University of the Highlands and Islands
Inverness College

Board of Management

Meeting	Learning, Teaching and Research Committee
Date and time	Tuesday 4 June 2019 at 8.30 a.m.
Location	Boardroom, 1 Inverness Campus

Board Secretary
28 May 2019

AGENDA

Welcome and Apologies

Declarations of Interest

ITEMS FOR DECISION

1.   MINUTES (5)
Meeting of the Learning, Teaching and Research Committee held on 5 March 2019

2.   OUTSTANDING ACTIONS (5)
Action List

3.   SINGLE POLICY ENVIRONMENT – FE ACADEMIC APPEALS POLICY (5)
Covering report by Quality Manager

4.   TERMS OF REFERENCE (5)
Covering report by Board Secretary

ITEMS FOR DISCUSSION

5.   STUDENT PARTNERSHIP AGREEMENT UPDATE (10)
Report by Director of Student Experience

6.   HISA END OF YEAR UPDATE (10)
Report by Student President

7.   STUDENT SATISFACTION AND ENGAGEMENT SURVEY (15)
Report by Quality Manager

8.   STUDENT RECRUITMENT (10)
Joint Report by Depute Principals Planning and Student Experience and Academic Development

9.   STUDENT RETENTION (10)
Report by Depute Principal Planning and Student Experience

10. **LEARNER JOURNEY REVIEW AND SCHOOLS SENIOR PHASE (20)**
Joint Report by Depute Principal Planning and Student Experience and Director of Student Experience

11. **ACADEMIC AND CURRICULUM DEVELOPMENT (15)**
Joint Report by Depute Principal Academic Development and Director of Curriculum

12. **RISK REGISTER ANNUAL REVIEW (10)**
Report by Depute Principal Planning and Student Experience

13. **LEARNING, TEACHING AND RESEARCH COMMITTEE SELF EVALUATION AND COMMITTEE CHAIR EVALUATION EXERCISES (10)**
Report by Board Secretary

_____

ITEMS FOR NOTING

14. **QUALITY ENHANCEMENT**
Report by Quality Manager

15. **CURRICULUM PLANNING AUDIT REPORT – RECOMMENDATIONS**
Internal audit report

16. **PROFESSIONAL DISCUSSION ON LEARNING AND TEACHING (PDLT REPORT)**
Report by Quality Manager

17. **AOCB**

18. **DATE OF NEXT MEETING – 24 SEPTEMBER 2019 @ 4.30PM**

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

Board of Management

MINUTES of the MEETING of the LEARNING, TEACHING AND RESEARCH COMMITTEE held in the Boardroom, 1 Inverness Campus on Tuesday 5 March 2019

PRESENT:	Andrew Bowie, Sarah Burton, Robyn Kennedy, Shawna McKinnon, Helen Miller, Fiona Neilson, Chris O'Neil, Tom Speirs, Tina Stones
CHAIR:	Sarah Burton
APOLOGIES:	Gavin Ross
ATTENDING:	Depute Principal
	Depute Principal Academic Development
	Head of Curriculum
	Head of Student Services
	Head of Research Development
	Secretary to the Board of Management

The Chair welcomed Tina Stones, new co-opted member and Ken Russell, Depute Principal Academic Development, to their first meeting of the Committee

1. **MINUTES**
   The Minutes of the meeting of the Learning and Teaching Committee held on 4 December 2018 were **AGREED** as a correct record, were **APPROVED** and signed.

2. **OUTSTANDING ACTIONS**
   The Committee considered each of the actions and **AGREED** that those which had been completed could be removed from the list.

   The Chair suggested that the order of the agenda be changed to allow each of the report authors to speak to their reports. This was agreed

3. **APPOINTMENT OF COMMITTEE VICE CHAIR**
   The Chair reminded the Committee that the position of Vice Chair had previously been held by Ollie Bray prior to his resignation as a Board Member. She nominated Tom Speirs to the vacant post and this was seconded by Andrew Bowie.

   The Committee **AGREED** to recommend to the Board of Management that Tom Speirs be appointed to the position of Vice Chair of the Learning, Teaching and Research Committee

4. **QUALITY CULTURE - A CONVERSATION AND REVIEW**
   A report by the Principal advised that he had commissioned a review of ICUHI's quality culture, process, implementation and perception in order to seek an independent and critical analysis following publicly reported failures. A recently retired Depute Principal with responsibility and experience across the sector for

quality management and assurance had been commissioned to act as a 'critical friend' and given access to all aspects of the quality process and environment.

The review concluded that the College had very good and robust quality systems in place but there were issues of consistency in their application. Most of the recommendations and ideas had been implemented and the issues with lack of consistency were reducing. These were being monitored under the current processes.

The Committee **WELCOMED** the many strengths identified within the report and felt assured that the College was moving forward with improvements to its quality culture.

5.   **CORPORATE PARENTING ANNUAL REPORT**
A report by the Head of Student Services presented the annual report for corporate parenting for annual year 2017-18. The College had published its first Corporate Parenting report in April 2018 to summarise the progress made since the publication of the Corporate Parenting Plan in October 2016. It was now a requirement for every college to publish an annual progress report. The report detailed the work the College did with students from a care-experienced background to reduce any barriers, which individuals might face. It was anticipated that the College would be required to submit the report to the Scottish Government by April 2019 and publish it on the College website.

The Committee discussed the report and **REQUESTED** that the Head of Student Services review the references to non disclosure in paragraphs 4 and 9 of the report to ensure that there was no inconsistency between the statements made.

In answer to a question, the Head of Student Services confirmed that it would be very beneficial to roll out the Aim High project to further secondary schools in Inverness, particularly Millburn Academy and Inverness High School but resource limitations prevented this at the present time.

It was confirmed that the online Corporate Parenting Training module could be made available to Board Members.

The Committee **AGREED** to recommend the corporate parenting annual report 2017/18 to the Board of Management for approval

Shawna MacKinnon left the meeting during consideration of the following item.

6.   **STUDENT PARTNERSHIP AGREEMENT**
A joint report by the Head of Student Services and Student's Association Co-ordinator provided an update on the progress made with the formal student partnership agreement (SPA) for session 2018-19 as well as a number of other aspects of student engagement.
- The target figure had been met for the number of class representatives and it had been exceeded for those engaging in training.
- There had been a very positive response to nominations for the three paid HISA officers for the next academic year.
- The change in format for SRC meetings had been very positive and there was now genuine engagement by students.

- Stephanie Gardner (4th year Accounting and Finance BA Hons) had been shortlisted for the Sparqs class representative of the year
- Work was ongoing to ensure that the eight themes of the partnership agreement were more visible and tangible to students
- Action plans were well underway for the three aspects of the partnership agreement which were the focus for the year, namely collective responsibility, student voice in partnership and student life.

The Committee **NOTED** the good progress being made.

7. **HISA INVERNESS REPORT**
A report by the Student Engagement Officer provided an update on the activities of HISA Inverness since the last meeting as follows:-
- Class representatives
- Regional events
- Local events
- Paid officer elections

HISA had agreed its first policy at the Regional Council event, namely that there should be parity of experience for all students across the partnership

The Committee **NOTED** the position.

8. **RESEARCH CENTRE SUCCESSION PLANNING**
A report by the Head of Research Development referred to the necessary change in leadership in 2019/20 for the Rivers and Lochs Institute and the Centre for Remote and Rural Studies. This was both a challenge and a significant opportunity for the future direction and development of research at Inverness College and UHI. There were risks associated with the recommended way forward, but there was a greater risk in attempting to maintain the status quo and failing to maximise the potential of building upon the successful foundations created over the last few years.

The Committee discussed the options within the report, the risks involved in recruitment, the limited scope for additional funding and the suggestion that this was a key example of where strategic funding should be made available from the University.

The Committee **NOTED** that the preferred option, as outlined in the report, would be submitted to the next meeting of the SMT for approval.

9. **STUDENT RECRUITMENT 2018-19**
A report by the Depute Principal provided an update on student recruitment for 2018-19, which included information by qualification and by fee status The current student activity indicated that:
- FE recruitment should make the credit target, however, it remained a challenge to do so.
- HE recruitment (FTE) was forecast to be below the funded undergraduate target. The position had improved and it was anticipated that the final position could be less than 10 FTE short of the target.
- The PG target had been exceeded by 30 FTE.

All movement was being factored into budgets going forward.

The Committee **NOTED** the report and **REQUESTED** that a report on international targets be submitted to the Committee in the future.

10. **STUDENT RETENTION**

A report by the Depute Principal provided a summary and analysis of retention rates for students in 2018-19 across levels and modes of study, as well as a summary of the ongoing work as part of the College Improvement Project. The latest retention data indicated that a further improvement had been made in early retention rates for students on full-time FE programmes.

Two main strands of activity promoted through the college improvement project had been implemented across the college during 2018-19, namely the new approach to course committee meetings and project 2018-19: The early student journey.

The Committee **NOTED** the position.

11. **2017-18 COLLEGE SECTOR PERFORMANCE INDICATORS**

A report by the Depute Principal provided a summary of the college sector performance Indicators (PI) for 2017-18, published by SFC on 29 January 2019. Success rates for full-time and part-time FE students at the college continued to improve and were now ranked third highest of all the larger colleges in Scotland.

The college's HE provision was not returned through the college statistical returns. However, the college sector national PIs were useful for benchmarking the Higher National (HN) provision. An analysis showed that overall, the college's success rate for students on full-time HN provision was 69.6% in 2017-18, compared to a national success rate of 71.3%.

The Committee **NOTED** the position.

Chris O'Neil left the meeting.

12. **CURRICULUM REVIEW**

A joint report by the Depute Principal Academic Development and Head of Curriculum reflected on the developments in hand for the next two academic sessions, particularly on FE and HE. An initial exploration of the landscape for the development of offerings had been conducted and reference was made to curriculum developments including approvals and re-approvals to ensure that the offerings of UHI, Inverness College were current and relevant and were in line with the strategic aims and objectives.

During discussion, it was stressed that in order to expand the distance learning market penetration, improvements to the website and an enhanced presence on aggregator websites was required as well as faster conversion processes and greater clarity regarding the value proposition. Regarding the value proposition there was concern about the already high rental rates for the residences and it was understood that a decision had been made by UHI to increase the rates for the next academic year.

The college had control of the content of the FE website, but not of the HE website. Similarly, it had control of the FE admissions process but not the HE admissions process. The Committee expressed concern that the highest risk to international and revenue growth was out with the control of the College.

The Chair thanked the Depute Principal and the Head of Curriculum for a very informative report.

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

13.   **CUSTOMER SERVICES EXCELLENCE REVIEW FINDINGS**
       A covering report by the Head of Student Services and the Quality Manager provided an update on the findings from the recent Customer Service Excellence (CSE) review, which took place on 31st Jan / 1st Feb.

14.   **HALF YEARLY COMPLAINTS REPORT**
       A report by the Quality Manager provided an analysis of complaints year to date, which covered quarters 1 and 2.

       A request was made for some further clarification on the figures within the report. It was **AGREED** that a response would be sought from the Quality Manager and e-mailed to the members of the committee.

15.   **DATE OF NEXT MEETING**
       Tuesday 5 June 2018 at 8.30 a.m.

Signed by the Chair: _____

Date: _____

Outstanding Actions from Learning and Teaching Committee

4 December 2018				
Item	**Action**	**Responsibility**	**Timeline**	**Actioned**
Supporting student carers policy	Monitoring of policy to be included within future reports on the access and inclusion strategy	Head of Student Services	Future reports on access and inclusion strategy	
Safeguarding annual report	Resource implications of the increasing number of disclosures to be included in next annual report	Head of Student Services	Dec 2019	
Curriculum review	Review to consider each of the key strategic risks and that stress testing and scenario planning to be undertaken as part of the review process	Head of Curriculum	Ongoing	
5 March 2019				
Item	**Action**	**Responsibility**	**Timeline**	**Actioned**
Student recruitment	Report on international targets to be submitted to future committee	Dep P Acad Dev	May 2019	

University of the Highlands and Islands
Inverness College

Board of Management

Subject/Title:	Academic Appeals Policy
Author: [Name and Job title]	Liz Cook, Quality Manager
Meeting:	Learning, Teaching & Research Committee
Meeting Date:	4 June 2019
Date Paper prepared:	27 May 2019
Brief Summary of the paper:	The UHI FE Academic Appeals Policy is part of a suite of new policy/procedures to be drafted as part of the new common policy environment and has had IC UHI representation and endorsement.
Action requested: [Approval, recommendation, discussion, noting]	The Committee is asked to recommend the new UHI FE Academic Appeals Policy to the Board of Management for approval.
Link to Strategy: Please highlight how the paper links to, or assists with:**:** • compliance • partnership services • risk management • strategic plan • new opportunity/change	
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	The Policy was discussed at Scrutiny Panel (28 February 2019) and SMT (16 May 2019). Following approval from L, T & R Committee, the policy will be progressed to the Board of Management for approval.

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

Inverness College UHI, University of the Highlands and Islands

Further Education Academic Appeals Policy

POL

Lead Officer (Post):	Depute Principal Academic Development
Responsible Office/ Department:	Quality
Responsible Committee:	Learning, Teaching and Resource Committee
Review Officer (Post):	Quality Manager
Date policy approved:	*Click or tap to enter a date.*
Date policy last reviewed and updated:	n/a
Date policy due for review:	January 2022 (or earlier if required)
Date of Equality Impact Assessment:	23/01/2019
Date of Privacy Impact Assessment:	n/a

Accessible versions of this policy are available upon request. Please contact the Governance and Policy Officer on 01463 279000.

Policy Summary

Overview	Why is the policy required? This policy, together with the associated Academic Appeals Procedures, represents an appeals framework that ensures students can request a review of an assessment decision made by Inverness College UHI, where there are grounds to do so.
Purpose	What will the policy achieve? The purpose of the policy is to set out the circumstances in which a student may wish to appeal against a decision provided during an assessment process or against a decision about progress between levels (e.g. a decision by a Progression Board).
Scope	Who does the policy apply to? This policy applies to all Further Education courses (normally up to and including SCQF Level 6)
Consultation	Who has been consulted on the policy, and who will be notified? The policy was developed by a group of practitioners made up from across the University of the Highlands and Islands partnership. All relevant staff and students will be notified.
Implementation and Monitoring	Who will be responsible for implementing and monitoring the policy, and what resources/ costs will be incurred? Colleges will be responsible for local implementation of the policy. The policy is part of the business-as-usual function of the college.
Risk Implications	What are the risk implications of this policy? Failure to adopt a strong policy and follow the procedures would undermine the student experience and the academic reputation of the College.
Link with Strategy	How is this policy linked to University strategy?
Impact Assessment	Equality Impact Assessment: 23/01/2019 – No negative impact.
	Privacy Impact Assessment: n/a

1. Policy Statement

1.1   This policy, together with the associated Academic Appeals Procedures, represents an appeals framework that ensures students can request a review of an assessment decision made by Inverness College UHI, where there are grounds to do so.

1.2   The policy aims to ensure appropriate, fair and consistent treatment of all parties involved in any further education academic appeal across the partnership.

2. Definitions

2.1   **Academic Appeal**: a procedure through which students may in certain circumstances ask for a review of a decision relating to their academic progress or award.

2.2   **Progression Board**: a panel of staff from the College who consider and determine student awards and progression to a more advanced stage.

2.3   **Awarding Body**: an organisation that designs, develops, delivers and awards the recognition of learning outcomes (knowledge, skills and/or competences) of an individual following an assessment and quality assurance process.

3. Purpose

3.1   The purpose of the policy is to set out the circumstances in which a student may wish to appeal against a decision provided during an assessment process or against a decision about progress between levels (e.g. a decision by a Progression Board).

3.2   The procedure allows the student to raise an appeal at an informal level and, if the outcome of this is not satisfactory, to use the formal procedure.

The internal formal Academic Appeal Procedure should be followed before escalation to external Awarding Body appeals processes. Students will be signposted to relevant external Awarding Body appeal processes at the start of their programme of study.

3.3   External appeals procedures vary, depending on the type of qualification for which the appeal is being made and the awarding body. The overriding principle is that all appeals will be treated fairly and objectively.

3.4   Without prejudice to the outcome of an appeal, a student may continue to attend classes and make use of the facilities of the College whilst their appeal is being heard.

3.5   Students who have completed their programme, who have grounds to appeal an award decision or programme progression board, will be unable to receive their award until the matter has been fully resolved.

3.6   The timescales set out in the Procedures must be followed. Students and staff should note where there may be variations between awarding bodies.

4. Scope

4.1   This policy applies to students enrolled on courses normally up to and including SCQF Level 6 (see Section 4.2 for variations to this criteria).

4.2   There are a small number of Scottish Vocational Qualification (SVQ) courses at SCQF Level 7 that are considered as Further Education courses for the purposes of the UHI Partnership. This policy applies to these students.

4.3   **Grounds for Appeal**

Appeals against an assessment decision will normally only be considered on one or more of the following grounds:

4.3.1 That a student's performance in the assessment was adversely affected by illness or other factors. The student must have been unable to, or have a valid reason not to, divulge the information to their lecturer prior to assessment. In the case of a Progression Board, the information must have been unavailable at the time the determination was made. In these cases, the appeal must be accompanied by documentary evidence to the Director of Curriculum (see Procedures).

4.3.2 Evidence of College academic assessment administrative error or that an assessment was not conducted in accordance with the College's specific assessment policies/procedures.

4.3.3 That evidence is produced that some other material irregularity has occurred.

5.   Exceptions

5.1   This policy does not apply to Higher Education students, e.g. normally those students studying courses at SCQF Level 7 and above (see Section 4.2 for variations to this). These students should refer to the UHI Academic Standards and Quality Regulations.

5.2   Appeals that question the academic judgement of a member of staff or an academic assessment body will not be considered.

5.3   Students undertaking non-regulated qualifications (NQs), have no further right of appeal against internal assessment decisions. The final decision rests with the academic partner. External awarding bodies will not accept internal assessment appeals.

5.4   Appeals will not normally be permitted from third parties on behalf of a student.

5.5   SQA Post-results Services for National Qualifications and other external assessments. Please refer to relevant Awarding Body Guidance for further details.

5.6   Exceptional Circumstances Considerations. Please refer to relevant Awarding Body Guidance for further details.

6.   Notification

6.1   All staff members will be notified of changes to the Academic Appeals Policy and Procedures through the normal channels.

6.2   Teaching staff and staff advising students should have a detailed knowledge of the Academic Appeals Policy and Procedures.

6.3   Any changes to awarding body regulations will be reflected in the annual review process of this policy and associated procedures.

6.4   Students will be made aware of the policy within four weeks of commencing their course.

6.5   The policy will be publicly available on the College's website.

7.   Roles and Responsibilities

7.1   Inverness College UHI Board of Management are responsible for approving the policy and ensuring that it is followed. Inverness College UHI Board of Management are also responsible for ensuring the strategic effectiveness of the policy.

7.2   The Depute Principal - Academic Development is responsible for operational compliance with the policy set by the Inverness College UHI Board of Management, and making recommendations to the Board about updates to the policy. The Depute Principal - Academic Development is also responsible for ensuring the operational effectiveness of the policy and making provision for training for relevant staff.

7.3   The Further Education Academic Appeals Policy Ownership Group is responsible for overseeing annual updates to the Policy and Procedures.

7.4   Line managers are responsible for ensuring staff participate in training and follow the policy in their day-to-day role.

7.5   All relevant staff are responsible for familiarising themselves with the policy and procedures.

8.   Legislative Framework
-   Data Protection Act 2018
-   Equality Act 2010
-   General Data Protection Regulations

9.   Related Policies, Procedures, Guidelines and Other Resources
-   Academic Standards and Quality Regulations
-   Further Education Academic Appeals Procedure
-   Inverness College UHI Access and Inclusion Strategy
-   Complaints Policy and Procedure
-   Positive Learning Environment Policy and Disciplinary Procedure
-   Fitness to Study Guidelines
-   Learner Support Policy and Procedures
-   Progression Board Guidance

10. Version Control and Change History

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

University of the Highlands and Islands
Inverness College

Board of Management

Subject/Title:	Learning, Teaching and Research Committee Terms of Reference
Author: [Name and Job title]	Fiona Ambrose, Board Secretary
Meeting:	Learning, Teaching and Research Committee
Meeting Date:	4 June 2019
Date Paper prepared:	24 May 2019
Brief Summary of the paper:	The Terms of Reference of the Learning, Teaching Committee were reviewed in 2017 and a number of changes were made. They were reviewed again in 2018 when the title of the committee was changed to include "research" and the remit was amended to include this function. No further changes are recommended at this time.
Action requested: [Approval, recommendation, discussion, noting]	To consider whether any changes should be made to the TOR.
Link to Strategy: Please highlight how the paper links to, or assists with:** • compliance • partnership services • risk management • strategic plan • new opportunity/change	
Resource implications:	Yes / No **If yes, please specify**:
Risk implications:	Yes / No **If yes, please specify:** Operational: Organisational:
Equality and Diversity implications:	Yes/No **If yes, please specify:**
Consultation: [staff, students, UHI & Partners, External] and provide detail	
Status – [Confidential/Non confidential]	Non Confidential

Freedom of Information Can this paper be included in "open" business* [Yes/No]	Yes		
*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

Learning, Teaching and Research Committee Terms of Reference

Membership
Not less than five members of the Board, including the Principal *ex officio,* the Teaching Staff Representative and the Student Representatives.

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

Frequency of Meetings
The Committee shall meet no less than four times each year.

Remit

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

The Learning, Teaching and Research Committee shall:

1. Oversee the development and implementation of the various strategies aligned to the committee and monitor their performance against targets
2. Recognise trends in education and research and recommend specific initiatives in the College.
3. Monitor student recruitment, retention and achievement and any actions identified
4. Monitor the progress of the annual Student Partnership agreement
5. Monitor data relating to the student experience and performance at the College
6. Ensure that the college continues to maintain and improve the quality of its provision.
7. Monitor the College's preparedness for the ongoing, external scrutiny of its provision.
8. Monitor the development of the College's International links
9. Monitor the Curriculum to ensure that the College meets the needs of students, stakeholders and the local community
10. Receive and consider information on research activity in the college including funding, curriculum support, student journey, professional development and stakeholder engagement
11. Review the results of the external verification visits carried out throughout the year
12. Monitor the level and type of complaints received
13. Receive regular reports from the Students Association and monitor the college response to student concerns

University of the Highlands and Islands
Inverness College

Board of Management

Subject/Title:	Student Partnership Update
Author: [Name and Job title]	Lindsay Snodgrass, Director of Student Services Andrew Bowie, HISA IC Student President
Meeting:	Learning, Teaching and Research Committee
Meeting Date:	4th June 2019
Date Paper prepared:	27th May 2019
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

*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 Partnership

Executive summary

To provide an overview of academic year 2018-19 with regards to the formal Student Partnership Agreement (SPA) and a variety of other aspects of student engagement.

Background information

Student Representation

In AY 2018-19 we have seen an increase in the number of class representatives being elected. We have worked hard with Personal Academic Tutors to encourage them to take responsibility for electing a class representative for their groups. This has resulted in a 14pp increase in the number of class representatives elected since last AY and a significant 25pp increase since 2016-17. Although we have met the targets set by ourselves and HISA for recruitment, this will continue to be a priority going forward.

We have also been successful this year in the training of our class representatives and have seen a 63pp increase in the number of class representatives who have undergone training. We will however continue to challenge ourselves by increasing our target for the number of class representatives we plan to train next year.

	2016-17	2017-18	2018-19	2019-20 target
Number of Class Representatives	227	260	302 (2 over target)	320
Number of Class Representatives who engaged in training	87	106	142 (2 over target)	175

We anticipate we will make further inroads into meaningful student engagement, particularly at FE level, through the new support model and the recruitment of Personal Development Advisor (PDA) team. For example, through the PDAs it will be easier for us to engage with the areas / programmes who have not elected class representatives and target HISA's efforts. It will also enable us to channel feedback in a more meaningful way from the Student Representative Committee (SRC) back to all students.

Active Student Engagement

We have taken significant strides forward in 2018-19 in the way we engage with students through course committee meetings (CCMs) and through the Student Representative Committee (SRC). The format of CCMs have transformed the role of the student from being one of passive feedback provider to being one of active and equal participant. We have seen a high level of student engagement at CCMs, including from non-class representatives, whereby individuals have attended alongside lecturers and external stakeholders to provide their input and shape the next steps for the curriculum area.

We have also seen similar meaningful dialogue emerging from the new format of the SRC whereby HISA have facilitated greater discussion among representatives to gain qualitative feedback on a variety of aspects of student life. This will be an on-going challenge for HISA to ensure that a calendar of discussion themes is planned in advance of the new academic year to support this new approach.

Visibility of the Partnership Agreement and plans for AY 19-20

We were delighted to hear that IC UHI won the UHI Student Support Award for our work on the Partnership Agreement and the resource which was co-created by staff and students. This was deemed to be sector leading and the value of this piece of work as a partnership wide approach is now being considered by the Programme Board in the student equivalence and experience working group.

Planning for AY 19-20 – we are working on how we make the Partnership Agreement more visible and tangible to both students and staff ahead of next year. The action plans are now nearly complete for the three aspects of the Partnership Agreement which have been the focus for this year - Collective Responsibility; Student Voice in Partnership; and Student Life. We will work with both the out-going and the in-coming HISA team to pick the themes we need to focus on for AY 19-20 and how they align with HISA's regional priorities.

![University of the Highlands and Islands Inverness College logo]

Subject/Title:	HISA Inverness End of Year Report
Author: [Name and Job title]	Kat Bateson, Student Association Coordinator Andrew Bowie, HISA Inverness President
Meeting:	Learning Teaching and Research Committee
Meeting Date:	4th June 2019
Date Paper prepared:	24/05/19
Brief Summary of the paper:	To provide an update of HISA Inverness Activity for the academic year 2018-19
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		
*If a paper should **not** be included within "open" business, please highlight below the reason.			
Its disclosure would substantially prejudice a programme of research		Its disclosure would substantially prejudice the effective conduct of public affairs (S30)	
Its disclosure would substantially prejudice the commercial interests of		Its disclosure would constitute a breach of confidence actionable in court (S36)	
Its disclosure would constitute a breach of the Data Protection Act		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

HISA Inverness End of Year Report

Presidents' Foreword

It has been an extremely busy year for HISA Inverness. We have seen a vast increase in the events we host for students, as well as improving how we work with our class reps to represent the views of students most effectively. In September we held our largest and most successful Freshers' ever. At the time of writing, we are bringing this full circle by holding our very first Graduation Ball. This has been a year of development all round as we close our second year as part of the Highlands and Islands Students' Association.

The team are very pleased to be able to offer a report full of positive action and achievements, which the whole team have helped support throughout the year. The officers have been in position since 1st July 2018, and despite only having the equivalent hours of one full time person split between them, they are extremely proud of what they have managed to achieve throughout the year.

They would like to extend their thanks to Kat Bateson and Anne Thom for their support throughout the year, and for all their help in assisting them to achieve everything that they have managed to. They would also like to extend thanks Lindsay Snodgrass, Cat Meighan, Liz Cook and the Vice Principals and Principal for their ongoing work with us, and dedication to the student experience.

- Andrew Bowie, HISA Inverness President
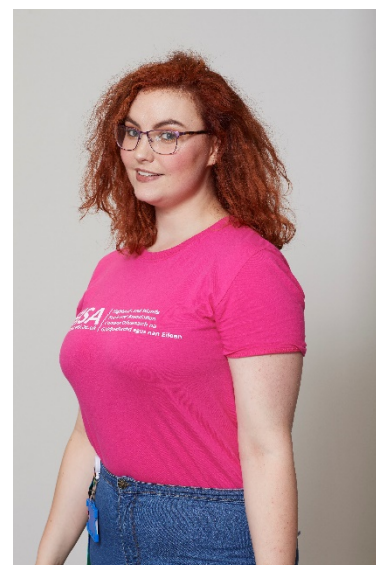
#TeamHISAInverness

Officers for 2018-19

Andrew Bowie,
HISA Inverness President

Feargus Murray,
HISA Inverness Vice President Education

Shawna-Leigh MacKinnon,
HISA Inverness Vice President Activities and Welfare

Staff

Anne Thom,
Administration Assistant

Kat Bateson,
Student Association
Coordinator

Student Voice

Class reps

At the beginning of the year, HISA worked with the college to set ambitious targets for increasing both recruitment and training of class representatives (class reps). As the below table demonstrates, these targets were met successfully. These figures represent a 16% increase in the number of reps, and a 48% increase in the numbers who have engaged in training, both online and in person.

	2016-17	2017-18	2018-19 Target	2018-19 Actual
Number of Student Representatives	227	260	300	302
Number of Student Representatives who engaged in training	87	106	140	157

The Student Representative Council (SRC) meetings were identified as an area of the class rep experience which could see significant improvement this year. Meetings could see up to 100 reps all in the lecture theatre, and creating proactive discussion was difficult. We put in place a new format where meetings are split into two smaller sessions. Feedback from reps has shown an overwhelmingly positive reaction to this shift, with reps highlighting that these smaller meetings make them feel more comfortable speaking up, and moving the meetings out of the lecture theatre has made them feel more welcoming and community driven.

Engagement and attendance at these meetings is reflected in the graph below:
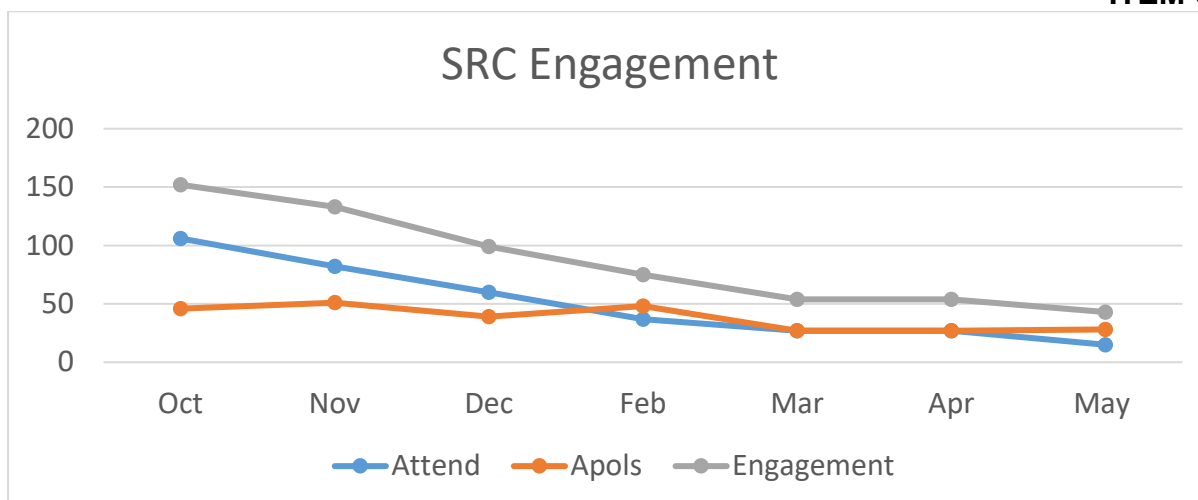
SRC Engagement

Month	Attending	Apologies	Total Engagement
October	106	46	152
November	82	51	133
December	60	39	99
February	37	48	75
March	27	27	54
April	27	27	54
May	15*	28	43

*Meeting took place on same day as scheduled strike action

Statistics on percentage engagement is harder to pinpoint, as 302 represents the number of student reps by year end, and does not account for the fluctuations in reps across the year, including those join during the January intake. However, what is apparent is that engagement, as expected, dropped throughout the year, with the most notable drops coming in the run up to both exam periods, in December and May. There is also a noticeable stabilisation in numbers from February onwards, with the introduction of the new format for meetings which is reassuring.

Going into 2019-20 the team will be working with this new format, and investigating methods to improve rep retention from the start of the academic year. This will include a new range of promotional materials during recruitment, and resources to support reps during the year.

HISA Awards

Each Year HISA holds its annual regional HISA Awards. The HISA Awards give students the chance to thank the staff and students who have inspired and supported them. Awards are available for academic staff, support staff and students.

Nominations close on the 29th May 2019. Categories for nomination this year are:

- Most Inspiring Lecturer
- Most Engaging Video Conference Tutor
- Most Engaging Online Tutor
- Best Assessment Feedback
- Best Personal Academic Tutor/Learning Support
- Best Research or Dissertation Supervisor
- Best Support Staff

- Best Class Representative
- Most Inspiring Student - The Students' Choice
- HISA Sporting Club of the year
- HISA Society of the year

At the time of writing, Inverness College UHI students have submitted 117 nominations. Nominations are expected to exceed last year's record of 125, and Inverness College UHI has the highest number of submissions in the partnership.

Elections

HISA Elections took place during 11 to 15 March 2019 for 3 regional and 16 local officer posts. Every post was contested with 84 candidates (highest number ever) putting themselves forward for the 19 posts. A record 2,733 students voted, giving an overall turnout of 10.4%, a 24% increase on last year. Every partner also achieved their highest number of students voting.

The regional officer team elected for 19/20 are:
- HISA president - Chloe Steele (Lews Castle College UHI)
- HISA Vice President Higher Education - Andrew Bowie (Inverness College UHI)
- HISA Vice President Further Education - Natasha Morgan (Orkney College UHI)

Over 60% of candidates who put themselves forward were female, compared to 38% last year and 15 out of the 19 officers, an amazing 79%, elected are female, compared to 47% last year.

Locally, the following nominations were received:

Position	Nominations 2018	Nominations 2019
Inverness President	6	5
Inverness Vice President Education	3	6
Inverness Vice President Activities and Welfare	5	7
Total	14	18

The following votes were cast:

Position	Votes 2018	Votes 2019
Inverness President	360	551
Inverness Vice President Education	361	447
Inverness Vice President Activities and Welfare	385	483
Total	1106	1481

Following the elections, HISA Inverness are please to present the local officer team for 2019-20:

George Gunn,
HISA Inverness President

Deborah Halliday,
HISA Inverness Vice
President Activities and
Welfare

Vivienne MacKie,
HISA Inverness Vice
President Education

Partnership Agreement

Student Voice in Partnership

This theme has prompted the majority of our work in restructuring class reps meetings. Included in this was also working with the college to promote the new structure of Course Committee Meetings to students and including this in training. The international team were also invited to every third SRC to promote the international opportunities available to students.

Being completed for the end of June is a Student Rep Guide to help reps get to grips with their role and resolve student issues more efficiently. The team is also filming a short video for staff, highlighting areas of best practise and how staff can better use reps to enhance the learning and teaching environment.

Collective Responsibility

As part of this theme, the Vice President Education has worked closely with the Wellbeing Officer to select a '10 Steps to Wellbeing' Style guide. This is the guide produced by Think Positive, an NUS project improving the mental health of students. In addition the team have been connecting with the group currently working on the community garden project.

In March, HISA Inverness also held No Smoking Day, both as part of this action plan and HISAs wider bid to the Healthy Body Healthy Mind awards. This included health promotion materials from NHS as well as anti-litter promotion with regards to smoking stubs.

Student Life

This workstream has seen the most visible developments of all. Discounts from across the city have been collated to now be promoted online for students to view and use. This will most likely be online until the team is able to upload discounts to the TOTUM app.

The team designed and produced an online activities calendar for students to use to find clubs, societies and community activities. Starting from 2019-20 this will now be hosted on the revamped HISA website for ease of access to students.

Most notably, this year are hosting their first ever Graduation Ball at the Waterside Restaurant at the Glen Mhor hotel in Inverness. The event will host an expected 60 students from Inverness College UHI and surrounding partners for a night of dinner and dancing with the fantastic Yung Fellas Ceilidh Band. It is hoped that this event can be made an annual event.

Student Events and Opportunities

Subject Network Junior Researchers

Each year HISA recruits part time student researchers from across the UHI partnership to contribute to the ongoing quality enhancement of UHI through the NSS. This year the following students and their projects from Inverness College UHI were successful in being recruited to the roles:

Subject Network	SNJR	Research Topic
Science, technology and the environment	George Gunn	Anticipating responses to NSS optional question section B6 'Social Opportunities'.
Applied life studies	Rebecca Fretwell	Understanding perceptions and engagement with online learning communities for online students.

Research is currently ongoing and will be available before the beginning of next semester.

Freshers Fayre

HISA Inverness has celebrated it's most successful Freshers ever this year. Over two days HISA Inverness played host to over 120 stalls advertising goods, services and opportunities to students. On Tuesday 11th September the Sports and Activities Fayre included a range of groups from both within and out with the college for students to talk to. This was followed up with a sign up drive at the Freshers Fayre to create and promote clubs and societies.

Freshers Fayre itself was a huge success, with 94 stalls attending. Feedback from both the stalls and students has been extremely positive. In total, over 360 signups were taken in for clubs and societies.

During both events officers were promoting their Pub Quiz which was hosted at The Auctioneers bar on Church Street in Inverness. Thirteen teams showed up on the night with approximately 65 attendees all prepared to "face off against the hardest questions we could find online". Feedback on the night suggested that the students would come to further pub quizzes and so the team has decided to continue this once each month.

Clubs and Societies

At the time of writing, HISA Inverness has 16 affiliated and operating clubs and societies which meet at the following times:

Weekday	Club/Society
Monday	Queerness Drama Film
Tuesday	Christian Union Anime and Manga Basketball Leftness
Wednesday	Volleyball Card and Board Games Geology Pagan
Thursday	Literature Tango Forestry and Aboriculture SNP Islamic
Friday	Vacant due to college early closure

We have seen a large uptake in students forming clubs and societies this year, which has presented us with new and exciting challenges. Going forward into 2019-20 we will be working with our regional activities team to ensure that the training, support and continuity is in place to ensure that clubs continue to succeed year after year.

The team would like to offer special congratulations to the Drama Society, who once again have completed a highly successful show at Eden Court Theatre, with a four star review from the Inverness Courier.

Adventure Weekend

HISA's first regional adventure weekend will take place from 23rd-26th May at Badaguish Outdoor Centre in Aviemore. Places were open to all students across the partnership at the subsidised price of £50 for the three days (students' travel to Aviemore will be funded by HISA). Twenty six paid places, representing eight partners, have been confirmed. Students will be offered the opportunity to try lots of adventurous activities including paddle boarding, climbing outdoors and gorge walking.

Residences Summer Excursion

Following our ongoing work to engage more effectively with students at the Cityheart residences on campus, it has become apparent that there is potential need for a summertime activity for students staying on site. The team is currently investigating options for a day excursion for students in June or July.

Regional Council

This year, HISA Regional Council once again returned to the Mercure Hotel in Inverness. This year also saw the inclusion of a class rep conference held on day two.

In total, seven delegates attended from Inverness College UHI. The event asked delegates to become more involved with the work of the UHI Programme Board, as well as a debate with a range of MSPs and MPs on the future of Brexit. Friday morning also saw a ministerial address from Richard Lochhead, Minister for Further Education, Higher Education and Science.

Other Events

In addition to these larger events, the team have also attended the following events throughout the year:

- Proudness pride March
- Pink Day
- Mental Health Week
- No Smoking Day

University of the Highlands and Islands
Inverness College

Board of Management

Subject/Title:	End of Year Student Survey
Author: [Name and Job title]	Liz Cook, Quality Manager
Meeting:	Learning, Teaching and Research Committee
Meeting Date:	4th June 2019
Date Paper prepared:	26th May 2019
Brief Summary of the paper:	The report provides college wide analysis of the Student Satisfaction and Engagement Survey.
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 paper links directly to the strategic plan.
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	Not applicable

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 Satisfaction and Engagement Survey – Headline Report

Contents

Executive Summary

This year the response rate to the Student Satisfaction and Engagement Survey (SSES) has increased from 42% in 2018 to 47% in 2019. There is a lower response rate from HE learners compared to FE learners. The satisfaction rate remains high at 90%, although 4 percentage points lower than last year.

Satisfaction across curriculum areas is good overall, with each area sitting above 87%. Satisfaction with the quality of service across support areas also remains high.

The analysis of the data provides the basis for recommendations which can be found at the end of the report. These are predominantly from a cross-organisation perspective; however where satisfaction levels across curriculum areas fall below that of the overall college rate, further evaluation will be required at team level to identify the reasons and potential areas for improvement.

Key Findings

- There has been an increase in overall response rate from 42% to 47%
- Overall satisfaction remains high at 90%
- Satisfaction and response rates are higher for FE students than HE students
- Part time students are more satisfied than full time students
- Younger students are more satisfied than older students
- ICUHI sit above the benchmark for five of the ten SFC questions (last published sector data 2017/18). These are: taking responsibility for own learning, useful feedback, student suggestions taken seriously, fair and equal treatment by staff, student association influence change for the better
- The impact of staffing changes or absences appears to have impacted on the level of satisfaction within some curriculum areas
- Satisfaction with teaching methods varies across curriculum areas, levels, and modes. Where approaches work well, students are quick to recognise the value of the teaching method.
- There is greater clarity about the Student Association and the visibility of the class rep

Introduction

The SSES is a crucial tool in gathering a college wide view of the student experience. With ten mandatory questions included as per Scottish Funding Council's (SFC) requirements, the publication of sector wide data enables the organisation to benchmark itself against the rest of the sector on publication of these results. For the first time in 2019, a regional approach will facilitate this benchmarking opportunity across the academic partners in a shorter timeframe.

The purpose of this report is to provide an overview of the methodology used to gain staff and student engagement with the survey, and a cross-organisation summary of the outcomes from the responses provided. The responses to the survey are made

available to curriculum and support teams to feed into self-evaluation activities, such as the Course Committee Meetings, monthly team meetings.

Background

During 2018 – 19, the approach to surveys was identified as a work strand of the Harmonisation of Regional FE Quality Arrangements project. In addition to the mandatory SFC questions, a common set of core questions were developed, agreed and implemented across the region. The questions were mapped to the National Student Survey (NSS) questions during the development which will allow clearer tracking of cohorts of students as they progress. Sufficient flexibility was built into the survey design to ensure partners could ask particular sets of questions relevant to their work activity. For ICUHI, this represented the inclusion of:

- Quality of service provided by areas across the college, which provides valuable information to inform our work with the CSE standard

Students were asked to provide information about their protected characteristics due to changes to data protection legislation. This represented a change in approach for ICUHI this year as previously such fields were pre-populated. It appears the number not completing this section for the SSES has fallen from the non-disclosures in the Early Student Experience Survey (ESES).

An overall target of a regional response rate of 60% was agreed across the partnership as a stretch target to mirror the FE returns in the previous academic year.

All colleges across Scotland are required to participate in the SFC Student Satisfaction and Engagement Survey. This forms part of the Regional Outcome Agreement and as such is a Performance Indicator of the College, used by the SFC to measure success. In 2019, SFC set a benchmark figure of 50% response rate for colleges, across each mode and level. UHI Academic Partners are only required to submit FE figures, whereas other colleges across Scotland submit both FE and HE (HN) figures. The outcomes are published as part of a sector-wide report, which ultimately provide ICUHI with benchmark data which is used, in part, to inform continuous improvement within the organisation.

The mandatory SFC questions were embedded within a wider college survey. The Regional SSES survey was broken down into the following categories:

- SFC student satisfaction and engagement survey questions
- Student Community
- Learning & teaching
- Assessment and Feedback
- Academic Support
- Organisation
- Learning Resources
- Digital Skills
- Quality of Service

Methodology

A comprehensive strategy was developed to inform working practice, including successful approaches taken during the previous ESES and SSES. For example:

- A launch day with computer suites available, and free breakfast for those completing the survey on day 1
- Awareness raising through the use of social media, text reminders
- A number of awareness raising sessions with PATs, to ensure full understanding and to allow sharing of current good practice in relation to engagement
- A prize draw
- Close liaison with local HISA office

The survey was open for four weeks in total. A run chart captured the correlation of activity undertaken to the response rate on any given day to inform activities for future surveys.

Response Rate

Number of Responses
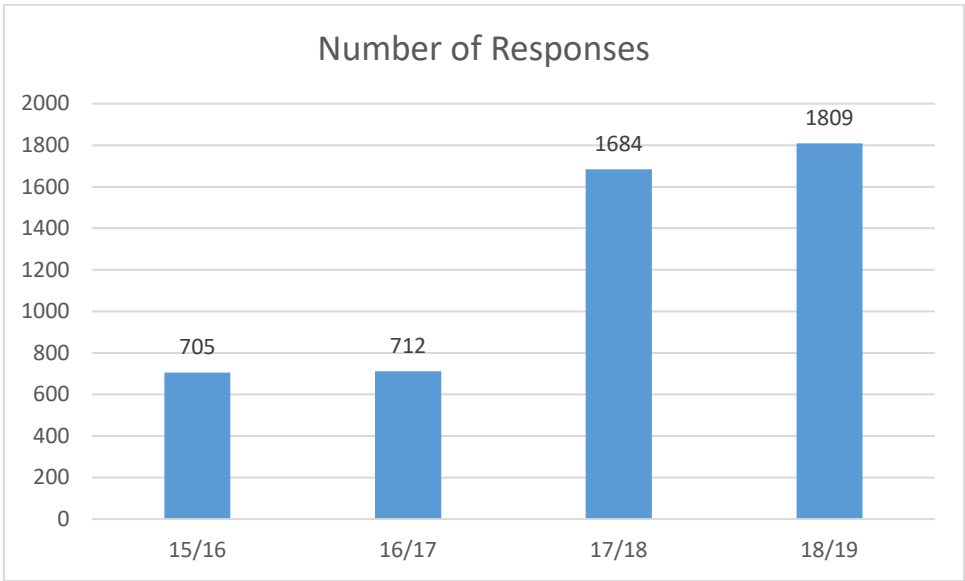
A total of 3792 students were targeted through the survey via an individual link sent to student email addresses. This excluded those students identified as taking part in the NSS, and those on a course of less than four credits. Surveys were completed by 1809 students in total, equating to a 47.7% response rate. An increase of just over 5% from last year.

Responses to SSES %
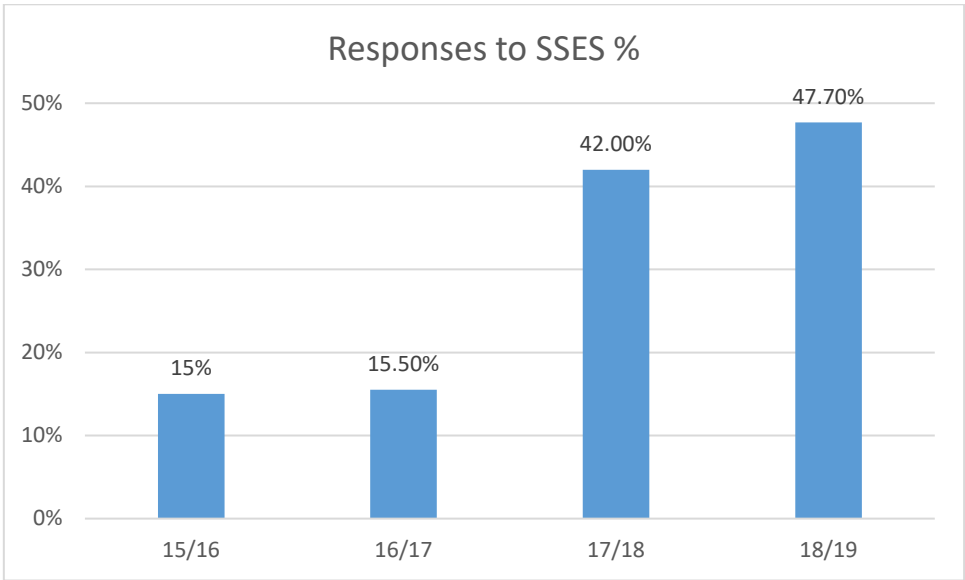
Response Rate by Level and Mode

Level & Mode	% of Level & Mode Response Rate
FEFT	65%
FEPT	39%
HEFT	51%
HEPT	33%

The table above shows the percentage response rate for each of the levels and modes. It can be seen that the response rates for HE students are lower than FE students. This may be due to the timing of other surveys e.g. NSS, module surveys. This response rate pattern is in line with the sector (SFC SSES PI Tool).

Responses by Curriculum Area

Curriculum Area	No. of Responses	Curriculum Area Response Rate %
Science	94	43%
Business, Computing & Hospitality (BCH)	371	72%
Care Practice	293	40%
Construction Technology	200	43%
Cultural & Creative Industries (C&CI)	264	50%
Education	90	51%
Engineering Technology	195	41%
Hairdressing, Beauty & Sport (HBS)	227	43%
Forestry	75	47%

The response rate by curriculum area is varied, ranging from 40% to 72%, with all but one area in the 40-51% range. This is a marginally larger range than last year, with higher percentage returns. Curriculum teams worked well to engage students, through a range of activities. The activities were tailored to the student cohorts, for example, through PAT sessions, using the LRC, engagement of on-line or WB learners through discussion boards.

Interpretation of the results

In analysing the data, percentages throughout the survey are calculated on the basis of the respondents to the questions.

Within the free text responses, it should be recognised that there are highly individualised responses. High level categorisation has been undertaken to determine discernible themes or patterns emerging. It should be noted the free text analysis adds colour to the quantitative data available. It provides assistance to teams by contextualising the quantitative data to identify what is working well or what requires enhancement for their particular service or curriculum area.

Trend data has been included where this is available. In comparing trend data, the following categories of percentage satisfaction have been used:

	Overall satisfaction > 80%
	Overall satisfaction 70-79%
	Overall satisfaction < 70%

Where no trend data is available, or where it is more appropriate to do so, comparisons are drawn against the overall college score.

Findings
Overall Satisfaction with College Experience

Overall Satisfaction %

|	15/16	16/17	17/18	18/19
	88%	87%	94%	90%
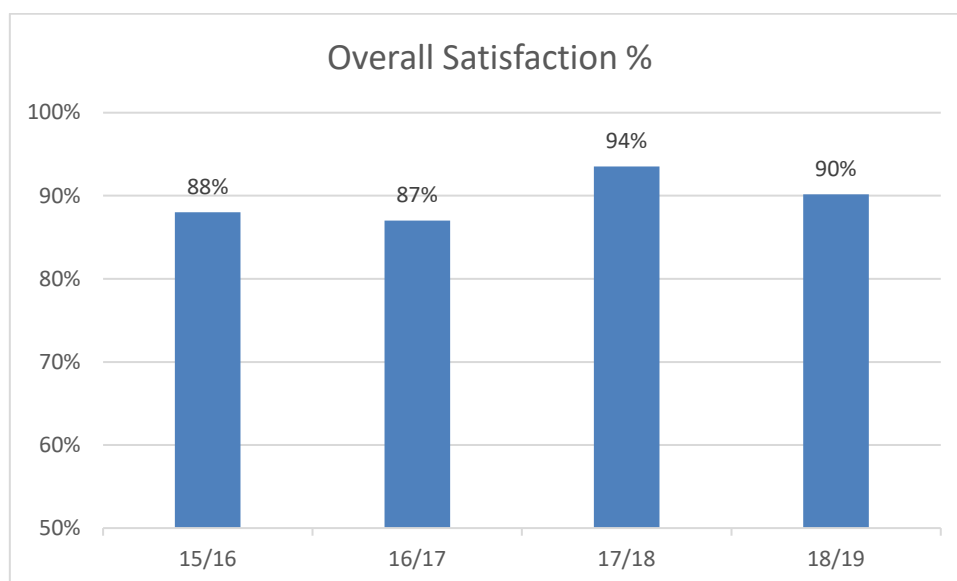
Whilst there has been a 4ppt decrease in the overall satisfaction rate of students from 2018 to 2019, the overall satisfaction rate remains high at 90%.

Potential reasons for the result could include:
- Increased transparency of roles and responsibilities provided by the partnership agreement; highlighting more clearly where there is a shift away from the stated responsibilities
- Organisational changes
- Changes in experience from year to year

Anecdotal evidence from across the sector indicates a general apathy from students in respect to survey completion which manifested as slower and lower response rates. It will be interesting to formally learn the outcomes from across the sector in relation to both final response rates and the impact on satisfaction results. The results will be published in January 2020.
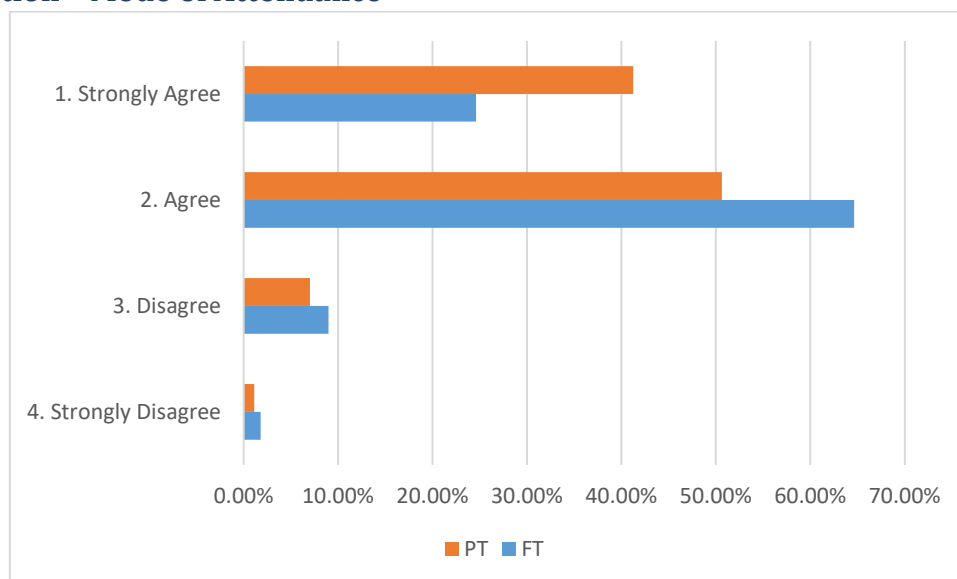
Satisfaction – Level of Study
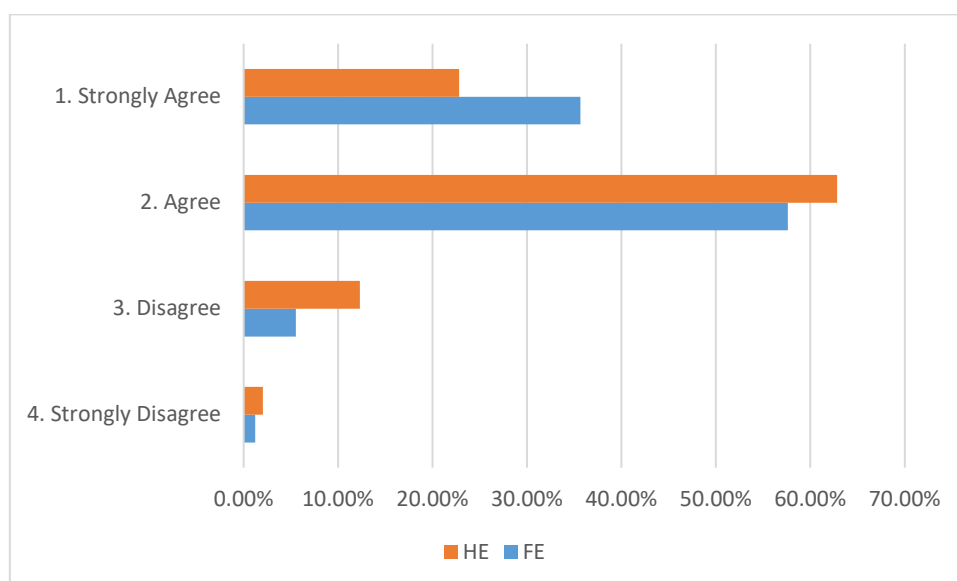
Level of Study	Strongly Agree	Agree	Disagree	Strongly Disagree	Raw Count	% Satisfaction
FE	380	614	59	13	1066	93
HE	167	460	90	15	732	86

The overall satisfaction rate is higher in FE students (93%) than HE students (86%). Compared to the previous survey this represents a 2ppt and 4ppt decrease respectively.

Of those who responded to the survey, 59% were FE students, 41% HE students. 14% of HE respondents expressed dissatisfaction with their college experience, they sit across the nine curriculum areas with two areas (BCH and HBS) contributing 45% of the dissatisfied respondents. From the free text comments, the dissatisfaction relates most strongly to teaching methods. Further analysis will be required at curriculum level to identify areas for improvement.

Satisfaction – Mode of Attendance

MOA	Strongly Agree	Agree	Disagree	Strongly Disagree	Raw Count	% Satisfaction
FT	288	756	105	21	1170	89
PT	259	318	44	7	628	92

The overall satisfaction rate for full-time students in 89%, and 92% for part time students. This represents a decrease of 4ppt for full time students and 3ppt for part time students.

11% of full-time students expressed they are not satisfied with the college experience. They sit across the nine curriculum areas with three areas (BCH, C&CI, HBS) contributing 59% of the dissatisfied respondents.

Satisfaction - Ethnicity

The following table highlights levels of satisfaction by ethnic background. It can be seen that each category sits at 85% or above.

| Ethnic Background	% Satisfaction	Responses
BME	100%	34
British	92%	120
Not given	85%	27
Polish - White	95%	123
White – UK and Irish	92%	1454

Satisfaction – Declared Disability
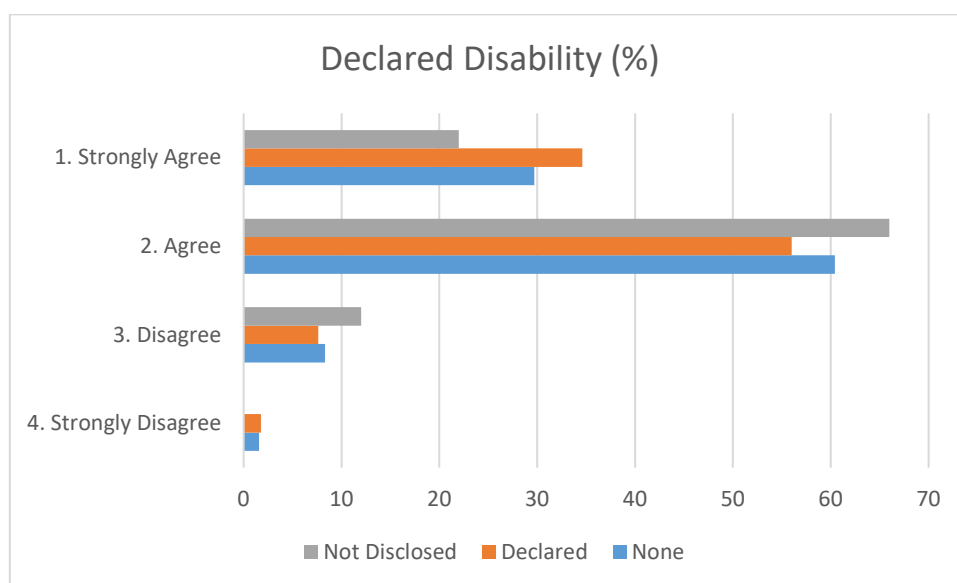
Declared Disability	Strongly Agree	Agree	Disagree	Strongly Disagree	Raw Count	% Satisfaction
None	418	850	117	22	1407	90
Declared	118	191	26	6	341	91
Not Disclosed	11	33	6	0	50	86

Learners with no declared disability have a satisfaction level of 90%, learners with a declared disability 91%. The proportion of those students choosing not to disclose fell by 4ppt compared to the ESES.
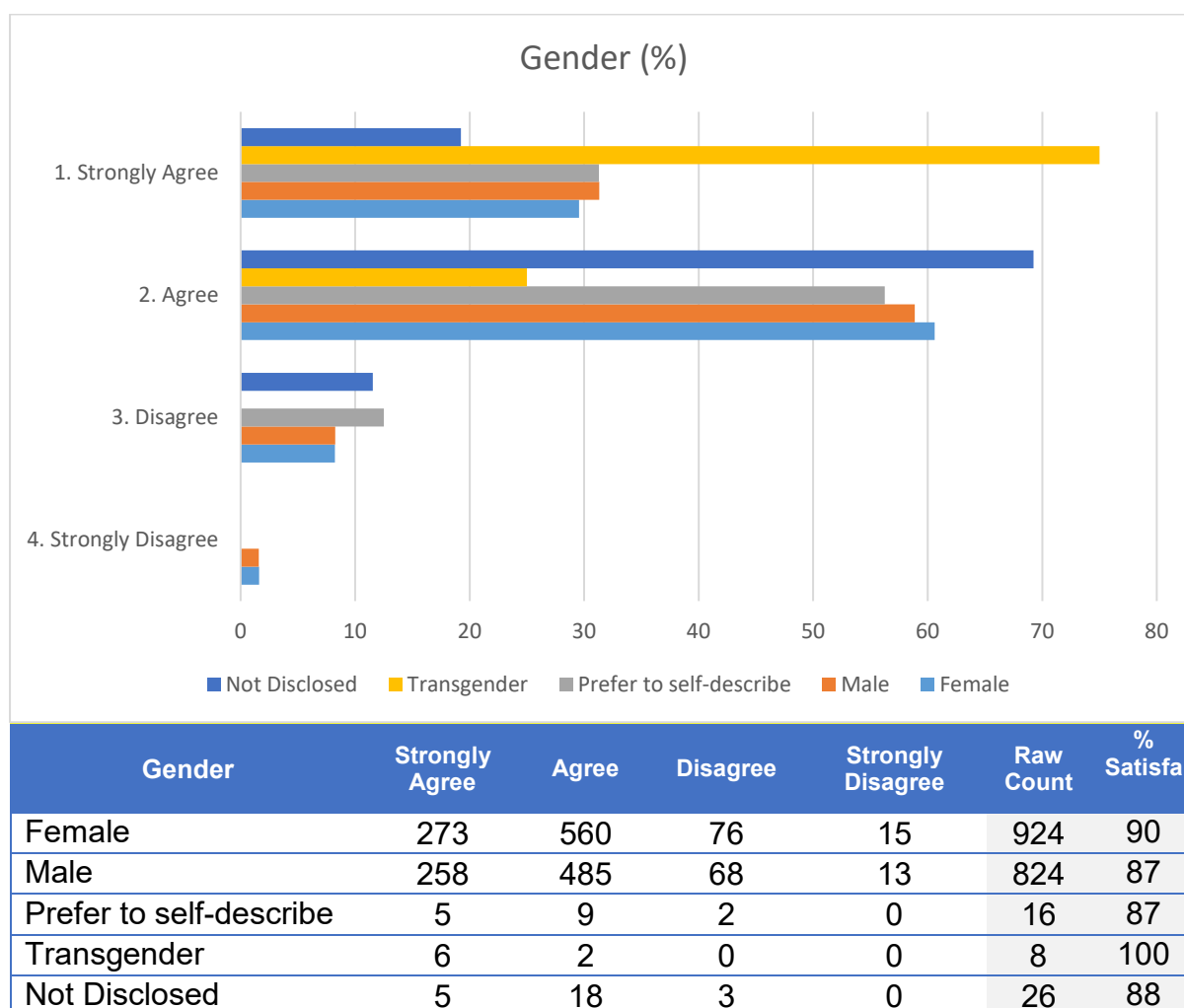
Satisfaction – Age Group
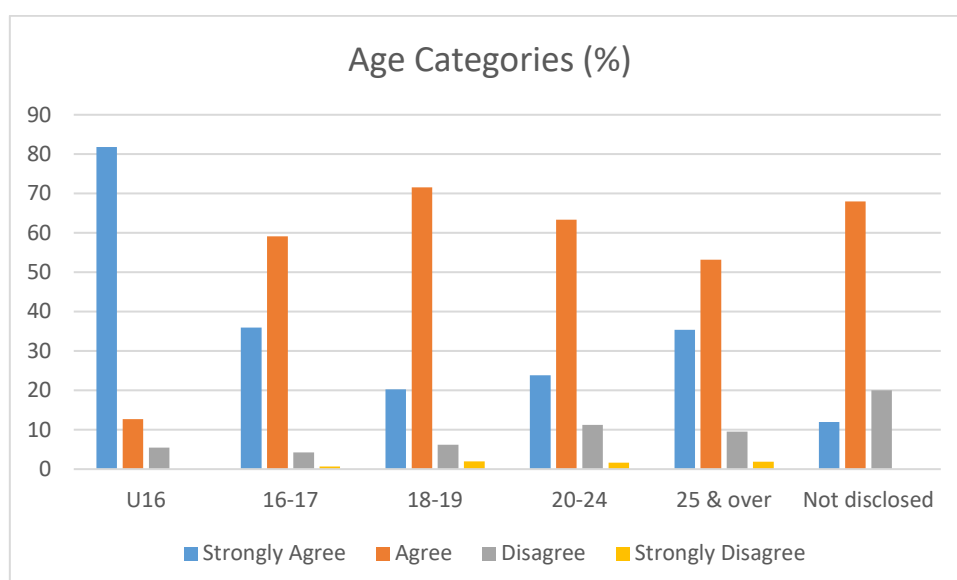
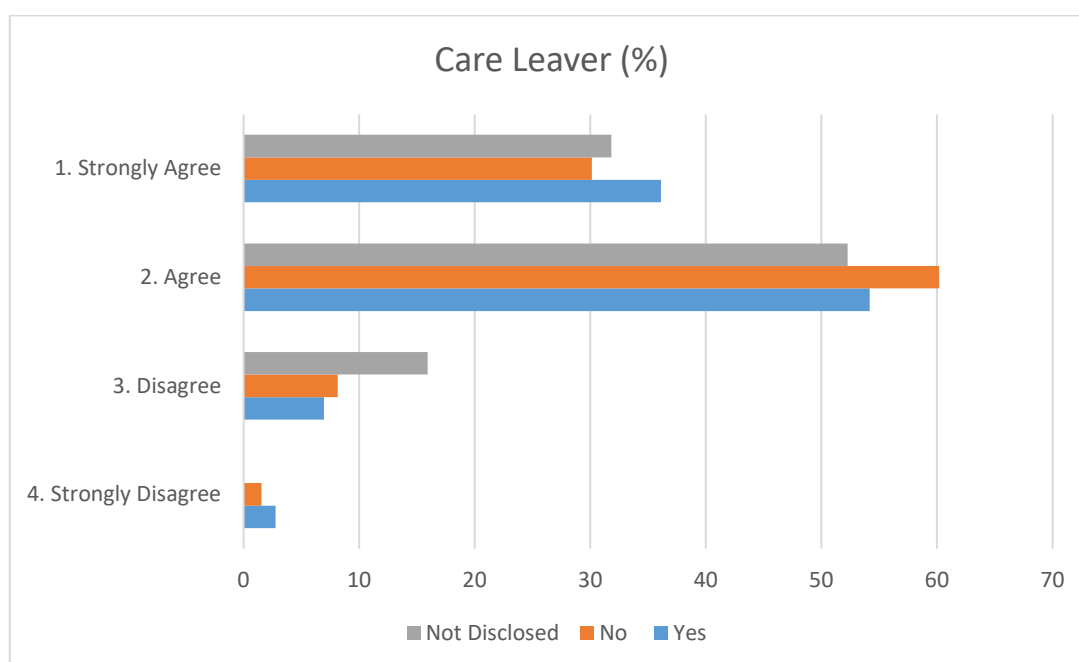| Age Group	Strongly Agree	Agree	Disagree	Strongly Disagree	Raw Count	% Satisfaction
U16	45	7	3	0	55	95
16-17	110	181	13	2	306	95
18-19	82	290	25	8	405	92
20-24	102	271	48	7	428	87
25 & Over	205	308	55	11	579	89
Not Disclosed	3	17	5	0	25	80

The age categories with the highest level of satisfaction are the U16 and 16-17yo at 95%. The lowest level of satisfaction of those students disclosing their age is seen in the 20 – 24yo category at 87%. The 13% who are not satisfied in this category equates to 55 learners; 37 HE, 18 FE. These students are spread across all nine of the curriculum areas.

Satisfaction – Gender

Gender	Strongly Agree	Agree	Disagree	Strongly Disagree	Raw Count	% Satisfa
Female	273	560	76	15	924	90
Male	258	485	68	13	824	87
Prefer to self-describe	5	9	2	0	16	87
Transgender	6	2	0	0	8	100
Not Disclosed	5	18	3	0	26	88

87% of males and individuals who prefer to self-describe are satisfied with their overall college experience. Satisfaction levels are higher in females at 90%, and transgender at 100%.

Satisfaction - Care Leaver

| Care Leaver	Strongly Agree	Agree	Disagree	Strongly Disagree	Raw Count
Yes	26	39	5	2	72
No	507	1012	137	26	1682
Not Disclosed	14	23	7	0	44

The proportion of students not disclosing in this category has fallen by 4ppt since the ESES. 90% of students who are care leavers are satisfied with their college experience so far, as are those who are not care leavers.

Satisfaction Rate - Curriculum Area

Curriculum Area	Overall Satisfaction 2019 %	Raw Count
Science	88.29%	83
Business, Computing & Hospitality	87.33%	324
Care Practice	91.47%	268
Construction Technology	94.44%	187
Cultural & Creative Industry	90.46%	237
Education	94.32%	83
Engineering Technology	89.69%	174
Hairdressing, Beauty & Sport	87.89%	196
Forestry	92.00%	69

Satisfaction rates are high across all curriculum areas ranging from 87.33% to 94.44%. The overall satisfaction rate for the college is 90%. Five areas sit above this level, four below. There have been a number of changes to the groupings of the curriculum areas this academic year, and such trend data is limited at this level. Of the three areas that have remained the same, two experienced similar levels of satisfaction, one experienced a decrease in overall satisfaction. Data is made available to programme teams at a more granular level that allows trends to be incorporated within the evaluation process.

The chart below shows the spread of the level of satisfaction per curriculum area:
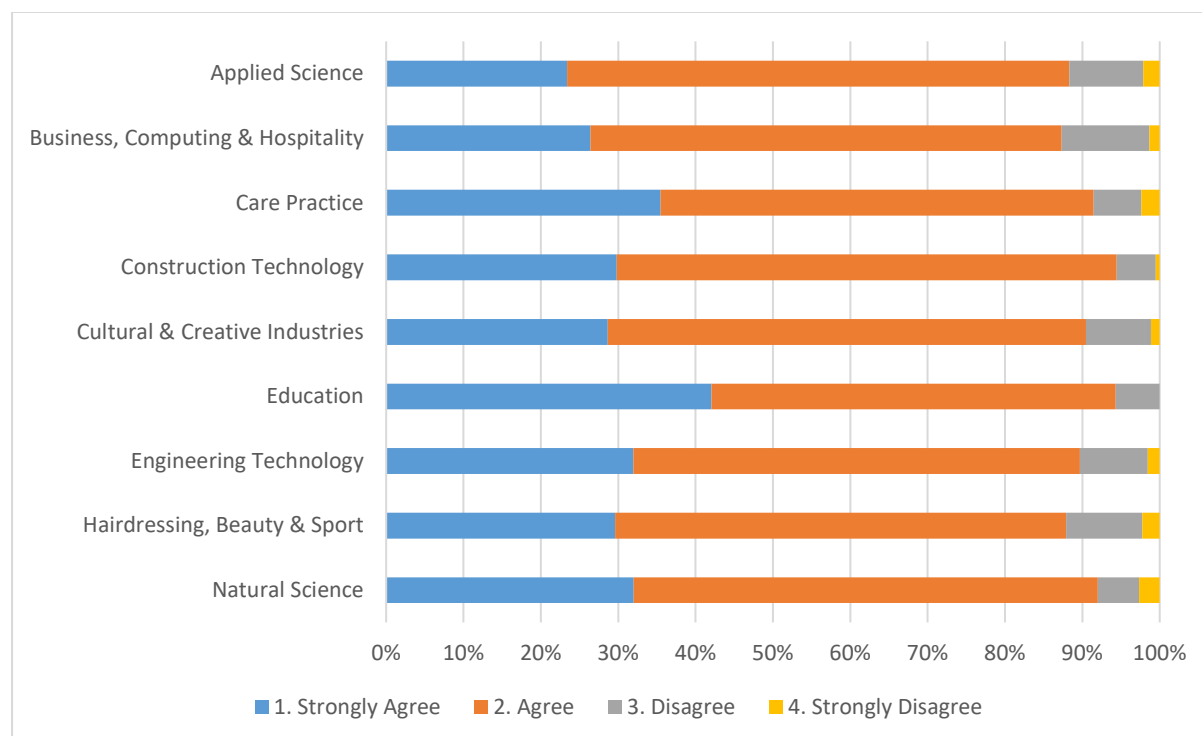
SFC Mandatory Questions

Question	15/16 %	Raw Count	16/17 %	Raw Count	17/18 %	Raw Count	18/19 %	Raw Count	17/18 Latest Published Sector Results (%)
1. Overall, I am satisfied with my college experience	87.2%	620	87.0%	620	93.5%	1573	90.2%	1621	91.2
2. Staff regularly discuss my progress with me	78.5%	559	73.0%	515	83.4%	1397	81.1%	1458	82.6
3. Staff encourage students to take responsibility for their own learning	95.9%	679	96.0%	684	96.8%	1623	96.6%	1735	94.3
4. I am able to influence learning on my course	79.9%	567	80.0%	567	86.8%	1449	83.1%	1489	85.8
5. I receive useful feedback which informs my future learning	81.5%	579	79.0%	559	88.5%	1480	87.6%	1572	86.4
6. The way I'm taught helps me learn	77.3%	556	77.0%	548	86.3%	1443	84.1%	1513	85.9
7. My time at college has helped me develop knowledge and skills for the workplace	83.1%	592	83.0%	590	89.5%	1498	87.6%	1576	89.7
8. I believe student suggestions are taken seriously	72.5%	516	71.0%	512	81.1%	1354	78.9%	1413	77.5
9. I believe all students at the college are treated fairly and equally by staff	81.7%	581	83.0%	590	88.1%	1469	87.3%	1566	84.3
10. The college Student's Association influences change for the better	76.8%	555	74.0%	525	82.9%	1352	82.9%	1448	57.7

The results for the SFC mandatory questions can be seen in the table above. The satisfaction rates range from 78.9% to 96.6%. The two lowest scoring categories are students believing their suggestions are taken seriously, and staff discussing progress with students. Both questions have seen a marginal decrease of 2%. 5 curriculum areas sit under the overall college score of 81.1% for question 2, and 4 sit above. The same can be seen for question 8, although the curriculum areas differ. This comparative analysis will be shared with curriculum teams to enable sharing of good practice and approaches adopted.

Students strongly believe staff encourage them to take responsibility for their own learning, with a 96.6% agreement rate. This continues to be a high scoring question.

Student Community

		18/19	
		%	Raw Count
Q11	I know who my class rep is	84.47%	1322
Q12	I know what the role of my class rep is	71.71%	1288
Q13	I feel part of a community of staff and students	81.23%	1454

In previous surveys, the question asked was 'I know who my class rep is and what they do'. For the previous two academic years, the question had been the lowest scoring in terms of satisfaction at 71 and 73% respectively. It can be seen by dividing the question up the area for focus will need to be about the role of the class rep. Further emphasis on the materials already available, targeting those curriculum areas with the lower scores for these questions and the promotion of the Student Engagement and Representative Award (pending SCQF Credit Rated Award) should have a positive impact on the responses in future surveys.

Q13 is a new question introduced this year, and as such there is no directly comparable trend data. Using a question from the NSS, the above result will allow for tracking over time across cohorts of students.

Learning and Teaching

		18/19	
		%	Raw Count
Q14	I am happy with the way my course is taught	81.3%	1463
Q15	I have had the right opportunities to work with other students as part of my course	92.0%	1652
Q16	I feel this has been the right course for me	92.1%	1653

These questions are new for this year's SSES. There is a good level of satisfaction seen across each question, with further analysis needed at curriculum level.

Assessment and Feedback

		16/17		17/18		18/19	
		%	Raw Count	%	Raw Count	%	Raw Count
Q17	Assessment requirement were made clear to me in advance	83.0%	592	85.0%	1429	88.8%	1582
Q18	Feedback on my work has been within the agreed timeframe					85.3%	1530

It is encouraging to see that expectations about assessments has maintained a high level of agreement, increasing by nearly 4ppt. Question 18 has been rephrased from 'feedback on my work has been timely' to reflect the agreed timeframe as it is more measurable and less driven by individual expectations. It is encouraging to see that there has been a 3 ppt increase since last academic year.

Academic Support

		16/17		17/18		18/19	
		%	Raw Count	%	Raw Count	%	Raw Count
Q19	I have received sufficient advice and support with my studies	82.0%	586	88.0%	1482	89.4%	1603
Q20	I have been able to contact staff when I needed to	90.0%	637	93.0%	1564	93.1%	1676
Q21	I have had reviews with my PAT to discuss my progress	75.0%	532	80.0%	1349	84.7%	1507

Students continue to express a high level of satisfaction about the level of support and advice received. The lower scoring question, Q21 has seen an increase of nearly 5 ppt since last academic year. This is encouraging, and can be linked to the embedding of the process to drive completion of INSIGHT.

Organisation

		16/17		17/18		18/19	
		%	Raw Count	%	Raw Count	%	Raw Count
Q22	Overall, the course has run smoothly throughout the year	74.0%	530	86.0%	1445	82.1%	1480
Q23	The timetable has worked effectively					84.9%	1522
Q24	Any changes in the course or teaching have been communicated effectively	75.0%	539	83%	1398	85.3%	1531

It can be seen that there has been a 4ppt decrease in satisfaction regarding the smooth running of the course. Seven curriculum areas fall under the overall rate of 82.1%. Programme teams will need to analyse the data at programme level to determine where they can influence change for the better. Question 23 is new for 2019, and is linked to the NSS question set. It can be seen that there has been a 2ppt increase regarding the communication about course or teaching changes.

Learning Resources

		18/19	
		%	Raw Count
Q25	I have been able to access IT resources when I need to	94.48%	1693
Q26	The IT resources and facilities provided have supported my learning	94.29%	1685
Q27	I know where to access help and support to use IT resources	92.85%	1650
Q28	The library resources (e.g. books, online services) have supported my learning	88.39%	1576
Q29	I had suitable access to study space	91.31%	1628

A new question set for 2019, there is a high level of satisfaction across each of the questions. Where responses fall under the overall score achieved, curriculum teams in conjunction with appropriate support teams will need to review areas for potential improvement.

Digital Skills

		18/19	
		%	Raw Count
Q30	The College helps me stay safe online.	86.85%	1545
Q31	I have regular opportunities to review and update my digital skills.	79.57%	1406
Q32	My course provides me with the right digital skills for my career.	85.25%	1509

This set of questions is new to the bank this year, and was included to allow feedback to be gained on the use of digital technology whilst studying at the college, as well as being future facing.

Question 31 as the lowest scoring gives both curriculum teams and those support teams with a link to digital technology the opportunity to consider how digital skills are embedded within the classroom and support areas. Five curriculum areas fell below the overall score of 79.57%.

Quality of Service

Service	Satisfaction %			
	17/18		18/19	
	%	Raw Count	%	Raw Count
Admissions/Applications	95%	1326	94%	1366
ASN	92%	547	93%	697
Cafeterias	86%	1125	86%	1383
Cash Office	90%	738	92%	805
ELCC	93%	411	93%	381
Funding	85%	1064	87%	918
Guidance	91%	908	90%	993
Hairdressing & Beauty Salon	92%	528	95%	519
HISA	91%	794	89%	649
ICT	94%	1028	95%	958
Lecturing Staff	94%	1371	93%	1503
Library	97%	1246	94%	1109
LRC	95%	1076		
Reception	95%	1332	97%	1469
SkillZone	94%	749	94%	688
Wellbeing & Counselling	91%	618	93%	570

In all areas, students are satisfied with the quality of service provided by individual areas. The range is 86 to 97%, and it can be seen that there have been marginal increases (7 areas), marginal decreases (6 areas) across the college. Teams will need to make use of granular data to identify any themes emerging from those students expressing dissatisfaction, and to evaluate the split between the very satisfied and satisfied responses.

Free Text Responses

There were two opportunities for students to provide free text comments in the survey.

Category	Learning & Teaching – No. of responses		Any other comments – No. of responses	
	Positive	Negative	Positive	Negative
Additional Support Needs				2
Admissions & Student Funding				7
Canteen		6		33
Communication		20		14
Customer Service				1
Estates & Campus Services		2		6
External Comment				3
Feedback		8		
Finance				3
General Comment		4		
Guidance				4
HISA		14		6
Learning & Teaching	17	59	11	23
Library				22
Organisation & Management		11		3
Overall Experience	10		31	
Progression				2
Reception				1
Resources				4
Space		3		2
Staffing		14	9	10
Support	3	26		11
Survey		17		7
Timetabling		9		10
Total:	**223**		**225**	

A good number of comments were received; and these have been categorised at high level to aid the identification of themes emerging. At college wide level the three categories highlighted above had the most comments provided. Free text comments often focus on areas for improvement. There are a good number of positive comments received during this survey.

Of the negative comments about learning and teaching, students reflect on an inconsistency of approach by teaching staff – in relation to treatment of students and teaching methodology. Lack of currency of some learning materials has been highlighted, and a failure to make materials and recordings of lectures easily available. Where positive comments have been made about learning and teaching, students describe staff (lecturers and PATs) going above and beyond for their students.

Two examples of the overall experience comments are included here to highlight the overall theme in this area:

'It's been really lovely, overall, being a student here. My lecturers are well versed in their fields and the building as a whole is easy to be about in and my time here has helped me become more confident and relaxed about things.'

'Coming to college has been life changing. Being out of the workforce and education. I feel coming to college and the interactions with staff and students through the campus has helped me find my confidence and self-esteem. Although not everything has been positive even negatives have been turned out to be an opportunity to build resilience mentally to cope with the wider world where it is inevitable to face prejudice or negativity.'

The comments made in the Support category are wide ranging and are specific to individual circumstances. For example, about problems experienced within the classroom, the measures taken to feedback about problems encountered, the level of and accessibility of support offered across the college.

Recommendations and Next Steps:

Recommendations:

- Exploration and engagement with sector wide debate about the suitability of the question set for students who may not associate themselves with the college, for example, apprentices and school pupils
- Individual teams to reflect on the engagement with the survey in their area, and ways to increase the response rate at a local level
- Individual teams to reflect on the satisfaction rates in their area to identify potential areas for improvement

It is recommended there is a college-wide focus on improvement in the following areas:

- The use of digital skills within the classroom linked to the opportunities students have to review and improve their own skill set
- Consistently high standards of teaching practice
- The brand, transparency and effectiveness of the class rep system
- Consideration into how the new PDA role can best impact on the consistency and expectation around the review of progress

Next Steps

- Dissemination of curriculum area response rates to allow benchmarking and sharing of good practice (Programme level results are already available to teams through the publication of SSES pivot table tool).

- Individual area evaluations as part of overall self-evaluation process, to feed into the review of the Enhancement Plan

University of the Highlands and Islands
Inverness College

Board of Management

Subject/Title:	Student Recruitment 2018-19 - Update
Author: [Name and Job title]	Roddy Henry Depute Principal – Planning and Student Experience Ken Russell Depute Principal – Academic Development
Meeting:	Learning, Teaching and Research Committee
Meeting Date:	4 June 2019
Date Paper prepared:	24 May 2018
Brief Summary of the paper:	To provide the committee with an update on student recruitment in 2018-19.
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.)			

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 Recruitment 2018-19 - Update

Executive summary

The current student activity indicates that:

- The current forecast for FE activity is that the college will exceed its credit target by a small margin.
- HE undergraduate recruitment (FTE) is forecast to be 14 FTE (<1%) below the funded undergraduate target at the year-end.
- The college's taught postgraduate provision has exceeded target this year.

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

- FE enrolments include 166 from the EU, 12 from the rest of the UK and 11 international
- Overall HE FTE include 109.3 from the EU, 29.5 from the rest of the UK and 8 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*. A small number of FTE (67) is funded through ESF this year, up from 27 last year.

Student activity against 2018-19 targets as at 22nd February 2018

FE Activity

The FE core credit target for 2018-19 is 28,915, with an additional ESIF credit target of 296, making a total of 29,211.

FE	2018/19
Core Credit Target	28,915
ESIF Target	296
Total Target	29,211
Total Credits as at 24/5/2019	**29,193**
Total Credits as at 28/05/2018	*28,711*

The total current FE enrolments for 2018-19 is 4,525 generating 29,193 credits, slightly above the running credit total for this time last year. Some further FE enrolments will take place before the year-end.

The current forecast for FE activity is that the college will exceed its credit target by a small margin. It remains a challenge to ensure that the target is met. The challenge to meet credit target is replicated across the region, with two partners forecasting a shortfall at year-end, which may result in the UHI being unable to claim all ESIF credits available. In addition, a shortfall may result in a reduced regional credit target in future years.

HE Activity

The HE (PPF) target for 2018/19 for undergraduate students with a fee status of 'Scottish' or 'European' is 1,618 FTE. This includes a cohort of 67 FTE funded through ESF grant.

As at 24th May 2019 the FTE, counting by module attachment is 1,604.2 FTE.

PPF Target HE FTE (Undergraduate students, including SC and EU fee statuses, excluding PGDE)	**1,618**
Current HE students as at 22/2/2019 - count by Module attachment.	**1,604.2**

The 'count by Module attachment' FTE estimate is used by EO Student Records Office to provide a running total of FTE throughout the year. The current estimate projects a 14 FTE shortfall in against our HE target, the financial impact of which is difficult to calculate due to the microRAM calculations, however it may amount to £3,000 per FTE.

The college's taught postgraduate provision has exceeded target this year:

PPF Target – Taught Postgraduate FTE	**34**
Current Taught Postgraduate FTE at 8/5/2019	**65.5**

The additional taught postgraduate numbers will go some way to alleviating the financial impact of not making the undergraduate target. More information on this should be available by the time the committee meets on 4 June.

The international recruitment arrangements for HE continue to be addressed with EO. The Deputy Principal – Academic Development and the International Development Executive for IC have recently participated in a consultation exercise with the Business Improvement Team to address the challenges and opportunities for ICUHI.

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
Scottish	4319
EU	166
International	11
RUK	12
(blank)	17
Grand Total	**4525**

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

Qualification Type	Scottish	EU	Grand Total
CertHE	6.0		6.0
CPD	5.5		5.5
DipHE	24.7	1.0	25.7
First Degree	824.4	41.7	866.0
HN Level	28.2	1.0	29.3
HNC Level	396.1	18.3	414.5
HND Level	208.4	16.8	225.2
ROA Level	5.0	27.1	32.1
Grand Total	**1498.3**	**105.9**	**1604.2**

All HE FTE by Qualification and Fee Status:

Qualification Type	Scottish	Scottish with Overseas term time address	EU	EU with overseas term time address	International	International with overseas term time address	Rest of the UK	Rest of the UK with overseas term time address	Grand Total
CertHE	6.0								6.0
CPD	5.5								5.5
DipHE	24.7		1.0						25.7
First Degree	824.4		41.7		3.0		16.0		885.0
HN Level	28.2		1.0		0.1				29.4
HNC Level	396.1		18.3						414.5
HND Level	208.4		16.8				2.0		227.1
PGDE	40.0						1.0		41.0
Research Degrees	0.0		0.0		0.0		0.0		0.0
ROA Level	5.0		27.1		4.7				36.8
Taught Postgraduate	59.9	4.3	2.2	1.2		0.2	5.0	5.6	78.2
Grand Total	**1598.1**	**4.3**	**108.1**	**1.2**	**7.8**	**0.2**	**23.9**	**5.6**	**1749.2**

Student Recruitment for 2019-20

The tables below provide a summary of active applications received to date for courses commencing in August/September 2019.

FE

Subject Network	Course Target	All Active Applications Total	No Offer Total	No Decision	Waiting Interview Arranged	Reserve Total	Total 'Offer in Progress' and 'Accepted'	Active Offers in Progress Total	Active Accepted Total
Total 22 May 2019	1539	2138	642	387	255	175	1321	230	1091
Total 21-May-2018		*2033*	*728*	*257*	*471*	*93*	*1212*	*286*	*926*

HE

Subject Network	Course Target	All Active Applications Total	No Offer Total	No Decision	Waiting Interview Arranged	Reserve Total	Total 'Offer in Progress' and 'Accepted'	Active Offers in Progress Total	Active Accepted Total
Total 22 May 2019	1006	1347	387	275	112	41	919	214	705
Total 21-May-2018		*1390*	*457*	*269*	*188*	*11*	*922*	*329*	*593*

Roddy Henry, Depute Principal – Planning and Student Experience
Ken Russell, Depute Principal – Academic Development

University of the Highlands and Islands
Inverness College

Board of Management

Subject/Title:	Student Retention 2018-19
Author: [Name and Job title]	Roddy Henry, Depute Principal Planning and Student Experience
Meeting:	Learning, Teaching and Research Committee
Meeting Date:	4 June 2019
Date Paper prepared:	23 May 2019
Brief Summary of the paper:	This paper provides an analysis of the student retention/withdrawal rates to date for 2018-19.
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

Student Retention 2018-19

Executive summary

Student retention, and student success, is a priority in terms of the ongoing monitoring of programmes across the college. This report provides a summary and analysis of retention rates for students in 2018-19 across levels and modes of study.

Overall, student retention looks to have improved this academic year based on current data. Early retention on full-time FE programmes has improved significantly, although further retention has fallen slightly. Retention on full-time HE programmes is better at this stage in the year than it was at the end of 2017-18.

Background information

1 November is the Scottish Funding Council (SFC) 'cut-off' date for Early Withdrawal (EW) on full-time FE programmes commencing in August, and the same date is used internally to evaluate EW for full-time HE programmes. On part-time programmes, the cut-off date is 25% into the duration of the course. Part-time programmes, particularly at FE, recruit throughout the year and therefore EW rates change accordingly. FE students withdrawing before the EW date do count towards credit activity.

Further Withdrawal (FW) for full-time programmes starting in August/September is calculated from 1 November to the end of the course, and from the 25% date to the end of the course for all other programmes.

A summary and analysis of withdrawal rates are provided below. The data used were taken from the college dashboard on 22 May 2019.

Table 1: Withdrawal rates over time for students on FE and HE programmes

LEVEL_OF_STUDY	AC_YEAR	ENRs	EARLY WD	EARLY WD %	FURTHER WD	FURTHER WD %
FEFT	2015/16	1375	118	8.58%	221	16.07%
	2016/17	1325	114	8.62%	186	14.06%
	2017/18	1261	107	8.51%	173	13.76%
	2018/19	**1222**	**83**	**6.80%**	**174**	**14.25%**
FEPT	2015/16	2884	92	3.22%	207	7.24%
	2016/17	2707	55	2.28%	170	7.04%
	2017/18	3243	83	2.68%	160	5.16%
	2018/19	**2762**	**75**	**2.72%**	**107**	**3.88%**
HEFT	2015/16	1388	64	4.61%	120	8.65%
	2016/17	1406	64	4.56%	79	5.63%

	2017/18	1512	66	4.37%	115	7.61%
	2018/19	**1507**	**68**	**4.51%**	**91**	**6.04%**
HEPT	2015/16	976	23	2.36%	52	5.33%
	2016/17	1134	42	3.74%	53	4.72%
	2017/18	1063	38	3.57%	68	6.40%
	2018/19	**1020**	**18**	**1.76%**	**40**	**3.92%**

Full-time FE:
- EW rates are 1.79 percentage points below (better than) last year's final total.
- FW rates are currently 0.5 points above (worse than) last year's total

Full-time HE:
- EW rates are 0.14 points above last year's total.
- FW rates are 1.57 points below last year's total.

Part-time FE:
- EW rates are 0.04 percentage points below last year's total.
- FW rates are currently 1.28 points below last year's total

Part-time HE:
- EW rates are 1.81 points below last year's total.
- FW rates are 2.48 points below last year's total.

Further Withdrawals will continue to accumulate until the end of the academic year, although most should be recorded by now.

The college set a target of 5% EW by 1 November 2019 as part of its engagement with the College Improvement Project. The data show that we are making progress against this ambitious target. However, the slight negative shift in FW rates balances this out to some extent, although some annual variation is to be expected.

Withdrawal rates on all other modes and levels of study are showing a positive variance overall currently or are in line with previous years. A full analysis by subject area and qualification is conducted at towards end of the academic year.

Roddy Henry
Depute Principal – Planning and Student Experience

Board of Management

Subject/Title:	Learner Journey Review and Senior Phase Strategy
Author: [Name and Job title]	Roddy Henry Depute Principal – Planning and Student Experience Lindsay Snodgrass Director of Student Experience
Meeting:	Learning, Teaching and Research Committee
Meeting Date:	4 June 2019
Date Paper prepared:	23 May 2019
Brief Summary of the paper:	This paper provides information on the Scottish Government's Learner Journey Review and the Highland Senior Phase Strategy. It explains these initiatives and how they are related, and highlights their importance to the college's strategic direction.
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

Learner Journey Review and Senior Phase Strategy

Executive summary

The 15 to 24 Learner Journey Review has led to a number of recommendations and is the subject of a significant, Scottish Government-led workstream. The review is the latest in a policy stream aimed at changing the structure and culture of the senior phase of secondary schooling in Scotland, and goes beyond that to effect change on the tertiary environment. The aim is to support the Scottish Government's ambition that Scotland's young people are equipped with the skills and knowledge they need to reach their full potential in both their careers and their wider lives through creating a more coherent and functional 'learning system'.   The College is involved in the workstream directly and has taken a proactive approach through its involvement in the Highland Senior Phase Strategy.

The Highland Senior Phase Strategy is the culmination of several year's work to develop relationships and a shared vision across the partners involved. It aims to ensure a collective responsibility to design, deliver and support a broad and relevant Senior Phase that ensures equity of provision and opportunity for all young people across the Highland region. It is now informing UHI's approach to school engagement across the Highlands and Islands.

Main Body of information

Learner Journey Review

The Scottish Government commissioned the **15 to 24 Learner Journey Review** in 2016 to consider the journey of young people from the senior phase of school through to further study and training (FE, HE and apprenticeships) and employment. The aim of the review was to review education provision for all 15-24 year olds to ensure that their learning journey is as efficient and effective as possible and provides 'stepping stones to success' for those needing most support. It focused on five key areas:

1. Improving information, advice and application processes
2. Improving understanding and connectivity of the careers service in colleges and universities
3. Improving the ease and equity with which young people can apply to college
4. Improving the design, alignment and coherence of the 15 to 24 learner journey and the ease with which all young people move through learning, regardless of where they are studying
5. Reviewing funding across the education and training system with a view to removing unnecessary duplication

The final report[1] was published in May 2018. The recommendations in the report build on those in the Developing the Young Workforce (DYW) strategy[2] that introduced Foundation

---

[1] https://www.gov.scot/publications/15-24-learner-journey-review-9781788518741/
[2] https://www.dyw.scot/

Apprenticeships and recommended more vocational pathways for senior phase school pupils. The backdrop to both is Curriculum for Excellence.

The report acknowledges the strengths of the Scottish education and skills system, and sets out priorities for further improvements, which are captured in the table below. In summary, the report recommends that the education and skills system needs to include **better advice** to young people, **more work-based learning opportunities** and **shorter learner journeys**, all of which should be underpinned by **strong, joint leadership** and the right evidence base.

Priorities for improvement:

Priorities for improvement:	This is to deliver:	We will achieve improvement by:
1. Information, Advice & Support	Greater Personalisation	Making it easier for young people to understand their learning and career choices at the earliest stage and providing long-term person-centred support for the young people who need this most
2. Provision	Real Choice	Broadening our approach to education and reframing our offer, doing more for those who get the least out of the system and ensuring all young people access the high level work-based skills Scotland's economy needs
3. Alignment	System Purpose	Making the best use of our four year degree to give greater flexibility for more learners to move from S5 to year one of a degree, more from S6 to year 2, and more from college into years 2 and 3 of a degree, where appropriate
4. Leadership	System Vision	Building collective leadership across the education and skills system
5. Performance	System Success	Knowing how well our education and skills system is performing

(Learner Journey Review report pp.8-9)

The Scottish Government launched the Learner Journey Implementation Project in 2018 to take forward the recommendations. The project is led by senior civil servants and reports directly to the Deputy First Minister. It involves a number of workstreams and collaboration across the education and skills sectors. Inverness College UHI is represented on two working groups: the Senior Phase (Roddy Henry) and Careers Advice and Guidance (Lindsay Snodgrass). As part of the senior phase activities, the College's marketing and communications team is liaising with Scottish Government to inform the national communication strategy aimed at raising awareness of alternative senior phase pathways. The Highland Senior Phase Strategy, discussed below, is seen by Education Scotland and Scottish Government as a model of practice in the development of a broader senior phase and in responding to the Learner Journey Review recommendations.

Highland Senior Phase Strategy

The college has worked with its two Highland college partners, North Highland College and West Highland College, the Highland Council and Skills Development Scotland (SDS) to establish a Highland Senior Phase Strategy (attached). The strategy is the culmination of lengthy discussions between the partners and provides a structure to broaden the senior phase offer across the 29 Highland secondary schools. The partners aim to:

"…work collectively to design, deliver and support a broad and relevant Senior Phase that ensures equity of provision and opportunity for all our young people."

The strategy responds to the Learner Journey Review recommendations, as well as to other key policy drivers, such as DYW and Curriculum for Excellence. A workshop involving around 30 staff from the partner organisation was held in March to make a start on developing workstreams to take the objectives forward. Implementing the strategy will be challenging and will take time, however significant progress has already been made in establishing a coherent senior phase offer from the three colleges: essentially a Highland offer that aims to become an integral part of the senior phase curriculum.

The College has worked in partnership with both West Highland and North Highland colleges to create an online prospectus setting out the learner choices available within the three colleges across the Highland Council area. This has been a significant step towards the approach recommended by the Learner Journey Review. A joined-up approach has also been taken to entry requirements and course titles, and in the message which we collectively deliver during Option evenings in schools. For this year's Senior Phase admissions cycle, North and West Highland colleges have adopted our online application process ensuring a common approach across the region and clarity for school staff and applicants. The three colleges have taken a more strategic approach to what is offered in the different colleges to ensure that we provide a broader curriculum and parity of access to all. The aim is to do this while ensuring 'no detriment' to any one college in terms of school engagement.

In our 2020-21 Senior Phase admissions cycle, Inverness College will pilot the use of the SDS *My World of Work* skills profile. This is a key recommendation within the Learner Journey Review to support young people to develop a clear understanding of their skills, attributes and qualifications in a way that follows them beyond school and helps them plan their learner journey into work.

As part of our widening access agenda we have heavily promoted the fact that we particularly welcome applications from specific priority groups – care experienced young people, young carers, under-represented gender and pupils from the most deprived postcodes (SIMD 10). We have prioritised applications from school pupils from these learner groups for Senior Phase programmes and have seen some positive impact.

Under-Represented Gender

We have seen a rise in applications from the under-represented gender across school programmes for which there is a significant gender imbalance. Although still small in number (as the table below shows) and highlighting the significant gender occupational segregation that exists, this shift is to be welcomed:

Programme	Female Applicants	Male Applicants
Foundation Apprenticeship: Civil Engineering	4	10
Higher Environmental Science	6	2
Higher Engineering Science	1	8
Automotive Skills	5	39
Rural Skills	3	10
Foundation Apprenticeship: Children & Young People	8	2
Higher Care	7	1
Higher Childcare & Development	33	1
Skills for Work: Early Ed & C/Care	58	2
Skills for Work: Hairdressing	25	3
NPA Cosmetology	58	2

We will continue to work with schools to tackle unconscious gender bias as part of our approach to widening access.

SIMD 10

We have taken a strategic approach to attracting applications from our most deprived postcodes by prioritising applications from Inverness High School, the high school with the highest rates of deprivation. We have seen an increase in both the applications and the offers made to pupils from this school, with a 68% increase in offers made for AY 2019-20. We will continue to work closely with Inverness High School and have identified the need for a bespoke approach to the support we provide in the lead up to and during the application process in 2020.

2019-20 school-link admissions data for Inverness High School:

	18-19	19-20
Applications	41	57
Offers made	19	32
Waiting List	10	12
Rejections	9	8
Did not attend	3	5

Statutory Leavers

We are working on new developments around our provision for statutory leavers, in line with recommendations from the Learner Journey Review. We have identified that the *Step Up* programme, geared towards Christmas leavers, was having limited success and was further lengthening the learner journey. With the support of Highland Council we have expanded our offer to this cohort and have promoted a suite of access level courses for statutory leavers from the start of S4. We will provide an enhanced package of support for this learner group through the new Personal Development Advisor (PDA) team who will provide holistic support.

Care Experienced Young People

We have opened dialogue with the Highland Council to consider how we collectively widen the opportunities and support for care experienced young people, and perhaps other vulnerable groups, who are not engaging in the school curriculum. College quite often provides an alternative route for individuals to achieve qualifications so we would like to further discuss the bespoke provision which we can provide and the pathways back into education for this cohort of learners.

Roddy Henry: Depute Principal – Planning and Student Experience
Lindsay Snodgrass: Director of Student Experience

Highland Senior Phase Strategy

Context:

In May 2018 the Scottish Government published their *15-24 Learner Journey Review* to support their ambition that Scotland's young people:

"…be equipped with the skills and knowledge they need to reach their full potential in both their careers and their wider lives". (p.4)

This is further emphasised in the first key finding of the report, which states that:

"The Scottish Government's ambition is for a world class education and skills system. A system that delivers the best value to the learner, wider society and the economy where all learners are on the right route to the right job, through the right course via the right information." (p.7)

The 15-24 Learner Journey Review has as its foundations three key policy drivers: Getting it Right for Every Child (GIRFEC), Curriculum for Excellence (CfE) and Developing the Young Workforce (DYW). The review brings into sharp focus the need for collective leadership across the education and skills 'system' to better align the system around the learner, to provide real and relevant choice and to improve system performance. The recommendations from the review are, we believe, the logical next steps from the messages in *Building the Curriculum 4*: *Skills for Learning, Life and Work,* which were developed further through DYW (the Youth Employment Strategy). DYW has as its aspirations for 2018-2020 that:

"Colleges will be working in greatly improved partnership with all secondary schools and employers, with vocational course options available across all schools. Parents and young people will be fully informed with young people choosing the new, more relevant vocational programmes." (p.17)

The Learner Journey Review reinforces and then extends this aspiration to better alignment of the four-year degree model to the senior phase, prioritising the integration of S6 and degree level study.

Highland Council shares the Scottish Government's ambitions for all our young people expressed in the Learner Journey Review, and has been working with Inverness College UHI, North Highland College UHI, West Highland College UHI and Skills Development Scotland (SDS) to enhance the senior phase experience for our young people. Collectively, we believe that the strategy laid out below responds to these ambitions. We also believe the strategy offers consistent and focused support to address the issues of rurality and remoteness, further develop digital literacy skills and provide additional opportunities for all pupils to attain and achieve.

Strategic Aim:

Highland Council, Inverness College UHI, North Highland College UHI, West Highland College UHI and Skills Development Scotland (SDS), will work collectively to design, deliver and support a broad and relevant Senior Phase that ensures equity of provision and opportunity for all our young people.

We will:

- Better align the collective provision to the aspirations of our young people and to progression and career pathways;
- Broaden our offer to provide a balanced range of opportunities and progression pathways that reflects the needs and aspirations of all learners;
- Increase access to learning opportunities for young people in all the communities across our region;
- Ensure that our young people understand their learning and career choices to make the most of the available offer.

The impact of this will be:

- Young people are better equipped to make aspirational choices leading to successful destinations and have the confidence to access further learning at any stage in their lives;
- Young people have the right qualifications to achieve their aspirations;
- Our learning communities have an understanding that all progression pathways have equal value;
- Communities across the Highlands have access to a broad and relevant Senior Phase.

Strategic Objectives:

1. To build collective leadership for the Senior Phase
2. To develop a relevant and valued Senior Phase curriculum
3. To establish an effective delivery model
4. To ensure effective transitions into and out of the Senior Phase.

1. **Build collective leadership for the Senior Phase**

   We will achieve this by:

   - Maintaining a collective commitment to the vision;
   - Collectively planning and evaluating provision and joint professional learning activities;
   - Ensuring consistency across all relevant strategies and plans;
   - Delivering consistent messages to our learning communities: staff, parents, pupils, employers and other stakeholders.

2. **Develop a relevant and valued Senior Phase curriculum**

   We will achieve this by:

   - Engaging with young people to inform curriculum design;
   - Engaging directly with employers and Developing the Young Workforce (DYW) groups and utilising Labour Market Intelligence;
   - Utilising the Scottish Credit and Qualifications Framework (SCQF) to structure and communicate learning pathways;
   - Ensuring that the range and variety of qualifications offered maximises progression opportunities.

3. **Establish an effective delivery model**

   We will achieve this by:

   - Ensuring delivery is jointly planned to maximise access and to develop the skills to support further learning;
   - Utilising technology to enhance access and engagement;
   - Pooling our collective resources to maximise opportunity and increase capacity;
   - Jointly reviewing and evaluating the learner experience.

4. **Ensure effective transitions into and out of the senior phase**

   We will achieve this by:

   - Designing progression pathways through the Broad General Education (BGE), the Senior Phase and post-school learning;
   - Ensuring a comprehensive and shared understanding of the range of qualifications and pathways available;
   - Aligning guidance and support services to ensure consistency of advice, information and guidance;
   - Sharing relevant information securely and in good time to support learner transitions.

Implementation, Monitoring and Review:

The Highland Senior Phase Strategy Group, comprising the Highland Council, the three UHI Highland colleges and Skills Development Scotland (full membership tbc), will meet quarterly to monitor the roll-out of this strategy. Members of the group will seek to engage all stakeholders to ensure that we are delivering our strategic objectives.

Working groups will be established, initially one for each of the four objectives, with appropriate representation from schools, colleges and SDS. These working groups will report into the Strategy Group through appropriate mechanisms.

University of the Highlands and Islands
Inverness College

Board of Management

Subject/Title:	Academic and Curriculum Development June 2019
Author: [Name and Job title]	Ken Russell (Depute Principal – Academic Development) and Gill Berkeley (Director of Curriculum)
Meeting:	Learning, Teaching and Research Committee
Meeting Date:	4 June 2019
Date Paper prepared:	27 May 2019
Brief Summary of the paper:	This report reflects the developments in-hand for the next two academic sessions and is focused on FE and HE. The list is expected to be updated as opportunities are identified.
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 Aim: Opportunity & Growth in the Curriculum Strategic Aim: Opportunity & Growth in Research & Innovation Strategic Aim: Opportunity & Growth in Sustainability - To continue to develop our research, commercial and international income streams through relevant curriculum that is aligned to our strategic growth objectives
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	Draws on initial discussions with internal stakeholders including being informed by presentations at curriculum review meetings, Academic Planning & Development Committee as well as the above Strategic Aims and objectives of UHI, Inverness College.

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

Curriculum Review March 2019

Executive summary

The purpose of this paper is to inform the Learning, Teaching and Research Committee of the academic and curriculum developments since the last meeting held on 5th March 2019. At the time of writing the candidates for the Depute Posts and for the Head of the Scottish School of Forestry (SSF) have been shortlisted but not yet interviewed. A verbal update on this process will be provided to the committee. International developments are reported separately within the item on Student Recruitment. The key changes, since the March meeting of the LT&R Committee regarding curriculum development are reported. The most salient developments are:

Introduction to report

This report has been structured to address the following key topics:

- Academic School Structure and Development
- Curriculum Development

Academic School Structure and Development

The PDMs became Heads of School as of Monday 22 April however the new schools will not be fully in place until 1 August. Meanwhile, we will continue to manage all the subject areas as they currently are until 1 August. This allows us time for the realignment of all of our systems and databases to be progressed over the summer to reflect the new schools and subject groupings. Table 1 below reflects the new groupings.

Table 1: New ICUHI School Structure from 1st August 2019

School	Subject Groupings	Head of School
Business, Computing & Hospitality	Business, Accounting, Administration, Computing and Hospitality	Nicola Macdonald
Care, Health & Wellbeing	Sport, Health, Social Care, Early Years, Psychology, Counselling, Oral Health, Infection Prevention	Heather Keyes
Construction & the Built Environment	Plumbing, Painting, Joinery, Brickwork, Architectural Technology, Civil Engineering, Quantity Surveying	Paul Moody
Creative Arts	Hair, Beauty, Art, Drama, Literature, ESOL, Humanities, Social Sciences, Creative Writing	Sharon MacFarlane

Education & Applied Sciences	Supported Education, Essential Skills, Teacher Education, Science, Geography, Maths, Aquaculture	Craig Lowther
Engineering Technology	Fabrication/Welding, Mechanical, Electrical, Electrical Installation, Motor Vehicle	Iain King
Scottish School of Forestry	Forestry, Arboriculture	Amanda Bryan (interim)

Apart from the Scottish School of Forestry (due to scale and complexity), the Heads of School are classified as a level 3 post. The SSF post is a level 2 post as are the Depute Head posts.

To further strengthen the structure we have agreed a Depute Head role that provides 60% relief from teaching and this has largely been "financed" by reducing the number of PDM areas and the removal of the Programme Co-ordinator role with the teaching remission associated with it. The purpose of the Depute Head is: "To manage, lead and support the effective delivery of assigned academic areas and contribute to the achievement of the College's strategic plan and operational objectives." Interviews for the posts (including the Head of Forestry) will take place on the 28th May -3th June. A professional development programme is being designed to ensure that that both the Heads and their Deputes can be effective in their roles. Some of the development for the Deputes will involve undertaking relevant Chartered Management Institute units.

The new structure will be in place for 1st August 2019 and will be subject to monitoring and evaluation as we move forward.

Curriculum Development

The main curriculum developments, aligned with the new school structure, are presented in Table 2. Most schools, with the exception of Engineering Technology, have clearly identified priority areas for development. An Engineering Task Force, led by Dr Gary Campbell (VP: Strategic Developments) is due to report to Partnership Council. Ken Russell will be involved in a dialogue regarding the draft final report on 27th May as a preliminary to the Partnership Council meeting.

In addition, an articulation agreement is being taken to the External Partnership Steering Committee for approval to take students from the Institute for Science and Management in Malaysia on to our BSc Business and Management programme.

Table 2: Curriculum Development Pipeline

School	Proposed Programme Development	Comments	Progress	Support and investment
Business, Computing & Hospitality	MBA Health Care Management	Review the PGCert Health Leadership and Management Conduct a comparison between MSc and MBA	MBA scheme has been reapproved with Perth as the lead Academic Partner(AP)	
	MSc International HRM	Conduct a scoping on international market Use the Sheffield approach (non-CIPD award and a CIPD award) New standards being produced by CIPD	Team are working on this presently and plan for a faculty led approval	Need for research active staff in this area and staff with doctoral qualifications to support organisational profile for the international market
	HND Supply Chain Management	Explore professional Body standards International and on-line markets Focus on SME Business, Logistics and Rurality	Approval documentation progressing through systems. Applied for Curriculum Development Funds(CDF) but was unsuccessful due to price group	Requires the recruitment of specialist lecturer for delivery
Construction & Built Environment	MA Architecture	In partnership with a RIBA accredited school		Requires investment in staffing and upskilling of existing staff.
	BSc Architectural Technology(AT) with Sustainable Design	Investigate new markets for AT Rejuvenate the curriculum Accreditation business case	This will be included within the re-approval in 2019-2020.	Opportunities for staff to upskill and be research active to support a national profile in this area
	HNC Built Environment	Scope the benefits of a common HNC for Architecture	Progressed to approval stage for delivery 2019-20	

School	Proposed Programme Development	Comments	Progress	Support and investment
		technology, Quantity Surveying & Construction Management		
Creative Arts	Cert of HE in Trichology	Scottish/RUK/international on-line delivery With a Summer school	AD0 completed and submitted Staff completing advanced qualifications to be able to deliver at this level	
	MRes Art and Environment	Explore the creation of an art MRes scheme	Initial discussions have been held	Continued support for research active staff
	University of Arts London FE qualifications	To replace existing SQA delivery Project based	Proposal and business case to go to Academic Planning and Development Committee(APDC) for delivery for 2020-21	
	MRes scheme	Opportunities to provide a literature scheme	Approved subject to some amendments to paperwork for delivery 2020-21	
Education & Applied Science	MEd Critical Enquiry	Repurpose for the international market	Initial meeting held and in process of appointing a new PL who will take this forward	
	MSc Data Science Scheme	Investigate markets	Faculty discussions currently taking place. AD1 completed and submitted	
Engineering Technology			Carry out an in depth review of all full time engineering provision at all levels including: Staff skills profile, Information from UHI Task Force,	

School	Proposed Programme Development	Comments	Progress	Support and investment
			Stakeholder research and ESP	
Forestry	MSc Forestry for Non-Foresters	Scope industry demand International market.	To be completed 2019-20	Support to undertake this international market research Increase staff with advanced qualifications and research activity
	BSc Forest Management with Wood Science	Form a scheme based on the present degree to develop more opportunities Capitalise on the international links already forming i.e. Japan, Europe	Interim head visiting Japan to scope for markets and collaboration possibilities	
	Level 6 Forestry	Produce a pipe line to feed both arboriculture and forestry HN	Processing through APDC	
Care, Health & Wellbeing	MSc Public Health	Review and repurpose MSc Infection Control International market On-line delivery	Initial meeting held awaiting the appointment of a new Programme Leader to take this forward if Resource panel approves appointment	
	MSc Sports Education/ Outdoor Management	Scope if there is a market Conduct a staff skills matrix and development plan		Further support staff to gain doctoral level qualifications and build on research activities
Level 12	Professional Doctorates in Education and Health	Being discussed at Teacher Education Management Group		

University of the Highlands and Islands
Inverness College

Board of Management

Subject/Title:	Risk Register Annual Review
Author: [Name and Job title]	Roddy Henry Depute Principal – Planning and Student Experience
Meeting:	Learning, Teaching and Research Committee
Meeting Date:	4 June 2019
Date Paper prepared:	23 May 2019
Brief Summary of the paper:	On an annual basis, each committee is asked to review the risks from the College risk register that are pertinent to those committees. Some of the risks fall within the remit of more than one committee and will therefore be provided to all relevant committees for review. This paper provides the current status and detail of risks held within the College risk register that fall within the remit of this committee. The committee is asked to consider whether this information remains accurate and relevant.
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	Risk management – highlights the key corporate risks and provides the opportunity for the relevant Board committee to consider whether the risks are appropriate, proportionate and complete
Resource implications:	No
Risk implications:	No
Equality and Diversity implications:	No
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

Risk Register Annual Review

Executive summary

Each committee is asked to review the risks from the College risk register that are pertinent to those committees on an annual basis. Some of the risks fall within the remit of more than one committee. The committee is asked to consider whether the attached risk register extract remains accurate and relevant.

Background information

The College risk register follows the UHI prescribed format and is held on the UHI Sharepoint site, alongside the risk registers for the rest of the partnership and Executive Office.

The risk register is now presented to the Audit Committee in summary form each quarter, with the exception of the first meeting in each academic year where the full detail is provided. Key risks are considered by the Senior Management Team on a regular basis. The central risk register is then updated with any amendments agreed.

The full detail of all risks classified as falling within the remit of this committee is provided for your consideration. The committee should consider both the content and the score, and also whether the risk remains present and active. The committee should further consider whether there are any further risks that have emerged and require to be added. Note that the risk register details only the key corporate risks.

Roddy Henry
Depute Principal Planning and Student Experience

Name	Risk Description	Causes	Impacts Evidence	Owner	Residual Likelihood	Residual Impact	Residual Risk	Res Colour	Actions To Minimize	Committee
Inverness_09.xml	College fails to identify and take opportunities for development and progression	lack of investment; insufficient funding; focus on mitigating downside risks; lack of strategic planning; lack of senior management resource; performance management focus on maintaining status quo; partners and stakeholders do not engage into proposed change; failure to develop commercial and international income streams.	Stagnation; lack of research and innovation; loss of potential income; reputational damage; curriculum becomes out of date; College is not seen as the partner of choice.	Principal	3	3	9	Amber	Oversight of curriculum planning process led by Depute Principal. Chairing Research Committee to review progress income/investment balance of each research grouping, continued discussuions with UHI Principal regarding IC UHI's potential expansion on Inverness Campus. Identification of opportunities by SMT through development of external relationships in key sectors. Identification of additional opportunities for development at team/subject level to maximise opportunities for growth	Learning, Teaching and Research, Finance and General Purposes
Inverness_18.xml	College fails to maintain improvement in performance against national targets and outcomes	Staff recruitment; staff training; student recruitment; lack of staff buy in to targets and outcomes.	Reputational damage; partners fail to support in College development; SFC intervention.	Depute Princip	2	2	4	Green	Implement targeted intervention and internal review of learning and teaching processes	Learning, Teaching and Research
Inverness_20.xml	College does not achieve allocated HE student number targets.	Failure to recruit sufficient students due to various factors such as: over ambitious PPF target, poor marketing, curriculum gaps, poor NSS result, poor relationship with schools, inability of UHI to react swiftly impacting on ability to convert applications to enrolments, and not addressing the changing demographic across the region.	Reduction of college income from UHI, regional student number target at risk resulting in possible clawback to SFC from UHI in year or reduction in future years grant. Possible plateau of student numbers after successive years of sustained growth.	Depute Princip	5	3	15	Red	Rigorous curriculum planning process in place, proactive development of school/college relationships, proactive development of relationships with employers, excellent quality management processes, systematic monitoring of applications through to enrolment.	Learning, Teaching and Research, Finance and General Purposes

File	Risk	Cause	Consequence	Owner	L	I	Score	RAG	Mitigation	Category
Inverness_21.xml	College does not achieve allocated FE Credit targets.	Failure to recruit sufficient students due to various factors such as: reduction in school leaver numbers, curriculum that lacks relevance to local economy, curriculum gaps, ineffective marketing and engagement with local schools/employers, environmental shift from FE to HE recruitment pattern.	Reduction of college income from UHI, regional student number target at risk resulting in possible clawback to SFC from UHI in year or reduction in future years grant.	Depute Principal	2	3	6	Amber	Rigorous curriculum planning process in place, proactive development of school/college relationships, proactive development of relationships with employers, excellent quality management processes, systematic monitoring of applications through to enrolment.	Learning, Teaching and Research, Finance and General Purposes
Inverness_22.xml	The institution has a poor reputation.	Significant or sustained adverse publicity, governance/management failure, negative comments on social media, poor academic results, poor performance in league tables, significant withdrawal rates, major health and safety incident, student/staff involvement in criminal activity	Inability to recruit students or attract and retain high calibre staff, inability to attract funding and/or develop strategic partnerships.	Principal	2	2	4	Green	Internal audit of governance procedures (supported by additional process of external validation of self-evaluation), current and effective policy environment closely monitored to ensure compliance, use of externally validated quality frameworks to support organisational commitment to quality enhancement. Close monitoring of PIs and implementation of systematic process to effect improvement where remedial action required. PVG checks undertaken. Proactive promotion of collective ownership of Health and Safety management. H & S management system implemented and systematically reviewed. On-going media relationship management.	Learning, Teaching and Research, Finance and General Purposes, Human Resources

| Inverness_28.xml | Academic quality is sub standard | Difficulty recruiting and retaining high calibre staff. Conditions and terms of employment are not competitive with limited scope for career progression; quality enhancement policies and processes are ineffective; student engagement is weak; performance management systems are ineffective. | Poor performance in quality monitoring/assurance reviews. Loss of staff to competitor institutions. Poor attainment levels, high level of withdrawal and poor retention, loss of income, damage to reputation. | Principal | 2 | 3 | 6 | Amber | Achievement and maintenance of IiP Gold reflecting organisational commitment to staff, development and maintenance of attractive recognition and reward systems, alignment with national pay bargaining, investment in CPD and staff development, not least support for advanced degree study, development of research and scholarship scheme, encouragement of staff ERASMUS exchange participation. Effective, rigorous quality management systems, systematic monitoring and reporting on PI trends and external verification processes. Effective staff induction and effective observation of learning and teaching. Maintenance of higher levels of formal teacher training certification. Development of research teaching linkages, promotion of conference attendance and speaking. Excellent employer engagement. Formal monitoring of quality of the student experience through the Learning and Teaching Committee of the Board of Management. Implementation of the Progressive | Learning, Teaching and Research |
| Inverness_29.xml | Poor Student Experience | No student union provision, restricted space available for students to interact socially our of college hours, inability to create a student community feel. | Poor performance in national student satisfaction surveys; difficulty in recruiting students; Risk to core income streams. | Principal | 2 | 2 | 4 | Green | Partnership approach in place to enhance the student experience evidenced by the Student Partnership Agreement, multi-faceted approach to student engagement and student feedback. Student feedback scores, trends and themes monitored systematically and inform action planning. Regional lobbying for capital funds to support the development of a students' union facility. | Learning, Teaching and Research |

Inverness_31.xml	Research outputs are sub standard	Inability to fund remission to enable the publication of sufficient quality papers and upload to PURE; loss of opportunity to develop strong RTL; loss of key staff; lack of funding; terms and conditions of employment are not comparable with competitor organisations; impact of Brexit on access to European projects.	Damage to reputation. Brexit. Poor performance in next REF. Inability to retain staff and research teams. Reduced income; negative impact on recruitment.	Head of Resea	3	2	6	Amber	Significant college annual investment in research to support development of research institutes and research embedded in the curriculum. Research and scholarship fund established to encourage further staff engagement in the research agenda. Support for staff through staff development fund to attend and speak at conferences. Dedicated research posts created. Proactive targeting of grant funding to support research activity. Staff encouraged to seek financial support for activity through relevant available UHI funds.	Learning, Teaching and Research
Inverness_32.xml	A serious incident in the college residencies, including anti-social or illegal behaviour.	drug use and intelligence indicating the selling of drugs at or around the campus residences	serious dereliction of duty of care, health and wellbeing of student body, reputational risk and perception of an unsafe campus and learning environment	COO, UHI as c	3	4	12	Amber	law enforcement action including surveillance, engagement with wider campus to ensure intelligence led policing and security, consistent incident and disclosure recording and reporting protocols.	Learning, Teaching and Research, Finance and General Purposes

University of the Highlands and Islands
Inverness College

Board of Management

Subject/Title:	Learning, Teaching and Research Committee Self Evaluation and Committee Chair evaluation
Author: [Name and Job title]	Fiona Ambrose, Board Secretary
Meeting:	Learning, Teaching and Research Committee
Meeting Date:	4 June 2019
Date Paper prepared:	24 May 2019
Brief Summary of the paper:	Annual Learning, Teaching and Research committee self-evaluation exercise and annual evaluation of the Chair
Action requested: [Approval, recommendation, discussion, noting]	The Committee is asked to collectively complete the committee self-evaluation exercise and when the Chair leaves the meeting, to complete the evaluation of the Chair.
Link to Strategy: Please highlight how the paper links to, or assists with:**:** • compliance • partnership services • risk management • strategic plan • new opportunity/change	Compliance with Code of Good Governance for Scotland's Colleges.
Resource implications:	No
Risk implications:	No Operational:
Equality and Diversity implications:	N/A
Consultation: [staff, students, UHI & Partners, External] and provide detail	

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

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

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

Learning Teaching and Research Committee Evaluation (to be completed by the L,T & R committee collectively).

Date: _____

Good Practice	Yes	No	N/A	Comments/Action
Composition, Establishment and Duties of the Committee				
Does the Committee meet regularly in accordance with the Board Standing Orders?				
Does the Committee consistently have a quorum?				
Do all Committee members attend meetings regularly?				
Does the Committee have enough members?				
Does at least one of the Committee members have a background relevant to the remit of the Committee?				
Have new Committee members received all necessary, including mandatory training?				
Does the Committee report regularly to the Board?				

Good Practice	Yes	No	N/A	Comments/Action
Terms of reference				
Does the Committee have written terms of reference?				
Do the terms of reference include all aspects of the Committee's role?				
Does the membership of the Committee need to be changed?				
Are the terms of reference adopted by the full Board and reviewed annually?				

Good Practice	Yes	No	N/A	Comments/Action
Compliance with the Law and Regulations				
Does the Committee have a mechanism to keep it aware of topical legal and regulatory issues?				

Good Practice	Yes	No	N/A	Comments/Action
Internal Control				
Does the Committee monitor to ensure that risk is controlled?				
Does the Committee regularly review relevant strategic plans?				
Does the Committee consider the level of detail and information it receives appropriate?				
Are appropriate internal performance measures monitored by the Committee?				
Is the Committee addressing all matters delegated to it by the Board and under its terms of reference?				

Good Practice	Yes	No	N/A	Comments/Action
Administrative arrangements				
Does the Committee have an independent secretary?				
Are Committee papers distributed in sufficient time for members to give them due consideration?				
Are Committee meetings scheduled prior to important decisions on specific matters being made?				
Is the timing of Committee meetings discussed with all involved?				

Evaluation of Learning, Teaching and Research Committee Chair

Chair being evaluated: ………………………**SARAH BURTON**…………………………………

Circle to indicate
← ——— Tendency ———→

Keeps members on topic and to the agenda	1	2	3	4	5	6	Tends to criticise the ideas and values of members
Summarises discussions and decisions impartially and confirms action points	1	2	3	4	5	6	Tends to force ideas on to the group
Spots likely problems early and states them in a constructive way	1	2	3	4	5	6	Makes decisions without consulting the group or despite the group's views
Suggests solutions	1	2	3	4	5	6	Leaves decisions 'hanging'
Ensures adequate time is given to the different areas of the agenda	1	2	3	4	5	6	Talks too much and gets too involved
Facilitates the expression of all views and opinions	1	2	3	4	5	6	Allows individuals to dominate discussion
Communicates information to Board members	1	2	3	4	5	6	Fails to inform Board members of important information
Supports individual Board members	1	2	3	4	5	6	Is too distant or directing

Comments

Completed by Learning and Teaching Committee Members:

Date:……………………………………..

University of the Highlands and Islands Inverness College

Board of Management

Subject/Title:	Quality Enhancement
Author: [Name and Job title]	Liz Cook, Quality Manager
Meeting:	Learning, Teaching and Research Committee
Meeting Date:	4th June 2019
Date Paper prepared:	23rd May 2019
Brief Summary of the paper:	The Quality Enhancement paper features an update to the Quality Enhancement Plan.
Action requested: [Approval, recommendation, discussion, noting]	Noting
Link to Strategy: Please highlight how the paper links to, or assists with:** • compliance • partnership services • risk management • strategic plan • new opportunity/change	The Quality Enhancement 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 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)	
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

Quality Enhancement Report

Executive summary

An Enhancement Plan is developed each year as a result of the evaluative activity undertaken to write the Evaluation Report submitted to Education Scotland. The Enhancement Plan is a high level plan, drawing on themes for improvement identified at a cross college perspective. Teams pay cognisance to the Plan at a local level through their self-evaluation activity, including CCMs.

It is likely that the focus for future Education Scotland engagement will be the progress made against the Enhancement Plan.

The attached plan represents the most current update – April 2019. A review of progress against the plan including an objective moderation event will be carried out before the end of the current academic year. The review workshop will enable colleagues from across the college to engage in determining progress against the current iteration of the plan, inform the actions within the plan for the next academic year, and ensure the enhancement themes identified mid-year continue to be current.

Enhancement Plan 2018-19

The themes and actions in the college's Enhancement Plan will contribute to the regional strategies for improvement.

Italic text reflects February update. Standard text reflects April update.

Enhancement Theme	Actions (EREP)	Progress: April 2019	Anticipated Outcomes 2018-19
Continued improvement in full-time success rates overall (FE and HN particularly)	• Embed and monitor effectiveness of revised approach to self-evaluation • Introduce an HN Enhancement Theme to ensure reasons for the decline in HN outcomes are understood and addressed • Complete the review of the early learner journey; implement and monitor impact of changes	*Support offered to programme teams through CIP advisory visit February 2019. Second tranche of CCMs now underway. Tests of change monitored through MORAG and Stop & Review meetings. Further work to be done to embed the review process through the PC forum.* • Third round of Stop and Review meetings held, identifying learners at risk and strategies to engage and support. • The new approach to evaluation continues to embed. The last tranche of CCMs will be taking place in May into June. Meetings are being held with individual programme teams to review methodology and promote next steps.	• Maintain FE success rates at sector leading levels overall and improving year-on-year • Ensure HN success rates return to sector levels or above in 2018-19 • Tests of change implemented and monitored, and effective practice captured

		HN Enhancement Group underway. Initial report presented to ASQC. Potential reasons for decline explored through HNEG, ToC and Stop & Review meetings. Further session to be done with a wider practitioner group using dialogue box approach; and a review of practice for early ToC identified in this area. *ELJ project teams spent time with CIP advisors reviewing project plans and ToC.* Earliest' intervention and effective transition arrangements - An extended transition package is being developed which supports all Senior Phase pupils who are intent on undertaking College courses. - Early release pupils undertaking colleges courses to be flagged on INSIGHT - Early and meaningful intervention encompassed in new support model - Personal Development Advisers to make contact pre-start with individuals who have protected characteristics and have not taken up offer of a support appointment (ASN, Funding, Care Exp, Carer)	

| A continued focus on closing the attainment gap between those learners facing additional barriers to learning and those who do not | • Pilot the revised approach to the PAT role; implement and monitor the impact of the change

• From the early learner journey review, identify and implement further interventions to support specific learner groups

• Further develop learning and teaching approaches to ensure a positive learning environment for all | *New role approved by SMT in December. Scope being finalised.*

Implement the new PAT model

• Plans well underway for new model of student support to be in place for AY 19-20. The new support model will encompass all FT FE programmes.
• Recruitment of a new team of Personal Development Advisers is underway. New team will be in post for mid/late June with a full training and support package planned.

Work has commenced on a professional learning programme project to engage all FE teaching staff with a reflective tool to assess their inclusive practices. Individual reflections will be considered alongside KPIs for students with disabilities, care experienced, student carers and SIMD10. CCMs will focus on strengths/weaknesses and tests for change related to this.

• A reflective tool has been drafted to enable FE teaching staff to assess their inclusive practice. It is proposed to introduce the tool to staff in the next academic year and include it in discussions at CCMs. | • New PAT role piloted during the year

• Early identification and intervention approaches identified and piloted

• Programme of professional learning developed, linked to the UHI Learning and Teaching Enhancement Strategy

• Further progress made in closing the attainment gap across learner groups |

		Capacity and effectiveness of student support arrangements	
		• New support model will provide additional capacity alongside consistent and effective support arrangements across FT FE programmes • Development of self-help online materials for wellbeing is underway • Scoping out being undertaken of how we become an ACE (adverse childhood experience) aware college / tailoring of our approach to support	
A continued focus on embedding career management skills across the curriculum	• Further develop and embed career management skills across the curriculum as part of the Curriculum Review • Increased uptake of career guidance workshops • Agree and plan the implementation of the regional Essential Skills Policy • Gather and consider good practice from across the sector	*SDS meeting planned March 2019 to explore the digital tools available for students' careers profile, including My World of Work. Implementation likely to be for 2019/20 AY.* *Career guidance workshops under review; this is in conjunction with the development of the new support role. In the short term there may likely be a decrease in provision of direct workshop delivery. A review of current practice will commence in May 2019.*	• Demonstrable increase in uptake of career guidance workshops • Demonstrable increase in career guidance appointments

<table>
<tr>
<td></td>
<td></td>
<td>College-level arrangements and services · Partnership working, e.g. with employers and SDS

Engagement with SDS taken place. In AY 19-20 we will pilot the use of the Skills Profile on My World of Work with FT FE programmes, rolled out through PDAs
Consistent approach to careers and employability through the PDA role
Regional Essential Skills policy being finalised.

Regional Essential Skills policy has been finalise and is progressing through internal approval process. Discussions across curriculum teams are underway to determine the approach to the policy for the next AY.</td>
<td></td>
</tr>
<tr>
<td>Enhance the sharing of good practice across the college and across the region to support improvement</td>
<td>Utilise the recently established, monthly Programme Coordinator Forum to share the outcomes of tests for change on an ongoing basis
Utilise the developing Communities of Practice</td>
<td>*PC forum and sharing of practice underway.*

CoP model being utilised for the HN enhancement theme.

Three subject areas identified across the region for further review in 2018-19: care,</td>
<td>Established systematic approaches to sharing effective practice across curriculum areas
Contribute to establishing cross-regional subject</td>
</tr>
</table>

	model to identify and share effective practice across the college and the region • Ensure effective practices and interventions are identified and embedded to support improvement across the college and the region	*computing and hospitality. Initial meetings scheduled March 2019.* *A regional approach to the course approvals process underway, linked to student records project.* *Outcome of inclusive practice project above will provide examples of good practice that can be shared across the college to support improvement. This will probably take the form of workshops within and between curriculum areas.*	reviews to share practice and support improvement

INVERNESS COLLEGE

INTERNAL AUDIT REPORT

CURRICULUM PLANNING
MAY 2019

LEVEL OF ASSURANCE	
Design	Operational Effectiveness
Substantial	Substantial

BDO

INVERNESS COLLEGE, CURRICULUM PLANNING

DISTRIBUTION	
Roddy Henry	Depute Principal
Gillian Berkeley	Head of Curriculum
Audit Committee	Members
REPORT STATUS LIST	
Auditors:	Sean Morrison
Dates work performed:	06 March 2019 - 20 March 2019
Draft report issued:	12 April 2019
Final report issued:	03 May 2019

INVERNESS COLLEGE, CURRICULUM PLANNING

EXECUTIVE SUMMARY

LEVEL OF ASSURANCE: (SEE APPENDIX I FOR DEFINITIONS)

Design	🟢	There is a sound system of internal control designed to achieve system objectives.
Effectiveness	🟢	The controls that are in place are being consistently applied.

SUMMARY OF RECOMMENDATIONS: (SEE APPENDIX I)

High	🔺	0
Medium	🟧	0
Low	🟢	1

TOTAL NUMBER OF RECOMMENDATIONS: 1

BACKGROUND:

It was agreed with management and the Audit Committee within the 2018-19 Internal Audit plan that Internal Audit would review the arrangements Inverness College have in place in relation to curriculum planning. The purpose of our review is to provide management and the Audit Committee with assurance that Inverness College has effective controls in place for mitigating key risks relating to curriculum planning.

Curriculum planning for the college prospectus is overseen by the Depute Principal, and the Head of Curriculum. The process is conducted on a continuous cycle, whereby there is a course programme review conducted every year, and a planning process for the following year follows the review. Around October of each year the Head of Curriculum and the Programme Development Managers (PDMs) start to think about the following academic years programme and they start to populate the curriculum plan template. The template consists of information on all of the programmes, including projected numbers of students for each course, the required course hours and course credits.

The PDMs go through their courses line by line, and decide which courses to take forward and which to remove based on past performance, projected student figures, student satisfaction, progression opportunities and consideration of external factors such as local economic needs, local schools input, government demands and industry requirements. This review ensures that the first draft of courses presented within the curriculum plan is in line with the needs of the students, the college and the external stakeholders, and aligned to the Regional Outcome Agreement and related FE credit and HE FTE targets.

Following the first draft being completed by the PDMs, curriculum planning meetings are held between the PDMs, the Head of Curriculum and the Depute Principal to review the

INVERNESS COLLEGE, CURRICULUM PLANNING

proposed programme, and sense check the projections, including student numbers and staffing needs, and to discuss the impact on budget. The curriculum planning process is a key element within the College's annual budget setting process, as it informs the teaching staff requirements for the upcoming year.

Following this review process the proposed curriculum is subject to a high level review by the SMT, where substantial changes may require the group's approval. The output of this process is the college prospectus which is required to be completed and distributed by December of each year. The college website is also updated.

Following the approval of the college curriculum, in February the timetablers, normally PDMs and Programme Coordinators (PCs), are required to complete timetable template forms for each course, and these are provided to the administrators/timetabling staff, who are responsible for inputting the curriculum timetables in Celcat. Timings, teaching staff and appropriate rooms are allocated for all courses within the curriculum plan, and checks made to ensure that the correct number of hours has been allocated for the courses and that there are no clashes in relation to the estate or teaching staff. Clashes in either the rooms or teaching staff are flagged within Celcat during the data input process and actions taken to resolve them.

The timetables once fully completed, are required to be provided to students at the start of July each year. A constant within the timetabling process is that schools programmes predominantly take place on Fridays of each week, as this has become established practice within the local schools. To guide this process the College has a timetabling protocol document in place.

Celcat provides the college with the capability to record the capacity of all rooms, specialist equipment of rooms, identify clashes, timetabling capabilities, and the ability to analyse room and staff utilisation. The process of mapping out the information in relation to the College estate was completed by the Health & Safety Staff and Estates team.

The College has a formal approvals process for changes to FE courses, such as additions, removals or changes to elements of the current course. The process requires the PDM proposing the change to complete and submit a business case to the Academic Planning & Development Committee (APDC) for approval. The submission form can either be a stage 1 which requires less information and is for minor changes to a current course, and a stage 2 submission is required for new courses, removals and substantial changes. These business cases are required to include information on the specific course, projected student numbers, credits targets, and financial information such as staffing needs, and course costs.

The APDC meet on a monthly basis and the group consists of the Head of Curriculum (Chair), Quality Manager, two PDM's on rotation and two Support Managers on rotation. Once the group approve the course change, the course is updated or added to Celcat, as well as the curriculum planning template.

There is also a group in place at UHI called the Partnership Planning Forum (PPF) which works across the University and the College for planning the HE numbers, deciding on overall HE targets and making decisions on the HE courses. The Head of Curriculum is the College representative at the PPF.

The College has a school-college partnership in place, with the main objective of delivering increased positive impact through the delivery of effective, coherent joint curriculum pathways for school pupils, with increased positive and sustained progression results post-

INVERNESS COLLEGE, CURRICULUM PLANNING

school. The College also runs schools programmes whereby school students are able to attend the college to complete a course while they are at school. To improve the school programmes delivery the College alongside other regional College partners has created a Highland Senior Phase Strategy whereby they are planning to adopt a collaborative approach to the delivery of school courses, in an attempt to deliver a more sustainable and efficient programme.

The curriculum planning process for these programmes, in terms of liaison with school and Highland Council partners, is overseen by the Head of Student Services. School-college programmes are then included in the College's curriculum planning and timetabling processes. The proposed course programme is reviewed for viability, and informed by frequent engagement with the local schools. A school course prospectus is made available to prospective students in December.

The College website contains information on the schools that the College has partnered with, the schools programme course offering for each school and also guidance information on the course application process. School open days and events are also advertised on the website, and the College frequently send representatives, such as the Schools Transitions Coordinator and the DYW Project Manager, to the schools to raise awareness of the school programmes. Examples of courses available as part of the school programmes include foundation apprenticeships and access level courses.

The College has run a variety of open days/evenings in the past, for potential students to obtain an understanding of: the courses offered, the facilities, pathways to future education and employment, and study options. A number of methods are used to communicate these events and College courses to the intended audience, such as: social media, the College website and through communication with local schools.

College staff such as the PDMs and those tasked with delivering the schools programmes regularly meet with their relevant stakeholders. For example, College staff meet with guidance teachers from regional schools three times a year to discuss the programme, and have open dialogue with schools throughout the year. The College also has a schools mailing list as well as a dedicated email account for the schools, whereby curriculum and event information can be shared. The Head of Curriculum and the PDMs also engage with local employers, respective industries and UHI academic partners, such as through PPF, to ensure that pathways are maintained, and courses are in line with the needs of stakeholders.

SCOPE AND APPROACH:

The scope of our review was to assess whether:
- The College has a robust curriculum planning process in place, which is in line with the Regional Outcome Agreement and is fully supported by both curriculum and finance staff.
- Curriculum staff engage effectively with other education providers locally to plan pathways effectively.
- Draft timetabling is subject to appropriate validation checks to identify any subject, estate or teaching resource clashes.
- The availability of estate resources is fully considered in advanced to facilitate efficient occupancy levels.
- Key financial elements of course provision are considered to identify viability and minimum enrolments required.

INVERNESS COLLEGE, CURRICULUM PLANNING

Our approach was to conduct interviews to establish the controls and processes in operation, and to review documentary evidence that theses controls are designed as described. We then evaluated these controls to identify whether they adequately address the risks.

GOOD PRACTICE:

We noted a number of areas of good practice being demonstrated at Inverness College in relation to Curriculum Planning. These included:

- Curriculum staff frequently engage with external stakeholders such as other colleges; local schools; and local employers; via a number of methods, such as formal channels; social media; committee meetings; open days; with a view to developing the course curriculum, and gaining an understanding of the strengths and weaknesses of the course curriculum.
- The College has an effective curriculum planning template in place, used by the PDMs annually to record the projected course information, and to inform the college staffing requirements. The final information contained within the template is reviewed and approved by the Head of Curriculum and the Depute Principal prior to the finalised curriculum being developed.
- Curriculum alterations, such as new courses and course removals, go through a rigorous review process with a business case presented to the APDC for approval.
- The College utilise an effective timetabling systems, Celcat, which provides the capability to schedule timetables, book rooms, and to analyse room utilisation statistics and manage student attendance in an effective manner.
- The curriculum planning process is clearly aligned to the achievement of the College course targets for the Regional Outcome Agreement.

KEY FINDINGS:

We identified one area where improvement could be made to the control environment to increase the opportunity for further efficiency:

- **Room Utilisation Reporting -** Celcat provides the college with the capability of producing utilisation statistics. However, the creation and review of utilisation reports is being conducted on an ad-hoc basis and is not subject to regular structured review.

CONCLUSION:

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

INVERNESS COLLEGE, CURRICULUM PLANNING

OUR TESTING DID NOT IDENTIFY ANY CONCERNS SURROUNDING THE CONTROLS IN PLACE TO MITIGATE THE FOLLOWING RISKS:

✓ The curriculum planning process may not be supported by both curriculum and finance staff, and may not be effectively linked to the Regional Outcome Agreement.

✓ Curriculum staff may not engage effectively with other education providers locally to plan pathways effectively.

✓ Draft timetabling may not be subject to validation checks to identify clashes in relation to subjects, estates capacity or teaching resource.

✓ Consideration may not have been given to available estate resources to facilitate efficient occupancy levels.

✓ Consideration may not have been given to financial aspects of course provision, so as to determine the viability of course provision and the minimum enrolment required to maintain course viability.

INVERNESS COLLEGE, CURRICULUM PLANNING

DETAILED FINDINGS

RISK: CONSIDERATION MAY NOT HAVE BEEN GIVEN TO AVAILABLE ESTATE RESOURCES TO FACILITATE EFFICIENT OCCUPANCY LEVELS.

Ref	Sig.	Finding
1	🟢	**Room Utilisation Reporting**

Regular reporting and scrutiny of room and staff utilisation statistics provides the opportunity for education bodies to assess how efficiently they are delivering their curriculum.

Celcat provides the college with the capability of producing utilisation statistics. However, the creation and review of utilisation reports is being conducted on an ad-hoc basis and is not subject to review as a standing agenda item on an appropriate college group remit.

There is a risk that the college may not be fully utilising their campus and staff resources throughout the academic year as a result of the infrequent review of utilisation reports.

RECOMMENDATION:

We recommend that the college produce more regular utilisation reports for its estate and staff, and that these reports are monitored and scrutinised by an appropriate group within the college.

MANAGEMENT RESPONSE:

Agreed - The college recognises the need to re-establish regular room utilisation audits, and the enhanced functionality of Celcat should improve the information available through these audits. The audits were reported previously via the Academic management Group, which is no longer in existence.

The college will ensure that room utilisation audits are re-instated and reported regularly through an appropriate group.

Responsible Officer:	Depute Principal – Planning and Student Experience
Implementation Date:	Academic Year 2019-20

INVERNESS COLLEGE, CURRICULUM PLANNING

OBSERVATIONS

CELCAT ADMINISTRATION

Celcat administration tasks, such as timetabling, are conducted by the two Celcat administrators upon instruction by the PDMs and PCs. The PDMs interviewed explained that they used to be able to conduct some changes to Celcat and that it would be more efficient for some administrative tasks, such as minor course related changes to staff and rooms within their curriculum area to be conducted by themselves or the PCs.

COURSE FINANCES

We sampled six initial approval forms for new courses or course changes to the programme that were submitted to the APDC at the end of 2018, and found that for two of the six submissions the form did not contain the course financial information, and as a result were approved subject to the financial/costing information being provided. It would be more efficient for all of this information to be completed as and when the initial application form is being completed. We recognise that a stage gate project management process is in place, whereby at each stage decisions are made based on the forecasts and information available at the time.

COURSE TRACKER

The College utilise a course tracker to monitor the status of new courses and changes to courses that are submitted to the APDC. We noted limitations with the tracker, such as, there are no prior year course approvals recorded on the current document, and not all cells within the tracker are completed. However, the gaps in information on the tracker are recorded within the APDC minutes and papers, which mitigates any risk of APDC decisions on programme changes being lost.

CP TEMPLATE

The PDMs identified areas where the curriculum plan template could be enhanced, including:

- The live status of courses could be better captured through the revisiting of the plan throughout the year, to capture courses added during the year and to capture the resourcing implications of the course.

- The College should determine efficiency levels for courses, and with these metrics implement a RAG status into the curriculum plan template which will allow a more efficient identification process on the efficiency of the courses within the programme.

INVERNESS COLLEGE, CURRICULUM PLANNING

STAFF SKILLSETS

The PDMs explained that they are not fully aware of the skillsets of staff within different curriculum areas. If not already in place within the HR department, it would be beneficial for a staff skills matrix to be developed and made available to the PDMs, or if already created provided to the PDMs.

STAFF INTERVIEWED

BDO LLP APPRECIATES THE TIME PROVIDED BY ALL THE INDIVIDUALS INVOLVED IN THIS REVIEW AND WOULD LIKE TO THANK THEM FOR THEIR ASSISTANCE AND COOPERATION.

Gill Berkeley	Head of Curriculum
Heather Keyes	Programme Development Manager
Lindsay Snodgrass	Head of Student Services
Lorraine Andrews	Project Manager – Developing The Young Workforce
Paul Moody	Programme Development Manager
Roddy Henry	Depute Principal
Sharon MacFarlane	Programme Development Manager

INVERNESS COLLEGE, CURRICULUM PLANNING

APPENDIX I – DEFINITIONS

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

RECOMMENDATION SIGNIFICANCE

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

INVERNESS COLLEGE, CURRICULUM PLANNING

APPENDIX II - TERMS OF REFERENCE

PURPOSE OF REVIEW:

The purpose of this review is to provide assurance to management and the Audit Committee regarding the adequacy and effectiveness of curriculum planning arrangements and to recommend improvements to those arrangements as necessary.

Specifically, we will assess whether a robust curriculum planning process is in place which is aligned to the requirements of the regional outcome agreement, and evaluate whether the College has adequately considered learner demand, estates resources and capacity as part of curriculum planning processes.

KEY RISKS:

Based upon the risk assessment undertaken during the development of the internal audit operational plan, through discussions with management, and our collective audit knowledge and understanding the key risks associated with the area under review are:

- The curriculum planning process may not be supported by both curriculum and finance staff, and may not be effectively linked to the Regional Outcome Agreement.

- Curriculum staff may not engage effectively with other education providers locally to plan pathways effectively.

- Draft timetabling may not be subject to validation checks to identify clashes in relation to subjects, estates capacity or teaching resource.

- Consideration may not have been given to available estate resources to facilitate efficient occupancy levels.

SCOPE OF REVIEW:

Our review will assess whether:
- The College has a robust curriculum planning process which is in line with the Regional Outcome Agreement and is fully supported by both curriculum and finance staff.
- Curriculum staff engage effectively with other education providers locally to plan pathways effectively.
- Draft timetabling is subject to appropriate validation checks to identify any subject, estate or teaching resource clashes.
- The availability of estate resources is fully considered in advanced to facilitate efficient occupancy levels.
- Key financial elements of course provision are considered to identify viability and minimum enrolments required.

FOR MORE INFORMATION:

RUTH IRELAND

+44 (0)20 7893 2337
ruth.ireland@bdo.co.uk

www.bdo.co.uk

University of the Highlands and Islands
Inverness College

Board of Management

Subject/Title:	Professional Discussion on Learning and Teaching – Summary Report
Author: [Name and Job title]	Liz Cook, Quality Manager
Meeting:	Learning, Teaching and Research Committee
Meeting Date:	4 June 2019
Date Paper prepared:	16 May 2019
Brief Summary of the paper:	The report represents a summary of the PDLT activity from the AY 2018-18.
Action requested: [Approval, recommendation, discussion, noting]	Noting
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 summary report links to the Strategic Plan 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)	
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

University of the
Highlands and Islands
Inverness College

Professional Discussion on Learning and Teaching 2017 - 18 Summary Report

Purpose of the report

To provide readers with a summary and evaluation of the third 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.

During the academic year, the decision was made across the partnership to adopt the wider Learning Teaching Academy strategy. The values expressed in the strategy have been included within the executive summary.

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 2017 - 18 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 and inform future staff development plans.

The report also analyses feedback from staff who have taken part in a PDLT review during this third 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 2017 - 18, 35 PDLT episodes were scheduled, compared to 28 in 2017 - 18. Of the 35 scheduled, 21 were completed, with the remaining reviews to roll over to the cycle in 2018-19. The review team consisted of a bank of ten experienced staff from across college curriculum areas, whose roles include managers, programme co-ordinators and lecturing staff. During 2017-18 a cohort of new reviewers were recruited to the bank. All received comprehensive training prior to engaging in the process.

The subject areas covered by PDLT reviews during 2017 - 18 were as follows:

- Accounting
- Architectural Technology

- Art and Design
- Beauty Therapy
- Business and Management
- Care Practice
- Construction
- Engineering Systems
- Fabrication and Welding
- Hospitality and Events
- Humanities
- Land Based
- Mechanical Engineering
- Media
- Motor Vehicle
- Psychology
- Sport and Fitness

Comprehensive detail of the PDLT findings by each element of the Framework for Excellent Learning & Teaching is provided in the table from pages 9 - 30 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 2017 - 18, 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 - 28). 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 2016 – 17 to 2017-18
1.Is built on a foundation of respect and positive relationships		
- Personalisation evident through awareness of individual student needs - Positive and respectful relationships in the classroom - Clarity of communication within the classroom	- Consider appropriate ways to challenge inappropriate student behaviour - Consider further developing inclusive learning strategies	Similar themes emerging; more areas for development identified
2.Motivates and engages through active, collaborative and participatory learning *Providing a connected learning experience* *Active and creative use of technology*		
- 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 ways to adapt to situations presented within the classroom environment - Further develop student centred approaches to learning - Consider incorporating a wider range of strategies to promote active learning	Similar strengths emerging
3.Makes effective use of staff pedagogical and subject/vocational knowledge and skills *Learning for Employment*		
Highly skilled enthusiastic teaching staff	Further opportunities to engage students with current technological resources	Similar strengths; areas for development identified

• Very good use of vocational expertise to link learning to employment situations	• Consider student feedback gathered on a programme basis	
4.Involves students in planning and shaping their own learning _Learner Choice and Personalisation_ _Reflective practice and continuous improvement_		
• 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. • Make use of feedback gathered from students in each class to inform the development of delivery plans and classroom approaches	Similar areas for development identified. The strengths are of a similar nature.
5.Develops essential skills, capacities and attributes		
• Opportunity for 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	• Consider the use of digital support for those students with ASN. • Opportunity to extend the opportunity to capture naturally occurring evidence. • Opportunity to develop students skills around VLE	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		
• Some lessons highlighted the skills required in the workplace to motivate learners • Learners are clear what they must do in order to succeed • Learners are clear about their progression routes. This knowledge underpins their desire to learn	• Opportunity to extend activities to further increase engagement	Similar strengths emerging.

7.Is informed by effective and ongoing assessment, feedback and reporting on progress *Assessment and feedback for learning* *Integrated and sustainable teaching practice*		
• 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 techniques to differentiate and fully integrate students in the group • Opportunity for peer review and discussion	Similar strengths from year to year. Opportunities for development identified.
8.Develops reflection and independence in learning *Evidence based educational practice* *Supporting the learner as an individual*		
• 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	• Opportunity for extension of learning approaches to further challenge some learners • Opportunity for student involvement in reflective activity	Similar strengths and further areas for development identified.

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 students presented as a fairly mixed group, but their interaction with the lecturer was very good. She dealt with one small incident with humour and professionalism. • Class were all clear that they were interested and supported throughout their learning. • The lecturer has only been with the students for four weeks. There was a clear respectful and equitable relationship already well established. Knew all the students by first name and used this to ensure each students was accepted in the learning environment. • There was some great fault checking and endorsing of positive behaviour going on throughout the session. Hazards on floor pointed out, positive reinforcement of protective glasses worn. • It was well emphasized that we all work at a different pace from one another and that the students were encouraged to work at their own comfortable pace. This would help the motivation of the individuals and would also reduce the likelihood of an injury. • The lecturer has been timetabled with the students for four units in semester 1 and five units in semester 2. The lecturer has clearly managed to promote a positive classroom environment and has managed to create a climate of respect and trust. This could be seen in the classroom with the respect between staff and students. The lecturer and students had organized a Baby shower for one of the students. This has helped to develop respectful and equitable relationships. The students also help with the clarification of attendance for missing or late students in a mature manor. The lecturer has also taken into consideration and managed to get one of the students fast tracked through certain units prior to maternity entitlement. • The lecturer has made good use of the face-to-face sessions and also captures this with the smartboard. All materials/notes are accessible on Blackboard and all this ensures a safe, positive and engaging learning environment. • There was a professional but also approachable atmosphere in the classroom and the students were very mature and at ease to ask questions or clarification at any time. The	• Some students arrived late and it was noted that they had amber warnings on INSIGHT and one was a carer. • As early retention is key at this stage, we wondered how the Course Team worked together regarding students who may need extra support? • Possible further planning around the needs of individual students. One student sat apart from all of the others and during the group activity, seemed to be excluded from making any contribution. The student appeared to lack confidence and required encouragement to participate • Some students did arrive late for class with no apology. • Similar students repeatedly answered questions which meant that there were members of the group who

	lecturer was very good at facilitating when other students had some very relevant experiences to contextualize in with the current teaching. • Positive classroom relationships were evident throughout. Students were comfortable in terms of discussing topics and asking questions allowing them to explore and develop their understanding. • Through professional discussion it was evident that each students individual needs were understood and considered ensuring that learning and teaching approaches supported their achievement. • Students & Lecturer greeted each other respectfully and students seemed engaged in the lesson. • It was clear that the class had a mutual respect for the lecturer, demonstrated well by the apologies of a few students who arrived a little late. • This is a new intake therefore the lecturer has yet to establish their abilities in the practical tasks, however it was clear to see that there was a good rapport between the class and the lecturer. • A good rapport with the class has been established despite this being class cover. This was evident when one of the learners was picked up for their PPE and directed to go and change into the correct PPE. Clear instructions were given and the learners were aware of the plan for the day • The class have come from different employers, however engaged well with each other and the lecturer. • The lecturer demonstrated a good rapport with the students, using their names and chatting to them in a relaxed and friendly way. • The lecturer was aware of the needs of the students during the class e.g. he checked regularly that all the students could see the Smartboard, enlarging the slides when showing small detail. • The lecturer demonstrated a good rapport with the students. She used their names, smiled and created a relaxed atmosphere. • Students very much seemed like a group/team.	didn't contribute at all. The lecturer addressed this by direct and systematic questioning of the students. Perhaps consider ways of a more non-confrontational approach to formative assessment?

	- Took on board comments/guidance from lecturer very well. Clearly good relationship. - Students understood safety reminders – good attitudes. Including helping others. - Asked if it was ok to record the session to the students - Students confident to speak as well as type in collaborate - Introduced me and said why I was there and that I would be in touch - Well-paced delivery - Students were all welcomed by name and ensured all sites were connected and students with ASN were supported. - Students were asked to interact with each other, initially to introduce each other, as they were a new group. As well as an icebreaker this worked as a way for the lecturer and the other students to get to know each other and learn about each other's sport background. - The students presented as a fairly mixed group, but their interaction with the lecturer was very good. All students stopped talking and faced the front as the lecturer started the lecture. - The lecturer used student's names throughout to build a positive relationship with class members. - Students reported feeling comfortable and confident to ask their lecturer for support if they needed it and the more confident students asked questions during the session. - The immediate atmosphere in the classroom is one of safety and trust. Despite the busy nature of the preparations, and the time constraints to be ready before the clients arrive, everyone is calm, quietly spoken and measured in their behaviour. It is clear the students, despite being nervous for their assessment, feel supported and prepared for the assessment task. - The students are attentive to their lecturer at all times and maintain good eye contact with her. She greets them positively and warmly using their names. - There are clear expectations of professional practice and behaviour which are reinforced by the students being referred to as 'therapists'.	

	• Students reported that they feel well supported in all aspects of their learning. They also said that they felt confident and comfortable to approach their lecturer at any time for the help they needed. • The students also explained that they have been encouraged to set up a group chat to support each other outside of class time and they report that this has been very successful. They have formed good friendships and look after each other in a mature and caring way which helps to build on the relationships formed in class.	
2.Motivates and engages through active, collaborative and participatory learning	• The task was designed to allow every student to have the opportunity to participate fully in the preparation, completion, and evaluation and cleaning process related to their assessment. • Throughout the session students were highly engaged with every aspect of learning. In the first instance they were working together to check they had set up their stations correctly. The preparation was monitored closely by the lecturer who used appropriate questions to encourage students to actively think about whether they had made the correct preparations and to review the tasks they would be undertaking. Links were consistently made to prior learning and to assess the students understanding. • When the clients arrived the students took responsibility for greeting them and taking care of their needs. • During the treatment process the students were guided through each stage by the lecturer who demonstrated in the air the movements they should do whilst naming them. During this process the students were allowed to independently undertake the treatment process. It was clear that every action had been previously practiced by the students as they were able to respond immediately by the name of the movement. • Having real clients allowed the students to experience the responsibilities required in practice and all were fully engaged and motivated by this opportunity. • The lecturer allows further responsibility by assigning one student each week to be the 'salon manager' which affords them the opportunity to encourage good practice amongst their peers in terms of cleaning and restocking the salon. When asked, the students felt this was an important responsibility and enjoyed the opportunity to work as a team to do what was required.	• As the class reached about 40mins into a 2 hour class, a few students were noted to be 'flagging', becoming a little more restless and yawning. It would be useful to create a reviving activity that could be inserted at points like this, or allow a 10min comfort break. • The breakdown of the groups, taken into consideration prior knowledge of individual and team/group dynamics. • There were opportunities were a 'student centered learning' approach could have been used to enhance further the students engagement and understanding. The meter task demonstrated could have been developed into an activity that students discover the information and knowledge independently, working in small groups,

	• Inter disciplinary links have been made to allow collaboration across departments which also offers opportunities to expand and develop the students participation, motivation and experience. • Other students from various hair and beauty classes were used to support the students as their clients before they have the responsibility of practicing on members of the public. Opportunities are also actively being sought to encourage other departments to be part of this process. • Supported education students will be engaging with the skills for work students at Christmas to allow students to experience a wider range of care and professional practice. • The lecturer modelled on the Smartboard how to approach, calculate and record each stage of the paperwork which students reported finding helpful. The notes made on the board were then saved and made available to the students via the VLE after the class. • The students had previously been given the option of how they wanted the learning to be delivered and the lecturer responded directly to this. They reported enjoying a more structured and directed approach to learning and enjoyed having examples of work based problems to carry out once they knew what they were doing. • The students understood the value of working through each element of the problem as the computer programmes used in professional practice did the calculations automatically. • Students were engaged actively, collaboratively and everyone participated, whilst having fun. • The Lecturer used contextualized examples from topics related to students own sport interest. • Used pro-active activities, which promoted motivation and collaboration through participatory learning and helped the newly formed class to get to know each other. • Used questioning to help reflective practice. • Students reported that they found the class relevant and engaging.	discussing, and reporting what they find. This would have provided a more meaningful learning episode. • A student spoke about a social experiment on TV and this may have been an opportunity for discussion? • Some students may not have felt comfortable with the task of collecting data from outside the classroom. Could this have been discussed with the class? • Pro-active activities such as games, quizzes, Carousel classroom etc. may help to promote motivation and collaboration through participatory learning. • Consider encouraging the students to work in pairs e.g. when doing worksheets. This would allow them to work collaboratively, learn from one another and engage in problem solving together. • It would also build relationships and communication skills and confidence in feeding back to the group as they seem quiet and not particularly cohesive as a group.

	- The class, throughout the observation, remained well engaged, good eye contact was noted throughout, and they mostly participated voluntarily. - Class all engaged well, and most participated well. - The session flowed nicely from explanation, demonstration, imitation and then practice. Theory on how to measure and cut various sizes of brick. Lecturer demonstrated how to cut and students split into pairs to then practice. Thus allowing the students to acquire information and knowledge through discovery. It was also great as the students then had to confirm their partners cut was correct, thus enhancing peer motivation and promoting correct fault checking procedures. - The students were divided up into four equal teams and were given a case study to work on. Each team had a different case study and after a period of time the teams rotated around the classroom to the next case study. This produced the ideal learning environment for the students to participate actively in their own learning. This format also allowed the students to acquire information and knowledge through discovery and in collaboration with the small teams and collectively as a course. - The lecturer ensured there was ample time between each stage for practical conformation. The lecturer was always ready to assist where necessary but was also good at letting some of the other students help each other out with different styles and formulas. Thus provided an effective balance of support and challenge which maintained student's motivation and gave students opportunities to problem solve and work with/help others. - Workbooks and demonstrations were used to underpin the knowledge. - High quality presentations using powerpoint ensured that each topic was clearly delivered using actual 'car parts' in class as visual aids to further connect the knowledge to the workshops skills the students have been currently undertaken. - Reference to workshop tasks/activities were made throughout providing opportunities for students to link the subject knowledge being delivered to the practical application of the skill. - Students were engaged in discussions about their media consumption which related to their personal lives. Tutor gave examples of his own media consumption.	- The observed session took place in a computer suite which was not the group's typical classroom and presented a space challenge for the students who were working from several sheets of paper. - There are opportunities provided for students to engage with materials and discussion boards on Blackboard however many students reported that they rarely used this resource and were too busy to work outside of class time. - Identified by lecturer on PDLT3 form 'quieter individuals but are willing to share if asked directly' - The first time students were asked a question was 25 minutes into the class. Could more questions have been put to the students instead of giving them all of the information in a lecture format? - All class members were asked to look at financial statements but only 1 had done so - perhaps consider ways of making tasks such

	• Students reported that creating a media log had made them reflect on their own media consumption and that they had found it interesting. Some had been surprised by their findings. • The students are all employed in industry. This was highlighted as a motivator for completing the course so that they were employable and became time served. Each student followed instruction and seemed engaged. Through discussions with the learners they were questioned about the effectiveness of the demonstration and the information given and they felt the demonstration was of a good time scale to allow them to carry on with the task • The class were comfortable working in the workshop and seemed to have clear direction of what they needed to achieve. • The students were participating in a practical assessment task so direction was limited, however the lecturer advised them where he could on methods that may make the task more practicable. • The students remained engaged throughout the lesson, there was no evidence of inappropriate use of phones/laptops or conversation not related to the topic. • The use of worksheets provided a break from listening and an opportunity for more participatory learning. • There was a good variety in the lecture with students engaging in presentations, group work, listening to the lecturer, watching YouTube clips and working on a case study. The change of pace through these different activities helped to keep the students motivated and engaged.	as this part of a group activity within the class.
3. Makes effective use of staff pedagogical and subject/vocational knowledge and skills	• The lecturer has excellent links to the community and uses these to support the students' learning experience. Each year they have the opportunity to work as makeup artists for a Highland Hospice fundraising event. • Within the classroom environment, the lecturer made excellent links to legislation and expectations of work based practice. There were reminders about health and safety procedures throughout as well as an emphasis on the importance of confidentiality and GDPR. • The lecturer used appropriate and technical language throughout which included anatomical features of the body such as muscle and joint positions. She checked the	• Smart board was used effectively in presenting slides, there may have been an opportunity for students to engage with ICT marking the diagrams on screen, comparing old with new, promoting further class room discussion.

	students understand of these terms through questioning and even used pictures to demonstrate biological factors when students were unsure. • The lecturers knowledge and comfort in the subject matter was clear, and the students felt assured that she 'knows what she's talking about'. • The lecturer engaged the class well, and clearly has a strong rapport with them, which enhanced their ease of communication. They are aware of her expertise, and how she uses her experience to support the subjects in discussion. • The lecturer used their subject and pedagogical knowledge well to engage the students. An effective range of approaches and learning activities were used to actively engage the students. There was great structure to the session, beginning middle and end. The revision was on Risk Assessments in their work place environment. This was a good way for confirming that previous learning was understood and also linked in really well with the current session of brick cutting. • The lecturers experience in the subject matter constantly shone through the cuts during the demonstration were faultless. The students were given ample time to practice thus helping to promote and maintain the students desire to learn. • The lecturer used their subject and pedagogical knowledge well to engage the students. An effective range of approaches and learning activities were used to actively engage the students. There was great structure to the session, beginning middle and end. The beginning was prelims covering attendance, administration and overview of the session. Revision and objectives were covered by looking at the outcomes and performance criteria broken down into simplistic terminology. The question and answer worked well at this stage to gradually warm the students up ready for the main activities and stages of the session. Before we knew it the students were actively engaged with post-its and case studies. • Each stage flowed nicely and complimented the next stage of learning. • The lecturer used their subject and pedagogical knowledge well to engage the students. An effective range of approaches and learning activities were used to actively engage the students. There was great structure to the session, beginning middle and end. The revision was Thermos fluids which led on nice to the introduction which linked in with the industries current trends. At this stage the lecturer also mentioned that there was a practical session on the subject next week, this was an excellent way to promote and maintain the students desire to learn.	• What are the current guidelines/ethics regarding collecting data? • Are there any written instructions for interviewer? • The students are a new intake and were not sure about My day as a communication tool • The use of a visualizer had been highlighted – there is now one available, this along with Apple TV may make demonstrations more accessible for the students. • The learners felt that the environment was effective for their needs, however another class is housed within the workshop where an external class was being conducted and the noise levels from the task was distracting. The lecturer tried to accommodate this as best as possible and a suggestion from one of the learners was taken on board for them to move upstairs to the work space there. • As the lecturer is supply staff he identified that it was difficult to report maintenance requirements

- Each stage flowed nicely and complimented the next stage of learning. During the stages the students were encouraged to share the work experience that they had gained whilst on the job. It was very interesting for the students to learn about the differences from America and Europe during the contextualization of the knowledge and skills learned whilst abroad from their peer group.

- The lecturers experience in the subject matter constantly shone through and was professional at highlighting some of the more prevalent points to the students.

- This learning episode was clearly set up and well delivered.

- Students engaged well in all activities with additional support given through each task where required. Students who were unsure of task were quickly identified and individual support and guidance given.

- Good use of subject knowledge throughout the lesson. Examples of how vehicle technology has evolved was used to raise awareness of past, current and future developments.

- Tutor demonstrated good subject knowledge and skills.

- The students have already experienced a number of teaching styles and devices, such as the smart board and Apple TV.

- The lecturer had good knowledge of the subject and explained to me that the task is a skill which is specialist and may not be used by all in this trade, so some may be more proficient than others.

- Reasons were given for any guidance given relating this to industry practice.

- The lesson was well planned and organised in approach. The lecturer used different methodologies including using the Smartboard appropriately to support learning, using worksheets to check for understanding and provide students with an opportunity to apply their knowledge. The PP slides were of high quality.

- The lecturer's vocational knowledge was used excellently in continually applying the theory to real industry situations and adding in relevant anecdotes to bring the subject to life.

- As well as showing slides of the measuring tools, would it be possible to have one of each in the room to demonstrate and pass around? The students will use these in the workshop but even a demonstration rather than a picture would help to engage the students further.

- The group presentations provided a good opportunity for feedback.

- Was the information presented to students correct? How did they and the rest of the group know it was correct?

- How well did the environment support effective learning? The ICT room was not suitable for movement and using sports equipment and may have restricted the learning?

- Students felt that a 2 week placement was good but would like it to be even longer.

- Students also suggested that the terminology used at HNC level should be the same for HND as they felt that the difference caused confusion

			and couldn't understand why it differed.
	• The lesson was well planned. The lecturer started by referring back to prior learning and also clearly pointed forward to what would be covered in the future. The lesson opened with clear objectives, today we are going to discuss……..		
	• There was evidence of ongoing reflection buy the lecturer relating to the subject and pace as she explained some amendments to the teaching schedule following discussion with another lecturer on the course.		
	• There was evidence of good use of technology to support learning through the use of the Smartboard, YouTube and BlackBoard.		
	• The lecturer obviously has excellent subject knowledge and drew on her own industry experience. This brought the lesson alive and helped the students connect to real life situations rather than just factual information.		
	• There was also reference to subjects across the curriculum and the students were encouraged to see the links between the marketing and economics curricula.		
	• Clear example of marking piece for all students – involved students in discussion. • One to one demo when needed but often just little tips when small things noticed. • Students came for advice/feedback when finished a cut or marking. • Relating to working environment discussed and clear this is passed on to students. Some students already employed and needed to have some bad habits corrected.		
	• Clearly comfortable with technology		
	• Just using audio as video freezes and used slides for session		
	• Stayed on topic but signposted future topics that would be expanded upon when they came up		
	• Clearly passionate about subject and very knowledgeable. Kept linking to many well-known authors in relation to lecture.		
	• Justified why they were using the chosen text and context of text		
	• Introduced topic and broke down what they would be covering		

	• The lecturer has very good industry experience and subject knowledge and of the Mechanics of Human Movement. He used pp. to reinforce learning. The practical activity related fully to industry and practice. Lecturer used examples from his own experience. • Used experiential learning – i.e. testing where power is coming from in the body- hands-on learning and then asking students to reflect on their performance. This was an excellent way to teach the subject. • The lecturers' knowledge on the subject matter was clear and his own industry experience was demonstrated as a case study. • There is a clear high level of vocational knowledge demonstrated by the lecturer which is used to support learning but also to explain the work based context of their class work. • Links to professional standards were made in appropriate places and reflected the requirements of both the upcoming assessment and a vocational position. • Excellent opportunities are provided for the students to have a work based placement as part of their course which students felt was a very valuable experience and especially liked that it was held at the end of the year as they felt that this allowed them to have as much learning as possible before working with potential employers.	
4.Involves students in planning and shaping their own learning	• Recap of previous session to confirm learning was done at the start, and included a plan of what would be delivered in the lesson. • During group work, the lecturer went to each student group to ensure understanding. She has noted that 2 students tend to pair up, where one supports the other. • Good clear links shown to where the Graded Unit 'fits' with the approach of the award, and gives a clear timeline of work submission dates (also on Blackboard). Allocation of weighting for each component shown, and details of how to identify the criteria needed for small research project set out. Students have some autonomy of choice of candidates, and are able to select any equipment they choose to use. • The class has two student representatives who are actively involved in their duties. This allows the individual students and the course the opportunity to voice their opinions. It was the students that wanted to have the baby shower and the lecturer turned this into an active and current learning experience.	• Students could not recall providing feedback to lecturer on classroom activities. They enjoy their lessons but would welcome tasks that were interactive in knowledge based sessions. • Could ask more open questions • Students felt they had not enough assistance and preparation regarding assessments before they were due. Two students felt that they had less than a

	• Students enjoy the structure of their lessons and follow lecturer instructions closely. This is an introductory level course and therefore is very structured to ensure that a specific range of topics are covered to allow progression to the next level of study.		week to submit an assessment after guidance had been delivered.
	• All students present had a clear idea of their next steps with the majority all wanting to progress to the next level.		• There is an opportunity for students to plan and shape their learning by exploring opportunities to remodel course design.
	• Students identified being media consumers and collecting personal data.		
	• The students highlighted that they were involved in what they needed to do to complete the course.		• Students suggested a summer module to bridge the gap between the two courses.
	• The students were aware of what was expected from them and that the task was to be completed on this lesson. They felt that the teaching styles used were effective.		• This theory class did not provide much evidence of students planning and shaping their own learning as it followed a clear structure which did not allow for learner choice.
	• The presentations by the students allowed them scope to plan and shape their learning by providing choice of which companies and marketing factors they would discuss.		
	• Students responsible for the speed of their learning. Took finished pieces into locker.		
	• Plans on board in workshop but students used phones to take pictures for reference.		
	• Discussed that this seems much safer than having paper plans around and much easier for the students.		• The observed class was very heavily subscribed by SQA and offered little opportunity for flexibility or deviation from the themes of learning due to the volume of content and the tight timescales to prepare for assessments.
	• Also allowed students to upload pictures of work to electronic portfolio. Student feedback on this was very good.		
	• Showed reviewer examples of students' freeform work when they'd finished their assessment pieces.		
	• Discussed students involved in finding out where all the H&S items around the room – students required to mark them on diagram.		• Students reported feeling quite overwhelmed with the significant academic jump from HNC to HND level.
	• Asked for specifically what anyone wanted to discuss this week in relation to the course		
	• Made reference to core text and materials that would help with assessment		
	• Reassuring students that despite it being a difficult topic they would be fine.		

	• Reminded students to use discussion board to develop their own ideas about what was discussed in the lecture. • New class of students who said they felt involved and happy to be on the course. • Plan of what would be delivered in the lesson was given to students at the beginning of the class. • During the observation each student took full responsibility for cleaning and preparing their own station and making sure all the equipment was ready and to hand. Responsibility was given to each student to assess their client's needs and chose the correct products for their needs. • The lecturer asked each student to assess their client's skin and justify their choices for treatment and the products they would be using. • Despite the large number of SQA units covered in the course there are opportunities for students to direct their own learning. The students reported that their lecturer responds to their interests directly by offering opportunities to learn based on discussions held in class, for example they had talked about face masks and the lecturer had made plans to include a session on making and using face masks in response to this.	
5.Develops essential skills, capacities and attributes	• Students study has a slightly blended approach, in that materials are available on Blackboard*. See below. • Some discussion around how this might be approached, as students sought clarity over the finer detail, all questions answered as they arose, drawing back to set up shown on factual PowerPoint. • During the session there was ample opportunities to develop essential skills, capacities and attributes. Interpersonal skills were evident in the team work in pairs, which confirmed student's capability to follow instructions. This also highlighted and promoted giving and receiving feedback. • This all came about by a good simplistic lesson format and bite size stages for the level 4/5 students. • Just by using the course and unit content with appropriate methodology the lecturer has captured many attributes. Academic skills were captured by problem solving, as well as independent/team/course thinking. Social awareness was there with the case studies and	• The lecturer has created a Blackboard space that the students can access her units. Some students would benefit from an upskilling in how to best use Blackboard. • Continue to promote use of IT in order that the students own skills continue to develop. Allowing students to work in groups to research specific elements of their study will create a student-student supportive environment.

	captured equality and diversity and ethical behaviour. There was more but I will finish with interpersonal skills, this included team work, emotional intelligence, working with difference & diversity. Very good methodology and content used professionally to enhance the subject matter.	• Greater use of direct questioning techniques to ensure that all students are communicating effectively and engaging with the lesson activities.
	• There was opportunities throughout the session to highlight the development of skills, capacities and attributes. Academic skills were covered by the students constantly having to problem solve, the willingness to learn was evident by the enthusiasm of the students when given the problems. Social awareness included Global awareness and opportunity awareness, this was highlighted by the students when they were talking about their global experiences.	• Approaching people and asking questions for a survey could be an opportunity for students to develop skills and attributes needed for this task.
	• All of the tasks and activities linked to real working roles/practices with reference being made to how they would be applied in employment.	• The learners were not aware that they using essential and core skills during their measuring and
	• Students evidenced their learning through sharing their understanding of new legislation that is coming into force.	
	• Students had opportunity to develop communication skills through discussion points during the lesson.	• Consider using questioning techniques such as Pose-Pause-Pounce-Bounce as this may help build greater communication skills and confidence in the group.
	• Students were working individually. Numeracy will be essential for collecting and collating results of surveys.	
	• The learners were aware of what the core skills were and that they were actively using them in class.	• The student presentations provided an excellent opportunity to provide feedback
	• The learners made use of their core skills by measuring the chimney stack and cutting the lead to size, using communication skills throughout.	• Students during discussion with me, were very quiet and not very forthcoming (apart from two of the female students).
	• The subject of the lecture involved measuring and units of measurement. The lecturer clearly explained how to undertake these measures and assisted the students as they practiced their own calculations	
	• The lecturer emphasised how important these measuring skills will be for the practical work the students will be undertaking at college and in their future careers.	• Some students with learning needs may have struggled with this element.
	• There was good opportunity to develop essential communication skills and ICT skills through the student presentations	
	• Measurement, conversion between metric and imperial, angles, inside/outside diameters.	

	• Discussion that this sometimes isn't a strength of students if they'd been in a classroom but the context makes it far easier for them	• Some support has been put in place around the salon and in learning materials which uses picture cues for all students.
	• Good reference to reference and academic text and UHI standards and psychology options	• The lecturer is mindful of those with ASN needs but may consider how digital support could help those with ASN needs such as dyslexia when producing written work.
	• Made positive reference to a student magazine that was being set up.	
	• Always offering additional reading that students may enjoy.	
	• Encouraged critical thinking and problem solving. Students asked to reflect and describe their own practice and on what they had learned.	
	• Materials are available to students the day before class so IT skills and independent study skills are being developed. Students indicated blackboard folder was easy to navigate and find the materials they needed for class.	
	• Throughout the session the students were reminded of the importance of clear handwriting, writing in pen on their paperwork and dating it as a legal document. As part of the assessment the students had the opportunity to write a treatment plan for the clients based on an assessment of their needs.	
	• In terms of communication, the students had practiced the ways in which they should greet and engage with a client previously and also learned how to recognize different emotions so that they could respond effectively.	
	• The lecturer reminded the students of this prior knowledge and reminded them of the importance of good communication skills to help their client achieve their objectives in seeking treatment.	
	• The students are actively encouraged to take responsibility for their own preparations which allows opportunities for problem solving. On the day of the observation a member of staff from the store room was absent which left one of the students short on equipment, she was allowed to think about how she would overcome this and as a result fashioned her own equipment from a used tissue box lined with a clean tissue.	
	• There is a great deal of numeracy evidenced by the nature of the course content.	
	• There are also opportunities to apply learning to computer based programmes and to engage with online learning materials.	

	• Students also have opportunities to deliver oral presentations in order to pitch themselves to work placement employers.	
6.Promotes high standards of achievement and develops the desire to learn	• The lecturer has a good understanding of the dynamics of her class, and the students respond well to this. • The students are very clear on the outcomes they are aiming for this academic year. • The students are spoke of their determination to succeed in their learning. They all felt that they were well supported in this aim by the lecturer, and the rest of the team. • During my chat with the students they summed up the lecturer as mint, efficient, great and helpful. • The session was facilitated in order for the students to gain knowledge. This 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, Post-its and case studies in small groups. All the above taken into consideration helped to promote and maintain the students desire to learn. • The session was facilitated in order for the students to gain knowledge. This was attained as the learning environment was stimulating and relevant to the students' careers and demands. The lecturer was prodigious at breaking down the complex formulas into more user friendly terminology. • During my chat with the students they summed up the lecturer as sound, good egg, funny, diligent & professional. • All the above taken into consideration helped to promote and maintain the students desire to learn. • Students were motivated and keen to learn about the topic. They engaged enthusiastically in all activities and made relevant discussion points. • All students were aware of their next progression steps with the majority wishing to continue onto the next level of study	• Using clear templates and showing examples of good practice when collecting data aimed at different demographic groups may help to promote high standards and desire to learn. • As above, allowing the students to handle some of the tools being discussed may increase their desire to learn more about them even before they get to the workshop. • Many students felt that they were not prepared for the self-study requirement and were struggling to feel motivated to do so. • Students reported not engaging in extra study, or using the materials and discussion boards on Blackboard

	• Tutor was encouraging & supportive. Praise was given. • The class were all engaged in their task and they felt that the lecturer had a good, high standard • The class were all engaged in their task and the lecturer was aware of their strengths and weaknesses. Those who were not so confident in the task were paired up with those who were further ahead and more confident which showed good practice and peer leading • The continual linking of the theory to the practical work that students will shortly do in the workshop and in future employment, encouraged the students. • My discussion with the students indicated that they are keen to learn and continue with the course. They particularly enjoy the practical, workshop classes. • Tolerances discussed often and feedback given on measurement/cutting when it is not of sufficient standard. Students took feedback on board and repeated work. • Students sought feedback often – they wanted it to be of a sufficient standard. • Bringing academic theories up to date with current technologies and theories • Comparing 3—40 year old theories with present day social online environment • Made reference to current affairs and isolation in younger people • Topics were discussed as a group and tied back into popular culture still referring to the themes of the lecture. • Lecturer asked questions that encouraged students to analyze and identify areas of improvement relating to sports mechanics. • Lecturer explained progressive routes from the programme i.e. routes into Cali Thistle • Students were very clear on what was expected of them during their course • Throughout the class there were several reminders about needing to know the taught materials for assessment purposes	

	• Students reported that their motivation to learn came mostly from career opportunities which would be available at the end of that year or the opportunity to progress to the degree.	
7.Is informed by effective and ongoing assessment, feedback and reporting on progress **Framework details:** **Assessment for** **Assessment as** **Assessment of**	• The assessment schedule would be useful for students to see, but overall, they were happy with how they are planned. However, they all felt that their strength lies in practical work/assessment, and would appreciate more of this. • This was a class setting out the requirements, and touched on the assessment strategy that is set for a Graded Unit. • The lecturers approach enabled the staff and students to assess progress by the use of peer feedback. This then provided the opportunity for students to demonstrate essential skills as discussed above. • Interpersonal skills were evident in the team work in pairs, which confirmed student's capability to follow instructions. This also highlighted and promoted giving and receiving feedback • During the session the lecturer made good use at appropriate times by question and answer to confirm learning was taken place. Again the pedagogical approaches enabled the lecturer and students to assess progress and application of knowledge. This also provided opportunities for the students to demonstrate and assess progress and knowledge in essential skills, capacities and attributes. • Due to a good lesson sequence beginning, middle and end. Confirmation at all stages of the session was achieved by use of revision at the start, to confirm that previous learning was being carried forward allowing for progression to flow accordingly. A good range of approaches was used to check frequently on learning during the stages. This was done in the form of questions, discussions and other activities like formative assessments. • Students were all aware of their progress to date. The use of an e-portfolio provides the students with the ability to track their individual progress and assessment completion. • PAT sessions are used also to support and guide students aiding them to achieve their learning goals. • Tutor gave continual feedback from looking at the student's media blogs.	• The lecturer is going to look into getting a more practical element built into her classes wherever possible, with the likely outcome that the students will be better engaged in class (although this isn't much of an issue at present, it was a specific request from the class). • A course assessment schedule would be useful (although this is underway, apparently). • Some of the learners had completed their task at the same time, therefore needed the lecturer to check this all at the same time. The students waited patiently for their work to be checked. • Consider using more questioning techniques as part of assessment for learning. • When asking a question, use the student names to ensure that every student participates, giving an opportunity to check the whole class for understanding rather than

	- It was clear that the students were given praise where they did a 'good job' and were shown where they could improve. - The lecturer went round each student individually. - The lecturer was aware of where they all were and what they needed to achieve, and feedback was given to the learners on their practical tasks throughout. He explained that the theoretical aspect is covered by their full time lecturer. - The students were shown an example of the summative assessment linked to the subject they were studying. In discussion with the students, they were aware of the requirements of their assessments and said they felt that the lecturer ensured that they were prepared for them. - Nearly continuous assessments as students working at own pace and responsible for it. - Suits a workshop environment but requires constant vigilance and monitoring by lecturer. - Students had own folder and electronic folder. Knew what they were going to be assessed on. Things get signed off as they go. - Checked understanding from previous lectures and signposted which lectures would be helpful for different parts of the assessment - Made regular reference to the discussion board and use of VLE and earlier lectures - Asked questions and happy to wait and give students time to formulate their answers including all sites. - Discussed assessment (closed book) - Went through module info and compared to Higher PE. - Good questioning - Students were clear when assessments were to be submitted by. Some students indicated they would like to see more examples of previous coursework so they had a clearer understanding of what was to be submitted	the ones who always speak up. - Students liked feeling that they were doing things well and asked for more examples to work through with opportunities for feedback so that this could be achieved.

	• Students had been learning about infection control, emotional awareness, confidentiality and health and safety as well as the treatment process. As the lecturer reviewed the upcoming procedure the students were able to explain and demonstrate a good understanding in all these areas through their preparations and by way of questioning. It was evident that the observed session was a culmination of several weeks preparation and practice in all these areas. • Excellent oral feedback was given by the lecturer throughout the session to encourage the students and they reported that they always knew when they had done a good job and that there was clear oral feedback and instruction when they needed it. • The students also conducted a peer assessment of their treatment after the session allowing them to receive individual feedback. • In terms of learning, the students fill out a 'what worked well – better if' form at the end of the session. The lecturer uses this feedback to adapt future sessions. • Students on the Skills for Work Programme have the opportunity to contribute to two written reports each year which go home. These are reported in line with the four capacities of the Curriculum for Excellence. • Formative assessment was gathered by way of closed questioning whereas summative tests form the main basis for establishing progress. Students reported knowing how well they were doing from practice exam papers and the feedback they received following them. • In a typical class the lecturer would work through journals and go around class in order to establish understanding. • Learning is then progressed by adding and expanding examples.	
8.Develops reflection and independence in learning	• This developing in most of the students, however, a few are further behind others. • Most students were clear that the class today was based on theory, but that practical elements were the baseline for all the evidence of the unit. This was seen as a 'prep' class. • Students are issued with PPE at the beginning of the course and are also encouraged to purchase some other PPE at their own cost. This is an opportunity for the students to take responsibility for their own learning. This is shown through preparation and administration	• This lesson had a short Introduction prior to starting the main subject of the session, there might have been an opportunity to provide an activity that allowed students to reflect on previous learning, either knowledge based or workshop based, that linked

for learning. Turning up at the correct day, time, and venue and with the correct PPE and tools required for the learning experience.

- There was ample opportunities for the students to self/team/course reflect on the learning that was taken place. This was well facilitated by the lecturer at the beginning, middle and end of the session.

- The students clearly drew their own informed conclusions and were happy to discuss their findings with the remainder of the class and staff.

- 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, work books and VLE. The lecturer had explained how they had reflected on the session from the last time it was delivered and what changes they had made. This was nice to see, practice what you preach.

- Questioning techniques were used to promote and encourage students to reflect on their learning.

- Students engaged with workbook tasks applying the learning and knowledge gained to complete each worksheet.

- Students were working independently on their blogs. It would seem that this is the norm. Individual responsibility for outcomes was apparent.

- The class is a new intake so at the moment they were unsure how they might reflect on their abilities, however reflected very well in questioning about how the session was going.

- As the lecturer is only covering this class he had a clear verbal outline of what was to be completed within the timeframe. Overall progress of the class has been taken into account and he was able to establish where each of them were in their task and utilize the more capable students to buddy those who found the task more difficult.

- The lecturer encouraged the students to think through how they would be using the various tools they were learning about, including in their future employment.

- Students were almost all working independently with small amounts of input under observation.

- Students commented that they liked the freedom to work at their own speed and be in charge of their progress.

with the planned lessons objectives.

- For more capable students, ensure that the level of challenge is still there within the course activities.

- Could they use role-play to show these movements?

- Students were given pointers on the areas they needed to consider for their coursework, but could the students have been asked what they thought they needed to cover before confirming their points?

- Perhaps there could be opportunities for the students to play the role of lecturer and/or client in order to take more ownership of their learning and also create opportunities to help and support each other in finding a shared solution to problem based learning.

	- Assessment due so perhaps getting on with assessment as plenty materials available and will see once assessment is marked - Reassuring students that it is ok to answer incorrectly or fail (not having a safety net) as this will help develop their skills. - Lecturer got students to go into pairs to promote discussions and reflections and used physical activities as much as possible and questioning, to reinforce independent reflective thinking. - Some students seemed much more aware of independent study than others. Some students indicated they appreciated the 2 hour break between classes as this allowed them time to absorb information between classes. - Students also advised if they were absent from class it was their responsibility to get caught up with work, further enhancing independence in learning. - Throughout the session the students have time to practice what they have learnt and contemplate better ways of learning through their end of class feedback. - The students also reported having the opportunity to carry out independent research tasks in the LRC whilst being supported by their lecturer. - Students worked as a group within the session on a task- this was directed and facilitated by the lecturer	

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, 9 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:

Reviewer comments

1. The clear group identity in the classroom was discussed and it was clear this was also commonplace in industry. This is pointed out to the students and the workshop is run with mind to the professional workplace.
   The context of the core skills and how this benefitted the students was discussed. It is clearly something that is present across other classes with this group. The students might not have seen the relevance in school but grasp it quickly within a different setting.
   Although the students clearly really liked the electronic portfolio and the ability to keep track of their own assessment the reviewee suggested that the previous system in place was actually a little better and it would take some work to get the Onefile system to the same standard.

2. Motivates and engages through active, collaborative and participatory learning. Involves students in planning and shaping their own learning. Develops essential skills, capacities and attributes. The presentations by students demonstrated good practice in all of the above areas.

3. A very interesting lecture that made me aware of several topics that I knew little about. You are clearly a supportive lecturer who is very student focussed. I liked how you very easily and tactfully dealt with not necessarily relevant questions and brought back round to academic text and theories and then questioned for understanding. You answered all students' questions and suggested e mailing for further clarification if necessary. I thought your technique of breaking down an assessment into easily understandable chunks and used a debate as an example of how an essay should flow with arguments and counter points throughout with intro and conclusion was excellent and something I will be using myself.

   We discussed low engagement across discussion boards and it was good to see how positive and reassuring you were to the students about their benefit and not worry about what they said and academic quality it was a good uptake to begin with. It was great to see how successfully you and several other lecturers are working together sharing delivery across modules without making it a complicated task.

   I asked students for feedback on their module and was given the following. The students like the asynchronous online flexible nature of the modules but prefer the video collaborate sessions to the text based sessions. The students who responded did like the discussion board and used it frequently as it made them think about the topics posed. They did however comment on the low level of engagement overall. We discussed this and I like your plan to involve students in making it a more informal supportive resource and look forward to finding out how it proceeds.

   Ensuring parity of lecturer support is key to students being successful and there is still work to be done across the network to ensure this happens. One student also mentioned having a minimum standard of collaborate sessions with each session having a certain amount of video, slides and text so the students were clearer about what to expect each week.

   While the assessment dates and support sessions in preparation for assessments was clearly signposted, from student feedback it could be improved. This may well be down to the nature of when students are actually observing collaborate sessions, and writing their assessments, rather than lack of information about assessments.

I am happy to get together again to continue our discussion or if you have any comments or concerns over my observations.

4. A very inspiring and engaging lecture that was obvious throughout the lesson and not just from the fact the majority of students were attending at 3PM on a Friday. You are a thought-provoking lecturer who reflects on your teaching practice and academic theories as to how you can further improve your learning and teaching practice. You are aware when students are not engaged and will normally checkup either during the break or after class.
We had an interesting discussion around how students engage with the module and the range of learning and teaching methodologies that you utilised as and when relevant to the topic being discussed. We had a discussion around using the VLE as a discussion tool rather than a simple lecture tool. This is why the engagement and attendance are so high due to the added value of students being able to contribute to discussions and put over their own point of view. You see all your modules as a two-way interactive process and does not think there is any place for one way delivery as it does not engage and challenge the students.

This is a first year module very early in the semester but the level of support and access to materials was comprehensive. Text books, reading lists and assessment preparation are all easily available on the VLE.

In discussion with the students, lecturer feedback was positive and a couple of students have changed their future module choices to have more subjects with the lecturer. The majority of students understand the reasoning behind the delivery method and while some said it was not ideal for discussion across the network they did enjoy the delivery style that you adopt. Their attendance on the day is excellent and while participation on the discussion board is mixed they prefer your philosophical questions that you pose to other modules.
One comment I would like to share

"I have enjoyed XXX's style of teaching. He explains complicated theories easily and I am encouraged into more literature work- I have just changed one of my modules for next semester to another module taught by him."

I am happy to get together again to continue our discussion or if you have any comments or concerns over my observations.

5. XXXX was well prepared for the class, most of whom arrived promptly. They are responsive to her, and for the most part remain well engaged through a 'theoretical' module.
Small group work was incorporated into the class, supported by the lecturer in the class, and all students were given the chance to discuss their answers/opinions, and have their understanding confirmed.

*Use of Blackboard- in discussion with the students, they identified this as a resource they often avoid, as it is presented in such a way that causes much more confusion than support. In response to this, XXX has created a separate area for her materials, in order that they only have one pathway to follow. It should also be noted that at least one student has experience from last academic year of using Blackboard; his opinion is that this year's provision is far too confusing, messy and off-putting.

6. The lecturer has a very good relationship with the students; they were encouraged to ask questions throughout, and she frequently recapped the class content throughout the hour. The students were comfortable with this method as they felt she was allowing their knowledge to embed.
Continued use of IT in the class can be promoted, in particular online materials, or use of apps that are specific to the subject area. They were keen to use their phones (as was rightly encouraged in this case) so perhaps this could be utilized further.

7. Not only can the students prepare for the sessions in advance as the slides are on Blackboard. However the lectures work in action whilst taken the session and highlighting some formulas on the smartboard is captured and then placed on blackboard. Thus allowing the students independent time to reflect on the class and own findings. Great simplistic use of modern technology allowing students great opportunities to work within their own time frame and limitations in an increasingly busy society.

8. The lecturer delivered an informative and engaging class, using effective methods of learning and teaching. He used experiential learning techniques to get students to think about physics, gravity and body mechanics, while engaging with each other. He helped students to learn through discussion, examples, and demonstrations and gave encouragement and feedback.

9. The lecturer was very well prepared for the class – although some students did arrive late to class which he is going to address. When questions were asked, students were responsive. Students are confident that the lecturer is very knowledgeable in his subject area and are confident in the materials he delivers and are enjoying the course.

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.
45% 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
- 89% found the PDLT process helpful
- 100% found the PDLT process straightforward
- 100% strongly agreed or agreed with the feedback provided by the reviewer
- 89% 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:

- All's good. Works well.
- It is a very good system
- Don't make it a process that has to be done regardless. It should be far more iterative and not at a set time. As and when required and more informal. An online log sheet perhaps to record any meetings through the year with line managers and then a reflection section at the end?

Reviewee Comments (anonymised)

1. Thanks for the positive feedback. I think it`s very important to get feedback on good or bad teaching pedagogy. Reviewing professional practice can only enhance the college and teaching staff to produce an improved and enhanced learning environment. The One file E Portfolio has not changed but the college has decided to drop the E learning skills software package that we used to support, the students in their learning. This has been done to protect college systems, but shows that going with online platforms for learning need constant upgrading to the meet the ever changing challenges to internet and electronic systems of security.

2. I very much agree with being observed while teaching in the class or workshop, it is sometimes difficult to recognise your own shortcomings and it is good to see yourself through others eyes. I have read all the above comments and will build on the good practice and will develop the areas for improvement this will better my teaching style.

3. Appreciate the feedback and will endeavour to develop the quieter students Increasing the opportunities to informally test, build the learning and understanding through open questions. Very useful opportunity to develop and gain constructive feedback on my teaching and personal learning approach. Agree with the comments.

4. This has been a useful and helpful process. I have indicated that I am happy to have a further informal meeting to discuss the comments and findings, and teaching approaches in general, but I have nothing specific to add to the above comments, except to note that this is a fair and accurate summary of the seminar and that it is a good illustration of the usefulness of the PDLT scheme. All areas of development and next steps were discussed and agreed on.

5. In addition to the component identification (group) activities, a practical session has been scheduled for before the end of current theoretical outcome and the students welcomed this.
   More interactive learning activities such as Kahoot, used in other classes, will be introduced to maintain engagement where necessary. Other issues such as engagement with Blackboard have been discussed with the PDM for team discussions and development.

6. The observation was helpful in contributing towards the reflection of learning and teaching and provided additional valuable feedback from the students. The reviewers created an environment that allowed the class to go on as usual.

7. I found the PDLT a very valuable experience, as it highlighted an area of my professional practice that I had previously overlooked. XXX has given me some very simple but effective ideas that I can utilize to enhance my delivery using a method & materials that the students respond to well.

8. I felt that this was a very useful experience. It provided confirmation that it was beneficial to provide information to students in smaller manageable amounts. Any students who are absent can still access material through BlackBoard. Any thoughts or calculations captured during session using the SMART notebook are also saved as an exported pdf file and made available on BlackBoard afterwards.

9. I agree with all comments made and found this to be a useful and supportive process. Having a fellow member of academic staff critiquing my delivery enabled me to identify areas for development, which I feel that I am now able to focus on. I agree with XXX's findings and recommendations from the observed session. In particular, the aim to involve the class in more discussion is relevant, particularly for a group who are generally quite reticent in offering their input to the session.

10. Upon reflection of this point, I feel that there has been some increased pressure placed upon timetabling this year which perhaps discourages lecturers from taking sufficient time in class to fully discuss the subject matter. The focus is usually placed upon maintaining the LTA plan in order to deliver and assess to the set schedule. While I agree that students often say that this is beneficial to them in planning their studies, sometimes this restricts the scope of teaching which is somewhat contrary to the aims of a degree programme.

11. Thank you XXX for taking the time to sit in with my VPP class and write a review, interview the students and myself separately. We all found it a rewarding afternoon. As a lecturer it is good to get feedback following an observation, a worthwhile exercise for myself and the students. It's always good to know you are carrying out your work effectively, being mindful of all students in your class. I have taken on board your comments for development and have contacted IC Schools to find out more information on students who may be struggling with project/course work. Following on from this I have a meeting with ASN Manager tomorrow afternoon to find out if we are providing this group with ASN. It seems that this question has not been raised in the past with Schools, so there is room for development. Thank you for your positive feed forward.

Recommended Actions

1. To consider as a key enhancement theme within the PDLT process for 2018 – 19:
    - Planning and shaping their own learning
    - Desire to learn
    - Inclusive Classroom

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

3. To build the key enhancement themes into the round of CCMs in February and June