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| Meeting | Learning and Teaching Committee |
| Date and time | Tuesday 6 March 2018 at 8.30 a.m. |
| Location | Boardroom, 1 Inverness Campus |

Board Secretary
27 February 2018

AGENDA

Welcome and Apologies

Declarations of Interest

ITEMS FOR DECISION

1. **MINUTES**
Minutes of Meeting of the Learning and Teaching Committee held on 5 December 2017
2. **LEARNING AND TEACHING COMMITTEE TERMS OF REFERENCE**
Report by Board Secretary

ITEMS FOR DISCUSSION

3. **OUTSTANDING ACTIONS**
Action List
4. **RESEARCH**
Presentation by Director of Rivers and Lochs Institute, Professor Eric Verspoor
5. **HIGHER MEDIA ACTION PLAN**
Report by Depute Principal
6. **STUDENT RECRUITMENT 2017-18**
Report by Depute Principal
7. **QUALITY ENHANCEMENT**
Report by Depute Principal
8. **STAKEHOLDER ENGAGEMENT REVIEW**
Report by Depute Principal
9. **STUDENT PARTNERSHIP AGREEMENT**
Report by Head of Student Services

10. **STUDENTS' ASSOCIATION REPORT**
Report by Student President
 11. **GENDER ACTION PLAN – MID YEAR REPORT**
Report by Head of Student Services
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ITEMS FOR NOTING

12. **CUSTOMER SERVICES EXCELLENCE – REVIEW**
Covering report by Head of Student Services
13. **HALF YEARLY COMPLAINTS REPORT**
Report by Quality Manager
14. **2016-17 COLLEGE PERFORMANCE INDICATORS**
Report by Depute Principal
15. **GLOBAL CHALLENGES RESEARCH FUNDING: REQUEST FOR 3 YEAR STRATEGIES**
<http://www.sfc.ac.uk/publications-statistics/announcements/announcements-2018/SFCAN022018.aspx>
16. **HOW GOOD IS OUR COLLEGE?**
Education Scotland has published the first set of [reports](#) based on the new quality framework for colleges.
17. **AOCB**
18. **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.

Board of Management

MINUTES of the MEETING of the LEARNING AND TEACHING COMMITTEE held in the Boardroom, 1 Inverness Campus on Tuesday 5 December 2017

PRESENT: Ollie Bray, Sarah Burton, Helen Miller, Fiona Neilson, Gavin Ross, Tom Speirs, Gabriel Starr, Kate White

CHAIR: Sarah Burton

APOLOGIES: Robert Berg, Jaci Douglas, Chris O'Neil

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

1. MINUTES

The Minutes of the meeting of the Learning and Teaching Committee held on 26 September 2017 were **AGREED** as a correct record, were **APPROVED** and signed.

2. OUTSTANDING ACTIONS

The Chair advised that the outstanding actions from previous committee meetings would be discussed at each meeting to ensure that actions had been progressed and that the action list would be updated showing actions completed as appropriate.

The Committee considered each of the outstanding actions and **AGREED** that two actions had been completed so could be removed from the list. The two outstanding action would be completed in 2018, as per the time line.

Gabbi Starr entered the meeting during discussion of the following item

3. UHI LEARNING AND TEACHING ENHANCEMENT STRATEGY

A report by the Depute Principal explained that the university's *Learning and Teaching Enhancement Strategy 2017-2021* had been formally approved before the summer. The approval followed extensive consultation across the partnership and the strategy itself recognised and built on the strategies and approaches already in place, at university and Academic Partners levels. It was proposed that the college adopt the strategy and embed its values and aims within college processes and practices.

If approved, a short life working group would be convened to include, among other things, amendment of the college's Learning and Teaching strategy and other strategies as necessary. Any amendments would be submitted to the next meeting in March 2018.

The Committee **AGREED** to recommend the UHI learning and teaching enhancement strategy to the Board of Management for adoption.

4. CHANGING ENVIRONMENT

The Depute Principal made a presentation on the changing environment affecting the college and the education sector. UHI integration, national bargaining, quality frameworks and intensification were the four key frameworks driving change.

A copy of the presentation would be sent to all board members.

The Chair thanked the Depute Principal for a very useful presentation

5. STUDENT EXPERIENCE 2016-17 & Early 2017-18

A report by the Quality Manager referred to the three elements of the student experience report. The free text analysis from Student Satisfaction and Engagement Survey (SSES) 2016-17 was carried out on an annual basis and provided a qualitative data source to inform curriculum and support teams self-evaluation activities. The SSES headline report provided an analysis of the outcomes from the SSES, comparing IC UHI results to that of the overall sector and the Early Experience Survey 2017 – 18 report provided an analysis of responses to the student survey.

The committee engaged in a wide ranging discussion and the following points were made:-

- It was good practice to introduce the survey into the classroom and to build in a structured response time to encourage students to respond.
- It was recognised that the survey needed to be diversified to fit all learner groups
- It was important to give positive feedback to students on the changes made as a result of previous survey responses
- It was recognised that there was a need to significantly increase the response rate for the SSES
- Student expectations had to be met and communication was key to ensuring that students understood e.g. the timescale for assessment feedback
- The language used in the questions was not always “student friendly”.

The Committee welcomed the analysis which had been undertaken and **REQUESTED** that in future an indication of timescales be given in relation to any further analysis and responses provided.

6. EARLY STUDENT RETENTION/WITHDRAWAL 2017-18

A report by the Depute Principal provided a summary and analysis of Early Withdrawal (EW) rates for students on full-time programmes in 2017-18

The current EW rates for students on full-time FE programmes were better than the final rates for the previous academic year and slightly better than the rates reported at this time last year. The current EW rates were better than the latest published college sector level.

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

There were a number of areas which had relatively high withdrawal rates, namely computing, hospitality and education. It was recognised that hospitality students had often withdrawn from their course to move to a positive destination of employment. Discussion was ongoing with providers to see how they and the college could work together.

The Committee **NOTED** the report.

7. **ACCESS AND INCLUSION STRATEGY – UPDATE**

The Head of Student Services tabled a report which provided some target figures achieved by learner groups over the last two academic years. The SFC had only recently released information on the parameters for the different learner groups and work was still being undertaken to finalise data and targets for 2017-18.

The Committee discussed the need to set ambitious but realistic targets and the need for further engagement from students to allow the college to provide the required support. The increase in the number of mental health issues was raised as a potential resource issue.

The Head of Student Services advised that she would circulate a report with the proposed targets to the Committee. The Committee **REQUESTED** that the number of students within each category be shown as well as the raw numbers.

8. **STUDENT RECRUITMENT 17/18 – UPDATE**

A report by the Depute Principal advised that the current student activity indicated that:

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

An analysis of FE enrolments and HE FTE by fee status was also provided.

The Committee **NOTED** the report.

9. **STUDENT PARTNERSHIP AGREEMENT**

A report by the Head of Student Services provided an update on the progress made with the Student Partnership Agreement (SPA) across the four aspects of: -

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

Discussion was ongoing with HISA regarding the level of representation IC UHI would have within HISA for the next academic year. Work had begun with Sparqs on a project around the Education Scotland Framework, *How good is our college* (HGIOC) and how the college engaged students in that evaluative process.

The Committee **WELCOMED** the work with Sparqs, which it was hoped would lead to better student engagement.

10. HISA INVERNESS - REPORT

A joint report by the Student Association Co-ordinator (HISA) and the Student President, HISA Inverness provided an update on the progress of the HISA Inverness team. The report referred specifically to training events, class representatives, the HGIOC Sparqs project and other issues that were being progressed.

The Student President, HISA Inverness advised that they hoped to hold an event in January and bring employers into the College. This would be similar to the employability week scheduled for March 2018. As mentioned as part of the discussion under the previous item, discussion was ongoing with HISA regarding the level of representation IC UHI would have within HISA for the next academic year. A report would be submitted to a meeting of the Partnership Council on the Service Level Agreement between UHI and HISA for the next three years.

The Chair **REQUESTED** that an objective review of the resource requirements of HISA Inverness be submitted to the next meeting of the committee in March if other timescales permitted.

Gabbi Starr left the meeting

11. QUALITY ENHANCEMENT

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

The new quality arrangements, the requirements of the Access and Inclusion Strategy and the Gender Action Plan, involvement in the College Improvement project, the move to further harmonise FE and HE quality arrangements and the intensification of the Outcome Agreement expectations, taken together, necessitated a review of the established internal quality arrangements. The new environment, while presenting some challenges, also provided the opportunity to re-think and enhance approaches while alleviating some of the reporting and monitoring burden through better system design. This re-design would be a priority in the coming months and a report would be presented to committee once a number of priorities had been identified.

The Committee **NOTED** the position.

12. PROFESSIONAL DISCUSSION ON LEARNING AND TEACHING (PDLT)

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

A report by the Quality Manager provided a summary and evaluation of the second phase of the internal review of learning and teaching (PDLT).

The Chair stated that there were many positives in the report and the degree of reflective practice was excellent.

13. STAKEHOLDER ENGAGEMENT REVIEW

The national expectations for colleges' engagement with stakeholders had increased since the regionalisation of the sector. There were now clear and explicit expectations around the extent to which each college or region identified and responded to the needs of employers and communities, worked in partnership to deliver Scottish Government priorities and gathered stakeholder feedback to evaluate and improve the quality of its provision.

A report by the Depute Principal explained how the college would respond to these expectations by carrying out a stakeholder engagement review. The aim was to complete the stakeholder engagement review by the end of January.

The Committee **NOTED** that a report would be provided to the next Learning and Teaching Committee in March 2018.

14. CURRICULUM DEVELOPMENT

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

A report by the Head of Curriculum highlighted a number of developments against the five strategic objectives including

- the development of BSc Optometry
- Introduction of the HNC Soft Tissue and HND Sport Therapy
- inclusion of cyber security qualifications in full time FE computing courses
- the increase in the number of modern apprentices within the engineering and construction areas
- The development of and recruitment to the Introduction to Further Education programme for those people who have been long term unemployed and are either looking for work or hope to engage with studies.
- Successful completion of the first cohorts of Foundation apprenticeships in care and civil engineering for senior school pupils
- Successful completion of the first cohorts of Foundation apprenticeships in care and civil engineering for senior school pupils
- Increase in the variety and number of commercial courses delivered

There was a discussion on how the college measured the sustainability and growth of courses in determining which courses to remove from the curriculum.

The Committee welcomed this report and **REQUESTED** that in future, an explanation should be included on which developments were already in place and which were still being progressed.

15. **HALF YEARLY RESEARCH REPORT**

A report by the Head of Research Development provided an update on research activity covering the period August to November 2017 (inclusive).

Some of the key points to note were that

- Research continued to grow steadily, notably in terms of postgraduate researcher numbers, with a 60% increase in PGRs in 2017/18.
- Development activity was crucial to maintaining research and innovation growth and associated research income but there was increasing pressure on capacity to maintain this development focus as the number of research staff on fixed term contracts, and postgraduate researchers, had expanded requiring concurrent growth in relevant management support, systems and processes.
- There were still uncertainties for the University sector around the requirements for submission for REF2021 but the UHI work plan for identifying the REF cohort for submission was already in line with the latest guidelines.
- Early indications in the UHI REF stocktake were that the college was likely to submit a lower FTE REF submission than targeted. This gave an opportunity for the college to focus development activity on those areas where REF outputs could be improved during 2018-19, if that was considered a priority.

The Head of Research Development explained that currently research in the college was funded through a number of different sources and created a complex picture. She was working with the Director of Finance to gather better intelligence around research funding.

The Committee **NOTED** the report and looked forward to a further update on the REF discussions at the next meeting in March 2018.

16. **CORPORATE PARENTING PLAN – ANNUAL REPORT**

After extensive collaboration and review with third sector organisations and partners, Inverness College UHI published its first Corporate Parenting Plan in October 2016. Since then significant progress had been made against the action plan. Care experienced students were also encompassed within the Access and Inclusion Strategy which set targets for the FE students within this cohort in terms of credits delivered; retention; and successful outcomes.

A report by the Head of Student Services detailed the main highlights of the work over the period since the publication of the plan and the positive impact on student retention and outcomes. Inverness College were being seen as sector leading in many aspects of the work around corporate parenting and had been invited to share practices through the College Development Network.

The Committee **WELCOMED** the positive report and looked forward to receiving an update at the next meeting in March 2018.

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

17. ADDITIONAL SUPPORT NEEDS POLICY

Following a review of the policy, two minor amendments had been made, namely inclusion of reference to the General Data Protection Regulations, which would come into force in May 2018, and a change in the review date to 2020.

18. OUTCOME AGREEMENT LETTER OF GUIDANCE 2018-19

Letter from Minister for Further Education, Higher Education and Science

19. MAPPING AND EVALUATING THE USE OF CONTEXTUAL DATA IN UNDERGRADUATE ADMISSIONS IN SCOTLAND

Study into the admission of disadvantaged learners onto degree courses at Scottish Universities

20. DATE OF NEXT MEETING

Tuesday 6 March 2018 at 8.30 a.m.

Signed by the Chair: _____

Date: _____

Board of Management

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| Subject/Title: | Learning and Teaching Committee – Terms of Reference |
| Author: [Name and Job title] | Fiona Ambrose, Board Secretary |
| Meeting: | Learning and Teaching Committee |
| Meeting Date: | 6 March 2018 |
| Date Paper prepared: | 21 February 2018 |
| Brief Summary of the paper: | A review of the Terms of Reference of the Learning and Teaching Committee was carried out by the Chair, in consultation with the Depute Principal and the Head of Research Development. It is proposed that the name of the Learning and Teaching Committee is changed to Learning, Teaching and Research Committee and the remit is amended to reflect the important role of research activity in the College. |
| Action requested: [Approval, recommendation, discussion, noting] | To recommend the changes to the TOR of the learning and Teaching Committee to the Board of Management for approval |
| 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 | Research and Innovation, Learning and Teaching, Quality Assurance and Enhancement and Student Engagement Strategies. |
| 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 | Chair of L&T consulted with the Depute Principal and the Head of Research Development |

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

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

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

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

Learning, ~~and~~ Teaching and Research Committee Terms of Reference

Membership

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

Quorum

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

Frequency of Meetings

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

Remit

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

The Learning, ~~and~~ Teaching and Research Committee shall:

1. Oversee the development and implementation of the various strategies aligned to the committee and monitor their performance against targets.
2. Recognise trends in education and research and recommend specific initiatives in the College.
3. Monitor student recruitment, retention and achievement and any actions identified.
4. Monitor the progress of the annual Student Partnership agreement.
5. Monitor data relating to the student experience and performance at the College.
6. ~~Monitor the College's preparations for the ongoing external verification assessment of the college's quality arrangements and reviewing the annual evaluative report, moderated by Education Scotland.~~
6. Ensure that the college continues to maintain and improve the quality of its provision
7. Monitor the college's preparedness for the ongoing, external scrutiny of its provision

~~8.7.~~ Monitor the development of the College's International links.

~~8.9.~~ Monitor the Curriculum to ensure that the College meets the needs of students, stakeholders and the local community.

~~9.10.~~ Receive and consider information on research activity in the college including funding, curriculum support, student journey, professional development and stakeholder engagement.

~~9.11~~ Review the results of the external verification visits carried out throughout the year.

~~10.12.~~ Monitor the level and type of complaints received.

~~11.13.~~ Receive regular reports from the Students Association and monitor the college response to student concerns.

ITEM 3

Outstanding Actions from Learning and Teaching Committee

| 26 September 2017 | | | | |
|-------------------------------|---|---|------------------------------------|-----------------|
| Item | Action | Responsibility | Time line | Actioned |
| Gender action plan | Annual progress report | Head of Student Services | Sept 2018 | |
| 5 December 2017 | | | | |
| Item | Action | Responsibility | Time line | Actioned |
| Student experience | In future, an indication of timescales in relation to any further analysis and responses provided | Quality Manager | Future student experience reports | |
| Access and Inclusion strategy | Show the number of students within each category as well as the raw numbers | H o SS | Immediate | Complete |
| HISA Inverness | An objective review of the resource requirements of HISA Inverness be submitted to the next meeting of the committee if other timescales permitted. | HISA President Inverness Student Association Coordinator HISA | March 2018 | |
| Quality Enhancement | Report on Review of internal quality arrangements | Depute Principal | March or June 2018 | Complete |
| Stakeholder engagement review | Report | Depute Principal | March 2018 | Complete |
| Curriculum Development | An explanation of which developments were already in place and which were still being progressed | Head of Curriculum | March 2018 June 2018 | |
| Research | Update on REF discussions Research funding report | Head of Research Dev | March 2018 | Complete |
| Corporate Parenting | Update | H o SS | March 2018 June 2018 | |

Board of Management

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| Subject/Title: | Higher Media Action Plan Update |
| Author: [Name and Job title] | Roddy Henry, Depute Principal |
| Meeting: | Learning and Teaching Committee |
| Meeting Date: | 6 March 2018 |
| Date Paper prepared: | 26 February 2018 |
| Brief Summary of the paper: | This paper provides the committee with a progress report on the actions agreed as a result of the investigation into the results of the Higher media award delivered in 2016-17. |
| 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 links to risk management in that it provides assurance on the actions being taken to minimise risk to student attainment and institutional reputation. |
| Resource implications: | No |
| Risk implications: | Yes If yes, please specify: Organisational: student attainment and institutional reputation |
| Equality and Diversity implications: | No |
| Consultation: [staff, students, UHI & Partners, External] and provide detail | n/a |

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

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

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

Higher Media Action Plan Update

Executive summary

The Higher Media action plan was agreed by the Board of Management at its meeting on 19 December 2017. It was agreed that progress against the action plan would be monitored, at Board level, by the Learning and Teaching Committee.

The investigation into the failure of all students on the 2016-17 Higher Media award resulted in eight recommendations. Two of the recommendations (numbers 2 and 3 in the final report) are for action to be taken under the college's disciplinary policy: these recommendations are being addressed separately. A further recommendation (number 1) was that formal action plans should be drawn up to implement the accepted recommendations arising from this and any future investigations, and that the plans include appropriate communication/dissemination and monitoring arrangements. The action plan, with progress reports against each action, is attached to this cover paper.

All actions are progressing well, with several completed.

Background information

See attached action plan, for discussion.

Roddy Henry

Depute Principal

Higher Media Investigation – Action Plan: February update

| No. | Recommendations | Actions | Responsibility | Timeline | Progress at 26 Feb 2018 |
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| 4 | That data monitoring and reporting processes are reviewed and revised, to provide managers with a clear understanding of the full range of course performance levels. (Findings 7 and 8) | 1. Progress against all existing action plans for all underperforming courses (FE and HE) will be monitored at each SMT and Academic Management Committee (AMC) meeting. The Head of Curriculum will lead the collation and reporting of progress. | HoC | January 2018 | In place, complete |
| | | 2. The Head of Curriculum will provide progress reports against actions for underperforming programmes, at an appropriate level of detail, at each meeting of the Board's Learning and Teaching Committee. | HoC | March 2018 | Commencing at March L&TC |
| | | 3. The Depute Principal will lead a review of performance reporting and monitoring arrangements for all courses, at all levels, including the progress against and impact of actions for improvement. The outcomes will be submitted to SMT for approval. The review of key course performance indicators being led by the Depute Principal will run concurrent with the review of reporting and monitoring arrangements. | DP | March 2018 | Draft KPI 'barometer': first version week beg 29 Jan using existing data/evidence. Further review of internal reporting mechanisms and format during February and early March, reporting to SMT thereafter. |
| 5 | That the targeted intervention process is revised to ensure its effectiveness in improving outcomes for learners. (Finding 9) | 4. The Head of Curriculum will convene and lead a discreet working group to review and revise the targeted intervention process in light of and in conjunction with the review of course performance reporting and monitoring. The outcomes will be submitted to SMT for approval. | HoC | March 2018 | SLWG convened: this will be aligned with the regional quality arrangements review. SLWG has so far considered the title for the process, the process itself, selection criteria for programmes to be included and a toolkit of support measures. |

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| 6 | That the process for internal quality monitoring and reporting is reviewed and revised as necessary to ensure non-compliance is reported to SMT. (Finding 10) | 5. The Quality Manager will ensure that regular and timely reports on internal audit activity are presented to the Depute Principal and tabled at relevant committee meetings, including the SMT, ASQC, AMG and OMG meetings. | QM | January 2018 | First report to January SMT; reporting format further refined for Feb SMT. Complete |
| | | 6. The Depute Principal will oversee a comprehensive review and revision of existing quality assurance arrangements, including documentation and guidance. The review will ensure that responsibilities are clear and explicit, training needs are identified and implemented and that monitoring arrangements are comprehensive and effective. | DP | May 2018 | This will be aligned with the regional quality arrangements review. Action plan in place and progress monitored via Core Group and SMCT. |
| 7 | That consideration be given to revisiting management training in relation to: a. Providing constructive feedback b. Management communication c. Writing evaluative reports d. Managing staff development and performance improvement e. Managing attendance and promoting wellbeing at work | 7. The Director of Organisational Development will review the personal skills framework to ensure that the management skills identified in the report as lacking are clearly articulated as management and SMT personal skills going forward for review at individual PDR. | DoOD | March 2018 | Personal skills framework highlighted. Key competencies reflected in the SMT and Management section. Check consistency of self evaluation in light of PSF across senior and management levels. |
| | | 8. The Director of Organisational Development will develop a short management refresher programme to pick up on the prior learning through LEAD. The proposed programme, including an implementation schedule, will be submitted to SMT for approval. | DoOD | March 2018 | Meeting scheduled with RMM first week in February. Proposal in line with contract in place for LEAD programme. Proposal received and follow up meeting scheduled Monday 26 February. On target for March SMT. |
| | | 9. The Depute Principal will lead the development of a peer review process for end-of-year evaluative reports. The process will be submitted to SMT for | DP | May 2018 | Jan workshop postponed to ensure full attendance of all PDMs and PCs as minimum. Mandatory session on |

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| | | approval by the end of May 2018. A mandatory workshop on evaluative writing has been included in the programme for the January 2018 staff development days. | | | 'evaluation for improvement' for PDMs and Programme Coordinators on 23 March 2018. |
| 8 | That processes are put in place to monitor and report upon departmental key data in relation to management processes and compliance therewith: a. PDRs b. Staff attendance monitoring and management | <p>10. The Director of Organisational Development will ensure that there is an institutional schedule in place for the completion of PDRs in Academic Year 2017-18.</p> <p>11. The HR Manager will develop and implement regular information reports from the HR system on completion of PDRs and staff attendance in line with the college procedure. The aim is to ensure reporting on compliance with PDR at critical points, to include new starts, returners and variable staff.</p> <p>12. The HR Manager will develop and implement individually tailored training and guidance for line managers on people related policies and procedures.</p> <p>13. The Director of Organisational Development will refine and enhance the PDR process to include reference to relevant key performance indicators and organisational expectations in line with strategic and operational objectives.</p> | <p>DoOD</p> <p>HR Manager</p> <p>HR Manager</p> <p>DoOD</p> | <p>February 2018</p> <p>April 2018</p> <p>August 2018</p> <p>May 2018</p> | <p>First review of compliance to be reported to SMT in March and to IIP reviewer Maria Baxter. ALL PDR's to be complete in line with strategic PI's and policy. Deadline June 2018.</p> <p>Induction checklist to include PDR within three months of appointment, variable staff when working more than 300 hours. Meeting with ciph planned in Feb to address reporting requirements. Report to follow.</p> <p>HR Advisor led training delivered in staff development days, promoting attendance and performance improvement. 8 managers attended. Feedback positive, 4 further sessions scheduled for all managers in June staff development. Mandatory session.</p> |

Action Plan Timeline:

| Action | Jan | Feb | March | April | May | June | July | August |
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Board of Management

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| Subject/Title: | Student Recruitment 2017-18 - Update |
| Author: [Name and Job title] | Roddy Henry, Depute Principal |
| Meeting: | Learning and Teaching Committee |
| Meeting Date: | 6 March 2018 |
| Date Paper prepared: | 26 February 2018 |
| Brief Summary of the paper: | To provide the committee with an update on students recruitment in 2017-18. |
| 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 2017-18 - Update

Executive summary

The current student activity indicates that:

- FE recruitment is below target and additional actions are being taken to ensure that target is met, and:
- HE recruitment has exceeded the funded undergraduate target.

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

- FE enrolments include 139 from the EU, 5 from the rest of the UK and 6 international fee payers.
- HE FTE include 104.5 from the EU, 21.8 from the rest of the UK and 5.7 international.

Background information

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

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

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

Student activity against 2017-18 targets as at 27th February 2018

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

| FE | 2017/18 |
|---------------------------------------|----------------|
| Core Credit Target | 29,069 |
| ESF Target | 438 |
| Total Target | 29,507 |
| Total Credits as at 27/02/2018 | 28,098 |

Currently, the total enrolments for 2017/18 at FE level is 3,652 heads generating 28,098 credits, which is 95.2% of our target. Further FE enrolments will take place throughout the year, including Modern Apprentices, work based SVQs and commercial courses.

The level of 'over-trading' at FE (activity over and above our funded target) experienced in previous years has been pulled back, and an effort has been made to ensure that no full-time programmes exceed the 18 credit limit now imposed by SFC. FE recruitment in general has become more challenging, both in August and in January. These factors have contributed to the current activity levels. However, although FE activity is below target at this point in the year, the college still expects the activity target to be met by the year end. In addition, the activity still to recruit, the Head of Curriculum and PDMs are ensuring that all credits are accounted for on all FE programmes.

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

As at 26th February the FTE, counting by module attachment is 1,616.3 FTE as a result we have exceeded our target.

| | |
|--|----------------|
| PPF Target HE FTE (Undergraduate students, including SC and EU fee statuses, excluding PGDE) | 1,595.4 |
| Current HE students as at 27/02/2018 - count by Module attachment. | 1616.3 |

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 | 139 |
| International | 6 |
| Rest of UK (RUK) | 5 |
| RUK with overseas term time address | 1 |
| Scottish | 3499 |
| Grand Total | 3652 |

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

| Qualification Type | Scottish | EU | Grand Total |
|------------------------|----------|------|-------------|
| CertHE | 6.0 | | 6.0 |
| CPD | 2.8 | | 2.8 |
| DipHE | 32.5 | 0.5 | 33.0 |
| First Degree | 789.6 | 38.8 | 828.4 |
| HN Level | 22.6 | | 22.6 |
| HNC Level | 426.9 | 21.3 | 448.3 |
| HND Level | 228.1 | 18.7 | 246.8 |
| ROA Level ¹ | 3.5 | 24.9 | 28.4 |

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

| | | | |
|--------------------|---------------|--------------|---------------|
| Grand Total | 1512.0 | 104.3 | 1616.3 |
|--------------------|---------------|--------------|---------------|

All HE FTE by Qualification and Fee Status:

| Qualification Type | Scottish | Scottish with overseas term time address | EU | EU with overseas term time address | Rest of the UK | International | Total |
|------------------------|---------------|--|--------------|--|-------------------|---------------|---------------|
| CertHE | 6.0 | | | | | | 6.0 |
| CPD | 2.8 | | | | | | 2.8 |
| DipHE | 32.5 | | 0.5 | | | | 33.0 |
| First Degree | 789.6 | | 38.8 | | 13.8 | 3.0 | 845.2 |
| HN Level | 22.6 | | | | 0.5 | | 23.2 |
| HNC Level | 426.9 | | 21.3 | | 1.7 | 0.5 | 450.4 |
| HND Level | 228.1 | | 18.7 | | 4.3 | | 251.1 |
| PGDE | 35.0 | | | | | | 35.0 |
| ROA | 3.5 | | 24.9 | | | 2.0 | 30.4 |
| Taught Postgraduate | 38.7 | 5.0 | 0.2 | 0.3 | 1.5 | 0.2 | 52.3 |
| Grand Total | 1585.8 | 5.0 | 104.5 | 0.3 | 21.8 | 5.7 | 1729.5 |

Roddy Henry
Depute Principal

Board of Management

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|--|--|
| Subject/Title: | Quality Enhancement |
| Author: [Name and Job title] | Roddy Henry, Depute Principal |
| Meeting: | Learning and Teaching Committee |
| Meeting Date: | 6 March 2018 |
| Date Paper prepared: | 26 February 2018 |
| Brief Summary of the paper: | This paper provides a summary of quality enhancement and related activities taking place across the college, relevant to the remit of the committee. |
| 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 |

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|---|------------------|--|--|
| Status – [Confidential/Non confidential] | Non-confidential | | |
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Quality Enhancement

Executive summary

The college maintains a Quality Enhancement Plan (QEP) which collates and monitors the range of actions taken to improve and enhance the college's provision. The actions are drawn from a number of activities and are informed by evidence from the college's ongoing quality monitoring and assurance activities. This paper provides a summary of progress against the actions relating to underperforming programmes and Higher and National 5 awards. The paper also provides a summary of the work to harmonise the FE quality arrangements across the partnership. This work will help to create a more integrated and coherent operating environment across the university partnership.

Background information

Quality Enhancement Plan (QEP)

The QEP encompasses a range of quality enhancement and improvement activities taking place across the college's programmes and services. Progress against the action on the QEP is monitored on an ongoing basis through the college's committee structure. The QEP also includes the actions identified in the college's *Evaluative Report and Enhancement Plan (EREP) 2016-17*, published by Education Scotland in January.

Of particular interest to the committee will be the progress against actions to improve retention and attainment on programmes where these are low. The college addresses these areas through monitoring of team actions and retention rates, and through the Targeted Intervention process. Targeted Intervention (TI) is in place for several programmes and actions are being monitored regularly. Programmes and subject areas involved include computing, art and design, social sciences, engineering craft, hospitality and care practice. The Head of Curriculum will provide an update on progress at the committee meeting on 6 March. In terms of retention rates on programmes/areas involved in TI in 2017-18, the following provides a summary comparison to 2016-17:

| Programme/area involved in TI | Withdrawal rate year-end 2016-17 | Withdrawal rate to date 2017-18 |
|-----------------------------------|----------------------------------|---------------------------------|
| Art and Design (FE programmes) | 21.5% | 26% |
| Care (FE programmes) | 25.8% | 18.6% |
| Care (HND Care & Admin Practice)* | 11.8% | 11.1% |
| Computing (FE programmes) | 32.7% | 18.1% |
| Computing (HE programmes)* | 11.4% | 24.6% |
| Engineering Craft (FE programmes) | 24.8% | 14.9% |
| Hospitality (FE programmes) | 37.2% | 25.4% |
| Hospitality (HE programmes) | 38.2% | 16.7% |
| Social Sciences (FE programmes) | 30.9% | 11.4% |

*The issue with these programmes in 2016-17 was a high rate of partial success, ie; students completing the course but not achieving the award:

- HND Care & Admin Practice = 29% partial success in 2016-17

- HE computing programmes = 36% partial success in 2016-17

There are still significant issues with FE Art & Design programmes and with HE computing programmes, retention rates for the latter having declined significantly this year. Other programmes/areas in the TI process are showing an improvement at this point in the year, although retention, and attainment at the year-end, remain a focus.

In order to enhance the delivery of all Higher and National 5 awards (externally assessed SQA awards), a number of actions have been taken. These include: the completion of a risk assessment for each member of staff teaching the awards; allocation of mentors for delivery staff (sometimes from one of our partner High Schools); a record of professional updating for each staff member with regard to the specific award being taught and associated quality assurance issues; the creation of a community of practice (CoP) for staff teaching Highers and National 5 awards across the college; and the formation of a steering group to lead the CoP activities. These measures will safeguard the delivery of the awards, and better support the staff asked to deliver them. The measures will ensure that every staff member teaching the awards is prepared, informed and supported appropriately, and kept up-to-date with any changes or issues emerging with particular awards. Initial feedback from staff and students has already evidenced positive impact in some areas.

Harmonising Regional FE Quality Arrangements

As part of the work to create a single FE regional environment, the Depute Principal (also Chair of the partnership's Quality Forum) is leading a workstream to harmonise the FE quality arrangements across the 10 partners that deliver FE provision. All Academic Partners delivering FE provision operate similar quality arrangements, which have evolved with the HMIE/Education Scotland quality frameworks. These arrangements have been a topic for discussion over the last few years at Quality Forum, and effective practice has been shared. This workstream aims to harmonise the arrangements to create a single policy and operating environment across the university's FE provision.

The work will also bring wider benefits, including greater collaboration across partners, making best use of our collective talent pool and helping to build a collective identity and culture across the partnership. Although the work is focussed on harmonising the FE quality arrangements, the practitioners involved will also look for opportunities to further harmonise the FE and HE arrangements. This will support efficiency and effectiveness and help to ensure the university partnership continues to develop its unique tertiary identity.

A number of themes have been established and cross-partner working groups are in place to take them forward. These include:

- Relevant strategies and policies
- Data & performance indicators (PI)
- Self-evaluation arrangements
- Evaluation of learning & teaching
- Evaluation of stakeholder engagement
- Student engagement & surveys

- Peer review activities
- Sharing effective practice
- Interventions & internal review

A Core Group, comprised of senior managers from five partners, meets by VC on a monthly basis to oversee the work. The work plan is ambitious and the target of the end of the current academic year has been set to complete the first phase of work across all themes. However, it is recognised that it will take the next academic year to bed the harmonised arrangements in, and that ongoing review and adjustment will be the norm thereafter.

Roddy Henry
Depute Principal.

Board of Management

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|--|---|
| Subject/Title: | Stakeholder Engagement Review |
| Author: [Name and Job title] | Roddy Henry, Depute Principal |
| Meeting: | Learning and Teaching Committee |
| Meeting Date: | 6 March 2018 |
| Date Paper prepared: | 26 February 2018 |
| Brief Summary of the paper: | This paper provides a description of the college's planned approach to ensuring that the quality and impact of its engagement with key stakeholders is systematically captured and evaluated. |
| 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 partnership services and the overall strategic plan, particularly in terms of the curriculum, student experience and commercial opportunities. |
| Resource implications: | No |
| Risk implications: | No |
| Equality and Diversity implications: | No |
| Consultation: [staff, students, UHI & Partners, External] and provide detail | The proposed approach will be discussed with staff and partners to ensure it is appropriate, and reviewed regularly after implementation. |

| | | | |
|---|------------------|--|--|
| Status – [Confidential/Non confidential] | Non-confidential | | |
| Freedom of Information Can this paper be included in “open” business* [Yes/No] | Yes | | |
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Stakeholder Engagement Review

Executive summary

This paper provides an overview of the proposed approach to ensuring a systematic evaluation of the quality and impact of the college's engagement with key stakeholders. The proposed approach involves a brief survey that can be deployed across all key stakeholders, with the outcomes collated into a Heat Map that provides a college level picture of the quality of the college's engagement. It also enables disaggregation to team and curriculum area level to identify good practice and any areas for development.

Background information

The revised Education Scotland quality framework, *How Good is Our College?* (HGIOC?), places an emphasis on colleges evaluating the impact of their partnership working with key stakeholders. This shift in focus reflects colleges' return to the public sector. It also reflects the change of review model, from one based on external scrutiny and reporting to one based on validated self-evaluation. Under the previous inspection model, HMI and Associate Assessors would contact key stakeholders directly during or ahead of the inspection week and gather this evidence directly to inform their evaluation. The onus is now on colleges to produce the evidence themselves.

Inverness College UHI, in common with all colleges, has a variety of very good relationships with a range of key stakeholders and partners. The last external review report (May 2016) noted that:

Partnership working in the college is a major strength. The college's proactive external focus has resulted in highly productive links with several local and national organisations. This is benefiting learners and making a positive contribution to the industrial base in the Highlands.¹

Also in common with most other colleges, the college has no systematic and comprehensive approach to routinely evaluating the quality and impact of its work with key stakeholders. Qualitative evidence is gathered across most of our partnership working activity. Much of this is done through the range of formal meetings and groups that stakeholders are involved in, such as Curriculum Advisory Groups and the Head Teachers' meetings, as well as through informal engagement. Some questionnaires are also used, for example with employers of Modern Apprentices and with schools, and the results of these inform team actions.

Given the shift in emphasis and the change in review model, the college recognises that it has to develop an appropriate approach to the systematic evaluation of the quality and impact of its work with stakeholders. The aim is to complement existing approaches and to ensure that an evidence base exists at a college level. This will provide assurance,

¹ *Inverness College UHI Full Report*, Education Scotland, 6 May 2016 (p.17)

inform actions and better enable external validation of the college's evaluation of this aspect of its work.

Some key principles were identified when considering the approach to take. The approach should:

- As far as possible be applicable across the range of key stakeholders we work with;
- Be kept as straightforward as possible while providing a valid and relevant evidence base;
- Reflect the challenge questions and quality indicators in *HGIOC?*;
- Be deployable alongside other approaches used by teams, and;
- Provide a college-wide evidence base that can be disaggregated by team or area.

The proposed approach

Each curriculum team and relevant support teams are being asked to collate a list of key stakeholders that they work with. A 'key stakeholder' in this context is one that is in receipt of a college service or college provision, or that works in collaboration with the college (usually a support service team) to achieve a common goal, and that relates to the student experience. SMT will also collate a list of key strategic stakeholders. The lists will be reviewed annually prior to the survey being carried out.

Five common questions are being suggested, that will be applicable across all the key stakeholders and that reflect the challenge questions in *HGIOC?* The questions will be deployed and responses collated centrally, through the Quality Team, with 'local' awareness being raised to stakeholders by the teams. The survey will also provide the opportunity for free text responses.

A Heat Map template will be used to provide an overall picture of the level of engagement and satisfaction across the teams and curriculum areas. This will enable college level and team level analysis, the identification of areas for development and good practice.

An example of what the questions and the Heat Map might look like is provided below.

The committee is asked to discuss the proposed approach.

Roddy Henry
Depute Principal.

Key Stakeholder Satisfaction Heat Map

| Questions | Curriculum Areas | | |
|---|--|---------------|--------------------|
| | Business & Computing <i>Example</i> | Care Practice | Construction Craft |
| 1. How well does the work of the college reflect your needs? | 4 | | |
| 2. How well does the college understand your needs? | 5 | | |
| 3. How well are you able to influence the work of the college? | 4 | | |
| 4. How well does the college respond to your specific needs? | 3 | | |
| 5. How satisfied are you with the college's provision or service? | 4 | | |
| Number (and %) of key stakeholders responding | 9 (90%) | | |
| Heat map coding: | | | |
| 5 | High | | |
| 4 | | | |
| 3 | | | |
| 2 | | | |
| 1 | | | |
| | Low | | |

Board of Management

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|---|--|
| Subject/Title: | Student Partnership Update |
| Author: [Name and Job title] | Lindsay Snodgrass, Head of Student Services Gabbi Starr, Student President |
| Meeting: | Learning & Teaching Committee |
| Meeting Date: | 6 th March 2018 |
| Date Paper prepared: | 26 th Feb 2018 |
| 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 - Opportunity and growth in student life</i> <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 | | |
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Student Partnership

Executive summary

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

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

To provide an update on other developments around student partnership and student engagement.

Background information

Student Representation

Discussions are still on going as to the level of representation IC UHI will have within HISA on a long term basis. However, confirmation has been given for AY 2018-19 for Inverness reducing to 3 elected student officers whilst maintaining the level of working hours which the four current post holders carry out. This will equate to two Vice President roles (VP Education and VP Activities and Welfare) of 10 hours each a week, and an Inverness Student President post of 15 hours.

HISA have begun planning elections for the next cohort of student officers with a push on each post being contested this year. The presence of the HISA Student Engagement Assistant on campus is notable and should bring about a positive impact on student engagement in the forthcoming elections, and with HISA more generally. Campaigning begins on 13th March and voting will be open 19th – 23rd March with elections across the partnership.

The HISA President recognises the need for a handover with the newly elected student officers in the run up to them taking office. As part of this handover, there is a need to train and upskill student officers about the quality processes they are likely to be involved in. For example, quality improvement activities, student surveys, and any other support identified as part of their induction. This will be done in partnership between the HISA President and the Quality Manager.

Student Community

Student Community as a 'theme' did not score particularly well as part of the NSS. From a programme perspective, individual teams with targeted action plans are identifying how this applies within their local context. There is evidence of a raft of activity taking place which the Head of Curriculum has oversight of. However it will be important moving forward that students recognise which activities contribute to 'student life and community' and can relate what we do to this theme. The visibility of what we do is also an important aspect which we are exploring to ensure that students know what improvements to the student experience are being made and are also aware of what is going on around the campus.

Friday 16th of February saw us host *Arrive Alive*. This hard hitting demonstration was well attended by students and helped to raise the profile of safe driving.

The college held Happy, Health You from 19th Feb to 2nd March. This annual University Health and Wellbeing event has been very successful and incorporates the national University Mental Health Day. This event continues to go from strength to strength after winning a College Development network award last year. A large number of different activities run throughout the fortnight including -

- Information stands led by external stakeholders - NHS, Samaritans, British Red Cross, Women's Aid, Birchwood Highland and many more
- Lunchtime talks and events - Reading Well Scheme, Alcoholics Anonymous, Rape and Sexual Abuse Service Highland, Volunteering opportunities, PAWS Against Stress
- Offers for students - free weekly passes for Highlife Highland, Food discounts from the Co-operative
- Cross partner events - Healthy Jog, Be Active -Travel around the World, Orienteering

We are currently working towards the Healthy University Award which involves both students and staff and will further build on the idea of a healthy and safe campus. We hope to achieve this by the start of the new session and add this as one of our unique selling points to future students.

Employability week will be 12th-16th March and will encompass a wide range of workshops and guest speakers.

The College Welcome

We have re-drafted our welcome literature which goes out with all offers of place to provide high level information about studying at IC UHI. The purpose of this is to engage students from an early point and also to support them in preparing for study.

Planning will begin shortly for induction in Aug /Sept including a review of the online student information site.

Learning and Teaching

Student feedback on learning and teaching continues to come in through attendance at the course committee meetings (CCM), focus groups and the SRC. We have recently established a mechanism for students to provide feedback on 'other' aspects i.e ICT, Estates, Catering, and Car Parking. The ability to report any issues through the UHI Servicedesk tile on My Day allows students to keep track of their enquiry and gain feedback directly.

This should also help to channel student feedback on learning and teaching. To support feedback coming from every class group we have adopted best practice as standard. From now, PATs will issue a feedback proforma to class reps to complete with their group prior to attendance at the CCM and as supplementary to their face to face attendance. This has worked very well for some programmes and provides a structured approach for students to provide their feedback.

Student Partnership Project

We have begun work with sparqs (Student Partnership in Quality Scotland) on a project around the *How Good is our College* (HGIOC) framework and how we engage students in that evaluative process. We hosted a workshop on Feb 19th which was well attended by students, staff and by colleagues from sparqs and Education Scotland. This has helped us to benchmark perceptions of student engagement and will enable us to identify specific aspects of our partnership with students which we want to strengthen.

Sparqs will use the outputs from the project to develop a resource to be shared with the sector to demonstrate good practice in student engagement in self-reflection. We will use the outputs of the workshop to help us take the next steps in further developing our approach to student partnership. A short life working group has been established with staff and students to look at how we further develop our approach to student partnership making what we do more visible and consistent across the student experience. One of the outcomes of this group will be the development of a student compact which will be in place for next session.

Board of Management

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|--|---|
| Subject/Title: | HISA Update |
| Author: [Name and Job title] | Gabbi Starr, Student President |
| Meeting: | Learning and Teaching Committee |
| Meeting Date: | 6 th March 2018 |
| Date Paper prepared: | 27 th Feb 2018 |
| Brief Summary of the paper: | To update the committee on the work of HISA in Inverness regarding Learning and Teaching. |
| 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 | |
| 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 | |

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Student Partnership

Executive summary

To update the committee on the work of HISA in Inverness regarding Learning and Teaching.

Background information

General Work

HISA Inverness has been attending targeted intervention groups, and speaking with students about their experiences of their course. Currently, focus groups with those students is being organised to take place following on from the interventions to ensure that HISA Inverness is responding to the needs of those students effectively. Officers will also aim to attend the next round of meetings taking place in March.

How Good is Our College Project

HISA Inverness have been working in partnership with Inverness College UHI and Sparqs as part of a project to set standards for student engagement in HGIOC. Students attended an initial consultation event on 19th February with college staff. Following this, HISA and college staff will present the ongoing work at the Sparqs Academic Representation Co-Ordinators network in May 2018. Furthermore, this network is looking to hold the event at Inverness College in May 2019.

Student Representative Council

The SRC has met twice since the winter break. Common issues, which continue to be raised, include timetabling and the changing scheduling of classes, which causes a unique set of difficulties for student parents. Positive feedback has however been provided from courses which have had guest lecturers or visits from industry professionals.

Regional Council

HISA held the annual Regional Council event at the Mercure Hotel in Inverness over 5th and 6th February. This event saw around 60 attendees from across the UHI partnership come together to discuss issues facing students today.

The event featured in local newspapers, and issues regarding disabled access ferries in the Pentland Firth were raised in the Scottish Parliament. Following the event, results of the SPA workshop for 2018-19 will be included in the elections process to decide the three themes HISA will work on regionally.

Elections

HISA Elections for both local and regional officers are now underway, with nominations closing on Thursday 8th March 2018 and voting open during week March 19th – 23rd 2018. These elections choose the next representatives, which will be in post for a year, and will hold a position on the Board of Management.

The roles available are:

Inverness President (15 hours per week)

Inverness Vice President Activities and Welfare (10 hours)

Inverness Vice President Education (10 hours)

The responsibility for representing equality groups has been spread across these three positions. By increasing hours of the two remaining Vice Presidents, officers should have more time to work on bringing projects to a higher standard.

HISA is asking all staff to actively support and promote the elections where possible. Staff are also reminded that as this is a democratic event, officers are not involved in the operations of the elections themselves, and so any queries may be sent to catherine.bateson@uhi.ac.uk.

Board of Management

| | |
|--|---|
| Subject/Title: | Gender Action Plan |
| Author: [Name and Job title] | Lindsay Snodgrass, Head of Student Services |
| Meeting: | Learning & Teaching Committee |
| Meeting Date: | 6 th March 2018 |
| Date Paper prepared: | 26 February 2018 |
| Brief Summary of the paper: | To provide an update on the Gender Action Plan |
| 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 | <p>To ensure that our courses and the reach of our delivery make a difference to the life chances of the people in our most deprived or remote communities, and of those who face the greatest challenges</p> <p>To further develop our accessible and inclusive support for students to enable all to achieve their potential.</p> |
| Resource implications: | No If yes, please specify: |
| Risk implications: | No If yes, please specify: Operational: Organisational: |
| Equality and Diversity implications: | No If yes, please specify: |
| Consultation: [staff, students, UHI & Partners, External] and provide detail | |

| | | | |
|---|------------------|--|--|
| Status – [Non confidential] | Non confidential | | |
| Freedom of Information Can this paper be included in “open” business* [Yes] | Yes | | |
| *If a paper should not be included within “open” business, please highlight below the reason. | | | |
| Its disclosure would substantially prejudice a programme of research (S27) | | Its disclosure would substantially prejudice the effective conduct of public affairs (S30) | |
| Its disclosure would substantially prejudice the commercial interests of any person or organisation (S33) | | Its disclosure would constitute a breach of confidence actionable in court (S36) | |
| Its disclosure would constitute a breach of the Data Protection Act (S38) | | Other (please give further details) | |
| For how long must the paper be withheld? (express either as the time which needs to pass or a condition which needs to be met.) | | | |

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

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

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

Gender Action Plan

Executive summary

In the guidance for the Regional Outcome Agreement for 2017-18, the SFC set out that all FE and HE institutions had to develop an institutional Gender Action Plan by July 2017. Our Gender Action Plan is intended to positively impact on existing policy and practice, as well as outline how additional policy and/or practice will be developed to ensure the required step-change in gender ratios in certain curriculum areas / programmes.

The relevant curriculum areas include:

- Construction Craft
- Engineering and Building Technology
- Engineering Craft
- Business and Computing
- Hair, Beauty and Sport
- Care Practice

Main body of information

Our GAP focuses on FE only and on areas / programmes which display a severe gender imbalance (greater than 75% of one gender) in either enrolments, retention or successful completions. HE programmes are encompassed within the UHI GAP which subject network leaders devised across the partnership.

Our plan covers five key aspects –

1. Infrastructure;
2. Influencing the Influencers;
3. Raising Awareness and Aspiration;
4. Encouraging Applications;
5. Supporting Success

Progress across the various aspects of the plan has been steady with the actions being reviewed monthly by the Head of Student Services and the PDM for Forestry, Science, Maths and Aquaculture.

Gender recruitment targets have been set for 2018-19 for the purpose of improving student enrolments for under-represented genders in specific courses / programmes within the super classes outlined by the SFC. These recruitment targets will act as a stepping stone to help us achieve the ambitious aims and milestones set by the SFC for the sector –

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

From the SFC Corporate Publication, Gender Action Plan August 2017

It is recognised that a long term cultural shift is required. With this in mind we have begun work with one of the city secondary schools, Inverness High School, along with the associated school group (ASG) of feeder primary schools including Dalneigh; Central; St Josephs; Bishop Eden and Merkinch Primary Schools. This will be a long term project which has a grounding in the Gender Action Plan but also feeds into our Access and Inclusion Strategy and in raising the aspirations of pupils coming from our most deprived postcodes.

We have also developed an '*I Don't Know*' application as which we will trial this year with Culloden Academy school leavers to help support applications into non-traditional gender routes.

At the same time, staff development for front facing teams (Admissions, Student Guidance and Front of House) and for those who interview applicants has been rolled out during Jan/Feb. The focus of this is on raising awareness of unconscious bias and on challenging gender stereotypes.

A significant amount of employer engagement is required around the GAP to support our apprenticeship recruitment so further work is planned around this with PDMs through their subject advisory groups and through the Business Solutions Team.

Board of Management

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| Subject/Title: | Customer Service Excellence Review Findings (CSE) |
| Author: [Name and Job title] | Lindsay Snodgrass, Head of Student Services |
| Meeting: | Learning & Teaching Committee |
| Meeting Date: | 6 th March 2018 |
| Date Paper prepared: | 26 th Feb 2018 |
| Brief Summary of the paper: | To provide a summary of the findings from our review of Dec'17 |
| Action requested: [Approval, recommendation, discussion, noting] | For 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 | <p>To ensure that our practice is aligned with national, sector and/or industry recognised standards and best practice, and to our values and commitments</p> <p>To embed self-evaluation and continuous quality improvement in all aspects of our work.</p> |
| 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] | | | |
| Freedom of Information Can this paper be included in “open” business* [Yes] | | | |
| *If a paper should not be included within “open” business, please highlight below the reason. | | | |
| Its disclosure would substantially prejudice a programme of research (S27) | | Its disclosure would substantially prejudice the effective conduct of public affairs (S30) | |
| Its disclosure would substantially prejudice the commercial interests of any person or organisation (S33) | | Its disclosure would constitute a breach of confidence actionable in court (S36) | |
| Its disclosure would constitute a breach of the Data Protection Act (S38) | | Other (please give further details) | |
| For how long must the paper be withheld? (express either as the time which needs to pass or a condition which needs to be met.) | | | |

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

Customer Service Excellence

Executive summary

To update the committee on the findings from the recent Customer Service Excellence (CSE) review which took place on 15th December '17 and to share the review 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 staff and students. During our review, we presented a wide range of evidence across the CSE framework which demonstrated our commitment to continuous improvement across many aspects of our work.

The following teams / areas were involved in the review with some specific 'customer' journeys being tested (shown in italics)–

- *Student Support Services and the referral system*
- *Student Funding application process*
- Reception
- *Student placement within the Early Education and Child Care Centre (EECC)*
- *Schools / Senior Phase Offering*
- Admissions process
- *Library and LRC*
- Food and Beverage

The review findings were overwhelmingly positive. Our report gives a clear indication of how much progress has been made since the start of our engagement with the CSE framework in 2015 and the usefulness of that as a tool for continuous improvement.

We have improved our level of compliance across all aspects of the framework and we are now 100% compliant. The reviewer also highlighted that we have 22 areas of 'good practice' which are detailed in the report. Of note, we have also been awarded with 11 areas of '*compliance plus*'. This relates to aspects of our work which are deemed to be sector leading practice, a significant increase on the 4 compliance plus identified in our last review. The final report provides more detail.

There will be no formal action plan arising from this review but any aspects of continuous improvement will be encompassed within the usual 'team' improvement processes and the Quality Enhancement Plan.



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 -

“Continued award 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): | 15-12-2017 |
| Lead Assessor: | Robert Sullivan | Additional team member(s): | |
| Type of Assessment: | Annual Review | | |
| 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 many accolades including the achievement of Investors In People Gold status, the UHI Student Support Award 2016 for your Autism Initiative and being Highly Commended in the UHI Student Support Award for your funding processes.

There have also been several new staff appointments including the new Principal, Professor Chris O'Neil.

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

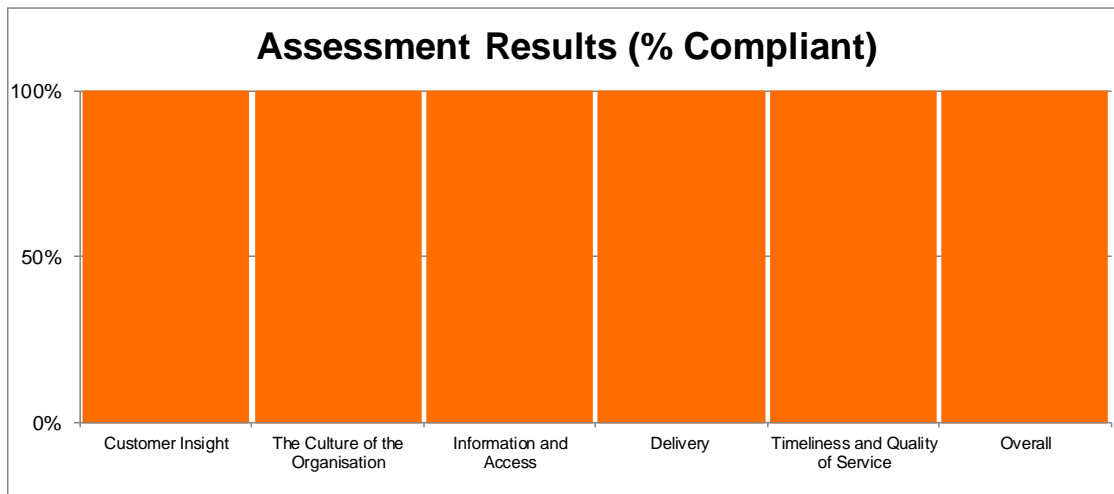
The Assessor was accompanied throughout the assessment by Lindsay Snodgrass and other personnel within the organisation were involved when assessing activities within their responsibility.



The assessment resulted in the raising of a partial compliance and a number of observations these are listed in Section 6 and 7 of this report.

| Criterion | | Maximum number of partial compliances | Number of non-compliances | Number of partial compliances | Number of Full compliances |
|-----------|-----------------------------------|---------------------------------------|---------------------------|-------------------------------|----------------------------|
| 1 | Customer Insight | 2 | 0 | 0 | 11 |
| 2 | The Culture of the Organisation | 2 | 0 | 0 | 11 |
| 3 | Information and Access | 2 | 0 | 0 | 12 |
| 4 | Delivery | 3 | 0 | 0 | 13 |
| 5 | Timeliness and Quality of Service | 2 | 0 | 0 | 10 |

| | |
|---|----|
| Good practices awarded during the assessment | 22 |
| Compliance Plus awarded during the assessment | 11 |



6. AREAS OF PARTIAL COMPLIANCE

CRITERION 1

No Partial Compliance Raised

CRITERION 2

No Partial Compliance Raised

CRITERION 3

No Partial Compliance 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.

Partial Compliance from the last assessment

5.3.2 At the last assessment, it was noted that you did not meet all your service standards. In particular, you did not meet your standard for telephone answering. An additional switchboard has been added at the Scottish School of Forestry campus which now enables two avenues to answer incoming calls. Monitoring, since this has been installed, indicates that you are now achieving your standard

Areas for Improvement identified at the previous assessment

- At the last assessment, some students indicated that they felt a wider provision of 'healthy' food could be provided in the evening. You have introduced a wider range of food choices and made these available at different price points (1.1.3)
- It was noted last year, that you should continue to evaluate your people management systems and look to ensure that individual commitment to customer focus is evaluated. Your 'Skills Framework' measures customer focus (2.2.3)
- As a result of observations made at the last assessment, you have rationalised and made your CCTV information more consistent (3.1.1)
- Last year, some students indicated that they felt a more consistent and better publicised policy and fair pricing on the provision of hot water for refreshments would be beneficial. You have discussed this with your catering team and there is now a better publicised and consistent approach to this (3.1.2)

- At the last assessment it was noted that you should continue to evaluate the effectiveness of your information provision including publications and react to feedback where appropriate. You were also committed to build on your work in improving the initial impressions of information displays throughout the facility. You were to consider the implementation of some form of Corporate guidance in terms of display protocols. You have improved the consistency and use of your brand across your products and publications and evaluate this. This was discussed and observed during this assessment visit (3.2.3)
- It was noted that you should continue to look at ways in which increased social areas could be provided for students. It was accepted that you were aware of the issue and space constraints may be an issue. You continue to face space challenges but have looked at possible ways of increasing free seating areas whilst maintaining health, safety and fire safety in line with the latest guidance (3.3.3)
- Following on from concerns raised by students regarding traffic management and the difficulties faced by pedestrians and cyclists at the new reception roundabout you worked closely with Campus partners to improve on this. This has seen a new pedestrian crossing established and speed limits put in place (3.3.3)
- At the last assessment, students indicated that they felt there should be a review of public transport at peak times to prevent some students having excessive waiting times. A related issue of the effectiveness of the bus shelter was raised. It is accepted that the College may have little direct influence over the provision of public transport. You have worked with the transported provider Stagecoach regarding the service provision (3.3.3)
- At the last assessment visit, some students raised an issue about the lack of blinds, or other means of privacy, in classrooms at the corridor side which could be distracting. This was also mentioned in relation to another issue relating to student behaviours which you are aware of and have a strategy in place to remedy. You were to continue to monitor and review this. Because of this you better publicised and raised awareness of the appropriate policies and behaviours to students and other stakeholders. You did not address the issue of blinds as this is felt to be a design issue and will continue to be monitored. This was not raised at this assessment however (3.3.3)



- It was noted at the previous assessment, that some students raised an issue of potential overcrowding in some classrooms. It was agreed that you should monitor this and consider any health and safety and other implications. You have introduced a new room use protocol and monitoring to better and more effectively manage room use (3.3.3)
- It was observed at the previous assessment visit that where counters have lowered areas for use by wheelchair users they are retained as such. It was noted that the front counter and Library areas were not inviting or easily usable at that time. You do have lowered, accessible, counter tops in the Library, Cash Office and Reception. These were available for use at the time of this visit, although there was a box at the Cash Office that was temporally reducing access (3.3.3)
- It was also observed at the last visit, that a modesty/ draught curtain was fitted at the Cash/ Finance Counter. You agreed to consider the implications of this measure for customers using this facility in terms of usability and safety. You have reviewed this and are content that it does not inhibit access (3.3.3)

Areas for Improvement identified at this assessment

- You should consider signage advising those using student services that private interview facilities are available given the closeness of each interview point to each other (2.1.5)
- You may wish to consider better direction signage and means of alerting staff for those with mobility challenges (3.2.1)
- You should consider the entrance to the Student Services area for those with mobility challenges as a result of the doors used (3.3.1)
- You may wish to consider highlighting to students your procedures around dealing with and recording accidents where appropriate (3.3.3)

Areas of Good Practice

- 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 at this visit again indicated that staff were very helpful and knowledgeable. It was pleasing that this was across a wide range of students from post-graduates through to School Pupils attending one day per week
- You have been recognised in a number of 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 include your branding on them
- You have introduced an information folder for staff across the campus buildings and included useful partner information. This has been useful in gathering comprehensive information for staff to help respond to queries in a faster, more comprehensive and consistent manner
- You have improved your website to be more comprehensive in recognition of it being the prime access channel
- You have included 'progression maps' within your prospectus to make the information clearer to those reading it
- You have developed and continued to evaluate 'professional discussions' and Learning and Teaching groups to review the quality of teaching and learning
- You have further developed systems to encourage and facilitate staff to learn from each other across traditional academic boundaries and vocational areas
- You provide enhanced training and development opportunities for Student Representatives to learn more about their role and to become more effective at it
- Staff have taken several opportunities to support the wider community through charitable support of organisations
- You praise and recognise staff in several ways including through emails, letters, Student Support and other means of recognition
- You have initiated several changes in the Café/ Restaurant in terms of the display of information which has been well received by students. In addition, the food provision including 'meal deals' and pricing structure has



been reviewed. Some students indicated that this area should be further reviewed

- You have developed your 'Insight' database to monitor student progress and provide better identification of students that may benefit from additional support.
- You have a greater awareness of and access to the Insight database across the staff group. This is improving early interventions with positive results
- 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
- You are very proactive in ensuring that where students have identified additional support needs you have addressed these at an early stage to provide students with equality of access at the start of courses wherever possible
- 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
- School pupils interviewed by the Assessor were pleased that there were good relationships between your staff and school staff which helped with their studies
- You have developed a Schools Options event which gives information on what is available to School pupils and provides 'tasters' of courses
- You continue to develop your Virtual Learning environment to support Staff and students. The Assessor was able to discuss the ongoing development of e-learning and digital learning more generally during the assessment visit



Areas of Compliance Plus

- 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 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. The system and its use was demonstrated to the Assessor during this visit and was validated in discussion with staff also
- 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 deliver services to a full range of student groups. Your increasing work with schools supports a wide portfolio and delivers greater choice to school pupils. You also provide teaching on an outreach basis including in local schools where this is appropriate. Your student support systems help identify those in need of support at the earliest point to ensure more effective interventions
- 1.3.5 You have made several changes to your service as a result of analysing the customer experience. This includes enhancements to the enrolment and induction processes; additional student support and early identification of student needs to support them in a more timely and tailored fashion. Overall there have been significant steps forward in terms of supporting students across the College
- 2.1.1 You have a clear 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
- 2.2.2 Your staff are polite and friendly to customers and understand customer needs. The use of 'Insight' as well as discussion on-site with staff and students evidenced a high level of understanding of specific students' needs. Students spoke of staff 'going the extra mile' and 'treating students as adults' as well as being supportive. Your customer satisfaction results also indicate very high levels of satisfaction with this aspect of your service

- 3.2.3 You have continued to improve the range and quality of information and ensured it meets the needs and preferences of customers. There are numerous examples of this including an improved website with progression maps, School pages and more information in general. You have improved information within the College including directional signage, better displays and pricing information in the café/ restaurant areas. 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 prospectus, you have made your website more comprehensive and introduced detailed progression maps for students. 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 built on existing partnership 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 and developed an Open Evening event as well as a range of publications to support access of school pupils to College facilities and courses thus widening their options. This has led to increasing demand from School pupils. Your work with employers in shaping the curriculum continues and was discussed in detail during this assessment visit. You have developed addition 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
- 3.4.3 You interact within wider communities and can demonstrate the ways in which you support those communities. Your work with the Community Planning Partnership and other services to support the wider community has been further expanded over the last year. Some examples of this being your increased provision to school pupils, access courses, introduction to Further Education, reduced room hire rates for Charities, working with Youth Start Highlands and delivery in local communities
- 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

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

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| Subject/Title: | Complaints Report (1 st July 2017 – 31 st January 2018) |
| Author: [Name and Job title] | Liz Cook, Quality Manager |
| Meeting: | Audit Committee |
| Meeting Date: | 6 th March 2018 |
| Date Paper prepared: | 27 th February 2018 |
| Brief Summary of the paper: | Analysis of complaints year to date, covering Quarter 1 and 2 (1 st August 2017 to 31 st January 2018) |
| 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 |

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|---|------------------|--|--|
| 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 - QUARTERLY REPORT

Executive summary

Colleges are required to report quarterly complaints figures based on the reporting periods provided by the Scottish Public Services Ombudsman (SPSO). This report provides the Committee with an update for the first two Quarters of the academic year 2017 - 18.

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).

Background information

Number of Complaints by Category and Quarter

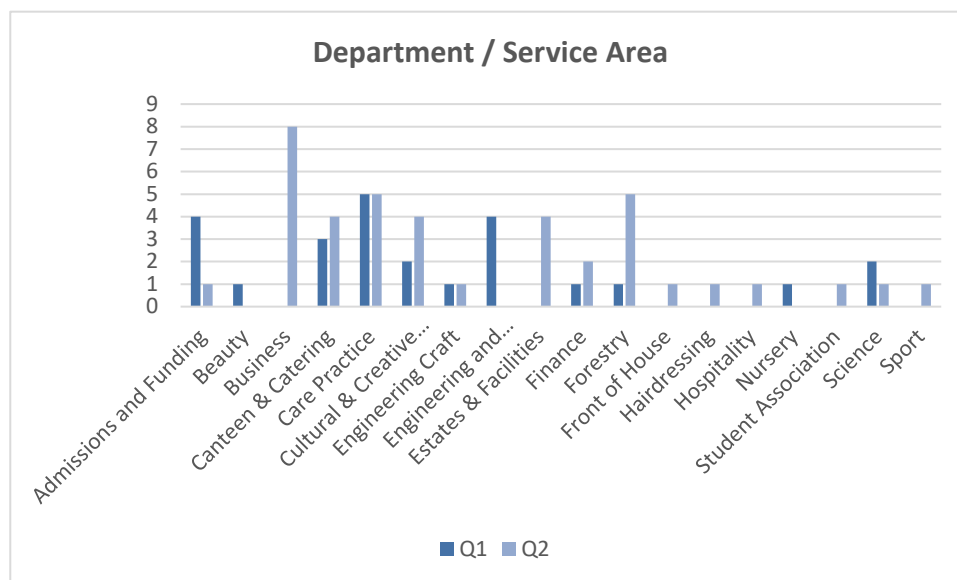
67 complaints have been received year to date (YTD). This represents an increase of 23 from the same time last year. The categories of Course related and customer care related complaints are the highest occurring categories YTD. This pattern is typical within the college sector (Sector benchmark data, Complaints Handling Advisory Group).

| Customer Category: Current Year (Quarter) | YTD CY | Q1,CY | Q2,CY | Q3,CY | Q4,CY |
|--|-----------|-----------|-----------|----------|----------|
| C1: Customer Care | 24 | 9 | 15 | 0 | 0 |
| C2: Applications to Progression | 3 | 3 | 0 | 0 | 0 |
| C3: Course Related | 21 | 9 | 12 | 0 | 0 |
| C4: Services | 6 | 0 | 6 | 0 | 0 |
| C5: Facilities | 12 | 5 | 7 | 0 | 0 |
| C6: Others | 1 | 0 | 1 | 0 | 0 |
| TOTAL | 67 | 26 | 41 | 0 | 0 |

| Customer Category: Previous Year (Quarter) | YTD PY | Q1,CY | Q2,CY | Q3,CY | Q4,CY |
|---|-----------|-----------|-----------|----------|----------|
| C1: Customer Care | 14 | 6 | 8 | 0 | 0 |
| C2: Applications to Progression | 5 | 3 | 2 | 0 | 0 |
| C3: Course Related | 12 | 6 | 6 | 0 | 0 |
| C4: Services | 4 | 1 | 3 | 0 | 0 |
| C5: Facilities | 3 | 0 | 3 | 0 | 0 |
| C6: Others | 5 | 0 | 5 | 0 | 0 |
| TOTAL | 43 | 16 | 27 | 0 | 0 |

In relation to mode of delivery, 58.5% of complaints received YTD relate to HE programmes, 35.4% relate to FE programmes and 7.7% complaints came from members of the public.

Complaints by Area



The chart above displays the area related to the complaint. Care Practice, Business, and Canteen and catering have received the majority of complaints YTD. In all areas, the concerns raised represent a mix of categories.

As a result of complaints received in Q1 and Q2, the following improvements have been made:

- Up to date information regarding non SAAS funded courses to be routinely shared with relevant colleagues.
- Relevant Programme Leader to verify graduand data once received from UHI EO

Timelines

The range of days taken to resolve Stage 1 complaints is between 1 – 17 days.

The range of days taken to resolve Stage 2 complaints is between 2 – 39 days.

SPSO guidelines state pre-defined timescales of a 5 day turnaround for Stage 1, and 20 days for Stage 2.

The Stage 1 complaints have been impacted by six complaints that took over ten days to resolve. Promotion of the timescales involved in complaint responses has been raised with relevant staff in order to ensure future compliance. Training has been undertaken with one area as a result. 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.

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

Complaint Outcomes

| Outcome | Stage 1 | Stage 2 | Total |
|----------------------------|---------|---------|-------|
| Not upheld | 2 | 5 | 7 |
| Partially upheld | 1 | 8 | 9 |
| Upheld | 5 | 5 | 10 |
| Withdrawn / Non-complaints | 1 | | 1 |

It can be seen that 38.5% of the complaints in Quarter 1 have been upheld. 34.6% complaints have been partially upheld. This is following the trend seen last year in relation to multi-faceted complaints, with issues raised across a number of areas across college.

Other Activity

The complaints process was highlighted to students as part of the Quality teams display during Refresher's Fayre. The process is also highlighted as part of the student feedback cycle displayed on the second floor.

Board of Management

| | |
|--|---|
| Subject/Title: | 2016-17 College Sector Performance Indicators |
| Author: [Name and Job title] | Roddy Henry, Depute Principal |
| Meeting: | Learning and Teaching Committee |
| Meeting Date: | 6 March 2018 |
| Date Paper prepared: | 1 March 2018 |
| Brief Summary of the paper: | This paper provides a summary of the college sector performance Indicators (PI) for 2016-17, published by SFC on 28 February. |
| 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 | | |
| *If a paper should not be included within “open” business, please highlight below the reason. | | | |
| Its disclosure would substantially prejudice a programme of research (S27) | | Its disclosure would substantially prejudice the effective conduct of public affairs (S30) | |
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2016-17 College Sector PIs

Executive summary

SFC published the college sector PIs for 2016-17 on 27 February 2018. 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. The PIs for the college's HE provision, as part of the universities provision, are not published in the SFC reports for the college sector.

Success rates for FE students at the college continue to improve and are above sector levels.

Background information

SFC published a report and a spreadsheet of college PIs on 27 February. The report summarises the sector position and the accompanying spreadsheet, *College Region National PI Tool 2016-17*, 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/statistical-publications-2018/SFCST022018.aspx>

Inverness College UHI is one of only nine out of 26 colleges to have improved the success rates for full-time FE students in 2016-17. As a whole, full-time FE success rates across Scotland dropped slightly and now stand at 65%. Meanwhile, the success rates for full-time FE students at Inverness rose for the fourth year in a row and are now at 68%.

In terms of part-time FE provision, success rates across the college sector rose to 77% overall. Part-time FE success rates at Inverness also rose, to 81%. 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 four years. They are now 3 points above sector levels for full-time provision and 4 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 there are fewer such areas each year and we have established habits and processes that are paying dividends in terms of improving the student experience and student success.

The challenging nature of full-time FE provision is reflected in the flat-line in overall student success rates for these programmes across Scotland for the last five years. SFC had set a target of improving success rates for these students to 69% nationally by 2016-17. Inverness is one of five colleges involved in the Scottish Government's *National College Improvement Project*, along with Dundee and Angus College, Edinburgh College, New College Lanarkshire and West College Scotland. The two-year project, still in its first

year, aims to explore approaches that improve retention and attainment rates for full-time FE students.

The key points from the SFC report for students on full-time FE programmes are:

- 65.3% successfully completed their course. This is 0.2 percentage points (PP) lower than 2015-16.
- Of the 26 colleges delivering full-time FE courses in 2016-17 nine had improved success rates in comparison to the previous year and seventeen saw a decline in the proportion successfully completing their course.
- 4,725 additional full-time FE students successfully completed their course in 2016-17 in comparison to 2008-09.
- A further 9.6% completed their course in 2016-17, these students did not achieve the qualification they were aiming for by the end of the academic year but 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.
- Success rates ranged from 57.4% to 73.5% in 2016-17 and up to 78.7% for smaller colleges. Changes in success rates from 2015-16 to 2016-17 for colleges ranged from -6 PP to +9 PP.
- SFC had targeted colleges to further increase the FE full-time success rate to 69% by 2016-17 as part of our outcome agreement negotiations. With a 0.2% decrease in success rates in 2016-17 the sector ended up falling below this target by 3.7%.¹

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 second 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 1: Full-time FE PIs for colleges with 500 or more enrolments

| College | % Completed Successful | % Partial Success | % Withdrawal | Total |
|---------------------------|------------------------|-------------------|--------------|-------|
| Forth Valley College | 73.5% | 4.1% | 22.4% | 2,063 |
| Dundee & Angus College | 70.8% | 8.3% | 20.9% | 3,332 |
| South Lanarkshire College | 70.2% | 5.8% | 24.0% | 1,577 |
| SRUC | 70.1% | 13.7% | 16.3% | 923 |
| City of Glasgow College | 69.1% | 11.7% | 19.2% | 2,737 |
| West College Scotland | 68.7% | 8.8% | 22.5% | 4,620 |
| Perth College UHI | 68.2% | 10.5% | 21.3% | 1,169 |
| Inverness College UHI | 67.6% | 9.7% | 22.6% | 1,313 |
| Ayrshire College | 66.9% | 8.5% | 24.6% | 3,983 |

¹ *College Performance Indicators 2016-17*, SFC Statistical Publication, 27 February 2018 (p.4-5)

| | | | | |
|-----------------------------|-------|-------|-------|--------|
| North East Scotland College | 66.2% | 10.4% | 23.4% | 4,001 |
| Borders College | 65.9% | 10.2% | 23.9% | 988 |
| SCOTLAND | 65.3% | 9.6% | 25.1% | 50,086 |
| Edinburgh College | 62.9% | 11.8% | 25.3% | 5,185 |
| Dumfries & Galloway College | 62.5% | 7.4% | 30.2% | 1,034 |
| Glasgow Clyde College | 62.1% | 10.1% | 27.8% | 3,872 |
| West Lothian College | 61.9% | 11.7% | 26.4% | 1,273 |
| Glasgow Kelvin College | 60.8% | 9.7% | 29.5% | 1,646 |
| Moray College UHI | 60.1% | 14.7% | 25.2% | 852 |
| New College Lanarkshire | 59.4% | 6.1% | 34.4% | 4,473 |
| Fife College | 57.4% | 13.4% | 29.2% | 3,774 |

Table 2: Full-time FE PIs for colleges with fewer than 500 enrolments

| College | % Completed Successful | % Partial Success | % Withdrawal | Total |
|-------------------------|------------------------|-------------------|--------------|-------|
| Orkney College UHI | 78.7% | 7.4% | 13.9% | 122 |
| Shetland College UHI | 78.2% | 3.6% | 18.2% | 110 |
| Newbattle College | 77.4% | 3.8% | 18.9% | 53 |
| North Highland College | 71.4% | 7.7% | 20.9% | 416 |
| West Highland College | 70.5% | 11.9% | 17.6% | 210 |
| Argyll College UHI | 69.7% | 9.1% | 21.2% | 208 |
| Lews Castle College UHI | 68.4% | 7.9% | 23.7% | 152 |

Roddy Henry
Depute Principal.