University of the Highlands and Islands
Inverness College

Board of Management

Meeting	Learning and Teaching Committee
Date and time	Tuesday 5 December 2017 at 8.30 a.m.
Location	Boardroom, 1 Inverness Campus

College Secretary
29 November 2017

AGENDA

Welcome and Apologies

Declarations of Interest

ITEMS FOR DECISION

1. **MINUTES**
   Minutes of Meeting of the Learning and Teaching Committee held on 26 September 2017

2. **OUTSTANDING ACTIONS**
   Action list

3. **UHI LEARNING AND TEACHING ENHANCEMENT STRATEGY**
   Report by Depute Principal

ITEMS FOR DISCUSSION

4. **CHANGING ENVIRONMENT**
   Presentation by Depute Principal

5. **STUDENT EXPERIENCE 2016-17 & Early 2017-18**
   Report by Quality Manager

6. **EARLY STUDENT RETENTION/WITHDRAWAL 2017-18**
   Report by Depute Principal

7. **ACCESS AND INCLUSION STRATEGY – UPDATE**
   Report by Head of Student Services (report to follow)

8. **STUDENT RECRUITMENT 17/18 – UPDATE**
   Report by Depute Principal

9. **STUDENT PARTNERSHIP AGREEMENT**
   Report by Head of Student Services

10. HISA INVERNESS - REPORT
Report by Student President

11. QUALITY ENHANCEMENT
Report by Depute Principal

12. PROFESSIONAL DISCUSSION ON LEARNING AND TEACHING (PDLT)
Report by Quality Manager

13. STAKEHOLDER ENGAGEMENT REVIEW
Report by Depute Principal

14. CURRICULUM DEVELOPMENT
Report by Head of Curriculum

15. HALF YEARLY RESEARCH REPORT
Report by Head of Research Development

16. CORPORATE PARENTING PLAN – ANNUAL REPORT
Report by Head of Student Services

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ITEMS FOR NOTING

17. ADDITIONAL SUPPORT NEEDS POLICY
Cover report by Quality Officer

18. OUTCOME AGREEMENT LETTER OF GUIDANCE 2018-19
Letter from Minister for Further Education, Higher Education and Science
http://www.sfc.ac.uk/web/FILES/AboutUs/Outcome_Agreement_Guidance_Letter_2018-19.pdf

19. MAPPING AND EVALUATING THE USE OF CONTEXTUAL DATA IN UNDERGRADUATE ADMISSIONS IN SCOTLAND
Study into the admission of disadvantaged learners onto degree courses at Scottish Universities
http://www.sfc.ac.uk/access-inclusion/contextualised-admissions/evaluating-contextual-admissions.aspx

20. AOCB

21. DATE OF NEXT MEETING
Tuesday 6 March 2018 at 8.30 a.m.

University of the Highlands and Islands
Inverness College

Board of Management

MINUTES of the MEETING of the LEARNING AND TEACHING COMMITTEE held in the Boardroom, 1 Inverness Campus on Tuesday 26th September 2017

PRESENT: Robert Berg, Ollie Bray, Sarah Burton, Jaci Douglas, Helen Miller, Fiona Neilson, Chris O'Neil, Tom Speirs, Kate White
CHAIR: Sarah Burton
APOLOGIES: Gavin Ross, Gabriel Starr
ATTENDING: Depute Principal
Head of Curriculum
Head of Student Services
Head of Research Development
Secretary to the Board of Management

Ollie Bray declared an interest in item 12, External Verification, as he had provided evidence as part of the verification process.

1. **MINUTES**
   The Minutes of the meeting of the Learning and Teaching Committee held on 30 May 2017 were **AGREED** as a correct record, were **APPROVED** and signed.

   Matters arising
   Item 5 – End of year student survey
   The Chair requested that qualitative analysis be provided to the next meeting in December.

   The Chair suggested that the order of the agenda be amended to allow the Head of Research Development to attend another meeting. The Research report would be considered after the Gender Action Plan. This was agreed.

2. **LEARNING AND TEACHING COMMITTEE - TERMS OF REFERENCE**
   The Board Secretary referred to the suggested amendments which had been made to the Learning and Teaching Committee terms of reference which had last been reviewed in June 2015.

   The Committee, subject to a number of small amendments being incorporated, **RECOMMENDED** the amended terms of reference to the Board of Management for approval.

3. **POLICIES**
   a. **Admissions Policy**
      The Head of Student Support gave some background to the amendments which had been made to the Admissions Policy as a result of changes introduced around the interview processes and procedures as well as to the pre-course information and services which applicants received. The revised

policy had been through due process and discussed at Scrutiny Panel (27 April 2017), published for Staff consultation (6 – 16 June 2017) and discussed at SMT (17 August 2017).

The Committee, subject to the inclusion of reference to the General Data Protection Regulations under para 2.1, Legislative framework, **AGREED** to recommend the Admissions Policy to the Board of Management for approval.

b. Core Skills Policy

The Head of Curriculum gave some background to the changes which had been made to the Core Skills Policy which mainly provided clarity on the core skills (numeracy, communication, ICT, problem solving and working with others). The revised policy had been through due process and discussed at Scrutiny Panel (6 June 2017), published for staff consultation (15 June – 22 August) and discussed at SMT (17 August 2017).

The Committee **AGREED** to recommend the Core Skills Policy to the Board of Management for approval.

Jaci Douglas entered the meeting during consideration of the following item.

4. GENDER ACTION PLAN

A report by the Head of Student Services provided an overview of the Inverness College UHI Gender Action Plan (GAP) which was a requirement of the Scottish Funding Council and which formed part of the Regional Outcome Agreement. The GAP was intended to positively impact on existing policy and practice as well as outline how additional policy and /or practice would be developed to ensure the required step-change in gender ratios in certain curriculum programmes. This institution wide approach encompassed both staff and students in its scope, although the primary focus was students. The plan was a long-term plan, with the final targets having to be achieved by 2030. The plan had already been submitted to SFC in July 2017.

A six month update would be provided in March 2018 and an annual progress report would be provided in September 2018.

The Chair suggested that those areas which related to staff could initially be discussed at a Chairs Committee. The Human Resources Committee would monitor the plan in relation to its areas of responsibility.

The Committee, subject to one small amendment being made on page 7 of the report, retrospectively **APPROVED** the Gender Action Plan.

5. RESEARCH STRATEGY ANNUAL REPORT 2016/17

A report by the Head of Research Development provided an update on research activity during 2016/17. Some of the key activities discussed were as follows:-
- UHI were currently undertaking a stock take in preparation for the 2021 REF. The target for the 2021 REF was 10 FTE staff submission, a considerable increase from 1.8 FTE in 2014.

- There was a significant increase in the number of both PhD and Masters by research students. Funding for these studentships was through partnerships with a number of external organisations.
- The Inverness College Research Development Framework was currently being finalised and further detail would be submitted to a future meeting.

The Chair **REQUESTED** that a breakdown of research funding be submitted to the next meeting.

6. **STUDENT OUTCOMES AND SATISFACTION RATES 2016/17**
A report by the Depute Principal provided a provisional summary of high-level performance indicators relating to student outcomes and a summary of student satisfaction rates for the academic year 2016-17.

Five areas relating to student outcomes had been identified as red under the RAG reporting system and action plans had been drafted in consultation with the appropriate Programme Development Managers.

The Committee **NOTED** the report.

7. **STUDENT RECRUITMENT 2017-18**
A report by the Depute Principal set out the position on student recruitment so far in 2017-18. FE and HE enrolments were ahead of the totals at this time last year and, based on these figures and previous trends, both looked likely to hit target.

The Committee **NOTED** the report.

8. **STUDENT PARTNERSHIP AGREEMENT**
A joint report by the Head of Student Services and Student President provided an update 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 took responsibility for the SPA. The framework itself had been held up as best practice by Sparqs but did need refinement following the merger with HISA.

It had been identified that the college welcome to students in the student residence accommodation needed to be built into the partnership agreement and further work had to be undertaken to ensure that college activities were fully promoted to those students.

The Committee **NOTED** the report.

9. **EDUCATION SCOTLAND – DRAFT EVALUATIVE REPORT AND ENHANCEMENT PLAN (EREP)**
A report by the Depute Principal presented the draft of the Evaluative Report (ER) element of the EREP and gave some background to the EREP, which was the outcome of the new annual quality review model for Scotland's Colleges

and set out the timescales associated with the final approval and publication of the document. The enhancement plan was being drafted and would reflect the areas for development in the draft report. Other areas of the report also required further refinement.

The Committee confirmed that they were happy with the content of the report, All other Board members would be able to provide any comments on both the ER and the EP elements at the Board of Management meeting in October.

The Committee **AGREED** to recommend the draft Evaluative Report to the Board of Management for approval

10.   **KEY PERFORMANCE INDICATORS 2017/18 (KPIs)**
        A report by the Depute Principal set out the KPIs which related to the work of the Committee. The Board Secretary advised that the Chair of the Board would be discussing KPIs with the Principal.

        The Committee **NOTED** the report.

11.   **HIGHLANDS AND ISLANDS STUDENT ASSOCIATION (HISA) REPORT**
        A report by the Student President IC set out the recent activities of HISA Inverness. This included attendance at a number of training events, organising and hosting the Fresher's Fayre in the middle of September, promoting clubs and societies and registering and arranging training for class representatives.

        The Committee **NOTED** the report.

Kate White left the meeting.

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

12.   **EXTERNAL VERIFICATION SUMMARY 2016/17**
        A report by the Head of Curriculum provided an overview of the outcomes of external verification (EV) by awarding bodies during the academic year 2016-17.

13.   **COMPLAINTS ANNUAL REPORT 2016/17**
        The annual report covered the period from 1 July 2016 to 30 June 2017.

14.   **NATIONAL STUDENT SURVEY 2016/17**
        The results of the national student survey 2016/17 had been disseminated to show the position of UHI.

15.   **RED BUTTON REPORT 2016/17**
        The Red Button is an informal feedback and problem resolution mechanism used across UHI where students were encouraged to submit questions, suggestions, issues of concern and positive feedback.

16.   **ADDITIONAL SUPPORT FOR LEARNING POLICY**
        The Chair requested that reference to the General Data Protection Regulations be included under the section on legislative framework/related policies.

17.   DATE OF NEXT MEETING
Tuesday 5 December 2017 at 8.30 a.m.

Signed by the Chair: _____

Date: _____

Outstanding Actions from Learning and Teaching Committee – 26 Sept 2017

Item	Action	Responsibility	Time line	Actioned
End of Year student survey	Qualitative analysis be provided to the next meeting	Depute Principal	Dec L&T committee	
Gender action plan	6 month update Annual progress report	Head of Student services Head of Student Services	March 2018 Sept 2018	
Research strategy annual report	Breakdown of research funding	Head of research Dev	Dec 2017	

University of the Highlands and Islands
Inverness College

Board of Management

Subject/Title:	UHI Learning and Teaching Enhancement Strategy
Author: [Name and Job title]	Roddy Henry, Depute Principal
Meeting:	Learning and Teaching Committee
Meeting Date:	5 December 2017
Date Paper prepared:	24 November 2017
Brief Summary of the paper:	This paper proposes that the college adopts the UHI Learning and Teaching Enhancement Strategy.
Action requested: [Approval, recommendation, discussion, noting]	Decision
Link to Strategy: Please highlight how the paper links to, or assists with:**:** • compliance • partnership services • risk management • strategic plan • new opportunity/change	Quality of learning and teaching and the student experience
Resource implications:	No **If yes, please specify**:
Risk implications:	No **If yes, please specify:** Operational: Organisational:
Equality and Diversity implications:	No **If yes, please specify:**
Consultation: [staff, students, UHI & Partners, External] and provide detail	Consultation carried out with the staff Learning and Teaching Working Group

| **Status** – [Confidential/Non confidential] | Non confidential |
| **Freedom of Information** Can this paper be included in "open" business* [Yes/No] | Yes |

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

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

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

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

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

UHI Learning and Teaching Enhancement Strategy

Executive summary

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

The Learning and Teaching Enhancement Strategy is attached for reference.

Background information

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

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

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

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

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

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

Roddy Henry
Depute Principal

Learning and Teaching Enhancement Strategy

2017 – 2021

Contents

1. Introduction

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

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

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

1.1 Key components of the Learning and Teaching Enhancement Strategy

The Learning and Teaching Enhancement Strategy comprises four key components:

I.   Twelve Learning and Teaching Enhancement Values or precepts that provide the basis of the strategy, and of a 'common language' for learning and teaching enhancement

II. A set of implementation actions and objectives for the embedding of the aforementioned values in institutional policy, practice and professional development provision across the five year timescale for the operationalisation of the strategy

III. Mapping of the values to illustrative examples that provide a general sense of direction or insight into how each of the values could be represented in practice

IV. Mapping of the values to key internal and external policies and benchmarks, to articulate the broader internal and external relevance and applicability of the values

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

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

2. Learning and teaching enhancement values

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

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

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

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

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

3. Implementation and embedding of the values

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

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

Initial implementation of strategy (Academic Year 2016/17)

1. Initial dissemination of the Learning and Teaching Enhancement Strategy

2. Formally launch the strategy at a university Learning and Teaching Conference in summer 2017, utilising the conference to identify examples of current and emerging practice that already exemplify the range of values within the strategy. The holding of a university wide Learning and Teaching Conference also addresses a key recommendation of the staff consultation held across the partnership in 2016.

3. Begin aligning current and planned professional development opportunities in learning and teaching with the values of the strategy. This should include the activities of the Learning and Teaching Academy and other professional development opportunities in learning and teaching, including educational scholarship and research, provided by the university and within Academic Partners.

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

4. Revise the ALPINE (Accredited Learning, Professional development, and Innovation in Education) professional recognition process to align it with the strategy. Specifically to include reflection on how the current practice and future aspirations of those seeking recognition aligns with, and evidences engagement with, relevant values within the strategy. There is capacity in how ALPINE has been designed to allow for this within the existing process, without re-approval of ALPINE.

5. Modify the programme approval and re-approval process, specifically so that the learning and teaching section of CUR04 forms require an articulation of which specific values within the strategy apply to programmes and programme schemes, and how they are instantiated within the programmes and schemes in question.

6. Update guidance for programme and programme scheme approval and re-approval panels to ensure there is explicit discussion of the values and their embedding.

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

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

8. Identify a limited number of units, modules and programmes that can be supported to further embed, between them, a range of the learning and teaching enhancement values in the strategy with a view to (i) evaluating evidence of enhanced learning and teaching, and (ii) providing evidence-based exemplars, resources and activities that can be easily adopted or adapted for other units, modules and programmes.

9. Conduct mid-point evaluation of engagement with the strategy and embedding of the values. To encompass (i) evaluation of impact on learning and teaching in units, modules and programmes where there has been direct engagement in implementing the values (ii) engagement with values through the ALPINE recognition process (iii) engagement with the values and the enhancement of practice through professional development opportunities that are aligned to the strategy (iv) engagement with and perceptions relating to the value of policies and procedures that have been aligned with or produced to support the strategy.

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

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

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

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

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

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

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

4. Mapping of the Values to Illustrative Examples

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

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

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

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

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

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

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

5. Mapping of the Values to internal and external benchmarks

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

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

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

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

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

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

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

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

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

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

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

University of the Highlands and Islands
Inverness College

Board of Management

Subject/Title:	Student Experience Report
Author: [Name and Job title]	Liz Cook, Quality Manager
Meeting:	**Learning and Teaching Committee**
Meeting Date:	5th December 2017
Date Paper prepared:	24th November 2017
Brief Summary of the paper:	The student experience report comprises three elements: • Free text analysis from SSES 2016 – 17 • SSES 2016 – 17 headline report • Early Experience 2017 – 18 report
Action requested: [Approval, recommendation, discussion, noting]	Discussion
Link to Strategy: Please highlight how the paper links to, or assists with:** • compliance • partnership services • risk management • strategic plan • new opportunity/change	The Student Experience report links to the Strategic Plan 2017 – 20 in the following aims: Opportunity and growth in Student Life Opportunity and growth in Curriculum Opportunity and growth in Professional Practice Specifically, individual objectives listed within each aim.
Resource implications:	Yes / **No** **If yes, please specify**:
Risk implications:	Yes / **No** **If yes, please specify:** Operational: Organisational:
Equality and Diversity implications:	Yes / **No** **If yes, please specify:**
Consultation: [staff, students, UHI & Partners, External] and provide detail	None

Status – [Confidential/Non confidential]	Non-confidential
Freedom of Information Can this paper be included in "open" business* [Yes/No]	Yes

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

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

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

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

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

Student Experience Report

Executive summary

The Student experience report comprises three elements:
- Free text analysis from SSES 2016 – 17
- SSES 2016 – 17 headline report
- Early Experience Survey 2017 – 18 report

Each of the reports are attached for discussion.

The free text analysis is carried out on an annual basis and provides a qualitative data source to inform curriculum and support teams self-evaluation activities.

The SSES headline report provides an analysis of the outcomes from the SSES, comparing IC UHI results to that of the overall sector.

The Early Experience Survey 2017 – 18 report provides an analysis of responses to the student survey.

Free Text Analysis Pre-Exit Survey 2016 – 17 Free Text Analysis

Introduction

The analysis of free text from the Pre-Exit Survey takes place on an annual basis.

A healthy number of free text responses were included within the returns of the Pre-exit Survey 2017. In order to provide meaningful analysis, the comments from the survey have been analysed per question.

It is clear in some cases that several students have used the survey to highlight a specific point of particular concern to them. Where this is the case, comments related to a known ongoing issue addressed in year.

Comments have been categorised at high level, and then reviewed to determine whether there are any broad themes emerging. It should be noted that the free text responses represent a proportion of the responses to the pre-exit survey.

Findings

Question: Please write any other comments about learning and teaching

Broad Theme	Number of Comments
Admissions	1
Learning and Teaching	75
Assessment and Feedback	19
Facilities	13
Support and Guidance	4
Organisation and Management	12
Student Engagement	14
Positive	38
Resources	13
TOTAL	**189**

The response rates across the mode and level of programme are shown in the table below:

Mode and level	No of responses
FTFE	41
PTFE	35
FTHE	81
PTHE	32

Of the 78 comments raised in relation to Learning and Teaching, students comment on the lecturers who appear rushed and / or unprepared; a wide range of teaching methods and approaches some of which are welcomed, others are less engaging. A number of students express that a review of learning materials would be useful.

Positive comments are provided about the good experience had by students, the lecturers and the level of support provided by PATs and lecturers.

Comments related to assessment and feedback focus on the number and timing of assessments. A greater level of feedback would be helpful, as would more timely feedback.

Question: Please tell us how we can improve student representation and engagement

The response rates across the mode and level of programme are shown in the table below:

Mode and level	No of responses
FTFE	31
PTFE	15
FTHE	55
PTHE	23

There are three main themes emerging from the 124 comments within this section.

The first is the wish for the Student Association to be more visible and have a greater level of transparency in the work that they undertake.

The second theme emerging is in relation to class reps. Specifically comments highlight that there needs to be clarity about the role to the wider student community and that those elected as class reps should undertake the role pro-actively.

The final theme is that a greater number of student events would be welcomed. This is in relation to course specific events as well as wider cross college student community events.

There are a number of positive responses within this section, indicating a general level of satisfaction with student engagement and representation.

Question: Please comment or tell us how we can improve customer service

Broad Theme	Number of Comments
Admissions	2
Communication	6
Funding	8
Guidance	7
Induction	1
Learning and Teaching	10
Facilities	10
Support	7
Organisation and Management	6
Student Engagement	8
Positive	30
Resources	1
TOTAL	**96**

The response rates across the mode and level of programme are shown in the table below:

Mode and level	No of responses
FTFE	25
PTFE	16
FTHE	42
PTHE	13

30 of the 96 comments provided were positive in nature, expressing students feel satisfied in the way they are dealt with during the course of their learning journey.

The remainder of the comments are spread across a wide range of categories, making it difficult to draw any meaningful conclusion or themes from this section.

Broad Theme	Number of Comments
Assessment and Feedback	8
Funding	4
Guidance	2
Induction	1
Learning and Teaching	43
Facilities	35
Support	11
Organisation and Management	16
Student Engagement	8
Positive	80
Resources	11
Student Life	5
TOTAL	**224**

The response rates across the mode and level of programme are shown in the table below:

Mode and level	No of responses
FTFE	55
PTFE	34
FTHE	103
PTHE	32

From the 80 positive comments made, there is a sense of general satisfaction. Staff are recognised for their levels of support and help, including lecturers, PATs, library and LRC staff, guidance, ASN, cleaners and catering staff. Individual staff members are named and recognition for these individuals is requested.

Students have found work experience elements of their programmes beneficial – gaining new skills and attending field trips, which are recognised to assist in the world of work.

The comments on learning and teaching represent a wide range of broadly individualised responses. Comments about on-going known complaints are included within this section. There is a sense where supply lecturing staff have been utilised as a contingency to cover absence, they may not have been adequately prepared. Some concerns are expressed about the isolating nature of studying on-line.

Comments about facilities focus on parking issues, and issues in relation to the cafeterias eg price, queue time, choice. The LRC is identified as an area that quickly becomes crowded and noisy, more open relaxed space would be welcomed.

Summary

There is a degree of subjectivity in relation to categorising and interpretation of the comments within survey results. Making use of standard categories supports a level of consistency in interpretation to draw themes from a cross college perspective.

The outcomes from the survey are shared with both support and curriculum managers to inform self-evaluation activities.

Liz Cook

Quality Manager

27th November

Student Satisfaction and Engagement Survey (SSES) – Sector Summary Report

The SFC has published the second statistical release of the annual Student Satisfaction and Engagement Survey (SSES) for Scotland's colleges, which covers the academic year 2016-17. The publication reports on HE and FE courses; and modes of study. The SSES comprises ten questions, and is embedded in Inverness College UHI pre-exit survey. The IC UHI survey is distributed to all FE and HE students.

Sector data is released to colleges for the purposes of internal benchmarking. This summary provides an initial high level analysis. It should be noted that UHI academic partners submit only FE returns to the SFC for reporting purposes.

Response Rate

The table below shows the breakdown of student response rates by level and mode.

Level and Mode	No. of responses	% response rate	Sector % response rate
FTFE	236	21.93	43.58
PTFE	112	1.25	16.14
DL*FE	10	12.82	10.66
FTHE	251	16.52	38.62
PTHE	103	8.87	13.99
DLHE	0	0	6.51

*DL Distance Learning

The highest response rate (%) can be seen to be FTFE. No responses were received from DLHE students, and just ten from DLFE. All areas sit under the sector response rate.

Level and Mode of Delivery

It can be seen from the table below that IC UHI is sitting under the sector benchmark for each level and mode of delivery.

Level and Mode	Inverness College UHI	Sector	% difference
FTFE	83.1	84.5	-1.4
PTFE	83.3	88.8	-5.5
DLFE	70	85.2	-15.2
FTHE	76	79.4	-3.4
PTHE	80	84	-4
DLHE	nil	85.4	

The small number of responses for DLFE may be a contributory factor to the wide disparity between the IC UHI result compared to the sector result. Further analysis is required on a question by question basis to identify particular areas for improvement.

Level of Delivery

The table below shows the overall results for FE.

FE (Combined modes)	Inverness College UHI	Sector	% difference
1. Overall, I am satisfied with my college experience.	87.8	92.8	-5
2. Staff regularly discuss my progress with me.	80.7	84.9	-4.2
3. Staff encourage students to take responsibility for their learning.	95	95.1	-0.1
4. I am able to influence learning on my course.	85.2	89.5	-4.3
5. I receive useful feedback which informs my future learning.	81.3	88.3	-7
6. The way I'm taught helps me learn.	81.3	88.3	-7
7. My time at college has helped me develop knowledge and skills for the workplace.	84.1	91.1	-7
8. I believe student suggestions are taken seriously.	74	79.6	-5.6
9. I believe all students at the college are treated equally and fairly by staff.	82.4	84.7	-2.3
10. The college Students' Association influences change for the better.	77.9	60	17.9
Overall Total	**82.8**	**85.5**	**-2.7**

Using the sector results as a benchmark, it can be seen that IC UHI sits below this across a range of 0.1 – 7%. Overall sitting 2.7% below the sector results. The result for question 10 is encouraging, as is question 3 'Staff encouraging learners to take responsibility for their learning'.

The table below shows the overall results for HE.

HE (Combined modes)	Inverness College UHI	National result	% difference
1. Overall, I am satisfied with my college experience.	90.5	88.1	2.4
2. Staff regularly discuss my progress with me.	63.8	77.5	-13.7
3. Staff encourage students to take responsibility for their learning.	91.2	93.4	-2.2
4. I am able to influence learning on my course.	74	82.2	-8.2
5. I receive useful feedback which informs my future learning.	75.7	81.7	-6
6. The way I'm taught helps me learn.	72.6	81.6	-9
7. My time at college has helped me develop knowledge and skills for the workplace.	81.6	87.2	-5.6
8. I believe student suggestions are taken seriously.	69.8	71.8	-2
9. I believe all students at the college are treated equally and fairly by staff.	83.3	81.8	1.5
10. The college Students' Association influences change for the better.	69.5	53.8	15.7
Overall Total	**77.2**	**80**	**-2.8**

IC UHI are 2.8% below the overall sector total. For seven of the questions asked, the range of disparity between the IC UHI results compared to the sector is 2 – 13.7%. Overall satisfaction with the college experience sits above the sector benchmark by 2.4%. It is encouraging to see positive responses in relation to equity and fairness, and the influence of the Student Association.

Next Steps

- Further analysis of level and mode responses on a question by question basis
- Use the lessons learnt in relation to the distribution of the Early Experience Survey 2017-18 to inform plans for improved response rates and student understanding of the questions being asked
- Work across academic partners to share the administrative burden of the SSES to ensure resources are focussed appropriately.
- Featuring survey content and importance of survey responses to inform change as part of the sparqs / IC UHI Student Engagement project

Liz Cook

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Quality Manager

Early Experience Survey 2017-18 Report

The early experiences of students at Inverness College UHI are crucial in terms of student retention. An early experience survey is carried out in October each year to determine the level of satisfaction with services, support provided and early experiences of learning and teaching.

The purpose of this report is to provide an overview of the methodology used to gain student engagement with the survey and a cross college summary of the outcomes from the responses provided by students. The responses to the survey are made available to curriculum and support teams to feed into self-evaluation activities.
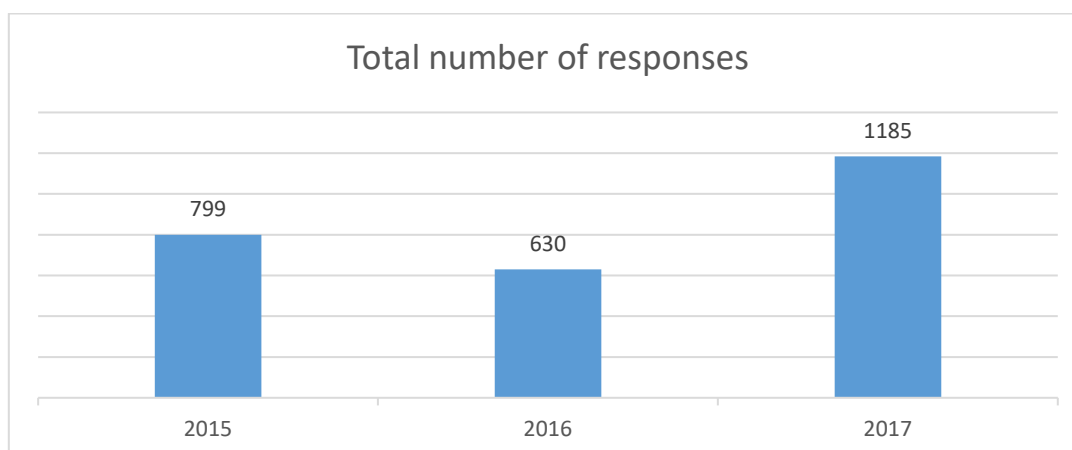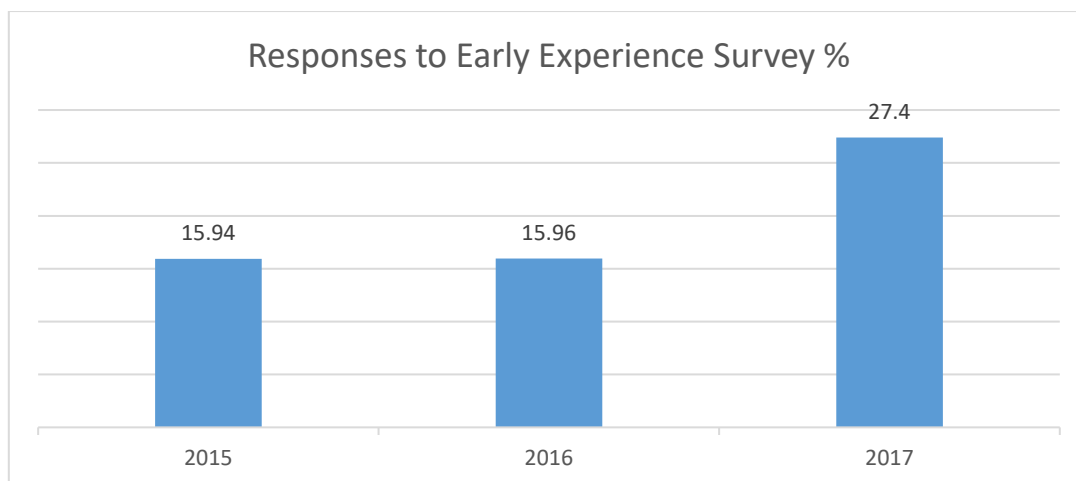
Methodology

The early experience survey was launched mid-October, and ran for approximately two weeks. The survey was open to 4325 students, an individual email link was sent to each one using BOS survey software.

It was identified that two groups of students could not easily access the survey i.e. lower level ESOL and Supported Education. More accessible surveys were drafted and distributed to these groups to ensure their feedback was captured.

Block release students not attending college during the survey run were identified as being less likely to respond. This impacts two curriculum areas in particular – Construction and Engineering. In order to ensure these areas gain representative feedback from their full cohort of students, the survey will re-open specifically to those students later in November.

The survey was promoted using the IConnect screens, various Facebook pages and through standard email communications. Initially, the response rate was slow. Survey engagement methods used by colleges within the College Improvement Project were reviewed and adapted to the IC UHI context. The change in approach resulted in an increase in response rate compared to the previous year.

Total number of responses

2015: 799
2016: 630
2017: 1185

Responses to Early Experience Survey %

|		
15.94	15.96	27.4
2015	2016	2017

In analysing the data, percentages throughout the survey are calculated on the basis of respondents to questions, as in the case of some services, not all students have accessed them.

Where there are a small number of responses in any given category i.e. under 5, these have not been included within the overall analysis as this would not be statistically meaningful.

In June 2017, support managers and PDMs were consulted about the questions included within surveys. As a result, there have been the inclusion of new questions. A comparison with last year has been provided where this is available.

Within the free text responses, it should be recognised that there are highly individualised responses. High level categorisation has been undertaken to identify discernible themes or patterns emerging, the result of which can be relatively granular. It should be noted the free text analysis adds colour to the quantitative data available, and assists individual teams identify what is working well or requires enhancement for their particular service or curriculum area.

Findings

Overall Satisfaction %
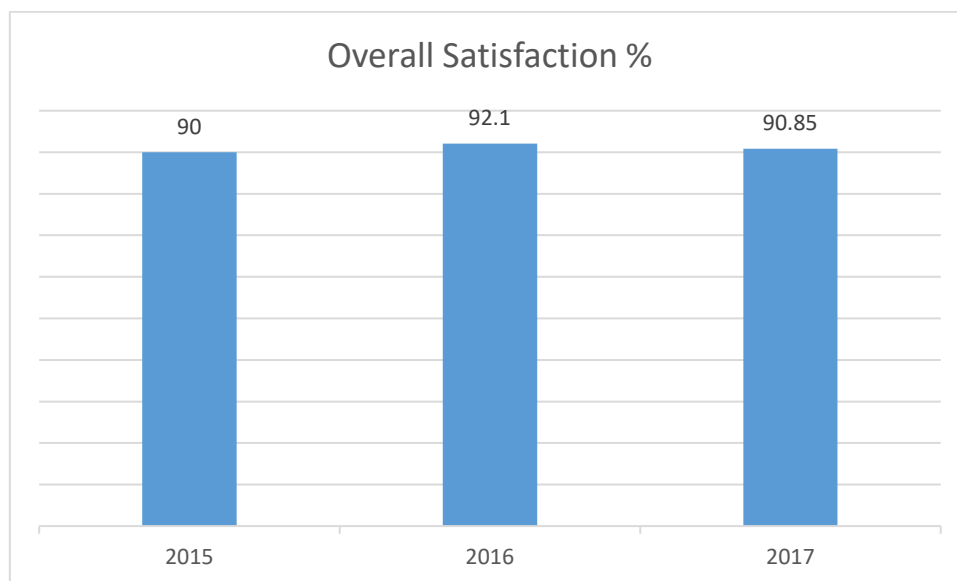
There has been a small decrease in overall satisfaction rate (1.25%) from 2016 to 2017. The chart below highlights there is a lower proportion of students who are very satisfied and a higher proportion of students who are satisfied from 2016 to 2017. The increase in response rate is likely to be a contributory factor to the percentage outcomes; rather than a broad level of decreased satisfaction with IC UHI. This is supported by the marginal increases in levels of satisfaction for most of the responses to questions 4 – 6.

Comparison of overall Satisfaction Rate % 2016 and 2017

Level of Study

Satisfaction Level of Study (%)

Category	HE	FE
Very Unsatisfied	1	2
Not Satisfied	11	4
Satisfied	65	65
Very Satisfied	23	29
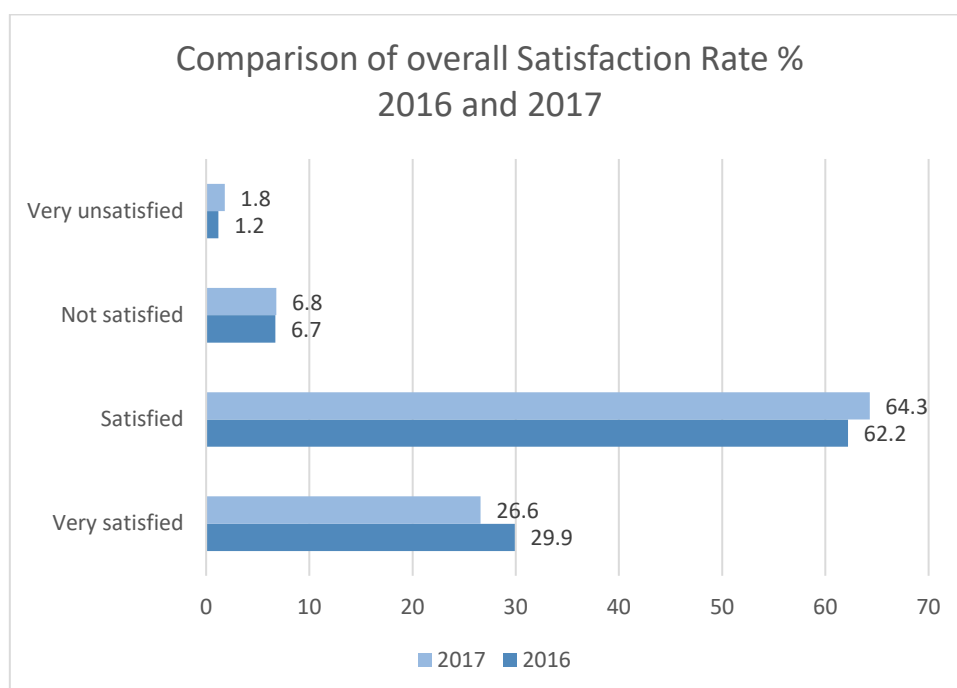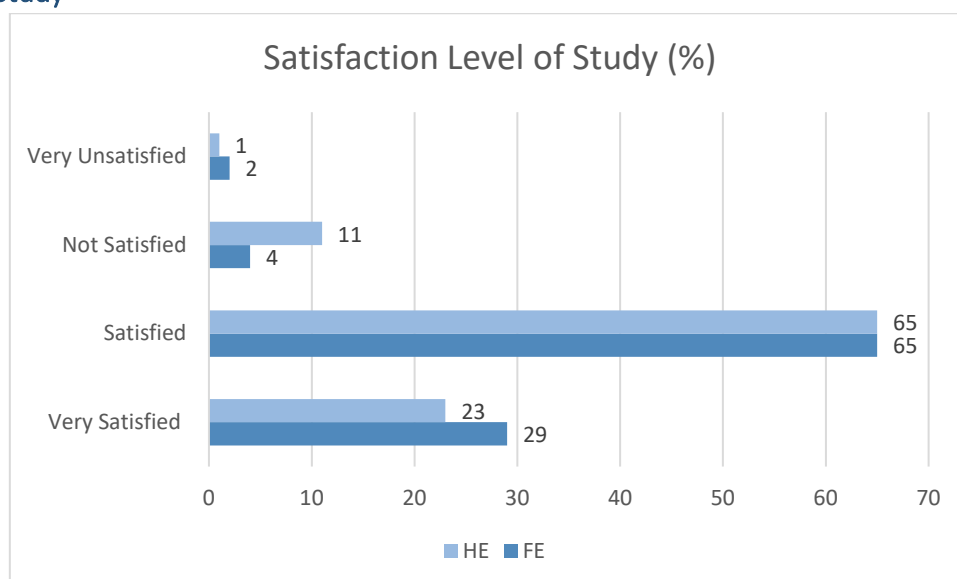
The overall satisfaction rate is higher in FE students (94%) than HE students (88%). Compared to previous surveys, this represents a 1% increase in satisfaction for FE students, and a 2% decrease for HE students. 11% HE students expressed they are not satisfied with the college experience so far. This represents 51 stu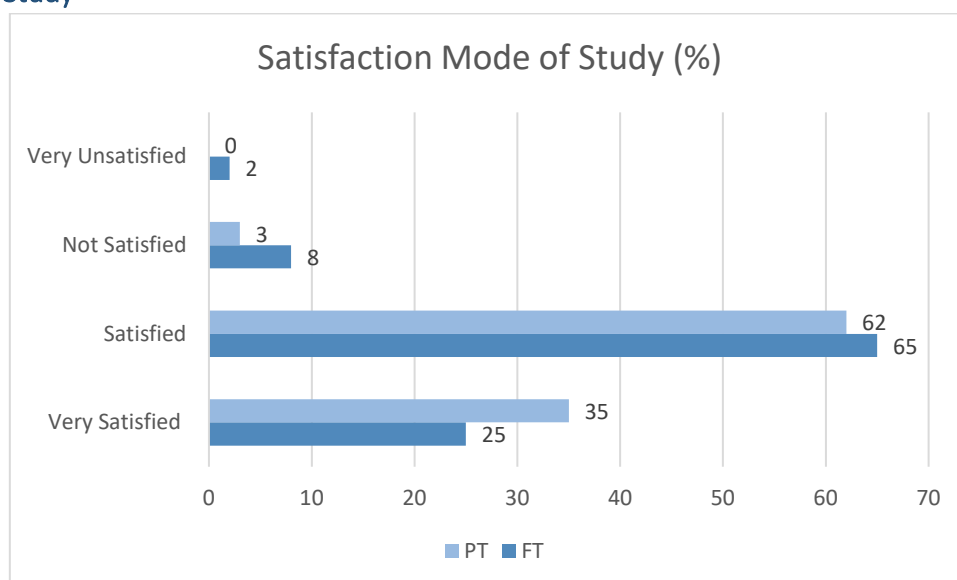dents; 47 full time, 4 part time, spread across a range of programmes. Initial analysis of the responses for this group show no apparent patterns emerging from the responses for the remainder of the survey. Analysis of free text responses shows a higher proportion of comments about initial joining activity and organisation, with comments about the timing and content of the joining instructions.

Mode of Study

Satisfaction Mode of Study (%)

Category	PT	FT
Very Unsatisfied	0	2
Not Satisfied	3	8
Satisfied	62	65
Very Satisfied	35	25

The overall satisfaction rate is for full-time students is 90%, and 97% for part time students. 8% full time students expressed they are not satisfied with the college experience so far. This represents 66 students; 47 HE, 19 FE. These students are spread across a range of programmes and learner group types. Initial analysis of the responses for this group show no apparent patterns emerging from the responses for the remainder of the survey. As indicated above, there is a theme emerging from the free text analysis.

Equalities

Satisfaction by Gender (%)

	Male	Female
Very Unsatisfied	2	2
Not Satisfied	7	7
Satisfied	65	64
Very Satisfied	26	27
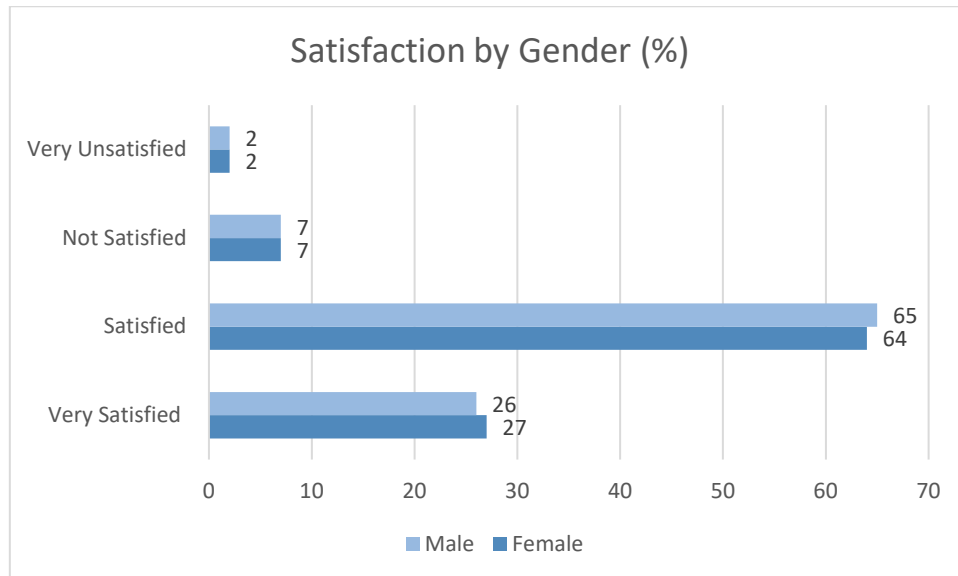
91% of both females and males are satisfied with their overall college experience so far.

Satisfaction by Declared Disability (%)

	No Declared Disability	Declared Disability
Very Unsatisfied	2	2
Not Satisfied	5	11
Satisfied	67	58
Very Satisfied	26	29
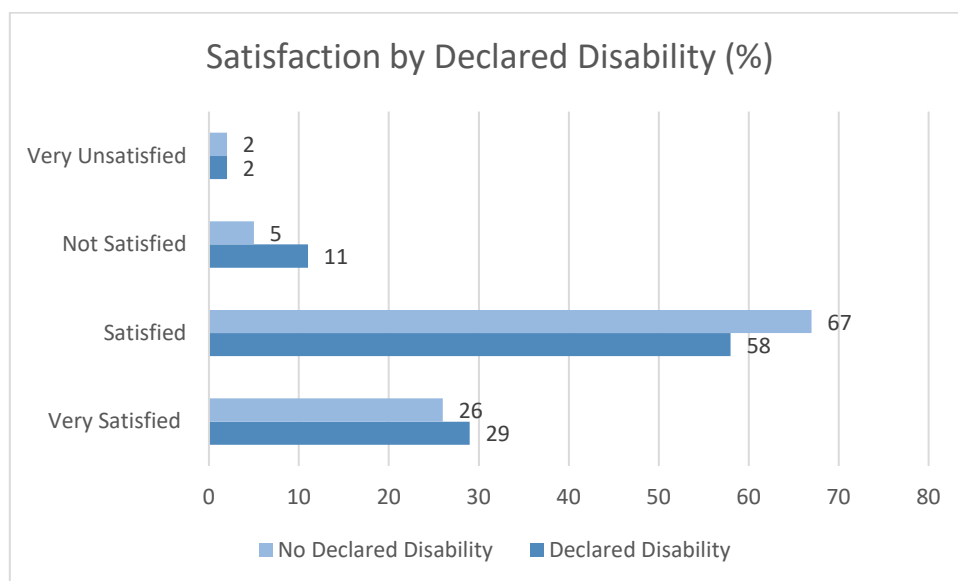
87% of students with a declared disability are satisfied with their overall college experience so far, compared to 93% students with no declared disability. 11% of those with a declared disability expressed they were not satisfied. Initial analysis of the responses of this group of learners does not highlight a pattern that the level of dissatisfaction is related to the declared disability. Rather, it relates to the general organisation and course content as described above.

Satisfaction Care Responsibilities (%)

	No Care Responsibilities	Care Responsibilities
Very Unsatisfied	2	2
Not Satisfied	6	9
Satisfied	66	57
Very Satisfied	26	32
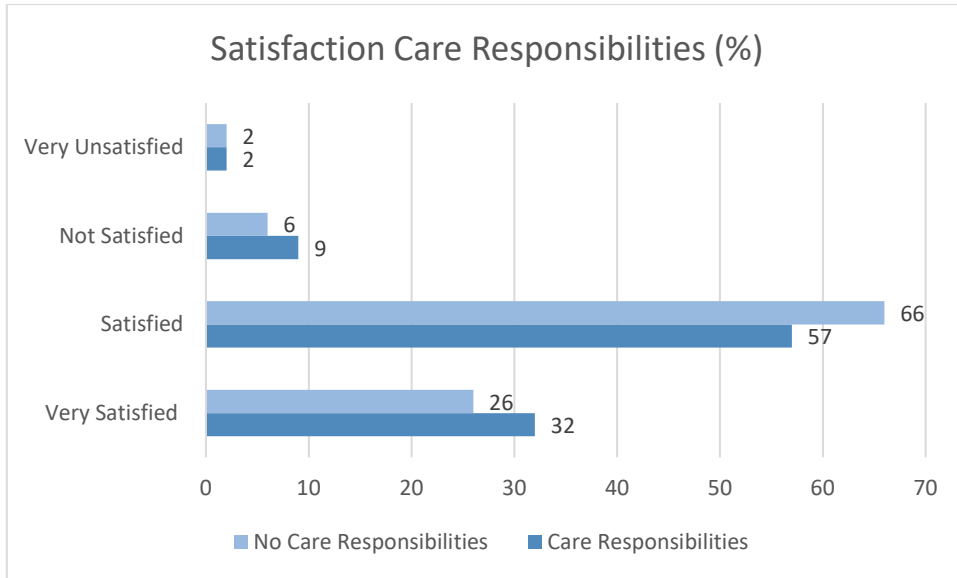
89% students with care responsibilities are satisfied with their college experience so far, compared to 92% of those students who do not have care responsibilities. As described in the previous section, initial analysis shows satisfaction levels are lower as a result of general concerns rather than an impact on an individual basis.

Satisfaction Care Leaver (%)

	Not Care Leaver	Care Leaver
Very Unsatisfied	2	0
Not Satisfied	7	6
Satisfied	65	44
Very Satisfied	26	50
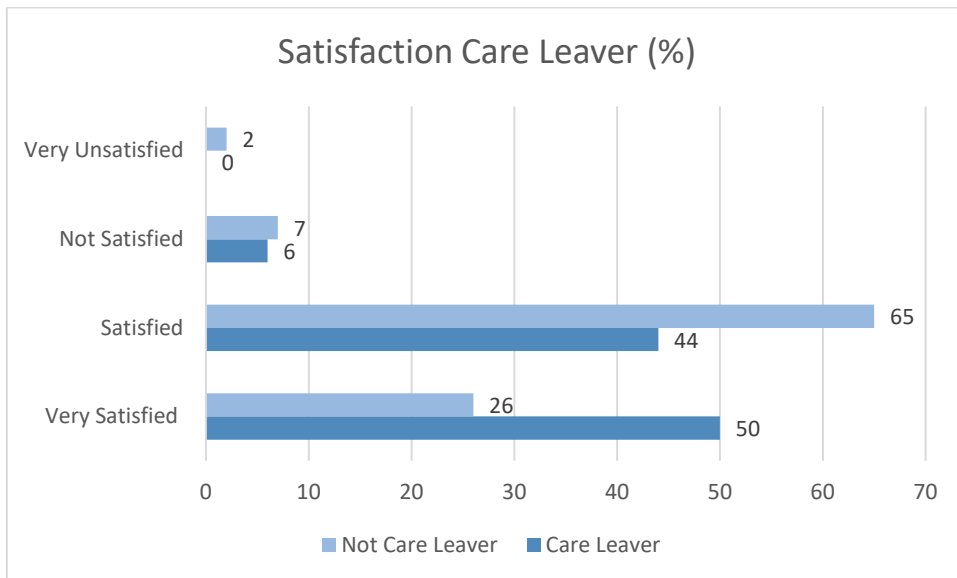
94% students who are care leavers are satisfied with their college experience so far, compared to 91% of students who are not care leavers. Forty nine students chose not to answer this question, suggesting there may be a reluctance to disclose this level of information.

Overall Satisfaction - Age Categories (%)
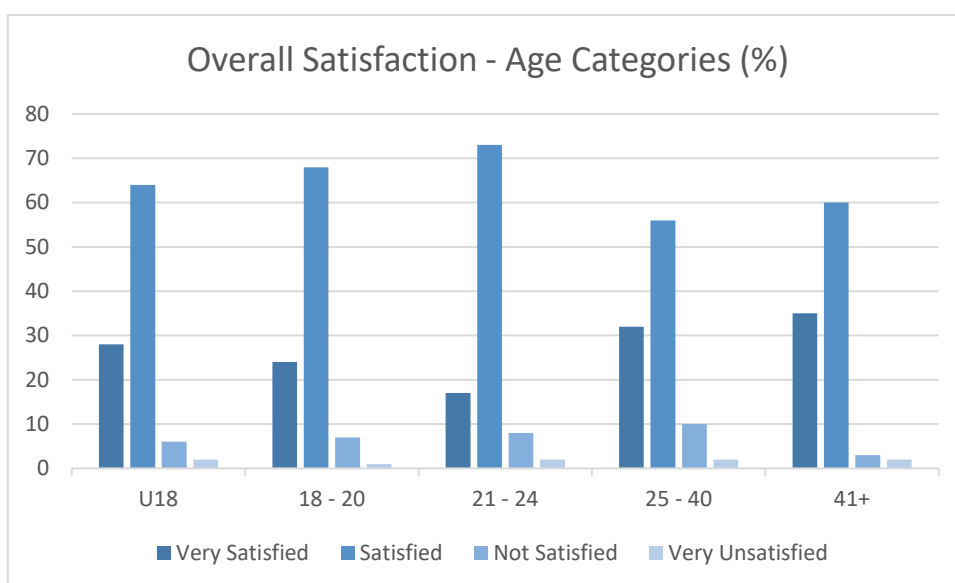
92% of under 18 and 18 – 20 year old students are satisfied with their overall college experience so far. 90% 21 - 24 year olds are satisfied. The age category with the highest level of satisfaction is the over 41 years at 95%. The lowest level of satisfaction is seen in the 25 – 40 year old category at 88%. Further analysis is required to determine any potential reasons for this disparity.

The following table highlights levels of satisfaction by ethnic background. It can be seen that three categories fall below 90% satisfaction rate.

| Ethnic Background	% Satisfaction	Responses
Asian - Other	100%	4
Asian - Pakistani	100%	2
Not given	83%	6
Other	100%	5
Other White background	94%	80
Polish - White	93%	74
White	100%	16
White - English	87%	84
White – Irish (Republic)	100%	2
White - Scottish	91%	752
White - Welsh	75%	8

Satisfaction by curriculum area

The table below shows the overall level of satisfaction per curriculum area. The overall satisfaction rate for the college is 90.85%. Three areas fall below this benchmark by 5% or more. One area is marginally below this benchmark. The remaining areas are above the benchmark. Further analysis will be required to investigate the reasons for these results in the four areas identified.

The total respondents has also been included. It is possible to see a wide range in response rates per curriculum area. This outcome will feed into plans for the roll out of future surveys.

Curriculum Area	Overall Satisfaction	Raw Count
Business & Computing	89	163
Care Practice	94	107
Construction Craft	100	102
Cultural & Creative Industries	85	193
Education	96	51
Engineering & Building Technology	77	49
Engineering Craft	96	68
Forestry Science Maths & Aquaculture	92	90
Hair Beauty Sport	95	195
Hospitality	83	24

The chart below shows the spread of the level of satisfaction per curriculum area.
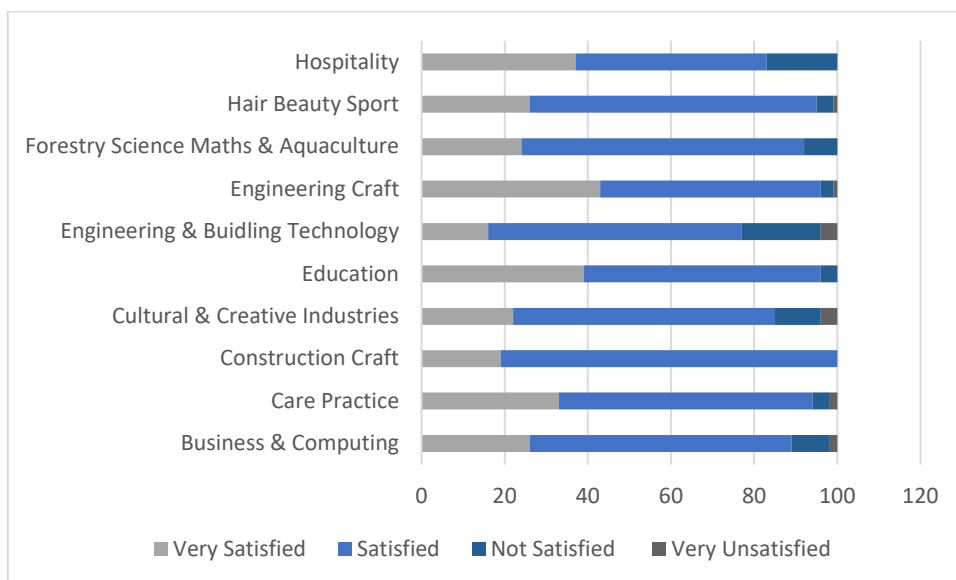
Students were asked what had worked well so far in their experience. There were over 700 free text responses to this question. The responses have been categorised and are as follows:

Category	Number of responses
Student Life	239
Learning and Teaching	383
Resources	42
Facilities	33
Induction	14
Organisation and Management	6
Admissions	2
Guidance	1
Assessment and Feedback	1
Funding	2

Free text comments regarding learning and teaching are largely positive. Students are pleased with their helpful approachable lecturers and PATs, the course content, the classes – feeling they are learning a lot. There are specific comments at course level which will be useful for course teams to feed into self-evaluation activities.

'Everything' is the strongest theme emerging from the student life comments. Words such as stimulating and inspiring are also used. Specifically, staff being helpful and friendly features strongly in the responses, and a high level of support is welcomed. Students like their environment and the atmosphere on campus. They are enjoying making new friends and the activities available to them. Some students reflect changes they would like to see; these themes are picked up later in the survey.

Recruitment
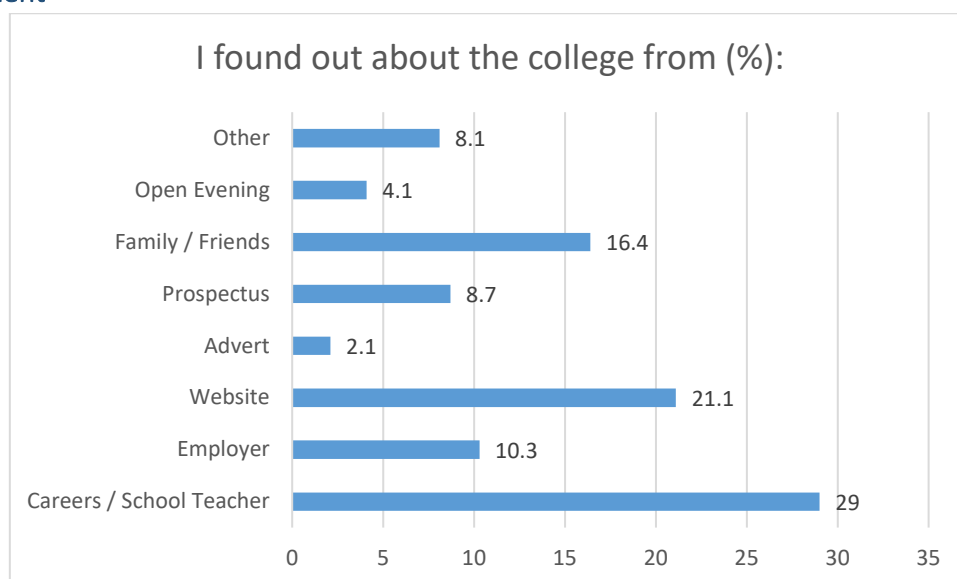
Careers / School teachers, the website and family and friends are the three main areas of recruitment to IC UHI. The free text responses to the 'Other' category represented a wide range of sources. In some cases, students refer to a category already included in the table above. A number refer to the fact they have studied with us previously. A small number of external partners are named, for example, the job centre, High Life Highland, SDS, Scottish Borders Council and other colleges.

The table below shows the source of recruitment for the past two years. In 2016, respondents were able to select multiple answers to the question: 'I found out about the College from'. In 2017 this was amended to a single response question. It can be seen that there has been an increase in the Careers / School Teacher, Employer and Other categories. A decrease can be seen in the Prospectus category.

	Count	
Source	**2017**	**2016**
Advert	22	23
Careers / School Teacher	309	207
Employer	110	52
Family / Friends	175	179
Open Evening	44	50
Other	86	50
Prospectus	93	129
Website	225	206
Total Responses	**1064**	**904**

Questions 4 – 6 were scored on a Strongly Agree to Strongly Disagree scale. The percentages displayed represent those students who responded Strongly Agree or Agree compared to last year's responses of the same category. The following key has been used:

Key:

Increase from previous year	
Decrease from previous year	

Question 4

Question 4 : Please rate your experience before you started at College	2017	2016	% difference
4.1. Applying to my college course was easy	94.7	95.3	-0.6
4.2. My application was dealt with in the time I was informed it would be dealt with	94	93.7	0.3
4.3. I received my joining instructions in good time for starting the course	87.8	83.9	3.9
4.4. I was provided with accurate information about the date and time of Induction	90.9		
4.5. I was provided with clear information about the funding I could apply for	79	77.3	1.7
4.6. My funding application was dealt with effectively	82.7	82.5	0.2

There has been a good shift in satisfaction levels relating to the timeliness of joining instructions. Marginal increases can be seen across all other areas with the exception of the application process. The free text responses are suggestive that timelines and an element of complication in the process is responsible for the slightly lower satisfaction rate. Further analysis will be required, as in some responses there is a conflation of the course application process and the funding application process.

One new question (4.4) was included in this section due to the level of feedback received in previous surveys. It is pleasing to see a positive response, which can be fed into trend data over time.

The level of satisfaction with the clarity of information provided about funding has improved, however remains one of the lower scores of satisfaction. A thematic student focus group is planned to gather further feedback from students to determine the element of funding concerned, their expectations in this area and to identify further improvements where possible.

Students were asked how things could be made better for the start of their course. Over 300 free text responses were received for this question and have been categorised below:

Category	Number of responses
Learning and Teaching	47
Facilities	14
Induction	62
Organisation and Management	35
Admissions	92
Assessment and Feedback	1
Funding	91
Guidance	1
Resources	12
Student Engagement	5
Student Life	20

Free text responses in relation to admissions highlight improvements could be made to the timing of the application process, and the provision of information in terms of accuracy and content. Some students highlight the enrolment form and website could be more user friendly. The comments relating to funding echo the need for a more user friendly interface to apply for funding. Clear instructions are needed about the evidence required to support funding applications. Students would find information about external funding e.g. council tax, universal credit helpful.

Comments about induction highlight more notice is needed about induction, and accurate timetables would be helpful. Overall the communication around induction could be clearer. Staff are highlighted as being helpful during this daunting time.

Learning and teaching comments highlight a need for a greater level of detail about course content pre- course and in the first few days. There are specific course related comments that will need to be investigated by curriculum areas.

Question 5

Question 5 : Please rate your experience of your first few days at College	2017	2016	% difference
5.1. During my first week at College, I was made to feel welcome	97	96.5	0.5
5.2. I found induction useful	87	84.4	2.6
5.3. I know who my Personal Academic Tutor is	96.1	95.9	0.2
5.4. I know how to access the Library & Learning Resource Centre facilities	96.5	93.6	2.9
5.5. I am able to access the Blackboard site for student information	94.3	95.8	-1.5
5.6. The information in the Blackboard site for student information is useful	90.5	89.3	1.2
5.7. My Course handbook contains accurate information about the subjects within my course	92	91.5	0.5
5.8. My Course Handbook explains about the different ways I will be learning during my course	90.5	89.5	1
5.9 The fresher's activity provided me with the opportunity to mix with other students	72.7		

Good increases are seen in the usefulness of induction and accessing the library and learning resource centre. Marginal increases are seen across the reminder of the questions, with the exception of access to the Blackboard site. Free text responses suggest this may be due to the amount of information shared at induction, the clarity of information about the different platforms in use and the mode of study which may play a contributory factor.

The question relating to fresher's fayre activity (5.9) was included to inform work being undertaken in relation to student life at the university. This is the lowest scoring question in this category, and coupled with further analysis of the free text responses (student engagement and student life) will provide a benchmark for future surveys.

Students were asked how things could be made even better about their induction and first few days at college. Over 300 free text responses were received and are categorised below:

Category	Number of responses
Learning and Teaching	63
Facilities	7
Induction	162
Organisation and Management	3
Admissions	9
Resources	7
Funding	3
Student Engagement	38
Student Life	9

A good proportion of students were satisfied with their induction. Areas for enhancement include the repetitive nature of induction for returning students, increased levels of interaction and specifics for inclusion e.g. use of printers, course content. There is a clear split between those students who would prefer a shorter induction to those who would prefer a greater level of detail and a longitudinal approach. This split is also seen between those who prefer ice breakers and activities to those that don't. There are perhaps lessons to be learnt at programme level to identify the best approach for students in that area.

Students seem to be unclear whether they received a course handbook. Comments are raised in relation to the lack of clarity of structure, content and navigation of Blackboard. Some students state they do not have a PAT. Some students with an identified PAT express they have not had contact since the start of their course.

Comments about student engagement are primarily about Fresher's fayre, with a wish for more activities and the fayre to take place across more days.

Question 6

Question 6 : Please comment on your first few weeks at College	2017	2016	% difference
6.1. I receive sufficient support from my Personal Academic Tutor	94	90.7	3.3
6.2. I know how to access additional support to get help with my learning	90.1	88.4	0.7
6.3. I have additional support needs and they have been checked by the ASN team	81	75.6	5.4
6.4. I was supported and sufficiently prepared to use the technologies within my course	87.6	86.3	1.3
6.5. My classes run as timetabled	93	92.4	0.6
6.6. Information on assessment is clearly communicated	89.9	89	0.9
6.7. I know when assessments will be taking place on my course	91.2		
6.8. I am treated fairly and equally at College	96	95.3	0.7
6.9. I feel safe when I'm at College	98.5	96.5	2
6.10. I am aware of the role of HISA	70.5	73.2	-2.7
6.11. I am aware of the role of the class rep	89.9	86.4	3.5
6.12. My class has chosen a class rep	88.8		
6.13. I know how I can provide feedback to improve learning and teaching	88	84.3	3.7

There are good increases seen in relation to access to the ASN team, providing feedback to improve learning and teaching, an awareness of the class rep role and receiving sufficient support from PATs. All other questions saw an increase in satisfaction, with the exception of the question about HISA. This may be due to the relative newness of HISA at Inverness, as the question would previously have related to ICSA.

A positive response has been received about students' knowledge of when assessments will take place on their course (question 6.7), which was a new question this year included to provide feedback in relation to the cross college project on assessment scheduling.

Students were asked how things could be made even better during their first few weeks at college. Over 200 free text responses were received and are categorised below:

Category	Number of responses
Learning and Teaching	78
Facilities	20
Induction	3
Organisation and Management	21
Admissions	2
Resources	15
Funding	2
Student Engagement	27
Student Life	22
Assessment and Feedback	11

Comments in relation to learning and teaching highlight the need for accurate timetables, lecturers to be in place at the start of the course, Blackboard accessibility as described in the previous section, a consistent approach by PATs and an increased level of knowledge about assessments and the timing of these.

There are specific issues noted in relation to some curriculum areas, which will need to be analysed in more detail by course teams.

Comments about class reps indicate there is uncertainty about the role and rep meetings. The role of HISA is not always clear.

Comments about student life are positive in nature, describing they are happy with the experience so far.

Quality of Service

Students were asked to rate the following departments if they had used the service in relation to quality of service. (Where 5 = excellent, 1 = poor).

Key:

Over 75%	
50 – 75%	
49% and under	

Area	Percentage Value					Raw Count
	5	4	3	2	1	
ASN team	39.1	31	21.1	5.3	0.3	322
Admissions / Applications	33.1	41	20.9	2.7	2.3	891
Cafeterias	31.6	35.6	22.2	7	3.5	963
Cash Office (fees, invoice, fee waiver, ILA)	32.6	37.8	24.1	3.4	2	555
Childcare (ELCC)	33.9	30.7	24	6.8	4.7	192
Funding (bursary, Hardship, EMA)	32	34.5	20.9	6.4	6.1	721
Guidance team	37.8	35.8	20.6	4	1.8	704
Hairdressing & Beauty Salons	44	33.8	18.1	2.6	1.6	314
ICT	38.5	37.1	19.6	3.6	1.1	636
SkillZone	34.8	36	24.6	2.9	1.6	517
Lecturing Staff	47.6	34.7	13.7	3.4	0.5	964
Library & Learning Resource Centre	43.4	40.7	13.4	1.7	0.7	931
Reception	42.8	38	15.8	2	1.4	946
Wellbeing services	35.7	38	21.7	3	1.5	465
HISA (Student Association)	31.6	36.1	23.9	4.5	3.9	532

In all areas, students are broadly satisfied with the quality of service provided. However, the range is wide, from 64.6% to 84.1%. In order to further understand the responses to the survey, the relationship between the student and the area concerned may need to be considered i.e. it may be possible that students are responding to the quality of the outcome of their query rather than the quality of service received. As previously mentioned, a small number of thematic student focus groups are planned with the aim of gaining a greater understanding of some of the issues concerned.

Consideration of the application of the Customer Service Excellence standards through the support team review activity scheduled for Semester 2 will support further analysis in this area, alongside individual service area self-evaluation activity.

The table below shows a comparison between 2016 and 2017. There has been an increase in the level of satisfaction with the quality of the service received in all areas with the exception of one. The range of increase is between 0.3% to 9.7%.

Area	Percentage Satisfaction		
	2017	2016	% change
ASN team	70.1	68.3	1.8
Admissions / Applications	74.1	70	4.1
Cafeterias	67.2	60.5	6.7
Cash Office (fees, invoice, fee waiver, ILA)	70.4	62.3	8.1
Childcare (ELCC)	64.6	64.3	0.3
Funding (bursary, Hardship, EMA)	66.5	61.9	4.6
Guidance team	73.6	70.8	2.8
Hairdressing & Beauty Salons	77.8	71.3	4.7
ICT	75.6	73.1	2.5
SkillZone	70.8		
Lecturing Staff	82.3	83	-0.7
Library & Learning Resource Centre	84.1	72.9	9.7
Reception	80.8	74.4	6.4
Wellbeing services	73.7		
HISA (Student Association)	67.7	61.3	6.4

Next steps

➢ Undertake thematic student focus groups

➢ Distribution of survey results college wide to facilitate programme and service level analysis

➢ Disseminate survey results to students in liaison with HISA.

➢ The review of other organisations approaches to student surveys has been a valuable learning tool. This will feed into the approaches taken to further drive up responses rates for the Pre-exit survey, which encapsulates the SSES, and the NSS next semester.

Liz Cook

Quality Manager

27th November 2017

University of the Highlands and Islands
Inverness College

Board of Management

Subject/Title:	Early Student Retention/Withdrawal 2017-18
Author: [Name and Job title]	Roddy Henry, Depute Principal
Meeting:	Learning and Teaching Committee
Meeting Date:	5 December 2017
Date Paper prepared:	24 November 2017
Brief Summary of the paper:	This paper provides an analysis of the Early Withdrawal (EW) rates for students on full-time programmes in 2017-18.
Action requested: [Approval, recommendation, discussion, noting]	Discussion
Link to Strategy: Please highlight how the paper links to, or assists with:**: - compliance - partnership services - risk management - strategic plan - new opportunity/change	- student activity targets - student experience - student outcomes
Resource implications:	No **If yes, please specify**:
Risk implications:	Yes **If yes, please specify:** Operational: Organisational: EW rates are linked to student activity targets and performance
Equality and Diversity implications:	No **If yes, please specify:**
Consultation: [staff, students, UHI & Partners, External] and provide detail	N/a

Status – [Confidential/Non confidential]	Non confidential	
Freedom of Information Can this paper be included in "open" business* [Yes/No]	Yes	

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

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

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

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

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

Early Student Retention/Withdrawal 2017-18

Executive summary

This report provides a summary and analysis of Early Withdrawal (EW) rates for students on full-time programmes in 2017-18. 1 November is the 'cut-off' date for EW on full-time FE programmes commencing in August. Part-time programmes, particularly at FE, recruit throughout the year and therefore EW rates change accordingly

The current EW rates for students on full-time FE programmes are better than the final rates for last year and slightly better than the rates reported at this time last year. The current EW rates are better than the latest published college sector level. However, EW rates are relatively high in a few subject areas.

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

Background information

Early student retention is reported in terms of EW rates, as defined by the Scottish Funding Council (SFC) for all college sector programmes. This is the percentage of students who attend on 'day 1' of the programme and then leave:

1. before 1 November for full-time programmes starting in August, or;
2. before 25% of the programme has been completed for all other programmes.

Early Withdrawal (EW) rates are one of the key performance indicators (KPI) published annually for colleges by SFC and scrutinised by Education Scotland. FE students that withdraw early are not counted towards the college's funded credit target.

For ease of comparison and benchmarking, the college sector EW calculation is used in this report for students on HE programmes as well as for those on FE programmes.

The accuracy of the EW rates on the management information system (MIS) throughout the year depends on teaching staff reporting withdrawals to student records timeously. This has proved challenging to achieve in previous years. In 2015-16 the college implemented a fortnightly withdrawal update report for FE to accompany the corresponding HE reports sent out by the student records team at Executive Office. The reports go to senior managers and to Programme Development Managers (PDM). They enable improved tracking of data processing and identification of any issues, and have improved the accuracy of the EW rates recorded on the MIS throughout the year.

In 2016-17 the college implemented the INSIGHT process for tracking the progress and attendance of students on a weekly basis. The process was piloted in 2016-17 for all full-time FE programmes, and has been rolled-out for all full-time FE and Higher National (HN) programmes in 2017-18.

Analysis of student outcomes for full-time FE programmes in 2016-17 suggests that INSIGHT made a contribution to the 2 percentage point (pp) reduction in Further Withdrawal (FW)[1] rates. It was hoped that the early implementation of INSIGHT in 2017-18 would have a similar positive impact on EW rates.

A summary and analysis of EW rates are provided below.

Table 1: EW rates over time for students on full-time FE and HE programmes

LEVEL_OF_STUDY	AC_YEAR	ENRs	EARLY WD	EARLY WD %	College sector EW %
FEFT	2014/15	1226	124	10.13%	8.6%
	2015/16	1366	119	8.71%	8.96%
	2016/17	1315	114	8.68%	tbc
	2017/18	**1160**	**77**	**6.64%**	
HEFT	2014/15	1306	54	4.13%	
	2015/16	1362	64	4.70%	
	2016/17	1380	63	4.58%	
	2017/18	**1454**	**47**	**3.23%**	

Full-time FE: EW rates are 2pp down on (better than) last year's final total. However, some full-time provision (ie programmes of 600 hrs or more in duration) is still to recruit and therefore EW rates may change before the year end. The current rate is 1pp better than the EW rate at the same time last year and slightly over 2pp better than the latest published college sector level.

Full-time HE: EW rates are 1.3pp down on (better than) last year's final total. The total at this time last year was slightly lower than the current rate. All full-time HE programmes have recruited at this point in the year and any change in the EW rate will be down to late processing of any student withdrawals that occurred before 1 November.

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[1] The percentage of students starting on Day 1 who withdraw between 1 November and the end date of the course.

Table 2: EW rates over time for students on full-time Higher National (HN) and other HE programmes

LEVEL_OF_STUDY	AC_YEAR	ENRs	EARLY WD	EARLY WD %	College sector EW %
Full-time HN	2014/15	717	42	5.86%	4.37%
	2015/16	671	45	6.71%	4.6%
	2016/17	650	38	5.85%	tbc
	2017/18	**637**	**37**	**5.81%**	
Full-time HE (non-HN)	2014/15	589	12	2.04%	
	2015/16	691	19	2.75%	
	2016/17	730	25	3.44%	
	2017/18	**817**	**10**	**1.22%**	

The table above separates out full-time HN programmes from other full-time HE (predominantly degree) programmes. Current EW rates for students on HN programmes are similar to last year's final total. EW rates for students on other HE programmes are significantly better than for those on HN programmes, and the current rates are lower than last year's total.

EW rates for students on HN programmes look set to be above (worse than) college sector levels in 2017-18.

It should also be noted that the trend of a shift in the balance of HE student numbers from HN programmes to degree programmes has continued in 2017-18.

Table 3: EW rates for students on full-time FE and HE programmes by curriculum area

LEVEL_OF_STUDY	AC_YEAR	DEPARTMENT	ENRs	EARLY WD	EARLY WD %
			Values		
FEFT	2017/18	Business & Computing	78	8	10.26%
		Care Practice	134	10	7.46%
		Construction Craft	79	1	1.27%
		Cultural & Creative Industries	201	11	5.47%
		Engineering and Building Technology	89	4	4.49%
		Engineering Craft	145	8	5.56%
		Forestry, Science, Maths and Aquaculture	120	9	7.50%
		Hairdressing, Beauty and Sport	223	13	5.83%
		Hospitality	51	8	15.69%
		Education	40	5	12.50%
FEFT Total			**1160**	**77**	**6.64%**
HEFT	2017/18	Business & Computing	254	8 (8*)	3.15%
		Care Practice	251	6 (3)	2.39%
		Cultural & Creative Industries	339	8 (4)	2.36%
		Engineering and Building Technology	167	5 (5)	2.99%
		Engineering Craft	6		0.00%
		Forestry, Science, Maths and Aquaculture	143	4 (4)	2.80%
		Hairdressing, Beauty and Sport	211	11 (9)	5.21%
		Hospitality	42	5 (4)	11.90%
		Education	35		0.00%
		URESEARCH	6		0.00%
HEFT Total			**1454**	**47 (37)**	**3.23%**

*HN programmes only

At FE level, the subject areas with relatively high EW rates are computing, care, science Highers, professional cookery and supported education.

At HE level, hospitality (events) and sport have relatively high levels of EW, almost all from HN programmes.

Student attendance and progress will continue to be monitored closely at programme level through the INSIGHT process, and further withdrawal rates will be monitored monthly by the Academic Management Group and actions taken as appropriate to support student retention and success.

Information on ongoing actions to support student retention and success is provided in the committee paper on Quality Enhancement.

Roddy Henry
Depute Principal

University of the Highlands and Islands
Inverness College

Board of Management

Subject/Title:	Student Recruitment 2017-18 - Update
Author: [Name and Job title]	Roddy Henry, Depute Principal
Meeting:	Learning and Teaching Committee
Meeting Date:	5 December 2017
Date Paper prepared:	24 November 2017
Brief Summary of the paper:	To provide the committee with an update on student recruitment in 2017-18.
Action requested: [Approval, recommendation, discussion, noting]	Discussion
Link to Strategy: Please highlight how the paper links to, or assists with:**:** • compliance • partnership services • risk management • strategic plan • new opportunity/change	• Growth in the curriculum • Financial sustainability
Resource implications:	No **If yes, please specify**:
Risk implications:	Yes **If yes, please specify:** Operational: Organisational: achieving student numbers targets
Equality and Diversity implications:	No **If yes, please specify:**
Consultation: [staff, students, UHI & Partners, External] and provide detail	n/a

Status – [Confidential/Non confidential]	Non confidential	
Freedom of Information Can this paper be included in "open" business* [Yes/No]	Yes	

*If a paper should **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.)			

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

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

Student Recruitment 2017-18 - Update

Executive summary

The current student activity indicates that:

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

An analysis of FE enrolments and HE FTE by fee status shows the following:

- FE enrolments include 129 from the EU, 6 from the rest of the UK and 4 international
- HE FTE include 91 from the EU, 25 from the rest of the UK and 5 international.

Background information

Student recruitment can be measured in several ways: enrolments, head-count, credits and full-time equivalents (FTE). For reporting purposes, and in line with funding methodologies, credits are used as the measurement for student activity at further education (FE) level and FTE is used for the measure at higher education (HE) level.

The college is allocated a FE credit target via the FE Regional Board (FERB). The allocation (or target) is a share of the total FE funding provided to the region by the Scottish Funding Council (SFC). There is also a small allocation of European Structural Investment Funds (ESIF) funding available for additional credits.

The HE FTE target is a funded undergraduate (UG) target. Each year, the Academic Partners each submit their UG funded FTE targets to the Partnership Planning Forum (PPF). These are collated to create the university's UG funded numbers target: the individual and collated targets are known as the *PPF targets*.

Student activity against 2017-18 targets as at 24th November 2017

The FE core credit target for 2017-18 is 29,069, with an additional ESIF credit target of 438, making a total of 29,507.

FE	2017/18
Core Credit Target	29,069
ESIF Target	438
Total Target	29,507
Total Credits as at 24/11/2017	**25,285**
Total Credits as at 21/11/2016	*24,679*

The total current FE enrolments for 2017-18 is 3,099, generating 25,285 credits: slightly above the credit total for this time last year. Further FE enrolments will take place throughout the year, including Modern Apprentices, January start courses and commercial courses.

The current forecast for FE activity is that the college will make or exceed its credit target, providing January recruitment meets target. A verbal update on January recruitment will be provided at the meeting.

The HE (PPF) target for 2017/18 for undergraduate students with a fee status of 'Scottish' or 'European' is 1,595.4 FTE.

As at 24th November the FTE, counting by module attachment is 1,566.5 FTE.

PPF Target HE FTE (Undergraduate students, including SC and EU fee statuses, excluding PGDE)	**1,595.4**
Current HE students as at 20/11/2017 - count by Module attachment.	**1,566.5**

However, recent enrolments for Block Release HNC Civil Engineering students are still to be counted and the Student Records Team are following up confirmation of curriculum delivery for a number of students studying on a part-time, unstructured or block release basis. It is estimated that these students will generate a further 25 FTE.

The current forecast for HE is that the college should be within 5 FTE of its PPF target.

Enrolments by fee status

The following tables provide a breakdown of enrolments by fee status, showing the number of enrolments from Scottish, International EU and Rest of UK students.

FE enrolments by Fee Status:

FEE_STATUS	ENRs
EU	129
International	4
Rest of UK (RUK)	6
RUK with overseas term time address	1
Scottish	2952
(blank)	7
Grand Total	**3099**

HE FTE within the PPF target by Qualification and Fee Status:

Qualification Type	Scottish	EU	Grand Total
CertHE	6.17		6.17
CPD	1.17		1.17
DipHE	32.5	0.5	33
First Degree	779.81	35.83	815.64
HN Level	12.9		12.9
HNC Level	416.76	18	434.76
HND Level	223.97	18.5	242.47
ROA Level[1]	2.34	18.03	20.37
Grand Total	**1475.62**	**90.86**	**1566.48**

All HE FTE by Qualification and Fee Status:

Qualification Type	Scottish	Scottish with overseas term time address	EU	EU with overseas term time address	Rest of the UK	International	Total
CertHE	6.17						6.17
CPD	1.17						1.17
DipHE	32.5		0.5				33
First Degree	779.81		35.83		13	3	831.65
HN Level	12.9						12.9
HNC Level	416.76		18		1.67	0.5	436.93
HND Level	223.97		18.5		4.03		246.5
ROA Level	2.34		18.03				20.37
PGDE	34					1	35
Taught Postgraduate	33.65	0.67		0.33	6.33	0.5	41.48
Grand Total	**1543.27**	**0.67**	**90.86**	**0.33**	**25.03**	**5**	**1665.15**

Roddy Henry
Depute Principal

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[1] Record of Achievement: unstructured part-time enrolments on individual units or modules.

University of the Highlands and Islands
Inverness College

Board of Management

Subject/Title:	Student Partnership Update
Author: [Name and Job title]	Lindsay Snodgrass, Head of Student Services
Meeting:	Learning & Teaching Committee
Meeting Date:	5th December 2017
Date Paper prepared:	23rd November 2017
Brief Summary of the paper:	To provide an update of developments around student partnership
Action requested: [Approval, recommendation, discussion, noting]	Discussion
Link to Strategy: Please highlight how the paper links to, or assists with:**:** • compliance • partnership services • risk management • strategic plan • new opportunity/change	*Strategic Plan -* Opportunity and growth in student life *To further embed the student voice to ensure its contribution to all aspects of college life; to create a lively community of staff and students; and develop further student participation in clubs, societies and other activities, and engagement with the wider community*
Resource implications:	No **If yes, please specify**:
Risk implications:	No **If yes, please specify:** Operational: Organisational:
Equality and Diversity implications:	No **If yes, please specify:**
Consultation: [staff, students, UHI & Partners, External] and provide detail	

Status – [Non confidential]	Non confidential	
Freedom of Information Can this paper be included in "open" business* [Yes]	Yes	

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Student Partnership

Executive 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

To provide an update on other developments around student partnership.

Background information

Student Representation

The merger with HISA has been further strengthened with the appointment of a Students' Association Co-ordinator, Kat Bateson, (0.5FTE) who will work solely with IC UHI. Discussions are still on going as to the level of representation IC UHI will have within HISA next academic year. In the meantime, HISA has begun their planning for student elections in March '18, which will take place across the partnership to elect next session's representatives. Decisions on the make-up of our elected student body will therefore have to be fairly soon. We have sadly had a resignation from our current student team - Vice President Equality, Robert Berg, will finish with the team at the end of semester 1 and a by-election will take place to appoint his successor. This will obviously leave a vacancy on the board of management as well.

HISA and our Student Engagement Officer have been working hard to promote the roles of class representative, volunteer officer and student ambassador – thus far we have 230 class representatives; 8 volunteer officers; and 28 student ambassadors, 9 of whom have signed up to the UHI Skills and Employability Award. HISA have also held their first Student Representative Council (SRC) of the session on 26th October. This saw a healthy turnout and helped to identify some early issues which students were experiencing.

We have begun work with sparqs on a project around our Education Scotland framework, *How Good is our College* (HGIOC) and how we engage students in that evaluative process. It is expected that this will be a very beneficial project and will reflect the context of moving from a four yearly review model to an annual reflective exercise. Next steps for this project include a workshop in February '18 to help launch the project to a wider

audience; scope out perceptions of student engagement at the college; and identify potential research areas to be undertaken throughout the project.

The outputs from the project will contribute towards a resource that may be shared with the sector to demonstrate good practice in student engagement in self-reflection, as well as providing other opportunities to share practice on a continuous basis through our various networks.

Student Community

The College held an *Open Day* on Saturday 28th October. The same format as our August open day was adopted where presentations were provided to 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, and the wider Student Services.

The College Welcome

Our early experience student survey was carried out in mid-October to determine the level of satisfaction with the college welcome in terms of the services, support provided and experiences of learning and teaching in the early part of the student journey. The survey was heavily promoted this year resulting in a 12% increase in the response rate (27% completing). Good increases in satisfaction levels are seen in the usefulness of induction and accessing the library and learning resource centre which correlates with staff development run in August for Personal Academic Tutors (PATs) on the importance of induction. Perhaps of note, all areas saw an increase in satisfaction aside from awareness of the role of the students' association which saw a 2.7% drop. This may be due to the relative newness of HISA at Inverness but it is something which we need to be cognisant of.

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 (CCMs) held three times a year across each area of the curriculum. Class representatives have attended 16 out of 35 CCMs held thus far, a lower level of engagement than we would anticipate so further work is required here. In addition to the formal CCMs, our Programme and Development Managers are considering how they can provide more informal opportunities for students to provide feedback to them in a more ongoing way and in addition to any focus groups which are held.

Board of Management

Subject/Title:	HISA Inverness Update
Author: [Name and Job title]	Kat Bateson, Student's Association Co-Ordinator (HISA) Gabriel Starr, Student's President, HISA Inverness
Meeting:	**Learning and Teaching Committee**
Meeting Date:	5th December 2017
Date Paper prepared:	30th November 2017
Brief Summary of the paper:	This is an update on the work of HISA Inverness as it relates to the Learning and Teaching Committee.
Action requested: [Approval, recommendation, discussion, noting]	Discussion
Link to Strategy: Please highlight how the paper links to, or assists with:**:** • compliance • partnership services • risk management • strategic plan • new opportunity/change	N/A
Resource implications:	Yes **/ No** **If yes, please specify**:
Risk implications:	Yes **/ No** **If yes, please specify:** Operational: Organisational:
Equality and Diversity implications:	Yes**/No** **If yes, please specify:**
Consultation: [staff, students, UHI & Partners, External] and provide detail	N/A

Status – [Confidential/Non confidential]	Non-Confidential
Freedom of Information Can this paper be included in "open" business* [Yes/No]	Yes

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HISA Inverness Update

Executive summary

The purpose of this report is to update the Learning and Teaching Committee on the ongoing progress of the HISA Inverness team. This report focuses on academic representation and matters arising with relevance to this committee.

Background information

1. **Training Events**

   1.1 Internal Team Training

   In addition to attending regional induction training in Inverness the team, including staff, took part in a training and planning day in Executive Office. This included sessions on analysing information, SWOT analysis of the college (And HISA Inverness), and identifying key areas of work.

   1.2 External Training

   The Robert Berg (Vice President Equality) attended the launch event of Healthy Body Healthy Mind with Emma Robson, HISA Activities Co-Ordinator. Plans are now in place to carry out a regional bid for this award, with Inverness taking a local lead.

   The team also attended NUS Scotland's "The Gathering" at Queen Margaret University. This was part of a larger delegation from HISA. At this event, HISA was also involved in presenting the session *"I sent an e-mail but no-one responded: Engaging Apprentices in the Real World"*. This was based on the apprentice engagement project which ran in Inverness, Thurso and Kirkwall last year, which won the NUS Scotland Education Award.

2. **Class Rep Updates**

   2.1 Recruitment

   Recruitment of class reps took place between August and September, although some courses are still registering reps at the time of writing this report. In total, 240 representatives have been registered.

   There has been a marked delay in the registering of class reps this academic year, although with support from PDMs and Student Services this did reach an acceptable level. HISA Inverness is further aware that some reps have not been given the appropriate registration forms, and as such are not logged with SITS.

   Going forward, HISA will be working with the Student Engagement Officer to identify key areas for improvement, with actions for academic year 2018-19.

2.2 Training

In partnership with Rebecca Breau (Student Engagement Officer), HISA staff and officers have delivered seven training sessions. In total, 106 reps completed the training, representing 44% of the total number of reps registered. This is compared to a national average of 30% and a UHI regional average of 37% (based on academic year 2016-17).

2.3 Meeting Attendance

Two meetings have now occurred of the Student Representative Council. The first meeting of the year saw 62 students in attendance, along with SMT and Principal Chris O'Neil who welcomed the students to the year. The second meeting had 47 attendees.

HISA Inverness does not currently keep records of the number of students attending course committee meetings as it is the responsibility of the course leader to ensure this. The team are aware however, that some reps remain unclear about the difference between the SRC and course committees. Going forward we will be looking to improve the guidance we give to staff in supporting their reps.

3. How Good is Our College (HGIOC) - Sparqs Project

This month HISA and Inverness College UHI were contacted to be involved in a project surrounding HGIOC. This project will look to establish a model of best practice in Student Engagement throughout the self-evaluation process in HGIOC.

Currently, there is an aim to hold an initial consultation event in February with a range of staff and students, however this is the very beginning stages of planning for this project.

This project will be used as an exemplar piece of research for the college sector across Scotland, and came from the success of a previous project with the Principal at Grays School of Art.

A more extensive update will be provided to the next meeting of the committee.

4. Arising Issues

4.1 Course Promotion and Recruitment

Following on from both casework received by HISA and enquiries at the SRC, it is felt that there may be some need to address student friendly language in the prospectus and website. This centres around the understanding of course types and the expectations students have in the admissions process. We understand that this is now too late in the year to properly address for the 2018-19 prospectus, but will be working towards this for 2019-20.

4.2 Representation of Students on Networked Courses

During class rep training, HISA were able to arrange for a student registered through Moray College UHI but resident in Inverness to receive training at Inverness College UHI. Following this piece of work, it was identified that there is a need to streamline and standardise the representation of students on networked courses. This has been brought to the attention of the UHI Class Rep Group, who collectively will work towards a vision of representation for this group of students.

University of the Highlands and Islands
Inverness College

Board of Management

Subject/Title:	Quality Enhancement
Author: [Name and Job title]	Roddy Henry, Depute Principal
Meeting:	Learning and Teaching Committee
Meeting Date:	5 December 2017
Date Paper prepared:	24 November 2017
Brief Summary of the paper:	This paper provides an update on the endorsement meeting with Education Scotland and the Scottish Funding Council (SFC) for the Evaluative Report and Enhancement Plan (EREP), and an update on quality enhancement activity in 2017-18.
Action requested: [Approval, recommendation, discussion, noting]	Discussion
Link to Strategy: Please highlight how the paper links to, or assists with:**:** • compliance • partnership services • risk management • strategic plan • new opportunity/change	Quality enhancement and the student experience
Resource implications:	No **If yes, please specify**:
Risk implications:	Yes **If yes, please specify:** Operational: Organisational: reputational
Equality and Diversity implications:	No **If yes, please specify:**
Consultation: [staff, students, UHI & Partners, External] and provide detail	n/a

Status – [Confidential/Non confidential]	Non confidential		
Freedom of Information Can this paper be included in "open" business* [Yes/No]	Yes		

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Quality Enhancement

Executive summary

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

Background information

Evaluative Report and Enhancement Plan (EREP) 2016-17

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

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

Theme	Grade
Leadership and quality culture	Very Good
Delivery of learning and services to support learning	Very Good
Outcomes and Impact	Very Good

The panel concurred with the college's proposals. The panel identified two points to note ahead of the 2017-18 submission.

Further information on the college's arrangements to gather and take account of all stakeholders' views should be provided. This point reflects the revised expectations on the college sector in this regard and is already under consideration for 2017-18: the committee paper on the stakeholder satisfaction survey addresses this.

The college was also asked to consider including enhancement opportunities as well as weaknesses under 'Areas for Development'. This reverses the advice provided by the College HMI during informal discussions on an earlier draft, which resulted in the removal of some development points, and doesn't reflect discussions at the pre-endorsement meeting. It does however reflect the iterative nature of the advice provided during the development year of the new framework. The inclusion of enhancement opportunities as Areas for Development going forward presents no difficulties.

The panel also highlighted, verbally only, the good work the college has done to ensure that curriculum teams and support service teams work collectively to maintain and improve the quality of the learner experience. The panel reflected on the quality of this work in the national context.

The EREP will now be published on the Education Scotland and SFC websites sometime in December. The College HMI will attend the December Board meeting to discuss the report and the developing external quality framework and model.

National College Improvement Project

The college is one of five colleges involved in the first two-years of this national project aiming to identify effective approaches to improving student retention and attainment, particularly on full-time FE programmes. Representatives from the Scottish Government improvement team support the project. The techniques promoted were developed originally in the NHS and involve testing identified improvement initiatives through a structure of *Plan, Do, Study and Act* (PDSA). The other four colleges in the project are Dundee and Angus College, Edinburgh College, New College Lanarkshire and West College Scotland.

The college chose the aim of improving early retention for the pilot project and has trialled the approaches, initially, within the quality improvement actions already underway for computing. The first few months of the project involved an initial face-to-face workshop for all five colleges to introduce the approaches, followed by fortnightly telephone conferences where each college would discuss progress. The government representatives also visited each of the five colleges to gain a better understanding of existing approaches already in use.

A second face-to-face workshop was held on Tuesday 21 November. This enabled the five colleges to share their early learning and proved very useful in developing a collective understanding of how best to adopt and embed the proposed methodology. The aim of the project was revisited and revised with a view to making it specific and measurable: some data analysis of the collective, five-college baseline is required before the target for improved retention by the end of the project is confirmed.

Next steps for the college are to consider how best to embed the approaches into existing self-evaluation and improvement arrangements and to roll them out to more programme teams. The staff development days at the end of January will be used to do this. Another workshop for the five colleges is scheduled for February.

Ongoing Quality Enhancement Actions

A number of actions are ongoing across curriculum teams, informed by the 2016-17 self-evaluations and by evidence gathering so far in 2017-18. The Academic Standards and Quality Committee (ASQC) in October agreed several strands of Targeted Intervention activity. The subject areas involved are Engineering Craft, Computing, Care Practice, Cultural and Creative Industries and Hospitality. In most cases, the approach is to provide additional support and challenge to supplement the teams' own identified actions for improvement. In each case, a 'support team' will meet regularly with the programme

team to monitor progress, informed by evidence such as retention rates, learner views and learner progress reports.

Other intervention activity includes a review of curriculum design and delivery in engineering and hospitality, bespoke enhancement programmes on learning and teaching practice and the use of external 'critical friends' to enhance reflection on practice and identify actions for improvement.

The Enhancement Plan for the EREP will now be embedded in the overall college Quality Enhancement Plan to monitor progress against actions. The EREP process has created an additional layer of reporting that has, to some extent, disrupted the existing arrangements for collating and monitoring key enhancement activities.

It is clear that the new quality arrangements, the requirements of the Access and Inclusion Strategy and the Gender Action Plan, involvement in the College Improvement project, the move to further harmonise FE and HE quality arrangements and the intensification of the Outcome Agreement expectations, taken together, necessitate a review of the established internal quality arrangements. The new environment, while presenting some challenges, also provides the opportunity to re-think and enhance approaches while alleviating some of the reporting and monitoring burden through better system design. This re-design will be a priority in the coming months.

Roddy Henry
Depute Principal

Arrangements for assuring and improving the quality of provision and services in Scotland's colleges

Note of College ER and EP Formal Endorsement for Inverness College UHI on 17 November 2017

Attendees: Education Scotland: K Corbett (Chair), A Brawley

           SFC: apologies (S Drysdale)

           Inverness College UHI: C O'Neil (Principal), R Henry, L Cook

Item	Detail	Points to note for 2017/18 submission	Action Required **prior** to formal endorsement
1.	Overview of criteria for endorsement for **evaluative report**; 1. Does the ER provide an accurate and appropriate account of the quality of provision and services being delivered by the college? **Yes. However, there is a need to clarify going forward that AFDs should also include opportunities for enhancement of existing provision.** The ER is very well written and provides an accurate and appropriate account of the quality of provision and services being delivered by the college. The report is comprehensive in explaining the provision and services delivered by the college and the areas of development it needs to resolve.		**Nil**

The ER identifies clearly what is working well for each theme. The report follows the guidelines very well and identifies the issues under each theme. For six of the twelve quality indicators areas for development are identified. For the other six quality indicators no areas for development are identified and no improvement actions or suggested enhancements are included. 2. Do judgements contained in the ER take appropriate account of the views of stakeholders? **Yes** The report takes account of the views of the college's stakeholders. 3. Are judgements contained in the ER supported by appropriately robust sources of evidence? **Yes** The panel is satisfied that there is evidence held by the college to support the statements in the report. The moderation team is content with the statement re capacity for improvement.	For future reference more information concerning the arrangements to take into account stakeholder views would be helpful.	

2.	Education Scotland Feedback on evaluative report **Outcome: Endorsement of the ER was approved with no need for the college to make adjustments or provide further exemplification.**	With regard to next year's ER, the college should consider enhancement opportunities to improve existing provision for the six QIs where no areas for development were identified.	
3.	SFC Feedback on evaluative report		

4.	Overview of criteria for endorsement of **enhancement plan;** 1. Is the EP well-informed by and linked appropriately to the findings of the ER? **Yes** The EP addresses the issues identified in the report. 2. Does the EP communicate clearly the plans to address areas of provision and services which require improvement? **Yes** The college has a good range of activities in the plan to support their improvements. 3. Does the EP identify clearly what the college aims to achieve and by when? **Yes** The EP makes clear the timescales for achievement of identified actions and who in the college will lead on them. **Outcome: Endorsement of the EP was approved with no need for the college to make adjustments or provide further exemplification**		

5.	Grading outcomes (provisional)
	
	   1. Do the proposed outcomes conform to grading parameters (See page 26 of *How good is our college?*)
	
	   Yes
	
	   2. Is there concordance between ES and college grading outcomes?
	
	   Yes		

6.	**General Points** Technical difficulties were experienced during the VC to the college. As a result, it was, on occasions, challenging to engage in purposeful dialogue. The college HMI is due to attend the Board meeting on Tuesday 19 December. This will provide a useful platform to discuss the college's EREP with college staff and Board members and feedback Scotland-wide progress made in this developmental year of the new arrangements. The Chair advised that a formal evaluation of the processes applied during the development year will be carried out during the next few weeks. The evaluation process will be collaborative and will involve the College, ES and SFC working together to discuss and identify what worked well, what needs to work better and what could be adjusted to enhance the process moving forward. The findings from the evaluations will be used inform future planning and to identify wider sectoral needs.		

University of the Highlands and Islands
Inverness College

Board of Management

Subject/Title:	Report on Professional Discussion on Learning and Teaching (PDLT)
Author: [Name and Job title]	Liz Cook, Quality Manager
Meeting:	Learning and Teaching Committee
Meeting Date:	5th December 2017
Date Paper prepared:	23rd November 2017
Brief Summary of the paper:	The PDLT summary report is attached for discussion, which reflects a summary of the 21 reviews undertaken during 2016 - 17. A number of recommendations made at the end of the report were discussed at ASQC in October. These were supported for action into the new academic year in the main, noting the final recommendation may be superseded by the proposal to fully adopt the UHI Learning and Teaching strategy.
Action requested: [Approval, recommendation, discussion, noting]	Discussion
Link to Strategy: Please highlight how the paper links to, or assists with:**:** • compliance • partnership services • risk management • strategic plan • new opportunity/change	The PDLT process links to the Strategic Plan 2017 – 20 in the following aims: Opportunity and growth in Student Life Opportunity and growth in Curriculum Opportunity and growth in Professional Practice Opportunity and growth in Organisational Development Specifically, individual objectives listed within each aim.
Resource implications:	Yes / **No** **If yes, please specify**:
Risk implications:	Yes / **No** **If yes, please specify:** Operational: Organisational:
Equality and Diversity implications:	Yes/ **No** **If yes, please specify:**
Consultation: [staff, students, UHI & Partners, External] and provide detail	None

Status – [Confidential/Non confidential]	Non Confidential		
Freedom of Information Can this paper be included in "open" business* [Yes/No]	Yes		

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

Its disclosure would substantially prejudice a programme of research (S27)		Its disclosure would substantially prejudice the effective conduct of public affairs (S30)	
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University of the
Highlands and Islands
Inverness College

Professional Discussion on Learning and Teaching 2016 – 17 Summary Report

Purpose of the report

To provide readers with a summary and evaluation of the second phase of the internal review of learning & teaching: Professional Discussion on Learning and Teaching (PDLT).

Background

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

Scope

The PDLT approach is based on a peer support model with professional discussions taking place between the reviewer and reviewee following the classroom observations. The model is not linked to PDR and the outcome of the review and discussion does not have to be shared with the reviewee's line manager or recorded on their PDR. A sample of lessons to be included in the review is identified annually based on a wide range of information and evidence relating to KPIs, student feedback and internal and external review.

The report provides a summary of the outputs of the PDLT reviews in 2016 - 17 and identifies key enhancement themes for development in learning and teaching across the college. The information within this report will be used to identify further actions for the subsequent cycle of PDLT, the Learning and Teaching Working Group and to inform future staff development plans.

The report also analyses feedback from staff who have taken part in a PDLT review during this second phase. This will allow consideration to be given of potential future improvements to the PDLT process and to help evidence and promote the benefits of the PDLT process for all staff.

During 2016 – 17, 28 PDLT episodes were scheduled, compared to 19 in 2015 – 16. Of the 28 scheduled, 21 were completed, with the remaining seven to roll over to semester 1 2017-18. The review team consisted of a bank of ten experienced staff from across college curriculum areas, whose roles include senior managers, managers, programme co-ordinators and lecturing staff. All had received training in the previous session.

The subject areas covered by PDLT reviews during 2016 - 17 were as follows:

- Business Management and Accounting
- Early Education and Childcare
- Construction
- Electrical Installation
- Art and Design
- Social Science

- Applied Science
- Hairdressing
- Engineering Skills
- Essential Skills
- Forestry
- Hospitality
- Computer Science
- Beauty Therapy
- Acting and Performance

Comprehensive detail of the PDLT findings by each element of the Framework for Excellent Learning & Teaching is provided in the table from pages 6 – 20 in this document. A broad overview of the findings is provided below in the Executive Summary. Recommended actions, including key enhancement themes can be found at the end of the report.

Executive Summary

During the PDLT process 2016 – 17, a significant amount of rich information about the practice during learning and teaching sessions was gathered. In order to make the best use of this data, there has been a two-staged approach taken to synthesize the information available. In the first instance, the body of the PDLT5 summaries were collated into the relevant areas of the framework (pages 7 - 21). The text has been edited to remove superfluous information – for example, where the criteria from the framework had been replicated.

The second stage involved the identification of patterns emerging from each of the areas within the framework, which have been summarized below. The strengths and areas of development are supported by an indication regarding the similarity / difference to the previous year's themes.

It is anticipated that overall enhancement themes will be identified on an annual basis. These will act as a focus within each year's activity to target areas of development.

Strengths	Areas of Development	Comparison 2015 – 16 to 2016 - 17
1.Is built on a foundation of respect and positive relationships		
• Personalisation evident through use of student names • Positive and respectful relationships in the classroom • Clarity of communication within the classroom		Similar themes emerging
2.Motivates and engages through active, collaborative and participatory learning		
• Good range of technology and resources used to stimulate and engage students • Good range of activities utilized by teaching staff to engage learners • Learners encouraged to collaborate through sharing experiences and use of peer feedback	• Consider the class dynamic when facilitating group work to ensure inclusive involvement • Consider the use of available technology to enhance learning • Further develop student centred approaches to learning	Similar strengths emerging; more areas for development identified
3.Makes effective use of staff pedagogical and subject/vocational knowledge and skills		
• Highly skilled enthusiastic teaching staff • Very good use of vocational expertise to link learning to employment situations		Strong emphasis of effective use of vocational expertise. The area for development identified 2015 – 16 appears to have been well addressed during this year's observations

4.Involves students in planning and shaping their own learning		
• Students have a good awareness of their assessment schedule • Students are involved in shaping their learning through the use of class reps • Students engage in their learning within the classroom through active involvement in a range of contextualised activities	• Students would engage even better if they had some input to the direction of their learning. • Gather feedback from students in each class to inform the development of delivery plans and classroom approaches • Consider 'how you know' that they are enjoying and learning in class.	Further areas for development identified. The strengths are of a similar nature; however are more fully evidenced this year (the strengths are stronger)
5.Develops essential skills, capacities and attributes		
• Clear integration of core skills in almost all observed sessions • Some lessons gave the opportunity for students to develop skills required by employers • Some lessons gave the opportunity for students to provide ongoing peer support and challenge	• Consider the use of classroom assistant where there is a broad range of learning levels within a class. • Opportunity to extend discussions for small classes, for example, linking in on line learners. • Other essential skills such as problem solving could be formally evidenced across the topic.	The integration of core skills highlighted as an area for development last year appears to have been addressed. Further areas for development have been identified. Some similar strengths seen from year to year.
6.Promotes high standards of achievement and develops the desire to learn		
• Most lessons highlighted the skills required in the workplace to motivate learners • The physical environment was conducive to learning goals • Learners are clear what they must do in order to succeed	• Opportunity to confirm what learning has taken place at the end of each stage. • Consider the use of differential tasks to allow individual challenge either in the way the task is set up or in the amount of information each individual student provides.	The areas for development last year focused on use of technology. These appear to have been addressed from the observations this year. Similar strengths emerging.
7.Is informed by effective and ongoing assessment, feedback and reporting on progress		

• Teaching staff make good use of ongoing feedback through a range of methods • Students are given good opportunity to develop skills and knowledge • Assessments are scheduled, whilst retaining flexibility to suit the needs of the students within the group	• Opportunity to develop feedback skills/techniques, providing the learners with greater opportunities to discuss and comment on how their learning is progressing.	Similar strengths from year to year. Opportunity for development identified.
8.Develops reflection and independence in learning		
• Blackboard used to consolidate learning both in and out of the classroom • Teaching staff facilitated independent learning in some of the observed lessons • Learners were encouraged to reflect on their previous learning at the start of lessons	• Task was used to check the student's retention of the main learning points that was supportive, however, feedback on the task was provided by only one student where the opportunity for more than one student feeding back could have been captured.	Similar strengths and areas for development

Framework for Excellent Learning and Teaching Characteristics	Strengths Identified	Suggested Areas for Development
1.Is built on a foundation of respect and positive relationships	The lecturer gave clear instructions the tasks being done and encouraged independent group work.	
	Clear time scales were given with allowed flexibility when required.	
	Students are quite clear that the lecturer has their interests at heart and will help them wherever possible to achieve their goals.	
	The lecturer created a positive classroom environment. Good classroom relationships were evident throughout the session	
	Class respond well and take part in all discussions	
	The students clearly relate well to the lecturer, and are comfortable in the class, even with an additional member of staff!	
	Tutor & students knew each other well. Very relaxed, yet respectful. Lots of positive feedback for each student despite differing levels of success.	
	Respect evidenced through positive interaction. Tutor knew, and used, each student's name. Tone and wording was supportive, friendly and, on occasion, humorous.	
	Students spoke highly of their tutor and their course.	
	Student feedback comments on the good relationship / mutual respect they experience	
	Constant positive reinforcement is used to help build confidence of individuals	

The learning environment was safe, positive and engaging. The students had a lot of respect for each other; you could see this right from the start that they were very inclusive. The lecturer has clearly facilitated this well from the start with their professional behavior, leading to a climate of respect and trust.

The students and staff are clearly respectful to one another. This was clear to see with the mature learning environment and positive behavior.

The foundation for the strong relationship is due to the member of staff being timetabled on a regular basis with the class group. The learning environment was dynamic, engaging and positive at all times throughout the lesson observed.

It was obvious from the interaction between students and also that between staff and students that time had been taken to promote a positive learning environment where all participants feel respected. The evidence for this was highlighted through the active engagement in tasks and activities by staff and students alike.

Example
The students were very well behaved and were well facilitated throughout the session. The lecturer actively promoted and supported positive behavior. The lecturer gradually built up the pace of the session. One of the students wore a hoodie throughout the session. The lecturer informed me that this was progress as the student has made great progress by raising their head and is also making more eye contact. This was a good example of the student feeling respected, included and able to learn regardless of their circumstances or particular needs.

The lecturer made good use of student names and gave encouragement to individuals in a respectful manner. Learners also worked well together and were clearly at ease to ask questions and seek support.

The lecturer gave encouragement to learners both individually and collectively. This created a respectful and supportive environment between lecturer and learners and between learners.

Very positive relationships evident within the class. The students found the learning environment engaging and participated with confidence in all of the discussions and activities.

	The class seem to communicate well within the group, and share information with each other in a supportive manner. The learning environment promoted by the member of staff encourages students to produce the highest quality of work and achievement.	
2.Motivates and engages through active, collaborative and participatory learning	The lecturer was aware when students were not fully occupied or attentive and took appropriate steps when required in a disciplined but supportive way. The lecturer praised students when good or "excellent" responses were given and always gave students time to formulate their answers. The powerpoint delivery for the class was available on the SmartBoard, and the students are comfortable to access the materials if not in class. Students were expected to have carried out preparation for today, which all seem to have done First, students worked in their seats, answering spot questions relating to homework set previously. All students answered well, although not all gave the impression of being very enthusiastic. The next activity got students out of their seats and moving around. They were now working in small groups and showed good motivation and concentration. A professional website was open on the Smartboard and the class were working with good quality materials. This lesson involved students working in pairs on a practical exercise. Led by tutor working through a step by step process at student's own pace. Tutor made use of iPad and Apple TV to stream his own activity onto the large screen at the front of room. Activity involved practical & theory, including core skills of communication & numeracy. Strong awareness of ASN and how to use technology to engage all learners. Technology is used effectively and imaginatively to support learning.	It would be good to give further consideration to the dynamic in the class when facilitating group work to ensure inclusive involvement: Challenge and foster relationships – self isolated students same students responding self-selection of groups Consider the use of available technology to enhance learning. Consider the formal use of technology to support learning. Opportunity to include on line resources integration to fully engage learners. Maximize activity by having learners do peer checks of each others' work, to emphasize the importance of appearance and finish.

	The groups had to come up with an agreed theme for the task. Encouraging group collaboration. Individual groups had to then come up with ideas of how they would facilitate the theme as a learning and teaching session for younger students. This lead to students actively participating in their own learning, through problem solving and role play. Each individual student had access to a computer allowing for maximum activity. This allowed the students to actively participate in their own learning. The lecturer made good use of the smart board and the individual computers to support student motivation and engagement. The lecturer has an effective balance of support and challenge to maintain students' motivation and progress. This was achieved by good use of the VLE, ensuring easy access to the four questions that were being used to enhance learning. The questions were current and relevant to the students' future professional area of work. Learners appeared motivated to complete the activities and lecturer provided individual technical instruction and support when required. Good collaboration between learners was also demonstrated, particularly when attaching basins to wall: when one had to support the weight of the basin whilst the other tightened it. Learners worked in groups to plan, implement and evaluate an event of their choice. Most learners worked well together when giving collaborative presentations about the progress of their event to date. They enjoyed the topics they were looking up on search engines, and raised some very interesting points on gender stereotypes and discrimination, which was allowed discussion where relevant, but drew it to a close/diverted where it became less relevant. The subject was delivered with great enthusiasm engaging students in meaningful discussions that supported their learning and understanding. Students were provided with the opportunity to share their own thoughts and findings relating them to examples in the workplace. Student were also given the opportunity to participate in tasks as individuals and in pairs. All the students present participated actively with all tasks set and were very supportive of each other as was the member of staff.	Consider integration of classes if there is opportunity to facilitate a wider pool of peer feedback. Consider different ways by which the students could peer support each other in a paired task when retrieving the information from the last class. They could have individual tasks, but be supported by each other.

	A range of resources was utilised throughout the lesson to ensure easily accessible learning opportunities for the students.	
	Students are asked at the end of sessions if there is anything that they are still unsure about or that needs to be added to the course/syllabus. There is also a chat set up on the VLE.	
	The students were mature throughout the session and have been given the opportunity to develop independence in learning. This has been facilitated through different pedagogical methodologies, self-directed learning, workbooks and VLE.	
3.Makes effective use of staff pedagogical and subject/vocational knowledge and skills	The lecturer clearly has a high skill level and is enthusiastic about her subject. There was regular use of the internet and books to reinforce topics being discussed. It gave the opportunity also to discuss the importance of copyright that generated a discussion.	
	More difficult concepts were introduced with real life examples to allow students to grasp new topics.	
	This was a core skill delivery, so was contextualized based on the lecturers knowledge of the class, and their particular interests.	
	Well linked to real-life by plan of personal health measurements.	
	The lecturer used their subject and pedagogical knowledge well to engage the students. This was achieved by having good constructed stages to the lesson.	
	The lecturer also throughout the lesson pointed out to the students the wider lives and experiences they had learned. The students were very receptive to the lecturer's top tips.	
	The practical exercise related fully to industry and practice. Tutor used examples from his own working experience and related stages of task to employment.	
	Tutor linked activity to workplace, drawing attention to the machinery that would be found in an industrial setting and the differences students would deal with there.	

	Links are made to prior learning and learners are prompted in an effective way helping them to build linkages across their learning The lecturer used their subject and pedagogical knowledge well to engage the students. Vocational knowledge and experience was used effectively by the lecturer. Activities were relevant to real life contexts and well supported by a range of tools and resources. Vocational knowledge and experience was used effectively by the lecturer to develop learners' understanding of potential problems they might encounter with planning their event. Learners were reminded to have SMART objectives and to consider various risks and insurance issues. Staff used their own experience within the workplace to bring to life the theory being delivered using fun antidotes to allow students to visualise complex processes in everyday process. (A trip to Matalan shopping will forever hold a different meaning) Lecturers contextualized lessons and examples within lessons to engage learners. The member of staff continually made links to prior learning, other subjects and topics to ensure that learning, knowledge and skills were contextualised to enhance the learning experience. An example being the use of the Kessock Bridge to introduce the "passive voice" and in identifying subject, verb, object and verb tense within sentence structure. The member of staff was able to adapt when required to reinforce students' understanding of a particular topic. During the theoretical/practical elements of the lesson it was clear that the member of staff could draw on a strong experiential background of knowledge which in turn instilled confidence in the student group to discuss their own sporting experiences.	
4.Involves students in planning and shaping their own learning	They are aware of their assessment schedule and have been since the start of the course. The students felt that the pace of class was relaxed, informal and kept the lessons interesting.	Students would engage even better if they had some input to the direction of their learning.

	Assessment scheduling – students had involvement and awareness, which works to reduce anxiety levels

During the lesson students were given the opportunity to personalise learning episodes to follow specific areas of interest. Evidence of this was clear in the use of their own sporting interests/background to aid contextualisation of the lesson topic.

They are aware of their assessment schedule and have been since the start of the course. They have a class rep and while difficult for them to attend regular meetings due to placement they feel they have a good relationship with the teaching team and are comfortable raising issues when required. The students felt that the pace of class was good and kept the lessons interesting.

The students didn't feel that this applied to them, and on further discussion felt that they liked having their lessons set the way they are (and this applied across the course). They have a class rep, who was present, and all feel comfortable taking issues to him for raising.

The students are happy with the curriculum they are receiving, they are aware of the assessment schedule and of who to approach with any issues. 2 class reps attend course committee meetings.

Students felt that they were involved in planning for assessment. They believed that by judging their own readiness for assessment, they were less anxious when the time came.

Students have input into planning lessons and are able to give feedback on the learning – lesson adapted / changed in advance due to student feedback

The discussion with the students confirmed that they are invited to suggest topics and learning activities to customise elements of their learning experience.

Opportunities to give feedback on the quality of their learning experience are given through engagement with their PAT and at course team and focus group meetings. The group have a nominated class representative who is actively involved in the class rep process.
Opportunities for self and peer assessment are also available during a learning episode. | The students don't have an input to how the delivery plan is created. This would be useful, at a team level, to consider for the future.

Consider gathering feedback from students in each class is essential to developing classroom approaches that the students are fully involved in and have influenced.

Consider 'how you know' that they are enjoying and learning in class.

Opportunity for active involvement in creation of own learning tasks to keep students on task.

There is opportunity to further develop student centered approaches to learning

Opportunity to feedback on what went well and what could have been improved in the tasks by a group discussion or peer assessment activity.

Students would benefit from discussing more the tasks being completed both with their peers and as a group promoting their understanding of the topic |

	The students are supported and encouraged to make choices in their learning, for example, the students have a unit on research and are encouraged to come up with their own project topics. Learners worked in groups to choose their own events and how to promote them. They also chose individual responsibilities, roles and tasks within their group. Students have scope to make decisions on what techniques / treatments they think they should focus on for the benefit of the client. Personalisation and choice are offered which helps learners to feel some ownership to their treatment plans Students feel that they have the opportunity to feedback and that lessons are adapted in line with their needs and requests. Agreement on approaches, content and timing was discussed regularly within the class. The lecturer showed great flexibility during the facilitating of the session. Allowing the students to drive the session forward with their own interests of areas of exploration.	
5.Develops essential skills, capacities and attributes	The lecturer signposted literacy several times within the class and made sure students were aware of the skills they were developing and how to further improve. The lecturer used open questioning and allow students time to respond and expand where required. This allowed students to develop a range of team working skills. The students were constantly having to problem solve, communicate within the teams and also do a time appreciation. Students also had to adapt and be spontaneous and creative throughout. Students had to analyze how the other team were doing with the task and then give constructive feedback to the team that participated, whilst the team that participated had to give constructive feedback on how creative the other teams task had been. Throughout the session the lecturer reminded the students of the development of essential skills that are valued by employers and that would contribute strongly to the success of each individual. As this was a higher class, the skills were also generically contextualized to securing a	Consider the use of classroom assistant where there is a broad range of learning levels within a class. Opportunity to extend discussions for small classes, for example, linking in on line learners. Other essential skills such as problem solving could be formally evidenced across the topic.

place in University. The lecturer made good use of the whiteboard to encourage discussion within the students.

Students had opportunity to develop communication skills through discussion points during the lesson. The nature of the subject developed high-level ICT skills that are relevant to employer needs.

The group works well as a small team. 2 are already in employment, so will draw on their experiences and share with the class.

Students have also been involved in the study of English with a research programme with the National Trust at Culloden Battlefield. The group worked as volunteers at the Battlefield exhibition last November.

Working with Others was apparent within the classroom. Numeracy is involved in other areas of their study.

Numeracy was an essential part of this lesson. Good, clear communication was also highlighted as a necessary skill.

Problem-solving very evident in the practical assessment. Numeracy also essential. Students were working individually.

Due to the nature of the session, the students were able to work on essential skills and core skills. The session was pitched at the right level for the students as most if not all students responded proactively and successfully to the new learning challenges.

Numeracy was being developed by measuring pipes and use of cutting and bending devices. Communication, problem solving and working with others were also being developed by most learners during the practical tasks

Problem solving, communication skills and ability to work with others were being developed by most learners throughout lesson.

	Lesson topic supported the development of essential skills in numeracy	
6.Promotes high standards of achievement and develops the desire to learn	They were aware of progression pathways and some had progressed from earlier courses. The lecturer on several occasions related what was being taught in class to the workplace and stressing its importance. The lecturer also referred to real life personal practice and examples where appropriate. They were aware of progression pathways and while they did not feel that they were quite ready for the HNC yet they felt confident that they would be by the end of the year. The lecturer on several occasions related what was being taught in class to the workplace and stressing its importance. The lecturer also referred to real life personal practice and examples where appropriate. The students are very aware that they need to achieve the unit in order to progress. They all have very different pathways ahead of them. The regular and positive feedback the students' received is good motivation to study. High standards are encouraged – link to SQA expectations in exam. Exemplar work used to highlight the standard expected. Learners develop a clear understanding of what a good outcome looks like and the ability to self-assess against this. The tasks set the students encouraged a competitive edge to the teaching/learning element of the session, which in turn provided the necessary stimulation to challenge themselves and others in the group to produce high standards of achievement and instilled a genuine desire to learn from each phase of the learning episodes delivered. The lecturer clearly encouraged the students to demonstrate innovation and creativity. This was well facilitated by ensuring autonomy lay with the students.	Opportunity to confirm what learning has taken place at the end of each stage. Consider the use of differential tasks to allow individual challenge either in the way the task is set up or in the amount of information each individual student provides. Greater relevance on workplace skills for this industry could be built into the learning. Consider creative ways to maximize learning space available to best effect. It would be good to vary the lesson pace to ensure learning outcomes are clear and learners remain engaged.

	The physical learning environment was stimulating and conducive to the vocational area required for the course and students. There were no distractions, a variety of learning & teaching materials available, spreadsheets, workbooks & VLE. It was realistic and relevant, which led to a sense of achievement. All this led to promote and maintain the students and staff desire to learn. Knowledge was attained as the learning environment was stimulating and relevant to the students' careers and demands. There was a good variety of activities, confirmation questions, explanations followed by practical demonstrations in small groups. The balance between passive and active was well achieved. The students also have access to the VLE to use anytime to help promote and maintain the desire to learn. Regular reminders were given by lecturer of standard of work expected and positive reinforcement of good workmanship. Learners were encouraged to make the finish of their pipework aesthetically pleasing as well as functional. Lecturer encouraged learners to have high aims for their events. She also modelled very positive and professional attitudes. Real world examples were used to promote how the learning topic is applied within high performing organisations. This stimulated discussion and allowed the students to question the application of the theory promoting a greater understanding. Links to employability were clearly made illustrating that the skills being learned were highly desirable by employers. Understanding copyright, an essential skillset looked for by employers, was modelled and highlighted within the lesson delivery.	
7.Is informed by effective and ongoing assessment,	Regarding assessments students mentioned that while they had a schedule there was flexibility built in for assessment on demand. The lecturer kept in regular contact through email with updates and feedback.	Opportunity to develop feedback skills/techniques, providing the

feedback and reporting on progress **Framework details:** **Assessment for** **Assessment as** **Assessment of**	Assessment was discussed with the students, and they feel that they will be well prepared for this by the end of teaching. Set reading prior to each week's class, so the students have some prior awareness of terminology and concepts before the teaching starts. There is almost continual checking of learning, verbally, and confirmation of understanding. The level of understanding seems to vary between the students, but that is more of a snap shot observation. The tutor set small tasks as homework for this group. Checking on learning & understanding first thing when in class provides a way of doing on-going assessment. There is evidence of effective formative assessment to check on understanding / comprehension. There is evidence of an effective use of questioning used to gauge understanding / consider next steps The students were given the activities as a method to check on the learning and progress that had previously taken place. This was a good mixture of previous learning taken place but in a different context. This was a good formative assessment which was valid, reliable, accessible and well planned. All of the above helped to develop skills and knowledge applicable to the students' program. The lecturer used summative and formative assessments broken down into appropriate and gradual progressive bite size assessments. This was used at the start of the session to progress as part of the learning experience in the form of revision. Most of the students were up to date with individual current feedback. Those that were not were given the opportunity at an appropriate time during the day. Q&A was used effectively by the lecturer to check student progress throughout tasks. Feedback was also offered to individuals in a supportive and constructive way. Oral feedback was given to individuals on their progress with their event plans. Learners were also reminded to keep evidence of their plans for their assessment pack.	learners with greater opportunities to discuss and comment on how their learning is progressing.

	Throughout the learning episode individual verbal feedback was given by the lecturer on workbook tasks.	
	Evidence was provided of good assessment practice with agreed assessment schedules and the opportunity to complete 'mock' or formative assessments allowing students to assess their progress.	
	This assessment was an observed practical assessment. Tutor gave continual feedback. The students and staff had been clearly working progressively over the last few sessions in preparation for ongoing assessments. This was achieved by clearly defined stages and allowing time for students to assimilate the application and knowledge being taught. The lecturer was working to a well devised timeline to ensure that the students were continuously progressing towards summative assessments.	
	Students reported that they felt some control of timing of assessment. Stated that they were assessed when they felt comfortable with the task.	
	Students explained that they are always involved in instantaneous self and peer feedback, which took place during this session on numerous occasions.	
	The students feel that they are learning well, and that they are on track to achieve	
8.Develops reflection and independence in learning	After the class the lecturer used open questioning to reflect on what had been done in class. The students could answer through either memory or notes taken. There was reference to previous topics and where they applied in data searches, all linked to the class group's particular areas of interest, but was a challenge too. All students are encouraged to recall previous learning from the week before (in this case).	Task was used to check the student's retention of the main learning points that was supportive, however, feedback on the task was provided by only one student where the opportunity for more than one student feeding back could have been captured.

	Small task homework encourages students to adopt a structure to their learning. The majority of students had done their work and had created a good habit of planning this as part of 'out of class' time.	
	Students are encouraged to consolidate their learning through Blackboard engagement. All materials, including activities, are posted on Blackboard for most courses in the subject area	
	Students were working independently. It would seem that this is the norm. Individual responsibility for outcomes was apparent.	
	Learners are able to take responsibility for their own learning and work in independence through their treatment plans. The effective use of questioning helps learners to reflect on their learning and identify next steps	
	The students showed independence in learning and demonstrated their ability to take responsibility for their own learning. This was achieved by autonomy of self-directed learning.	
	Allowing the students to work individually and collectively in understanding their strengths and areas for development. The students worked well together and also drew on their own informed conclusions, through discussion with the other students and lecturer.	
	Students identified that they have the opportunity to work independently completing tasks and activities that develop their understanding of the specialist topic.	
	Students were helped to gain an understanding of their strengths and areas for development through the use of four structured questions. Further enhanced by the students drawing on their own informed conclusions, facilitated by the lecturer by group discussion with the other students.	
	The member of staff was particularly effective in breaking down the tasks set into a series of "bite sized chunks" enabling students to comfortably follow the instruction being given. At the end of each episode of learning the students were encouraged to reflect upon the processes involved during the learning phase and identify where adjustments could be made to improve performance and successful outcome.	

| | Learners were able to work independently in their booths at their own pace. They asked lecturer for advice when needed, and called on peers to assist them with certain tasks.

Learners worked independently on preparing their presentation. Some demonstrated reflection in learning by making changes and improvements to their plans. | |

Emerging Practice for Dissemination

In addition to identifying areas for quality improvement and enhancement, the PDLT process aims to identify effective and / or innovative practice. Of the 21 summaries analysed, 11 highlighted examples to cascade. Consideration will need to be given by the review team as to the relative strengths of these examples and how they may be used with the wider teaching team. The following examples were identified by the review team for consideration for further dissemination / sharing with teaching colleagues:

Review 1
Overall this was a well-planned and prepared lesson that the students found engaging. It was encouraging to know that the students were aware of their assessment schedule. The students were very supportive of your teaching style and the level of support you give. The atmosphere was upbeat and creative.

The lecturer determined engagement and understanding through informal questioning on a one to one basis or in groups and was aware on the rare occasion when students briefly became disengaged. You were very supportive of your students and aware of their level of engagement and ability with tasks being able to assist students when required.

There was a good use of ICT and Social Media that was very relevant to the subject.

Review 2
I asked about how the lecturer had been involved in getting the students to take notes and work well in groups. A great deal of work had been done at the start of the course that had proved effective over time. This included team building activities that allowed students to build trust and friendships over time. To begin with this was imposed by the lecturer to ensure everyone got to know each other but over time the lecturer has allowed the groups to self-select.

Retention is excellent and we had a discussion around what had been done to keep almost 100% of the students this late in the year. Interviewing all the students and ensuring they had the practical skills and interest along with academic skills were key.

We had a discussion around gender and it was very similar to the same issue that Computing has. The lecturer is aware of what can be done using male students as examples for publications and advertising and is already doing that.

I enjoyed the practical language based task and am trying to come up with an idea to adapt it to my curriculum. I would suggest that you perhaps show this as a just add an egg workshop as an excellent example of engaging students in a practical example of working with others and problem solving that delivers very quick satisfying results. It may not be possible to adapt for every curriculum area but it would be a shame not to at least share the practice and investigate the possibility.

Review 3
The students feel well-supported by you, and are quite clear that they know to approach you with any issues regarding their learning, and are confident that you will help.
They engaged well, and were happy to discuss topics that they had some very strong opinions on! They are certainly easily distracted, but knew that they would get back on task when prompted; you were able to allow the conversation to develop, but when it got to the stage where it was well off topic, you reminded them effectively. As we discussed, it can be a challenge to know when to draw the class back on task, when they begin to engage in something that could potentially enrich the learning outcome.

Review 4

This was an interesting class to observe, where the students were clearly very comfortable with the relationship they have with you, and in turn with the level of work they are doing. They feel that they are being stretched sufficiently, and almost all are keen to progress to their final year of study.

We have discussed the standard set up of the classroom and how you subsequently found the benefit of a less formal layout to be that the student discussion was richer and more informative. This can allow students to become more active participants in learning, and shouldn't be difficult to create at the start of each class as there are so few students.

Review 5

As we discussed, they have a slight tendency to drift, which can be useful if it leads into relevant discussion! The enhanced use of IT would be a benefit to you in these instances, as it keeps the class actively engaged in the learning topic. Please feel free to contact staff in my area regarding the use of the Smart table, which I think your level of learners would enjoy using. There are also a significant number of free interactive online tools that can be used in this topic, and the students could have searched for the most appropriate and user-friendly one.

In addition, there are other physical resources in my department that you can borrow!

Review 6

Adopting digital methods in the classroom is an ongoing thing. Tutor is aware that this can capture the student's interest and is a good learning tool.

Review 7

Tutor had room set up with three areas in the front – a whiteboard where students showed their workings when applying OHMS Law; a PC monitor screen where tutor had handout on display, including outcomes, diagrams etc. and a Smartboard streaming Apple TV from tutor's iPad from his workstation at the back of the room.

Students followed the practical procedure by watching it being done and copying. Tutor checked out understanding verbally.

In this way all layers of the teaching session were addressed and visible to the class.

Review 8

Develops reflection and independence in learning:

- Use of effective questioning to support learners reflect on their learning and consider next steps
- Learners taking responsibility for planning their learning and working independently with support

Review 9

Develops reflection and independence in learning:

- The use of the Drop Box for additional resources helps to develop independence in learning and encourages students to take responsibility for their own learning
- Motivates and engages through active, collaborative and participatory learning

- The use technology enhanced learning through the voice recordings and inclusion of clips helps to engage all learners

Review 10

This was a great example of how strong classroom relationships promote excellent learning environments. Subjects such as computing can often result in students being engaged for the full duration of the class with the screen, this was not the case within this lesson. It was interactive, positive and with a lecturer who was full of enthusiasm for the subject. Students were enjoying themselves and were confident in their interactions with the lecturer and the complexity of the subject being delivered.

Review 11

The knowledge gained by the PAT in relation to the individual needs of students will be of great benefit to other members of staff delivering to the student group. Where these staff do not spend the same teaching time with the group the dissemination of learning styles, what motivates individuals and any barriers to learning, amongst staff will ensure that they are better informed and in turn be better placed to provide the same positive and engaging learning environment as was witnessed today during the observation.

Survey - Staff Feedback on the PDLT Process

Those participating in the PDLT process were given two opportunities to provide feedback about the process – either through the comments section on the PDLT summary or through an on-line survey.
57% of those reviewed took part in the on-line survey:

- 100% strongly agreed or agreed that the professional discussions supported them in their development in learning and teaching
- 100% strongly agreed or agreed that the professional discussions supported them to reflect upon their practice and to consider their strengths and areas for development
- 100% found the PDLT process supportive
- 100% found the PDLT process helpful
- 100% found the PDLT process straightforward
- 100% strongly agreed or agreed with the feedback provided by the reviewer
- 91% will be using the PDLT feedback to inform their professional development record

Free text responses (edited) were received by a small number of respondents about potential improvements to the process:

- Peer observation as well
- I don't have any comments regarding improvements. I found the experience valuable in developing me in my teaching practice.
- For an essentially practical course, an observation of longer than one hour would give a clearer sense of the structure of a session.
- It's quite daunting for people when they are told initially that they are going to be going through the process – probably because many of the reviewers are senior members of staff, PDM's or co-ordinators. I'd like to see a more informal culture where the 'norm' is that we can all drop in and observe each other's teaching practice ad expect to be observed by others. I think at the moment there's a perception across the college that the reviewers have 'excellent teaching practice' and are sitting in judgement about those they are reviewing which is maybe resulting in staff being more resistant to the process and not realising the potential benefits.

Reviewee Comments (anonymised)
1. I appreciate the time you have taken to observe and reflect on the teaching and learning you evidenced during the session. I am happy with the feedback given and feel that it accurately reflects

the observation and discussions which took place in and after the session.   Technology is frequently used in class time to research tasks and to demonstrate activities available for the students to carry out on placement but there are other opportunities that could be explored further to expand on this area of teaching and learning. I am glad you also found the session of some use to you in your own practice area and look forward to perhaps working together in the future.

2. Thank you for your comments, it's been enlightening to read your points, I did not realise how my practices linked in with the framework for excellent learning and teaching; it means a lot to me that you consider my teaching practices to be strengths. Thank you for my student feedback it's such a confidence boost! Communications is an area that is discussed throughout the initial teaching weeks prior to working on clients. Client consultations are completed as practice runs in all practical lessons up until working on clients later on in the academic year. Part of the consultation process and the management and practices of a treatment we discuss 'therapist etiquette' as a key underpinning element in the delivery of practical lessons as there are many politically correct rules that apply in the making of a good therapist and communication with her client.   I will keep your suggestion of wider essential skills development in mind and ensure I apply these within my teaching practices to support my students. Thank you.

3. I found the PDLT really useful in a number of different ways. It allowed me to reflect on what I do and why I do it. It has made me address areas of my teaching, such as avoiding certain technologies (Smartboard) due to previous negative experiences. After speaking to XXX today she has explained that the problems I have experienced in the past with the Smartboards have been rectified and they were all replaced recently - she has identified lots of new features which I think I could use very effectively in all of my classes. XXX has given me links and handouts which I can use to develop my skills with the smartboard so that I can use them confidently in class. The electronic flipboard isn't for classroom use at the moment – but the facilities on the flipboard are generally also available on the smartboard and these sound promising and will complement the technology I use at the moment.

    The PDLT also allowed me to get more objective feedback from the students on their teaching and learning experiences – I worry that they might not always tell me how they truly feel about things – so that has been very useful.

    The methods that were used as part of PDLT allowed us (the class) to revise the Research Methods topic the following session after the observation. Students worked in small groups to discuss observation as a research method – key features, strengths and weaknesses and also the interview method. It allowed them to apply their theoretical research knowledge to a real life situation – which was very helpful and will act as a cue during the research methods section of the exam.
    I would say that I can definitely work on developing strategies for 'whole' class formative assessment - if I can develop useful strategies these could be used regularly to inform my lesson plans and the weekly schedule for the year – and it will keep students on track to perform well in the exam.

4. The reviewing process went smoothly with excellent communication and professionalism from my reviewer. In an initial meeting, I was given clear details on the context of PDLT, which was both helpful and reassuring; the observation was unobtrusive and the post-observation informal and constructive.

    For an essentially practical course an observation of longer than one hour would give a clearer sense of the structure of a session. Is it possible to give lecturers a choice of the length of the session to be observed, one hour or more, even 90 minutes, which would still give time for meeting the students?

5. XXX was very unobtrusive throughout the observation and made myself and the class feel at ease. Everyone relaxed into the session and the group were more than happy to answer any questions that

XXX put to them. All information provided by XXX both before and after the observation was extremely comprehensive and his feedback has been extremely useful.

6. I found this a very positive experience. XXXs comments were encouraging and helpful. Comments in the Areas for Development *"During the revision, the lecturer went over the questions. This could have been a good opportunity for the students to work on their working with others and essential skills."* I found of particular interest. I had planned to introduce a new approach to looking over the Exam practice questions – asking the students to present their solutions. I had decided against it for this observed session but have now been encouraged to introduce it into the next.

7. I was privileged to be observed. Constructive comments were made by my reviewer an hour after my class, most of which I will take on board.

8. Although a dry theory class … I try to make it as memorable as possible. I'm pleased to report that 14/16 students have now passed the learning outcome assessment which was observed. I will find and talk with XXX regarding the use of apps to enhance learning.

9. Useful and fair report – a helpful reminder for my further development of module delivery

Recommended Actions

1. To consider as a key enhancement theme within the PDLT process for 2017 – 18:
- Graduate attributes
- Reflection and independence in learning

2. To introduce the areas for dissemination to the Learning and Teaching Group for discussion

3. To raise the profile of the PDLT process as a supportive and valuable mechanism to enhance learning and teaching practice

4. To build the key enhancement themes into Student Focus Group prompts 2017 – 18

5. To further embed the Framework for Excellent Learning and Teaching into Course Committee meeting agendas

University of the Highlands and Islands
Inverness College

Board of Management

Subject/Title:	Stakeholder Engagement Review
Author: [Name and Job title]	Roddy Henry, Depute Principal
Meeting:	Learning and Teaching Committee
Meeting Date:	5 December 2017
Date Paper prepared:	24 November 2017
Brief Summary of the paper:	This paper highlights the expectations on the college with regard to stakeholder engagement and explains how the college will respond to them by way of a stakeholder engagement review.
Action requested: [Approval, recommendation, discussion, noting]	Discussion
Link to Strategy: Please highlight how the paper links to, or assists with:**:** • compliance • partnership services • risk management • strategic plan • new opportunity/change	To deliver a curriculum that is responsive to employer needs and to the aspirations of the communities we serve. Compliance - expectations and requirements around stakeholder engagement are defined in the 2018-19 College Outcome Agreement Guidance and in the Education Scotland quality framework *How Good is Our College?* (HGIOC)
Resource implications:	No **If yes, please specify**:
Risk implications:	No **If yes, please specify:** Operational: Organisational:
Equality and Diversity implications:	No **If yes, please specify:**
Consultation: [staff, students, UHI & Partners, External] and provide detail	Implementation would involve consultation with a representative group of stakeholders.

Status – [Confidential/Non confidential]	Non confidential	
Freedom of Information Can this paper be included in "open" business* [Yes/No]	Yes	

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

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

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

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Stakeholder Satisfaction Survey

Executive summary

The national expectations for colleges' engagement with stakeholders have increased since the regionalisation of the sector. There are now clear and explicit expectations around the extent to which each college or region identifies and responds to the needs of employers and communities, works in partnership to deliver Scottish Government priorities and gathers stakeholder feedback to evaluate and improve the quality of its provision.

This paper highlights these expectations and explains how the college will respond to them by way of a stakeholder engagement review.

Background information

The enhanced expectations and requirements around stakeholder engagement are defined in the 2018-19 College Outcome Agreement Guidance and in the Education Scotland quality framework *How Good is Our College?* (HGIOC)

College Outcome Agreement (OA) Guidance 2018-19 - relevant expected commitments, strategies and/or evidence of progress:

- In considering college curriculum, reflect on whether there are clear unmet needs within the region and how the region might need to reprioritise its existing resources in the short/medium term.

- Improve the range and spread of provision within and across each region, ensuring that provision (and infrastructure) is targeted towards the needs of the communities and employers in the region.

- Support the implementation plans in the Scottish Government's youth employment strategy (DYW) by working in partnership with Local Authorities, schools and employers to increase the range of high quality senior phase vocational pathways to employment.

- Local authorities, schools and colleges to map STEM provision in their area and where appropriate, prioritise the development of relevant new vocational pathways in this area.

- Detail the level and extent of employer engagement in course and curriculum design and delivery and the impact on college leaver employability.

HGIOC – relevant quality indicators (QI) and challenge questions:

1.2 Leadership of learning and teaching

- How well do managers involve staff, learners and stakeholders, including learner representatives and employers, to influence strategies for the development of learning and teaching?

1.3 Leadership of services to support learning

- How well do managers engage with external stakeholders to review and plan services to support learning?

1.4 Evaluation leading to improvement

- How effectively do managers maintain successful strategic partnerships which inform evaluation and lead to improvement?

2.3 Learning, teaching and assessment

- How well do staff involve learner representatives and stakeholders in evaluating the learning experience and planning for improvement?

2.4 Services to support learning

- How well do staff involve learner representatives and stakeholders in evaluating the support service experience to plan for improvement?

2.6 Partnerships

- How well do staff work with partners to improve outcomes for learners?
- How effectively do staff work with key partners to meet community and regional priorities?
- How well do staff engage with employers to meet industry needs?

In terms both of the OA guidance and the HGIOC QIs, the college has many strengths and was able to demonstrate these in the recent EREP. However, the increased expectations require a review of the extent and nature of the current stakeholder engagement. It should be noted that, although the college OA guidance and HIGIOC relate only to our FE provision, the principles of stakeholder engagement relate the entirety of our provision.

Our curriculum and service review processes will have to ensure that the OA requirements are met. At the same time, we need to ensure that there is a robust evidence base to support the monitoring and evaluation of how well we are meeting them. To achieve those ends, a review of the level and extent of stakeholder engagement will be carried out.

The review will comprise the following:

- Mapping of key stakeholders at institutional, curriculum and service levels;
- Collating/mapping of current mechanisms to gather stakeholder views;
- Grading of the depth/effectiveness of the engagement (against the expectations);
- Analysis of the effectiveness and extent to which stakeholders views are gathered;
- Identification of gaps and areas for development in stakeholder engagement (including feedback);
- Implement actions to enhance stakeholder engagement and ensure a robust evidence base for evaluation.

The early scoping has identified that the college engages with a range of stakeholders in a variety of ways. Many of the modes of engagement have a mix of formal and semi-formal aspects: our Curriculum Advisory Groups (CAG) are a good example of this. The

CAGs are valuable mechanisms to involve employers/industry in shaping the curriculum, however employer feedback is not systematically or formally gathered from them. This makes the sharing of good practice across the college more difficult and prevents the collation of a global picture of the extent and impact of employer engagement with the curriculum.

Where stakeholder feedback is gathered, it is sometimes through 'local' mechanisms and not collated centrally. In addition, the mechanisms used are designed to meet the local need and the opportunity to create a more holistic evidence base, which responds to strategic and local drivers, is lost.

The aim is to complete the stakeholder engagement review by the end of January. A report will be provided to the March Learning and Teaching Committee.

Roddy Henry
Depute Principal

University of the Highlands and Islands
Inverness College

Board of Management

Subject/Title:	Curriculum Update
Author: [Name and Job title]	Gill Berkeley Head of Curriculum
Meeting:	Learning and Teaching Committee
Meeting Date:	Tuesday 5th December 2017
Date Paper prepared:	November 15th 2017
Brief Summary of the paper:	This paper is to highlight developments that are being taken within the curriculum aligned with the strategic aims and objectives of Inverness UHI.
Action requested: [Approval, recommendation, discussion, noting]	Discussion
Link to Strategy: Please highlight how the paper links to, or assists with:**: • compliance • partnership services • risk management • strategic plan • new opportunity/change	Strategic plan – opportunity and growth in curriculum
Resource implications:	Yes / No **If yes, please specify**:
Risk implications:	Yes / No **If yes, please specify:** Operational: Organisational:
Equality and Diversity implications:	Yes/No **If yes, please specify:**
Consultation: [staff, students, UHI & Partners, External] and provide detail	

Status – [Confidential/Non confidential]	Non-confidential
Freedom of Information Can this paper be included in "open" business* [Yes/No]	Yes

*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.)			

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Curriculum Update

Executive summary

This paper is to highlight developments that are being taken within the curriculum aligned with the strategic aims and objectives of Inverness UHI.

Background information

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

Below there is highlighted a number of examples of developments against our strategic objectives

Strategic Objectives

1. **To deliver a curriculum that is responsive to employer needs and the aspirations of the communities we serve, while stimulating new demand through the innovation and application of research**
   Examples
   a) *Developing the BSc Optometry in conjunction with a leading employer in that field*
   b) *Being responsive to employer needs within the professional cookery curriculum by the introduction of the delivery of SVQ (Scottish Vocational Qualifications) in the workplace so that the employers can provide their employees with the opportunity to upskill without leaving their employment*
   c) *The successful delivery of the Level 8 graduate apprenticeship in Civil Engineering and the award from SDS of development funds to produce the GLA level 10 in Civil Engineering with the support of industry representative bodies.*
   d) *Introduction of the HNC Soft Tissue and HND Sport Therapy*

2. **To provide our economy with a skilled and qualified workforce that supports local and regional growth and encourages inward investment**
   Examples
   a) *Inclusion of cyber security qualifications in full time FE computing courses*
   b) *Increase in the number of modern apprentices with in the engineering and construction areas*
   c) *Successful applying for and being awarded a new blood post in engineering with the remit to*
      i) *strengthen the area with research informed teaching.*
      ii) *develop and enhance teaching and learning materials to ensure that they are suitable for the delivery of engineering for the future*
      iii) *develop materials that embrace the ethos of networked delivery across the partnership.*
      iv) *Work with industry to develop engineering specialism based in Inverness*

d) *Increase in the provision of accountancy programmes in response to industry need*

3. **To ensure that our courses and the reach of our delivery make a difference to the life chances of the people in our most deprived or remote communities, and of those that face the greatest challenges**
Examples
   a) *The development of and recruitment to the Introduction to Further Education programme for those people who have been long term unemployed and are either looking for work or hope to engage with studies. This course supports students to develop employability skills, core skills and confidence in themselves.*
   b) *Currently the PDM and staff of the supported education area are working with stakeholders to review the curriculum to ensure that it is progressive and developmental for those students with complex needs.*
   c) *Development of early years training for parents with Peeple.org.uk planned for 2018*
   d) *First cohort of 51 Growing2gether students enrolled which is a collaboration with Highland Council schools for those adolescents who need to be supported to maintain engagement with learning.*

4. **To strengthen progression routes through the entirety of our curriculum, identifying access and exit points and enabling progression through further education, higher education and postgraduate study**
Example
   a) *Developments within forestry with*
      i) *Commencement of new BSc Forestry (Hons) (Sept 2017)*
      ii) *Launch of PDA Forestry Operations*
      iii) *Launch of NPA Beekeeping*
      iv) *Commencement of new NC Rural Skills*
      v) *Proposed development of SVQ and MA Trees and Timber (2017/18)*
   b) *The introduction of the further education pathway in outdoor pursuits which will provide progression to the BA Outdoor Education degree that will commence in September 2018*
   c) *Successful completion of the first cohorts of Foundation apprenticeships in care and civil engineering for senior school pupils.*

5. **To ensure our curriculum equips all of our students with the attributes and essential skills that are valued by employers and communities and that will support their success in learning, life and work.**
Example
   a) *Increase in the number of subjects places for Post Graduate Diploma in Education especially in STEM subjects to potentially provide the region with the teachers of the future*
   b) *Launch of the delivery of HNC programmes within our evening provision as a pilot to offer employees opportunities to develop further skills whilst in employment.*
   c) *Increase in the number of Curriculum advisory groups and events being held to inform the currency and development of the curriculum*
   d) *Increase in the number of leisure classes offered in response to*
   e) *Increase in the variety and number of commercial courses delivered*
   f) *Collaborating to produce a Gaelic Plan to result in the introduction of further education level courses which will articulate into degrees now delivered by SMO (Sabhal Mòr Ostaig)*

University of the Highlands and Islands
Inverness College

Board of Management

Subject/Title:	Half yearly Research Report
Author: [Name and Job title]	Melanie Smith Head of Research Development
Meeting:	Learning and Teaching Committee
Meeting Date:	5th December 2017
Date Paper prepared:	27th November 2017
Brief Summary of the paper:	Report on research for the period August – November 2017.
Action requested: [Approval, recommendation, discussion, noting]	The committee is requested to discuss the report.
Link to Strategy: Please highlight how the paper links to, or assists with:** • compliance • partnership services • risk management • strategic plan • new opportunity/change	The report links to the strategic plan and on-going research activity to meet strategic objectives for research and innovation.
Resource implications:	No **If yes, please specify**:
Risk implications:	No **If yes, please specify:** Operational: Organisational:
Equality and Diversity implications:	No **If yes, please specify:**
Consultation: [staff, students, UHI & Partners, External] and provide detail	n/a

Status – [Confidential/Non confidential]	Non-confidential
Freedom of Information Can this paper be included in "open" business* [Yes/No]	Yes

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Research Report

Executive summary

The report provides an update on research activity covering the period August to November 2017 (inclusive).

Key points highlighted for note/discussion:

1. Research continues to grow steadily, notably in terms of postgraduate researcher numbers, with a 60% increase in PGRs in 2017/18.

2. Development activity is crucial to maintaining research and innovation growth and associated research income; but there is increasing pressure on capacity to maintain this development focus as the number of research staff on fixed term contracts, and postgraduate researchers, has expanded requiring concurrent growth in relevant management support, systems and processes. This issue is being addressed by:

   - Consideration of contract status of existing research staff
   - Adjustments to systems and processes to more effectively and efficiently support research activity and operation
   - Targeting training in areas such as project management and development

3. There are still uncertainties for the University sector around the requirements for submission for REF2021, however further guidance was published by HEFC in early November, which clarify the position with regard to 'all staff in' and 'portability of REF outputs'. The UHI workplan for identifying the REF cohort for submission is already in line with these latest guidelines.

4. Early indications in the UHI REF stocktake (to be completed by end of December) are that IC is likely to submit a lower FTE REF submission than targeted (a target of 10FTE was set). This gives an opportunity for IC to focus development activity on those areas where REF outputs could be improved during 2018-19, if that is considered a priority. The Research Development Framework is designed to facilitate prioritisation and decisions with regard to REF, other research opportunities, and in consideration of other priorities for resource use in the college.

5. Presenting a breakdown of in year research funding income is complex given the way the IC finance system is organised. Consequently, only top-line figures can be presented. However, it is recognised that this is an unsatisfactory level of financial intelligence given the requirement to:
   - grow research and innovation activity
   - be able to respond quickly to research funding opportunities
   - strategically plan and target research development activity
   - report effectively within the budget year.

   Action is being taken by the Head of Research Development to address this issue.

Main Report

1. Preparation for the Research Excellence Framework submission

i. *Latest decisions from HEFC and UHI position*

HEFC published decisions on staff and outputs on the 21st November 2017 (http://www.ref.ac.uk/publications/2017/initialdecisionsontheresearchexcellenceframework2021.html)

Key points from this document are:

- All staff with significant responsibility for research must be entered into the REF. the funding councils will not be overly prescriptive, with higher education institutions themselves largely identifying who that is.
- There is no set criterion for the minimum proportion of time that is allocated for research to help identify staff who should be submitted. Universities will be asked to set a clear and agreed rationale for the proportion of staff that they set, in recognition of the differences across institutions in how staff responsibilities are determined.
- It's not a selection process for institutions, it's a fair way for staff and the university to come to a mutual understanding on who has significant responsibility for research.
- The minimum number of outputs for each staff member submitted will be one and maximum 5.
- Impact case studies required will be fewer, but will be required to have greater depth and content.
- REF2021 will include non-portability – this means that both the institution employing the staff member on the census date (31 July 2020) and the originating institution, may submit the output.

UHI does not submit a HESA return which is the record HEFC will use to as a basis for audit of REF returns for the majority of universities in the UK. Consequently, a concern for UHI will be to present a case to HEFC for why staff have been included in the REF submission. Across the UHI partnership, and at IC, this will require ensuring that staff with suitable REF outputs have at least 0.2FTE (the minimum set by UHI) research allocated time in their job descriptions.

ii. *Position reported for IC in the UHI stocktake which will be completed in December*

The stocktake will be completed by the VP Research on the 8th December. Mainly due to relatively recent recruitment of staff that are only just starting to publish research from their doctorates, in particular in the Rivers and Lochs Institute, the inclusion of IC staff in the stocktake was low – only 6 in total.

The assessment of outputs for the stocktake has been undertaken by 'critical friends' – external academics who have considerable experience of the REF and have been asked by UHI to provide independent review of REF outputs from staff. The results of the stocktake will be reported post the Christmas break.

iii. *Targets and actions for 17/18 with regard to IC REF submission*

In advance of the stocktake report, the focus for IC research active staff is on producing papers of 3* & 4* quality, with appropriate targets set for individuals. Most of the research staff have attended a REF workshop which ensured they have a much clearer idea about what constitutes a 3 & 4* output.

2. Postgraduate Researchers

i. Update on recruitment and induction

Of the five new studentships that were due to start in Autumn 2017, four were in place by mid October. The final ESIF studentship is currently being re-advertised as the offer to an international student had to be withdrawn due to UKVI and funding issues.

All the new starts and some on-going students, have attended the UHI PGR induction at UHI Executive office; the UHI postgraduate conference at SAMS in Oban; and most recently they participated in the IC PGR local induction programme. This was two days spread over two weeks, and involved a detailed introduction to being a PGR at the college. The involvement of key student support staff and HISA was greatly appreciated.

ii. Update on progress of progressing students

Four of the existing PGRs are in the final stages of writing up their theses. Providing all goes well, it is hopeful that these research students will graduate next September, which will be a considerable achievement for them personally and also for IC.

iii. UHI ESIF call and setting targets for 2018-19 PGR numbers

UHI has recently put out a call for a third round of ESIF studentships (significantly fewer than last year). IC has several possible projects already well advanced that will be submitted to this round – most involve collaboration with other UHI APs.

3. Research development activity

Specific research project development activity is not included in this report. Highlighted are two areas likely to be of interest to the committee.

i. MRes development

UHI has recently undergone a review of the research Masters title and provision following rDAP. It was agreed that there would only be an offer of MRes – with specifically titled awards e.g. MRes Environmental Science etc. The MRes could be a research project only route, or include a taught component up to 60 credits worth of modules. MRes awards present an opportunity to target specific international markets. For IC this potential is in two areas of research strength and opportunity – application of molecular techniques in resource management, and forestry.

ii. Research Development Framework

The Research Development Framework has been developed by SMT to provide a more systematic way of assessing (using a range of criteria) subject/curriculum areas to help prioritise those which could be the focus for research development. It is particularly useful in consideration of areas of priority with regard to the REF, potential for growth through innovation grants etc. It is intended that the RDF will be fully implemented for 2018/19, and will therefore be in place to help inform operational planning in the first half of 2018.

4. Research and Scholarship support

i. IC Research and Scholarship Scheme

Four projects were successful in the Research and Scholarship scheme round for 2017/18. As last year, these are from across curriculum areas and include staff from supported learning, science and humanities. The majority of the work on the projects will be undertaken after the Christmas break.

5. Research funding and financial position

i. Explanation of research funding sources with examples of current projects

Currently research in the college is funded through a number of different sources, as is typical across the University sector, and creates a complex picture. These funding sources are grouped below, where appropriate current projects are listed:

Research Council Grants
- BBSCE-NERC - Development of optimal molecular markers of domestication in Atlantic salmon for assessing introgression in wild populations. 2 year project started April 2015, extended to 2018.

European Research Funding Grants
- Horizon 2020 AMBER project - Adaptive Management of Barriers in European Rivers. 4 year project started June 2016.
- ESIF studentships (through UHI)

Public Sector Funding
- Scottish Natural Heritage – studentship funding (1 PhD, 1 MRes)
- Forest Research/Enterprise/Commission – 2 PhD studentships. 1 squirrel project

Private Sector Funding
- Various sources, including Scottish and Southern Energy and Road Transport Scotland

Third sector funding
- Studentship (1 PhD)
-

Innovation Centre Funding
- Scottish Aquaculture Innovation Centre (SAIC)
    - Joint project with SAMS (Scottish Association for Marine Science)

Core funding (through UHI EO)
- Research Excellence Grant
- Core Innovation Funding (through UHI)

Projects vary in length and also in terms of the time commitment of staff throughout the duration of the project. Staff are usually involved in more than one project, and fixed term contracts are usually arranged on the basis of a portfolio of work (which may include some teaching commitments).

Presenting a breakdown of in year research funding income is complex given the way the IC finance system is organised. Consequently, only top-line figures can be presented. However, it is recognised that this is an unsatisfactory level of financial intelligence given the requirement to:
- grow research and innovation activity
- be able to respond quickly to research funding opportunities

- strategically plan and target research development activity
- report effectively within the budget year.

Work is required to assist the Finance department in managing the research finance and budgets so that the above requirements can be effectively met. The Head of Research Development and Director of Finance are working together to address this issue.

ii. Summary financial position for research 31st July – 31st October 2017

**Summary Research Financial Position
For the Period 1 August 2017 to 31 October 2017**

Period to 31 October 2017	Actual £	Phased Budget £	Variance £
Income			
SFC/UHI Grants	22,538	0	22,538
Project Funding	44,755	49,529	(4,774)
	67,293	49,529	17,764
Expenditure			
Staff Costs	121,869	98,515	(23,354)
Non Staff Costs *	84,744	26,364	(58,380)
	206,613	124,879	(81,734)
Net Operational Surplus / (Investment)	(139,320)	(75,350)	(63,970)

University of the Highlands and Islands
Inverness College

Board of Management

Subject/Title:	Corporate Parenting Plan Annual Update
Author: [Name and Job title]	Lindsay Snodgrass, Head of Student Services
Meeting:	Learning & Teaching Committee
Meeting Date:	5th December 2017
Date Paper prepared:	23rd November 2017
Brief Summary of the paper:	To provide an update on our Corporate Parenting Plan and its impact
Action requested: [Approval, recommendation, discussion, noting]	Discussion
Link to Strategy: Please highlight how the paper links to, or assists with:**:** • compliance • partnership services • risk management • strategic plan • new opportunity/change	Strategic Plan – Opportunity and Growth in Student Life *To further develop our accessible and inclusive support for students to enable all to achieve their potential.*
Resource implications:	No **If yes, please specify**:
Risk implications:	No **If yes, please specify:** Operational: Organisational:
Equality and Diversity implications:	Yes **If yes, please specify: accessibility / priority group**
Consultation: [staff, students, UHI & Partners, External] and provide detail	

Status – [Non confidential]	Non confidential	
Freedom of Information Can this paper be included in "open" business* [Yes]	Yes	

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

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

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

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

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

Corporate Parenting Plan

Executive summary

Corporate Parenting is defined in the Children and Young People (Scotland) Act 2014 as: *"the formal and local partnerships between all services responsible for working together to meet the needs of looked after children, young people and care leavers".* The 2014 Act put Corporate Parenting on a statutory footing and made it a requirement for all public bodies to create and publish a Corporate Parenting Plan.

A new reporting and accountability structure has also been introduced, with national progress on improving outcomes to be reported by Scottish Ministers to the Parliament every three years. The first report is to be submitted by 31st March 2018.

After extensive collaboration and review with third sector organisations and partners, Inverness College UHI published its first Corporate Parenting Plan in October 2016. Since then significant progress has been made against our action plan. Care experienced students are also encompassed within our Access and Inclusion Strategy which sets targets for the FE students within this cohort in terms of credits delivered; retention; and successful outcomes. This report details the main highlights of our work over the period since the publication of our plan and the positive impact on student retention and outcomes.

Background information

Progress with our action plan has been significant with nearly all aspects met in the first academic year and new developments added on a regular basis. IC UHI are being seen as sector leading in many aspects of our work around corporate parenting and have been invited to share our practices through the College Development Network. Key achievements have included –

- Simple informative staff training delivered to every team in the college;
- Establishing a data sharing agreement with Barnardos;
- Establishing a single point of contact and a co-ordinated support plan
- Introducing a free breakfast for those in need
- Establishing a high level of partnership working with the Highland Council; Barnardos; Highlife Highland
- Flagging of this group on INSIGHT

All of the above have contributed to an improvement in student retention and successful outcomes for this group.

LEVEL_OF_STUDY	ENROLMENTS			EARLY WD %			FURTHER WD %			PARTIAL SUCCESS %			SUCCESS %		
	2015/16	2016/17	2017/18	2015/16	2016/17	2017/18	2015/16	2016/17	2017/18	2015/16	2016/17	2017/18	2015/16	2016/17	2017/18
FEFT	52	50	34	17%	14%	9%	19%	28%	0%	10%	14%	0%	54%	44%	0%
FEPT	80	78	46	10%	4%	2%	19%	10%	0%	19%	5%	0%	51%	79%	4%
HEFT	16	16	17	0%	13%	12%	19%	0%	0%	6%	38%	0%	75%	44%	0%
HEPT	9	12	8	22%	8%	0%	11%	17%	0%	0%	8%	0%	56%	58%	0%
Grand Total	157	156	105	12%	8%	6%	18%	15%	0%	13%	12%	0%	55%	63%	2%

In AY 2016-17, 156 care experienced students were identified at time of enrolment, largely consistent with the number from the previous session (157 in AY 2015-16) and in line with the total student population also dropping slightly. Thus far we have 105 care experienced students enrolled this session. This number will increase as there are further disclosures throughout the year and also among our January starts.

We have made some significant improvements to our early withdrawal rates with us experiencing a 6% decrease in early withdrawals since 2015-16. It is however worth noting that we have a high rate of early withdrawal among our HE FT cohort, although this is a relatively small group so caution should be given to the figures. Similarly, our further withdrawal rates have also seen significant improvement, although this will continue to rise as the session goes on.

We have seen an improvement in the number of students successfully completing their course with an 8% increase since 2016-16. Again however, there are variations which require further consideration.

Co-ordinated Support Plans

In session 2016-17 we introduced a single point of contact for care experienced students and the concept of a co-ordinated support plan. Individuals with a care experienced background are assumed to have additional support needs and therefore a proactive approach has been taken to the level of support offered, from disclosure onwards, and to the way by which that support is offered. The notion of one point of contact, who will take responsibility for any further support referrals required, simplifies the process for students. Whilst the uptake for co-ordinated support plans has been slow, we have evidence of the high value of these plans from the perspective of the individuals who have engaged with them. The co-ordinated support plan opens the opportunity for discussion around the various types of support which individuals can access including –

- Learning support
- Breakfast voucher / foodbank
- Funding / financial support

- Health and wellbeing / counselling
- IC UHI Gym induction / Highlife Highland membership
- On-going pastoral support
- Accommodation

It is felt that the numbers who are self-referring are still low as many still feel the stigma of being in care. However, there is still more to be done around promotion of the services on offer to support this group of students to achieve positive outcomes. We are also aware that whilst we work closely with Barnardos, supported by our data sharing agreement, we need to replicate this with Highland Council Social Work Team to encompass individuals who have moved onto the 'through care' service.

As yet, no details of the reporting methodology have been released by the Scottish Government but we feel this is an aspect of student support which we have made significant progress with which is reflected in improved outcomes for this group.

University of the Highlands and Islands
Inverness College

Board of Management

Subject/Title:	Additional Support Needs Policy
Author: [Name and Job title]	Claire Fraser, Quality Officer (covering report author) Lindsay Snodgrass, Head of Student Services (policy author)
Meeting:	Learning and Teaching Committee
Meeting Date:	5 December 2017at 8.30 a.m.
Date Paper prepared:	23 November
Brief Summary of the paper:	The ASN policy was reviewed in August 2017 by the Head of Student Services and no changes were required. The SMT on 26 October considered the policy and approved it subject to a change in the review date. Reference to the General Data Protection Regulations which come into force in May 2018 has been added at this time (in line with other policies going through the committee process)
Action requested: [Approval, recommendation, discussion, noting]	The Committee is asked to note the addition of reference to the General Data Protection Regulations and the change of the review date to 2020
Link to Strategy: Please highlight how the paper links to, or assists with:** • compliance • partnership services • risk management • strategic plan • new opportunity/change	Opportunity and Growth in Student Life Opportunity and Growth in Curriculum
Resource implications:	No
Risk implications:	Yes **If yes, please specify:** Operational: Non compliance Organisational: Non compliance
Equality and Diversity implications:	N/A
Consultation: [staff, students, UHI & Partners, External] and provide detail	N/A

Status – [Confidential/Non confidential]	Non confidential	
Freedom of Information Can this paper be included in "open" business* [Yes/No]	Yes	

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

Its disclosure would substantially prejudice a programme of research (S27)		Its disclosure would substantially prejudice the effective conduct of public affairs (S30)	
Its disclosure would substantially prejudice the commercial interests of any person or organisation (S33)		Its disclosure would constitute a breach of confidence actionable in court (S36)	
Its disclosure would constitute a breach of the Data Protection Act (S38)		Other (please give further details)	

For how long must the paper be withheld? (express either as the time which needs to pass or a condition which needs to be met.)	

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University of the
Highlands and Islands
Inverness College

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	05 December 2017
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
Head of Student Services	05.12.17	Review approved by BoM L&T Committee

Contents

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)

2.1.15. General Data Protection Regulation (GDPR) (From 25 May 2018)

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 enrols 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 by 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.