

Board of Management

Meeting	Learning, Teaching and Research Committee
Date and time	Tuesday 5 March 2019 at 8.30 a.m.
Location	Boardroom, 1 Inverness Campus

Board Secretary
26 February 2019

AGENDA

Welcome and Apologies

Declarations of Interest

ITEMS FOR DECISION

1. **MINUTES**
Minutes of Meeting of the Learning, Teaching and Research Committee held on 4 December 2018
2. **OUTSTANDING ACTIONS**
Action List
3. **CORPORATE PARENTING PLAN – ANNUAL REPORT**
Report by Head of Student Services
4. **APPOINTMENT OF COMMITTEE VICE CHAIR**

ITEMS FOR DISCUSSION

5. **QUALITY CULTURE - A CONVERSATION AND REVIEW (Confidential)**
Report by Principal
6. **STUDENT PARTNERSHIP AGREEMENT**
Joint Report by Head of Student Services and Student's Association
Co-ordinator
7. **HISA INVERNESS REPORT**
Report by Student Engagement Officer
8. **RESEARCH CENTRE SUCCESSION PLANNING (Confidential)**
Report by Head of Research Development
9. **STUDENT RECRUITMENT 2018-19** (to include cost implications)
Report by Depute Principal

- 10. STUDENT RETENTION**
Report by Depute Principal
- 11. CURRICULUM REVIEW**
Joint Report by Depute Principal Academic Development and Head of Curriculum
- 12. 2017-18 COLLEGE SECTOR PERFORMANCE INDICATORS**
Report by Depute Principal

ITEMS FOR NOTING

- 13. CUSTOMER SERVICES EXCELLENCE REVIEW FINDINGS**
Covering joint report by Head of Student Services and Quality Manager
- 14. HALF YEARLY COMPLAINTS REPORT**
Report by Quality Manager
- 15. AOCB**
- 16. DATE OF NEXT MEETING**
Tuesday 5 June 2018 at 8.30 a.m.

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

The Committee questioned the clarity of wording in section 3.2.1. This would be fed back to the VPFE.

The Committee **AGREED** to **RECOMMENDED** the admissions policy to the Board of Management for approval

c. Tertiary Learner Support

The tertiary learner support policy was part of a suite of new policy/procedures to be drafted as part of the new UHI common policy environment.

The Head of Student Services confirmed that staff training on this policy and on the admissions policy would be provided to staff in January and February 2019.

To provide clarification, an amendment was suggested to the wording in paragraph 7.2. This would be fed back to the VPFE

The Committee **AGREED** to **RECOMMEND** the tertiary learner support policy to the Board of Management for approval

4. SAFEGUARDING ANNUAL REPORT

A report by the Head of Student Services set out the number and nature of safeguarding disclosures received and the ongoing partnership working as a member of the Multi Agency Public Protection Group (MAPPA). The number of disclosures was increasing year on year with associated resource implications, both at the disclosure stage and with ongoing assessment, monitoring and feedback.

The Committee **NOTED** the position and **REQUESTED** that the resource implications of the increasing number of disclosures be included in next year's annual report.

5. GENDER ACTION PLAN (GAP)

A report by the Head of Student Services advised that the College's GAP focused on FE provision in a number of curriculum areas as directed by the Scottish Funding Council but enrolment data showed that the College had not made any significant or sustained inroads to re-dressing the severe imbalance.

A whole college approach, to include marketing, employer engagement, advice and guidance to future students and messages to staff and current students was required.

The Head of Student Services referred to the positive steps with the Senior Phase Schools programmes and to the work to be done with employers around apprenticeships. The College also planned to offer two courses – Men into Childcare and Women in Engineering as single gender courses.

The Committee **WELCOMED** the new approach.

6. STRATEGIES – REVIEW OF PROGRESS

a) Research and Innovation

A report by the Head of Research Development reviewed progress on the research and innovation strategy and reported on mid-year occupational

activity. Overall, the research and innovation strategy was delivering against the strategic objectives. Highlights were:

- Growing numbers of staff with, or working towards, research degrees
- Continued growth in numbers of research students, although there were concerns with regard to future opportunities for funding, particularly as ESIF funding would cease.
- Steady progress on work towards REF and continued flow of publications.

The Head of Research Development made particular reference to the impending retiral of the Director of the Rivers and Lochs Institute and of the Centre for Remote and Rural Studies and to the development work associated with MRes.

The Committee discussed the opportunities as well as the risks of two senior staff member retirals and were pleased to note that both individuals had indicated they would be willing to continue with the college in a fractional position to assist with the REF submission in 2020.

The Head of Research Development indicated that she was working on the taught component for an MRes in Forestry. The timescale for introduction would depend on the amount of taught component requiring development.

The Committee **WELCOMED** the comprehensive report and **NOTED** the impending retiral of the two Directors and the resource required by the Head of Research Development to develop the taught component of the MRes in Forestry and other MRes courses.

b) Access and Inclusion (including 2018/19 target setting)

A report by the Head of Student Services provided information on the access and inclusion strategy and outlined the holistic support which the College provided to students and in particular for the priority groups: SIMD 10, Care experienced, Disability, Carers and Price Group 5 (Supported Education students)

Progress made against the access and inclusion targets in session 2017-18 were included in the report, which also set out the targets for session 2018-19. An ambitious but measured approach had been taken to target setting for 2018-19 to balance increasing expectations against continued financial restraints.

The Committee **AGREED** the targets for 2018-19 as set out in the report.

7. STAKEHOLDER ENGAGEMENT SURVEY

A report by the Depute Principal referred to the pilot Stakeholder Engagement Survey, which was conducted in June 2018. The revised Education Scotland quality framework, "How Good is Our College?" had placed an emphasis on colleges evaluating the impact of their partnership working with key stakeholders.

The response to the survey was very low (6%) and a third of the respondents did not wish to be part of any further similar survey. The findings collated indicated a fairly high level of satisfaction overall. However, due to difficulties with the methodology and the low interest from respondents, this type of survey

would not be repeated. Other existing and emerging practices, including an employer engagement framework developed by the Business Team, would be utilised to collect systematically the views of stakeholders.

The Committee **NOTED** the report.

8. CURRICULUM REVIEW – PROGRESS REPORT

A report by the Head of Curriculum provided details about the process and the progress of the curriculum review currently being undertaken. The curriculum was being reviewed using a holistic approach, considering the connections between subjects, teaching methods, engagement with stakeholders and all aspects of learning that created a learner's educational experience. At each stage of the process, information was being considered that gave an understanding to regional, national and international factors that affected both the FE and HE sectors.

The Chair thanked the Head of Curriculum for a very useful report, which provided clarification on the structure of the review.

It was **AGREED** that

1. the rationale for changes proposed for 2019-20 be reported to the next meeting in March 2019
2. it was important that the review consider each of the key strategic risks and that stress testing and scenario planning was undertaken as part of the review process.

Gavin Ross left the meeting during consideration of the following item.

9. STUDENT EXPERIENCE 2017-18 & EARLY 2018-19

A report by the Quality Manager referred to the two elements, which made up the student experience report, namely SSES 2017/18 headline report and early student experience survey report 2018-19.

Overall, increased satisfaction levels had been recorded across most of the categories within the two reports.

The Committee **NOTED** the reports.

10. STUDENT RECRUITMENT 2018/19 – UPDATE

A report by the Depute Principal provided an update on student recruitment in 2018-19. The current student activity indicated that:

- FE recruitment should achieve the 2018-19 credit target of 29,211. The total current FE enrolments for 2018-19 was 3,217 generating 25,016 credits
- HE recruitment (FTE) was likely to be slightly below the funded undergraduate target of 1,618 FTE. As at 26th November the FTE, counting by module attachment was 1,568 FTE.

A number of initiatives were underway with e.g. Inverness Caledonian Thistle and Ross County youth teams and with Scottish Rugby and with secondary schools to increase the number of FE credits.

The Committee **NOTED** the position.

11. EARLY STUDENT RETENTION/WITHDRAWAL 2018-19

A report by the Depute Principal provided an analysis of the Early Withdrawal (EW) rates for students on full-time programmes in 2018-19.

Improving early retention/reducing early withdrawal on full-time FE programmes was the focus of the college's participation in the Scottish Government's College Improvement Project: a target of 5% EW by 1 November 2019 had been set.

The Committee **NOTED** the generally improved position and looked forward to receiving a report on the impact of the College improvement project to the next meeting in March 2019

12. CORPORATE PARENTING PLAN - ANNUAL REPORT

A report by the Head of Student Services reminded the Committee that the College had published its first Corporate Parenting report in April 2018 and this had summarised the progress made since the publication of the Corporate Parenting Plan in October 2016. The draft report submitted for consideration provided a summary of progress; the impact of actions taken; and a flavour of the intended future priorities.

The Committee **NOTED** the positive list of future priorities within the draft report, and that it would be updated before submission to the Scottish Government in March 2019.

13. STUDENT PARTNERSHIP AGREEMENT

A joint Report by the Head of Student Services and the HISA Inverness President provided an update on developments around student partnership, including student representatives, HISA Inverness Volunteer Executive, SRC and Course Committee meetings.

The Committee **NOTED** the report.

14. HISA INVERNESS - REPORT

A joint Report by the Student Association Coordinator and the HISA Inverness President provided an update on the activities of HISA Inverness, which included information on class representatives, events, volunteer elections, student partnership, staffing and upcoming events.

In response to a question raised at the last meeting, it had been ascertained that as HISA was a regional organisation, liability for health and safety would lie with the University Court and the Partnership Council. HISA had insurance policies in place for all constituted clubs and societies. For any event, which would be held on Inverness Campus, a risk assessment had to be completed before approval was granted. However, should a group be operating with the support of Inverness College UHI staff in their working capacity, this was for the college to investigate their own liability.

The Committee **WELCOMED** the report, especially the detailed information on the question of liability.

15. QUALITY ENHANCEMENT

A report by the Depute Principal provided a summary of quality enhancement activity related to learning and teaching and student success against actions identified in the *Evaluative Report and Enhancement Plan* (EREP) for 2018-19. Each Curriculum team had identified areas for development, which they were addressing through actions and 'tests for change', an approach being implemented as part of the college's involvement in the College Improvement Project (CIP).

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

16. QUALITY CONVERSATION

It was **AGREED** that consideration of this report be deferred to the next meeting.

17. AOCB

CHAIRS OF LEARNING AND TEACHING COMMITTEES OF COLLEGES IN SCOTLAND FORUM – 13 NOVEMBER

The Chair reported that the meeting had been called test the interest among the Chairs of Learning and Teaching Committees at Scottish Colleges for a forum in which to exchange views on topics of interest to them. The aim was that through the forum the spread of best practise would be encouraged. The level of interest had been scoped and future meetings would go forward on this basis.

18. DATE OF NEXT MEETING

Tuesday 5 March 2019 at 8.30 a.m.

Signed by the Chair: _____

Date: _____

Outstanding Actions from Learning and Teaching Committee

4 December 2018				
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	Rationale for changes proposed for 19-20 be reported at next meeting	Head of Curriculum	March 2019	
	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	
Early student retention / withdrawal	Report on the impact of the College improvement project	Dep Principal	March 2019	
Corporate Parenting plan	Updated draft to next meeting	Head of Student Services	March 2019	
Quality Conversation	Discussion deferred to next meeting	Principal	March 2019	

Board of Management

Subject/Title:	Corporate Parenting Report 2019
Author: [Name and Job title]	Lindsay Snodgrass, Head of Student Services
Meeting:	Learning, Teaching and Research Committee
Meeting Date:	5 th March 2019
Date Paper prepared:	28 th Feb 2019
Brief Summary of the paper:	To provide the annual report for Corporate Parenting for AY 2017-18
Action requested: [Approval, recommendation, discussion, noting]	Recommend approval to the Board of Management
Link to Strategy: Please highlight how the paper links to, or assists with:: <ul style="list-style-type: none"> • compliance • partnership services • risk management • strategic plan • new opportunity/change 	<i>Strategic Plan –</i> To further develop our accessible and inclusive support for students to enable all to achieve their potential
Resource implications:	No If yes, please specify:
Risk implications:	No If yes, please specify: Operational: Organisational:
Equality and Diversity implications:	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.)			

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

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

Corporate Parenting

Executive summary

The College published its first Corporate Parenting report in April 2018 to summarise the progress made since the publication of our Corporate Parenting Plan in October 2016. It is now a requirement for every college to publish an annual progress report. The report details the work we do with students from a care experienced background to reduce any barriers which individuals may face. The report provides a summary of progress; the impact of actions taken; and a flavour of our intended future priorities. The report will be due for submissions to Scottish Government by April '19 and for publication on our website.

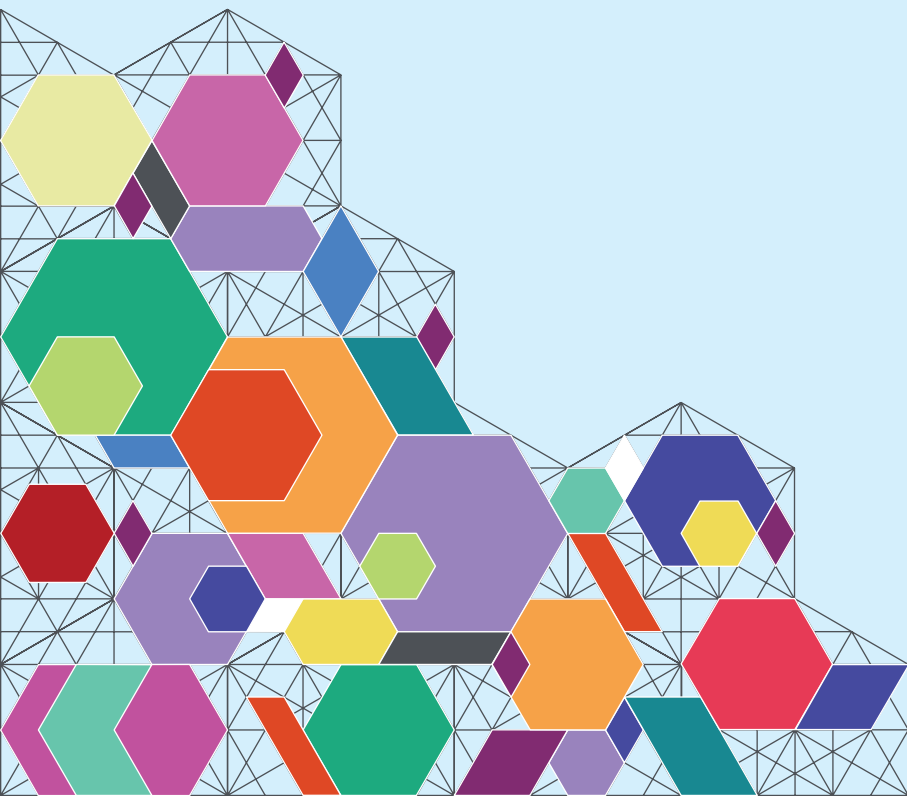
Background information

Since the publication of our first annual report, the College have continued to progress the work we do to support individuals who have care experience. The full report details this work and highlights the positive impact on individuals in terms of an improving trend in successful outcomes.

The College continues to deliver above the regional target, set within the Regional Outcome Agreement, for the proportion of credits being delivered to care experienced individuals with 4% of FE credits in 2017-18 being delivered to this group across 141 enrolments. Thus far for 2018-19 we are delivering 4% of FE credits to this group with the possibility of that rising before the academic year end. Successful outcomes for care experienced learners on Further and Higher Education programmes have improved over the last three years and are now above sector levels for this learner group and above the target set by ourselves within the Access and Inclusion strategy. In FE FT programmes successful outcomes have improved by 10pp since 2016-17. That said, we are very aware that, despite these positive indicators, successful outcomes for care experienced individuals remain significantly lower than the outcomes for the whole college population so continued work is required to reduce this inequity.

START
TOMORROW
TODAY

Corporate Parenting Annual Report 2017-18



University of the
Highlands and Islands
Inverness College

Introduction

Inverness College UHI is defined as a Corporate Parent under the Children and Young People (Scotland) Act 2014. Corporate Parenting is defined as:

“An organisation’s performance of actions necessary to uphold the rights and secure the wellbeing of a looked after child or care leaver, and through which their physical, emotional, spiritual, social and educational development is promoted, from infancy though to adulthood. In other words, corporate parenting is about certain organisations listening to the needs, fears and wishes of children and young people, and being proactive and determined in their collective efforts to meet them” (Scottish Government, 2015).

The college recognises that at present many care experienced young people have some of the poorest personal outcomes of any group in Scotland and can often experience multiple barriers to education such as lack of funding, disruptive schooling and an unstable home environment.

Inverness College UHI published its first Corporate Parenting Plan in October 2016 after extensive consultation and collaboration with third sector agencies, a range of other Corporate Parents and care experienced young people. Since then significant progress has been made against our action plan.

This report details our ongoing work over the period of academic year 2017-18, the impact that this has had on care experienced students and our priorities for the future.

1. Driving forward our plan in partnership

Inverness College UHI is committed to ensuring care experienced young people are encouraged and assisted to apply for Further and Higher education and are fully supported during their learner journey. We strive for continuous enhancement of the support we provide and many of our initiatives have been recognised as sector leading.

Our Corporate Parenting Steering Group - composing of college senior management, operational managers, transition co-ordinator, academic staff, and third sector agencies – meets bi-annually to review progress and discuss next steps. The group reports into several committees – Student Support Committee, Equality and Diversity Committee and to the Board of Management.

We have ensured that our work compliments provision from other groups and that opportunity for joint funding of initiatives is available through ongoing discussions with other Corporate Parents through the CHAMPS board, partners from College Development Network and with other academic partners through the University of Highlands and Islands (UHI) Care Leavers Group.

2. Staff awareness

In partnership with Who Cares? Scotland, UHI academic partners, and our care experienced students, we have developed an online Corporate Parenting training module. This now forms a mandatory part of induction training for all new staff and helps to raise awareness of our duties and aspirations around corporate parenting. This resource also creates an immediate understanding of some of the challenges care experienced young people face. The college has also taken the decision to make this training module mandatory for all staff to complete during academic year 2018-19.

3. Raising aspirations and pre-entry outreach

Inverness College UHI works closely with third sector agencies and schools to support the transition of individuals at an early stage. The college hosts a series of transition days where future students can visit the college, meet with staff and become more comfortable and confident in the college environment prior to applying and becoming a student.

Details of the support available to care experienced students is detailed on our website <https://www.inverness.uhi.ac.uk/students/student-support/care-leavers>. Leaflets with information about support and opportunities for care-experienced young people are widely disseminated to organisations working with this group to help encourage greater participation in Further and Higher Education.

The Transition Co-ordinator in partnership with our Guidance Officers works with our current care experienced students to raise awareness of opportunities for educational progression and / or employment to help secure positive destinations.

In Spring 2018 the college embarked on an ambitious programme with one of the local secondary schools and five primary schools within its associated school group (ASG). The Aim High project focuses on interventions from the College to pupils during P7, S1, S2 and S3.

4. Identification of applicants that are care experienced

The college have worked hard to create a positive declaration environment and to welcome applications from care experienced individuals, alongside others who are furthest from education and face the most significant barriers. We have worked closely with our secondary schools to ensure that we work with care experienced young people before the point of them making an application. Through early contact at school 16 plus meetings, coupled with third sector agency meetings, we are confident that we capture disclosures at point of application. We have robust data sharing agreements in place with schools, third sector agencies and with social work to ensure that we can share information appropriately.

5. Application

Students who declare care-experience at point of application are flagged on our student records system. The college operates a contextualised admissions policy and processes. This commitment enables the College to form a more complete picture of the characteristics of an individual applicant. We endeavour to take into account an applicant's background where an application falls short of the standard entry criteria for a course or where there is competition for places.

6. Pre-entry

All students who have declared care experience on their application are contacted prior to the start of their course to welcome them to the College; outline the enhanced services available to support them; and to offer a meeting with our Transition Coordinator.

Additional support is offered to help with the completion of student funding and our Student Funding team take a contextualised approach with regard to any documentation required. Funding applications are prioritised to ensure finance is available from the earliest point possible.

Our Halls of Residence guarantee a place to all care experienced students and provide 365-day contracts to ensure they do not have to leave the accommodation during the summer period when most students vacate and go home.

7. Provision of On Course Support

Co-ordinated Support Plan

We have established the offer of a co-ordinated support plan to all students who have care experience. This provides a named contact who will co-ordinate their support needs and allows us to identify the partner agencies with whom they are or would benefit from engagement with. It also identifies what internal support would be beneficial, for example any support around additional learning needs or health and well-being support.

Insight Monitoring and Tracking

Our INSIGHT monitoring and tracking system enables us to highlight individuals who are at greater risk of withdrawal. Care experienced students, and others who face greater challenges, are flagged from the earliest possible point to highlight to the Personal Tutor that some individuals may require additional support and guidance to sustain their studies. This system also allows information sharing between Student

Support Services and the Personal Tutors and helps to ensure holistic support by creating a supportive and informed team surrounding the student.

Homelessness

We have worked in partnership with the Highland Council Welfare Team and our student residences providers, City Heart Ltd, to establish holistic support for any student who finds themselves homeless. This all too often can be care experienced students. We have process in place whereby any homeless student in receipt of emergency / temporary housing from the council can be placed in student halls. This provides a far safer and better option for those who are vulnerable.

8. Monitoring of the plan and its Impact

The College has an action plan which sits under our Corporate Parenting plan. This is continuously monitored and formally reviewed bi-annually by the steering group. However, during session 2018-19 the College will review the action plan in a more holistic way given this was written at the point of us publishing our original Corporate Parenting Plan in 2016.

The College also interrogates student data in terms of levels of retention and achievement as part of the ongoing monitoring of the plan. Analysis of AY 2017-18 highlights that there has been a 10pp increase since 2016-17 in the number of care experienced learners successfully completing FT FE programmes. However, despite this we are very aware that this is significantly lower than the outcomes for the whole college population so continued work is required to reduce this inequity.

9. Future priorities

Whilst the level of tailored and enhanced support which the College provides to care experienced young people is tangible, we also recognise that we need to continue to do more to support equity of outcomes for this group.

The College recognises that we still have a level of non-disclosure or late disclosure so we need to **continue to publicise our positive declaration environment**.

The College recognises that whilst we have excellent relationships with our secondary schools, we perhaps do not engage with young people at an early enough stage. We therefore need to **consider ways of engaging with care experienced young people at the earliest possible point and before our participation at 16+ transitions meetings**.

The College also recognises that our care experienced students on part time programmes have far greater chances of success than those on full time programmes – they are 17% more likely to succeed than those on full time

programmes. We therefore need to **consider the information and advice we provide individuals with prior to making application to ensure that they are fully informed of the best route for them.**

Whilst the College provides a broad curriculum which gives care experienced are prioritised to access, we recognise that for many the step out of school and into further or higher education is a significant challenge. The college recognises the utility in providing shorter courses to those furthest from education to act as a stepping stone into a lengthier programme of study. The College will **work with the Highland Council and third sector agencies to strengthen our partnerships and our ability to better meet the needs of our most vulnerable young people.**

Through our Transitions Co-ordinator the College has been able to focus resource to successfully establish our corporate parenting duties. We have been able to provide a named person who external agencies can liaise with and who students can access support from. Whilst this has been hugely beneficial, we also recognise that the very definition of having a dedicated role to look after a particular student group may actually encourage a stigma and create the very barriers we are trying to break down for individuals who want to blend in. The College will therefore **review the support arrangements for care experienced learners to clarify the best means of providing the support for individuals from the earliest possible stage in their student journey and in a discrete way.**

BOARD OF MANAGEMENT

Subject/Title:	Quality Culture. A Conversation and Review.
Author: [Name and Job title]	Prof Christopher O'Neil
Meeting:	Learning, Teaching & Research Committee
Meeting Date:	5 th March 2019
Date Paper prepared:	6 th February 2019
Brief Summary of the paper:	A review of ICUHI's quality culture, process, implementation and perception was commissioned by the Principal 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 was commissioned to act as a 'critical friend' and given access to all aspects of our quality process and environment. The report is presented to the committee for consideration and discussion.
Action requested: [Approval, recommendation, discussion, noting]	Noting, discussion, recommendations.
Link to Strategy: Please highlight how the paper links to, or assists with:: <ul style="list-style-type: none"> • compliance • partnership services • risk management • strategic plan • new opportunity/change 	Compliance, risk management, opportunity/change.
Resource implications:	No If yes, please specify:
Risk implications:	Yes If yes, please specify: Operational: failure to deliver to quality benchmarks Organisational: Significant reputational risk and loss of confidence.
Equality and Diversity implications:	No If yes, please specify:
Consultation: [staff, students, UHI & Partners, External] and provide detail	

Status – [Confidential/Non confidential]	Confidential		
Freedom of Information Can this paper be included in “open” business* [Yes/No]	No		
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Its disclosure would substantially prejudice the commercial interests of any person or organisation (S33)		Its disclosure would constitute a breach of confidence actionable in court (S36)	
Its disclosure would constitute a breach of the Data Protection Act (S38)		Other (please give further details) The paper references key posts	X
For how long must the paper be withheld? (express either as the time which needs to pass or a condition which needs to be met.)			

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Board of Management

Subject/Title:	Student Partnership Update
Author: [Name and Job title]	Lindsay Snodgrass, Head of Student Services Cat Bateson, Student's Association Co-ordinator (in absence of Student President)
Meeting:	Learning, Teaching and Research Committee
Meeting Date:	5 th March 2019
Date Paper prepared:	26 th Feb 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:: <ul style="list-style-type: none"> • compliance • partnership services • risk management • strategic plan • new opportunity/change 	<i>Strategic Plan</i> - 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		
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Its disclosure would constitute a breach of the Data Protection Act (S38)		Other (please give further details)	
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Student Partnership

Executive summary

To update the committee on the progress made with the formal Student Partnership Agreement (SPA) for session 2018-19 thus far and a variety of other aspects of student engagement.

Background information

Student Representatives

We have continued to recruit class representatives as we encompass January start courses. We have not however met the targets set, although have improved the level of recruitment year on year and have managed to meet the target for the number of class representatives who have undergone training for the role:

	2016-17	2017-18	2018-19
Number of Class Representatives	227	260	281 (300 target)
Number of Class Representatives who engaged in training	87	106	142 (140 target) 114 face to face 34 online 9 partial completion

We have been starting to gauge the engagement of class representatives through attendance at SRC and on-going communication with HISA and estimate that approx. In the period Dec – Feb '19, 34% of class representatives have been engaged in their role - this is based on attendance at the Student Representative Council and in addition any direct engagement with HISA. This shows a significant drop off in engagement since pre-Christmas when 53% were actively engaged. This drop in engagement is something HISA are aware of and are considering options of reconnecting with those who have lost contact. On the other hand, engagement from students at the course committee meetings has been very positive with many attending who are not class representatives.

HISA have recently gone out to nomination for the three paid officer roles for 2019-20. The response has been very positive with each post being contested with an increased number of nominations from AY18-19:

- Student President – 5 (4)
- Activities and Welfare Officer – 7(3)
- Education Officer – 6 (3)

Elections will take place between 11th–15th March and new appointments will be in place on 1st July.

Student Representative Council (SRC)

One of the outcomes of the sparqs project was to change the format of the SRC to facilitate greater discussion among representatives and gain qualitative feedback on aspects of their student life. At the February SRC, HISA built in the opportunity for student feedback on how we can improve student life as a specific aspect of the student experience. HISA will now collate this feedback and consider any themes emerging.

Sparqs Class Representative of the Year Nominations

This year Catriona Meighan, Student Engagement Officer, put forward two nominations to sparqs for this award - Jacob Dean (3rd year Forest Management BSc) and Stephanie Gardiner (4th year Accounting and Finance BA Hons). Unfortunately Jacob Dean did not make the shortlist, but we are delighted that Stephanie Gardiner has been shortlisted by sparqs. This is especially pleasing as sparqs received the largest number of nominations they have ever had for this category.

Visibility of the Partnership Agreement

Last summer we developed an online resource for Personal Academic Tutors to use with their groups as a means of introducing how we work in partnership with our students. This resource introduced the eight aspects / themes identified within the Partnership Agreement as being critical to the student experience and gave students, and staff, an awareness of what they could expect from their experience. We are now at the point of looking at ways of making the eight themes more visible and tangible to students as well as ways of ensuring students are aware of the ongoing work around the chosen themes.

Partnership Agreement Action Plans

Action plans are now well underway for the three aspects of the Partnership Agreement which are the focus for the year –

- **Collective Responsibility** – VP Education, Feargus Murray
Within this area, Feargus has met with staff to bring forward actions. He will be getting involved with the wellbeing garden project. March will see No Smoking Day on the 20th, which will also involve a litter and clean-up campaign. HISA are also investigating the possibility of a charity litter pick in May. A '*10 Steps to Wellbeing*' guide is being sourced for use across the campus.
- **Student Voice in Partnership** – Student President, Andrew Bowie
The actions in this work stream are longer term projects with most due to conclude later this semester to include items such as a guide for life as a class representative. Many of the actions are also encompassed within the sparqs project as well. SRC meetings will take place from March over two separate sessions to enable a more workshop format with greater scope for active participation.
- **Student Life** – VP Activities and Welfare, Shawna Mackinnon
A calendar of events has been created and is now available at www.hisaevents.co.uk. HISA is currently working to have this uploaded to MyDay for students to access

easily. For next AY this needs to be refreshed and in place from September to ensure visibility from the start courses and to help contribute to student life out with college.

The international team have now attended two SRC meetings to update students on available opportunities and the work of the team. We have also held our second event at the Cityheart residences which was a focus group in partnership with UHI. This follows on from our Freshers Barbeque and movie night.

An end of year graduation ball is now scheduled to take place on the 31st May 2019. Tickets will be on sale in early March so as to maximise promotion during elections. The ball will consist of a dinner and ceilidh at *Revolution* in the city centre. Staff and non-student tickets will be available for purchase.

Board of Management

Subject/Title:	HISA Inverness Update
Author: [Name and Job title]	Kat Bateson, Student Association Coordinator
Meeting:	Learning, Teaching and Research Committee
Meeting Date:	5 th March 2019
Date Paper prepared:	25/02/19
Brief Summary of the paper:	To provide an update of HISA Inverness Activity
Action requested: [Approval, recommendation, discussion, noting]	Discussion
Link to Strategy: Please highlight how the paper links to, or assists with:: <ul style="list-style-type: none"> • compliance • partnership services • risk management • strategic plan • new opportunity/change 	<i>Strategic Plan</i> - Opportunity and growth in student life <i>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</i>
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.)			

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

HISA Inverness

Executive summary

To update the committee on the activities of HISA Inverness since the last meeting of the committee.

General Update

Class Reps Update

The SRC held its first meeting since the winter on 13th February 2019. Attendance has dropped off following the winter break, and the team is working on initiatives to re-engage students with whom we have lost touch.

The most recent workshop discussion centred round creating a vibrant student life in Inverness. Reps were asked to rank five areas of work in order of importance to them. The average result was:

- Student social spaces
- Clubs and Societies
- Events on campus
- Events off campus
- Taster events

Suggestions were also made to improve systems for signing up to clubs and societies, and expand the range of opportunities.

As of March, meetings will now be split over two sessions, so as to move into a more flexible meeting space that facilitates discussion and collaboration.

Regional Events

HISA held its annual regional council, as well as a class rep conference from 30th January to the 1st February. 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.

Local Events

HISA Inverness held its annual refreshers event over the 6th and 7th February 2019. Twenty-seven stall holders attended on day one for our standard fayre. A further twenty clubs, societies and community groups attended the activities fayre on day two. Stall holders included Highland Roller Derby and Inverness Aerial Circus. The team would like to give a special thanks to the staff who had a go on the aerial rings!

HISA Inverness staff also took part in a small focus group with the UHI Residences Officer to ask students about their experiences living in Cityheart accommodation. We will be continuing to work with UHI to improve the experiences of students, and

to create a vibrant atmosphere here on campus. Further to this, we are working with Revolution in the city centre to provide transport for students to the city centre on weekend nights.

Paid Officer Elections

Between the time of writing and the 15th March 2019, elections are now underway, and the major focus of staff. These elections elect the paid officers here in Inverness, as well as HISA's full time regional posts.

Nominations have now closed, and HISA Inverness is pleased to put forward it's largest candidate list to date. The candidates are now as follows:

HISA Inverness President

Michaela Girvan
George Gunn
Anne Bonney
Connor Wright
Thomas Green

HISA Inverness Vice President (Education)

Jay MacRae
Sean Thomas O'Donnell
Arran Daley
Natalie Dunbar
Vivienne MacKie

HISA Inverness Vice President (Activities and Welfare)

Deborah Halliday
Faye McInnes
Ines Williamson
Kenneth MacLeod
Summer Findlay
Laura Johnson
Kim Carlton
Jazmine Collett

HISA Inverness is asking for the full support of staff during voting week, from the 11th to 15th March 2019. These elections will decide not only the leaders of HISA, but will choose members of the college's board of management, and therefore it is vital that students have the opportunity to elect the candidate which represents their interests best.

Polling stations will be available during voting week, and are aimed to be open as close to 9:00-13:15 all week as possible.

BOARD OF MANAGEMENT

Subject/Title:	Research centre succession planning
Author: [Name and Job title]	Melanie Smith Head of Research Development
Meeting:	Learning, Teaching and Research Committee
Meeting Date:	5 th March 2019
Date Paper prepared:	26 th February 2019
Brief Summary of the paper:	To present a summary of the current situation with regard to the research centres leadership and outline options, with recommended way forward, for discussion.
Action requested: [Approval, recommendation, discussion, noting]	Discussion
Link to Strategy: Please highlight how the paper links to, or assists with:: <ul style="list-style-type: none"> • compliance • partnership services • risk management • strategic plan • new opportunity/change 	The paper presents the necessary change in leadership in 2019/20 for the Rivers and Lochs Institute and the Centre for Remote and Rural Studies, as a challenge and significant opportunity for the future direction and development of research at Inverness College and UHI. There are risks associated with the recommended way forward, but there is 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.
Resource implications:	If yes, please specify: Probable additional cost required to recruit a Director(s) of sufficient calibre and academic track record.
Risk implications:	Yes / No If yes, please specify: Operational: If succession not in place by early 2020, the operation of both RLI and CRRS will be impacted through loss of leadership. Organisational: Loss of reputation. Loss of Research Excellence Grant (REG) income. Loss of capacity and leadership in grants and contracts capture.
Equality and Diversity implications:	Yes/No If yes, please specify:
Consultation: [staff, students, UHI & Partners, External] and provide detail	Consultation already underway with other UHI APs.
Status – [Confidential/Non confidential]	Confidential
Freedom of Information	No

Can this paper be included in "open" business* [Yes/No]			
*If a paper should not be included within "open" business, please highlight below the reason.			
Its disclosure would substantially prejudice a programme of research (S27)		Its disclosure would substantially prejudice the effective conduct of public affairs (S30)	
Its disclosure would substantially prejudice the commercial interests of any person or organisation (S33)		Its disclosure would constitute a breach of 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.)	Once the succession plan is agreed and relevant recruitment completed.		

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

Board of Management

Subject/Title:	Student Recruitment 2018-19 - Update
Author: [Name and Job title]	Roddy Henry, Depute Principal
Meeting:	Learning, Teaching and Research Committee
Meeting Date:	5 March 2019
Date Paper prepared:	22 February 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:: <ul style="list-style-type: none"> • compliance • partnership services • risk management • strategic plan • new opportunity/change 	<ul style="list-style-type: none"> • Growth in the curriculum • Financial sustainability
Resource implications:	No If yes, please specify:
Risk implications:	Yes If yes, please specify: Operational: Organisational: achieving student numbers targets
Equality and Diversity implications:	No If yes, please specify:
Consultation: [staff, students, UHI & Partners, External] and provide detail	n/a

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

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Student Recruitment 2018-19 - Update

Executive summary

The current student activity indicates that:

- FE recruitment should make the credit target; however, it remains a challenge to do so.
- HE recruitment (FTE) is forecast to be below the funded undergraduate target at the year-end.

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

- FE enrolments include 133 from the EU, 10 from the rest of the UK and 9 international
- Overall HE FTE include 109 from the EU, 30 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 22/2/2019	28,069
<i>Total Credits as at 19/02/2018</i>	<i>28,022</i>

The total current FE enrolments for 2018-19 is 3,963 generating 28,069 credits, slightly above the running credit total for this time last year. Further FE enrolments will take place throughout the year, including Modern Apprentices and commercial courses. Additional activity is being explored, which is aligned to developments with school-link activity and in the sports curriculum.

The current forecast for FE activity is that the college will meet its credit target, although it remains challenging to do so. Activity is being monitored closely.

The challenge to meet credit target is replicated across the region, with most partners forecasting meeting target with not much to spare. However, two partners are forecasting a shortfall at year-end, which may result in the UHI being unable to claim all ESIF credits available.

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 22nd February the FTE, counting by module attachment is 1,599.6 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.	1,599.6

The 'count by Module attachment' FTE estimate is used by EO Student Records Office to provide a running total of FTE throughout the year: FTEs always accrue as the year goes on. Based on the number of HE enrolments currently on the system, and previous years' FTE final outturns, it looks likely that HE activity will be down on target by the end of the year, by between 10 and 18 FTE.

The financial impact of a shortfall is difficult to calculate due to the microRAM calculations, however it may amount to £3,000 per FTE.

Enrolments by fee status

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

FE enrolments by Fee Status:

FEE STATUS	ENRs
EU	133
Scottish	3796
International	9
RUK	10

(blank)

15

Grand Total	3963
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HE FTE within the PPF target by Qualification and Fee Status:

Qualification Type	Scottish	EU	Grand Total
CertHE	5.833		5.833
CPD	5.294		5.294
DipHE	24.829	1	25.829
First Degree	824.766	41.667	866.433
HN Level	27.425	1.334	28.759
HNC Level	393.972	18.333	412.305
HND Level	207.306	16.734	224.04
ROA Level	5.203	25.919	31.122
Grand Total	1494.628	104.987	1599.615

All HE FTE by Qualification and Fee Status:

Qualification Level	Scottish	EU	EU with overseas term time address	International	Rest of the UK	Rest of the UK with overseas term time address	Scottish with Overseas term time address	Grand Total
CertHE	5.833							5.833
CPD	5.294							5.294
DipHE	24.829	1						25.829
First Degree	824.933	42.667		3	16			886.6
HN Level	27.425	1.334		0.133	0.467			29.359
HNC Level	393.972	18.333						412.305
HND Level	207.306	16.734			1.967			226.007
PGDE	40				1			41
Research Degrees	0	0		0	0			0
ROA Level	5.203	25.919		4.467				35.589
Taught Postgraduate	59.836	2.167	1.167	0.167	4.633	5.832	4.498	78.3
Grand Total	1594.631	108.154	1.167	7.767	24.067	5.832	4.498	1746.116

Roddy Henry
Depute Principal

Board of Management

Subject/Title:	Student Retention 2018-19
Author: [Name and Job title]	Roddy Henry, Depute Principal
Meeting:	Learning, Teaching and Research Committee
Meeting Date:	5 March 2019
Date Paper prepared:	22 February 2019
Brief Summary of the paper:	This paper provides an analysis of the student retention/withdrawal rates for 2018-19.
Action requested: [Approval, recommendation, discussion, noting]	Discussion
Link to Strategy: Please highlight how the paper links to, or assists with: <ul style="list-style-type: none"> • compliance • partnership services • risk management • strategic plan • new opportunity/change 	<ul style="list-style-type: none"> • 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.)			

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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. The latest retention data indicate that a further improvement has been made in early retention rates for students on full-time FE programmes. This is also the focus of the college's participation in the Scottish Government's *College Improvement Project* (CIP).

This report provides a summary and analysis of retention rates for students in 2018-19 across levels and modes of study, and provides a summary of the ongoing work as part of the CIP.

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 the 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 February 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	1227	78	6.36%	98	7.99%
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	2452	47	1.92%	46	1.88%
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	1523	66	4.33%	57	3.74%
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	993	14	1.41%	21	2.11%

Full-time FE: EW rates are 2.15 percentage points better than last year's final total.

Full-time HE: EW rates are in line with last year's final total.

FW rates on FE and HE programmes, along with student attendance and progress, will be closely monitored throughout the rest of the academic year.

Improving early retention/reducing early withdrawal on full-time FE programmes is the main focus of the college's participation in the Scottish Government's College Improvement Project (CIP): a target of 5% EW by 1 November 2019 has been set. An overview of the CIP is provided later in this report.

Impact of the College Improvement Project (CIP)

Two main strands of activity related to the methodology promoted through the college improvement project have been implemented across the college during 2018-19:

1. The new approach to Course Committee Meetings
2. Project 2018-19: The early student journey

The new approach to Course Committee Meetings

Following a review of the college's quality arrangements, a revised approach to self-evaluation is being piloted in 2018-19. The approach is informed by the college's involvement in the national College Improvement Project and the *sparqs* project on student engagement in *How Good is Our College?* (HGIOC).

The ethos of the approach is based on robust self-evaluation activity, with pro-active, ongoing analysis and monitoring focused on the improvement activities that result from the evaluative process. The evaluative activity takes place at Course Committee Meetings (CCMs) which includes students, employers (or other stakeholders) and support teams. The process used for the CCMs was designed through the *sparqs* project, using prompts from HGIOC. Areas for development identified through the evaluative activity are translated to 'aims', and Driver Diagrams are used to unpack the factors that impact on the aims.

The outputs of Driver Diagrams are *change ideas*, some of which are then translated into *tests for change*. Unlike the traditional SMART actions, tests for change require a much more focussed structure, including a prediction of impact, identification of data (qualitative and quantitative) that will evidence impact and a data collection plan covering the duration of the test. These are recorded in a *Plan Do Study Act* (PDSA) template. The impact of

the test is then monitored regularly (e.g. weekly or monthly) and the test amended if required. The Driver Diagram may even be re-visited depending on the evidence of impact that emerges. This approach ensures that teams monitor closely the impact of their 'actions' throughout the year (a research-in-action approach) and amend them if there is no sign of improvement. It resembles the principles of Targeted Intervention in that regard, and embeds these principles into our self-evaluation arrangements for all teams.

The approach makes good use of our existing, comprehensive management information arrangements, including INSIGHT at programme level. Full-time FE computing and forestry programmes piloted the PDSA approach in 2017-18, with positive results, as shown in the table below. Successful outcomes have improved by 21 and 17 points respectively and are now above the latest published sector levels in each subject area.

Full-time FE student outcomes for computing and forestry (land-based industries):

Year	College	Education Scotland Subject Area	FTE Total Enrolments	% Completed Successful	% Partial Success	% Further Withdrawal	% Early Withdrawal
2016-17	Scotland	Computing & ICT	2,512	58.7%	13.8%	18.1%	9.4%
2016-17	ICUHI	Computing & ICT	55	47.3%	20.0%	18.2%	14.5%
2017-18	ICUHI	Computing & ICT	44	68.2%	9.1%	9.1%	13.6%
2016-17	Scotland	Land based Industries	1,692	71.3%	10.2%	12.2%	6.3%
2016-17	ICUHI	Land based Industries	52	57.7%	17.3%	13.5%	11.5%
2017-18	ICUHI	Land based Industries	47	74.5%	10.8%	12.8%	2.1%

Following the pilot in the latter part of 2017-18, a framework for programme teams, with associated guidance for staff, has been developed to inform the process. The process is summarised below:

Programme teams

- 1 pre-Course Committee Meeting (CCM), and 3 CCMs held throughout the year with pre-determined themes based on Quality Indicators (QI) from HGIOC
- Attendance: course teams, students, employers, relevant support teams. Opportunity to build in peer review (internal) and critical friend approach (across the partnership).
- Output from CCMs captured through a range of QI methodology tools, including but not limited to driver diagrams, *Plan Do Study Act* (PDSA); immediate implementation of tests for change or other actions.
- Programme teams use data collection plan and INSIGHT to monitor outcomes from tests of change and share progress at monthly team meetings.
- Cross college sharing of themes through monthly PC meetings.
- Cross college sharing of tests of change through the monthly MORAG meeting

The implementation of the more frequent and focused 'stop and review' meetings at curriculum level enables focussed discussion on the enhancement activities and ensure support is provided to teams as required. These meetings are open and collaborative,

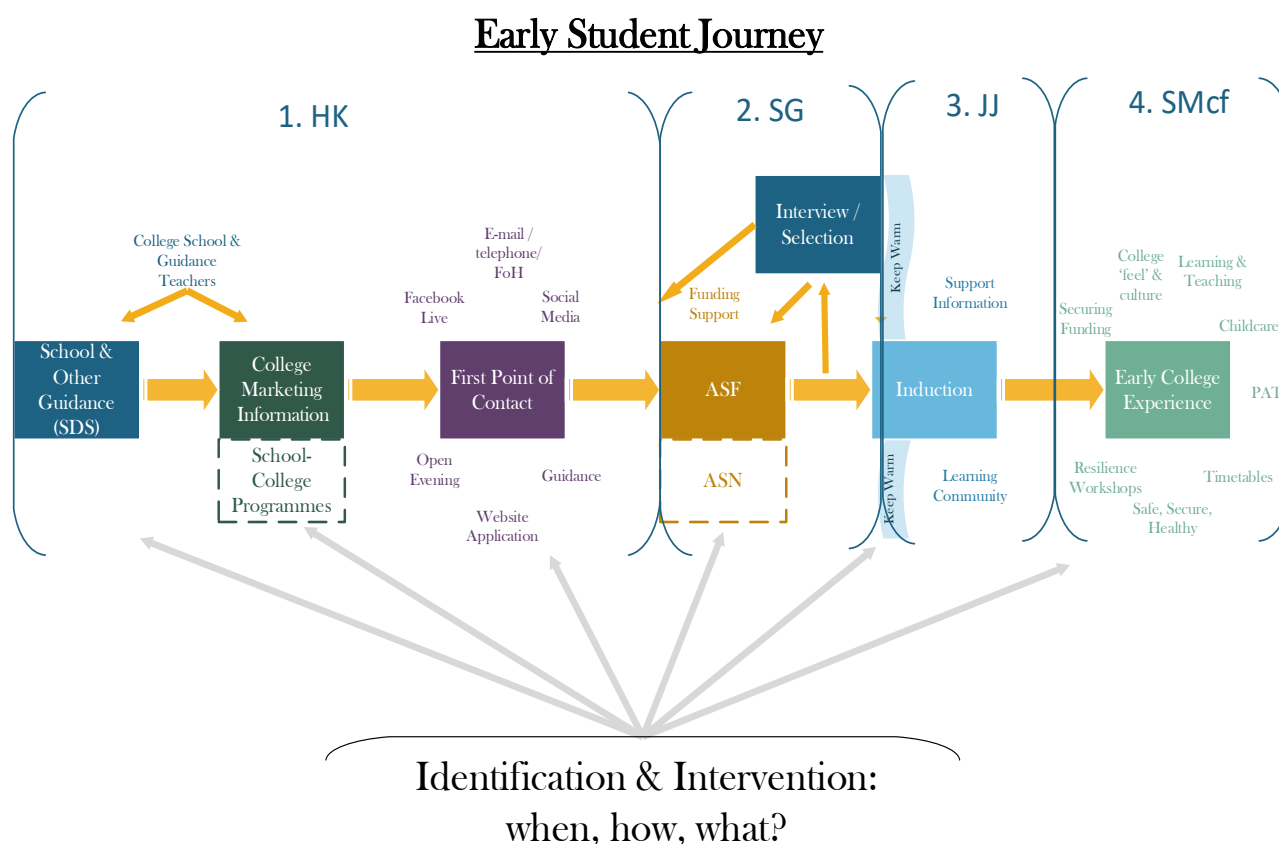
and will support the engagement of critical friends from the wider partnership (as per the regionalisation agenda) and Education Scotland, as required by the HGIOC model. The resulting outcome of the implementation of the tools used in QI methodology thus far is a pro-active approach to self-evaluation and activity focussing on continuous improvement. Attention to detail is paid to each aspect of the learner journey; and tests of change are now being linked to the enhancement themes identified as part of the cross college evaluation to inform the EREP. The inclusive nature of the approach ensures students are involved in the identification of the issue, and the construction of the solution. Staff feel enabled to contribute to improvements.

Project 2018-19: The early student journey

The CIP project this year is focusing on three themes:

- Services to support students
- Engaging in college life
- Learning and teaching

ICUHI have taken an ambitious approach to the first theme. Our overall aim is to reduce EW by 5% by November 2019. This is being driven by a proactive and tailored approach to each individual's experience based on identification of need, and early intervention to meet that need. By process mapping the early stages of the learner journey, it was clear there are four main stages in this journey:



A project team has been assigned to each stage to evaluate and identify areas for improvement to that area. Teams are formed from users of the different aspects of the system, across a range of teams and levels. The methodology used is as described in the

first section of the report. Outcomes from CCMs are also feeding directly into these projects, and the teams are factoring this feedback in where appropriate.

The second theme, engaging in college life, has been encapsulated within this work too. The focus of this strand is around the preparation for and continuous engagement with study and resilience for learning.

The steering group and project teams meet regularly to review progress and share practice.

Roddy Henry, Depute Principal
Liz Cook, Quality Manager

Board of Management

Subject/Title:	Curriculum Review March 2019
Author: [Name and Job title]	Ken Russell (Depute Principal – Academic Development) and Gill Berkeley (Head of Curriculum)
Meeting:	Learning, Teaching and Research Committee
Meeting Date:	5 th March 2019
Date Paper prepared:	25 th February 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:: <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> - 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 curriculum developments including approvals and re-approvals to ensure that the offerings of UHI, Inverness College are current and relevant and are in line with our strategic aims and objectives. As part of the preparation of the paper, an initial exploration of the landscape for the development of offerings has been conducted.

Background information

Figure 1 contains an initial mind map of key issues (identified as “clouds”) and the current pipeline developments (expanded upon in the following Tables 1-3). The three “clouds” on the right reflect work in progress (planned changes session 18/19) and exploratory dialogue (related to infrastructure development and Transnational Education (TNE)) to clarify, prioritise and implement options to enhance reputation and revenues. In the short-run the only viable method for TNE is to expand our distance learning market penetration but this must be coupled with improvements to the website, enhanced presence on aggregator websites, faster conversion processes and greater clarity regarding the value proposition. The other growth vector is for enhanced recruitment of international FT HE (Tier 4) students and this will require us to demonstrate to EO (who hold the Highly Trusted Sponsor Status) that we can manage student attendance and participation monitoring. It is contended that the use of Insight (largely used for attendance monitoring in FE) and the engagement tracking features of Brightspace will allow us to reach the required standard. Some further work will be required to demonstrate appropriate Tier 4 attendance monitoring for students of IC who receive a substantial part of their teaching via VC with other APs.

The current approach in international student recruitment to IC has therefore three main categories: FT 100% delivered by IC; FT MRes/PhD (limited by area of expertise and capacity) and pure Open learning. The Principal is, at the time of writing this report on a recruitment visit to Ghana and Nigeria and will no doubt provide an update on learning from this visit. A further itinerary is being planned for KR to visit China/Malaysia.

Tables 1-3 have been produced to demonstrate the current key pipeline developments across FE/HN and Commercial (Table 1) and HE for delivery in 2019/20 (Table 2) and delivery in 2020/21 (Table 3). It is anticipated that the new management structure (Heads and Deputies) will free up some strategic course development time and that continue to:

- Ensure that the curriculum is delivered in an efficient and cost-effective manner
- Retire curriculum that is no longer relevant
- Pursue opportunities for international development
- Respond to identified market need to obtain professional body accreditation of our delivery

Figure 1: Initial Mind Map of Issues and Developments

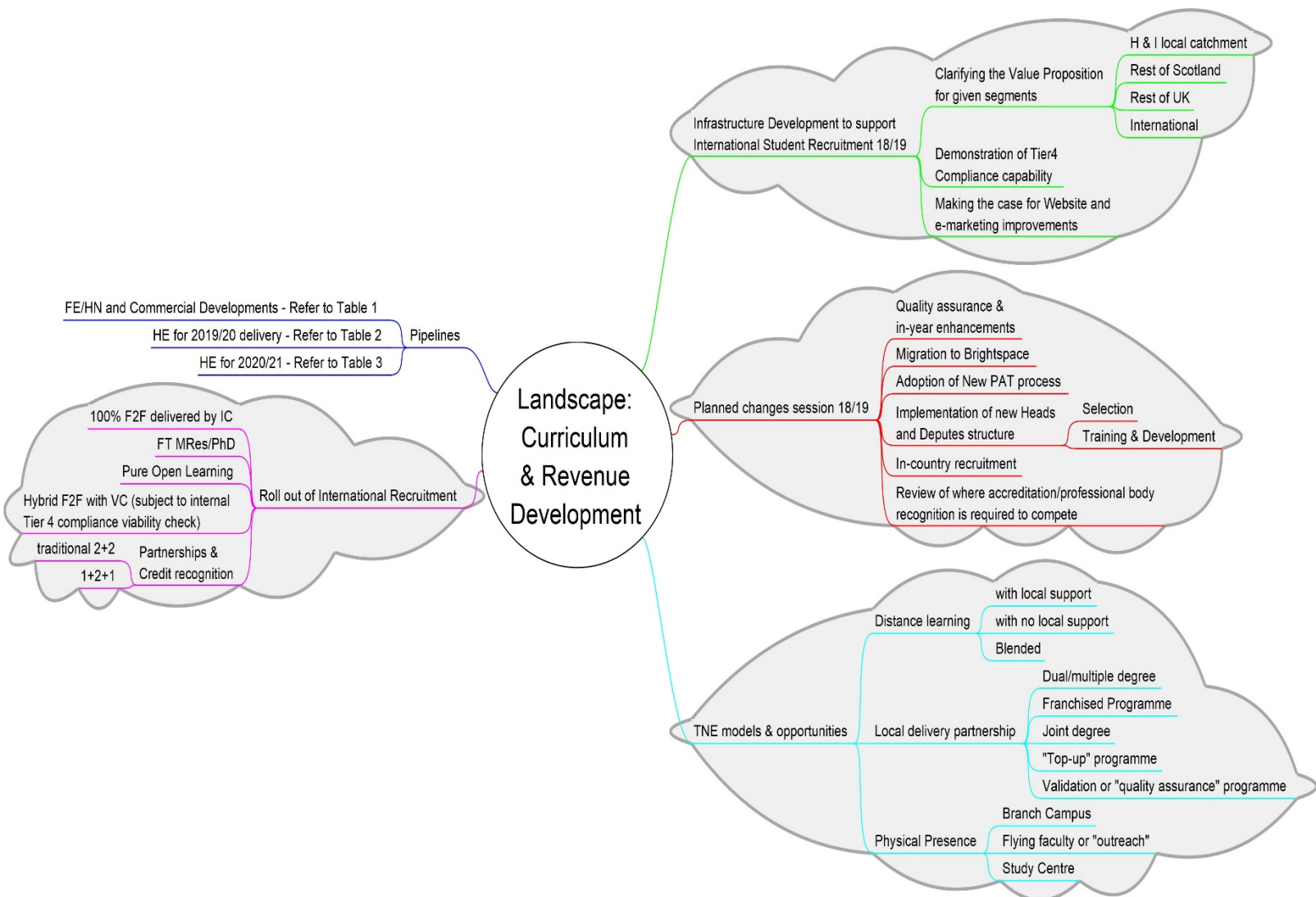


Table 1: For Delivery in 19/20 (FE, HE (HNC/HND stages) and Commercial

Level	Title	Rationale
FE	SVQ Business Improvement Techniques	Replacement qualification
FE	English for Academic Purposes	Missing from our curriculum map to improve retention rates in students with English as a second language
FE	NPA in Professional Computer Fundamentals at SCQF level 6	Qualification title update
FE	IELTS – International English Language Test	As this is now a requirement for many courses e.g. nursing and also employment for students with English as a second language. This is a commercial opportunity
FE	NPA Business	Replacement qualification
FE	NPA Business & IT	Replacement qualification
HN	HNC Social Sciences	Missing from our curriculum map and to provide a pathway into second year of the degree from the NC social sciences.
HN	Diploma for Information Technology and Telecommunications Professionals	Group Award Update in response to stakeholders
HN	MA Hospitality Management Skills Tech Apprenticeship	In response to industry for on- site training for CPD for their workforce
HN	Technical Apprenticeship in Land Use Management	Industry demand
Commercial courses	<ul style="list-style-type: none"> • CISCO • CCNA 1 & 2 • CISCO CYBER OPS • Healthy Eating on a Budget • Communications in Business • Open University Cisco Day Course 	Delivered on a commercial basis. These courses vary in length and include bespoke provision created for companies who were using the Workforce Development Funds to access training for their staff

Table 2: For Delivery 2019/20 (HE)

Degree Programme	Status	Demand
ATQ Computing Studies	approved January 2019	In response to need to increase number of computing teachers. Approved by GTCS
MEd Critical Enquiry	Lead partner	Due to increased recruitment from teaching profession
BA Hons Accounting and Finance	Lead Partner Re approval	Changes in response to industry
MA Specialist Education in Headship	HAP	GTC approved programme
Graduate Apprenticeship Early Years	Lead Partner	In response to national request
BA Hons Hospitality Management	Changed to a HND plus 2 degree	In response to stakeholder and student feedback
BSc Sport and Fitness	HAP Re-approval to be held in March 2019	Student feedback and updating of the modules
MBA	HAP Re-approval held in Feb 19	Build on global MBA development and offer new specialisms

Table 3: For Delivery 2020/21 (HE)

Degree Programme	Status	Demand
MA Creative Entrepreneurship	Hosting Academic Partner (HAP)	In response to stakeholder engagement
PG Cert Heritage Modules	Lead partner In approval process	In response to CPD requests and market research
MRes in Eco-literature/Renaissance Drama/Science Fiction and Fantasy	Lead partner In approval process	To increase international provision
BSc Geography	Lead partner In re-approval process	Change to accelerated delivery model in relation to student feedback
BSc Hons Applied Software Development	advisory group met 22.01.19 approval event will take place 20th and 21st May	Using the Graduate Apprenticeship model. Supported by IBM
Certificate of Higher Education in Trichology	AD0 being prepared	New provision with a focus on RUK and international recruitment
MSc in Data Science	Lead academic partner	Supported by Datalab. In response to stakeholder demand
MRes Art and Environment	Lead academic partner	To increase international provision

Board of Management

Subject/Title:	2017-18 College Sector Performance Indicators
Author: [Name and Job title]	Roddy Henry, Depute Principal
Meeting:	Learning, Teaching and Research Committee
Meeting Date:	5 March 2018
Date Paper prepared:	22 February 2018
Brief Summary of the paper:	This paper provides a summary of the college sector performance Indicators (PI) for 2017-18, published by SFC on 29 January 2019.
Action requested: [Approval, recommendation, discussion, noting]	Discussion
Link to Strategy: Please highlight how the paper links to, or assists with:: <ul style="list-style-type: none"> • compliance • partnership services • risk management • strategic plan • new opportunity/change 	This paper links to the strategic plan, particularly in relation to the student experience and the curriculum.
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		
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2017-18 College Sector PIs

Executive summary

SFC published the college sector PIs for 2017-18 on 29 January 2019. The PIs relate to student enrolments, and subsequent withdrawals, partial success and completed successful rates for FE and HE students across the sector. This report summarises the sector and the college performance for FE students, with a particular focus on success rates for full-time FE students.

Success rates for full-time and part-time FE students at the college continue to improve and are now ranked third highest of all the larger colleges in Scotland.

The college's HE provision is part of the university's funded provision, and is therefore not published in the SFC reports for the college sector. However, this report analyses the college's HN provision against the college sector HE returns for internal benchmarking purposes.

Background information

SFC published a report and a spreadsheet of college PIs on 29 January 2019. The report summarises the sector position and the accompanying spreadsheet, *College Region National Tool 2017-18*, provides the detail for each college and multi-college region. The report and the spreadsheet can be found here:

<http://www.sfc.ac.uk/publications-statistics/statistical-publications/2019/SFCST022019.aspx>

Inverness College UHI is one of 13 out of 26 colleges to have improved the success rates for full-time FE students in 2017-18. As a whole, full-time FE success rates across Scotland increased slightly, to 66.1%. Meanwhile, the success rates for full-time FE students at Inverness rose for the fifth year in a row and are now at 70.6%¹.

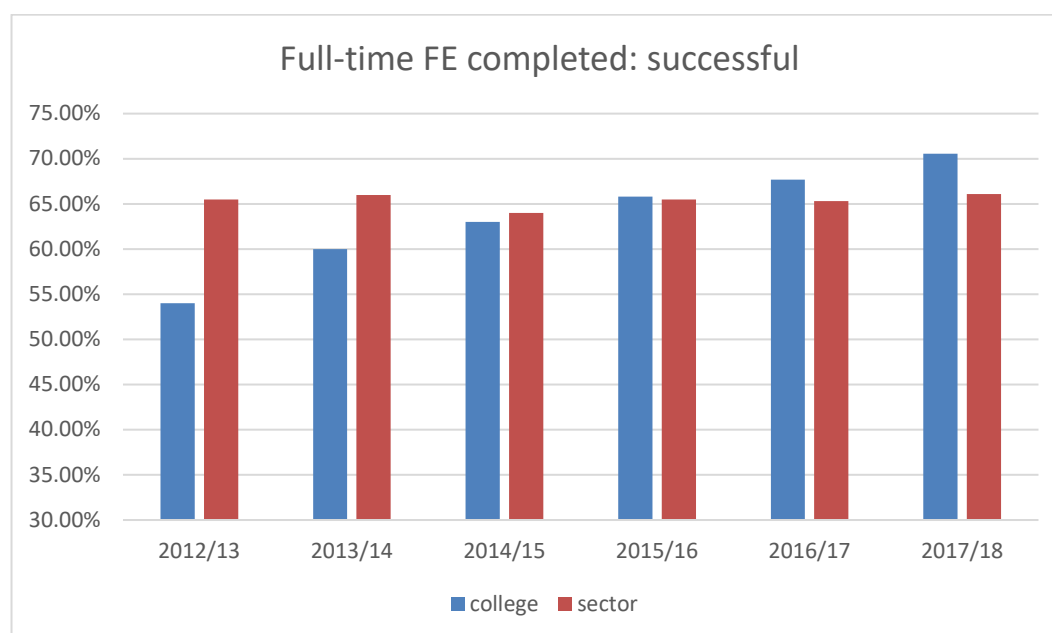
In terms of part-time FE provision, success rates across the college sector rose to 78.2% overall. Part-time FE success rates at Inverness also rose, to 86.8%. The nature of part-time provision varies significantly within and across colleges, so national comparisons need to be undertaken with care, and should involve further analysis.

Success rates for FE students at Inverness College UHI have now improved year-on year for the last five years. They are now 4.5 points above sector levels for full-time provision and 8.6 points above sector levels for part-time provision. This is a great achievement and a tribute to the work and dedication of all our staff, as well as to the commitment of our students. We still have work to do to address areas of underperformance, however

¹ Our internal figure is 71.1%: a few students' results were entered just after the official return time and so are not included in the publication.

there are now few such areas and the habits and processes we have now embedded are paying dividends in terms of improving the student experience and student success.

Table 1: success rates for students on full-time FE programmes over time



SFC has an aspiration that national success rates for students on full-time FE programmes increases to 73.2% by 2019-20. The key points from the SFC PI report for 2017-18 with regard to students on full-time FE programmes are:

- 66.1% successfully completed their course which is 0.8 percentage points (PP) higher than 2016-17 and is the highest success rate over the 10 year period.
- In 2017-18, of the 26 colleges delivering full-time FE courses, 13 had improved success rates in comparison to the previous year, one college's success rate remained unchanged and 12 saw a decline in the proportion successfully completing their course.
- 4,678 additional full-time FE students successfully completed their course in 2017-18 in comparison to 2008-09.
- A further 8.8% completed their course in 2017-18. Although these students did not achieve the qualification they were aiming for by the end of the academic year, some may gain their award at a later time.
- The remaining 25.1% of full-time FE students withdrew from their course and are accounted for by 9.0% of students withdrawing before the funding qualifying date (colleges are not funded for these students) and a further 16.1% between this point and the end of the course.
- For larger colleges success rates ranged from 59.1% to 75.4% in 2017-18 and for smaller colleges the success rates ranged from 52.1% up to 77.8%.²

² College Performance Indicators 2017-18, SFC

http://www.sfc.ac.uk/web/FILES/statisticalpublications_sfcest022019/College_Performance_Indicators_2017-18.pdf

The following two tables provide an overview of full-time FE PIs for all colleges, with the 'smaller colleges' (fewer than 500 enrolments), noted in the last bullet above, provided in the second table. Note that all but one of the smaller colleges are UHI partner colleges. The tables are ordered by success rate (% completed successful).

Table 2: 2017-18 Full-time FE PIs for larger colleges (with 500 or more enrolments)

College	% Completed Successful	% Partial Success	% Withdrawal	Total Enrolments
Dundee & Angus College	75.4%	5.9%	18.6%	3,329
Forth Valley College	71.4%	5.8%	22.8%	1,911
Inverness College UHI	70.6%	7.2%	22.3%	1,258
Perth College UHI	70.0%	7.1%	22.8%	1,235
South Lanarkshire College	69.7%	6.5%	23.8%	1,438
West College Scotland	69.2%	9.0%	21.9%	4,402
Moray College UHI	69.0%	6.4%	24.5%	807
Borders College	68.7%	8.4%	22.9%	978
SRUC	68.3%	14.0%	17.7%	830
City of Glasgow College	67.9%	8.4%	23.7%	2,788
Ayrshire College	66.9%	7.0%	26.1%	4,186
North East Scotland College	66.6%	10.4%	23.0%	4,058
SCOTLAND	66.1%	8.8%	25.1%	49,366
Glasgow Clyde College	66.1%	8.9%	25.1%	3,909
West Lothian College	65.5%	9.8%	24.7%	1,336
New College Lanarkshire	61.4%	6.9%	31.7%	4,384
Edinburgh College	60.7%	9.8%	29.4%	5,114
Glasgow Kelvin College	60.2%	8.8%	31.0%	1,661
Dumfries & Galloway College	59.6%	11.1%	29.4%	1,056
Fife College	59.1%	14.3%	26.6%	3,523

Table 3: 2017-18 Full-time FE PIs for smaller colleges (with fewer than 500 enrolments)

College	% Completed Successful	% Partial Success	% Withdrawal	Total Enrolments
Shetland College UHI	77.8%	7.8%	14.4%	90
Argyll College UHI	76.0%	6.0%	18.0%	183
Orkney College UHI	75.0%	5.3%	19.7%	76
North Highland College	71.8%	11.4%	16.8%	404
West Highland College	69.8%	7.9%	22.2%	189
Lewis Castle College UHI	60.8%	10.8%	28.4%	148
Newbattle College	52.1%	17.8%	30.1%	73

In terms of full-time FE success rates by subject areas, of the 14 areas across the college success rates are above sector levels in 10 and below in two, with the remaining two areas at current sector levels.

Table 4: 2017-18 Full-time FE PIs by subject area

Subject Area (Full-time)	ICUHI (%) 2015-16	ICUHI (%) 2016-17	ICUHI Enrol's 2017-18	ICUHI (%) 2017-18	College Sector (%) 2017-18	Diff to sector 2017-18
Art & Design	72%	74%	53	64%	69%	-5%
Business, Manag't & Accounting	33%	76%	33	70%	62%	+8%
Care	44%	63%	128	63%	63%	0%
Computing	42%	47%	44	68%	61%	+7%
Construction	77%	80%	129	82%	72%	+10%
Engineering	72%	71%	251	71%	67%	+4%
Full-time Highers	50%	39%	72	51%	na	
Hairdressing & Beauty	70%	72%	175	67%	64%	+3%
Hospitality & Tourism	68%	59%	51	73%	64%	+9%
Land-based Industries	60%	58%	60	78%	70%	+8%
Languages & ESOL	92%	93%	86	93%	81%	+12%
Media	79%	56%	15	60%	60%	0%
Social Subjects	51%	58%	45	69%	58%	+11%
Special Programmes	48%	81%	40	65%	78%	-13%
Sport & Leisure	65%	64%	76	71%	64%	+7%
OVERALL	66%	68%	1258	71%	66%	+5%

As noted in the executive summary, the college's HE provision is not returned through the college statistical returns. However, the college sector national PIs are useful for benchmarking our Higher National (HN) provision. An analysis shows that, overall, the college's success rate for students on full-time HN provision is 69.6% in 2017-18, compared to a national success rate of 71.3%.

Table 5: Full-time HE success rates over time

AC_YEAR	UG DEGREE	HN	College sector HE
2013/14	74%	69%	71%
2014/15	78%	72%	71%
2015/16	86%	68%	72%
2016/17	78%	69%	72%
2017/18	89%	70%	71%

Although this is a slight improvement on 2016-17, we need to ensure that the focus on increasing degree provision does not impact negatively on the outcomes for students on HN programmes. A HN enhancement theme has been launched in 2018-19 to improve the outcomes on these programmes.

The table below shows the overall increase in full-time HE numbers over five years, and the shift towards undergraduate (UG) degree provision, which now makes up the majority of the enrolments.

Table 6: Full-time HE enrolments over time

AC_YEAR	UG DEGREE	HN	TOTAL	% UG
2013/14	480	664	1144	42%
2014/15	588	730	1318	45%
2015/16	695	693	1388	50%
2016/17	737	669	1406	52%
2017/18	848	664	1512	56%

Roddy Henry
Depute Principal.

Board of Management

Subject/Title:	Customer Service Excellence (CSE) Review Findings
Author: [Name and Job title]	Lindsay Snodgrass, Head of Student Services Liz Cook, Quality Manager
Meeting:	Learning, Teaching & Research Committee
Meeting Date:	5 th March 2019
Date Paper prepared:	28 th Feb 2019
Brief Summary of the paper:	To provide a summary of the findings from our review of Jan'19
Action requested: [Approval, recommendation, discussion, noting]	Noting
Link to Strategy: Please highlight how the paper links to, or assists with:: <ul style="list-style-type: none"> • compliance • partnership services • risk management • strategic plan • new opportunity/change 	<ul style="list-style-type: none"> - To ensure that our practice is aligned with national, sector and/or industry recognised standards and best practice, and to our values and commitments - To embed self-evaluation and continuous quality improvement in all aspects of our work.
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		
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Customer Service Excellence

Executive summary

To update the committee on the findings from the recent *Customer Service Excellence* (CSE) review which took place on 31st Jan / 1st Feb and to share the final report.

Background

The College has engaged with the CSE framework since 2015 as a means to continuously improve the work which we do and the experience we provide to our students. During our review, we presented a wide range of evidence across the CSE framework which demonstrated our commitment to continuous improvement and in particular with a focus on the support services which impact directly on the student journey.

Following a very positive review in 2017, during this year's review we were delighted to be able to demonstrate yet further improvement. The review findings were exceptionally positive providing a clear indication of the scale of continuous progress made.

Areas of 'Good Practice'

We have maintained the high level of compliance across all aspects of the framework and have also increased the areas of '*good practice*' to now include 24. Our areas of good practice include aspects such as our proactive approach to supporting those who face the greatest challenges; our partnership working with a variety of stakeholders; our continuous improvement in student satisfaction and successful outcomes; and our lead role in the *Developing the Young Workforce* agenda.

Areas of Compliance Plus

Of particular note however are the aspects of our work which have been awarded as '*compliance plus*'. This relates to aspects which are deemed to be sector leading practice. In 2016 the College were awarded 4 '*compliance plus*', increasing to 11 in our 2017 review. In our 2018 review we have been awarded with 20 '*compliance plus*'. The assessor commented on the uniqueness of the volume of aspects of our work which fall within this category. Included within our areas of sector leading practice are:

- New and improved approach to course committee meetings and our level of student and stakeholder engagement
- Analysing and responding to student feedback to bring about continuous improvement
- Use of INSIGHT as a means of understanding specific student needs and tailoring the support offer
- The range and quality of information available
- The comprehensive use of data to benchmark performance and improve the student experience

The above exemplify just some aspects of sector leading practice with the report providing full details.

Next Steps

Since 2015 our primary focus has been on improving the front line services which have a direct impact on the student experience and any associated processes and procedures. The scope has been therefore limited to –

- Student admissions
- Student funding
- Additional support needs
- Student health and wellbeing / student guidance
- Front of house and administration
- Quality processes
- Marketing

We have kept the focus narrow to ensure we maximise improvements and positively impact on the student experience. There is however a recognition that we have levered out the maximum improvements possible within the current scope. This has been reflected in student satisfaction and successful outcomes as well as through the culture of continuous improvement we have developed, recognised in our HGIOC report. The assessor has asked us to now consider moving our focus to our internal customers and the services provided by areas such as –

- Estates
- Human Resources
- ICT
- Finance



Assessment Report

CUSTOMER SERVICE EXCELLENCE





1. EXECUTIVE SUMMARY

Following the assessment, Inverness College UHI were found to have a deep understanding of, and commitment to, Customer Service Excellence. The commitment was displayed from Senior Management levels through to operations and front-line staff.

I would like to take this opportunity to thank those people involved in the overall assessment process. It has been a pleasure meeting with your team and having the opportunity to observe your service in action.

The outcome of the assessment was -

“Renewal of the Customer Service Excellence Standard has been recommended”

Address:	1 Inverness Campus, Inverness, IV2 5NA		
Standard(s):	Customer Service Excellence	Accreditation Body(s)	UKAS
Representative:	Lindsay Snodgrass		
Site(s) assessed:	Inverness College	Date(s) of audit(s):	31-1-2019,01-02-2019
Lead Assessor:	Robert Sullivan	Additional team member(s):	
Type of Assessment:	Renewal		
Review of Certification Claims	Claims are accurate and in accordance with SGS guidance		



2. CONTEXT

Inverness College UHI is a provider of Further and Higher Education based in Inverness, Scotland. Inverness College UHI has been in operation for over 50 years and is an integral part of the local community. Home to more than 6,500 students with around 200 courses on offer across nearly 30 subject areas, the College offers flexible learning methods to suit a wide variety of student needs and locations.

Inverness College UHI is one of the biggest in a group of 13 individual colleges and research institutions collectively known as the University of the Highlands and Islands. The institution, which delivers courses tailored to the needs of the local business community, relocated to its new multi-million-pound facility at Inverness Campus in August 2015.

Over the last year, you have been awarded or retained many accolades including the Investors in People Gold status, the Customer Service Excellence Standard, Going Higher, Healthy University and Health Promoting College.

You have also appointed a number of key staff over the year including a new Depute Principal (Academic Development) to lead on strategy and curriculum development.

3. METHOD OF ASSESSMENT

The assessment was undertaken in two stages; the first was a review of your self-assessment submission. This review enabled the assessor to gain an understanding of how the organisation has met the requirements of the Customer Service Excellence standard.

The next stage was to review the actual service delivered on-site. This was conducted through reviewing practice as well as speaking to staff, partners and customers. This included following customer journeys through your processes and how these aligned with customer insight.

During the assessment process the criteria are scored on a four-band scale:

COMPLIANCE PLUS - Behaviours or practices which exceed the requirements of the standard and are viewed as exceptional or as exemplar to others, either within the applicant's organisation or the wider customer service arena.



COMPLIANT - Your organisation has a variety of good quality evidence which demonstrates that you comply fully with this element. The evidence which reflects compliance is consistent throughout and is embedded in the culture of the organisation.

PARTIAL COMPLIANCE - Your organisation has some evidence but there are significant gaps. The gaps could include:

- Parts of the applicant's organisation which are currently not compliant and/or
- Areas where the quality of the evidence is poor or incomplete and/or
- Areas which have begun to be addressed and are subject to significant further development and/or
- Areas where compliance has only been evident for a very short period of time

NON- COMPLIANT - Your organisation has little or no evidence of compliance or what evidence you do have refers solely to a small (minor) part of your organisation.

The current scheme allows applicants a maximum number of partial compliances, equating to a pass mark of 80% for all criteria.

4. OPENING MEETING

The on-site assessment commenced with an opening meeting.

The assessment activity and the partial compliances were discussed. The itinerary had been agreed with Inverness College UHI in advance. The organisation was informed that all information obtained during the assessment would be treated as strictly confidential.

The scope of Assessment was confirmed as: Inverness College UHI

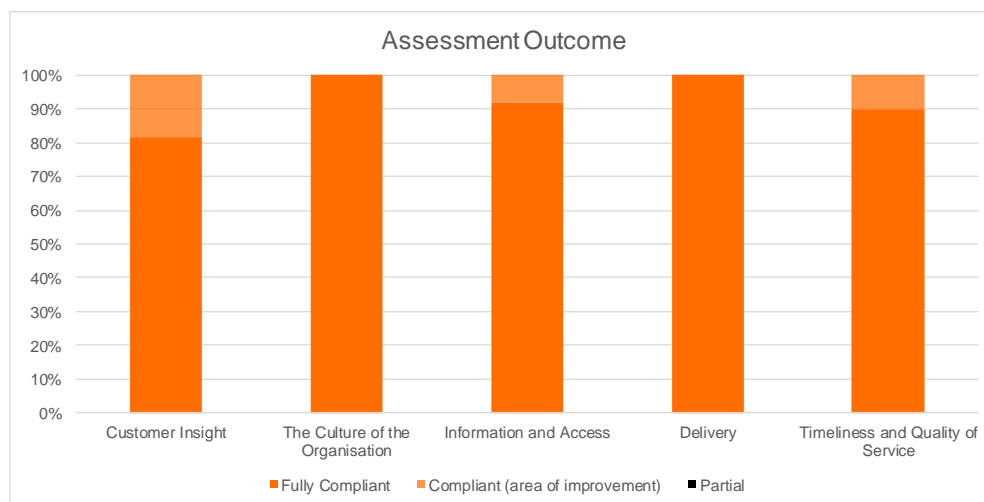


5. ON-SITE ASSESSMENT

The Assessor was accompanied throughout the assessment by Liz Cook and other personnel within the organisation were involved when assessing activities within their responsibility.

The assessment resulted in the raising of no partial compliances, a number of observations are listed in Section 6 and 7 of this report.

	Criterion	Maximum number of partial compliances	Actual number of non-compliances	Actual number of partial compliances	Actual number of Areas for Improvement	Fully Compliant
1	Customer Insight	2	0	0	2	9
2	The Culture of the Organisation	2	0	0	0	11
3	Information and Access	2	0	0	1	11
4	Delivery	3	0	0	0	13
5	Timeliness and Quality of Service	2	0	0	1	9





6. AREAS OF PARTIAL COMPLIANCE

CRITERION 1

No Partial Raised

CRITERION 2

No Partial Raised

CRITERION 3

No Partial Raised

CRITERION 4

No Partial Raised

CRITERION 5

No Partial Raised

7. OBSERVATIONS

During the site assessment the following general observations were made. These include: positive areas scored as Compliance Plus; areas of good practice; areas for improvement identified throughout the entire assessment process, as listed below.

Areas for Improvement identified at the previous assessment and now cleared

- It was noted that the signage advising those using student services that private interview facilities were available could be improved. This has been revisited, improved and seen at this assessment visit (2.1.5)
- It was also observed at the previous visit, that your direction signage and means of alerting staff for those with mobility challenges could be further improved. This was improved and viewed by the Assessor at the 2019 assessment (3.2.1)



- At this assessment, it was noted that you have improved the reporting of health and safety issues (3.3.3)

Areas for Improvement identified at this assessment

- Although you do have a consultation and engagement strategy it could be supplemented by a more systematic consultation and engagement schedule. This could show the methods used, target audience, frequency, robustness, review and so forth of each method (1.2.1)
- You should consider if you could more clearly and better publicise areas where you have improved the service as a result of customer feedback (1.2.2)
- You should consider any health and safety risks from using a wedge to hold open a fire door. It is accepted that this had been done to more clearly demonstrate the area was accessible to students, you should however consider the risks of such a practice (3.3.3)
- You do not always resolve complaints within a reasonable timeframe in line with the targets set by the Scottish Public Service Ombudsman. It is accepted that these complaints may be complex in nature (4.3.2)

Areas of Good Practice

- You demonstrated that you have a clear commitment from Senior Leaders to the ongoing continuous improvement of service quality. This is witnessed in many ways including the use of Customer Service Excellence as an improvement tool. The detailed use and monitoring of statistics to inform improvement actions is also evidence of this
- Customers spoken to by the Assessor highlighted that staff were very helpful and knowledgeable. It was pleasing that this was across a wide range of students including school pupils accessing your services. Some students noted that staff went 'the extra mile' to support them, their learning and their future careers
- You have been recognised in several ways for your good work over the last year. Some of these are already noted earlier in this report
- You have further improved your publications and make them more consistent as well as visually attractive and now include your branding on them



- You encourage and take cognisance of any stakeholder who discloses a disability and you action this in supportive ways. At this assessment, we discussed examples of a proactive approach to assisting students who are 'hard to reach' or 'disadvantaged'
- Your students have confirmed in discussion at the assessment and through your satisfaction survey that the vast majority feel they are treated fairly
- You evaluate the ways in which customers interact with you. The Assessor noted the comprehensive evaluation of your Internet and Social Media channels.
- Throughout the assessment the Assessor observed the environment and it was seen to be clean, tidy and comfortable
- You work with a range of other partners to supply co-ordinated services. The Assessor met several partners at the Partner Lunch. Your work with the Education Service and industry was discussed throughout the assessment. In addition, your pioneering work with the NHS, facilitating direct referral to Mental Health facilities, was discussed
- Your work with the wider community and how you support the wider community in a variety of ways was evidenced. You are currently looking to develop an Active Botanical Community Garden that will be used by the College and the wider community
- You have performed well against your key performance standards. Your 2017/18 success rates have improved significantly over the last five years. Your performance exceeds the National average by 4%. You were also successful in achieving several Awards. These included the Customer Service Excellence Standard, investors In People - Gold, Going Higher, Healthy University and Health Promoting College
- You consult and involve customers in the setting and review of your standards. The development of the Partnership Agreement is a good example of this and. other methods such as your Course Committee Meetings also adhere to these principles
- You have again improved your website to be more comprehensive in recognition of it being the prime access channel



- You have developed and continued to evaluate 'professional discussions' and Learning and Teaching groups to review the quality of teaching and learning. There is a culture of 'learning from others' and benchmarking good practice across the organisation
- You have further developed systems to encourage and facilitate staff to learn from each other across traditional academic boundaries and vocational areas
- As part of your commitment to continuous improvement and understanding of the importance of your staff in achieving this, you actively encourage and praise staff
- You have developed and extended the use of your 'Insight' database to monitor student progress and provide better identification of students that may benefit from additional support.
- You have continued to train and provide better awareness of and access to the Insight database across the staff group. This is improving early interventions with positive results in targeted areas
- You have further improved the processes used, and have encouraged students, to apply for appropriate funding at an early stage to improve the student experience. This was discussed and evidenced during this assessment visit
- You again highlighted your proactivity in providing additional support for those with identified additional support needs. You address these at an early stage to provide students with equality of access at the start of courses wherever possible. You continue to encourage early disclosure of any additional support needs
- You have improved the flow of student information between teaching and student support staff to better support students. In part this has improved because of the greater and more effective use of Insight
- You recognise that you have a key role in developing the young workforce and work closely with a range of Schools to do this. You meet regularly with Senior Staff from Schools and take on board their ideas and identified needs. This has led to a significantly increase uptake of the service by school pupils
- You, in conjunction with other providers, have created an easy-to-use website for school pupils, staff and parents/ carers that outlines the



courses available to them. In addition to the information, you have facilitated applications from this website

- You continue to develop your Virtual Learning environment to support Staff and students. You are currently looking to move to a new Virtual Learning Environment

Areas of Compliance Plus

- 1.1.1. You were able to evidence and demonstrate your understanding of the characteristics of both current and prospective customers. You have good insight about current customers through your applications process and ongoing staff/ student interactions. Your strategy and onsite discussions demonstrated an understanding of prospective customer groups. In addition, the Assessor explored understanding with staff and partners at the partner lunch
- 1.1.2 You have again further enhanced the awareness of support and teaching staff about the evolving needs and preferences of customers. You have developed and extended the reach of your 'Insight' IT system to give more detailed information on student progress and to more clearly identify any possible areas of concern. This has supported staff to provide or offer more early interventions to support student progress
- 1.1.3 You make particular efforts to identify hard to reach and disadvantaged groups and individuals and have developed your services in response to their specific needs. You see your service as having an important social and economic role and you seek to delivery services to a full range of student groups. Your increasing work, across a wider range of areas, with schools supports a wide portfolio and delivers greater choice to school pupils. Your student support systems help identify those in need of support at the earliest point to ensure more effective interventions
- 1.2.3 You review and revise your opportunities for consulting and engaging with your customers on a regular basis and make changes to improve representativeness and robustness. One example of this being the review of the Course Committee Meetings system leading to significant changes to the system
- 1.3.1. You have several different methods of measuring customer satisfaction. Together these have seen significantly improved sample sizes and



response rates across the various student population. This was evidenced at the assessment visit

- 1.3.4. You have seen significantly improving customer satisfaction levels over time and these exceed your challenging target. This was demonstrated through provision of customer satisfaction results from several surveys across the services delivered
- 1.3.5 You have made positive changes to services as a result of analysing customer experience including customer journeys. One example of this is the relocation of the Skill Zone within the College to make it more accessible for students following student feedback. This has led to around a 400% increase in footfall. In addition, you have streamlined the student funding process and provided an IT presence within the Learning Resource Centre
- 2.1.1 You demonstrated your commitment from Senior Leaders to the ongoing continuous improvement of service quality and customer focus. This is witnessed in many ways including the use of Customer Service Excellence as an improvement tool. The detailed use and monitoring of statistics to inform improvement actions is also evidence of this
- 2.1.3. You have policies and procedures that support the rights of customers to expect excellent levels of service. You have co-created a Partnership Agreement with stakeholders and involved staff in its development. This clearly outlines the expectations and responsibilities of stakeholders
- 2.1.6. You encourage and empower your staff to actively promote and participate in the customer focused culture of the organisation. Staff are involved in a variety of ways and there is a culture of continuous improvement across the organisation. You have trained and involved staff, students and other stakeholders in reviewing the service and in developing and implementing improvement actions. The Assessor was able to speak with staff and students involved in the Course Committee Meeting Process
- 2.2.2 Quantitative and qualitative feedback through surveys, reports and Assessor discussions and observation confirmed that your staff are polite and friendly to customers and understand customer needs. The continued use of 'Insight' evidenced a high level of understanding of specific student and course needs. Students spoke of staff 'going the extra mile' as well as being supportive

- 2.2.4. Your staff use their insight in the development and review of policy and service planning. You do this in several ways at both operational and strategic levels. Examples outlined at this assessment included mental health, student welfare, internal and third-party referrals and other processes
- 3.1.1. You provide a wide range of information about your services in a variety of formats. At this assessment, you evidenced this through presenting a wide variety of hard copy, electronic and web-based information. Your information was well presented with a strong corporate identity and was designed to be easily accessible
- 3.2.3 You continue to review and improve the range and quality of information and ensure it meets the needs and preferences of customers. There are numerous examples of this including an improved website with better accessibility, School pages and more information in general. As noted earlier in this report, you have improved information within the College including directional signage, better displays and more focused displays. This was seen during the assessment by the Assessor
- 3.3.2 You evaluate how customers interact with the organisation through access channels and use this information to identify possible service improvements and offer better choices. You have continued to evaluate the student journey from initial interest through to completion of studies and have used this to meet their needs. You have continued with the smaller sized A5 prospectus, you have made your website more comprehensive and developed a discrete offering for school pupils. These are some examples of developments taking account of the various ways students wish to access and interact with your services
- 3.4.1 You have enhanced and built on existing partnerships to benefit students and prospective students as well as playing an increasingly role in developing the workforce and improving accessibility to the College. You have worked well with Schools to develop your offering to pupils in meaningful ways. Your work with employers in shaping the curriculum continues and was discussed during this assessment visit. You have developed additional partnership with employers including third sector employers over the last year. The Assessor was able to see the expanded range of employer partners during this visit. In addition, several partners spoke enthusiastically of their partnerships with the College during the partner lunch event
- 3.4.3 You interact within wider communities and can demonstrate the ways in which you support those communities. Some examples of this being your



increased provision to school pupils, delivery in local communities, the development of the Community Garden and so forth

- 4.1.1 You have further developed challenging standards for your main services, which take account of your responsibility for delivering national and statutory standards and targets. You have set a range of Key Performance Indicators, targets for equalities, students with disabilities, students with caring responsibilities, gender equality and so forth
- 4.2.2 You were able to demonstrate that you deliver the service you promised to individual customers and that outcomes are positive for the majority of your customers. Across a range of measures including positive outcomes, student retention, external event hire and so forth you were able to evidence high levels of performance and satisfaction during the annual review. Your satisfaction levels improved significantly across a range of student groups and indicators over the previous year
- 4.2.3. You demonstrated that you use comprehensive data to benchmark your performance against other Colleges and use this to improve your service. The degree of analysis and the use this is out to was commendable



8. ACTION PLANNING & NEXT STEPS

The achievement of Customer Service Excellence is an ongoing activity and it is important that Inverness College UHI continues to meet the elements of the criteria throughout the three years the hallmark is awarded for. Efforts must be made by Customer Service Excellence holders to continually improve their service.

We recommend that you develop an action plan based on the findings of this report. The action plan does not need to be a separate document and is likely to be more effective if the actions are embedded in your normal improvement and service developments plans.

We will undertake an annual review that will look at your continued compliance with the Customer Service Excellence. As part of the review we will also look at progress on any findings of the previous assessments.

In addition to reviewing progress outlined above, we will also review the services delivery, done so by following customer journeys.

For more information on the annual review please refer to our document “Building on your Customer Service Excellence success – Preparing for the annual review”.

Holders must inform SGS of any major changes in the service provision covered by the scope of the certificate. This includes reorganisation or mergers.

In addition, SGS must be informed should the certified service experience a significant increase in customer complaints or critical press coverage.

If you are in doubt at any stage, we strongly recommend contacting the Customer Service Team for advice on the significance of any service or organisational change, or issues surrounding customer complaints.

SGS will visit within the next 12 months for the annual review.

SGS recommends that Inverness College UHI retains a copy of this report to aid continuous improvement, and as a reference document for future assessment reviews.

Board of Management

Subject/Title:	Complaints Report (YTD)
Author: [Name and Job title]	Liz Cook, Quality Manager
Meeting:	Learning, Teaching Resource Committee
Meeting Date:	5 th March 2019
Date Paper prepared:	22 February 2019
Brief Summary of the paper:	Analysis of complaints year to date, covering Quarter 1 and 2
Action requested: [Approval, recommendation, discussion, noting]	Noting
Link to Strategy: Please highlight how the paper links to, or assists with:: <ul style="list-style-type: none"> • compliance • partnership services • risk management • strategic plan • new opportunity/change 	Paper assists with compliance as the College are required to monitor complaints as per SPSO requirements.
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

Complaints 2018 -19 year to date (YTD)

Introduction

Complaints are received year round, from a number of different sources although the primary source tends to be from students. Complaints are received via a variety of mechanisms including direct emails, complaints forms, Red Button. IC UHI uses the SPSO categories and sub categories to categorise complaints, which allows us to feed into sector wide data. The outcomes from complaint resolution are reported to UHI (HE) and published on the IC UHI website (FE).

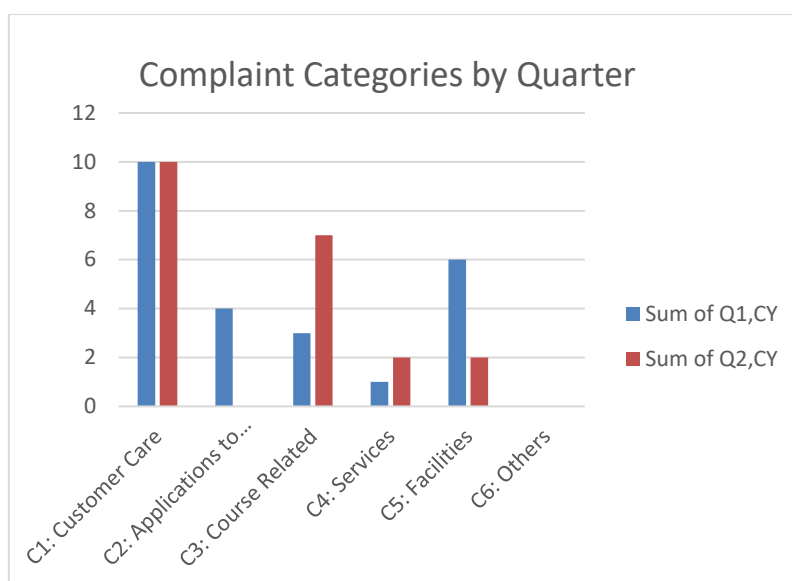
Complaints by Category

45 complaints have been received year to date. This represents a decrease of 12 from the same time last year. The category of Customer Care is the highest occurring category of complaint, with an increase of 7 seen since the same time last year. The Course Related category also remains the second highest; however a decrease of 9 incidents can be seen since the same time last year. Colleges typically receive the highest level of complaints in these categories.

Customer Category: Current Year (Quarter)	YTD CY	Q1,CY	Q2,CY	Q3,CY	Q4,CY
C1: Customer Care	20	10	10	0	0
C2: Applications to Progression	4	4	0	0	0
C3: Course Related	10	3	7	0	0
C4: Services	3	1	2	0	0
C5: Facilities	8	6	2	0	0
C6: Others	0	0	0	0	0
TOTAL	45	24	21	0	0

Customer Category: Previous Year (Month)	YTD PY	Q1, PY	Q2, PY	Q3, PY	Q4, PY
C1: Customer Care	30	4	9	9	8
C2: Applications to Progression	8	7	0	0	1
C3: Course Related	35	8	11	9	7
C4: Services	12	2	5	1	4
C5: Facilities	14	4	7	1	2
C6: Others	6	0	0	1	5
TOTAL	105	25	32	21	27

In relation to mode of delivery, 48.9% of complaints received YTD relate to HE programmes, 35.6% relate to FE programmes and 15.5% complaints came from members of the public.

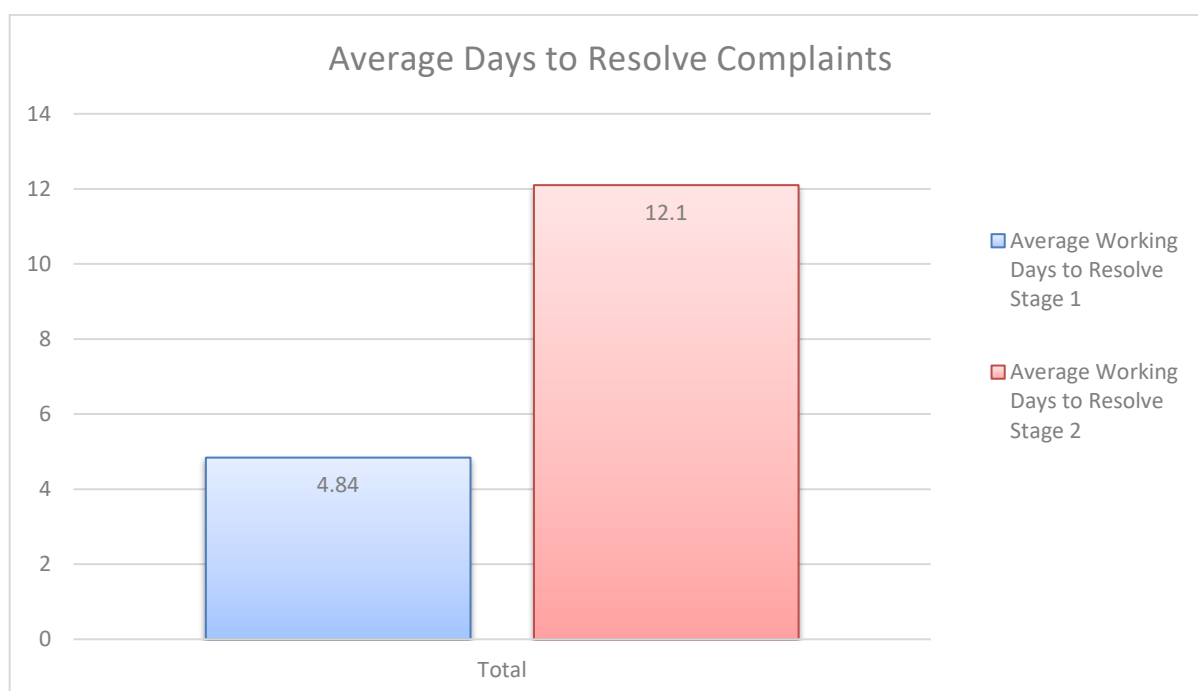


Complaint Outcomes

It can be seen that 48.8% of the resolved complaints YTD have been upheld. This is an increase of nearly 8.4% on the previous year's quarter. 26.6% complaints have been partially upheld which is a decrease of 10.2% for the same time last year.

Outcome	Stage 1	Stage 2	Total
Not upheld	4	6	10
Partially upheld	4	8	12
Upheld	17	5	22
Still under investigation	0	1	1

Complaint Timescales



The chart above displays the average number of days taken to resolve complaints in this quarter.

The range of days taken to resolve Stage 1 complaints in Q2 is between 1 – 9 days.
The range of days taken to resolve Stage 2 complaints in Q2 is between 3 - 12 days.

SPSO guidelines state pre-defined timescales of a 5 day turnaround for Stage 1, and 20 days for Stage 2. As part of the Stage 2 process, updates are provided to complainants where the complaint is complex and may take longer than 20 working days.

Promotion of the timescales involved in complaint responses has been raised with relevant managers in order to ensure future compliance.

One complainant escalated the outcome of their complaint to the Ombudsman. The issue stemmed from information communicated via the Exam Board process. ICUHI worked with colleagues from EO, and supplied SPSO with additional information. Whilst SPSO recognized there were areas of improvement surrounding the communications from exam boards; they did not wish to investigate the matter further. Colleagues in SRO and Registry will be taking these improvements forward.

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

Learning from Complaints

Complaints often result in reviews of processes and procedures and they also allow us to identify opportunities for staff development. In order to maximise the opportunities to learn from complaints received, teams are required to consider the learning points from each

complaint. Programme and support teams use complaints as part of their evidence bank to inform their evaluative activities aimed at improving the student experience.

Below are some examples of improvements made as a result of complaints received during Q2 2018 - 19:

- A change of lecturing staff, and the assurance that a familiar member of staff will be present in the classroom
- A proposal to implement fines and sanctions for those misusing the disabled car parking bays
- The cost of additional optional kit desirable for the course will be better highlighted in marketing materials. The team will also review the kit in house to include more of the consumable materials used.
- Admissions and Student Funding team to build in request for specific evidence of trust fund as part of the process.
- Reinforcement of contents of partnership learner agreement by PA