and nationally, such as –

- Regional Outcome Agreement 2017
- Delivering Excellence and Equity in Scottish Education
- Education Scotland new Quality Framework for Inspection and Review 2017
- IC UHI Framework for Excellent Learning and Teaching
- Developing the Young Workforce
- Teaching Scotland's Future
- Scottish Attainment Challenge
- Inverness College Access and Inclusion Strategy
- Inverness College Equalities Mainstreaming Report 2017

Intersectionality with Access and Inclusion

Although there is necessarily a focus on gender, it is recognised that other protected characteristics and other measures of inequality are equally important and will intersect with gender. The College recognises that male and female students are not two homogenous groups with uniform identities, rather individuals and groups within these categories have different backgrounds which influence their access to, and experience of College.

To this end, our GAP and our Access and Inclusion Strategy will develop alongside each other and have some overlap.

Partnership Working

The College works very effectively with other organisations both regionally and nationally. Regionally, the College works closely with a large number of schools across the Highland Council area. We visit all local secondary schools on an annual basis to provide a formal presentation of the options for young people entering the Senior Phase and also provide a separate session for year groups S4, S5 and S6 in each school on possible career choices / College options. The College also responds to bespoke requests from individual schools where possible. During session 2015-16 and 2016-17 the College has worked with some local primary schools in providing expertise around the STEM and Developing the Young Workforce agendas. Our continued work with local schools will be central to our GAP.

The College is currently leading a research project on gender and the impact that gender has upon subject choices. This is very much a partnership approach whereby we are working closely with the six secondary schools in our immediate catchment area.

In addition to our work with the Highland Council, the College also sits on the Community Planning Partnership for Inverness. This is a valuable group to consult with and much of our

work around equalities is discussed at this forum. This includes our Access and Inclusion Strategy; our Corporate Parenting Plan; and our Gender Action Plan. We also consult from time to time with national equality specialists such as the Equality Challenge Unit and College Development Network.

Gender Equality among Staff and among our Board

The College has strong infrastructures, in particular for the development of equality and diversity initiatives in relation to leadership, systems and processes as well as staff development. However, our GAP will help us to address any imbalances particularly within curriculum, but also at departmental level for services to support learning.

Data in relation to Gender, Age, Declared Disability and Ethnicity of staff employed by the College has been monitored since academic year 2008-09 and is reported to the HR Committee of the Board of Management on an annual basis. At the point of application, the College collates information in relation to Age, Gender, Ethnic Origin and Disability. Applicants can also choose to disclose Sexual Orientation and Religion or Belief. It is acknowledged that this data is not always complete.

Annual management information reports including these characteristics have been reported to the HR Committee of the Board of Management since 2009-10. Analysis of the data has centred on the diversity of staff by age, gender, ethnicity and disability in the following areas:

- College staff employed
- Starters
- Leavers

The College also collects data on our core staffing complement to help us analyse trends. This provides us with a useful starting point for the purpose of the GAP.

Board of Management 2013 - 17

Gender balance within the Board of Management has seen a variance towards female representation over our last equalities reporting period –

Year	Male	Female	Vacancies
April 2013	8	7	1
April 2014	7	8	1
April 2015	5	10	3
April 2016	8	8	2
March 2017	7	9	2

This is not a current focus within our GAP but something which the College will continue to monitor.

Senior Management Team Gender 2013 - 2017

Gender balance within the Senior Management Team has seen a variance towards female representation over our last equalities reporting period.

Year	Male	Female	Vacancies
April 2013	3	5	0
April 2014	3	5	0
April 2015	2	6	0
April 2016	2	6	0
March 2017	1	6	1

Staffing across College

In 2015/16 the proportion of core staff across the College divided by gender was 62% female and 38% male compared to 60% female and 40% male in 2011/12. In 2015/16 the

gender split in the academic staff group is 51% female and 49% male. In 2011/12 the split was 51.6% female and 48.3% male.

There remain prominent and distinct gender patterns associated with specific teaching faculty areas as per the table below.

Department	Male	%	Female	%	Total
Business and Computing	7	32%	15	68%	22
Care Practice	3	13%	20	87%	23
Construction Craft	21	100%	0	0%	21
Cultural and Creative Industries	8	35%	15	65%	23
Education	1	4%	22	96%	23
Engineering and Building Technology	20	87%	3	13%	23
Engineering Craft	19	100%	0	0%	19
Forestry, Science, Maths and Aquaculture	10	67%	5	33%	15
Hairdressing, Beauty and Sport	7	32%	15	68%	22
Hospitality	7	37%	12	63%	19

Traditional patterns of occupational segregation are reflected in the above figures. Of particular concern is Care Practice (87% female), Education (96% female), Hospitality (63% female) and Hairdressing, Beauty and Sport (68% female) where only one male member of staff teaches Hairdressing and two female member of staff teach Sport.

Furthermore, there continues to be 100% representation of male teaching staff in the faculties of Construction Craft (100% male) and Engineering Craft (100% male). While in the faculties of Building Technology (87% male), and Forestry, Science, Maths and Aquaculture (67% male) there is an improving picture of gender equality.

There remain prominent and distinct gender patterns associated with specific Support Areas as per table below. Of particular note are the areas of Access and Progression, (93% female), Front of House and Administration Services where 94% of the staff group are female and also Early Years and Childcare Services where 100% of the staff group are female. In the traditionally male dominated area of Estates and Campus Services there is a male majority of 67% and ICT male majority of 86%.

Within the support staff roles the gender balance has significantly shifted and shows 78% (116 posts) of the support roles occupied by females and 22% (33 posts) by males. This compares to 70% female and 30% male for 2011/12.

Support Area	Male	%	Female	%	Total
Access and Progression	1	7%	14	93%	15
Admissions and Student Funding	0	0	9	100%	9
Business Development/Contracts	3	38%	8	72%	11
CREATE	1	20%	4	80%	5
Early Years and Childcare Services	0	0	18	100%	18
Facilities/Estates and Campus Services	7	64%	4	36%	11
Finance	2	17%	10	83%	12
Front of House and Administration Services	1	6%	15	94%	16
ICT Services	6	86%	1	14%	7
Organisational Development	2	29%	5	71%	7
Learning Centre	2	33%	4	67%	6
Quality	0	0%	4	100%	4
Research	5	62%	3	38%	8
SMT	2	29%	5	71%	7
Student Records	0	0%	7	100%	7

The table below shows each grade broken down in to gender percentages.

Grade	Female %	Number	Male %	Number	Total in Grade
A	78.26%	18	21.74%	5	23
B	75.00%	3	25.00%	1	4
C	81.25%	26	18.75%	6	32
D	52.94%	9	47.06%	8	17
E	78.26%	36	21.74%	10	46
F	73.08%	19	26.92%	7	26
G	50.00%	3	50.00%	3	6
H	54.35%	100	45.65%	84	184
I	83.33%	5	16.67%	1	6
J	52.94%	9	47.06%	8	17
K	100.00%	1	0.00%	0	1
L	100.00%	3	0.00%	0	3
M	66.67%	2	33.33%	1	3
N	0.00%	0	100.00%	1	1
O	100.00%	1	0.00%	0	1

Pay and Remuneration

In March 2017 the College reviewed the average hourly rates of pay by gender and given further consideration to both core teaching and support staff roles.

The average hourly rate of pay for core College staff is £16.91 the following table outlines average hourly rates of pay for support and teaching staff.

Recognition must be given when considering teaching staff (includes teaching management for calculating average hourly rate) that their salary placement is predominantly within Grade H whereby the average hourly rate for the grade H is £19.40.

All staff are placed throughout the full range of grades within the pay model as follows:

Grade	Ave hourly rate	Female %	Number	Male %	Number	Total in Grade
A	8.35	78.26%	18	21.74%	5	23
B	9.48	75.00%	3	25.00%	1	4
C	10.08	81.25%	26	18.75%	6	32
D	11.20	52.94%	9	47.06%	8	17
E	12.82	78.26%	36	21.74%	10	46
F	14.81	73.08%	19	26.92%	7	26
G	16.20	50.00%	3	50.00%	3	6
H	19.40	54.35%	100	45.65%	84	184
I	21.57	83.33%	5	16.67%	1	6
J	24.62	52.94%	9	47.06%	8	17
K	27.10	100.00%	1	0.00%	0	1
L	28.62	100.00%	3	0.00%	0	3
M	31.36	66.67%	2	33.33%	1	3
N	41.91	0.00%	0	100.00%	1	1
O	58.33	100.00%	1	0.00%	0	1

Proactively Promoting Gender Equality

In relation to staff recruitment, the College consider the diversity of candidates who have applied for vacant positions with the College in terms of Gender, Age, Declared Disability and Ethnicity. Encouraging 100% disclosure of ethnicity, gender and age is something which we are aware we will need to address to ensure more accurate reporting in the future.

Actions in relation to this include:

- Promotion activity to encourage disclosure on recruitment website and material;

- Review on-line recruitment 'forced response' monitoring of equality data in relation to protected characteristics to ensure a more accurate reflection of data and potential gaps / process / procedure issues;
- Ensure that system captures census classifications for diversity data;
- Update CRO recruitment software;
- Review all equality data fields to ensure a forced response and include non-disclosure as an option;
- Review classification for sexual orientation, religion or belief in line with census and student data fields;
- The use of Social media, namely twitter and Facebook to appeal to and engage with diverse groups.

Training and Development

The College collates information in relation to training and development. Actions in relation to this include:

- Continue to develop reporting capability providing analysis in respect training and development in terms of gender to include:
 - Staff who access training;
 - Staff who request training and are declined;
 - Staff who participate in coaching/mentoring;
 - Staff who are identified for internal development programmes;

Committee Representation

Committee Title	No of Male Members	No of Female Members	Total	% Male	%Female
Senior Management Team (SMT)	1	5	6	17 %	83%
Academic Standards & Quality Committee (ASQC)	6	11	17	35%	65%
Academic Planning & Development Committee (APDC)	5	10	15	34%	66%
Business Development Committee	3	7	10	30%	70%
Operational Management Group (OMG)	6	23	29	21%	79%
Research Committee	8	11	19	42%	58%
Health & Safety Committee	7	5	12	58%	42%
Staff Development Committee	4	11	15	27%	73%
ICT Steering Group	7	10	17	42%	58%
Equality & Diversity Committee	5	9	14	36%	64%
Student Support Committee	4	10	14	29%	71%
Academic Management Team (AMG)	6	8	14	43%	57%
Total	62	120	182	34%	66%

Current Curriculum Diversity of Students

Whilst our GAP recognises the importance of a gender balanced staff and the potential interconnection between staff gender and student recruitment, retention and successful outcomes, our plan predominantly focuses on our students. The College gathers data on gender in relation to enrolments (recruitment), withdrawal / retention and success rates / successful outcomes, as outlined in Appendix 1 –

- Amber indicates potential gender inequity
- Green indicates potential increased equity or indications of equal likelihood of success between male and female students in this curriculum area.

This data provides us with a baseline from which to set our actions. It is clear that although Building/Construction and Engineering/Technology appear to be slowly increasing in terms of diversity, the gap between male and female enrolment numbers in the other identified curriculum areas would seem to be either increasing or static. Most areas indicate equity between the genders in terms of likelihood of success, apart from Building Services, Childcare Services, IT and Vehicle Maintenance. There were no females reported in the Mechanical Engineering curriculum area in 2015-16.

It is clear from our data, the majority of imbalance in terms of gender equity within the College lie within the FE curriculum, and that at this level there has been no marked change in the balance between male and female applicants, under the age of 18, to each curriculum area (Appendix 2). Where there has been a decrease in the gender gap, it is normally due to an increased number of older applicants. Equally, where the gender gap would appear to be decreasing (e.g. Engineering/Technology), there is an associated increase in younger applicants from the non-traditional gender. This suggests that, despite a considerable programme of engagement with schools, still more work is required to work with them to challenge preconceptions around career pathways. This is included in GAP.

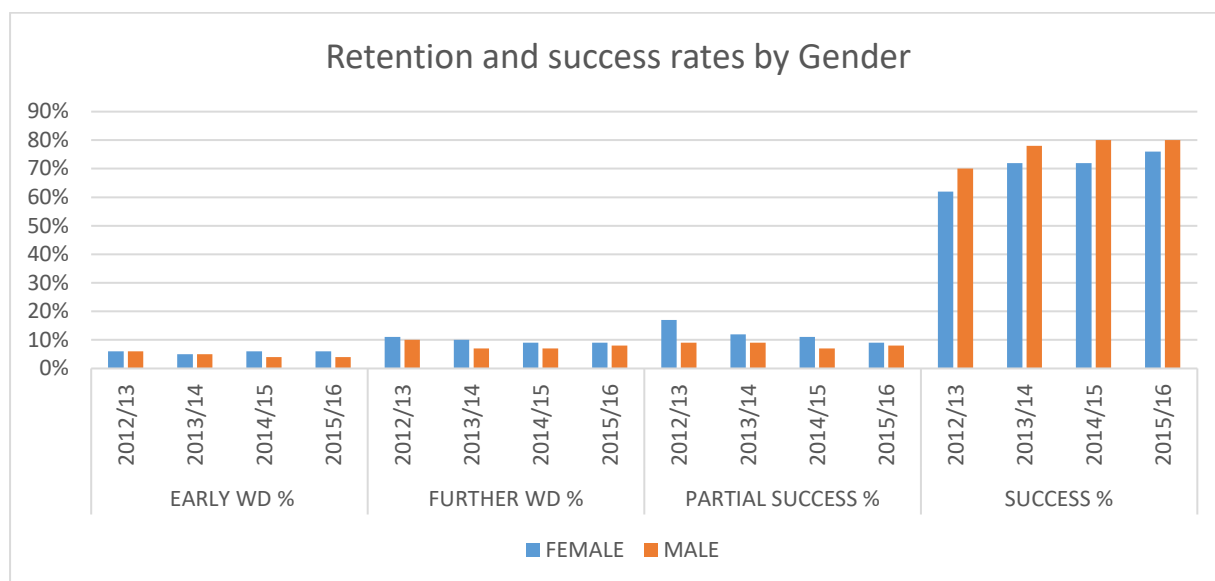
With regards to work already underway nationally, it is clear that encouraging and supporting more females to study STEM subjects is by far the most dominant. There are some projects underway to tackle male under-representation in Care / Childcare, Hairdressing, Nursing, Education and Vet Science, but to a much lesser extent. It has yet to be determined if the approaches used in STEM subjects would work in these areas, or whether different approaches are needed. Our GAP will encompass the sharing of practice to recognise that different approaches will be required for different curriculum areas.

Appendix 1 – FE Enrolments, withdrawal and success in key curriculum areas ¹

SUPERCLASS CODE	GENDER	ENROLMENTS			EARLY WD %			FURTHER WD %			PARTIAL SUCCESS %			SUCCESS %		
		201 3/14	2014/ 15	2015/ 16	2013/ 14	2014/ 15	2015/ 16	2013/ 14	2014/ 15	2015/ 16	2013/ 14	2014/ 15	2015/ 16	2013/ 14	2014/ 15	2015/ 16
Building Services	FEMAL	2	1	4	0%	0%	25%	0%	0%	0%	0%	0%	25%	100	100	50%
	MALE	185	180	218	1%	1%	2%	3%	3%	2%	2%	1%	2%	92%	88%	94%
Building/ Construction	FEMAL	7	14	13	0%	0%	0%	0%	0%	0%	0%	0%	0%	43%	100	100
	MALE	60	44	42	7%	5%	0%	12%	9%	2%	0%	0%	10%	72%	84%	88%
Child Care Services	FEMAL	97	121	144	3%	1%	1%	13%	4%	3%	7%	7%	21%	77%	88%	73%
	MALE	3	5	3	0%	0%	0%	0%	0%	0%	33%	0%	33%	67%	100	67%
Construction (General)	FEMAL	39	23	19	5%	9%	0%	8%	17%	11%	8%	13%	0%	79%	61%	89%
	MALE	331	311	329	5%	4%	4%	6%	8%	7%	7%	5%	4%	81%	73%	85%
Electrical Engineering	FEMAL	5	6	6	20%	0%	0%	0%	0%	0%	40%	17%	17%	40%	67%	83%
	MALE	198	290	192	2%	1%	2%	6%	4%	9%	7%	1%	3%	81%	79%	86%
Engineering/ Technology	FEMAL	5	4	11	0%	0%	0%	20%	0%	18%	20%	0%	0%	60%	100	82%
	MALE	128	109	122	3%	4%	2%	4%	6%	7%	11%	10%	7%	82%	81%	82%
Hair / Personal Care	FEMAL	277	266	252	6%	6%	9%	16%	17%	15%	8%	5%	4%	68%	71%	72%
	MALE	6	5	5	17%	20%	20%	17%	20%	0%	0%	20%	0%	67%	20%	80%
IT: Computer Science	FEMAL	3	6	10	33%	33%	0%	0%	0%	50%	0%	0%	10%	67%	67%	40%
	MALE	45	65	96	11%	9%	4%	31%	20%	20%	11%	9%	21%	47%	62%	55%
Mechanical Engineering	FEMAL	3	1		0%			0%			33%			67%		
	MALE	21	44	31	19%	5%	16%	0%	11%	13%	10%	7%	6%	71%	77%	65%
Vehicle Maintenance	FEMAL	6	7	8	17%	14%	25%	17%	14%	25%	0%	14%	0%	67%	57%	50%
	MALE	91	92	92	11%	7%	5%	15%	5%	10%	1%	4%	4%	73%	82%	80%
Grand Total		151	1594	1597	5%	4%	4%	9%	8%	9%	7%	4%	7%	77%	78%	80%

¹ Due to internal data quality improvements the recording of outcomes for part-time students has improved over the period 2013/14 to 2015/16, which means the %'s will not always add up to 100% in years prior to this.

Retention and success rates by gender



Gender	Retention Rates			
	2012-13	2013-14	2014-15	2015-16
Female	83%	85%	85%	85%
Male	84%	88%	89%	88%

Gender	Success Rates ²			
	2012-13	2013-14	2014-15	2015-16
Female	62%	72%	72%	76%
Male	70%	78%	80%	80%

Retention is high for both females and males, and has improved over time. Retention rates for male students are slightly higher than for females. Success rates have improved for both females and males over time: female success rates have improved by 14 percentage points (pp) and male success rates have improved by 10pp over four years. Female success rates are consistently lower than those for male students, although the gap has narrowed over time. This is consistent with the higher success rates overall for male-dominated subject areas, such as construction and engineering, and the relatively lower success rates in female-dominated subjects such as care, hairdressing and beauty. There is a high proportion of employed students (Modern Apprentices) in both construction and engineering, which accounts for the higher than average success rates in these subject areas overall.

The college's annual evaluation at programme level indicates that there is no significant or systemic difference between male and female success rates within subject areas.

² 'Completed: successful' student outcome as defined by the Scottish Funding Council

Appendix 2 - FE Enrolments by age group in key curriculum areas

	AGE	FEMALE			MALE		
		2013/14	2014/15	2015/16	2013/14	2014/15	2015/16
Building Services	U18				22	25	36
	18-20			1	39	55	58
	21-24	1	1	2	16	23	15
	25+	1		1	108	77	109
	TOTAL	2	1	4	185	180	218
Building/ Construction Operations	U18		2	1	14	3	4
	18-20	2	3	3	22	17	16
	21-24	1	2	5	10	13	8
	25+	4	7	4	14	11	14
		7	14	13	60	44	42
Child Care Services	U18	14	13	18		1	
	18-20	12	12	16	1	1	1
	21-24	10	16	20	2	3	2
	25+	61	80	90			
		97	121	144	3	5	3
Construction (General)	U18	14	5	5	168	126	136
	18-20	3	7	6	81	107	120
	21-24	2	1	2	42	43	50
	25+	20	10	6	40	35	23
		39	23	19	331	311	329
Electrical Engineering	U18	1	3	2	37	47	30
	18-20	1		4	81	95	75
	21-24	1	3		36	43	42
	25+	2			44	105	45
		5	6	6	198	290	192
Engineering/ Technology (General)	U18	3	2	6	45	42	23
	18-20		2	2	49	43	63
	21-24	1		1	26	16	20
	25+	1		2	8	8	16
		5	4	11	128	109	122
Hair/ Personal Care Services	U18	107	132	120	2	2	3
	18-20	57	56	52	1	3	
	21-24	45	23	26	2		2
	25+	68	55	54	1		
		277	266	252	6	5	5
IT: Computer Science/ Programming/ Systems	U18	1		3	16	19	49
	18-20		3	2	14	24	19
	21-24			1	5	9	12
	25+	2	3	4	10	13	16
		3	6	10	45	65	96
Mechanical Engineering	U18	1			8	14	13
	18-20	1	1		7	17	14
	21-24				2	4	1
	25+	1			4	9	3
		3	1		21	44	31
Vehicle Maintenance/ Repair	U18	3	2	5	52	46	45
	18-20	1	4	1	25	32	31
	21-24	1	1	2	5	8	8
	25+	1			9	6	8
		6	7	8	91	92	92

Current student recruitment against gender target

In order to plan effectively, it is important to be clear in both our targets and starting point. As can be seen in Appendix 3, the gender gap in our FE courses can be as high as 54:1 males to females (Mechanical Engineering) to the 2030 target with a male to female ratio of 3.2:1 (Building / Construction Operations). It is clear that some areas will need to have more applied initial focus on attracting non-traditional applicants, than others. Our GAP therefore takes account of the need for a differentiated approach in terms of the level of intervention required.

Our action plan will help to support a focused approach being implemented to address sustained and severe gender inequity within our FE curriculum. It is also very likely that changes at FE will lead to changes at HE which will feed into the UHI GAP.

Class Representatives by Gender

The College monitors the gender balance of class representatives on an annual basis and, although we do not experience a severe gender imbalance in this aspect of College life, we will continue to monitor class representatives by gender as part of our GAP.

Session 2016 - 2017

Male	113	48%
Female	120	52%

Session 2015 - 2016

Male	125	53%
Female	113	47%

Appendix 3 - The gap between FE male and female student numbers, against target

Curriculum Area	Building Services		Building/ Construction Operations		Child Care Services		Construction (General)		Electrical Engineering		Engineering/ Technology (General)		Hair/ Personal Care Services		IT: Computer Science/ Programming		Mechanical Engineering		Vehicle Maintenance / Repair	
LEADS	Paul Moody		Paul Moody		Heather Keyes		Paul Moody		Iain King		Iain King		Sharon Macfarlane		Nicola Macdonald		Iain King		David Gavin	
Gender ENR. (15/16) Ratio Percentages	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE
	4	218	13	42	144	3	19	329	6	192	11	122	252	5	10	96	0	31	8	92
	1:	54.5	1:	3.2	48.0	:1	1:	17.3	1:	32.0	1:	11.1	50.4	:1	1:	9.6	N/A		1:	11.5
	1.8	98.2	23.6	76.4	98.0	2.0	5.5	94.5	3.0	97.0	8.3	91.7	98.1	1.9	9.4	90.6	0.0	100	8.0	92.0
Milestone: By 2019-20, increase by 4.2% the minority gender share in each of the 10 largest and most imbalanced super classes in those aged 16-24																				
By 2021 Increase by 5% the minority gender share in each of the 10 largest and most imbalanced super classes in those aged 16-24																				
ENR. 16-24 (15/16) Ratio Percentages Inc. 5% 2021 Target Ratio 2021	3	109	9	28	54	1	13	306	6	147	9	106	198	5	6	80	0	28	8	84
	1:	36.3	1:	3.1	54.0	:1	1:	23.5	1:	24.5	1:	11.8	39.6	:1	1:	13.3	N/A		1:	10.5
	2.7	97.3	24.3	75.7	98.2	1.8	4.1	95.9	3.9	96.1	7.8	92.2	97.5	2.5	7.0	93.0	0.0	100.0	8.7	91.3
	7.7	92.3	29.3	70.7	93.2	6.8	9.1	90.9	8.9	91.1	12.8	87.2	92.5	7.5	12.0	88.0	5.0	95.0	13.7	86.3
	1:	12.0	1:	2.4	13.7	:1	1:	10.0	1:	10.2	1:	6.8	12.4	:1	1:	7.3	1:	19	1:	6.3
Milestone: 50% reduction in the number of college subjects within this category by 2025																				
Aim: By 2030 no subject has an extreme gender imbalance of more than 75:25																				
Target 2030	2	75.0	40.0	60.0	75.0	25.0	25.0	75.0	25.0	75.0	30.0	70.0	75.0	25.0	30.0	70.0	25.0	75.0	30.0	70.0
Target Ratio	1:	3.0	1:	1.5	3.0	:1	1:	3.0	1:	3.0	1:	2.3	3	:1	1:	2.3	1:	3	1:	2.3

Building internal capacity to implement the plan effectively

The College will raise awareness of our GAP by taking a top down approach across the organisation. Information will be disseminated through our management committee structure and managers and team leaders made aware of the action plan and the specific role they and or their team/s will play.

In our strategic planning we recognise the importance of actively promoting, delivering and reviewing equality, diversity and inclusion, in all our activities. Our approach to equality and diversity is all-encompassing and focuses not just on the need to comply with the wide ranging legislation but also on identifying best sectoral practice and in applying this flexibly across all our services. Our long-term aim is to ensure that equality issues become part of mainstream thinking and delivery.

Evaluating and Reporting

The College are aware of the need for ongoing monitoring of our GAP which will also enable us to share any best practice. The plan will be informally monitored on a bi-annual basis and formally on an annually basis through our committee structure. This is similar to the approach the College takes to Corporate Parenting. The progress we make on our GAP during 2017-18 will inform us of our future priorities with our students, staff and stakeholders to help further support our work on gender imbalance.

This document will be updated on an annual basis and targets reviewed incrementally.

Structure of our Gender Action Plan

The Inverness College UHI GAP focuses on the five key areas of influence and development priorities as detailed in SFC guidelines:

- Infrastructure
- Influencing the influencers
- Raising awareness and aspirations
- Supporting student success
- Encouraging applications



Our plan comprises of a College wide high level action plan which will filter into individual actions which are at team level. The College's GAP sets out an ambitious but achievable plan for action, ensuring that we meet our general and specific duties for equality, and that we work effectively to meet the needs of our diverse workforce, student population and the communities served by the College. The College has set actions for session 2017-18 and will review as a live document updating for session 2018-19 to ensure our actions set remain ambitious.

Theme	Projected Outcome/s	Action	Owner	Timescale	Progress Colour	Progress Comments
Infrastructure	To enhance strategic oversight of tackling gender imbalances at institutional level	Raise awareness of the GAP at appropriate committees to ensure engagement – Senior Management Team, Operational Management Group, Academic Management Group, Equality & Diversity Committee, Student Support Committee, Board of Management	Head of Student Services	Jun-17	Green	Complete
Infrastructure	To enhance strategic oversight of tackling gender imbalances at institutional level	Establish formal progress reporting on an annual basis to committees – Senior Management Team, Operational Management Group, Academic Management Group, Equality & Diversity Committee, Student Support Committee, Board of Management	Head of Student Services	Nov-18	Red	
Infrastructure	To enhance strategic oversight of tackling gender imbalances at institutional level	Conduct a review to identify potential severe gender imbalance within College committee structure	Head of Student Services	Aug-17	Red	
Infrastructure	To enhance strategic oversight of tackling gender imbalances at institutional level	GAP to be published on College website	Marketing & Communications Manager	Oct-17	Green	Complete
Infrastructure	To enhance strategic oversight of tackling gender imbalances at institutional level	Curriculum team evaluation reports and related curriculum area reviews to encompass greater scrutiny of gender, among other protected characteristics, in terms of recruitment, retention and successful outcome	Quality Manager	March '17	Amber	
Infrastructure	To enhance strategic oversight of tackling gender imbalances at institutional level	High level monitoring of progress across curriculum following curriculum area reviews to gather and share practice on what's working well	Quality Manger	Dec-17	Amber	
Infrastructure	To enhance strategic oversight of tackling gender imbalances at institutional level	Review and update Transgender Guidance for students and staff	Head of Student Services	Oct-17	Amber	In progress / drafting
Infrastructure	To enhance strategic oversight of tackling gender imbalances at institutional level	Review application and enrolment process to ensure the College begin to gather data on transgender / non-binary gender	Head of Student Services	Dec-18	Amber	
Infrastructure	To enhance strategic oversight of tackling gender imbalances at institutional level	Engage with UHI Executive Office to discuss impact / next steps of Athena Swan Charter	Director of Organisational Development	Oct-17		

Infrastructure	To enhance strategic oversight of tackling gender imbalances at institutional level	Equality, Diversity and Inclusion are reviewed in-depth throughout the PDA <i>Teaching Practice in Scotland's Colleges and through the TQFE</i> through formative and summative assessment.	Professional Development Manager	Aug-17		
Infrastructure	To enhance strategic oversight of tackling gender imbalances at institutional level	Master folders and the internal verification process encompasses a QELTM audit (quality and equality of learning and teaching materials)	Quality Manager	Aug-17		
Infrastructure	To enhance strategic oversight of tackling gender imbalances at institutional level	Embed Equality and Diversity training within staff induction for new staff	Professional Development Manager	Aug-17		
Infrastructure	To enhance strategic oversight of tackling gender imbalances at institutional level	Embed Equality and Diversity training within staff induction for new Board members	College Secretary	Aug-17		
Infrastructure	To enhance strategic oversight of tackling gender imbalances at institutional level	Admissions, Guidance, Front of House and Administration and Marketing teams to undertake professional development on unconscious bias to support staff in tackling gender underrepresentation in curriculum areas	Professional Development Manager	Jun-18		
Infrastructure	To enhance strategic oversight of tackling gender imbalances at institutional level	Conduct a review of how to engage positively with male role models within the Early Education and Childcare Centre – guest speakers for example	Director of Organisational Development	Jan-18		
Infrastructure	To enhance strategic oversight of tackling gender imbalances at institutional level	Create a staff portal for sharing relevant publications; best practice; good news stories around gender equality – IConnect / Initiatives	Director of Organisational Development	Jan-18		
Infrastructure	To enhance strategic oversight of tackling gender imbalances at institutional level	Continue to develop our relationships with schools, including Primary school, to promote non-traditional routes – Women into Engineering; Men into Childcare; Women into Forestry	Access & Progression Manager	On-going		
Infrastructure	To enhance strategic oversight of tackling gender imbalances at institutional level	Continue to develop our relationships with employers to promote non-traditional routes – Women into Engineering; Men into Childcare; Women into Forestry	Director of Business Development	On-going		
Infrastructure	To enhance strategic oversight of tackling gender imbalances at institutional level	Conduct a rapid improvement event to share practice across PDM areas where there is a severe gender imbalance to consult and share thinking on – Reasons/background/challenges - Share thoughts on best practice/reversing gender trends/attracting applications	Head of Curriculum	Dec-17		

Influencing the Influencers	To enhance support for those involved in student educational choice processes to enable them to impact on gender imbalances.	Develop a school engagement strategy, which will seek to combine school activity into one coherent offering covering advice, pathways, taster sessions and bridging programmes.	Head of Student Services	Aug-18		
Influencing the Influencers	To enhance support for those involved in student educational choice processes to enable them to impact on gender imbalances.	GAP to be shared with regional partners, including school guidance teachers and SDS, to ensure coherence of message and engagement with key stakeholders around student recruitment / gender imbalances	Access & Progression Manager	Oct-17		
Influencing the Influencers	To enhance support for those involved in student educational choice processes to enable them to impact on gender imbalances.	Working with careers advisers (SDS; schools; internally) to promote subject areas where there is a severe gender imbalance to the under-represented gender i.e STEM subjects to females	Access & Progression Manager	On-going		
Influencing the Influencers	To enhance support for those involved in student educational choice processes to enable them to impact on gender imbalances.	Conduct a survey of parents / young people / the public through open evenings to gauge level of stereotyping around subject choice	Student Engagement Officer	2017-18 Open Evenings		
Influencing the Influencers	To enhance support for those involved in student educational choice processes to enable them to impact on gender imbalances.	Engage with parents at school options events / information evenings to raise awareness of gender imbalance / tackle stereotypes	Access & Progression Manager	2017-18		
Influencing the Influencers	To enhance support for those involved in student educational choice processes to enable them to impact on gender imbalances.	Conduct a focus group of students within PDM areas where there is a severe gender imbalance to consult on why they think there is a gap in gender recruitment / retention / success rates and ways to address discrepancies.	Quality Manager	Dec-17		
Influencing the Influencers	To enhance support for those involved in student educational choice processes to enable them to impact on gender imbalances.	Establish student ambassadors / gender champions to increase student engagement on issues around gender and to actively encourage applications from those of non-traditional gender to apply.	Student Engagement Officer	Jun-18		

Raising Awareness	To engage with schools to tackle gender imbalance earlier and to tackle gender stereotypes	Host a range of events to raise awareness of gender imbalance – -Try it out - Converting Careers - as part of the 2018 Year of Young People - Taster Events	Access & Progression Manager	On-going		
Raising Awareness	To engage with schools to tackle gender imbalance earlier and to tackle gender stereotypes	Develop video presentations that can be used by Schools Team to address gender stereotyping particularly in identified subject areas with severe gender imbalances	Marketing & Communications Manager	Jun-18		
Raising Awareness	To engage with schools to tackle gender imbalance earlier and to tackle gender stereotypes	Deliver single-sex workshops in identified subject areas with severe gender imbalance.	PDM's	Jun-18		
Raising Awareness	To engage with schools to tackle gender imbalance earlier and to tackle gender stereotypes	Positive discrimination marketing campaigns / events to promote under-represented genders within specific curriculum areas – Men into Childcare; Male Only hairdressing taster workshop; Women in Engineering / Construction.	Marketing & Communications Manager	On-going		
Raising Awareness	To engage with schools to tackle gender imbalance earlier and to tackle gender stereotypes	Positive marketing around success stories from former students who chose non-traditional courses and their subsequent careers – role models.	Marketing & Communications Manager	On-going		
Encouraging Applications	To ensure equitable admissions by gender	All subject areas with severe gender imbalance in enrolment achieve a minimum of a 2% improvement for session 2018-19.	Head of Student Services	Sep-18		
Encouraging Applications	To ensure equitable admissions by gender	Analysis of conversion rate from application to admission to identify any possible barriers to enrolment	MIS Manager	Oct-17		
Encouraging Applications	To ensure equitable admissions by gender	Ensure that all interviewers are sufficiently briefed on the GAP	Admissions & Student Funding Team Leader	Jan-18		
Encouraging Applications	To ensure equitable admissions by gender	Establish a guaranteed interview for under-represented genders for specific programmes / curriculum areas where there is a severe gender imbalance – as outlined in our Admissions Policy	Admissions & Student Funding Team Leader	Jan-18		

Encouraging Applications	To ensure equitable admissions by gender	Conduct a review of advertising to mitigate against gender bias	Director of Business Development	Jun-18		
Encouraging Applications	To ensure equitable admissions by gender	Where there is severe imbalance, consider repackaging of courses to attract non-traditional students "Diversi-tree" and Forestry, Men into Childcare, Women into Engineering	PDM's	Jun-18		
Supporting Success	To enhance student involvement to tackle gender imbalances To promote male engagement and success in study	All teaching materials to be audited using QELTM audit tool to avoid 'genderisation' – priority will be given to identified subject areas with severe gender imbalance	Quality Manager	Jun-18		
Supporting Success	To enhance student involvement to tackle gender imbalances To promote male engagement and success in study	Embed UHI Changing the Culture Action Plan within our policies and practices - institutional approach to tackling violence against women.	SMT	Jul-17		
Supporting Success	To enhance student involvement to tackle gender imbalances To promote male engagement and success in study	L&T framework – raise awareness of the GAP among those delivering learning and teaching to ensure they actively engage with the principles of tackling gender imbalance	Head of Curriculum	Dec-17		

Board of Management

Subject/Title:	Student Outcomes and Satisfaction Rates for 2016-17		
Meeting and date:	Learning and Teaching Committee, 26 September 2017		
Author:	Roddy Henry, Depute Principal		
Link to Strategic Plan:	Yes		
Cost implications:	No		
Risk assessment:	Yes If yes, please specify:		
Status – Confidential/Non confidential	Non confidential		
Freedom of Information Can this paper be included in “open” business	Yes		
If a paper should not be included within “open” business, please highlight below the reason.			
Its disclosure would substantially prejudice a programme of research (S27)		Its disclosure would substantially prejudice the effective conduct of public affairs (S30)	
Its disclosure would substantially prejudice the commercial interests of any person or organisation (S33)		Its disclosure would constitute a breach of confidence actionable in court (S36)	
Its disclosure would constitute a breach of the Data Protection Act (S38)		Other (please give further details)	
For how long must the paper be withheld? (express either as the time which needs to pass or a condition which needs to be met.)			

Recommendation:

The Committee is asked to *discuss* this report.

Purpose of report / Summary

This report provides the committee with a provisional summary of high-level performance indicators (PI) relating to student outcomes and a summary of student satisfaction rates for the academic year 2016-17.

Background

The report provides a summary of provisional PIs for student retention and attainment for 2016-17. The calculations used are those applied by the Scottish Funding Council (SFC)

and by Education Scotland for all colleges in Scotland, enabling national benchmarking and the tracking of trends over time:

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

It should be noted that the above PIs are used across colleges and not universities. Therefore, the national college data set for HE relates largely to HN awards and not degrees. In this report, all of the college's HE outcomes are compared against the latest published national college sector outcomes to enable an early benchmarking exercise only. Further analysis, to include progression between levels and disaggregation of HNs and degrees, will be undertaken in due course.

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

Main body of information

1. Provisional Student Outcomes

Note: all student outcomes have still to be audited through returns to the SFC and the Higher Education Statistics Agency (HESA) and will be subject to change. The figures below were taken from the college system on 18 September 2017.

A summary of provisional PIs across full-time and part-time, FE and HE programmes is shown in the table below. At the time of writing, a number of outcomes have still to be finalised:

LEVEL/ MODE	ENRs	EARLY WD %	FURTHER WD %	PARTIAL SUCCESS %	SUCCESS %	TBC
FEFT	1312	8.78%	13.28%	9.85%	68.09%	2
FEPT	3133	1.90%	5.77%	7.38%	82.27%	470
HEFT	1377	4.59%	5.82%	12.37%	74.45%	45
HEPT	1152	3.67%	4.63%	14.76%	74.93%	35
TOTAL	6974	4.14%	7.08%	10.21%	76.53%	409

The outcomes by level and mode of attendance over time, benchmarked against the latest published college sector outcomes, are shown in the table below:

Year	Full-time FE		Part-time FE		Full-time HE		Part-time HE	
	Sector	ICUHI	Sector	ICUHI	Sector	ICUHI	Sector	ICUHI
2013-14	66%	60%	74%	79%	71%	72%	78%	55%
2014-15	64%	63%	75%	82%	71%	76%	78%	58%
2015-16	66%	66%	74%	79%	72%	79%	83%	88%
2016-17	tbc	68%	tbc	82%	tbc	74%	tbc	75%

As noted in last year's report, part-time HE outcomes up to and including 2014-15 are unreliable due to an error in the UHI student records system that has now been resolved. The SFC has refreshed its guidance to colleges around the definition of successful completion for learners on HNC/D qualifications. This has resulted in an increase in recorded partial success rates (and reduced success rates) on some of our programmes when this rule is applied. A similar impact on national success rates is anticipated.

Due to the status of the data, and the priority of the pending Education Scotland *Evaluative Report*, only the outcomes for students on full-time FE programmes have been analysed in any detail so far.

The table below shows the trends over time for full-time FE outcomes by curriculum area:

Full-time FE over time					Diff to 2015-16
AREA	2013-14 SUCCESS %	2014-15 SUCCESS %	2015-16 SUCCESS %	2016-17 SUCCESS %	
Business & Computing	56.82%	63.44%	40.24%	57.95%	+17.71
Care Practice	57.69%	44.78%	41.18%	62.93%	+21.75
Construction Craft	56.96%	51.92%	77.05%	80.00%	+2.95
Cultural & Creative Industries	61.99%	65.20%	77.51%	74.11%	-3.40
Engineering and Building Technology	79.53%	80.74%	74.31%	78.10%	+3.78
Engineering Craft	74.56%	78.18%	72.17%	67.54%	-4.63
Forestry, Science, Maths and Aquaculture	48.31%	45.38%	50.43%	46.77%	-3.65
Hairdressing, Beauty and Sport	56.76%	65.00%	68.29%	69.47%	+1.17
Hospitality	60.53%	60.00%	67.80%	58.82%	-8.97
Education	62.37%	63.64%	100.00%	80.56%	-19.44
All (college data)	62.37%	63.64%	66.69%	68.09%	+1.40
All (post-SFC audit)	60.40%	63.10%	65.80%	tbc	

The table overleaf shows the provisional full-time FE outcomes by Education Scotland subject area, including a comparison with the latest published sector data for that subject area:

EDUCATION_SCOTLAND_SUBJECT	ENRs	EW	EARLY_W D_PERCE NT	FW	FURTHER WD_PER CENT	C:PS	PARTIAL_ SUCCESS_ PERCENT	C:S	SUCCESS_ PERCENT	College Sector	RAG
Art and design	65	5	7.7%	9.0	13.8%	3.0	4.6%	48.0	73.8%	67.7%	
Business, management and administration	33	5	15.2%	2	6.1%	1	3.0%	25	75.8%	65.2%	
Care	116	7	6.0%	23.0	19.8%	13.0	11.2%	73.0	62.9%	63.1%	
Computing and ICT	55	8	14.5%	10.0	18.2%	11.0	20.0%	26.0	47.3%	60.1%	
Construction	141	3	2.1%	14.0	9.9%	10.0	7.1%	114.0	80.1%	66.9%	
Engineering	298	28	9.4%	37.0	12.4%	20.0	6.7%	212.0	71.1%	69.3%	
Hairdressing, beauty and comp therapies	179	13	7.3%	25.0	14.0%	10.0	5.6%	130.0	72.6%	64.0%	
Hospitality and tourism	51	7	13.7%	12.0	23.5%	2.0	3.9%	30.0	58.8%	62.5%	
Land-based industries	52	6	11.5%	7.0	13.5%	9.0	17.3%	30.0	57.7%	72.7%	
Languages and ESOL	61	2	3.3%	2.0	3.3%	0.0	0.0%	57.0	93.4%	79.1%	
Media	16	2	12.5%	3	18.8%	1	6.3%	9	56.3%	63.3%	
Science	72	5	6.9%	11	15.3%	28	38.9%	28	38.9%	59.2%	
Social subjects	55	11	20.0%	6.0	10.9%	6.0	10.9%	32.0	58.2%	55.0%	
Special Programmes	37	0	0.0%	3.0	8.1%	4.0	10.8%	30.0	81.1%	76.6%	
Sport and leisure	83	13	15.7%	9	10.8%	8	9.6%	53	63.9%	59.9%	

Actions for improvement have already been identified and implemented for computing, hospitality, forestry, humanities (including media and social subjects) and Highers and National 5 programmes (including science).

The science subject area is made up of the Certificate in Applied Science and the Science Highers Programme: in reality, both courses are made up of Highers and National 5 qualifications. The programmes are designed, and respond to a demand, to provide access to HE study. The issues with full-time programmes comprising these awards is that students 'give up' on one or more of the qualifications as they receive offers from universities, as reflected in the high partial success rate. This is a nationally recognised issue and most colleges have moved away from significant provision of this type.

2. Student Satisfaction Rates

Survey/level	Overall student satisfaction rate			
	2014-15	2015-16	2016-17	Sector 2016-17
Pre-exit: FE	95%	89%	87%	tbc ¹
Pre-exit: HE	89%	87%	88%	tbc ²
NSS	74%	82%	75%	84% ³

Student satisfaction rates remain high overall. In terms of the college's pre-exit survey results, satisfaction rates for FE have fallen compared to the very high level recorded in 2014-15. The response rate has increased by 23% since 2014-15.

Following the significant increase in the college's NSS results in 2015-16, the overall satisfaction rates has fallen back to near the previous level. Overall, the university's results fell by 2 points to 79%.

The NSS results report by Executive Office is included in the items for noting on the agenda. The findings from the NSS and the pre-exit survey have been incorporated into the college's improvement planning.

Roddy Henry
Depute Principal

¹ SFC Student Satisfaction and Engagement Survey (SSES), national result pending

² Ibid: for college sector HE only

³ National Student Survey (NSS), UK national result

Board of Management

Subject/Title:	Student Recruitment 2017-18		
Meeting and date:	Learning and Teaching Committee, 26 September 2017		
Author:	Roddy Henry, Depute Principal		
Link to Strategic Plan:	Yes		
Cost implications:	No		
Risk assessment:	Yes If yes, please specify:		
Status – Confidential/Non confidential	Non confidential		
Freedom of Information Can this paper be included in “open” business	Yes		
If a paper should not be included within “open” business, please highlight below the reason.			
Its disclosure would substantially prejudice a programme of research (S27)		Its disclosure would substantially prejudice the effective conduct of public affairs (S30)	
Its disclosure would substantially prejudice the commercial interests of any person or organisation (S33)		Its disclosure would constitute a breach of confidence actionable in court (S36)	
Its disclosure would constitute a breach of the Data Protection Act (S38)		Other (please give further details)	
For how long must the paper be withheld? (express either as the time which needs to pass or a condition which needs to be met.)			

Recommendation:

The committee is asked to *discuss* this report.

Purpose of report / Summary

To provide the committee with an update on student recruitment so far in 2017-18.

Main body of information

The tables below show the status of enrolled students across levels and modes of delivery as at 17 September 2017:

ENRs		STATUS			
		Current	Did Not Start after being made Prov on Course	Provisional, but completed online	Provisional
LEVEL_OF_STUDY	DEPT (COLLEGE)				
FEFT	Business & Computing	79	16		3
	Care Practice	134	51		3
	Construction Craft	52	8		4
	Cultural & Creative Industries	198	28		15
	Engineering and Building Technology	80	17		32
	Engineering Craft	142	32		23
	Forestry, Science, Maths and Aquaculture	122	13	1	13
	Hairdressing, Beauty and Sport	221	42		12
	Hospitality	51	6		7
	Education	41			3
FEFT Total		1120	213	1	115
FEPT	Business & Computing	48	3		11
	Care Practice	119	39	69	143
	Construction Craft	95	3	2	196
	Cultural & Creative Industries	53	18	21	20
	Engineering and Building Technology	54	1	38	43
	Engineering Craft	83	6		44
	Forestry, Science, Maths and Aquaculture	97	22	11	36
	Hairdressing, Beauty and Sport	113	22	10	17
	Hospitality	47	1		2
	Education	109	5	2	35
FEPT Total		818	120	153	547
HEFT	Business & Computing	251	28	2	28
	Care Practice	239	22	2	10
	Cultural & Creative Industries	328	19	2	16
	Engineering and Building Technology	164	15	1	19
	Engineering Craft	6	1		
	Forestry, Science, Maths and Aquaculture	134	24	3	17
	Hairdressing, Beauty and Sport	202	8	2	27
	Hospitality	45	11		2
	Science				1
	Science Total				1
	(blank)	3			
	(blank) Total	3			
	Education	35			
HEFT Total		1407	128	13	119
HEPT	Business & Computing	37	15	107	38
	Care Practice	121	16	131	73
	Cultural & Creative Industries	21	8	35	23
	Engineering and Building Technology	44	12	58	56
	Engineering Craft	2		1	
	Forestry, Science, Maths and Aquaculture	36	11	34	22

ITEM 6

Hairdressing, Beauty and Sport	2	3	1	1
Hospitality	6			1
(blank)			2	1
(blank) Total			2	1
Education	3	5	39	27
HEPT Total	272	70	408	242

Full-time FE and HE students with a status of 'provisional' at this time are unlikely to complete enrolment. Part-time FE and HE students will continue to enrol throughout the year: many part-time FE students are on rolling SVQ/work-based programmes.

Current enrolments total 1,938 FE and 1,679 HE. Credit calculations for the FE enrolments are pending. The current HE enrolments equate to 1,540 FTE.

In summary, FE and HE enrolments are ahead of the totals at this time last year and, based on these figures and previous trends, both look likely to hit target:

	12 Sept 2016	17 Sept 2017
FE	1,770	1,938
HE	1,331 (1,307 FTE)	1,679 (1,540 FTE)

A further analysis of the learner journey from application to enrolment will be undertaken in due course.

Roddy Henry
Depute principal

Board of Management

Subject/Title:	Research Report		
Meeting and date:	Learning and Teaching Committee, 26 September 2017		
Author:	Melanie Smith, Head of Research Development		
Link to Strategic Plan:	Yes		
Cost implications:	No		
Risk assessment:	Yes If yes, please specify:		
Status – Confidential/Non confidential	Non confidential		
Freedom of Information Can this paper be included in “open” business	Yes		
If a paper should not be included within “open” business, please highlight below the reason.			
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For how long must the paper be withheld? (express either as the time which needs to pass or a condition which needs to be met.)			

Recommendation:

To discuss the 16-17 Annual Research Report.

Purpose of report / Summary

This paper reports on the research activity during the year 2016-17. Reporting is under each of the following headings:

1. Preparation for Research Excellence Framework submission
2. Postgraduate Research Students
3. Research activity and development
4. External/public engagement activity

Background

Research activity at Inverness College UHI during the year 16-17 has continued to grow and meet objectives. This is particularly notable in the area of postgraduate researchers and research staff, but also in research outputs. There has also been a focus on raising the profile of our research activity in the local community, with our sector partners and internationally. An illustration of activities and explanation of progress is given under each of the five headings:

1. Preparation for Research Excellence Framework submission

UHI is currently undertaking a stock take in preparation for the 2021 REF. This involves an initial assessment of research active staff across the UHI partnership who would be included in the REF and assessment of their current research outputs (journal submissions, monographs etc.). Research active staff at Inverness College are being strongly encouraged to ensure that their research profiles are up to date in PURE as this is the main location where the stock take data can be located and collated for reporting. The stock take will enable IC to have a good indication of the number of staff FTE to be submitted to REF and ensure targets are met for planned research outputs.

In the 2014 REF the IC submission to the REF was 1.8FTE in three units of assessment:

UoA 7 Earth Systems and Environmental Sciences;

UoA 17 Geography, Environmental Studies and Archaeology; and

UoA 27 Area Studies.

The target for the 2021 REF is 10FTE staff submission. However, this target is based on the previous 'rules' for the 2014 REF. HEFCE have still to announce the final decision on two key issues – whether all research active staff should be included in submission; and portability between HEIs of research outputs. The final arrangements will probably be announced by HEFCE by the start of 2018, but in the meantime there is sufficient information on the direction of travel and the potential implications for UHI to make detailed plans. The VP Research in UHI is leading on the UHI REF preparations, and the IC Head of Research Development is on the UHI REF Managers Group.

2. Postgraduate Research Students

The table below summarises the current position with regard to PGRs registered with Inverness College UHI:

Centre / Subject area	Ph.D.	Masters by Research
Rivers and Lochs Institute	2	2
Centre for Remote and Rural Studies	1	0
Forestry	2	0
Psychology	0	1
Literature	0	1

Funding for these studentships is through partnerships with a number of external partner organisations, including Scottish Natural Heritage, Rivers Boards and Trusts, Forestry Commission Scotland, Forest Research and Digital Health.

In Education a member of IC staff registered for a Ph.D with Lews Castle College (Helen Coker) successfully gained her PhD in January.

IC has also been successful in securing funding from ESIF (UHI/HIE) and SNH for four studentships – all in the Rivers and Lochs Institute. These positions are recruited and will start in October/November 2017:

- ESIF funded - eDNA assessment of the distribution, abundance and reproductive behaviour of pearl mussels in Scotland to inform species conservation needs
- ESIF funded - salmon farming in Scotland: quantifying the actual levels of interbreeding and gene introgression of farm escapes with wild populations
- ESIF funded - genetics – biotelemetry project: Integrating fish tracking and genetics to inform conservation management of Atlantic salmon and guide marine offshore development in Scotland
- ESIF funded - Balancing socio-economic and environmental changes resulting from major infrastructure development: dualling the A9 through the Cairngorms National Park
- SNH funded - PhD Genomic Tools for Pearl Mussel Conservation: developing molecular genomic tools for eDNA assessment of the presence, abundance, reproductive status and host-specificity of pearl mussel populations

There is also work underway with Cairngorms National Park Authority on a visualisation of forestry project MRes; and Mark Coulson is working on a studentship with Royal Society for the Protection of Birds (RSPB) and SNH on Common Scoter (<https://www.rspb.org.uk/birds-and-wildlife/bird-and-wildlife-guides/bird-a-z/c/commonscoter/>).

Additional desks, ICT etc. are being installed in the Research Hub to accommodate the new PGR intake.

A comprehensive IC PGR induction training 'module' will be mandatory for all new students and will be delivered from end of October over the course of two weeks.

All students will participate in the UHI Graduate school induction at the start of October.

The UHI PGR conference will take place at SAMS in Oban towards the end of 2017, and all IC PGRs will be encouraged to attend.

3. Research activity and development

Highlights include:

- Participation by two staff and two PGRs at the International Union of Forest Research Organisations congress in Friburg taking place week of the 18th September 2017. All those attending from IC Scottish School of Forestry are presenting papers, and one is running a session. This is a significant presence at an international conference by IC UHI staff and PGRs and raises the profile of the SSF in terms of research activity in forestry at UHI.
- Participation as Vice-Chair in a European funded COST action project CLIMO by the Head of Research Development. There was a working group meeting in Sophia, Bulgaria at the start of September 2017.
- Recruitment of three postdoctoral positions since April 2017 to the Rivers and Lochs Institute working on several projects, but primarily the Horizon 2020 AMBER project and the AS3IG project. One of these postdoc positions connects the forestry and freshwater areas as it is looking at catchment/landscape scale socio-ecology.
- Development of eDNA projects relating to several areas, for example to investigate invasive humpback salmon.
- Work is ongoing to develop an MRes programme (including taught modules and a substantive research project).
- Work on finalisation of the IC Research Development Framework has been undertaken by the Senior Management Team. This will be finalised and implemented in the coming months. The RDF will enable a structured and transparent approach to targeting areas for research development activity.

4. External/public engagement activity

The focus in this area has been work on the 2017 Scotland's Salmon Festival, which took place from 29th August – 2nd September. This entailed a considerable body of work as a number of events took place of the five days of the festival which IC co-ordinated, working with a number of external partners. Overall, the Festival was a great success, and well received. The Steering group will meet at the start of November to review the events and consider the way forward with regard to planning for the next festival in 2019 (which will be the Year of the Salmon).

Board of Management

Subject/Title:	Student Partnership Agreement Update		
Meeting and date:	Learning and Teaching, 26 th September 2017		
Author:	Lindsay Snodgrass, Head of Student Services Gabbi Starr, Student President		
Link to Strategic Plan:	<i>Opportunity and growth in student life</i>		
Cost implications:	No		
Risk assessment:	No		
Status – Confidential/Non confidential	Non-confidential		
Freedom of Information Can this paper be included in “open” business	Yes		
If a paper should not be included within “open” business, please highlight below the reason.			
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For how long must the paper be withheld? (express either as the time which needs to pass or a condition which needs to be met.)	NA		

Recommendation(s)

The committee are asked to *discuss* this report.

Purpose of report / Summary

To update the committee on the progress made with the Student Partnership Agreement (SPA) across the 4 aspects of: -

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

The students' association and the College collectively take responsibility for our SPA. The framework itself has been held up as best practice by Sparqs but does need refinement as we move into a new phase for the students' association.

Main body of information

Student Representation

Since our last Learning and Teaching committee meeting in June, the Inverness College UHI Students' Association (ICSA) has formally merged with the Highlands and Islands Students' association (HISA). This has been a significant step forward for the students' association. Representatives from both HISA and from the College feel this will bring real benefits to the student body both in Inverness and also across the wider UHI partnership. Student representatives in the College also supported this with a unanimous vote in favour of the merger being returned in June. Being part of HISA has immediately brought more staffing to the students' association, an additional 0.5FTE Student Engagement Officer, who has begun to work closely alongside the executive.

This session will be a transitional year with the College retaining the four student officer positions:

<i>Position</i>	<i>Name</i>	<i>Previous Position Held</i>
Student President	Gabbi Starr	Vice President Equality
Vice President Engagement	Christopher Shaw	Vice President Engagement
Vice President Equality	Robert Berg	NA
Vice President Education	Ryan Macadam	Vice President Education

There was a disappointing level of student engagement last session, which was reflected in the low turnout for these elections coupled with student satisfaction rates for the students' association decreasing. This is something we are aware of however and which we can jointly work with HISA on and will feature strongly in our SPA for 2017-18.

Meanwhile, HISA and our Student Engagement Officer have been working hard to promote the role of class representative to our new cohort of students and to our Personal Academic Tutors. One of our priorities for development for this session will be to put all class representatives through training to help increase their level of engagement with the role. We have six training sessions planned and have made attendance at one of these mandatory for class representatives. HISA have also launched a new online training resource which is supported by Sparqs. This will supplement the face to face training and will be useful in particular for those class reps who are distance learners.

Student Community

The College held its first *University Open Day* on Saturday the 26th August to help support our strategic aim of developing Inverness as a university city. Unlike other open days, this had a specific HE focus with a view to growing our HE study body. This provided an opportunity to reach out to those locally who would either not normally consider university and to those who would normally go further afield to more traditional universities. The day encompassed overview presentations for prospective students and parents about different aspects of studying at the university; a tour of the student residences; a tour of the campus including the Scottish School of Forestry; a host of stands across the curriculum, the students' association, NUS, SAAS, and the wider Student Services.

It was a relatively busy event with prospective students attending from across Scotland and the north of England, as it coincided with the English bank holiday weekend. We also received a number of last minute applications for this session which has contributed to achievement of HE recruitment targets. The College will re-run this again next August / September.

The students' association advertised at Fresher's Fair the various clubs and societies which they will hope to run this session including football; basketball; badminton; volleyball; tango; manga / anime; board games; drama; LGBT; ceilidh; and video gaming. Some of these are established clubs / societies run by HISA so Inverness College UHI students can now benefit from this wider offering.

The College Welcome

Induction and enrolment has gone smoothly for both new and returning students. The Student Funding team held a variety of surgeries to support applications for student funding and the Guidance team provided an induction and overview of the student services to all FE students. In August we facilitated a staff development session for those who are Personal Academic Tutors (PATs) and who play a key role in welcoming our students. Key features of this included the importance of creating a welcoming ethos for students and sharing practice on how to create a positive group dynamic to help support student retention. We have also created a new resource on blackboard for PATs and will use this to continue to share best practice.

Fresher's Fair is the key event to formally welcome students and this took place on 13th September. It proved to be a very successful event with over 90 stalls and was very well attended by students. There was a real buzz around the campus.

Learning and Teaching

We are very keen to ensure that our students have the opportunity to provide feedback on their courses and programmes through the course committee meetings which are held three times a year across each area of the curriculum. We have continued to monitor student attendance at course committee meetings and this will again be one of our priorities for next session to help maximise the student voice and their ability to impact on learning and teaching. We will also continue to hold a range of focus groups across curriculum areas to provide another avenue for student feedback.

Board of Management

Subject/Title:	Key Performance Indicators 2017-18		
Meeting and date:	Learning and Teaching Committee, 26 September 2017		
Author:	Roddy Henry, Depute Principal		
Link to Strategic Plan:	Yes		
Cost implications:	No		
Risk assessment:	Yes If yes, please specify:		
Status – Confidential/Non confidential	Non confidential		
Freedom of Information Can this paper be included in “open” business	Yes		
If a paper should not be included within “open” business, please highlight below the reason.			
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Its disclosure would constitute a breach of the Data Protection Act (S38)		Other (please give further details)	
For how long must the paper be withheld? (express either as the time which needs to pass or a condition which needs to be met.)			

Recommendation:

The committee is asked to discuss this report.

Purpose of report / Summary

To facilitate a discussion on the key performance indicators (KPI) pertaining to the work of the committee.

Background

The attached draft KPIs were tabled at the Board meeting in June 2017 for discussion. A subsequent meeting/workshop was held in August 2017 to finalise the KPIs. An outcome from the August event is pending.

Main body of information

The original set of draft KPIs is attached to this report.

The Depute Principal and the Chair of the committee met ahead of the August workshop to review the draft KPIs pertaining to the work of the committee, mainly those relating to student outcomes and to research. The PIs in the underpinning strategies and the existing evidence generated were also reviewed.

In summary, it was felt that the KPIs were largely appropriate, and that some additional or amended reporting was required to improve the evidence available to monitor progress against them. The additional evidence identified was as follows:

- **Maintaining a curriculum that responds to employer, school and community needs:** extract evidence from existing surveys and engagement and develop a 'stakeholder satisfaction survey' to ensure full coverage. Draft survey to December L&TC meeting for approval. Summary of course approvals for noting at each L&TC.
- **Maintaining excellent standards of teaching practice:** annual report of lesson observation process (PDLT) for September L&TC. Annual report on staff CPD related to learning and teaching at June L&TC. Student satisfaction survey(s) broken down by modes of delivery, as well as modes of attendance and level.
- Include summary of EU and international students (and RUK?) in student recruitment reports.

The committee is invited to further discuss the draft KPIs and the above recommendations.

Roddy Henry
Depute principal

Strategies *	No	KPI	Baseline	Target	Actual	Target	Actual	Target	Actual
				2017/18	2017/18	2018/19	2018/19	2019/20	2019/20
	1	Student activity, outcomes and engagement							
L, Q, S, M	1.1	FE credits							
		HE full-time equivalent (FTE)							
L, Q, S, O	1.2	FE student retention rates							
		HE student retention rates							
L, Q, S, O	1.3	FE student successful completion rates							
		HE student successful completion rates							
L, Q, S, O, E, IT	1.4	FE student satisfaction rates (SSES)							
		HE student satisfaction rates (NSS)							
S	1.5	Class groups with a Class Representative (%)							
S	1.6	Class representatives who have engaged in training (%)							
	2	Research							
R	2.1	Staff inclusion in Research Excellence submission (FTE)							
R	2.2	Postgraduate research students (FTE)							
R, O	2.3	Number of staff with 3* & 4* REF outputs							
R, B	2.4	Research and innovation grant income (£)							
	3	Business Development							
B, M	3.1	Commercial course and events margin (£)							
B, L	3.2	Apprenticeship contract value (£)							
I, B, M	3.3	International commercial activity margin (£)							
B, O, E, IT	3.4	Customer satisfaction rates							
	4	Organisation and Professional Development							
O, L, Q	4.1	Teaching staff with a recognised teaching qualification (%)							
O, L, Q	4.2	Staff teaching on undergraduate degree programmes and holding a qualification at SCQF level 10 or above (%)							
O	4.3	Promoted staff with a recognised management qualification (%)							
O	4.4	Staff absence rate							
O	4.5	Average CPD hours per staff member							
	4.6	Staff turnover (variance to norm)							
	5	Sustainability							
L, B, M, P	5.1	Operating surplus/(deficit)							
L, O	5.2	Staff costs as percentage of turnover							
L	5.3	Teaching delivery efficiency (student FTE/teaching staff FTE)							
	5.4	Best value (tbc)							
	5.5	Room utilisation (tbc)							
	5.6	Utilitise efficiency (£/sq m)							
	5.7	Reportable accidents							

***Key:**

B = Business Development

E = Estates and Infrastructure

I = International

IT = Information and Communications Technology

L = Learning and Teaching Strategy

M = Marketing & Communication

O = Organisaton & Professonal Development

P = Procurement

Q = Quality Assurance and Enhancement Strategy

R = Research and Innovation

S = Student Engagement Strategy

Board of Management

Subject/Title:	HISA Inverness		
Meeting and date:	Learning and Teaching Committee 26/09/17		
Author:	Gabriel Starr: Students President		
Link to Strategic Plan:			
Cost implications:			
Risk assessment:	No		
Status – Confidential/Non confidential	Non-confidential		
Freedom of Information Can this paper be included in “open” business	open		
If a paper should not be included within “open” business, please highlight below the reason.			
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Its disclosure would constitute a breach of the Data Protection Act (S38)		Other (please give further details)	
For how long must the paper be withheld? (express either as the time which needs to pass or a condition which needs to be met.)	N/A		

Recommendation:

The Committee are asked to note the report.

Purpose of report / Summary

To inform the committee of the activities of HISA Inverness.

Background

Now that ICSA has merged with HISA, we have been working out the logistics of HISA Inverness within Inverness College UHI.

The paid officers have had a number of training events throughout the summer. We attended the NUS Gathering, NUS Lead and Change two-day event, sparqs Quality Assurance training, sparqs Class Rep Training and the Healthy Body, Healthy Mind Conference. In addition to the external training, we also completed the HISA Executive training and our own HISA Inverness training.

Our first event of the year was Fresher's Fayre. We had 91 stalls attending, 17 more than last year and we still had a waiting list of companies wishing to attend. We are looking to evaluate how we deliver and locate the stalls throughout the college. Feedback has been extremely positive from stall holders, students and staff.

So far, we have 96 class reps registered and six training sessions booked for the following two weeks. We are still encouraging students to register as a class rep with the help of PAT's and Head of Student Services.

We have continuous clubs and societies from last year, plus new clubs and societies being set up. Now that we have merged with HISA, we can access their regional clubs and societies and have access to their clubs and societies funding to help grow and fund our own clubs and societies.

We would like to thank the college for the opportunity to attend Graduation and be able to celebrate the achievements of all our graduating students. It was a fantastic event and thoroughly enjoyed by everyone.

As HISA Inverness, we look forward to having the support of the learning and teaching committee, senior management and the board of management. We hope to achieve many successes in partnership with the college.

Board of Management

Subject/Title:	External Verification Annual 2016/17		
Meeting and date:	Learning & Teaching Committee September 2017		
Author	Gill Berkeley (Head of Curriculum)		
Link to Strategic Plan:	Yes		
Cost implications:	No		
Risk assessment:	No		
Status – Confidential/Non confidential	Non-confidential		
Freedom of Information Can this paper be included in “open” business	Yes		
If a paper should not be included within “open” business, please highlight below the reason.			
Its disclosure would substantially prejudice a programme of research (S27)		Its disclosure would substantially prejudice the effective conduct of public affairs (S30)	
Its disclosure would substantially prejudice the commercial interests of any person or organisation (S33)		Its disclosure would constitute a breach of confidence actionable in court (S36)	
Its disclosure would constitute a breach of the Data Protection Act (S38)		Other (please give further details)	
For how long must the paper be withheld? (express either as the time which needs to pass or a condition which needs to be met.)	NA		

Recommendation(s)

The Committee is asked to note this report.

Purpose of report

The report provides an overview of the outcomes of external verification (EV) by awarding bodies during the academic year 2016-17.

Background

Every year, the college receives external verification visits on behalf of a number of awarding bodies. These visits provide assurance to awarding bodies that standards are maintained for qualifications across a wide variety of subject area(s).

Main body of information

Inverness College has had 50 visits from External Verifiers in 2016/17. A breakdown of the visits by awarding body, which included 2 visits for round 1 and round 2 visiting verification for Highers, is shown in the table below:

Awarding Body	EV Visits
EAL	1
IMI	2
SQA	46
NEBOSH	1

This is an increase of 14 visits compared to 2015-16 figures. It is interesting to note, that whilst the number of verification activities has increased the number of awarding bodies involved has marginally decreased compared to last year.

EV Reports

We received 51 reports, all very successful highlighting 'significant strengths, accepted or fully compliant'. 2 'amber' reports were initially received but have since been changed to 'significant strengths' and 1 report from the IMI External Verifier has been received highlighting the college as a 'high risk' centre. This was subsequently moderated by IMI Quality Manager and returned to a low risk status. This reduction in status relates to the college putting in place revised arrangements for the administration of the exams using invigilators without subject knowledge.

Pre –EV Checks

The Quality team will continue to support the course teams by offering pre-EV checks. This is seen as good practise by staff as it provides an additional support mechanism whilst reducing risk. The Quality Officers have also found this process to be very beneficial in raising staff awareness and preparing them well for External Verification visits.

SQA

Initial contact from External Verifiers has been much later this year despite SQA efforts to move EV contact and activity forwards in the year. The Quality team worked to a centrally proposed deadline of scheduled visits before 31st May wherever possible. In the planning stages, this initially looked feasible; however due to industrial action a number of scheduled visits had to be re-arranged to later in the semester.

Issues in relation to external verification were identified throughout the year. These included inconsistency of practice by External Verifiers; an unnecessary administrative burden placed on the college in relation to organising visits; increased level of sampling with no rationale; and a single but repeated occurrence of inappropriate EV behaviour. Through discussion with colleagues in the Quality Forum, such issues were not isolated to ICUHI. A visit to SQA took place where the issues were raised; and the feedback welcomed by SQA. This openness was re-iterated at the subsequent Co-ordinators conference.

A meeting with an SQA representative regarding sampling and rationale for such was held in early August. The outcome was positive in that it has been possible to work to a more pro-active sampling strategy across the academic year; and a number of reports will now be provided to ICUHI to make visit content co-ordination more straightforward.

These actions should serve to reduce the amount of work encountered by both the quality team and the curriculum teams involved in external verification activity. The Quality Manager will continue to monitor the situation throughout 2017 – 18.

EV Reports

The SQA External Verification reports during 2016-17 highlighted 'significant strengths', 'accepted' or 'low risk'. Although there were no areas of 'high risk' identified by EVs, there were recommendations noted. As part of the Quality improvement cycle, Programme and Development Managers (PDMs) are asked to confirm in writing whether course teams will be adopting these recommendations; and provide a rationale if the recommendation is not taken forward.

Themes for Improvement

Four themes have been identified from the recommendations made from EV reports. These should be the focus of future improvement activity. Proposed action or actions taken to date has been included below:

CPD Opportunities – The Centre should consider providing vocational CPD opportunities to ensure assessor and IV currency in relation to current practice.

✓ **Action:**

- Quality Manager to liaise with Professional Development Manager and Programme and Development Managers (PDMs) to ensure this is actioned where required.

Assessment practice – a number of recommendations have been noted in relation to assessment practice. Including the authentication of learners work, the appropriate use of different evidence types, use of mark schemes, assessment cover sheets.

✓ **Action taken to date (September 2017):**

- Dissemination of exemplar cover sheet for FE provision (QO)
- Further emphasis on the requirement to use the feedback-feedforward assessment sheet (HoC)

✓ **Action required:**

- Assessor and internal verifier training (QM)

Learning Materials – EV feedback has highlighted that the college should consider a 'house style' for learning materials thereby relating learning packs and assessment with associated units in a small number of curriculum areas. Full assessment conditions should be included on all assessment instruments in addition to the inclusion of an authenticity statement and signature.

✓ **Action taken to date (September 2017):**

- Quality Manager is part of the UHI wide VLE review Quality Framework and Management work stream due to start shortly. Part of this review will consider the quality assurance of new and existing learning materials
- Dissemination of exemplar cover sheet for FE provision
- Further emphasis on the requirement to use the feedback-feedforward assessment sheet

Electronic Submissions - Given the nature of electronic submission it is suggested that the Centre ensures that a standardised and formalised approach is taken to establishing full authenticity and standardised use of evidence types.

✓ **Action taken to date (September 2017):**

- Quality Manager is part of the UHI wide VLE review Quality Framework and Management work stream due to start shortly. Part of this review will consider the quality assurance of new and existing learning materials

Summary of EV Visits 2016/17

The following summary table relate to visits for which a formal EV report has been received. The reader should note the responses from EV's have been edited to provide an overall summary.

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Date of Visit	AB	FE/HE	Unit/Award	Actions/Recommendations Identified	Good Practice	Outcome
29.11.16	IMI	FE	IMI Motor Vehicle awards		The preparation of the candidates for online assessments and the process they 'train' them to adopt to obtain the desired results.	Fully Compliant
14.06.17	IMI	FE	IMI Motor Vehicle awards	Recommendations largely relate to the invigilation requirements for the on-line external assessments		High Risk Fully Compliant
06.12.16	EAL	FE	EAL SVQs			Fully Compliant
27.04.17	NEB OSH	FE	NEBOSH	Delegates to ensure that they complete 'task being assessed' field.		
31.01.17	SQA	HE	HN Civil Engineering 164 DW45 34, DW5C 34 & DW5G 34.	01.02.17 Course Team required to produce missing mark schemes for three modules. This required action was completed by the SQA specified deadline.		Amber - Now Significant strengths as at 03.04.17
08.02.17	SQA	FE	Higher Media - Round 1 visiting verification		Approach to assessment closely mirrored the approach to the Assignment, allowing candidates to develop the necessary skills as part of unit assessment to take forward to the External assessed assignment.	Accepted
08.03.17	SQA	FE	Building services Engineering - Electrical			Significant Strengths
10.03.17	SQA	HE	HNC FabWeld	Develop a 'house style' for learning materials. Merge candidate feedback proforma with the candidate assessment record.	The centre had arrangements in place to carry out standardisation of assessment materials with other colleges delivering the same units. This improved the quality and validity of assessment materials.	Significant Strengths
13.03.17	SQA	FE	H109 12 Construction Craft Competence Assessment	Provide vocational CPD opportunities to ensure assessor and IV currency in relation to construction practices.	The quality of the candidate practical brickwork was of a high standard relative to the stage that the candidates had reached in their training. The quality of photographic evidence produced to support the assessment of the CREWs was excellent and gave the assessor a clear basis for discussion of the CREWs.	Significant Strengths

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21.03.17	SQA	FE & HE	Construction Technician 161 SVQ3 + 4	Given the nature of electronic submission it is suggested that the Centre ensures that a standardised and formalised approach is taken to the establishing of full authenticity.	1. The Centre's support and investment in its staff was felt to be very good with training and development opportunities on a regular basis. 2. Minutes of standardisation meetings are current and comprehensive. 3. The ease with which evidence is uploaded into E-portfolio and the achievement and feedback process reinforces contact and communication between assessor and candidate. 4. Internal verification activity is recorded in the E-portfolio. 5. Close monitoring and governance of portfolio development and candidate performance by the assessor and IV support authenticity. 6. All candidate evidence portfolios, assessment feedback and decisions and internal verification sampling confirm accurate and consistent judgment carried out to a high standard.	Significant Strengths
22.03.17	SQA	FE	GF25 23 SVQ3 Carpentry & Joinery,			Significant Strengths
24.03.17 1000-1430	SQA	FE	Employability & Leadership F786 09 - CL F787 09 - CL F788 09 - CL F789 09 - CL F787 10 - Beauty F788 10 - Beauty	1. Make greater use of prior learning levels for each candidate e.g. if they are mainly Nat 4 the entry level for employability should be level 10 2. Have work prior verified. 3. Make sure all assessor comments made are signed and dated.	1. This centre has an amazing IV system in place. This is electronic, held on a secure staff share area. The quality calendar and assessment timeline are colour coded and have hyperlinks to any relevant links and resources needed. 2. An excellent electronic system for two units; Building Own Employability Skills and Responsibilities of Employment.	Significant Strengths
27.03.17	SQA	FE	Brickwork 171 and 172 GF22 23 Brickwork SVQ Level 3 - Unit.H109 12 Construction Crafts Competence Assessment (Phase Tests)	The centre should consider providing vocational CPD opportunities to ensure assessor and IV currency in relation to construction practices.	The quality of the candidate practical brickwork was of a high standard relative to the stage that the candidates had reached in their training. The quality of photographic evidence produced to support the assessment of the CREWs was excellent and gave the assessor a clear basis for discussion of the CREW	Significant Strengths

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26.04.17	SQA	FE	GH5V22 SVQ Social Services (Children and Young People) at SCQF level 6 GH5W23 SVQ Social Services (Children and Young People) at SCQF level 7		The good practice identified in the previous report continues.	Significant Strengths
03.05.17	SQA	FE	Stonemasonry	The digital images provided for evidence could be enhanced by providing images at the beginning, mid and end point of the work assessment however the centre is aware that video evidence and the necessary guidelines of interpretation are being developed by SQA to allow for "live" recording of assessments	Both IV and assessor attended CPD on a regular basis. An excellent ratio of 1 assessor to 3 candidates, highly reflective practice. Holistic nature of teaching and assessment delivery	Significant Strengths
05.05.2017	SQA	FE	Communication s	Recommend that the centre uses the speaking and listening observation assessment checklist from the ASP and to do this across the whole team. This will benefit consistency in its completion.	An excellent quality masterfolder had been put together which contained all the relevant documentation, which had been completed in great detail. This centre has a robust internal verification system in place.	Significant Strengths
05.05.17	SQA	FE	SVQ's GJ2Y 22 Life Sciences and Related Industries (level 6) GJ30 23 Life Sciences and Related Industries (level 7)	To ensure equality and reliability of assessment across all sites and assessors, assessment instruments and methods should be standardised by centre.	There were excellent feedback support notes in candidate portfolios. These provided detail of the candidate progress through the programme. Candidates found them useful and motivating. The IV stated that he also found them helpful on reviewing the candidates work.	Significant Strengths
08.05.17	SQA	FE	SVQ Hairdressing 62		Locally devised assessment materials for SCQF Level 4 Hairdressing and Barbering through BlackBoard that are self-marking. Workshop relating to disinfecting tools and equipment relating to Health and Safety in the Salon. Various themes for Develop, enhance and evaluate your creative hairdressing skills - SKACHB15	Significant Strengths

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10.05.17	SQA	FE	Plumbing G9W923, GK7123			Significant Strengths
10.05.17	SQA	FE	Plumbing F8XJ04			Significant Strengths
12.05.17	SQA	FE	Electronics and Instrumentation 232 Transformation and rectification F5JY 11 Fundamental Electronics F5DB 12 Application of PLCs F5HO 12	Front cover sheet to support authenticity. Where a change in equipment is required to match local conditions, the details contained within an SQA ASP should be re-written to reflect pass requirements for the local equipment used to ensure consistency across all assessors.		Significant Strengths
12.05.17	SQA	FE	Travel & Tourism H0BD 12 H0BE 12 H0BG 12 H0E7 11			Amber as at 12.05.17. All sections now green as at 29.06.17
15.05.17	SQA	FE	Higher Engineering Science Round 2 Visiting Verification			Accepted
18.05.17	SQA	HE	Sports Coaching: Graded Unit 1 FW68 34	IV to attend practical observations conducted within the developing stage to allow for a true agreement around allocating mark. Recommend periodically an experienced lecturer who is not familiar with the unit internally verifies Graded Unit 1 on occasion.	The referencing within the Planning Stage was commendable and a range of reference materials was accessed by the learners. There were meaningful comments here to motivate learners to continue to improve their referencing and citation as they progress through their course. IC utilise the expertise within the High Life Highland sports hub well. Their network of coaches are well utilised to mentor the learners through their coaching journey and provide additional evidence about the students assessment grades.	Significant Strengths
19.05.17	SQA	FE	H1NL 10 - Creative Industries: Pre- production and H1NM 10 - Creative	Centre encouraged to facilitate a candidate initiated vehicle that can track their personal objectives and skills development throughout the course.		Significant Strengths

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			Industries: Production			
19.05.17	SQA	FE	Hairdressing 62 Cosmetology:			Significant Strengths
25.05.17	SQA	HE	161 Construction Technician F3JC 12 Mechanics for Construction	Full assessment conditions should be included on all assessment instruments.	The centre's minutes of standardisation meetings are of very good quality. All candidates must attain National 5 Maths as a minimum pre-entry qualification. The centre uses a system of double marking as part of the internal verification process and this is used to very good effect. The centre has developed instruments of assessment to a high standard and of good quality. The assessor provides good clear and supportive feedback to candidates on assessment performance.	Significant Strengths
26.05.17	SQA	HE	Sport & Fitness 459 F40D 11 Developing Leadership within Physical Activities F82D 10 Sporting Activity – Swimming D825 11 Sports Officiating and Organising - Recreational Orienteering	4 specific actions for individual units. If using assessors of the same unit to verify each others work supplement this periodically with a person who is unfamiliar with the unit. This allows for an objective and fresh point of view to critique current assessment practice.	The Sports department are beginning to use blended learning and as such the use of discussion forums aids the planning of assessments. 4 specific areas of good practice identified for individual units.	Significant Strengths
24.05.17 26.05.17	SQA	FE	SVQ 3 Painting and Decorating		Excellent Internal Verification planning and recording procedures operated within this centre ensure that quality of assessment is fully assured. Although photographic evidence is secondary in nature, this centre is making excellent use of this method to reinforce assessment decisions.	Significant Strengths
31.05.17	SQA	HE	Arboriculture and Urban Forestry Graded Unit 2 HG1J 34	The centre should consider changing the number of marks awarded at stage 1 for planning to reflect the extent of answers expected.		Significant Strengths

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31.05.17	SQA	HE	Forestry Graded Unit 2 F4SG 35	The centre should consider changing the number of marks awarded at stage 1 for planning to reflect the extent of answers expected.		Significant Strengths
31.05.17	SQA	HE	Assessor/Verifier Units (FD41 04 and FD43 04) and D9RJ 04	I advised the centre to download the Practical Guides for the L&D Units available on the SQA secure site.	CPD checklist for active qualified assessors and verifiers covering areas to consider when planning and recording relevant development opportunities. Comprehensive list of what to consider against each factor in the CAMERA mnemonic in the IV strategy. Providing an exemplar observation report and exemplar candidate statements as part of induction as a result of issues with report writing identified during standardisation.	Significant Strengths
01.06.17	SQA	HE	Construction Management Graded Unit 1 H730 34	Ensure that the unit H730 34 is sent off to SQA for prior verification before the new 2017/18 session. Tighten areas of assessment practice – 8 actions identified.	Very detailed delivery plans were observed. The centre has excellent employer links in the area, who provide valuable feedback on programmes offered at the centre. The presence of delivery plans indicates the level of support and mentoring that is being offered on the HNC CM graded Unit. Electronic master folder was available. Robust internal verification process has been applied throughout. Clear feedback sheets were presented on all graded unit submissions with an extra column indicating where they had been 2nd marks. The evidence observed in the graded unit folders was fully compliant.	Significant Strengths
01.06.17	SQA	HE	Quantity Surveying Graded Unit 1 H732 34	Ensure that the unit H732 34 is sent off to SQA for prior verification before the new 2017 /18 session. Tighten areas of assessment practice – 8 actions identified.	Very detailed delivery plans were observed. The centre has excellent employer links in the area, who provide valuable feedback on programmes offered at the centre. The presence of delivery plans indicates the level of support and mentoring that is being offered on the HNC QS graded Unit. Electronic master folder were available. Robust internal verification process has been applied throughout. Clear feedback sheets were presented on all graded unit submissions with a extra column indicating where they had been 2nd marks. The evidence observed in the graded unit folders was	Significant Strengths

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					fully compliant.	
02.06.17	SQA	FE	NC Photography 129 Photographing People H28V10 Photographing Places H28W10 Understanding Photography H28S10 Working with Photographs H28T10		Candidates reported that the course was well resourced with excellent ICT and appropriate photographic equipment. Candidates periodically have opportunities throughout the academic session to feedback collectively and individually to faculty staff in relation to any issues and/or concerns surrounding accommodation, resources and equipment in addition to programme assessment and delivery. Students interviewed stipulated that they felt well supported throughout their programme of study and it is evident that there is a clear system in place that supports, guides and enables all candidates on this programme to articulate onto continuing appropriate and relevant programmes of study. Standardisation and programme team meetings are carried out on a regular basis and include any necessary future actions that should be included for each unit being delivered on the programme and this ensures all faculty staff are kept up to date with SQA assessment procedures and internal standardisation of assessment practice. Paper based assessment and internally verified sampling documentation includes highly organised checklists that helps break down the assessment criterion into easily digestible chunks that aids student achievement whilst simultaneously charting progress throughout the unit in line with SQA national standards.	Significant Strengths
02.06.17	SQA	FE	SVQ Business and Administration 397			Significant Strengths
31.05.17 02.06.17	SQA	FE	Painting & Decorating		The centre continues to operate excellent Internal Verification planning and documentation procedures thereby ensuring the standard of assessment.	Significant Strengths

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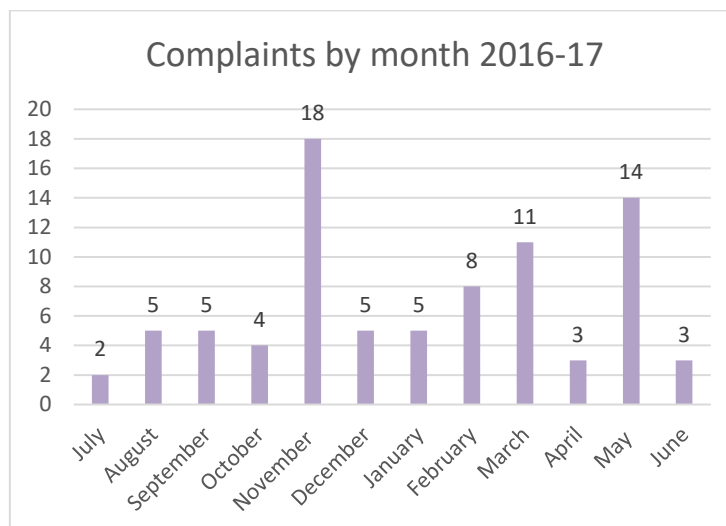
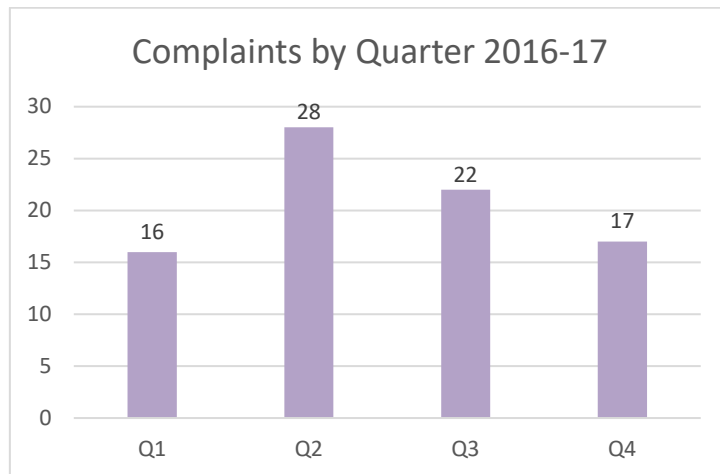
05.06.17	SQA	HE	Applied Sciences 392 : Graded Unit 1	Assessor keeps an ongoing formal record of progress of candidates as evidenced by work shown in timetabled slots. Thus facilitating application of "mitigating circumstances" to deadline extension requests.	A workshop on scientific writing was delivered this session; informed by assessor that this proved beneficial and is to be further enhanced for next session. 100% of scripts had been IV'd at the request of the assessor. All candidates submit a signed "declaration of originality" with all 3 stages of graded unit.	Significant Strengths
05.06.17	SQA	HE	Accounting: Graded Unit 2 F8KF 35	The centre should take advantage of the prior verification services provided by the SQA. Half marks should not be used in the marking of any element of this unit. Candidates should be allowed to remediate small sections of their submission where minimum marks or evidence have not been met but this should not allow them to improve their grade. The centre should follow the guidance on page 6 of the Unit Specification.	The PAT records will remain on file throughout the whole of the candidates academic journey within the centre and passed to the successor PAT if/when the candidate progresses to another course.	Significant Strengths
24.05.17 07.06.17	SQA	FE & HE	Social Services and Healthcare at SCQF level 6&7 GH5Y 22/ GH60 23	I suggested that the assessor make it clear in her documentation the voluntary work she undertakes regularly. Materials used in assessment would benefit from a date used and review date to clarify how often these are updated. This should be incorporated into the systems policies for the centre. I suggested that the centre explore how the candidate verifies it is their own work for each piece of evidence submitted. The centre said they will discuss this with Proof Positive.	Annual assessments of assessor competence and observation of practice carried out by the IV. This determined the amount of percentage the IV would sample throughout the assessor's candidate list.	Significant Strengths
17.05.17 12.06.17	SQA	FE	Hospitality & Catering 617		There is an extremely pro active attitude to development and change in line with student demand. There is an online student monitoring system called insight which is a red/amber/green tabular representation of attendance and progress for each individual. This is completed weekly by assessors	Significant Strengths
13.06.17	SQA	FE	Building services Engineering - Electrical 2nd visit to be			Significant Strengths

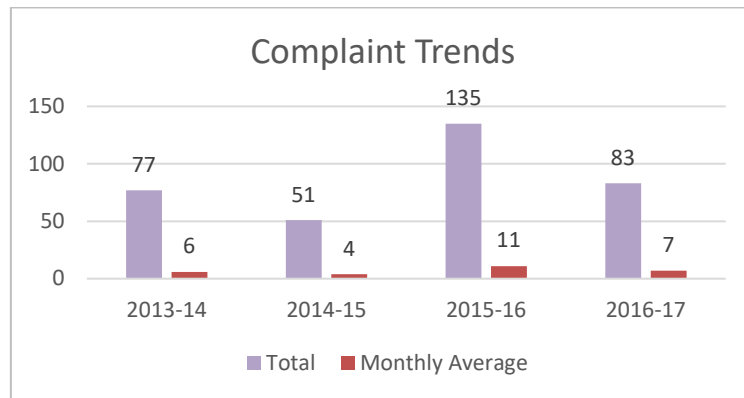
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			arranged following initial visit on 08.03.17			
03.05.17 26.05.17 - 13.06.17	SQA	FE	Construction & Civil Engineering Services 352 NPA Construction Operations SCQF 5 Health & Safety in a Construction Environment H 71C 04	Multiple recommendations around assessment practice and CPD opportunities	Very good well structured feedback is given to candidates on their performance in each of the units.	Significant Strengths
15.06.17	SQA	FE	Information Technology 288			Significant Strengths
04.04.17 15.06.17	SQA	FE	CORE SKILLS COMMUNICATION - workplace F42504 F42604 F42704	Multiple recommendations	Practice material and assessment tasks were well-designed with workbased needs in mind. Detailed feedback from IV, with response to comments from assessor on IV form, offering evidence of progressive, meaningful interaction. Review forms were in use to encourage trainees to comment on their assessment feedback from the assessor and develop self-reflective learning. There was highly detailed and precisely focussed written feedback from both assessors to learners.	Significant Strengths
31.05.17 20.06.17	SQA	FE	H1WK Criminology - Crime Scenes			Significant Strengths
22.06.17	SQA	FE	Fish Farming GE77/22/ SVQ , GE78/23/SVQ, GLIT/ 22/ SVQ and GLIV/23/ SVQ		The ownership of these criteria across the college admin staff, the course team and the workplace managers/supervisors is evident and ensures that candidates are exceptionally well catered for. The involvement of industry personnel in course team meetings gives these persons ownership of the courses and assessment.	Significant Strengths
27.06.17	SQA	FE	H109 12 Construction Craft Competence Assessment			Significant Strengths

Complaints Annual Report 1st July 2016 – 30th June 2017

A total of 83 complaints were recorded by the Quality team in the period from 1st July 2016 – 30th June 2017. This is a reduction of 52 complaints (62%) compared with the same period in the previous year.





This substantial decline in recorded complaints this year is primarily due to the estates issues we had during 2015-16, which totaled 42 complaints. The number of Stage 2 complaints is broadly consistent with last year. The quality team have noticed an increase in students awareness of the complaints process, in that, students are more likely now to go to their PAT in the first instance to resolve issues.

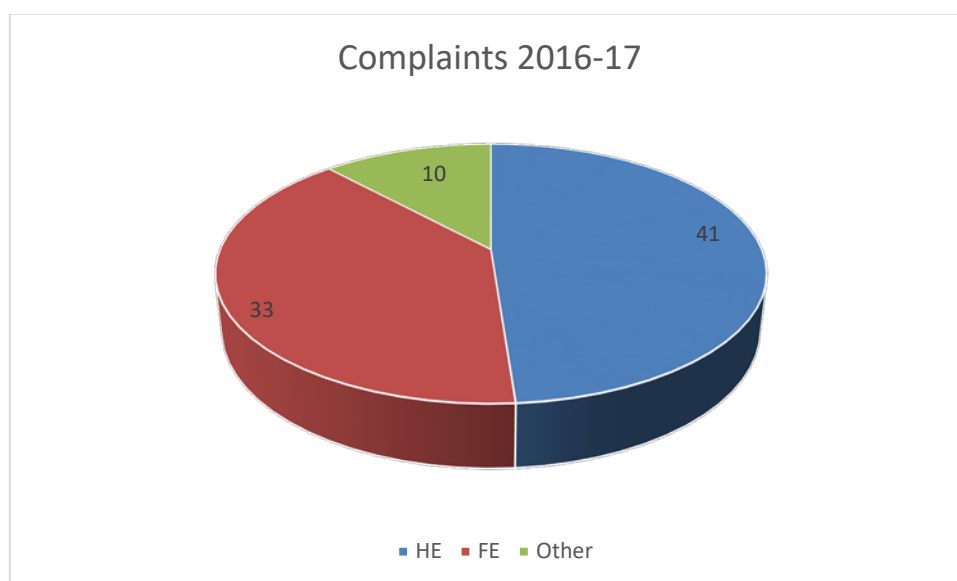
Categories of Complaints

Category	Complaints
Applications, Admissions, Progression	8
Customer Care	30
Course Related	21
Services	7
Facilities	7
Other	10

The most commonly reported complaint categories during 2016-17 were:

- Customer Care
- Course Related

Further Education & Higher Education



The majority of complaints originated from HE students (41), FE students accounted for 33 complaints and 9 related to 'other' customers (e.g. parents, members of the public etc.).

Complaint Outcomes

Outcome	Complaints
Not Upheld	21
Partially Upheld	26
Upheld	29
Withdrawn	7

It can be seen that 35% of the complaints made during 2016-17 were upheld, which represents a 16% decrease from last year. 31% complaints have been partially upheld. This represents a 19% increase from last year, and is reflective of the increasing complexity of the complaints received, traversing a number of college functions.

Learning from Complaints

Complaints often result in reviews of processes and procedures and they allow us to identify opportunities for staff development. The Quality team continues to identify learning points from all complaints, and to liaise with staff in order to implement change aimed at improving the student experience. The following table provides some examples of improvements made as a result of complaints during 2016 - 17:

Complaint Category	Improvements/Changes Made
Customer Care	International exchange programme review

Course related	Introduction of survey for International Students
Finance	Procedure for disseminating fees to be reviewed
Facilitated Learning and Study	Dissertation supervisor changed

SPSO Timescales Compliance

There are pre-defined timescales imposed by SPSO for which complaints investigations should be dealt with (5 days for stage 1 complaints and 20 days for stage 2 complaints).

During 2016-17, complaints timeline for Inverness College UHI was as follows:

- 36 resolved at Stage 1 - dealt within 5 working days (average of 5.5 days)
- 41 resolved at Stage 2 - dealt within the 20 working days requirement (average of 13.1 days)

To date, Inverness College UHI has not had any complaint appeals upheld by the SPSO.

Awareness of Complaints Process

Staff training in both complaints and customer service will continue to be crucial in terms of improving complaints handling.

Complaints training sessions for all staff has been delivered during 2016-17 as part of the Customer Service training sessions, and during staff development days in June 2017. Input by the Quality officers has ensured a level of consistency of approach to complaints handling. Further awareness raising took place as part of the Team Marketplace activity.

Flyers with information about the complaints process and alternative mechanisms for student feedback have been distributed at Fresher's Fayre in September 2017. Use of the student noticeboard to promote the various mechanisms for student feedback adds further visual enhancement to the process.

Actions 2017 - 18

1. Continued awareness raising through staff training will take place, with sessions regarding 'Handling Difficult Behaviour' scheduled for later in Semester 1.
2. There will be further opportunity for staff to be engaged during training sessions in January 2018. The theme of which will be identified following feedback received and review as described below.

3. Further enhancements to the review process of complaints will be embedded in 2017 – 18. Consideration of complaints on an ongoing basis will ensure the college continues to act responsively to both patterns emerging and individual considerations. Discussion items at AMG and OMG will allow data to be routinely analysed and evaluated by curriculum and service areas, swiftly leading to process improvements and / or staff development opportunities.
4. It is anticipated this approach will lead to changes in the structure of reporting to the committee.

Liz Cook
Quality Manager

Board of Management

Subject/Title:	National Student Survey (NSS) Report 2016-17		
Meeting and date:	Learning and Teaching Committee, 26 September 2017		
Author:	Roddy Henry, Depute Principal		
Link to Strategic Plan:	Yes		
Cost implications:	No		
Risk assessment:	Yes If yes, please specify:		
Status – Confidential/Non confidential	Non confidential		
Freedom of Information Can this paper be included in “open” business	Yes		
If a paper should not be included within “open” business, please highlight below the reason.			
Its disclosure would substantially prejudice a programme of research (S27)		Its disclosure would substantially prejudice the effective conduct of public affairs (S30)	
Its disclosure would substantially prejudice the commercial interests of any person or organisation (S33)		Its disclosure would constitute a breach of confidence actionable in court (S36)	
Its disclosure would constitute a breach of the Data Protection Act (S38)		Other (please give further details)	
For how long must the paper be withheld? (express either as the time which needs to pass or a condition which needs to be met.)			

Recommendation:

The committee is asked to note this report.

Purpose of report / Summary

To disseminate the NSS report 2016-17.

Main body of information

See attached report.

Roddy Henry
Depute principal

National Student Survey results 2017

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1 Executive summary

- **RESPONSE RATE**

Although the response rate decreased by 3% compared to 2016 (83%) with 599/699 targeted students responding to the survey (**80%**), we continue to exceed the response rates Scotland-wide (74%); and UK-wide (68%) significantly.

- **CHANGES TO THE NSS QUESTION SET**

Following an extensive review by HEFCE, the 2017 survey differs from that delivered in 2016, and previous years. The redesigned survey makes trend analysis difficult. There are some completely new questions and the reordering and alternative wording of others. The advice from Ipsos Mori is **not** to compare data with previous years but we have included some previous years' data for context. The main changes to the survey are:

- An **increase** from 22 to 27 items within the core survey
- Removal of **five** items, including all items within the 'Personal development' scale
- Rewording of **nine** items
- Addition of **three new question scales**: learning opportunities, learning community and student voice

- **OVERALL SATISFACTION**

The university's '**Overall satisfaction**' of **79%** has decreased in comparison to the UHI 2016 results (81%). Averages for Scotland (85%) and the UK (84%) have also slightly decreased.

- **RESULTS BY QUESTION SCALE**

The question scales that rate higher for 2017 include organisation and management (70%) and learning resources (78%). The question scales that rate lower include academic support (79%). Teaching on my course (83%), and assessment and feedback (72%) have remained stable.

- **RESULTS BY ACADEMIC PARTNER**

Scottish Association for Marine Science UHI achieved a high score this year, at 100% satisfaction rate. **Highland Theological College UHI** also scored well achieving 90%. **Moray College UHI (85%)** and **Perth College UHI (80%)** both achieved increased 'overall satisfaction' rates. Unfortunately, satisfaction rates have dropped across some academic partners in 2017 with **Inverness College UHI (75%)**, **Lews Castle College UHI (69%)** and **North Highland College UHI (79%)** all receiving lower satisfaction rates than in 2016.¹ The score for **West Highland College UHI (70%)** also dropped when compared with their last reported results in 2015.

- **SUBJECT NETWORKS**

Humanities, Education and Gaelic (85%), and **Science Technology and the Environment (85%)** achieved increases in 'overall satisfaction' rates. Overall satisfaction fell in three of the subject networks: **Applied Life Studies (85% from 87%)**, **Business, Management and Leisure (71% from 76%)** and **Engineering and the Built Environment (77% from 87%)**. **Cultural and Creative Industries** remained stable (**76%**).

¹ Results are not included for Argyll College UHI, Orkney College UHI, Shetland College UHI, & Sabhal Mòr Ostaig UHI as the number of respondents at these partners fell below the 10 required for data publication. There were no students at NAFC UHI within the NSS pool for 2017.

- **PROGRAMMES²**

Audio Engineering BScH (100%), Music Business BAH (100%), Marine Science BScH (100%), Business HND (92%), Architectural Technology BScH (88%) and Visual Communications HND (86%) have all achieved an **increased ‘overall satisfaction’ rate compared to 2016.**

Popular Music BAH (71%) also achieved an increase in overall satisfaction but the score remains disappointingly low.

Accounting and Finance BAH (95%) have had results published for the first time this year, alongside **Person-Centred Counselling and Psychotherapy DipHE (67%).**

A number of programmes have experienced significant falls in overall satisfaction. **Applied Music BAH** has fallen to our lowest score (down from 94% last year to **50%**) along with **Business and Management BAH** (down from 77% to **56%**), **Drama and Performance BAH** (down from 89% to **60%**), **Computing BScH** (down from 91% to **62%**), **Psychology BScH** (down from 84% to **67%**), **Accounting HND** (down from 89% to **75%**) and **Aircraft Engineering BEngH** (down from 93% to **78%**).

² Only results for programmes with more than 10 respondents are released by HEFCE.

2 Background

2.1 The revised survey for 2017

The National Student Survey (NSS) is an annual survey of final year undergraduates, which has been conducted by Ipsos Mori on behalf of the UK Funding Councils since 2005. The University of the Highlands and Islands took part for the first time in 2013.

The revised survey for 2017 consists of 27 multiple-choice questions relating to eight aspects of the learning experience, including one question about overall satisfaction. There are three additional questions chosen from a bank of optional questions. For each question, students are asked to indicate the extent to which they agree or disagree with various statements using a 5 point Likert-type scale (Definitely Agree/ Mostly Agree/ Neither/ Mostly Disagree/ Definitely Disagree). Students are also invited to leave comments about particularly positive or negative aspects of their experience.

2.2 Results

Anonymised results for the multiple-choice questions and student comments are made available to the university in late July/early August via a password protected intranet facility. The data relating to the multiple-choice questions is publicly available through 'Key Information Sets' (KIS), which are published on the websites of universities and colleges and the Unistats website. The release of these results is subject to meeting a threshold of ten respondents and a 50% response rate (at any level of disaggregation). Results meeting the ten respondents threshold but not the 50% response rate are made available to the university but not to the public. These thresholds are set in order to protect the anonymity of respondents and ensure the statistical robustness of the data. Students' comments are released to the university only, and are redacted prior to this release to remove the names of any individuals.

3 Response rates

699 students were eligible to participate³ in the survey this year. The overall response rate achieved was 80% (**561 respondents**) compared with 74% across Scotland and 68% nationally. Table 1 shows the comparable average response rate for all UK and Scottish HEIs.

	Response Rate 2017	Response Rate 2016	Response Rate 2015	Response Rate 2014
University of the Highlands and Islands	80% (of 699)	83% (of 624)	76% (of 593)	70% (of 625)
Scottish HEIs	74%	76%	74%	72%
UK HEIs	68%	73%	71%	71%

Table 1: NSS 2014-17 response rates: UHI vs. Scotland and UK

Response rate by academic partner and subject network are shown in tables 2 and 3 below:

Academic partner	2017 sample	No. of responses	Response rate
West Highland College UHI	23	23	100%
Lewis Castle College UHI	28	26	93%
Highland Theological College UHI	11	10	91%
Moray College UHI	76	63	83%
Scottish Association for Marine Science UHI	18	15	83%
Orkney College UHI	11	9	82%
Inverness College UHI	199	161	81%
Argyll College UHI, Shetland College UHI and Sabhal Mòr Ostaig UHI	19	12	79%
North Highland College UHI	32	25	78%
Perth College UHI	282	215	77%
TOTAL	699	559	80%

Table 2: NSS 2017 Response rate by academic partner

Subject Network	2017 Sample	No. of responses	Response rate
Humanities, Education and Gaelic	85	72	84%
Creative and Cultural Industries	159	129	80%
Business, Management and Leisure	153	123	79%
Engineering and the Built Environment	96	79	79%
Science, Technology and the Environment	76	60	78%
Applied Life Studies	130	96	75%
TOTAL	699	559	80%

Table 3: NSS 2017 Response rate by subject network

³ The NSS sample is identified using data from the annual submission to the Higher Education Statistics Agency (HESA). A flow diagram for identifying eligible students can be found in the appendix.

4 Overall satisfaction: Results for question 27

4.1 UHI vs. Scotland/UK

The result for Question 27 ‘Overall, I am satisfied with the quality of my course’, is the key measure of the survey. Table 4 shows that **79%** of the respondents agreed with this statement⁴ against a benchmark of 83% (this figure is calculated using the sector average satisfaction levels adjusted to reflect the mix of students at the institution). The University of the Highlands and Islands ranks 16th out of the 21 institutions in Scotland who participated, with four joining the survey this year. The Royal Conservatoire of Scotland does not have results this year because of a student boycott.

Institution	Benchmark		2017 sample	2016	2015	2014
	2017	2016				
West Lothian College	100%	82%	12			
University of St Andrews	94%	88%	1563	94%	89%	93%
University of Dundee	90%	86%	1995	91%	90%	90%
University of Glasgow	89%	87%	3990	89%	90%	91%
Edinburgh College	88%	86%	18			
University of Aberdeen	87%	87%	1526	88%	87%	86%
University of Strathclyde	87%	85%	2620	87%	87%	89%
University of Stirling	86%	85%	2048	89%	86%	87%
Robert Gordon University	86%	83%	1855	85%	86%	87%
Scottish HEI Average	85%	86%		86%	86%	87%
UK HEI Average	84%	86%		86%	86%	86%
University of Abertay Dundee	84%	83%	899	88%	86%	84%
Heriot-Watt University	83%	85%	1569	89%	89%	87%
University of the West of Scotland	83%	83%	2429	87%	86%	84%
University of Edinburgh	83%	86%	4488	80%	84%	82%
Glasgow Caledonian University	81%	83%	3054	83%	85%	84%
Edinburgh Napier University	80%	83%	2197	84%	84%	85%
University of the Highlands and Islands	79%	83%	699	81%	80%	80%
Queen Margaret University	77%	83%	659	86%	85%	86%
The Interactive Design Institute Limited	77%	81%	56			
SRUC	77%	84%	282	76%	81%	89%
Glasgow School of Art	71%	82%	336	74%	80%	78%
City of Glasgow College	57%	80%	23			
Royal Conservatoire of Scotland				83%	79%	89%

Table 4: NSS 2014-17 % agree for question 27 ‘overall satisfaction’ for Scottish HEIs (including national averages)

⁴ ‘% agree’ rates referred to in this report are calculated as the number of students responding ‘definitely agree’ or ‘agree’ to each of the items, expressed as a percentage of the total number of respondents to that item.

4.2 By academic partner

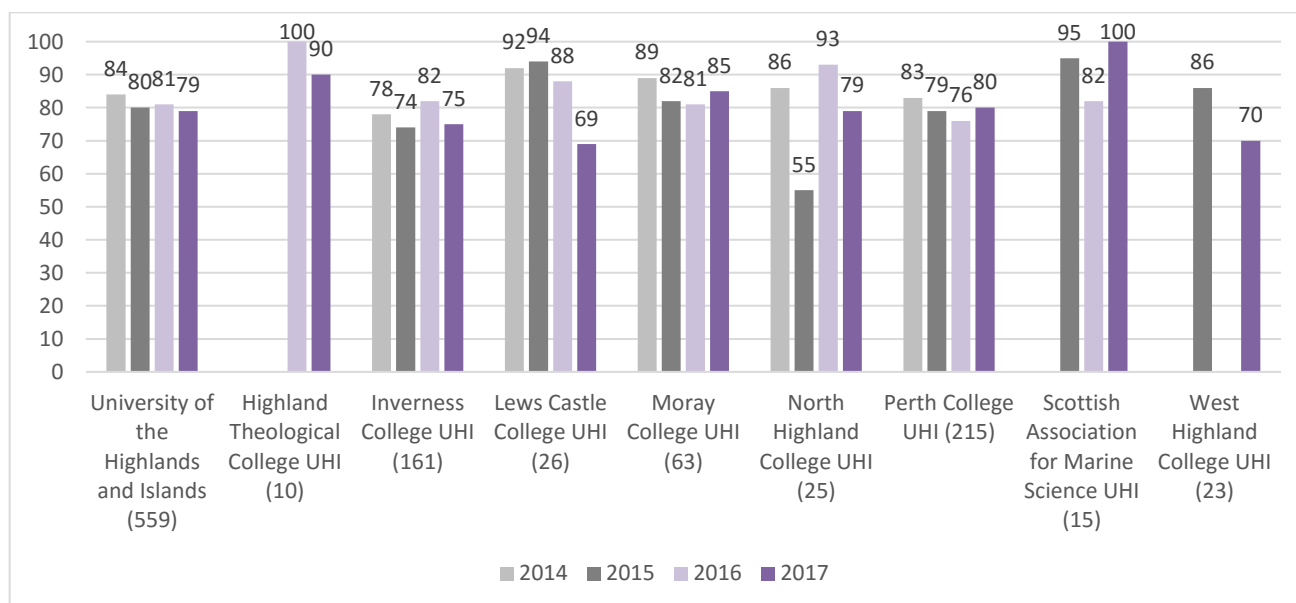


Figure 1: NSS 2014-17 % agree for question 27 'Overall satisfaction' by academic partner. Number of respondents for 2017 are shown in brackets. ⁵

SAMS UHI recorded an excellent result of **100% overall satisfaction** for 2017, an 18% increase on 2016 scores. An increase of 4% was recorded at **Moray College UHI (85%)** and **Perth College UHI (80%)**. **Highland Theological College UHI** also recorded an excellent result of **90%**.

Unfortunately, satisfaction rates have dropped across some academic partners in 2017 with **Inverness College UHI (75%)**, **Lews Castle College UHI (69%)** and **North Highland College UHI (79%)** all receiving lower satisfaction rates than in 2016. **West Highland College UHI** also dropped in overall satisfaction when compared to their last reported figures in 2015 (down from 86% to **70%**).

⁵ Results are not included for Argyll College UHI, Orkney College UHI, Shetland College UHI or Sabhal Mòr Ostaig UHI as the number of responses at these partners fell below the 10 required for data publication. There were no students at NAFC UHI within the NSS pool for 2017.

4.3 By subject network⁶

There was a small rise for overall satisfaction amongst students in **Humanities, Education and Gaelic (85%)**, and **Science, Technology and the Environment (85%)**.

There were decreases in overall satisfaction for **Business, Management and Leisure (71% from 76%)**, **Engineering and the Built Environment (77% from 87%)** and **Applied Life Studies (with a relatively strong 85% down from 87%)**.

At a programme level, there were significant reductions in overall satisfaction for **Business Management BAH (56% from 77% in 2016)**, **Accounting HND (75% from 89%)** and **Adventure Tourism Management (64% from 85% as last recorded in 2015)** which may have contributed to the drop in satisfaction for the Business, Management and Leisure subject network.

Mechanical Engineering BEngH (scoring for the first time this year at 53%) and **Aircraft Engineering BEngH (78% down from 93%)** will likely have been the main reasons for the drop in satisfaction for the Engineering and Built Environment subject network.

A drop in overall satisfaction for **Psychology BSCh (67% from 84%)** and a score for the first time this year for **Person-centred counselling and psychotherapy DipHE (67%)** will probably have contributed to the drop in satisfaction for the Applied Life Studies subject network.

The Creative and Cultural Industries subject network has seen a mixed set of results this year. Both **Music Business BAH (up 20% from 2016)** and **Audio Engineering BSCh (up 26% from 2016)** scored **100%** overall satisfaction. **Applied Music BAH** scored the lowest overall satisfaction this year with a major decrease (down from 94% to **50%**) with **Drama and Performance BAH** also scoring much lower (down from 89% to **60%**).

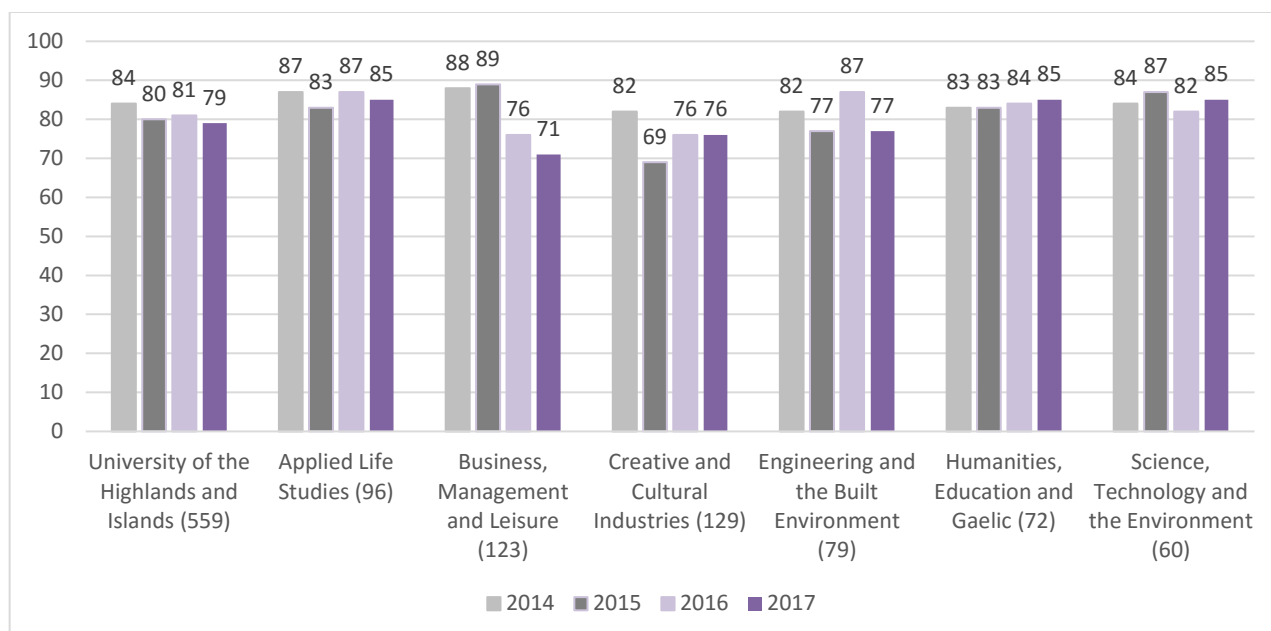


Figure 2: NSS 2014-17 % agree for question 27 'Overall satisfaction' by subject network. Number of respondents for 2017 are shown in brackets.

⁶ Results for Computing and IT and Science, Technology and the Environment have been amalgamated since 2016 to reflect the realignment across the subject networks (results from previous years have also been combined to provide an accurate comparison).

4.4 By programme

The notable success stories this year are three programmes that reported **100%** overall satisfaction. This is for **Audio Engineering BSCh** (up **26%** compared to 2016), **Music Business BAH** (up **20%** compared to 2016) and **Marine Science BSCh** (up **18%** compared to 2016). It is worth noting that each of these programmes was required to produce monitored action plans following their NSS 2016 results, reinforcing our experience that this approach has a positive impact on future NSS scores.

Programmes that reported well above overall satisfaction rates and that continue to score highly include **Childhood Practice BAH (95%)**, **Business HND (92%** vs. the degree at 56%), and **Theological Studies BAH (91%)**.

There were further increased scores for **Architectural Technology BSCh** (up from 77% in 2016 to **88%**) scoring **100%** for item 5 'My course has provided me with opportunities to explore ideas or concepts in depth', and item 10 'Feedback on my work has been timely'. **Visual Communication HND** also increased their overall satisfaction rate (up from 71% to **86%**) scoring **100%** for item 4 'My course has challenged me to achieve my best work'. Whilst **Popular Music BAH** received a low score (**71%**), there has been some increase in overall satisfaction (up **14%** compared to 2016).

Accounting and Finance BAH are reporting results for the first time this year at **95%**. Scores were also received for two additional courses this year that rated below the overall institutional satisfaction rate: **Person-centred counselling and psychotherapy DipHE (67%)**, with organisation and management, a particularly low score. **Thirty-three percent** was recorded for item 15 'The course is well organised and is running smoothly'. **Mechanical Engineering BEng (53%)** also scored low in overall satisfaction linked to item 5 'My course has provided me with opportunities to explore ideas or concepts in depth' (**53%**) and item 15 'The course is well organised and is running smoothly' (**40%**).

Applied Music BAH has fallen significantly (down **44%** compared to 2016) with the lowest overall score (**50%**) despite scoring between 80%-90% in certain areas of the questionnaire, such as **93%** for item 24 'Staff value students' views and opinions about the course'. This is likely to be related to lower satisfaction with assessment and feedback with a particularly low score of **36%** recorded for item 10 'Feedback on my work has been timely', and **36%** for item 15 'The course is well organised and running smoothly'.

Adventure Tourism Management BAH is another example of lower scores received this year (down from 85% in 2015 to **64%**) likely related to item 15 'The course is well organised and is running smoothly' scoring **21%**.

Computing BSCh has fallen (down from 91% to **62%** with the HND scoring **75%** this year) which could be linked to item 8 'The criteria used in marking have been clear in advance' and item 15 'The course is well organised and running smoothly' which both scored **23%**.

Business and Management BAH continued to drop significantly in scores this year (down from 77% to **56%**) with **Drama and Performance BAH** also dropping (down from 89% to **60%**). These reductions could be linked to sharp declines in satisfaction regarding the organisation and management (down from 69% to **54%** for **Business**, and down from 64% to **40%** for **Drama**).

There were lower scores for **Aircraft Engineering BEngH (78%** down from 93% in 2016) possibly linked to 'The teaching on my course' (down from 88% in 2016 to **79%**), and 'Assessment and feedback' (down from

61% in 2016 to **47%**). **Psychology BScH** was another programme area to drop in scores (67% down from **84%** in 2016) possibly linked to 'Academic support' (down from 77% in 2016 to **60%**) and the new question set area 'Learning community' scoring **50%**. **Child and Youth Studies BAH** has dropped in score (down from 100% to **88%**) possibly linked to the new survey area 'Learning community' 47%.

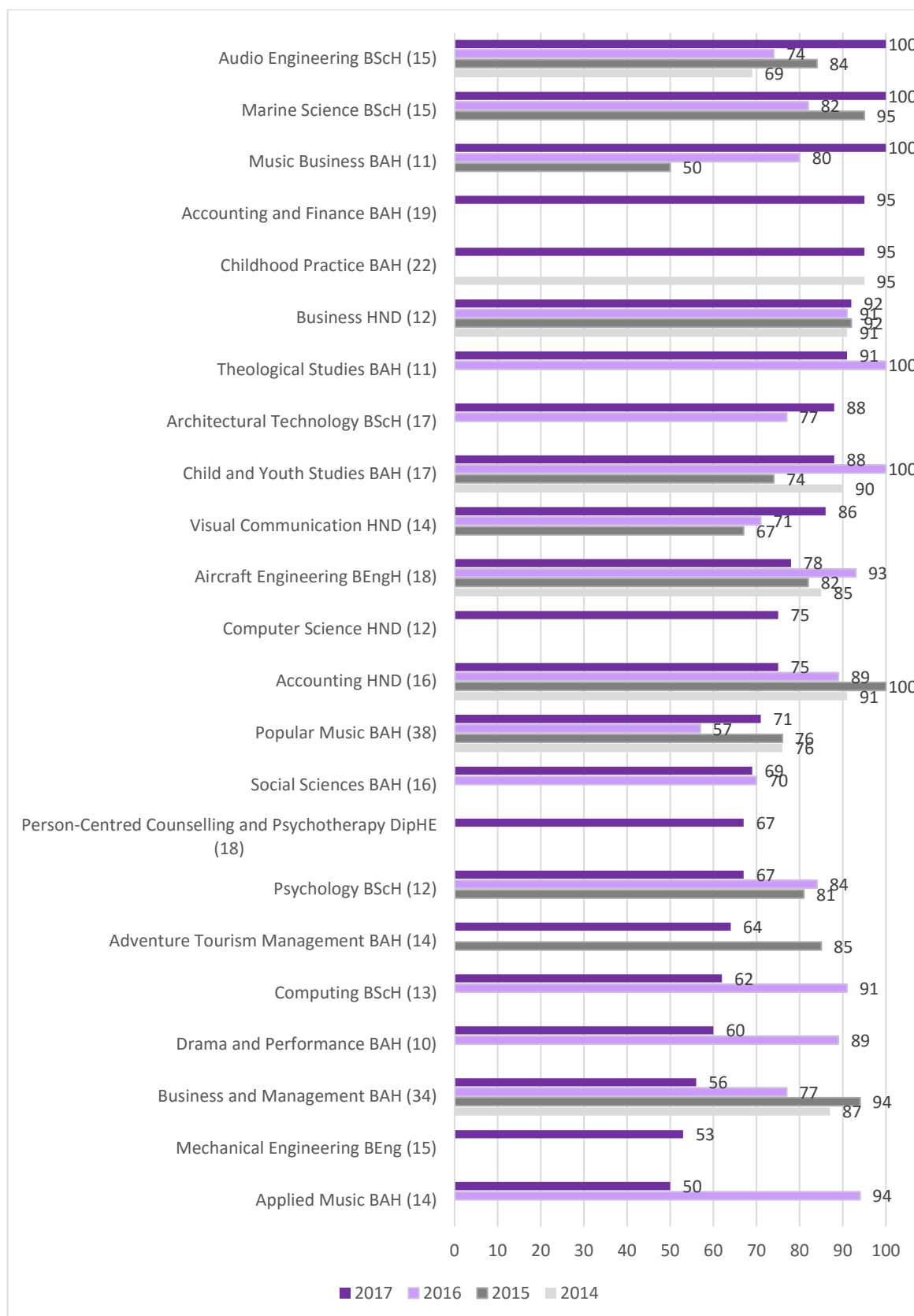


Figure 3: NSS 2014-2017 % agree for question 22/27 'Overall satisfaction' by programme (in descending order). Number of respondents for 2017 are shown in brackets.

4.5 By JACS code

The university is also provided NSS results by JACS code (Joint Academic Classification of Subjects) which enables comparison to results from other HEIs, providing a subject level benchmark. In table 5 below a RAG system has been used to compare the performance of the university to that of the UK average and the Scotland average for that JACS code using the following key:

Key (RAG):

	The university score is more than 3% below the average subject area score
	The university score is between -3% and +3% of the average subject area score
	The university score is more than 3% above the average subject area score

JACS code - Level 3	Programmes	Q27- UHI	Q27- UK average	RAG based on UK average	Q27- Scotland average	RAG based on Scotland average
Academic studies in Education	Childhood Practice BAH	95	86		89	
Accounting	Accounting HND	82	88		88	
Aerospace Engineering	Aircraft Engineering BEngH	78	77		85	
Agriculture and others in Veterinary Sciences, Agriculture and related subjects	Arboriculture and Urban Forestry HND, Sustainable Development BScH, Sustainable Forest Management BSc	100	83		80	
Architecture	Architectural Technology BScH	88	87		83	
Business studies	Administration and Information Technology HND, Business and Management BAH, Business HND	67	82		80	
Complementary Medicine	Beauty Therapy HND, Complementary Therapies HND	90	86		87	

Table 5: Analysis for question 27 overall satisfaction by JACS code

Computer Science	Computer Science HND, Computing BSch	68	79		77	
Design studies	Contemporary Art Practice HND, Visual Communication HND, Visual Communication and Design BAH	83	82		81	
Drama	Drama and Performance BAH	60	81		74	
Electronic and Electrical Engineering	Audio Engineering BSch, Electrical and Electronic Engineering BEng, Engineering Systems HND	87	83		88	
Finance	Accounting and Finance BAH	95	85		87	
Fine Art	Contemporary Art Practice HND, Contemporary Art and Contextualised Practice BAH, Fine Art BAH	73	82		82	
History	History and Archaeology BAH, History and Politics BAH, Scottish History BAH, Scottish History and Archaeology BAH	83	90		90	
Mechanical, Production and Manufacturing Engineering	Mechanical Engineering BEng, Engineering and Built Environment	55	81		82	
Music	Applied Music BAH, Music Business BAH, Popular Music BAH	72	78		79	
Ocean Sciences	Marine Science BSch	100	86		100	
Psychology	Psychology BSch, Person-Centred Counselling and Psychotherapy DipHE	67	85		84	
Social Work	Child and Youth Studies BAH, Health Studies BAH	92	81		86	
Sociology	Social Sciences BAH, Oral Health Science BSc	68	86		89	
Theology and Religious studies	Theological Studies BAH	91	89		91	

Tourism, Transport and Travel	Adventure Tourism Management BAH, Adventure Performance and Coaching BAH, Hospitality Management HND, Hospitality Management BAH, Professional Cookery HND	61	84		80	
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Table 5 CONTINUED: Table 5: Analysis for question 27 overall satisfaction by JACS code

5 Results for all question scales

5.1 UHI vs. Scotland/UK

The % agree (TEF method)⁷ for each question scale for the university is given in Figure 4 below, alongside the Scottish and UK scores. For 2017, the university scores well in the area of Assessment and Feedback (72%) when compared to Scotland. However, scores are below average across all other areas, especially when referring to the new survey areas Learning Community (70%) and Student Voice (64%).

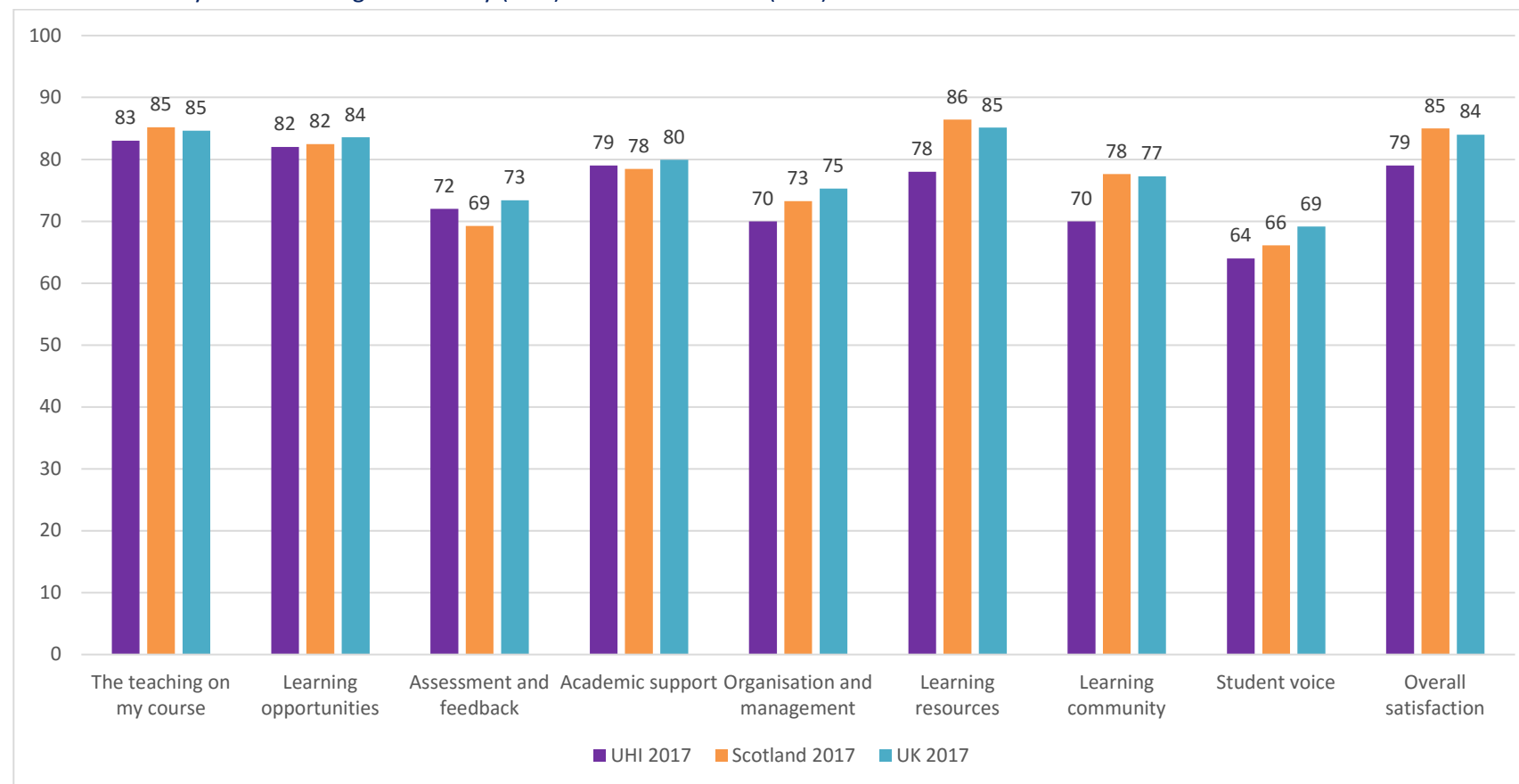


Figure 4: NSS 2017 % agree (TEF method) for all question scales, University of the Highlands and Islands, plus Scotland and UK figures

⁷ See the report from Texunatch [here](#) for more information on how % agree calculations are made

5.2 By subject network

NSS item/scale	UHI	Scotland	UK	BML	CCI	EBE	ALS	HEG	STE
The teaching on my course	83	85	85	76	83	79	86	89	89
1. Staff are good at explaining things.	86	90	89	83	87	82	83	89	93
2. Staff have made the subject interesting.	83	84	83	75	84	77	87	89	90
3. The course is intellectually stimulating.	82	86	85	75	79	78	88	92	88
4. My course has challenged me to achieve my best work (NEW QUESTION FOR 2017)	81	81	82	73	81	78	85	86	85
Learning opportunities (NEW QUESTION SET FOR 2017)	82	82	84	77	82	77	88	84	84
5. My course has provided me with opportunities to explore ideas or concepts in depth.	84	84	84	78	83	78	92	90	83
6. My course has provided me with opportunities to bring information and ideas together from different topics.	85	85	85	84	82	82	89	89	83
7. My course has provided me with opportunities to apply what I have learnt.	77	79	81	69	81	71	83	72	85
Assessment and feedback	72	69	73	66	76	68	74	77	66
8. The criteria used in marking have been clear in advance.	69	71	73	63	71	69	74	75	60
9. Marking and assessment has been fair*	79	73	73	76	81	76	77	82	82
10. Feedback on my work has been timely*	64	65	73	59	69	62	68	71	48
11. I have received helpful comments on my work*	75	69	74	67	83	65	77	82	75
Academic support	79	78	80	70	84	81	80	80	79
12. I have been able to contact staff when I needed to.	83	87	86	75	87	85	86	81	83
13. I have received sufficient advice and guidance in relation to my studies*	80	78	79	74	83	81	81	83	78
14. Good advice was available when I needed to make study choices on my course*	73	70	75	63	82	77	69	75	77
Organisation and management	70	73	75	62	73	66	74	76	68
15. The course is well organised and is running smoothly.	61	66	71	48	63	62	69	74	57
16. The timetable works efficiently for me*	78	79	79	75	81	73	79	81	78
17. Any changes in the course or teaching have been communicated effectively.	69	75	77	64	74	61	71	75	70
Learning resources	78	86	85	78	75	79	82	79	77
18. The IT resources and facilities provided have supported my learning well*	76	84	83	78	72	76	82	79	73
19. The library resources (e.g. books, online services and learning spaces) have supported my learning well*	78	88	86	76	74	83	82	77	76
20. I have been able to access course-specific resources (e.g. equipment, facilities, software, collections) when I needed to*	81	87	86	79	80	79	82	81	85
Learning community (NEW QUESTION SET FOR 2017)	70	78	77	73	78	75	66	54	69
21. I feel part of a community of staff and students.	66	69	70	68	74	67	63	48	67
22. I have had the right opportunities to work with other students as part of my course.	75	87	84	78	81	84	67	62	72
Student voice	64	66	69	59	69	63	64	63	64
23. I have had the right opportunities to provide feedback on my course (NEW QUESTION FOR 2017)	81	85	84	83	85	72	79	85	82
24. Staff value students' views and opinions about the course (NEW QUESTION FOR 2017)	77	74	76	69	81	75	79	76	85
25. It is clear how students' feedback on the course has been acted on (NEW QUESTION FOR 2017)	53	53	60	41	66	53	50	54	54
26. The students' union (association or guild) effectively represents students' academic interests*	41	52	57	44	45	49	44	27	27
27. Overall I am satisfied with the quality of this course	79	85	84	71	76	77	85	85	85
Number of respondents	599	-	-	123	129	79	96	72	60

Table 6: NSS 2017 % agree for all question scales, by subject network plus Scotland and UK figures

(*items marked with an asterisk have new wording for 2017)

5.3 By academic partner

NSS item/scale	UHI	Scotland	UK	HTC UHI	IC UHI	LCC UHI	MC UHI	NHC UHI	PC UHI	SAMS UHI	WHC UHI
The teaching on my course	83	85	85	98	81	75	86	82	84	98	66
1. Staff are good at explaining things.	86	90	89	100	86	81	87	88	85	100	65
2. Staff have made the subject interesting.	83	84	83	100	79	62	89	80	84	100	85
3. The course is intellectually stimulating.	82	86	85	100	80	81	90	76	83	93	60
4. My course has challenged me to achieve my best work (NEW QUESTION FOR 2017)	81	81	82	89	80	77	76	84	83	100	55
Learning opportunities (NEW QUESTION SET FOR 2017)	82	82	84	90	82	81	82	79	81	100	72
5. My course has provided me with opportunities to explore ideas or concepts in depth.	84	84	84	100	85	77	87	84	81	100	80
6. My course has provided me with opportunities to bring information and ideas together from different topics.	85	85	85	100	83	81	86	80	85	100	80
7. My course has provided me with opportunities to apply what I have learnt.	77	79	81	70	77	85	73	72	77	100	55
Assessment and feedback	72	69	73	93	73	63	66	75	71	83	64
8. The criteria used in marking have been clear in advance.	69	71	73	90	68	69	65	80	67	93	60
9. Marking and assessment has been fair*	79	73	73	100	83	84	73	76	76	93	75
10. Feedback on my work has been timely*	64	65	73	80	68	46	49	60	68	53	45
11. I have received helpful comments on my work*	75	69	74	100	74	54	78	84	73	93	75
Academic support	79	78	80	90	72	74	80	79	82	89	75
12. I have been able to contact staff when I needed to.	83	87	86	100	76	77	87	76	86	93	80
13. I have received sufficient advice and guidance in relation to my studies*	80	78	79	90	76	69	78	84	83	93	75
14. Good advice was available when I needed to make study choices on my course*	73	70	75	80	65	76	75	76	77	80	74
Organisation and management	70	73	75	93	66	65	66	76	71	93	53
15. The course is well organised and is running smoothly.	61	66	71	90	58	46	59	64	65	100	25
16. The timetable works efficiently for me*	78	79	79	100	74	81	73	84	79	93	85
17. Any changes in the course or teaching have been communicated effectively.	69	75	77	90	66	67	66	80	69	87	50
Learning resources	78	86	85	87	79	83	83	73	76	84	67
18. The IT resources and facilities provided have supported my learning well*	76	84	83	70	79	75	86	72	74	71	68
19. The library resources (e.g. books, online services and learning spaces) have supported my learning well*	78	88	86	100	81	96	82	71	75	79	50
20. I have been able to access course-specific resources (e.g. equipment, facilities, software, collections) when I needed to*	81	87	86	90	78	80	80	79	81	100	80
Learning community (NEW QUESTION SET FOR 2017)	70	78	77	85	64	64	66	66	76	97	73
21. I feel part of a community of staff and students.	66	69	70	90	58	68	63	68	70	93	60
22. I have had the right opportunities to work with other students as part of my course.	75	87	84	89	70	60	70	64	82	100	85
Student voice	64	66	69	83	59	74	61	68	66	79	50
23. I have had the right opportunities to provide feedback on my course (NEW QUESTION FOR 2017)	81	85	84	100	75	85	79	80	84	100	90
24. Staff value students' views and opinions about the course (NEW QUESTION FOR 2017)	77	74	76	90	72	96	73	84	76	100	70
25. It is clear how students' feedback on the course has been acted on (NEW QUESTION FOR 2017)	53	53	60	78	50	60	47	64	56	80	20
26. The students' union (association or guild) effectively represents students' academic interests*	41	52	57	50	37	57	42	43	47	18	11
27. Overall I am satisfied with the quality of this course	79	85	84	90	75	69	85	79	80	100	70
Number of respondents	599	-	-	10	161	26	63	25	215	15	23

Table 7: NSS 2017 % agree for all question scales, by academic partner
(*items marked with an asterisk have new wording for 2017)

5.4 By programme

NSS item/scale	UHI	Acct HND	Acct and Fin BAH	Advent Tour Mgt BAH	Airc Eng BEngH	Appl Mus BAH	Arch Tec BScH	Aud Eng BScH	Bus HND	Bus and Mgt BAH	Child and You BAH	Childh Pract BAH
The teaching on my course	83	86	86	64	79	70	91	100	83	76	82	92
1. Staff are good at explaining things.	86	88	89	64	83	71	88	100	92	85	71	95
2. Staff have made the subject interesting.	83	81	89	86	78	64	94	100	67	68	82	90
3. The course is intellectually stimulating.	82	88	89	50	83	79	88	100	83	79	88	91
4. My course has challenged me to achieve my best work (NEW QUESTION FOR 2017)	81	88	74	57	72	64	94	100	92	74	88	91
Learning opportunities (NEW QUESTION SET FOR 2017)	82	79	86	71	76	79	92	100	81	70	84	95
5. My course has provided me with opportunities to explore ideas or concepts in depth.	84	81	89	79	72	79	100	100	75	71	94	100
6. My course has provided me with opportunities to bring information and ideas together from different topics.	85	75	89	79	83	79	88	100	92	82	88	95
7. My course has provided me with opportunities to apply what I have learnt.	77	81	79	57	72	79	88	100	75	56	71	91
Assessment and feedback	72	73	83	63	47	63	91	98	83	59	69	90
8. The criteria used in marking have been clear in advance.	69	56	79	57	61	71	88	100	67	62	82	91
9. Marking and assessment has been fair*	79	94	79	71	67	86	88	100	100	79	71	95
10. Feedback on my work has been timely*	64	75	84	43	28	36	100	93	75	44	53	86
11. I have received helpful comments on my work*	75	69	89	79	33	57	88	100	92	50	71	86
Academic support	79	77	88	71	87	69	89	100	89	52	69	90
12. I have been able to contact staff when I needed to.	83	75	95	79	89	64	82	100	83	59	71	91
13. I have received sufficient advice and guidance in relation to my studies*	80	81	89	71	83	64	94	100	92	62	71	95
14. Good advice was available when I needed to make study choices on my course*	73	73	79	69	89	79	94	100	92	35	65	84
Organisation and management	70	63	85	55	49	67	92	98	72	54	76	91
15. The course is well organised and is running smoothly.	61	56	89	21	39	36	94	93	67	29	76	95
16. The timetable works efficiently for me*	78	63	79	93	72	93	94	100	83	73	87	81
17. Any changes in the course or teaching have been communicated effectively.	69	69	88	50	35	69	88	100	67	62	60	95
Learning resources	78	79	88	67	69	85	88	100	86	69	84	89
18. The IT resources and facilities provided have supported my learning well*	76	69	89	71	67	83	94	100	83	71	94	90
19. The library resources (e.g. books, online services and learning spaces) have supported my learning well*	78	87	83	50	72	85	82	100	82	65	81	86
20. I have been able to access course-specific resources (e.g. equipment, facilities, software, collections) when I needed to*	81	80	89	79	67	86	88	100	92	70	75	94
Learning community (NEW QUESTION SET FOR 2017)	70	84	74	79	78	79	85	97	92	54	47	73
21. I feel part of a community of staff and students.	66	81	74	64	72	79	76	93	92	44	53	75
22. I have had the right opportunities to work with other students as part of my course.	75	88	74	93	83	79	94	100	92	65	41	67
Student voice	64	58	76	51	57	79	72	98	76	51	63	66
23. I have had the right opportunities to provide feedback on my course (NEW QUESTION FOR 2017)	81	81	95	93	67	86	71	100	83	76	76	86
24. Staff value students' views and opinions about the course (NEW QUESTION FOR 2017)	77	75	79	71	78	93	82	100	92	55	71	91
25. It is clear how students' feedback on the course has been acted on (NEW QUESTION FOR 2017)	53	44	53	21	33	79	76	93	67	29	50	38
26. The students' union (association or guild) effectively represents students' academic interests*	41	29	75	15	50	58	50	100	56	44	50	40
27. Overall I am satisfied with the quality of this course	79	75	95	64	78	50	88	100	92	56	88	95
Number of respondents	559	16	19	14	18	14	17	15	12	34	17	22

Table 8: NSS 2017 % agree for all question scales, by programme
(*items marked with an asterisk have new wording for 2017)

NSS item/scale	Comp Scien HND	Comp BSch	Drama and Perf BAH	Marine Sci BScH	Mech Eng BEngH	Music Bus BAH	Person- Cent DipHE	Pop Music BAH	Psycho logy BSch	Soc Scien BAH	Theol Studies BAH	Vis Comm HND
The teaching on my course	88	69	73	98	65	95	69	76	88	77	98	91
1. Staff are good at explaining things.	100	69	80	100	67	100	72	87	73	75	100	86
2. Staff have made the subject interesting.	92	69	80	100	60	100	78	82	92	69	100	86
3. The course is intellectually stimulating.	83	77	70	93	67	91	67	63	92	88	100	93
4. My course has challenged me to achieve my best work (NEW QUESTION FOR 2017)	75	62	60	100	67	91	61	71	92	75	90	100
Learning opportunities (NEW QUESTION SET FOR 2017)	78	69	83	100	60	97	87	68	72	79	88	88
5. My course has provided me with opportunities to explore ideas or concepts in depth.	67	77	90	100	53	100	83	66	83	88	100	93
6. My course has provided me with opportunities to bring information and ideas together from different topics.	83	46	90	100	60	91	83	71	75	81	100	86
7. My course has provided me with opportunities to apply what I have learnt.	83	85	70	100	67	100	94	68	58	69	64	86
Assessment and feedback	75	46	83	83	65	91	57	64	60	67	91	86
8. The criteria used in marking have been clear in advance.	58	23	70	93	67	82	39	50	50	69	91	79
9. Marking and assessment has been fair*	100	46	60	93	73	91	61	71	67	69	91	100
10. Feedback on my work has been timely*	67	62	100	53	60	100	61	58	58	69	82	71
11. I have received helpful comments on my work*	75	54	100	93	60	91	67	79	67	63	100	93
Academic support	75	67	87	89	76	100	74	77	64	65	91	86
12. I have been able to contact staff when I needed to.	83	69	100	93	87	100	83	82	83	75	100	93
13. I have received sufficient advice and guidance in relation to my studies*	67	54	100	93	73	100	72	74	58	63	91	79
14. Good advice was available when I needed to make study choices on my course*	75	77	60	80	67	100	62	76	50	56	82	86
Organisation and management	67	46	47	93	51	91	54	68	75	65	91	76
15. The course is well organised and is running smoothly.	50	23	50	100	40	91	33	53	75	63	91	79
16. The timetable works efficiently for me*	83	54	40	93	67	91	76	82	73	75	91	71
17. Any changes in the course or teaching have been communicated effectively.	67	62	50	87	47	90	56	68	73	60	91	77
Learning resources	69	60	47	84	80	85	72	64	81	80	88	81
18. The IT resources and facilities provided have supported my learning well*	75	46	50	71	60	73	59	56	75	87	73	79
19. The library resources (e.g. books, online services and learning spaces) have supported my learning well*	50	75	50	79	100	82	83	61	83	80	100	75
20. I have been able to access course-specific resources (e.g. equipment, facilities, software, collections) when I needed to*	83	62	40	100	80	100	78	76	83	71	91	86
Learning community (NEW QUESTION SET FOR 2017)	79	58	55	97	70	95	69	71	50	56	82	79
21. I feel part of a community of staff and students.	75	62	40	93	67	91	50	66	55	50	91	86
22. I have had the right opportunities to work with other students as part of my course.	83	54	70	100	73	100	89	76	45	63	80	71
Student voice	58	47	51	79	72	86	56	59	64	51	83	77
23. I have had the right opportunities to provide feedback on my course (NEW QUESTION FOR 2017)	67	62	70	100	100	100	67	82	83	69	100	93
24. Staff value students' views and opinions about the course (NEW QUESTION FOR 2017)	75	69	70	100	67	100	72	71	75	56	91	79
25. It is clear how students' feedback on the course has been acted on (NEW QUESTION FOR 2017)	50	42	40	80	53	91	59	50	42	38	80	79
26. The students' union (association or guild) effectively represents students' academic interests*	38	8	22	18	67	50	23	32	55	43	43	50
27. Overall I am satisfied with the quality of this course	75	62	60	100	53	100	67	71	67	69	91	86
Number of respondents	12	13	10	15	15	11	18	38	12	16	11	14

Table 8 CONTINUED: NSS 2017 % agree for all question scales, by programme
 (*items marked with an asterisk have new wording for 2017)

5.5 Optional question banks

NSS item/scale	% agree 2017	% agree 2016	% agree 2015	% agree 2014
B5 Course delivery				
Learning materials made available on my course have enhanced my learning.	84%	82%	81%	83%
The range and balance of approaches to teaching has helped me to learn.	76%	75%	77%	79%
The delivery of my course has been stimulating.	75%	71%	75%	73%
My learning has benefited from modules that are informed by current research.	80%	83%	81%	79%
Practical activities on my course have helped me to learn.	76%	78%	76%	78%
B2. Students' Union (Association or Guild)				
The Students' Union (Association or Guild) has had a positive impact on my sense of belonging to the university or college.	21%	NEW FOR 2017		
The Students' Union (Association or Guild) has had a positive impact on the local community.	17%			
The Students' Union (Association or Guild) has helped me develop useful life skills.	15%			
B3. Careers				
As a result of my course, I believe that I have improved my career prospects.	84%	NOT INCLUDED IN 2016	82%	86%
Good advice is available for making career choices.	64%		65%	66%
Good advice is available on further study opportunities.	73%		67%	66%

Table 9: NSS 2014-17 '% agree' for optional bank survey questions

6 Conclusion

The university has achieved excellent results for some academic partners, subject networks and programmes and these should be acknowledged and congratulated; clearly, some areas of provision are greatly appreciated by our students. It is also heartening that scores for our academic model, in terms of teaching, support, learning opportunities and assessment compare relatively well to the sector. We also continue to experience significantly higher response rates than the sector, reflecting an increased visibility for, and shared ownership of, the NSS across the university. In most cases, the targeted and high profile approach to action planning on the back of each NSS continues to have a positive impact on subsequent results and this should be continued. Not all programme teams fully engaged with the action planning process, however, and that might help to explain their disappointing NSS 2017 results.

Nevertheless, the reductions in the NSS scores are disappointing: there are clear areas at academic partner, subject network and programme levels that need to be drilled into to explain results which are pulling down strong performance elsewhere, particularly in the overall satisfaction rate that is the most widely publicised and tabularised.

The university has consistently underachieved in the organisation and management category of questions relative to the rest of the sector and there are some particularly low scores around communicating changes effectively and the smooth running of courses. There are signs of improvements relating to library resources, perhaps reflective of the changes arising from the Libraries Service Review outcomes and hopefully the decline in satisfaction with IT resources might also be addressed through the recommendations arising from its Service Review in 2017.

The introduction of the new categories around Learning Community and Student Voice have not been helpful to our scores. Work needs to be done to manage student expectations of opportunities to work with other students as part of their course and to support the understanding of Q27's use of the phrase "right opportunities" might mean in our distributed context.

Programme teams should be congratulated on the relatively strong scores for the value attached to student feedback: this was a particular concern given its low rating in the optional questions last year and teams were encouraged throughout the year to explain to students the changes that had been made based on previous results. This approach to closing the feedback loop should continue to be a priority for staff. The Students' Union score clearly had a significant impact on the Student voice section and hopefully the significant increase in investment and the recently announced mergers of the associations at Perth College UHI and Inverness College UHI with HISA will lead to improvement in these scores. The role of HISA in helping to improve the student experience and manage the NSS process is extremely important if we are to make improvements across the NSS questions.

The enhanced marketing and communications plan for the NSS in the last two years appears to have contributed to our high response rate. Our ability to engage with so many students on this activity is encouraging. The creation of an institutional culture that values and understands the strategic significance of the NSS will take time, but the NSS action plan monitored by a Strategic Group chaired by the Deputy Principal, with targeted marketing and communications, enhanced action planning with programmes, an NSS staff conference and so on, is being implemented and has been well received by academic, quality and professional services staff.

All staff within the university have a shared responsibility for improving the NSS scores. The profile of the survey has increased internally and there is now greater awareness and dialogue about what can be done to improve the results. It is encouraging that the targeted action planning process continues to have a positive impact on programme scores, in most cases. We need to ensure, however, that the Academic Partners, Faculties and Subject Networks adopt a widespread and proactive approach to the areas included in the NSS that looks beyond these targeted programmes, because despite areas of strength, particularly around the academic model and academic student experience, there is still much to be done to improve our NSS overall satisfaction levels.

7 Next steps

A number of activities and events will be taking place over the coming months to reflect on NSS 2017 and to work towards improved results for NSS 2018:

- Analysis of comments: Free text comments from NSS 2017 have already been released to the university. These will be analysed and individual reports sent to subject network leaders for dissemination to relevant staff;
- Targeted action planning: Given the proven efficacy of action planning, programmes, subject networks and academic partners with overall satisfaction scores for Q27 below the Scottish mean and/or drops of 10% or more, will meet with relevant senior staff, Faculty Deans and Subject Network Leaders to agree an action plan for the coming academic year;
- NSS conference: An internal NSS conference will take place on the 1st of September 2017 to increase understanding of the NSS and to share best practice;
- NSS Strategic Steering Group: This group will meet three times in the academic year to oversee actions from the programme action plans and provide leadership on institution-wide strategies to improve NSS satisfaction scores;
- NSS Process Management Group: This group will continue to oversee the day-to-day running of the NSS including finalising the sample for NSS 2018, and staff and student communications.

Authors:

Dr Heather Fotheringham, Quality Enhancement Impact Officer

Emma Taylor, Planning Officer

Dr Iain Morrison, Dean of Students

August 2017

8 Appendix

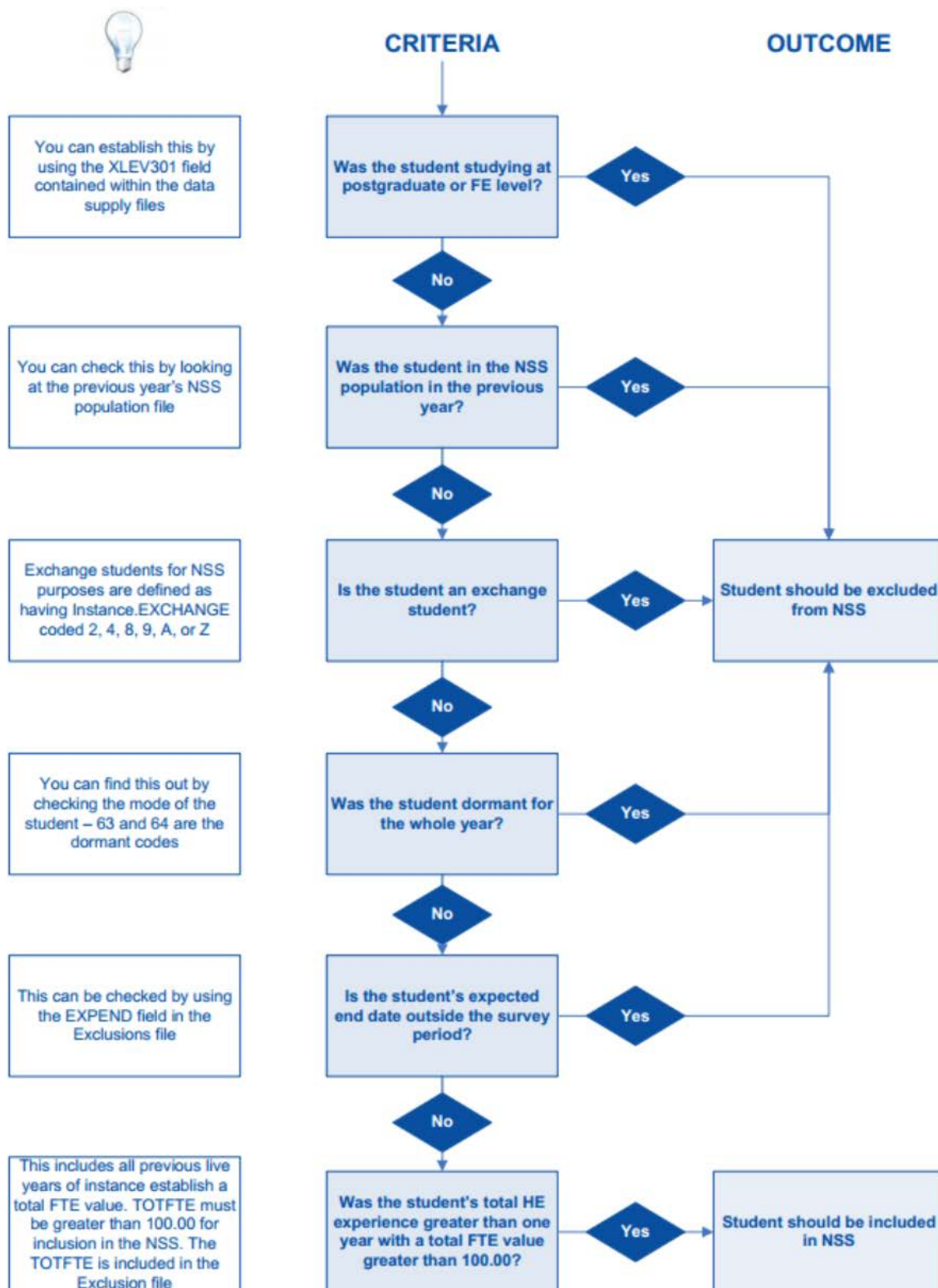


Figure 5: HESA flow diagram for NSS eligible students

Board of Management

Subject/Title:	Red Button Report 2016-17		
Meeting and date:	Learning and Teaching Committee, 26 September 2017		
Author:	Roddy Henry, Depute Principal		
Link to Strategic Plan:	Yes		
Cost implications:	No		
Risk assessment:	Yes If yes, please specify:		
Status – Confidential/Non confidential	Non confidential		
Freedom of Information Can this paper be included in “open” business	Yes		
If a paper should not be included within “open” business, please highlight below the reason.			
Its disclosure would substantially prejudice a programme of research (S27)		Its disclosure would substantially prejudice the effective conduct of public affairs (S30)	
Its disclosure would substantially prejudice the commercial interests of any person or organisation (S33)		Its disclosure would constitute a breach of confidence actionable in court (S36)	
Its disclosure would constitute a breach of the Data Protection Act (S38)		Other (please give further details)	
For how long must the paper be withheld? (express either as the time which needs to pass or a condition which needs to be met.)			

Recommendation:

The committee is asked to note this report.

Purpose of report / Summary

To disseminate the red button report 2016-17.

Background

The Red Button is an informal feedback and problem resolution mechanism. Students are encouraged to submit questions, suggestions, issues of concern and positive feedback.

Students are advised that they should raise any concerns with staff directly at their home academic partner (HAP) in the first instance.

Main body of information

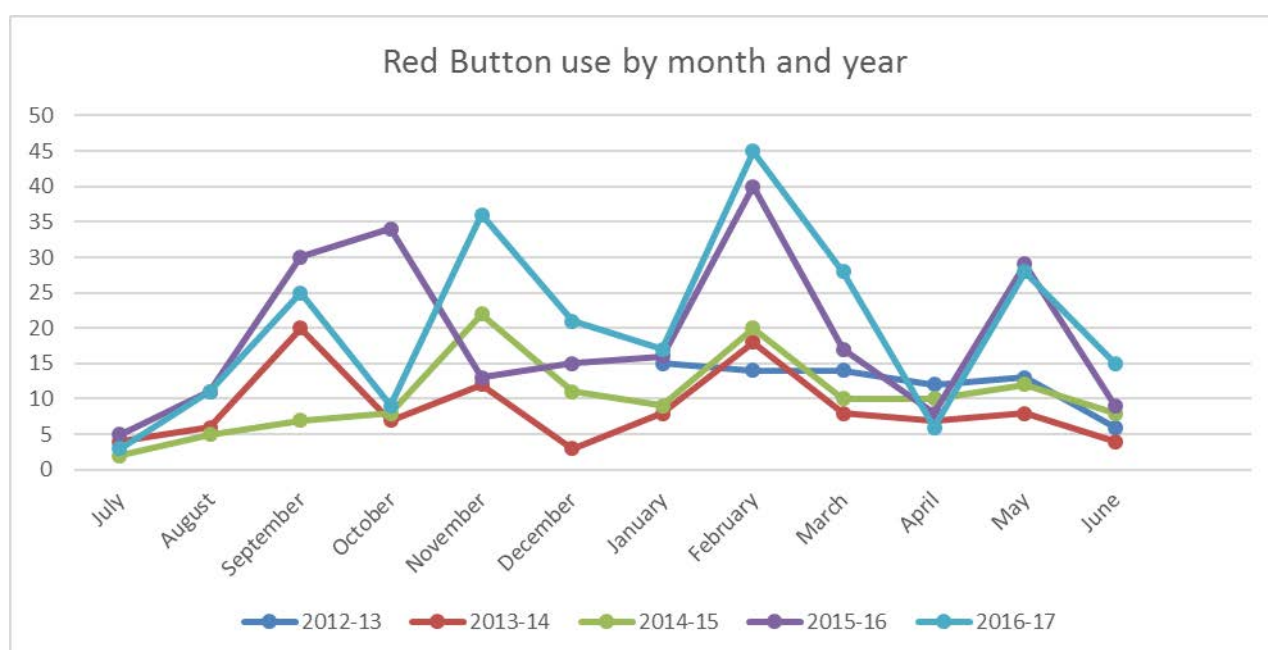
See attached report.

Roddy Henry
Depute principal

Red Button Annual Report 2016-17

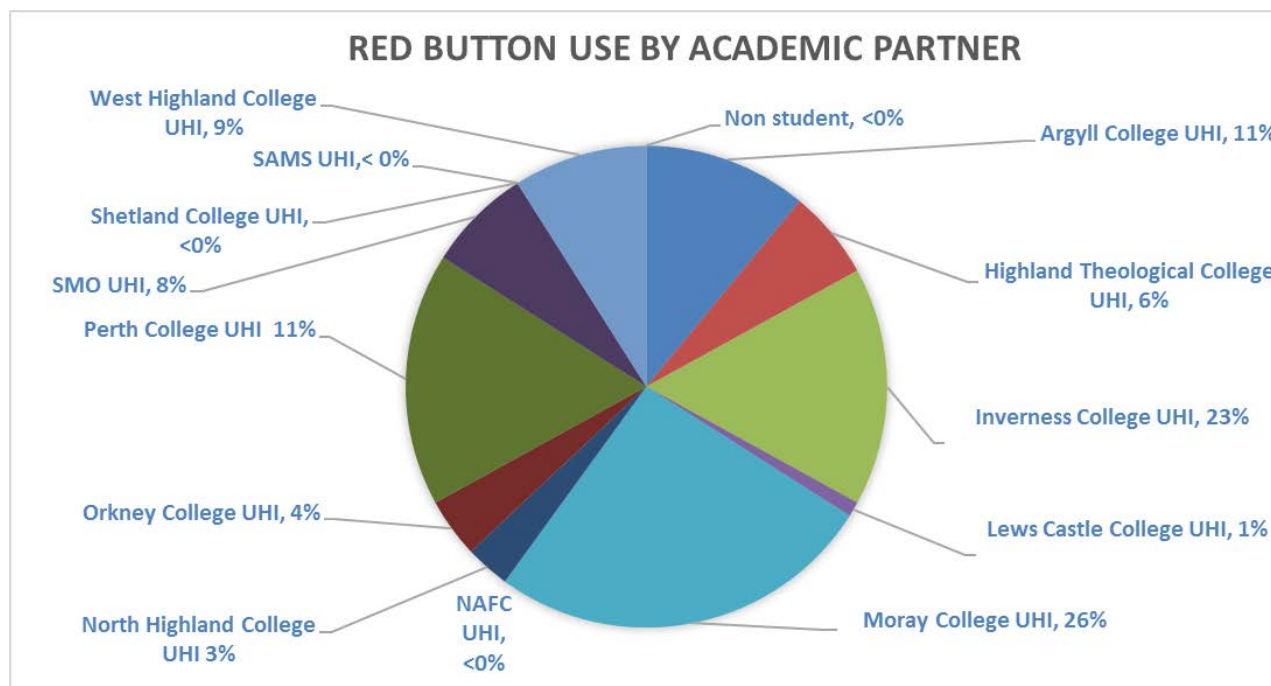
1.0 Introduction

- 1.1 This annual report outlines the use of the Red Button student feedback system during the academic year 2016 – 17.
- 1.2 The Red Button is an informal feedback and problem resolution mechanism. Students are encouraged to submit questions, suggestions, issues of concern and positive feedback. Students are advised that they should raise any concerns with staff directly at their HAP in the first instance.
- 1.3 The number of Red Buttons relating to a particular Academic Partner or Subject Network should not necessarily be viewed as a indicator of poor quality: increasingly, students are using the Red Button to express satisfaction and a higher number of contacts can also reflect effective promotion of the service to students. Providing an early opportunity for student feedback and problem resolution through the Red Button is an important way to improve the student experience, and can affect measures of satisfaction, such as the NSS.
- 1.4 A total of **241** enquiries were made to the Red Button during this academic year, and this report highlights the overall themes. In 2015-16, 225 enquires were received.
- 1.5 User satisfaction with the service continues to be extremely high.
- 1.6 The chart below shows use of the service by month and year:



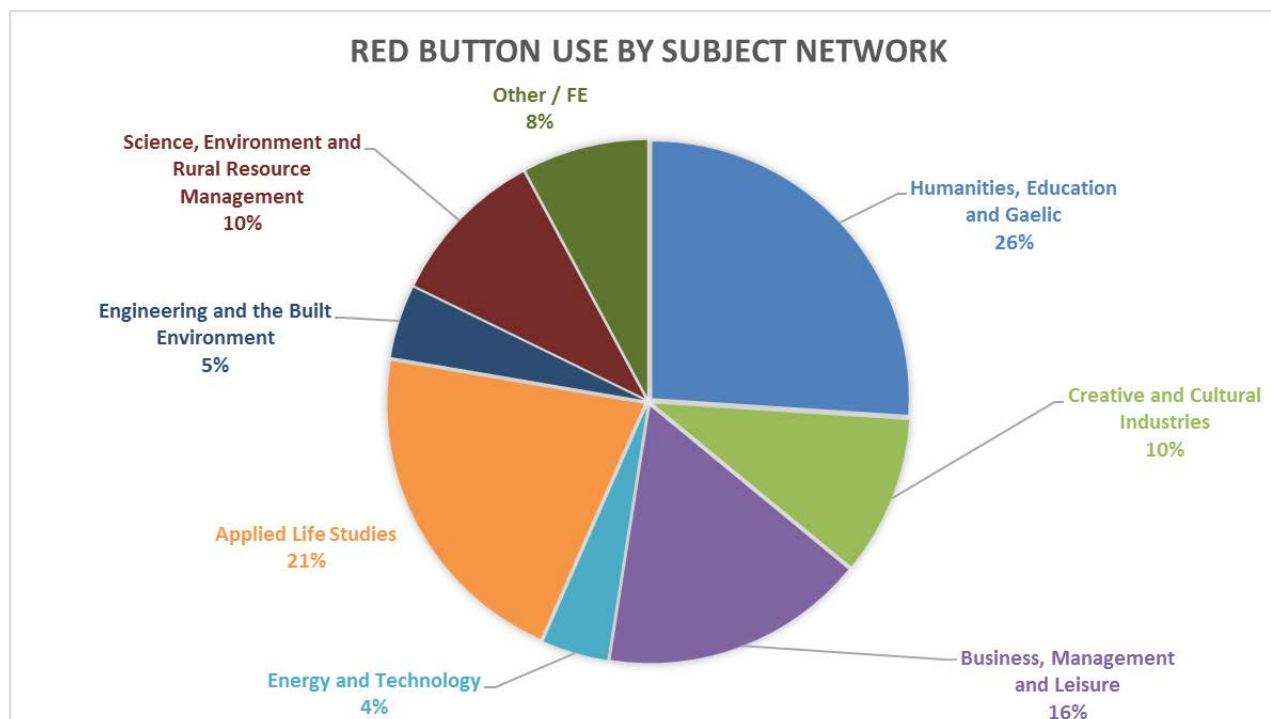
2.0 Red Button Use by Academic Partner

- 2.1 The chart below shows use of the Red Button by academic partner. All users were FE and HE students, unless otherwise shown. The proportion of responses from SAMS, Shetland, and NAFC were less than 1% each. Most SMO student enquiries related to a single IT issue.



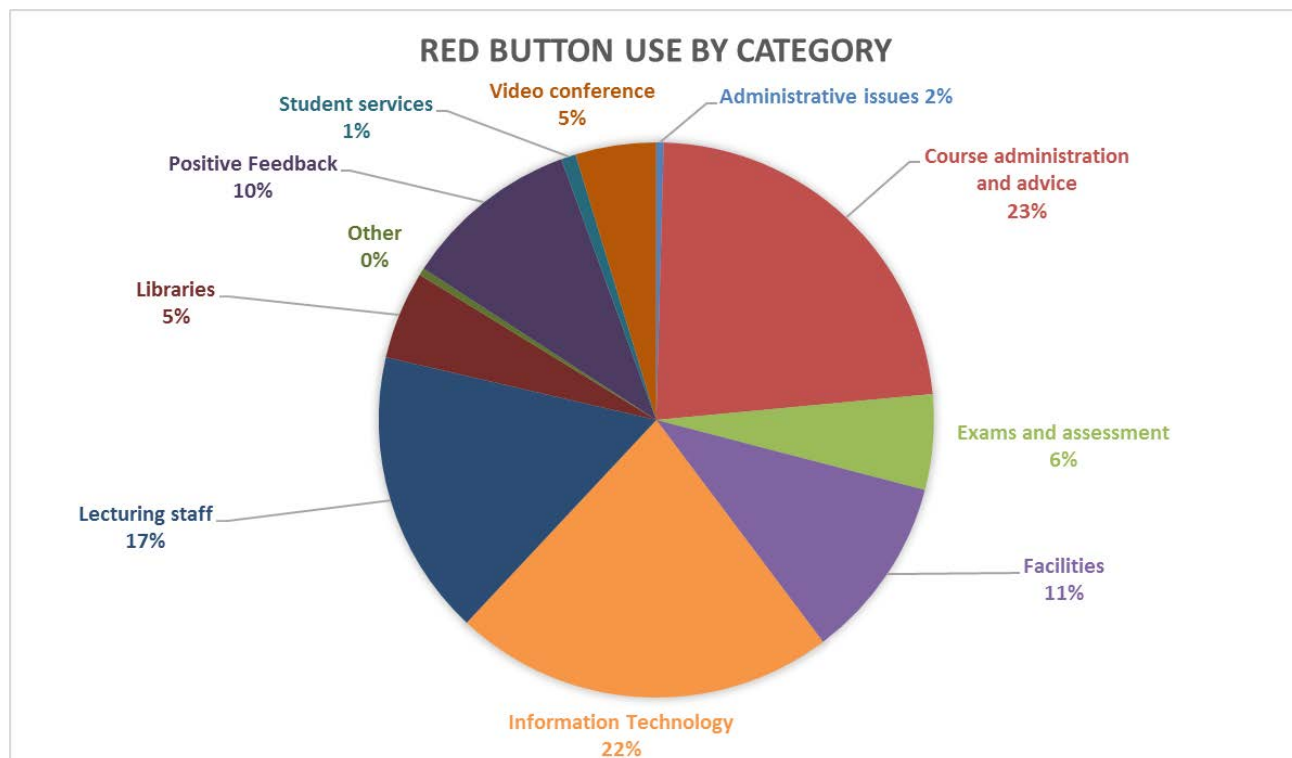
3.0 Use by Subject Network

- 3.1 Data is provided below on the use of the Red Button by subject network.



4.0 Use by Category

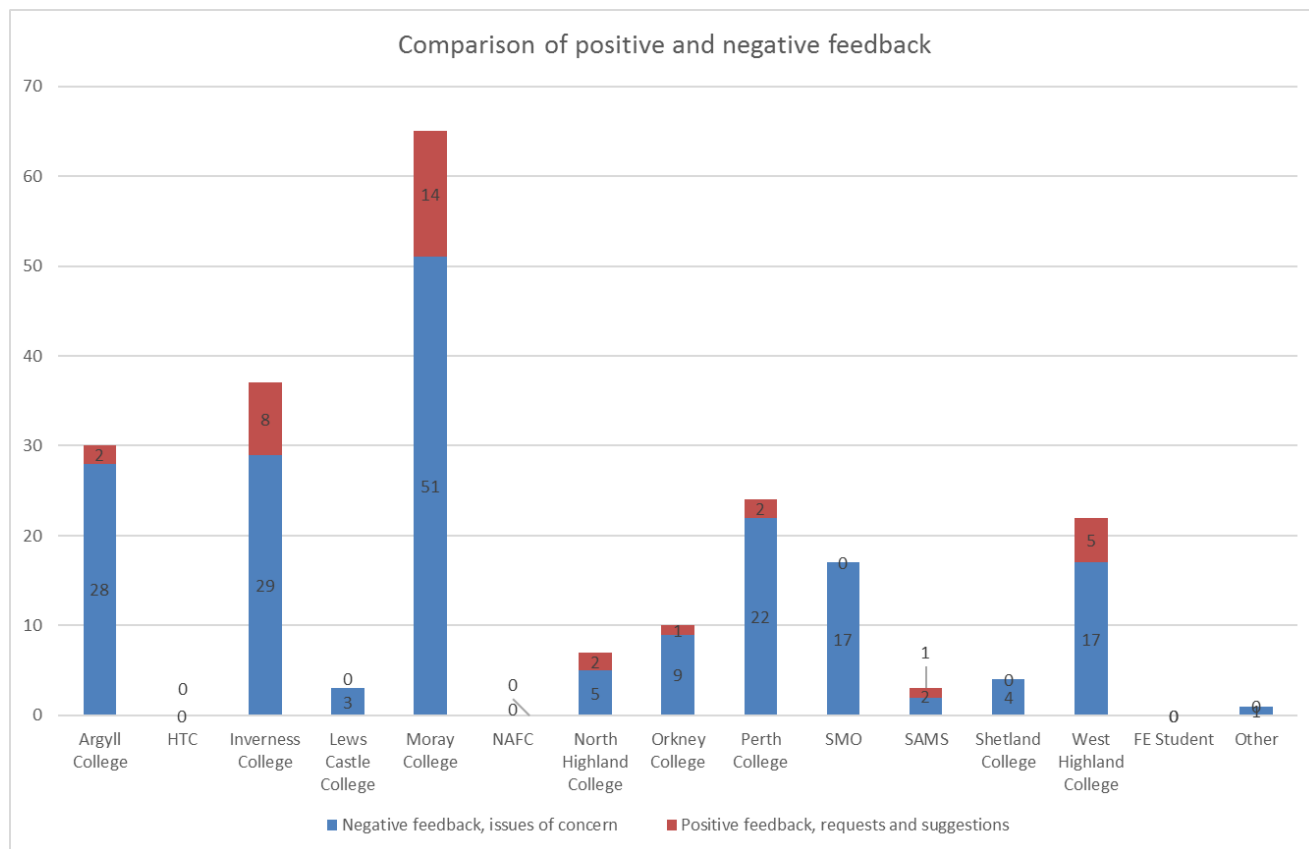
- 4.1 Almost every Red Button enquiry is different from the next: very individualised and personal to the students. However, it is important that we try to identify generic themes and issues which might point more systemic issues that might need to be addressed. The following chart categorises enquiries by theme:



- 4.2 Because of the widely varying nature of the issues, a complete table of enquiries received, together with the resolutions to the issues presented, is included in **Appendix 1**.
- 4.3 Analysis of enquiries. A brief analysis of enquiries this quarter is provided below:
- 4.3.1 Course administration and advice. A number of enquiries related to the organisation and running of programmes, replicating one of the recurring themes in the NSS.
 - 4.3.2 Positive feedback. It is encouraging that ten percent of contacts this year related to positive feedback from students who wished to state their thanks for various aspects of their course and student experience, especially the support of their lecturers.
 - 4.3.3 Facilities. A number of enquiries were related to the issues with college facilities, in particular classroom maintenance, heating and college catering.
 - 4.3.4 Lecturing staff. Often these enquiries were related to perceived communications issues relating to staff response and accessibility.
 - 4.3.5 Information Technology. A large number of enquiries were related to VC or other ICT issues, with a notable number related to WiFi.

5.0 Comparison of positive feedback and issues of concern

5.1 As well as being a method of raising issues of concern, students may also use the Red Button to provide feedback, ask questions, offer suggestions or express thanks. The following table shows the number of 'positive' and 'negative' enquiries received by academic partner. 'Positive' enquiries include questions, suggestions, praise and general requests for information, while 'negative' includes all instances where the student expressed dissatisfaction about an aspect of their university experience.



Dr Iain Morrison and Kevin Sinclair
September 2017

Appendix 1 – Summary of Red Button Enquiries and Resolutions

Date	Academic Partner	Subject Network	Category	Issue	Resolution
07/16	Moray College	Creative and Cultural Industries	Exams and assessment	Student's module feedback was delayed and they are also unhappy that they felt that had not been supported by the lecturer.	Following an investigation the student's complaint was partially upheld, with regard to delayed feedback. The complaint regarding lecturing staff support was not upheld.
07/16	Argyll College	Creative and Cultural Industries	Exams and assessment	Student had discovered they submitted an assessment online into the wrong submission box. They would therefore like to appeal the fact they have not received a mark for this, as it has been treated as not submitted.	Issue was dealt with as an Academic Appeal. The student withdrew the appeal after it was confirmed their second submission had been received. No evidence was provided to support a previous submission.
07/16	Moray College	Business and Leisure	Exams and assessment	Student had been informed they need to complete an extra unit to progress to degree. They feel it should have been raised earlier in the year.	This was treated as a complaint and the student was provided with a detailed response from the Quality Unit.
07/16	Moray College	Engineering & the Built Environment	Lecturing Staff	Student is disappointed by the lack of professionalism of two lecturers on their course.	Following an investigation, the student's complaint was upheld and current practice has been reviewed, particularly with regard to the needs of part-time students.
07/16	Moray College	Applied Life Studies	Course administration and advice	Student has submitted several claims for mitigating circumstances and is now unsure which assessments require resits. They have attempted to contact staff to clarify this but have received no response.	Student was contacted directly by the Quality Manager to resolve this issue, and an apology was given.
08/16	Perth College	Business and Leisure	Course administration and advice	Student is very unhappy that because they have enrolled for their honours year they will be unable to graduate with the rest of their class, who are all graduating in 2016. They have been advised that the only way they could graduate now would be to withdraw and re-enrol.	Student was advised that graduation is a formal process which confers a degree, rather than recognising intermediate stages on the learning journey. As such, students who continue to do an honours year are unable to graduate until they finish.
08/16	Moray College	Business and Leisure	Exams and assessment	Student queried resit dates. A previous complaint regarding this was not upheld.	No further contact was received from the student.

Date	Academic Partner	Subject Network	Category	Issue	Resolution
08/16	Non student	Energy and Technology	Course administration and advice	Former Lews Castle College student would like to enquire about the automotive engineering course and if it is possible to study this part-time via distance.	Student was informed that due to the practical nature of the course, it is not possible to study it via distance. The course content is specified by SQA, so there is no flexibility with this.
08/16	SAMS	Science, Environment and Rural Resource Management	Exams and assessment	Student wishes to clarify their recent module results and suggests that the overall mark is incorrect.	It was confirmed this issue will be investigated at the academic partner, however initial investigations do appear to show an incorrect mark recorded in SITS which has subsequently been validated at exam board.
08/16	Moray College	Applied Life Studies	Course administration and advice	Student failed all their assessments first time and had to resubmit, receiving average results. They feel it is unfair that resubmitted assessments are capped at 40%, particularly as their initial failures could be related to dyslexia and associated issues.	Student was informed that the cap is in accordance with the Academic Standards and Quality Regulations. It is expected that students who have a disability should be sufficiently supported to enable them to pass assessments on the first attempt.
08/16	Highland Theological College	Humanities and Gaelic	Information technology	Student is unable to enrol online. This also happened in their first year.	Student was advised to contact Servicedesk initially, to check if the issue is IT related.
09/16	Argyll College	Creative and Cultural Industries	Information technology	Student has been unable to enrol using the online system.	Student was advised to contact Servicedesk initially, to check if the issue is IT related.
09/16	Inverness College	Energy and Technology	Facilities	Student advised a waste pipe in one of the rooms is very loud and may be blocked.	The information was passed to relevant staff to action.
09/16	Inverness College	Science, Environment and Rural Resource Management	Course administration and advice	Student is part-time and is frustrated with a lack of information now their course is underway. They have not received details regarding induction, timetable, or class location which is affecting their ability to arrange childcare.	Student was given an apology and informed that information from the central timetabling service was delayed.

Date	Academic Partner	Subject Network	Category	Issue	Resolution
09/16	Perth College	Applied Life Studies	Course administration and advice	Student was disappointed that they have been told they cannot get direct entry into 3rd year as another student with the same qualifications has been allowed to do so.	Student received detailed information from college staff and is considering changing courses.
09/16	Inverness College	Science, Environment and Rural Resource Management	Course administration and advice	Student has completed a HNC with the intention to continue into the 2nd year of the degree course. They are now unable to do so due to personal circumstances.	The information was passed to relevant staff to action.
09/16	Moray College	Creative and Cultural Industries	Course administration and advice	Student has not been given a timetable and is unsure if they have a class they need to travel to attend.	Student was advised to contact college Reception to check if a class is running.
09/16	Moray College	Humanities and Gaelic	Facilities	Student requested the timer switch be disabled in the LRC Quiet Room as at present the lights go off if there is no movement, which is frustrating when students are working.	Student was advised the lights have a motion sensor, not a timer, and it is not possible to disable this function. The college will investigate the cost of new switches.
09/16	Moray College	Applied Life Studies	Positive feedback	Student wished to note their lecturer was 'awesome'.	Student was thanked for their comments, which will be passed on to relevant staff.
09/16	Orkney College	Business and Leisure	Libraries	Student is having issues with inter-site library loans. The books are not available at the college and where there are stocks at some academic partners, they are unwilling to loan them.	Student received a detailed response from university librarian.
09/16	Lewis Castle College		Administrative issues	FE student enquired what stage their bursary application had reached.	Further information was requested however the student did not respond.
09/16	Highland Theological College	Humanities and Gaelic	Video conference	Student had issues with the VC failing repeatedly during a lecture.	Student reported the issue appeared to have resolved itself.
09/16	Inverness College	Energy and	Information	Student is unclear how to log-on to see Blackboard or access their emails.	Student was advised to visit the webpages which detail the

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		Technology	technology		various systems and how to access them.
09/16	North Highland College	Applied Life Studies	Course administration and advice	Student claims that they been given conflicting information regarding enrolment and finance, and has not yet received their loan as a result.	Staff confirmed the student is enrolled and should therefore receive their loan shortly.
09/16	Inverness College		Course administration and advice	Student is semi-retired and has been taking specific modules for the past couple of years. Recently they have been unable to enrol for the modules they wish to do, and have had issues with several changes to their PAT. They are very frustrated by the whole process.	Issues were investigated and resolved.
09/16	Moray College		Facilities	Student feels the car park is a 'shambles' with insufficient spaces which are also too small. Their car was recently damaged and felt that staff were unhelpful when the student reported it. Requested CCTV.	The college acknowledged the parking issues but advised the cost of CCTV is prohibitive.
09/16	Highland Theological College	Humanities and Gaelic	Video conference	Student reported the VC cut off partway through a lecture.	Student was contacted by Servicedesk and asked to report any further issues.
09/16	Orkney College	Humanities and Gaelic	Course administration and advice	Student feels it is ineffective that they are full-time but have a PAT who only works part-time. Issues which are time sensitive are often delayed by up to a week.	Student was advised they can speak to other support or academic staff if they have an urgent issue and their PAT is unavailable.
09/16	West Highland College	Business and Leisure	Lecturing Staff	The student feels that a particular lecturer does not have sufficient knowledge to be in this position and is unhappy that they are not learning as much as they should in their third year.	The student was thanked for raising this concern to the college. On further investigation the lecturer in question was deemed suitable to deliver this module based on her qualifications and experience. Support has been put in place to ensure that the students experience in this subject area is improved upon and full feedback has been communicated to the student.

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09/16	Moray College		Student services	Student has not received their SAAS funding and has not had a response to their application for Discretionary funding. This is affecting their ability to pay their mortgage and they would like to discuss it with a member of staff.	Details of the query were passed to relevant staff at the college.
09/16	Highland Theological College	Humanities and Gaelic	Video conference	Student was disconnected while attending a lecture by VC.	Student was advised to update the version of Jabber they are using currently.
09/16	Inverness College	Energy and Technology	Information technology	Student is frustrated that the WiFi keeps having problems. They feel it should have been resolved given the new campus has been open for one year now.	Student was asked for further information but did not respond. The college ICT are not aware of any WiFi issues.
09/16	Inverness College	Humanities and Gaelic	Facilities	Student reported that one of their classes is being held in a room which has insufficient chairs for the number of people using it, using video conferencing.	It was noted that the class was larger than the original numbers which were given when allocating room space. CELCAT have now arranged for a permanent VC room with plenty of seats/space.
09/16	Inverness College	Science, Environment and Rural Resource Management	Facilities	Student does not feel there is sufficient provision for food at the School of Forestry site.	Issue passed to college staff to investigate.
09/16	Inverness College	Business and Leisure	Positive feedback	Student wished to comment that their lecturer is very well organised and goes above and beyond to help students understand the subject they teach. They feel the lecturer's teaching methods are faultless and all their lessons are well prepared, with all questions answered with knowledge and understanding.	Student was thanked for their comments, which were passed on to relevant staff.
09/16	Orkney College	Humanities and Gaelic	Course administration and advice	Student feels information regarding their course has too much emphasis on studying online and does not specify that it is possible to attend lectures in	Staff confirmed that students are informed during interview that they may access lectures in person if they wish to do so. This

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				person at the campus, or use the VC rooms in the college to access lectures from other sites.	information is also given on the relevant webpages.
10/16	Moray College	Applied Life Studies	Information technology	Student is unable to connect to WiFi which they are finding frustrating, particularly as students are encouraged to bring in their own laptops.	Student was advised that the IT department are aware of the issue and have been working to resolve it.
10/16	Moray College	Science, Environment and Rural Resource Management	Information technology	Student reported the WiFi has not been working properly for over a week.	Student was informed that ICT are aware of the issue and working to resolve it.
10/16	Moray College	Business and Leisure	Positive feedback	Student is thoroughly enjoying their course and being part of the University.	Student was thanked for their comments, which will be passed on to relevant staff.
10/16	Inverness College		Facilities	Student is unhappy with the 'poor' effort to supply food at a reasonable price in the canteen. They feel the rolls in particular are overpriced and contain insufficient filling,.	Student was advised that discussions have taken place with staff to ensure the level of fillings in the rolls are correct. It was noted that pricing is checked regularly to ensure it is reasonable for students.
10/16	Inverness College	Applied Life Studies	Course administration and advice	Student has noticed spelling and grammar mistakes in online course materials, for a number of modules.	The Programme Leader thanked the student for their feedback.
10/16	Inverness College	Science, Environment and Rural Resource Management	Course administration and advice	Student received a copy of the graduation ceremony brochure but did not receive an invitation to the ceremony itself, despite contacting the college in August to enquire about arrangements.	Student was informed that details of the event were sent to their student email account. It was noted they could choose to join the graduation ceremony in 2017, if they wish.
10/16	North Highland College		Course administration and advice	Student enquired how to withdraw from their course and their accommodation.	Student informed how to withdraw. PAT informed as part of process.
10/16	Shetland College	Humanities and Gaelic	Exams and	Student raised concerns regarding the essay questions and style of assessment. They	A detailed response was provided from the Programme Leader, outlining why there are

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			assessment	feel it is restrictive to have only one choice of essay question, or two similar questions.	limited question choices for this module.
10/16	Argyll College	Humanities and Gaelic	Positive feedback	Student was pleased that they have not had any issues with VC lectures for the first time since the start of term.	Student was thanked for their comments, which will be passed on to relevant staff.
11/16	Inverness College	FE	Information technology	Student reported WiFi signal is intermittent.	Student was contacted directly by ICT to discuss the issue further.
11/16	Inverness College	FE	Course administration and advice	Student attended a short photography course and was very unhappy with the administration of the course stating that they missed the first week as they did not receive notification of when the course was starting, despite contacting the college to enquire.	This was dealt with as a complaint, which was partially upheld.
11/16	Perth College	Energy and Technology	Lecturing Staff	Student is disappointed with the quality of lecturing this year, which they feel is 'poor'. They are having to learn from live video streams, with people they do not know, and half the lecture notes are written off screen.	Student was contacted by the Programme Leader to discuss their concerns in full and consider resolutions to the issues, including switching to PowerPoint presentations and incorporating the working of any problems into class discussions.
11/16	North Highland College	Energy and Technology	Facilities	Student feels the speed bumps in the car park are excessively large and causing unnecessary wear and damage to their vehicle.	A member of the Quality Team respond directly to the student, the speed bumps were found to be of the correct specification.
11/16	Inverness College	Applied Life Studies	Course administration and advice	Student feels the college should introduce an Animal Care course as this would be popular and the new campus has sufficient space.	Student was contacted by the Head of Curriculum who noted their suggestion and confirmed it will be included in discussions.
11/16	Inverness College	Applied Life Studies	Facilities	Student requested that a microwave be provided for students to heat up their own food.	Student was advised this is not something which can be provided at this time.
11/16	Inverness College	Applied Life Studies	Facilities	A second student requested that a microwave be provided for students to heat up their own food.	Student was advised this is not something which can be provided at this time.

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11/16	Moray College	Applied Life Studies	Course administration and advice	Student is very unhappy about their placement. They have requested flexibility, due to childcare considerations, and have been refused this.	Further information was requested however the student did not respond.
11/16	Inverness College	N/A	Course administration and advice	Person had completed an application form and submitted it along with payment for the course, but have not received any information. They feel that a student ID number and access to the network should be issued when payment is made, to prevent any issues accessing the course.	Person who processes the applications was on annual leave and only received application when she came back to work. Processing application today and will pass student ID details to tutor to give to student at the next class. A review of processes will be undertaken.
11/16	Moray College	Business and Leisure	Lecturing Staff	Student is concerned the tutor is concentrating on one particular area and not the actual subject matter.	Student received a detailed response from the Quality Team.
11/16	Inverness College		Course administration and advice	Student said that they did not receive any information after paying for course and was therefore unable to log in when they arrived for the first class.	Investigated by IC Quality Team who responded directly to the student.
11/16	Moray College	Creative and Cultural Industries	Facilities	Student reported the classrooms were freezing and the radiators were cold.	Message was passed to the Head of Estates and the student was advised to contact Reception if there are any future issues.
11/16	Perth College	Energy and Technology	Course administration and advice	Student wished to highlight that the software used for some of the coursework is not supported and feel that lecturers only have a basic knowledge of the materials.	It was confirmed the Programme Leader will discuss this issue with the wider team and investigate improved support in the next semester.
11/16	Moray College	Science, Environment and Rural Resource Management	Lecturing Staff	Student raised a complaint on behalf of their class outlining several issues regarding lectures a specific module.	Student received a detailed response from the Quality Team.
11/16	Inverness College	Science, Environment	Lecturing Staff	Student is unhappy that they are missing classes due to the lecturer travelling from a	Student received a detailed response from the Quality Team.

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		and Rural Resource Management		distance each week, especially since assessments are due to be handed in shortly.	
11/16	Inverness College	Science, Environment and Rural Resource Management	Lecturing Staff	Student is unhappy that they are missing classes due to the lecturer travelling from a distance each week, especially since assessments are due to be handed in shortly.	Student received a detailed response from the Quality Team.
11/16	Inverness College	Science, Environment and Rural Resource Management	Lecturing Staff	Student is unhappy that they are missing classes due to the lecturer travelling from a distance each week, especially since assessments are due to be handed in shortly.	Student received a detailed response from the Quality Team.
11/16	Moray College	Business and Leisure	Lecturing Staff	Student is unhappy they have been without a lecturer for one unit, which has had a direct impact on their results. There have also been several timetable changes which is causing issues for students with jobs and childcare needs.	The student received a detailed response from the Quality Team.
11/16	Moray College	Science, Environment and Rural Resource Management	Facilities	Student reported the wipe dispensers in the computing room had been empty for over two weeks.	Student was informed the dispenser had been refilled and that the delay was due to long-term sickness absence amongst cleaning staff.
11/16	Inverness College	Science, Environment and Rural Resource Management	Lecturing Staff	Student is unhappy that they are missing classes due to the lecturer travelling from a distance each week, especially since assessments are due to be handed in shortly.	Student received a detailed response from the Quality Team.

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11/16	Moray College	Business and Leisure	Course administration and advice	Student feels one of the core units is very disjointed with little to no organisation or structure.	Student received a detailed response from the Quality Team.
11/16	Perth College	Energy and Technology	Course administration and advice	Student is unhappy that their class has lost time with the lecturer due to teaching overseas.	The Quality Team will respond to the student directly.
11/16	Inverness College	Energy and Technology	Positive feedback	Student wished to report 'all good so far'.	Student was thanked for their comments, which will be passed on to relevant staff.
11/16	Argyll College	Humanities and Gaelic	Course administration and advice	Student reported their class was told about an assignment however there is no mention of it on Blackboard and no further information - instructions, word count, due date - has been given.	Student did not wish to continue with the RB.
11/16	Moray College	Applied Life Studies	Student services	Student feels they are being discriminated against due to their financial situation and childcare situation.	Investigated as a complaint by Quality team and not upheld. Student referred to the SPSO if they wish to appeal.
11/16	Moray College	Science, Environment and Rural Resource Management	Course administration and advice	Student wished to enquire why the course does not have a course committee meeting.	Student was informed there is a programme committee and a request was made for details to be forwarded to them.
11/16	Moray College	Business and Leisure	Information technology	Student reported increasing problem with the Wi-Fi facilities, which do not work in any of the classrooms where lectures take place.	It was confirmed the Servicedesk are aware of the issue and currently investigating. There are plans to upgrade access points as well.
11/16	Perth College	Humanities and Gaelic	Libraries	Student feels the space for study is relatively small and has had difficulties finding a seat. Students are leaving their belongings to 'reserve' spaces while they attend lectures, and the area can also be very noisy.	The Library Team confirmed notices have been placed informing students that unattended belongings will be moved to the library office. The student was asked to report any issues with noise to library staff to be dealt with.
11/16	Moray College	Science, Environ	Facilities	Student is unhappy that printers in the main suite are often out of	The Quality Team confirmed that the comments have been passed

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		ment and Rural Resource Management		paper and the print room closed. When paper is requested it takes a very long time to arrive.	on to the manager for this area to ensure this does not happen again.
11/16	Perth College	Humanities and Gaelic	Libraries	Student feels the space for study is relatively small and has had difficulties finding a seat. Students are leaving their belongings to 'reserve' spaces while they attend lectures, and the area can also be very noisy.	The Library Team confirmed notices have been placed informing students that unattended belongings will be moved to the library office. The student was asked to report any issues with noise to library staff to be dealt with.
11/16	Perth College	Humanities and Gaelic	Libraries	Student is unhappy that some users 'reserve' space (with their belongings) in the library for study while they attend lectures, which prevents others from being able to use those facilities. Parts of the library are also being used by students to eat their lunch and engage socially, which raises the noise levels.	The Library Team confirmed notices have been placed informing students that unattended belongings will be moved to the library office. The student was asked to report any issues with noise to library staff to be dealt with.
11/16	Inverness College	Applied Life Studies	Libraries	Student finds the noise in the LRC in the evenings excessive due to social functions in the neighbouring canteen. This makes it very difficult for students to study.	The Quality Team confirmed the Events Manager has been asked to ensure the doors between the canteen and the LRC are kept closed when an event is taking place. The facilities staff have also been asked to consider students who may be studying when they are cleaning the premises after events finish.
11/16	Perth College	Business and Leisure	Student services	Student is unhappy with the Chamber of Commerce scholarship process. Student said they were not kept informed. The student attended the lunch but was disappointed to find no one present from Chamber of Commerce to provide further information.	The issue was passed to staff involved to reflect on with regard to future practice.
11/16	Moray College	Creative and Cultural	Course administration and advice	Student is querying why three estimates are required for a proposed Barcelona trip given it will be funded by the students, not the college. The requirement	The student was informed that the college's procurement procedures have to be followed, regardless of who is funding the

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		Industries		for this is placing the trip in jeopardy.	trip, since it is going through the college's accounts.
11/16	Inverness College	Applied Life Studies	Facilities	Student enquired why the canteens are using paper plates, which are not environmentally friendly.	The suggestion was passed to the relevant department for consideration.
11/16	Inverness College	Energy and Technology	Facilities	Student reported the air conditioning in the Design Studio blows directly onto the desks, which is very uncomfortable particularly when using a PC.	Student was informed the college are liaising with their main contractor and have raised this as a snagging issue. It is hoped this can be resolved as soon as possible.
12/16	West Highland College	N/A	Student services	Student should have received their bursary last month but the funds have still not been paid into their account, despite several enquiries.	Payment has now been made.
12/16	Inverness College	Humanities and Gaelic	Libraries	Student finds the absence of silent study areas in the LRC often means it is too noisy and disruptive to perform quiet, individual work.	Student was advised there are quieter study booths available which may be used.
12/16	Sabhal Mor Ostaig	Humanities and Gaelic	Information technology	Student reported the WiFi connection has not been working several times over the past few weeks	LIS confirmed they are aware of the issue and believe it is a result of a recent software upgrade. A resolution to this is expected to be in place shortly.
12/16	Sabhal Mor Ostaig	Humanities and Gaelic	Information technology	Student reported the WiFi connection has not been working several times over the past few weeks	LIS confirmed they are aware of the issue and believe it is a result of a recent software upgrade. A resolution to this is expected to be in place shortly.
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12/16	Inverness College	N/A	Lecturing Staff	Student claimed that a complaint against the lecturer for 'victimising' a student had been ignored.	The Quality Team confirmed an investigation has taken place and could not provide further comment due to data protection.
12/16	Inverness College	Applied Life Studies	Student services	Student was given an incorrect time for their first counselling appointment and did not receive notification of the second. They feel the admin and organisation of the service is poor and the experience is frustrating for the user.	Passed to relevant staff for consideration in relation to future practice.
12/16	Executive Office	Science, Environment and Rural Resource Management	Student services	Student wished to enquire who to contact regarding mental health/stress, financial issues, benefit entitlements, and student entitlements following Viva.	Student was provided with information as requested.
01/17	Inverness College	Humanities and Gaelic	Course administration and advice	Student would like modules to be live on Blackboard earlier than at present, to allow sufficient time to prepare.	Student was advised that it is not possible to have the materials ready any earlier, however reading lists are available which will help with advance preparation.
01/17	Perth College	Science, Environment and	Course administration	Student has been struggling to obtain coursework materials and feels for those who work full	Student was advised that it is not possible to have the materials ready any earlier, however reading lists are available which

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		Rural Resource Management	ation and advice	time, being given pre-course materials would be beneficial.	will help with advance preparation.
01/17	Perth College	Creative and Cultural Industries	Exams and assessment	Student feels there are inconsistencies with marking on this course. Students are receiving their marks at different times, depending on which question they chose for their assessment.	Student contacted directly by the Programme Leader.
01/17	Perth College	Creative and Cultural Industries	Course administration and advice	Student reported their class have not been given information about an upcoming residency. The class are concerned as they do not have much time to prepare and some students will have to arrange for time off work as well.	Student was advised the Programme Leader will be meeting with staff shortly and further information will be provided as soon as possible.
01/17	Moray College	Science, Environment and Rural Resource Management	Positive feedback	Student wanted to state how much they have enjoyed their course this semester. They have found the lecturer's style enjoyable and feel they have learnt new and valuable skills.	Student was thanked for their comments, which will be passed on to relevant staff.
01/17	Shetland College	Humanities and Gaelic	Libraries	Student is frustrated with the level of noise in the library and feels students are using it as a social space and disturbing those trying to study.	Student was provided with details of a quiet study area.
01/17	Moray College	Business and Leisure	Information technology	Student complained about the WiFi connection in October and feels this has not improved since then. They are unable to connect from any of the rooms where they attend lectures which leaves them unable to access Blackboard.	Student was advised that an initial issue has been resolved and on-going updates are underway which should hopefully fix any remaining problems.
01/17	Moray College	Applied Life Studies	Positive feedback	Student wished to praise their lecturer and the support they have received.	The student was thanked for their feedback, which will be passed on to relevant staff.

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01/17	Moray College	Applied Life Studies	Positive feedback	Student wished to report they are enjoying the course and have found the lecturer to be very supportive. They have also found the Study Bar a great help.	Student was thanked for their comments, which will be passed on to relevant staff.
01/17	Moray College	Humanities and Gaelic	Positive feedback	Student wished to praise their lecturer and the support they have received.	Student was thanked for their comments, which will be passed on to relevant staff.
01/17	Moray College	Humanities and Gaelic	Positive feedback	Student reported their lecturer is 'really nice' and very supportive.	Student was thanked for their comments, which will be passed on to relevant staff.
01/17	Shetland College	Business and Leisure	Course administration and advice	Student has medical issues and has requested help from the college but has not received a response.	Staff confirmed they will contact the student by email.
01/17	Inverness College	Applied Life Studies	Exams and assessment	Student is disappointed with the length of time taken for their module results to be returned to them. They find it frustrating that students must adhere to strict dates but tutors are not.	Students were given a revised date by the tutor for the results, with the reason given as unexpected illness.
01/17	West Highland College	Humanities and Gaelic	Course administration and advice	Student is having difficulty finding information about an elective module. They have tried to contact their PAT, but have received no response.	Student was advised to contact their Programme Leader if they are not able to speak with their PAT.
01/17	Perth College	Humanities and Gaelic	Course administration and advice	Student did not receive an email with their timetable for semester two and queried if they were able to view it on Blackboard or the website.	Student was advised to look on Blackboard.
01/17	Highland Theological College	Humanities and Gaelic	Video conference	Student reported they were disconnected from a lecture and could not sign back in to Jabber, despite repeated attempts.	Student was advised the issue was caused by a system problem via an external supplier, which affected a number of services.
01/17	Highland Theological College	Humanities and Gaelic	Video conference	Student reported issues with VC including repeated crashes during lectures. Due to confidentiality the sessions are not recorded.	Student was advised there have been issues with VC quality and it is hoped planned maintenance will resolve this.
02/17	West Highland College	Humanities and Gaelic	Other	Student appeared to have copied and pasted the text for a course description. There was no query or comment within the RB.	It was confirmed the student had misunderstood what the RB service was for.

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02/17	West Highland College	Applied Life Studies	Exams and assessment	Student is in their second year and feels the exams were 'rushed' with some being carried forward into the second semester due to a lecturer's teaching methods.	Passed to relevant staff for consideration in relation to future practice.
02/17	West Highland College	Applied Life Studies	Lecturing Staff	Student does not feel the quality of their lectures has been sufficient to allow them to pass some of the units. They also feel there has been a lack of support throughout the semester.	Passed to relevant staff for consideration.
02/17	Argyll College	Applied Life Studies	Lecturing Staff	Student does not feel they are being taught properly. They are not passing exams and they feel this is due to the lack of support and help provided by the lecturer.	Passed to relevant staff for consideration.
02/17	West Highland College	Applied Life Studies	Lecturing Staff	Student reported several issues with lecturer. The class were given 7 assessments to complete in a week as well as a 4,000 word portfolio. The students were only told about the assessments the night before. In addition, the student does not feel they are being taught the right things in lectures and the class are struggling with specific topics on the course.	Student was given a one to one meeting with the Curriculum Area Lead to address their concerns. A support plan for the lecturer has been highlighted, and regular meetings with the Course Leader have also been implemented.
02/17	West Highland College	Applied Life Studies	Lecturing Staff	Student reported they were not given sufficient notice for an assessment, which was due the first day back after the Christmas break. The class were given 7 assessments at once and a portfolio which was due at the same time. The student does not feel the lecturer has been supportive, and that their communication and organisational skills are lacking, which is causing stress for the class.	Student was given a one to one meeting with the Curriculum Area Lead to address their concerns. A support plan for the lecturer has been highlighted, and regular meetings with the Course Leader have also been implemented.
02/17	West Highland College	Applied Life Studies	Course administrator	Student feels they are not learning anything from their tutor and is very stressed and confused about the work. Their	Passed to relevant staff for consideration.

Date	Academic Partner	Subject Network	Category	Issue	Resolution
			ation and advice	class does not feel they are being taught properly.	
02/17	Perth College	Applied Life Studies	Facilities	Student wished to complain about the amount of smoking at the door to the rear car park of the Brahan Building. There is a designated smoking shelter, however students are crowding around the door resulting in those accessing the college having no choice but to walk through clouds of smoke. This is particularly unpleasant when the student has their young children with them.	Information was passed to the relevant Quality Manager to be dealt with as a formal complaint.
02/17	Argyll College		Information technology	Student is unable to access WiFi. This has been an issue for several weeks.	Student was asked for further information but did not respond. The college ICT are not aware of any WiFi issues.
02/17	Moray College	Creative and Cultural Industries	Lecturing Staff	Student is concerned they received feedback for their semester one classes late which didn't give them much time to complete all the amendments. They were also unhappy with the comments, which advised them to change almost the entire document.	Student was provided with a detailed response from the Quality Team.
02/17	Moray College	Creative and Cultural Industries	Lecturing Staff	Student is concerned regarding the delay with feedback from their lecturer. This has been raised with their PAT and they received an extension, however this was not sufficient and other students were receiving delayed feedback into semester two.	Student received a detailed response from the Quality Team.
02/17	Moray College	Creative and Cultural Industries	Lecturing Staff	Student is intending to leave their course due to the large amount of remediation needed on their work. The feedback from the lecturer was delayed and although they received an extension, this was not sufficient for the amount of work required.	Student received a detailed response from the Quality Team.

Date	Academic Partner	Subject Network	Category	Issue	Resolution
02/17	Perth College	Creative and Cultural Industries	Course administration and advice	Student requested someone contact them with regard to the residential which is part of the course.	Further information was requested however the student did not respond.
02/17	Moray College	Creative and Cultural Industries	Lecturing Staff	Student reported a delay in receiving marks for their assignment. They have been asked to make several changes and feel the tutor has been unhelpful.	Student's complaint was partially upheld regarding delays in feedback and lecturing techniques. A follow-up review meeting has been arranged.
02/17	Argyll College		Information technology	Student reported WiFi at Lochgilphead is unstable and has been for weeks	Student was advised the college is aware of the issue and is working with local staff and university engineers to resolve the problem.
02/17	Argyll College	Applied Life Studies	Video conference	Student reported disruption in VC audio every half an hour during lectures. This has been happening for weeks and delays classes when the student has to ask the lecturer to stop until the audio returns.	Student was advised the college are aware of the issue and are liaising with university staff to resolve the issue. The student was also given alternatives by lecturing staff to mitigate the problems caused during classes in the meantime.
02/17	Sabhal Mor Ostaig	Humanities and Gaelic	Information technology	Student reported the WiFi has not been working for 24 hours. If this continues it will impact their studies as most of the coursework is done online and the only way to contact lecturers is by email.	Student was advised the WiFi is now working.
02/17	Perth College	Humanities and Gaelic	Course administration and advice	Student was looking for a timetable for their course and links to online materials including previous lectures and course materials.	Student was provided with the information requested.
02/17	Highland Theological College	Humanities and Gaelic	Video conference	Student reported the VC connection stopped working during their lecture.	Student was advised there have been issues with VC quality and it is hoped planned maintenance will resolve this.
02/17	Moray College	Business and Leisure	Lecturing Staff	Student feels the lecturer does not know 'how to take a class' and as a result they are about to fail the course. They do not	This was dealt with as a complaint, which was upheld.

Date	Academic Partner	Subject Network	Category	Issue	Resolution
				believe the lecturer is sufficiently explaining what is required.	
02/17	North Highland College	Business and Leisure	Student services	Student was told at induction they could not get a student card since they were part-time, however they have been made aware by other part-time students that they have been given cards at other academic partners. The student is surprised the policy is not the same for all students, regardless of where they are enrolled.	Student was advised to contact Reception at their campus and they will be able to have their photo taken and will be provided with a card.
02/17	Moray College	Engineering & the Built Environment	Course administration and advice	Student felt there has been a lack of communication between some course staff and the class which has drastically altered the attitudes of the students. The class were also left without a tutor due to unexpected Paternity leave and were unhappy that no cover was arranged.	Student's complaint was partially upheld in respect of communication issues and temporary lack of cover for classes. Actions have been logged by the team to address the points raised and work towards ensuring it does not happen again.
02/17	Moray College	Humanities and Gaelic	Facilities	Student had several complaints regarding the quality of the food in the refectory.	Student was provided with a detailed response from the Quality Team.
02/17	West Highland College	Applied Life Studies	Course administration and advice	Student does not feel they have been given the opportunity to complete the whole of level 2 as they are only allowed to undertake 70% due to concerns the college has about the student's ability to manage the workload.	The Quality Team advised a full investigation has been undertaken by the Student Services and Curriculum team, ensuring all areas have been covered, a further meeting has been arranged with the student.
02/17	Highland Theological College	Humanities and Gaelic	Information technology	Student reported the internet is barely working and has been like that for weeks. VC keeps cutting off partway through lectures and the WiFi is also not working properly.	Student was informed there had been various issues with the VC at the start of the semester, which was a University-wide problem. This is being investigated. Staff are also aware of the problem with the WiFi connections and this is being investigated too. It is hoped these will be resolved shortly.

Date	Academic Partner	Subject Network	Category	Issue	Resolution
02/17	West Highland College	Humanities and Gaelic	Information technology	Student reported the quality of the internet connection has deteriorated and the quality of the VC is also very poor.	Student was informed a network failure at the campus had caused the issue with internet connectivity and was a result of a fault with an external circuit provider. Plans are underway to change the circuit which will resolve this, and it is expected to be complete shortly. This was also resolve the issues with VC quality.
02/17	Argyll College	Creative and Cultural Industries	Information technology	Student reported the WiFi at Lochgilphead drops every few minutes, which they find unacceptable for an educational centre.	Student was advised the college is aware of the issue and is working with local staff and university engineers to resolve the problem. As a temporary fix while this is being actioned, the student was given the offer of connecting directly to the main network.
02/17	Argyll College	Creative and Cultural Industries	Information technology	Student is frustrated the WiFi at Lochgilphead disconnects every few minutes, making it impossible to use.	Student was advised the college is aware of the issue and is working with local staff and university engineers to resolve the problem. As a temporary fix while this is being actioned, the student was given the offer of connecting directly to the main network.
02/17	Argyll College	N/A		A request was made to place a previous comment back on the website which the person felt reflected the student experience the university was trying to create. The comment related to the balance between work and play, and encouraged them to want to study with the university.	Feedback was passed to the Marketing Team.
02/17	Argyll College	Creative and Cultural Industries	Information technology	Student reported the WiFi in the building disconnects devices every hour, which is affecting the student's ability to engage during VC lectures as they have to work where there is a physical cable connection.	Student was advised the college is aware of the issue and is working with local staff and university engineers to resolve the problem.

Date	Academic Partner	Subject Network	Category	Issue	Resolution
02/17	Argyll College	Creative and Cultural Industries	Information technology	Student reported WiFi regularly disconnects and there are no network connections in some rooms, which causes issues when being online is necessary for coursework.	Student was advised the college is aware of the issue and is working with local staff and university engineers to resolve the problem.
02/17	Highland Theological College	Humanities and Gaelic	Video conference	Student reported the VC connection was not working.	Student was informed that recent upgrades should prevent any further issues with the VC experience.
02/17	Highland Theological College	Humanities and Gaelic	Video conference	Student reported they were unable to attend a lecture due to VC failure.	Student was informed that recent upgrades should prevent any further issues with the VC experience.
02/17	Argyll College	Business and Leisure	Lecturing Staff	Student has sent various emails to tutors however staff have not received them. The student is unsure what is causing the issue but they feel this is unacceptable and is affecting their studies.	Student was advised there have been issues with Wi-Fi stability which may have been affecting email systems. The college are aware of the problem and are working with local staff and university engineers to resolve the problem.
02/17	Argyll College	Humanities and Gaelic	Information technology	Student is frustrated with the WiFi connection at the Dunoon site which is preventing them from submitting work, using Blackboard, and generally inconveniencing them in their studies.	Student was advised the college is aware of the issue and is working with local staff and university engineers to resolve the problem. As a temporary fix while this is being actioned, the student was given the offer of connecting directly to the main network.
02/17	Argyll College	Applied Life Studies	Information technology	Student reported they have struggled to maintain a steady connection to the WiFi which is affecting their studies and their work in class. They feel they are wasting valuable learning time trying to connect and this is causing them to fall behind with coursework.	Student was advised the college is aware of the issue and is working with local staff and university engineers to resolve the problem.
02/17	Argyll College	Humanities and Gaelic	Information technology	Student relies on WiFi connection to use their laptop however for the past few months the connection cuts out every few minutes, causing loss of work and frustration.	Student was advised the college is aware of the issue and is working with local staff and university engineers to resolve the problem.

Date	Academic Partner	Subject Network	Category	Issue	Resolution
02/17	Argyll College	Applied Life Studies	Information technology	Student is having repeated issues connecting to WiFi at the Oban site. This is causing them to fall behind with coursework.	Student was advised the college is aware of the issue and is working with local staff and university engineers to resolve the problem.
02/17	Argyll College	Applied Life Studies	Information technology	Student reported an unreliable internet connection which is preventing them accessing Blackboard and Learning Assistant when needed.	Student was advised the college is aware of the issue and is working with local staff and university engineers to resolve the problem.
02/17	Argyll College	Applied Life Studies	Information technology	Student reported throughout their course it has been difficult to maintain a steady connection to WiFi which is affecting their studies and work in class. There is no access to networked computers, so time has been wasted attempting to connect to WiFi and this is causing the student to fall behind in their coursework.	Student was advised incorrect setting on the Wireless Access Points was causing these issues. Work has now been undertaken to resolve this.
02/17	Argyll College	Applied Life Studies	Information technology	Student reported the WiFi at Oban is unstable, and has raised this previously. They are now falling behind in their work as a result.	Student was advised incorrect setting on the Wireless Access Points was causing these issues. Work has now been undertaken to resolve this.
02/17	Highland Theological College	Humanities and Gaelic	Video conference	Student reported VC connection was 'stuttering' for the first 15 minutes.	Student was advised there have been issues with VC quality and it is hoped planned maintenance will resolve this.
02/17	West Highland College	Business and Leisure	Course administration and advice	The student feels the course has been poorly organised. Tutors have not responded to emails and feedback has been delayed by over 4 months. In addition classes are regularly cancelled or re-arranged without informing the students, and staff are unhelpful when there are VC issues.	A meeting was arranged with the students, course staff, and the Head of Student Services to discuss the issues further.
02/17	Highland Theological College	Humanities and Gaelic	Video conference	Student reported the VC connection regularly stutters.	Student was advised there have been issues with VC quality and it is hoped planned maintenance will resolve this.

Date	Academic Partner	Subject Network	Category	Issue	Resolution
02/17	West Highland College	Business and Leisure	Course administration and advice	Student feels the course has been 'a mess'. The tutors are based in Stornoway therefore the class is delivered by VC, however there are repeated issues with VC connections. The lecturers also regularly cancel classes without notice and seldom respond to emails. During an exam, the students were not provided with proper booklets.	The Quality Team will investigate the issues with staff from the programme team and the Subject Network Leader.
03/17	Argyll College	Creative and Cultural Industries	Information technology	Student reported WiFi signal is intermittent.	Student was advised the college is aware of the issue and is working with local staff and university engineers to resolve the problem.
03/17	Argyll College	Creative and Cultural Industries	Information technology	Student reported the internet keeps disconnecting which is preventing them from completing work in the classroom.	Student was informed an engineer has been onsite to investigate the issues. As a temporary fix, staff will be able to connect the student to the main system using an Ethernet cable, on request.
03/17	Perth College	Applied Life Studies	Exams and assessment	Student requested a review of an essay mark and detailed feedback but has not received a response.	Referred to local staff to investigate.
03/17	Lewis Castle College	Business and Leisure	Libraries	Student queried why they could not access the library computers before 09:30 as they are not connected to the network until then.	Student was informed the issue was caused by a problem with a fuse which cut power to the servers. This has been resolved and the computers should now log on at any time.
03/17	Moray College	Humanities and Gaelic	Libraries	Student reported the lights still go off in the quiet room as they are on a timer. This is very distracting, and annoying as they require movement to activate them again.	Student was advised an electrician will investigate the sensors over the Easter break.
03/17	Moray College	Humanities and Gaelic	Positive feedback	Student praised a recent trip and stated it was a 'pleasure to engage with lecturers in an out of class experience'.	Student was thanked for their comments, which will be passed on to relevant staff.

Date	Academic Partner	Subject Network	Category	Issue	Resolution
03/17	Moray College	Applied Life Studies	Positive feedback	Student reported they were impressed with the course and, having neared the end, are feeling very confident and competent. They have enjoyed their experience and really appreciate the tutor's support and their approach to teaching. They feel it is clear the tutor strives for quality and inspires this value and ethic in those she teaches.	Student was thanked for their comments, which will be passed on to relevant staff.
03/17	Perth College	Humanities and Gaelic	Course administration and advice	Student prefers to use a particular site for referencing which is not the one recommended by the University. They enquired if there were plans to integrate the University system into other sites such as this one.	The University Librarian agreed the site used by the student was much simpler to use and more suited to Research level work. The University is financially committed to the current system for another year and after that all options will be examined and reviewed.
03/17	Moray College	Business and Leisure	Lecturing Staff	Student raised several issues relating to a lecturer, including being 'spoken to like children' during a class, being admonished for needing to leave the room to use the bathroom, and personal information being disclosed in respect of a request to leave the class early. Notes for revision were also only released on Blackboard one week before an assessment.	Following a full complaint investigation, the student's complaint was upheld. It was noted that changes have been made based on the feedback given.
03/17	Moray College	Business and Leisure	Positive feedback	Student thanked their tutors for working hard and teaching the class well.	Student was thanked for their comments, which will be passed on to relevant staff.
03/17	Highland Theological College	Humanities and Gaelic	Exams and assessment	Student inadvertently submitted an essay with a blank form and is concerned there appears no way to correct this. They have contacted Servicedesk who have not been able to resolve the issue, and it is now past the deadline for submission.	Student was allowed to submit by email and was able to do so just before the final deadline.
03/17	Moray College	Humanities and Gaelic	Facilities	Student queried if it would be possible to have some lockers for degree students, particularly 3rd and 4th years who have a lot of	Student was informed this will be discussed with appropriate staff.

Date	Academic Partner	Subject Network	Category	Issue	Resolution
				books to carry around for dissertations.	
03/17	Orkney College	Business and Leisure	Facilities	Student reported the chairs in the classroom are in poor condition and some are broken.	Student was informed new chairs have been ordered and are awaiting delivery.
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03/17	Orkney College	Business and Leisure	Facilities	Student reported the chairs in the classroom are in poor condition and some are broken.	Student was informed new chairs have been ordered and are awaiting delivery.
03/17	Argyll College	Business and Leisure	Information technology	Student is studying at the Rothesay campus and reported that slow WiFi is having an adverse affect on their experience. Due to little or no internet availability they have had less time for two assessments and this is causing them stress. The laptops are also old and slow, and crash constantly which is causing the student to be behind in their work.	Student was advised incorrect setting on the Wireless Access Points was causing these issues. Work has now been undertaken to resolve this.
03/17	Argyll College	Business and Leisure	Information technology	Student reported the WiFi at Rothesay drops constantly which makes it impossible to work from the college without access to a desktop. The laptops provided are also old and slow, and do not work very well.	Student was advised incorrect setting on the Wireless Access Points was causing these issues. Work has now been undertaken to resolve this.
03/17	Argyll College	Business and Leisure	Information technology	Student reported their tutors were not receiving emails and/or were unable to respond due to	Student was advised incorrect setting on the Wireless Access Points was causing these issues.

Date	Academic Partner	Subject Network	Category	Issue	Resolution
				WiFi issues. This is affecting their studies in all areas.	Work has now been undertaken to resolve this.
03/17	Argyll College	Business and Leisure	Information technology	Student reported issues with the WiFi at Rothesay which is affecting their studies. This is a particular problem as classes are conducted via VC and as a result the student is falling behind.	Student was advised incorrect setting on the Wireless Access Points was causing these issues. Work has now been undertaken to resolve this.
03/17	Lewis Castle College	Creative and Cultural Industries	Information technology	Student reported connection is not private using Mahara webpage.	Student was informed the URL was changed and the new web address should be used in future. It was confirmed the Mahara site is secure.
03/17	Argyll College	Business and Leisure	Lecturing Staff	Student reported their class were unhappy one of the tutors is constantly off, which is having a negative effect on their learning. At present the class is three weeks behind and there is often no communication regarding the tutor's absence.	The Curriculum Manager advised that although the tutor was off there was constant communication with the students and they had been offered support. Following the RB this will be followed up with the class to ensure they are not behind with work.
03/17	Inverness College	Business and Leisure	Positive feedback	Student wished to report the outstanding tutoring on their course. They have had a difficult year and received a lot of support from the tutors, which has made things easier for the student. The tutors are very patient and approachable, and know the course well.	Student was thanked for their comments, which will be passed on to relevant staff.
03/17	Moray College		Libraries	Student reported the library had been full with a class and their lecturers which resulted in a lot of noise and no free computers.	This was passed to staff for consideration.
03/17	Shetland College	Engineering & the Built Environment	Course administration and advice	Student feels there are inconsistencies between lectures, with one tutor giving good in-depth classes while another gives short classes and simply sends a PowerPoint presentation to the students with the advice 'Google the answers'. Some of the materials are also not up to date and contain incorrect information.	The Course Team will review how the course is delivered.

Date	Academic Partner	Subject Network	Category	Issue	Resolution
03/17	North Highland College	Humanities and Gaelic	Lecturing Staff	Student does not feel the tutor on the module is taking the course seriously, is not prepared for class and is too busy to properly lead the class. The student is also unhappy they have to share a lot of learning time with another non-UHI course the tutor teaches. The student also claimed that exam questions were incomplete and this was only recognised when a student raised it, resulting in a new paper arriving halfway through the exam.	Student was not satisfied with the response they received and chose to escalate this to an official complaint.
04/17	Moray College	Humanities and Gaelic	Course administration and advice	Student related a message from their class requesting that the work in level 6 should not be the same as the work in level 5, as they feel this would be repetitive and would affect concentration.	This information was forwarded to relevant staff, with a request that the matter should be discussed with the class.
04/17	Moray College	Engineering & the Built Environment	Positive feedback	Student reported the tutor had taught the subject in a way which encouraged interest and they had thoroughly enjoyed the practical sessions and hands on experience.	Student was thanked for their comments, which will be passed on to relevant staff.
04/17	Inverness College	Applied Life Studies	Facilities	Student reported one of the lecture theatres is always freezing and they have to wear their coat during lectures.	The issue was reported to GTFM to monitor the temperature in the room.
04/17	Moray College	Humanities and Gaelic	Exams and assessment	Student submitted an essay in August 15 and received confirmation of receipt. However, in January 16 the student was contacted by their lecturer and informed the attachment was blank and had therefore not been submitted to the exam board. The student resubmitted the same essay and was assured this would be submitted as a resit. The student was again contacted in June, this time asking why they had not submitted any work. They have also received an invoice for a third resit and feel the situation	It was confirmed the student's essay had been received and was in the process of being marked. The errors had occurred due to the email not appearing in the lecturer's Inbox. The college apologised for the problems and assured this has been raised with the IT department.

Date	Academic Partner	Subject Network	Category	Issue	Resolution
				highlights serious issues with effective communication and organisation within the department.	
04/17	Argyll College	Science, Technology, and the Environment	Lecturing Staff	Student received feedback on their assignment later than expected. They also made arrangements for a phone tutorial, twice, but on both occasions the tutor failed to call them. They feel the lack of feedback, support and contact from the tutor has made the module difficult and stressful.	Following a full complaint investigation the student's complaint was upheld. A letter of apology for the student was provided by the tutor and it was acknowledged the issues stemmed partly from confusion over the status of the module at the start of the academic year, and was compounded by out of character behaviour from the tutor.
04/17	Orkney College	Business and Leisure	Libraries	Student requested a physical copy of a book because ebooks exacerbate their eye-strain problems and the screen glare makes it hard to read, however this has been refused. There are only a small number of physical books at their academic partner, which they feel puts them at an unfair disadvantage.	Student did not respond to requests for further information.
05/17	Perth College	Engineering & the Built Environment	Information technology	Student was frustrated that an IT upgrade on the computers took place the day before industrial action, causing additional delays for those trying to study or complete coursework. They feel these updates should be scheduled when students are not in college, to prevent disruption.	Student was advised the updates were a result of a fault being repaired on the server, which then applied automatic updates across Desktops across the site which had not been anticipated. As a result of the student's comments, the local ICT team have now changed the process for these type of updates so that in future they only take place out of hours.
05/17	SAMS	Science, Technology, and the Environment	Facilities	Student requested the space at SAMS be reviewed, as currently there are no rooms specifically designed for group discussion. They also feel the building should be open longer hours, particularly at weekends.	Student was informed there is an area which was designed for group discussion, however it is often used as desk space. There are plans to add an extra table and signage to encourage use of the space for discussions, not as a study area. It was confirmed there is not enough demand for

Date	Academic Partner	Subject Network	Category	Issue	Resolution
					extended opening hours at present.
05/17	Moray College	Business and Leisure	Lecturing Staff	Student has failed the class and has been unable to discuss this with the lecturer due to strike action. This means the result will go to the progression board, and the student is unhappy with this as they have not had any problems with their other classes. They feel the industrial action is affecting their education, particularly as there are only 2/3 weeks of classes left.	Student was contacted by the Programme Development Manager and given detailed advice regarding assessments and the proposed options to mitigate the effects of the industrial action.
05/17	Inverness College	Science, Technology, and the Environment	Course administration and advice	A member of the public had emailed lecturing staff at the School of Forestry and was unhappy that their questions were not fully answered and the staff member stopped responding to them.	Following a full complaint investigation, the complaint was not upheld. Records showed the staff member had replied in a timely manner and provided the information requested. Any delays were due to the staff member being part-time.
05/17	Moray College	Creative and Cultural Industries	Lecturing Staff	Student is frustrated with the uncertainty around their degree final show, caused by strike action. This has affected the level of support available and the student does not feel the college has provided adequate measures to counteract this. They are also frustrated that printers are being replaced during a critical submission time.	Student was advised that staffing has been reorganised to ensure planned preparation time for the Degree Art Show is not affected. It was also acknowledged that IT staff have worked as quickly as possible to install replacement printers, to minimise disruption.
05/17	Moray College	Creative and Cultural Industries	Positive feedback	Student wished to thank a member of the IT team who went 'above and beyond' to help fix a problem which occurred close to the hand in day for the student's degree. They feel the lecturers should have been more helpful, however the member of IT staff stepped in to assist them and two other students. Without the help, the student would not have been able to submit their work.	Student was thanked for their comments, which will be passed on to relevant staff.

Date	Academic Partner	Subject Network	Category	Issue	Resolution
05/17	West Highland College	Applied Life Studies	Positive feedback	Student reported they had been able to create a 'clear CV and personal statement' while getting help with their interview skills, which helped them get a job.	Student was thanked for their comments, which will be passed on to relevant staff.
05/17	West Highland College	Applied Life Studies	Positive feedback	Student received support with writing their CV and help to apply for jobs, one of which was successful. The student is grateful for the assistance.	Student was thanked for their comments, which will be passed on to relevant staff.
05/17	Moray College	Applied Life Studies	Lecturing Staff	Student reported they have had their learning suspended for a month due to lecturer strikes. They are in the midst of their higher project and feel this is being affected due to the lack of support.	Student was contacted by the Assistant Director for the course, who has arranged support to limit the impact of the current industrial action and ensure the student's studies are kept on track.
05/17	Moray College	Applied Life Studies	Lecturing Staff	Student is disappointed they have not received the support they expected due to lecturers taking strike action. They have not seen their lecturer for a month and their work is due to be handed to in within a few weeks.	The Assistant Director for the course spoke to the student and support to limit the impact of current industrial action is being organised to ensure the student's studies are kept on track.
05/17	Moray College	Science, Technology, and the Environment	Libraries	Student had been using the library with a group of classmates and was told by a staff member that they must use the discussion room if they intended to 'chat'. The student did not believe they had been noisy and the group felt the staff member's attitude was confrontational.	A senior staff member met with the students to discuss the matter further and it was agreed they will speak to the staff member in question about the incident.
05/17	West Highland College	Applied Life Studies	Student services	Student has had their EMA blocked even though any absence has been due to a valid medical issue or approved in advance.	Student was contacted directly by the Student Services and bursary team.
05/17	Moray College	Engineering & the Built Environment	Course administration and advice	Student queried why the 'applying for next year' function was not working and advised Servicedesk were unable to help.	Student was advised to contact their Personal Academic Tutor for assistance.

Date	Academic Partner	Subject Network	Category	Issue	Resolution
05/17	Moray College	Science, Technology, and the Environment	Course administration and advice	Student feels let down by several aspects of their course. They have found the lecturers in semester one to be 'unenthusiastic' and that the teaching was lacking. There were also staffing issues which meant for two of the classes there was no lecturer in place for two months.	Following a full complaint investigation the student's complaint was partially upheld and a detailed response provided. Actions are being taken by the programme team to address the issues raised.
05/17	Moray College	Science, Technology, and the Environment	Information technology	Student reported WiFi was not working.	Issue was investigated and local access points were reset. These will now be reset on a weekly basis, to improve the service.
05/17	Perth College	Applied Life Studies	Lecturing Staff	Student feels the recent strikes have been unfair and had a negative impact on those sitting exams.	Student was advised their comments have been passed to senior staff at the college, who will respond directly.
05/17	Inverness College	Business and Leisure	Course administration and advice	Student wished to know if they had been accepted onto the course to start in September 17.	Student was contacted directly by the Admissions team at the college and informed of their interview date.
05/17	Perth College	Applied Life Studies	Lecturing Staff	Student is currently sitting their exams and feels the strike action has added extra stress and prevented them from completing assessments and classwork.	Student was contacted directly by the Quality Manager.
05/17	Moray College	Creative and Cultural Industries	Lecturing Staff	Student is preparing for their degree show, which is two thirds of their mark, and feels there has been a lack of support at this crucial time. This is due to staff absence and has meant that students do not have advance access to set up for the shows.	Staff met with the students as a group and extra access was arranged, along with an extension to mitigate staff absences due to strike action.
05/17	Perth College	Engineering & the Built Environment	Lecturing Staff	Student wished to complain that the industrial action which recently took place has affected their studies. Their class time has been drastically reduced, with exams imminent, and the assessment dates had to be changed.	Academic partner responded to the student regarding these issues.

Date	Academic Partner	Subject Network	Category	Issue	Resolution
05/17	Perth College	Engineering & the Built Environment	Lecturing Staff	Student feels they have been disadvantaged due to industrial action by staff. A subsequent delay in exams and presentations have caused difficulties for the student.	Academic partner responded to the student regarding these issues.
05/17	North Highland College	Business and Leisure	Positive feedback	Student reported they have developed their skills and confidence as a person over this year. They feel the Dornoch site is very good and the tutors encourage students, and are very supportive. The student is looking forward to completing level three next year.	Student was thanked for their comments, which will be passed on to relevant staff.
05/17	West Highland College		Positive feedback	Student wished to thank staff for their support and help during their time at the college. They found practice interview techniques particularly helpful, as well as CV writing. They found the course staff to be knowledgeable and felt this was a fantastic opportunity for them.	Student was thanked for their comments, which will be passed on to relevant staff.
05/17	Highland Theological College	Humanities and Gaelic	Information technology	Student could not log-in to MyUHI, which they needed to choose modules and give module feedback.	Student was contacted by local IT support, who were able to resolve the issue.
05/17	Moray College	Applied Life Studies	Lecturing Staff	Student contacted their studies advisor to arrange a meeting to discuss concerns about their progression. They received no response, which means their project cannot be sent off as the issues remain unresolved.	Student was contacted by academic partner staff to request further information to allow progression of their complaint. As the student did not respond the complaint was closed.
05/17	West Highland College	Science, Technology, and the Environment	Lecturing Staff	Student felt the tutor did not provide sufficient help and noted that complaints were made by the class but no action was taken. This led to only 5 students out of a class of 20 taking the exam.	It was acknowledged that there had been issues regarding the course this year and action has been taken to resolve this. The student received an apology directly.
05/17	Moray College	Applied Life Studies	Lecturing Staff	Student feels their studies have been affected by a lack of support from two lecturers. They claim that requests for information have been ignored,	Following an investigation the student's complaint was not upheld.

Date	Academic Partner	Subject Network	Category	Issue	Resolution
				and the student believes they have been judged for taking time off due to mental health difficulties.	
05/17	North Highland College	Engineering & the Built Environment	Course administration and advice	Student referred to a 2013 handbook which stated the BEng Mechanical Engineering met the criteria for Incorporated Engineering with the IET. This is why the student chose to undertake their degree at NHC however they have now learned from IET that the degree is not accredited, due to an error. The student's employer has paid for their training and this was done on the understanding they would have met the IET criteria. The student would like to know what is being done to resolve this issue.	The student was advised this was an administrative error by IET which is now being resolved. It has been agreed this will be backdated to 2012, and it is not anticipated there will be any on-going issues as a result.
05/17	Argyll College		Information technology	The computer the student was using gave an error message stating there was no disk space, preventing them from saving their work. They found this frustrating and stressful, particularly as there appeared to be plenty of space left.	Student was advised to contact local IT support, who will be able to investigate. They were also advised to log any future issues directly with Servicedesk.
06/17	Moray College	Humanities and Gaelic	Positive feedback	Student found their class informative and fun, which helped ease nerves. The class became their favourite and the lessons were always well prepared and organised, which made it easy to follow. The lecturer was also very good at keeping the class on track.	Student was thanked for their comments, which will be passed on to relevant staff.
06/17	Moray College	Creative and Cultural Industries	Course administration and advice	Student was given conflicting advice for the teamwork module, with documents containing different information to that given by the lecturers. Example template documents on Blackboard were also incorrect.	It was acknowledged that the information on Blackboard was incorrect and that confusion occurred due to new lecturers on the course who were unaware of this. These issues have now been resolved.
06/17	Moray College	Engineering & the Built	Lecturing Staff	Student submitted their work early, due to a summer internship, but did not receive a	Student received a detailed response from the Quality Team and as a result acknowledged

Date	Academic Partner	Subject Network	Category	Issue	Resolution
		Environment		reply from the lecturer or a response to their follow-up emails. The student is also angry that they discovered from a fellow student that the entire class has failed an exam, without being informed by the lecturer.	the findings of the investigation and withdrew their complaint.
06/17	Inverness College	Applied Life Studies	Lecturing Staff	Student wished to complain about the delay in feedback due to industrial action. It was felt that information regarding the delay should have been provided sooner, which would have alleviated anxiety.	This information was forwarded to relevant staff, for consideration.
06/17	Inverness College	Business and Leisure	Student services	Student queried how to find the link for funding and requested assistance in completing the form.	Staff from the Guidance Team responded directly to the student.
06/17	Inverness College	Business and Leisure	Positive feedback	Student wished to thank their lecturer for highlighting issues regarding their essay structure. The support they have received will enable the student to improve their marks next year.	Student was thanked for their comments, which will be passed on to relevant staff.
06/17	West Highland College	Applied Life Studies	Exams and assessment	Student is upset, angry, and disappointed they have been told they will not be getting an award for their ICT.	The issues which have led to this situation were acknowledged by programme staff and the student was contacted to thank them for their comments and assure them procedures are now in place to prevent this happening in future.
06/17	Inverness College	Applied Life Studies	Course administration and advice	Student was given conflicting advice regarding whether they could sit the Care Higher due to failing two units. Due to confusion the student is unclear whether they will be able to progress and feels frustrated and angry at the incorrect information they've been given, and that this was only raised at the end of the course.	The student's complaint was upheld and an apology given. They were advised that their conditional offer has been amended to reflect the necessary requirements.
06/17	West Highland College		Course administration	Student has encountered several issues with the course. When receiving the kit at the start of the course it was found they	A full investigation was undertaken by the Curriculum

Date	Academic Partner	Subject Network	Category	Issue	Resolution
			ation and advice	were for level 1 and did not contain the proper tools. This took several weeks to resolve. The student was also unhappy with the changes in products towards the end of term, and that the reps from the external company did not provide any demonstrations for use of their products.	Area Lead and resolutions are in place for 17/18 delivery.
06/17	West Highland College	Business and Leisure	Positive feedback	Student found their tutor helpful and supportive,.. The student has found the course amazing and does not feel they could have completed it without the tutor's help.	Student was thanked for their feedback, which will be passed on to relevant staff.
06/17	West Highland College	Applied Life Studies	Course administration and advice	Student is frustrated that they could not complete their portfolio due to conflicting advice given to the tutors, which affected the way the class was taught.	A full investigation was undertaken by the Curriculum Area Lead and resolutions are in place for 17/18 delivery.
06/17	Perth College	Engineering & the Built Environment	Course administration and advice	Student requested that they be able to access and view their marks and relevant documents online, to be provided to potential employers. Their records are no longer available as they withdrew from the course in 2015, which means they are unable to provide proof of the authenticity of their qualifications.	Student was advised it is not possible to have this information online, however a transcript can be sent directly to an employer on request and details of how to do this were provided.
06/17	SAMS	Applied Life Studies	Course administration and advice	Student has attempted to enrol for classes however the system does not recognise the American university where they completed their Bachelors. They have also had some issues completing the address details.	Student was advised they will be contacted by someone from Registry to work towards resolving this.
06/17	Moray College	Applied Life Studies	Positive feedback	Student advised they enjoyed the course and found the lecturers to be knowledgeable, professional, respectful and patient.	Student was thanked for their feedback, which will be passed on to relevant staff.

Subject/Title:	Additional Support for Learning Policy		
Meeting and date:	Learning & Teaching Committee, 26 September 2017		
Author:	Lindsay Snodgrass, Head of Student Services		
Link to Strategic Plan:	Opportunity & Growth in Student Life Opportunity & Growth in Curriculum		
Cost implications:	Yes / No <i>(delete as applicable)</i> If yes, please specify:		
Risk assessment:	Yes / No <i>(delete as applicable)</i> If yes, please specify: Financial: Operational: Organisational:		
Status – Confidential/Non confidential	Non Confidential		
Freedom of Information Can this paper be included in “open” business	Yes		
If a paper should not be included within “open” business, please highlight below the reason.			
Its disclosure would substantially prejudice a programme of research (S27)		Its disclosure would substantially prejudice the effective conduct of public affairs (S30)	
Its disclosure would substantially prejudice the commercial interests of any person or organisation (S33)		Its disclosure would constitute a breach of confidence actionable in court (S36)	
Its disclosure would constitute a breach of the Data Protection Act (S38)		Other (please give further details)	
For how long must the paper be withheld? (express either as the time which needs to pass or a condition which needs to be met.)			

Recommendation(s)

The Learning & Teaching Committee is asked to note the change of review date to the Additional Support for Learning policy.

Purpose of report

To inform the Committee of the change of review date to the Additional Support for Learning policy.

Background

The Head of Student Services reviewed the policy in August 2017. As there were no changes required to the policy, the review date has been changed to September 2020.



ADDITIONAL SUPPORT FOR LEARNING POLICY

REFERENCE: PL/LT/2017/001

Policy Owner	Head of Student Services
Lead Officer	Head of Student Services
Review Officer	Additional Support Needs Team Leader
Date first approved by BoM	19 December 2011
First Review Date	September 2014
Date review approved by BoM	6 October 2016
Next Review Date	September 2020
Equality impact assessment	Yes
Further information (where relevant)	

Reviewer	Date	Review Action/Impact
Head of Student Services	06.10.16	Review approved by BoM next review date September 2017

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1. Policy Statement

Inverness College UHI is committed to welcoming applications from all prospective students and will endeavour to provide appropriate support to individuals at each stage of the student journey - from application stage to completion of study.

The College aims to be inclusive and ensure that learning support is provided throughout the student journey for anyone with additional support needs. In complying with the Equality Act 2010, the College is committed to promoting equality of opportunity and fair treatment for those with additional support needs.

Anticipation of service provision will ensure that '*reasonable adjustments*' are made when and where required, guaranteeing that students are given the opportunity to achieve their full potential.

The College undertakes to provide appropriate support for individuals through the Personal Learning Personal Learning Support Plan (PLSP). Through robust transition arrangements the College will take account of any existing support arrangements and plans which an individual may have in place. This is devised in discussion with the individual to ascertain their needs and the measures and strategies required to support them in their studies. With the student's written agreement, these recommendations will form the Summary of Support which will be shared within the additional support team; with the Personal Academic Tutor (PAT); and with their lecturing staff. The College will complete the PLSP before the start of the programme of study for those who have disclosed a need on application. For those who have declared a support need after enrolment, the College will complete the PLSP as soon as possible and within 3 weeks of disclosure.

2. Legislative framework/related policies

2.1. Relevant legislation.

- 2.1.1. The Education (Additional Support for Learning) (Scotland) Acts (2004 & 2009)
- 2.1.2. Human Rights Act 1998
- 2.1.3. Children Scotland Act 1995
- 2.1.4. Adult with Incapacity (Scotland) Act (2000)
- 2.1.5. Protection of Vulnerable Groups Scotland Act (2007)
- 2.1.6. Adult Support and Protection (Scotland) Act
- 2.1.7. The Data Protection Act (1998)
- 2.1.8. Mental Health Act (2007)
- 2.1.9. Mental Health (Scotland) Act (2003)
- 2.1.10. Disability Discrimination Act (2005)
- 2.1.11. Equality Act (2010)
- 2.1.12. Scottish Care Leavers Covenant (2015)
- 2.1.13. Adults with Incapacity (Scotland) Act (2000)
- 2.1.14. Children and Young People (Scotland) Act (2014)

2.2. This policy should be understood in conjunction with the other College policies and documentation.

- 2.2.1. Health & Safety Policy
- 2.2.1. Disability Equality Scheme
- 2.2.3. Guidance Policy
- 2.2.4. Inclusiveness Policy
- 2.2.5. Protection of Children and Adults at Risk
- 2.2.6. Admissions Policy

3. Scope

3.1. General

- 3.1.1. This policy applies to all mainstream prospective and enrolled students with additional support needs, regardless of mode of delivery.
- 3.1.2. Persons with Additional Support needs will include all person having 'disabilities' as defined in section 6 of the Equality Act 2010 and, where a condition meets that definition, will cover: visual and hearing impairment; mobility and other physical impairment; social and communication disorders; on-going medical conditions, including mental health difficulties; social, emotional and behavioural difficulties;

and specific learning difficulties. The policy may also cover students or prospective students who are not disabled within the meaning of the Equality Act but who nonetheless have identifiable additional support needs, including, for example, students under supervision orders or local authority guardianship, including those who are looked after children or care experienced leavers.

3.1.3. 'Supported Education' courses are designed to provide additional support as part of their framework and as such have their own arrangements in place for additional support for learning. Therefore, Supported Education programmes are included within the scope of this policy but specific information relating to this area can be found in Appendix 1 – *Support Arrangements for Supported Education Students*. However, it is an expectation that the Supported Education Team will carry out the same level of rigour in their approach as envisaged by this policy when providing support to individuals who have additional support needs. The Supported Education Team will similarly carry out a needs assessment and a PLSP for every individual who enrolls on one of their programmes as well as create a medical protocol where required.

3.1.4 The College is required to provide reasonable adjustments in certain circumstances where a student or prospective student would otherwise be disadvantaged by a provision, criterion or practice operated by the College. The relevant matters to which such adjustments might relate to include:

- deciding who is offered admission as a student
- provision of education
- access to a benefit, facility or service
- deciding on whom a qualification is conferred
- a qualification conferred by the College

3.1.5 Whether it is *reasonable* for an education provider to make any particular adjustment will depend on a number of factors, including:

- the effectiveness of making the adjustment and whether it is practical to do so
- the financial resources available
- the availability of grants, loans and other assistance to disabled students, such as Disabled Student Allowance, or charitable trusts
- the extent to which aids and services will be provided to disabled students from other sources

- health and safety requirements – this means if the adjustment increased the risks to the health and safety of another person
- the relevant interests of other people – this means where the adjustment results in significant disadvantage for other people

3.1.6 Scottish Government Guidelines set out very specific arrangements for partnership working in relation to facilitating and supporting young people with additional support needs in Scotland's colleges.

- Colleges and universities are primarily responsible for the **provision of education, making adjustments** where these are necessary to meet the **learning needs** of the individual.
- Local authorities, social work services and health boards are responsible for the provision of **personal and health care** where an assessment has identified a need for such support.
- Providers of post-16 education should demonstrate a commitment to inclusiveness recognising the diversity of the student population. Where colleges and universities identify a need for support by other agencies, for example, social work and the health board, they will agree with the student and liaise with the appropriate agency to discuss how best support can be provided.

'Partnership Matters: A Guide to Local Authorities, NHS Boards and Voluntary Organisations on Supporting Students with Additional Support Needs in Colleges and Universities'

3.2 Specific

3.2.1. Fitness to study / behaviour support

In order to maintain and enhance the College community, students will be expected to adhere to certain standards of behaviour. The College's expectations of students are clearly laid out in the Learner Agreement which individuals have to sign up to at enrolment. The College has disciplinary procedures in place to deal with students whose behaviour falls outwith these standards and expectations. The College expects students to work in harmony with others and not to conduct themselves in ways which have an adverse effect on others.

However, it is recognised that disciplinary action may not be appropriate where the cause of particular behaviours may relate to a student's health and well-being, or to a Specific Learning Disability. A student may, for example, become mentally ill during their course; or demonstrate behaviour characteristic of an autistic spectrum disorder. Action to be taken in this case will be determined by a full risk assessment being carried out, with consideration being given to medical evidence. The appropriate decision will then be taken. Depending on the circumstances, this may be to put appropriate support in place, where feasible; or, if necessary, to withdraw the student and defer their place until such time as they are fit to resume their studies and their medical adviser supports this in writing. In such circumstances the Fitness to Study procedure should be followed.

If a student in this situation should decline to provide medical evidence, the College will be obliged to revert to standard disciplinary procedures.

3.2.2. Health and Safety

Any current or prospective student who is unable to exit the building independently and promptly must have a Personal Emergency Evacuation Plan (PEEP) in place before they start their course. The PEEP will be drawn up with the student as part of the needs assessment process and disseminated by the Additional Support Team as part of the Summary of Support. Those who need a PEEP but who do not have an additional support need will also be the responsibility of the ASN Team. In conjunction with the College's Health and Safety Manager, the ASN Team will oversee a PEEP being put in place. The Supported Education team will disseminate this for individuals who are on programmes within this area. A copy of the PEEP will also be held by the Health and Safety Manager.

3.2.3. Confidentiality

All sensitive data held on a student's disability, additional learning need or medical condition, will be shared only with those members of staff directly involved in their support and only with the signed consent of the student concerned. Students over the age of sixteen in mainstream courses are deemed to have '*capacity*' to determine their own support needs and agree for themselves what the College will provide for them. This will not therefore be discussed with any other individual. If a student chooses to decline any of the support recommended for them, they will be asked to confirm by signature that this is the case. The ASN team will make every effort to ensure that individuals are made

aware of the benefit of having a Personal Learning Support Plan in place and the importance of this information being shared with their lecturers to enable them to provide the best support possible.

Any paperwork held by the Additional Support Team regarding a student's sensitive data will be shredded five years after the student has left the college, in line with Data Protection advice. All electronic data held securely on SITs will continue to be stored there in case the individual should return to further study. This will ensure that the College has the case file for an individual and will help streamline the process of putting appropriate support in place.

Information regarding a student's additional support needs will be shared with external agencies, or with their parent/carer, only if the student is deemed not to have the '*capacity*' to speak for themselves and this is supported by signed evidence from the appropriate agency. The exception to this will be for care experienced leavers who we may share data with Barnardos as part of our data sharing agreement. This will only be with the written consent of the individual, however.

In the case where there is a legal guardianship the legal guardian/s will be invited to be involved in all reviews regarding the student as per the requirements of the Adults with Incapacity (Scotland) Act 2000.

4. Compliance

- 4.1. This policy must be complied with by all staff working in the college. Students who disclose an additional support need may be entitled to have reasonable adjustments made to the services offered by the College once they have had their needs assessment carried out and a Summary of Support devised. It is the responsibility of the Additional Support Team to provide the Summary of Support for each student to their PAT. It is the responsibility of the PAT to then pass this information on to the individual lecturers as appropriate. This policy will be audited regularly with reports going to the appropriate committee.

5. Monitoring

- 5.1. The service provided by the Additional Support Team will be monitored and evaluated regularly through surveys and focus groups which the Quality Team at the College will carry out. Questions about the services provided by the Additional Support Team will be incorporated into our

Early Experience Survey as well as our Pre-Exit Survey. A survey at the end of the session will also target users of the Additional Support Needs service as well as their PATs.

Appropriate procedures for monitoring and evaluation are the responsibility of the Lead Officer. These procedures will be subject to audit by the Quality Unit.

6. Review

- 6.1. This policy will be reviewed in September 2020.

Appendix 1

Support Arrangements for Supported Education Students

Supported Education courses are designed to provide additional support as part of their framework and as such have arrangements in place for additional support for learning. Supported Education programmes are however included within the scope of this policy. Arrangements around additional support needs are dealt with slightly differently due to the specialist nature of programmes within this area.

Providers of post-16 education should demonstrate a commitment to inclusiveness recognising the diversity of the student population. Where colleges and universities identify a need for support by other agencies, for example, social work and the health board, they will agree with the student and liaise with the appropriate agency to discuss how best support can be provided.

'Partnership Matters: A Guide to Local Authorities, NHS Boards and Voluntary Organisations on Supporting Students with Additional Support Needs in Colleges and Universities'

Therefore, arrangements around additional support needs for students within the Supported Education programmes is a partnership which starts with the schools transition and any personal care plans in place.

The following type of additional support is provided to students within the Supported Education area –

- escort students to and from designated pick up points on arrival and departure from College when individuals require it
- support students in class under the direction of the lecturer
- escort students to the eating areas from the classroom at break times when possible and when required
- help with handling money in the eating areas
- assistance in calling for first aid when required
- push wheel chairs to enable full access to the curriculum
- minimum support with mobility to help assist students who can weight bear
- ensure transport is in place to take students home and ensure they are safely off the premises

Some of the things not included in our scope include –

- provide personal or intimate care
- give medication or prompt the taking of medication
- feeding
- provide one to one care or support in on-going basis

- except in exceptional circumstances, responsibility for late pick-ups – i.e. after 4pm
- lift and handle students who cannot weight bear.

Whilst these examples are not exhaustive, they provide an overview for the type of support which is available and what is not within our scope to provide.

The legislation and the Scottish government guidance in relation to reasonable adjustments is followed by the College. Very specifically this relates to the provision of education, benefits, facilities or services and the conferring of qualifications. It also extends to ensuring that contact with the local authority and NHS board, for the provision of **personal and health care needs**, are jointly identified and are met by the local authority and the NHS board. In addition, where appropriate, signposting will be provided by the College to the options around funding provision and a discussion of the needs of the individual will be undertaken for the purpose of applying for Disability Support Allowance (DSA), where applicable.