University of the Highlands and Islands — Inverness College

Board of Management

Meeting	Learning, Teaching and Research Committee
Date and time	Tuesday 3 December 2019 at 4.30 p.m.
Location	Boardroom, 1 Inverness Campus

College Secretary
1st November 2019

AGENDA

TIME

4.30pm **Welcome and Apologies**

4.32pm **Declarations of Interest**

ITEMS FOR DECISION

4.33pm **1. MINUTES**
Minutes of Meeting of the Learning, Teaching and Research Committee held on 24 September 2019

4.36pm **2. OUTSTANDING ACTIONS**
Action list

4.45pm **3. POLICIES**
Covering report by Director of Organisational Development & Director of Student Experience
UHI Common Policies:
Equality, Diversity & Inclusivity
Promoting a Positive Learning Environment
Safeguarding
Student Code of Conduct
Tertiary Learner Support

ITEMS FOR DISCUSSION

5.00pm **4. UHI REVIEW OF STRATEGIC DEVELOPMENTS**
Presentation by UHI Vice-Principal (Strategic Developments)

5.10pm **5. CURRICULUM**
Report by Depute Principal Academic Development

5.20pm **6. STUDENT PARTNERSHIP AGREEMENT**

Joint Report by Director of Student Services and Student President

| 5.40pm | **7.** | **SAFEGUARDING ANNUAL REPORT (CONFIDENTIAL)** |
| | | Report by Director of Student Services |

5.40pm   **7.   SAFEGUARDING ANNUAL REPORT (CONFIDENTIAL)**
Report by Director of Student Services

5.50pm   **8.   RESEARCH REPORT**
Report by Director of Research and Innovation

6.00pm   **9.   STUDENT EXPERIENCE 2018-19 & EARLY 2019-20**
Report by Quality Manager

6.10pm   **10.   STUDENT RECRUITMENT 2019/20 – UPDATE**
Joint Report by Depute Principals Planning and Student Experience and Academic Development

6.20pm   **11.   KEY PERFORMANCE INDICATORS REPORT 2018-19**
Report by Depute Principal Planning and Student Experience

6.30pm   **12.   QUALITY ENHANCEMENT**
Report by Depute Principal Planning and Student Experience

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ITEMS FOR NOTING

6.40pm   **13.   LINK TO SSES NATIONAL REPORT**
http://www.sfc.ac.uk/publications-statistics/statistical-publications/2019/SFCST092019.aspx

6.45pm   **14.   AOCB**

6.50pm   **15.   AUDIT RECOMMONDATIONS**
FES Report October 2019

7.55pm   **16.   DATE OF NEXT MEETING**
Tuesday 17 March 2020 at 4.30 p.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, TEACHING AND RESEARCH COMMITTEE held in the Boardroom, 1 Inverness Campus on Tuesday 24 September 2019

PRESENT:	Tom Speirs, Robyn Kennedy, Kelly Mackenzie, Fiona Neilson, Tina Stones, Chris O'Neil, Vivienne Mackie, George Gunn
CHAIR:	Tom Speirs,
APOLOGIES:	Sarah Burton and Gavin Ross
ATTENDING:	Depute Principal, Planning and Student Experience
	Depute Principal, Academic Development
	Director of Research and Innovation
	Director of Student Experience
	Director of Organisational Development
	Director of Curriculum
	Board Secretary

1. **MINUTES**
   The Minutes of the meeting of the Learning and Teaching Committee held on 4 June 2019 were **AGREED** subject to one minor change, and were **APPROVED** for signature by the Chair.

   Tina Stones entered the meeting.

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

   The Committee noted that Dr Gary Campbell, Vice-Principal (Strategic Developments) was due to attend the next Learning, Teaching and Research Committee meeting on 3 December 2019.

   As it was some time since the College had been given an update on the Engineering Technology review it was **AGREED** that the Principal and the Depute Principal, Planning and Student Experience would identify topics for discussion with Dr Campbell in advance of the next meeting in December.

   The Depute Principal, Academic Development entered the meeting.

   ITEMS FOR DISCUSSION

   The Director of Curriculum entered the meeting.

3. **POLICIES**

The report prepared by the Head of Education and Applied Sciences explained that the FE Essential Skills Policy was part of a suite of new policies and procedures to be drafted as part of the new Common Policy Environment. The committee **NOTED** it had been drafted by an across partnership group and already had IC UHI representation and endorsement.

After discussion, the Committee **AGREED** that the new FE Essential Skills Policy should be **RECOMMENDED** to the Board of Management for approval, subject to the policy being reviewed by the Committee later in the year.

4. **STUDENT SERVICES REPORT**
The Director of Student Experience spoke to her report. The report gave an overview of some of the key support services development and challenges experienced by Inverness College UHI.

The Director of Student Experience advised the Committee that front facing student support teams within the College had undergone significant internal review since 2017-18 and this had resulted in revisions to policy and procedure. The Committee **NOTED** that the review had been in response to many factors including a growing awareness at a national level around the importance of services to support learning in learner success.

The Director of Student Experience would prepare a paper re the annual safeguarding report for discussion at the next committee meeting in December.

5. **CURRICULUM DEVELOPMENT**
The Depute Principal, Academic Development spoke to a joint report prepared by him and the Director of Curriculum.

The report provided the Committee with an update as to ongoing developments for the management of the academic schools and included information regarding curriculum developments in the higher education arena alongside anticipated and actual numbers.

The Committee discussed the College's overall objectives and it was **NOTED** that there were a number of actions underway with a view to better managing the academic schools. Actions included focusing on further international student recruitment, improving business processes and undertaking the curriculum review process earlier in the year.

The Committee **NOTED** the contents of the report.

6. **RESEARCH REPORT**
A report prepared by the Director of Research and Innovations gave the Committee an update on the Research and Innovation activity against Inverness College UHI's strategy and Key Performance Indicators having particular regard to potential challenges in 2019/20.

The Committee **NOTED** that there had been a number of key staff changes and significant time had been spent trying to mitigating the impact on resources and services.

The Director of Research and Innovations advised that although funding for current research projects had been secured, there was considerable concern as to the implications for funding should there be a 'No Deal' BREXIT.

The Committee **NOTED** the contents of the report.

7. **STUDENT OUTCOMES AND SATISFACTION RATES 2018/19**
    The report prepared by the Depute Principal, Planning and Student Experience provided the Committee with a provisional summary of high level performance indicators relating to student outcomes as well as a summary of student satisfaction rates for the academic year 2018/19.

    The Committee **NOTED** that most of the outcomes had yet to be finalised and a comprehensive report was to be submitted to the Board in advance of their meeting on 10 October 2019.

8. **STRATEGIES - REVIEW OF PROGRESS**
    The report prepared by the Depute Principal, Planning and Student Experience provided a summary of progress against the strategies overseen by the Learning, Teaching and Research Committee.

    The Depute Principal, Planning and Student Experience explained that each strategy identified a number of Key Performance Indicators (KPIs) however, the data required to inform the KPIs was not yet available. It was **NOTED** that the KPI report would be presented to the Committee at the next Learning, Teaching & Research meeting in December.

9. **STUDENT ACTIVITY 2018/19 and 2019/20**
    A report had been prepared by the Depute Principal, Planning and Student Experience which provided the Committee with a summary of student activity in 2018/19. It also provided an update on student recruitment to date in 2019/20.

    During the meeting, a supplementary paper was tabled by the Depute Principal, Planning and Student Experience.

    The Committee **NOTED** the contents of both reports and it was **AGREED** that the Board Secretary would circulate the additional paper via email.

10. **STUDENT PARTNERSHIP AGREEMENT**
    A joint report prepared by the Director of Student Experience and the Student President provided an update on developments around student partnership and student engagement.

    The Student President advised the Committee that this year HISA intended to be particularly proactive in working with the College to enhance the student experience.

    The Student President informed the Committee that the Freshers' Fair had been extended by HISA from three days to five and had been very successful.

The Director of Student Services advised that student representative elections were ongoing and it was hoped that every class would eventually have two representatives. The Committee **NOTED** that the class representative training would begin on 7 October and would be run jointly between HISA and the Student Engagement Officer.

It was **AGREED** that the Committee would be updated as to the outcome of the elections at the next meeting in December.

11. **STUDENT ASSOCIATION HISA REPORT**

The Student President reported on this matter as part of the joint report at Item 10 on the Agenda.

12. **QUALITY ENHANCEMENT**
The report prepared by the Depute Principal, Planning and Student Experience provided an overview of the College's Enhancement Plan and activities to monitor progress and priorities for 2019/20.

The Depute Principal, Planning and Student Experience advised the Committee that in terms of the College Quality Arrangements for 2019/20, a Progress Visit by Education Scotland would be required. The College's Progress Visit was to take place on 27 and 28 November 2019. The Committee **NOTED** that the committee would be updated on the outcome of the visit at the next meeting in December.

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

ITEMS FOR NOTING

13. **AUDIT REPORTS – RECOMMENDATIONS**
Research Governance

14. **REPORT BY THE DIRECTOR OF CURRICULUM**
The Director of Curriculum provided a summary of the external verification outcomes from the academic year 2017/18.

15. **COMPLAINTS ANNUAL REPORT**
A report by the Quality Manager provided an analysis of the complaints received in the academic year 2018/19.

16. **NATIONAL STUDENT SURVEY**
A report by the Quality Manager provided an analysis of the National Student Survey results 2019.

17. **RED BUTTON REPORT**
A report by the Quality Manager provided an analysis of the content of issues logged via the Red Button 2018/19.

18. **ANY OTHER BUSINESS**
None.

19.   DATE OF NEXT MEETING – TUESDAY 3 DECEMBER 2019 @ 4.30PM

Signed by the Chair: _____

Date: _____

Outstanding Actions from Learning and Teaching Committee

4 December 2018

Item	Action	Responsibility	Timeline	Actioned
Safeguarding annual report	Resource implications of the increasing number of disclosures to be included in next annual report	Director of Student Experience	Dec 2019	On agenda

4 June 2019

Item	Action	Responsibility	Timeline	Actioned
SSES	Interim report on the recommendations from the survey be submitted to future meeting	Quality Manager	Meeting-December 2019	On agenda
Academic and Curriculum development	Invite Dr Gary Campbell to speak to the next meeting	Board Secretary	July invite for meeting in Sept	On agenda

24 September 2019

Item	Action	Responsibility	Timeline	Actioned
Strategies	Present KPI report to the next meeting	Depute Principal, Planning & Student Experience	Dec 2019	On agenda
Student Partnership Agreement	Committee updated as to the outcome of the elections at the next meeting in December	Director of Student Experience	Dec 2019	?
Quality Enhancement	Committee updated on the outcome of the visit at the next meeting in December.	Depute Principal, Planning & Director of Student Experience	Dec 2019	On agenda

University of the Highlands and Islands
Inverness College

Subject/Title:	UHI Common Policies
Author: [Name and Job title]	Lindsay Ferries, Director of Organisational Development Lindsay Snodgrass, Director of Student Experience
Meeting:	BoM LTR
Meeting Date:	3 December 2019
Date Paper prepared:	4 October 2019
Brief Summary of the paper:	The UHI Common Policies covered in this paper are: Equality, Diversity & Inclusivity Promoting a Positive Learning Environment Safeguarding Student Code of Conduct Tertiary Learner Support These policies form part of a suite of new policy/procedures to be drafted as part of the new common policy environment. The new policies have been drafted by an across partnership group and have had IC UHI representation and endorsement.
Action requested: [Approval, recommendation, discussion, noting]	The committee is asked to approve the new UHI Common Policies covered in this paper for progression to the next stage of approval.
Link to Strategy: Please highlight how the paper links to, or assists with:**:** • compliance • partnership services • risk management • strategic plan • new opportunity/change	
Resource implications:	Yes / No **If yes, please specify**:
Risk implications:	Yes / No **If yes, please specify:** Operational: Organisational:
Equality and Diversity implications:	Yes/No **If yes, please specify:**

Consultation: [staff, students, UHI & Partners, External] and provide detail	Following approval from BoM LTR committee, the policy will be progressed to full BoM for final approval.

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

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

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

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

Inverness College UHI, University of the Highlands and Islands

Equality, Diversity and Inclusivity Policy

POL

Lead Officer (Post):	Director of Organisational Development
Responsible Office/ Department:	TBC
Responsible Committee:	E&D Committee
Review Officer (Post):	TBC
Date policy approved:	Click or tap to enter a date.
Date policy last reviewed and updated:	Click or tap to enter a date.
Date policy due for review:	Click or tap to enter a date.
Date of Equality Impact Assessment:	Click or tap to enter a date.
Date of Privacy Impact Assessment:	Click or tap to enter a date.

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

Policy Summary

Overview	This policy shows our commitment to equality for our students, staff, visitors, contractors and others who engage with us through any activity.
Purpose	To specify the Equality, Diversity and Inclusivity Policy of Inverness College UHI identify protected characteristics under the Equality Act (2010); outline the principles, responsibilities and commitments of the institution in realising the statutory obligations of the Equality Act (2010).
Scope	This policy applies to all current and prospective students and employees. This includes temporary staff, agency staff, consultants, Board Members, volunteers and collaborators at the University of the Highlands and Islands and all Academic Partners.
Consultation	The Policy Ownership Group includes representation from all Academic Partners and HISA. The policy received endorsement from Partnership Council prior to approval being sought from (relevant body e.g. Academic Council / Board of Management).
Implementation and Monitoring	The policy will be implemented by all Academic Partners and the University of the Highlands and Islands. The policy will be monitored by relevant local staff on an operational basis and on a strategic basis by the Policy Ownership Group.
Risk Implications	Failure to comply with policy may result in a breach of the Equality Act (2010).
Link with Strategy	Policy relates to statutory compliance and governance arrangements.
Impact Assessment	Equality Impact Assessment: Complete – No further action required.
	Data Protection Impact Assessment: n/a

1.   Policy Statement

1.1   Inverness College UHI, the University of the Highlands and Islands and all Academic Partners are committed to equality of opportunity and non-discrimination in all aspects of work and study. We recognise that individually we all have differences of some sort, from which we can share and learn. The broader a range of people we employ, the wider a perspective we can adopt; a diverse workforce not only ensures that we are legally compliant, but makes good business sense.

1.2   As a provider of education and employment Inverness College UHI values diversity and is committed to encouraging everyone to realise their full potential. To this end, Inverness College UHI continues to work with students, staff, external agencies and the wider community to develop a positive and enabling culture of work and study.

1.3   In particular, Inverness College UHI, the University and all Academic Partners strive to ensure that all people engaging with us have the opportunity to:
-   Study
-   Take up employment
-   Be actively involved in their community without discrimination
-   Be treated in a courteous, caring and sensitive way in all engagement with us

We also expect that contractors, businesses and others who engage with us aspire to the same values.

1.4   Achievement of the above goals requires the promotion of practices to overcome any existing structural barriers (systems or processes that make entry to education or employment more difficult for a person/group), geographical isolation, and the provision of opportunities which reflect the linguistic and cultural diversity of the region. It also involves continuing to attract new and diverse people to the Highlands and Islands, to add to the culture and economy, and help the University and all Academic Partners reach our full potential.

1.5   The Equality, Diversity and Inclusivity Guidelines should be referred to for practical information to support the policy.

2.   Definitions

2.1   **Protected Characteristics:** the Equality Act (2010) ("the Act") prohibits unfavourable treatment on the basis of the following nine protected characteristics. The University of the Highlands and Islands and all Academic Partners recognise that identity can be complex and fluid and strive to keep up with best practice in supporting individuals and groups.

Age: This refers to a person belonging to a particular age group, which can mean people of the same age (e.g. 32 year olds) or range of ages (e.g. 18-30 year olds, or people over 50).

Disability: A person has a disability if they have physical or mental needs which have a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities. Some disabilities may require reasonable adjustments to be made to remove or minimise barriers to participation (see 2.7: Reasonable Adjustments for Disabled Persons).

Sex: Refers to whether a person is a man or a woman.

Gender Reassignment: Gender reassignment is when a person is proposing to undergo, is

undergoing or has undergone a process (or part of a process) for the purpose of reassigning the person's sex by changing physiological or other attributes of sex.

Race: Refers to a group of people defined by their race, colour, nationality (including citizenship), ethnic or national origins.

Religion or Belief: Religion has the meaning usually given to it but belief is defined as religious and philosophical beliefs, including lack of belief (e.g. atheism). Generally, a belief should affect your life choices, or the way you live, for it to be included in the definition.

Sexual Orientation: A person's attraction towards their own sex/gender, another sex/gender, all sexes/genders or none.

Marriage and Civil Partnership: In Scotland, marriage is no longer restricted to a union between a man and a woman, but also includes same-sex couples.

Same-sex couples can also have their relationships legally recognised as 'civil partnerships'. Civil partners must be treated the same as married couples. In society, civil partnership is generally recognised simply as 'marriage'.

Marriage and civil partnership is listed in the Act as a protected characteristic. The Act provides protection against discrimination only in respect of the need to eliminate unlawful discrimination in employment.

Pregnancy and Maternity: Pregnancy is the condition of being pregnant or expecting a baby. Maternity refers to the period after the birth, and is linked to maternity leave in the employment context. In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth, and this includes treating a woman unfavourably because she is breastfeeding.

2.2   **Gender Identity and Gender Expression:** The Equality Act recognises sex as a binary characteristic (i.e. Male/ Female), and protects those who undergo or intend to undergo gender reassignment (i.e. from one gender to another). The University/ Inverness College UHI recognises that gender identity and gender expression are not necessarily fixed or binary; we will treat bullying and harassment on these grounds as seriously as if they relate to any protected characteristic as defined in the Act.

2.3   **British Sign Language (BSL)**: University/ Inverness College UHI recognises that BSL is a language in its own right (with its own vocabulary and syntax), and does not necessarily relate to disability as defined by the Equality Act. We are required to meet the requirements of the Scottish Governments BSL National Plan, to raise awareness of BSL and improve support for BSL users over 2018-30.

2.4   **Gaelic Language**: The Gaelic language is indigenous to the Highlands and Islands, among other areas. As such it is not covered under the definition of race/nationality as defined by the Equality Act 2010. University/ Inverness College UHI recognises responsibilities under the Gaelic Language Scotland Act (2005) to ensure that discrimination is not incurred by Gaelic speaking individuals and communities.

2.5   **Short term disability**: Students may be eligible for Disabled Students Allowance support due to short term disability that may not fulfil the criteria of the Disability protected characteristic (see 2.1). Students who feel they are affected by a short-term disability should discuss this with

the local student support staff.

Students with a short term disability are not entitled to use the legal powers of the Act in the same way as someone who has a disability as defined by the Act, e.g. in relation to discrimination, harassment and victimisation.

> **Short term disability example**: A student suffers a spinal injury and is expected to make a full recovery, however they will need to use a wheelchair and other assistive measures for 6 months. This may include assistive technology, equipment to study from home and classes scheduled on the ground floor where lifts are unavailable.

2.6 **Discrimination** occurs when prejudices, stereotypes and assumptions prompt actions that result in less favourable treatment of individuals or groups. The Act prohibits discrimination on the grounds of protected characteristics, with types of discrimination listed and described below. There are two different categories of discrimination under the Act, with further sub-categories:

2.6.1 **Direct Discrimination** occurs when someone is treated less favourably than another on grounds of their perceived or actual protected characteristic.
   a. **Associative discrimination** is direct discrimination against someone because they are associated with another person who possesses a particular protected characteristic.
   b. **Direct discrimination by perception** means treating one person less favourably than someone else because you incorrectly think they have a particular protected characteristic.

There are specific criteria for direct discrimination arising from disability, gender reassignment and pregnancy/maternity, which are available in sections 15-18 here.

> **Direct discrimination example for students:** Assuming that a student may not be able to reach a certain level of work because they have a disability, or rejecting a male applicant's application to a childcare course as they do not think it is appropriate for a male to be working with children. In these cases the act itself is unlawful, whether or not someone intended to discriminate.
>
> **Direct discrimination example for staff**: Deciding not to employ someone, dismissing them, refusing to promote them, denying them training, giving them adverse working conditions or denying them benefits based their perceived or actual protected characteristic.

2.6.2 **Indirect discrimination** occurs when an organisation has rules or policies, conditions or requirements that are applied to everyone but leave a person with a particular protected characteristic at a disadvantage.

> **Indirect discrimination example for students:** A college will only allow students to go on placement if they have more than 95 per cent attendance. A student with a disability has missed a lot of classes for health reasons and are told they cannot go.
>
> **Indirect discrimination example for staff**: A contract clause which applies to

> all employees saying that they could be required to work late or travel away from home for work at short notice. Although this applies to everyone in the same way, this could potentially put parents or those with care responsibilities at a disadvantage, as they would need to make childcare arrangements at unreasonable notice.

2.7 **Reasonable Adjustments for Disabled Persons**: When a person requires additional support to participate in an activity due to a disability, public bodies have a duty to make reasonable adjustments to enable participation: this may be to work, study or use facilities.

There is no set definition of 'reasonable': this is relative to an organisation's resources and organisational demands: a large company may be expected to spend extensively, where a smaller company may not. The extent to which an adjustment is reasonable cannot be formally defined outside of a tribunal.

Initial requests for reasonable adjustments should be discussed with your line manager (for staff) or supervisory staff member e.g. Personal Development Advisor or Personal Academic Tutor (for students), and formally made through Occupational Health or Student Services (or equivalent departments). Relevant medical evidence may be requested in support of the request for reasonable adjustments.

> **Reasonable adjustment examples**: Provision of a large screen for a partially sighted staff member; relocation of a class to the ground floor to enable a wheelchair-user to participate; or additional time in assessments for a dyslexic student.

2.8 **Positive Action**: Anyone recruiting staff, students or volunteers can legally justify 'positive action' if a particular group is underrepresented, to help ensure that a body is informed by the widest set of circumstances, experiences and identities. This involves taking action to increase the likelihood of underrepresented groups participating.

> **Positive Action examples**: A rural institution may have disproportionately low numbers of Black, Asian and Minority Ethnic staff. In the event of a tied interview result, the interviewer could legally justify recruiting a black candidate over a white candidate, so that the body can make decisions that are less likely to disadvantage or marginalise subsequent black staff.
>
> A college with disproportionately low numbers of female engineering students may target marketing at a certain group, or make amendments to wording to encourage certain applicants e.g. advertising engineering courses at all-female schools, or changing entry requirements to include subjects that are over-represented by female secondary school pupils.

2.9 **Prohibited Behaviours**: As well as the above types of discrimination, the Act prohibits other forms of behaviour:

2.9.1 **Harassment** denotes unwanted conduct that violates a person's dignity or creates an intimidating, hostile, degrading, humiliating or offensive environment for them. Harassment can take many forms, including but not limited to: physical contact, offensive language, gossip, slander, graffiti, obscene gestures, exclusion. Harassment

can involve persistent conduct or behaviour that continues after the individual states they want it to stop. A single incident can also constitute harassment if it is sufficiently serious.

2.9.2   **Victimisation** is treating someone less favourably because of something they have done under, or in connection with, equalities legislation.

> **Victimisation examples for students**: A member of staff shouts at a student because he thinks she intends to support another student's sexual harassment claim.
>
> A student alleges that they have encountered racism from a member of staff, and as a result of making this allegation are ignored by other staff members.
>
> **Victimisation examples for staff:** Refusal to promote an employee because he or she has previously invoked a grievance procedure, or given evidence against the employer at a tribunal.
>
> The employer brands an employee as a 'troublemaker' because they raised a lack of job-share opportunities as being potentially discriminatory.

2.10   **Public Sector Equality Duty**: as a publicly-funded organisation, University/ Inverness College UHI has a statutory duty to fulfil both General and Specific Public Sector Equality Duties under the Equality Act (2010).

2.10.1   **General Duties** direct the way the University/ Inverness College UHI treats its staff, students and visitors and reflect all UK public bodies' responsibility to:
- Eliminate unlawful discrimination, harassment, victimisation and other prohibited conduct
- Advance equality of opportunity between people who share a relevant protected characteristic and those who do not
- Foster good relations between people who share a relevant protected characteristic and those who do not

2.10.2   **Specific Duties**: Section 153 of the Equality Act enables the Welsh and Scottish ministers to impose specific duties on certain domestic public bodies through secondary legislation: Scottish-Specific Duties relate to how public bodies carry out, evidence and present their commitment to enacting General Duties, and responds to ongoing changes identified by the Scottish Government.

Scottish-Specific Duties are listed and linked below. The University and partner Further Education Colleges have duties to:

- Report progress on mainstreaming the equality duty
- Publish equality outcomes and report progress
- Assess and review policies and practices (complete Equality Impact Assessment)
- Gather and use employee information
- Publish gender pay gap information
- Publish statements on equal pay, etc.
- Consider award criteria and conditions in relation to public procurement
- Publish in a manner that is accessible, etc.

- <u>Consider other matters</u>

2.11 **Equality Mainstreaming** aims to ensure that equality perspectives are central to an organisation's culture and operational delivery, by incorporating these into all strategic decision-making processes. This aims to ensure that all areas of an organisation carry out their public sector equality duties when delivering day-to-day functions.

Equality Mainstreaming ensures that the needs of underrepresented groups, as well as those of members of historically marginalised or disenfranchised groups, are pro-actively considered when decisions are made. The experiences of frontline staff and service users should inform the decision making process.

The University/ Inverness College UHI is required to report on its Mainstreaming activities every four years, and to update this every two years.

2.12 **Equality Outcome Agreements** set out the equality activities that colleges and universities plan in order to better meet their general duties.

The University/ Inverness College UHI is required to set new Equality Outcomes every four years, and to report on progress every two years.

2.13 **Equality Impact Assessment (EIA):** assesses the potential impact of new or revised policies, practices or services against the requirements of general public sector equality duties.

Conducting an EIA is a legal requirement for public bodies in Scotland, and helps to ensure that everybody's needs are taken into account before changes are implemented. This allows University/ Inverness College UHI to proactively identify and mitigate against barriers to participation, attainment or wellbeing, and hopefully avert potentially negative experiences.

Forms to carry out Equality Impact Assessments are available from the Policy and Governance Officer.

3. Purpose

3.1   This policy allows the University/ Inverness College UHI to carry out its general and specific public sector equality duties, and work to improve the experience of all staff and students, regardless of an individual's protected characteristics.

3.2   We will conduct our statutory duties under the Equality Act 2010 as per section 2.10 of this policy, and demonstrate our commitment to mainstreaming equality and diversity by:

3.2.1   Developing policies, procedures and processes to achieve the general and specific public sector duties in accordance with the Equality Act 2010 and the Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012.

3.2.2   Monitoring the potential impact of our policies, procedures and practices on different protected groups to help tackle inequality, promote equality of opportunity and foster good relations. We do this through the process of Equality Impact Assessments.

3.2.3   Removing any potential barriers to access, participation, retention and achievement of students and staff by making reasonable adjustments where appropriate.

3.2.4   Creating inclusive learning and working environments and practices that promote respect for all. These environments aim to prevent and challenge stereotyping, prejudice, discrimination and harassment and disadvantage.

3.2.5   Reasonably anticipating and responding to the needs of students through collaboration with individuals, the student body and Highlands and Islands Students' Association (HISA).

3.2.6   Working in conjunction with HISA to take forward their work on equality and diversity and to seek student feedback relevant to equality of opportunity and experience.

3.2.7   Involving and consulting within the wider community, particularly those who share particular characteristics and those who represent their interests, to inform policy and practice.

3.2.8   Ensuring that equality, diversity and inclusivity are embedded within the Scottish Funding Council Regional Outcome Agreement process through consultation with key stakeholders across the Partnership.

3.2.9   Collecting, analysing and reporting on and improving the quality of student and staff protected characteristic data in line with public sector equality duties/sector best practice and Data Protection legislation.

3.2.10   Publishing equality outcomes reflecting how we plan to impact positively upon our communities.

3.2.11   Publishing a mainstreaming report, demonstrating our progress against our planned outcomes and showing what progress we have made to mainstream equality in our policies, practices and decision-making functions.

4.   Scope

4.1   This policy applies to all current and prospective students and employees. This includes temporary staff, agency staff, consultants, Board Members, volunteers and collaborators.

4.2   The principles of non-discrimination and equality of opportunity apply to the way in which staff and students, as well as visitors, contractors, sub-contractors, temporary and agency staff, service providers, suppliers, former staff and students and any other persons associated with the functions Inverness College UHI treat one another.

5.   Exceptions

5.1   This policy applies without exceptions, exclusions or restrictions.

6.   Notification

6.1   This policy will be available on Inverness College UHI's website.

6.2   All individuals with responsibilities outlined in Section 7 will be notified of changes.

7.   Roles and Responsibilities

7.1   ICUHI Board of Management is responsible for approving the policy and for ensuring that Inverness College UHI complies with its statutory obligations in terms of meeting the requirements of the Equality Act 2010 and the Public Sector Equality Duty for Scotland.

7.2   The Senior Management Team is responsible for operational oversight of the policy. They must ensure that Managers, Staff and Students operate in an environment where they can fulfil their responsibilities in relation to the policy.

7.3   Line Managers are responsible for implementing this policy, ensuring that our commitment to equality is followed through and adequately communicated both internally and externally.

Line Managers are responsible for ensuring selection for recruitment, promotion, training and

work allocation is carried out in a non-discriminatory manner and in accordance with the law.

Line Managers are responsible for ensuring that selection for admission and ongoing assessment of students is carried out in a non-discriminatory manner.

7.4   All staff and students have a responsibility to ensure the continuing success of this policy by:
-    Treating other people with respect
-    Bringing to the attention of management any suspected breaches of this policy
-    Working together to promote an environment that eliminates discrimination and harassment.
-    Seeking opportunities to identify, implement, share and reflect upon potential improvements to inclusive practice
-    Seeking opportunities to include staff and students who may be or feel peripheral to the University and Academic Partner communities.

7.5   Contractors, temporary staff, agency staff, consultants, volunteers, collaborators and providers of services on behalf of Inverness College UHI are responsible for adhering to the principles of this policy in the context of their engagement with Inverness College UHI

8. Legislative Framework
-    British Sign Language (Scotland) Act 2015
-    Children and Young People (Scotland) Act 2010
-    Counter-Terrorism & Security Act 2015
-    Data Protection Act 2018
-    Equality Act 2010
-    Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012
-    Gaelic Language (Scotland) Act 2005
-    Higher Education Governance (Scotland) Act 2016
-    Islands (Scotland) Act 2018

9. Related Policies, Procedures, Guidelines and Other Resources
-    Local Complaints Policy (SPSO dictated)
-    Disciplinary Procedures (Tertiary single document, forthcoming)
-    Local Equality, Diversity and Inclusivity Guidelines
-    Local Promoting a Positive Learning Environment Policy (Tertiary single policy)
-    Local Safeguarding Policy (Tertiary single policy)
-    Local Student Code of Conduct (Tertiary single document, forthcoming)

10.   Version Control and Change History

Version	Date	Approved by	Amendment(s)	Author
0			New policy for 2019	Equality, Diversity and Inclusivity Policy Ownership Group
1				
2				
3				
4				

University of the Highlands and Islands – Equality, Diversity and Inclusivity Guidelines

This document should be read in conjunction with Inverness College UHI's Equality, Diversity and Inclusivity Policy. It provides practical advice to students and staff about how the Equality, Diversity and Inclusivity Policy is enforced, and information about how to highlight good practice, suggest changes or report concerns.

All staff and students should be aware of Inverness College UHI's Complaints Policy and Whistleblowing Policy, which they have recourse to should an issue not be resolved using the process outlined below.

Report Concerns	
Staff	Students
AP to insert contact details here e.g. HR department	AP to insert contact details here e.g. Student Services

Suggest Changes	
Staff	Students
AP to insert contact details here e.g. HR department	AP to insert contact details here e.g. Student Services

Highlight Good Practice	
Staff	Students
AP to insert contact details here e.g. HR department	AP to insert contact details here e.g. Student Services

Equality Impact Assessment Form

Department/Section:

Author/Owner:

Date of Assessment:

Signature:

Review Due:

Date:

Step 1

Aim of proposed activity/decision/new or revised policy or procedure:

New ☐
Revised ☐
Existing ☐

Who will be affected?

Who will be consulted?

Evidence available:

Step 2

Potential Positive/Negative/Neutral Impact Identified. P, N, N/I	Age	Disability	Gender Reassignment	Marriage/Civil Partnership*	Pregnancy and Maternity	Race	Religion or Belief	Sex	Sexual Orientation
Eliminating Discrimination									
Advancing Equality of Opportunity.									
Promoting Good Relations.									

Step 3

Action to be taken:

Summary of EIA Outcome – please tick

No further action to be carried out	❑
Amendments or changes to be made	❑
Proceed with awareness of adverse impact	❑
Abandon process – Stop and Rethink	❑

Please forward completed EIA forms to Nicholas Oakley, Governance and Policy Officer.

Inverness College UHI, University of the Highlands and Islands

Promoting a Positive Learning Environment Policy

POL

Lead Officer (Post):	Director of Student Experience
Responsible Office/ Department:	TBC
Responsible Committee:	TBC
Review Officer (Post):	TBC
Date policy approved:	Click or tap to enter a date.
Date policy last reviewed and updated:	n/a
Date policy due for review:	January 2019
Date of Equality Impact Assessment:	06/02/2019
Date of Privacy Impact Assessment:	n/a

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

Policy Summary

Overview	The policy aims to promote a positive learning environment. This is set within the context of the broader framework of policies and related procedures.
Purpose	The policy seeks to promote, encourage and recognise a positive learning environment, and engender a culture of equality, diversity and openness. We expect conduct that helps to create a positive and safe learning environment that reinforces our culture. This policy fits into a broader framework of policies related to culture, conduct and discipline.
Scope	This policy applies to all current and prospective students regardless of level or mode of study, and applies to all areas of student engagement in their learning environment and/or which may affect other students and staff, including online activities.
Consultation	The policy has been developed by a group of practitioners from across the Academic Partners in the University of the Highlands and Islands to ensure that best practice is reflected in the policy and accompanying procedures.
Implementation and Monitoring	Academic Partners are responsible for ensuring that the policy and procedures are followed in their own organisation.
Risk Implications	This policy will reduce risk for Academic Partners by ensuring that best practice from across the partnership is being shared and followed.
Link with Strategy	This policy supports the University's commitment to provide a safe and supportive learning and working environment for all, aligned with the Strategic Theme of "Our Students", responding to the diversity of our student population.
Impact Assessment	Equality Impact Assessment: Completed 06/02/2019 – no further action required.
	Privacy Impact Assessment: n/a

1. Policy Statement

1.1   Inverness College UHI aims to promote a positive learning environment. This is set within the context of the broader framework of policies and related procedures.

1.2   In developing this aim, Inverness College UHI recognises that the appropriateness, development and acceptability of certain conduct may be different depending on the background and maturity of the learner(s) involved, and that individuality and context will be recognised.

1.3   This policy sets out how we seek to promote and maintain a positive learning environment, with reference to the Student Code of Conduct, and procedures in the event of breach of the Code. The relevant Procedures explains the process that will be followed (see Appendix 1 – Disciplinary Framework).

1.4   This policy applies to the University of the Highlands and Islands and all Academic Partners.

2. Definitions

2.1   **Behavioural misconduct**: Students are expected to conduct themselves in a professional and courteous manner, both on and off campus, in a manner which demonstrates respect for Inverness College UHI, its staff, fellow students and property, and for other members of the local community in general. Behavioural misconduct is a breach of this expected standard.

2.2   **Student Code of Conduct**: This is a document that is made available to and is applicable to all students that states Inverness College UHI 's expectations for student conduct. It gives examples of misconduct offences and the types of disciplinary action likely to occur.

2.3   **Academic misconduct/malpractice**: A generic term to describe any type of cheating or dishonest conduct in relation to a formal academic exercise. It may be deliberate or unintentional and may take different forms, including, but not limited to: plagiarism, cheating, collusion, falsification or fabrication of data, personation and bribery.

2.4   **Academic maladministration**: Any activity or practice which arises due to ignorance of Awarding Body requirements, or carelessness or neglect in applying the requirements. This results in non-compliance with an Awarding Body's requirements.

2.5   **Disciplinary Framework Decision Tree**: Located in Appendix 2, this is a document used to establish which Policy and Procedures should be used in order to set out a transparent process for students and staff.

2.6   **Exclusion from campus:** the removal of the student's access to all sites constituting the Inverness College UHI campus for a specified period of time in response to a disciplinary incident. In some circumstances this exclusion may extend to all University and Academic Partner campuses. The student may continue to study remotely throughout this period.

2.7   **Exclusion from studies**: the removal from the student's course of study in response to a disciplinary incident, resulting in the loss of registered student status and loss of access to all facilities.

In some circumstances this exclusion may apply to the University and all Academic Partners for a period of time deemed appropriate by the disciplinary process. In some cases this may result in any future applications from the student being rejected.

2.8 **Suspension of Studies**: A Suspension of Studies is not a disciplinary measure. When a student chooses to take a period of time out from their studies because of a change in their personal circumstances, with the intention to return at a later date.

3.   Purpose

3.1.   Inverness College UHI seeks to promote, encourage and recognise a positive learning environment, and engender a culture of equality, diversity and openness.

3.2.   We expect conduct that helps to create a positive and safe learning environment that reinforces our culture. Examples of unacceptable conduct can be found in the Student Code of Conduct.

3.3   This policy fits into a broader framework of policies related to culture, conduct and discipline. Please refer to Appendix 1 – Disciplinary Framework for further details.

3.4   All breaches of the Student Code of Conduct will be investigated in accordance with our disciplinary procedures. Any such instance which may also constitute a criminal offence will be reported to the police and may lead to separate criminal proceedings.

3.5   All disciplinary matters will be dealt with in strict confidence and all personal data will be dealt with following legislative guidelines.

4   Scope

4.1   This policy applies to all current and prospective students regardless of level or mode of study.

4.2   This policy applies to all areas of student engagement in their learning environment and/or which may affect other students and staff, including online activities.

4.3   This policy applies to students in accommodation managed by Inverness College UHI but may be brought into effect where a student residing in privately managed accommodation conducts themselves in a manner which brings Inverness College UHI into disrepute.

4.4   **School Link Programmes:** School Link pupils fall within the scope of the Promoting a Positive Learning Environment Policy when they are studying on University/Academic Partner campuses and are expected to observe the Student Code of Conduct.

4.5   Fitness to Practice and Fitness to Study are not explicitly within the scope of this Policy but are linked processes and as such are signposted within the Student Disciplinary Procedure and the Student Code of Conduct.

5   Exceptions

5.1   Students who are subject to disciplinary investigations related to official Highlands and Islands Student Association business are subject to the HISA Disciplinary Procedures.

6   Notification

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

6.2   Staff responsible for overseeing the process should have a detailed knowledge of the Policy and Disciplinary Procedures.

6.3   Students will be made aware of the Policy, Student Code of Conduct and Disciplinary Procedures within four weeks of commencing their course.

6.4   The Policy and Disciplinary Procedures will be publicly available on the Academic Partner's website.

6.5   The Disciplinary Framework Decision Tree will be updated to reflect any changes in the Framework.

7   Roles and Responsibilities

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

7.2   The Senior Management Team are responsible for operational compliance with the policy. The Senior Management Team are also responsible for ensuring the operational effectiveness of the policy and making provision for training for all staff.

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

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

8   Legislative Framework

Data Protection:
- Data Protection Act 2018
- General Data Protection Regulation (GDPR) 2018

General:
- Equalities Act 2010

Protection of Vulnerable People:
- Adults with Incapacity (Scotland) Act 2005
- Adult Support and Protection (Scotland) Act 2007
- Children and Young People (Scotland) Act 2014
- Protection of Children (Scotland) Act 2003
- Protection of Children and Prevention of Sexual Offences (Scotland) Act 2005
- Protection of Vulnerable Groups (Scotland) Act 2007

Staff should also note the detailed list of policies specific to Safeguarding listed in that policy.

9   Related Policies, Procedures, Guidelines and Other Resources

Please add your own links to any local relevant polices, but avoid duplication of policies

- Academic Standards and Quality Regulations
- Approved Placement Policy
- Complaints Handling Procedures
- Fitness to Practice Guidelines
- Fitness to Study Guidelines
- IT Acceptable Use Policy
- Safeguarding Policy
- Student Code of Conduct
- Study Abroad Policy and Guidance (forthcoming)

10 Version Control and Change History

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

![University of the Highlands and Islands / Oilthigh na Gàidhealtachd agus nan Eilean]

Appendix 1: Policy Context

Further Education   **Higher Education**

Promoting a Positive Learning Environment Policy

Non-Academic Misconduct Procedures

Student Code of Conduct

UHI Academic Regulations

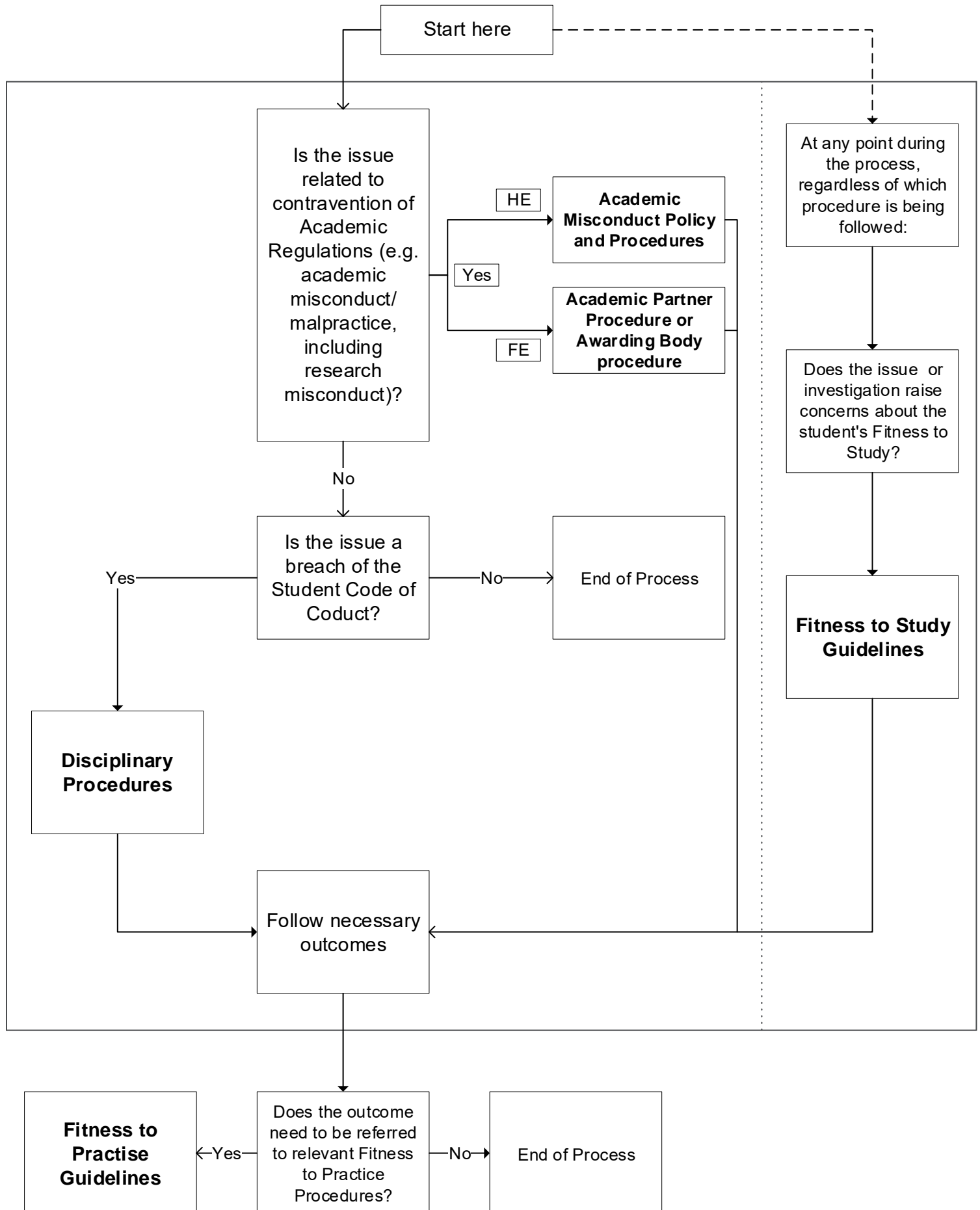Academic Misconduct – Local Procedures or Awarding Body

HE Academic Misconduct Policy and Procedures

Fitness to Study Guidelines

Fitness to Practise Guidelines

University of the Highlands and Islands
Oilthigh na Gàidhealtachd agus nan Eilean

Appendix 2: What policy should I refer to?

Start here

Is the issue related to contravention of Academic Regulations (e.g. academic misconduct/ malpractice, including research misconduct)?

— **HE** → **Academic Misconduct Policy and Procedures**

— **Yes**

— **FE** → **Academic Partner Procedure or Awarding Body procedure**

— **No** →

Is the issue a breach of the Student Code of Coduct?

— **No** → End of Process

— **Yes** →

Disciplinary Procedures

→ Follow necessary outcomes

At any point during the process, regardless of which procedure is being followed:

Does the issue or investigation raise concerns about the student's Fitness to Study?

Fitness to Study Guidelines

→ Follow necessary outcomes

Does the outcome need to be referred to relevant Fitness to Practice Procedures?

— **Yes** → **Fitness to Practise Guidelines**

— **No** → End of Process

Department/Section: Date of Assessment: Review Due:

Author/Owner: Signature: Date:

Step 1

Aim of proposed activity/decision/new or revised policy or procedure:

New ❏
Revised ❏
Existing ❏

Who will be affected?	Who will be consulted?	Evidence available:

Step 2

Potential Positive/Negative/Neutral Impact Identified. **P, N, N/I**	Age	Disability	Gender Reassignment	Marriage/Civil Partnership*	Pregnancy and Maternity	Race	Religion or Belief	Sex	Sexual Orientation
Eliminating Discrimination									
Advancing Equality of Opportunity.									
Promoting Good Relations.									

Step 3

Action to be taken:

Summary of EIA Outcome – please tick

No further action to be carried out ❏

Amendments or changes to be made ❏

Proceed with awareness of adverse impact ❏

Abandon process – Stop and Rethink ❏

Please forward completed EIA forms to Nicholas Oakley, Governance and Policy Officer.

Inverness College, University of the Highlands and Islands

Safeguarding Policy

POL

Lead Officer (Post):	Director of Organiational Development
Responsible Office/ Department:	TBC
Responsible Committee:	HR Committee
Review Officer (Post):	TBC
Date policy approved:	Click or tap to enter a date.
Date policy last reviewed and updated:	Click or tap to enter a date.
Date policy due for review:	Click or tap to enter a date.
Date of Equality Impact Assessment:	Click or tap to enter a date.
Date of Privacy Impact Assessment:	Click or tap to enter a date.

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

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Policy Summary

Overview	Why is the policy required? This policy is required to fulfil the safeguarding obligations of the University of the Highlands and Islands and all Academic Partners.
Purpose	What will the policy achieve? The policy will provide a unified approach to safeguarding across the network and ensure parity of student experience.
Scope	Who does the policy apply to? The policy applies to the University and all Academic Partners.
Consultation	Who has been consulted on the policy, and who will be notified? The policy has been developed by a group of practitioners from the University and Academic Partners to ensure that best practice is reflected in the policy and accompanying procedures.
Implementation and Monitoring	Who will be responsible for implementing and monitoring the policy, and what resources/ costs will be incurred? The University and Academic Partners are responsible for ensuring that the policy and procedures are followed in their own organisation.
Risk Implications	What are the risk implications of this policy? This policy will reduce risk for the University and Academic Partners by ensuring that best practice from across the partnership is being shared and followed.
Link with Strategy	How is this policy linked to University strategy? This policy supports the University's commitment to provide a safe and supportive learning environment for all, aligned with the Strategic Theme of "Our Students", responding to the diversity of our student population by enhancing inclusive practice, and widening access and participation. It also aims to ensure the University discharges its duty of care and meets legislative requirements on safeguarding.
Impact Assessment	Equality Impact Assessment: Completed 09/01/19. No action required.
	Privacy Impact Assessment:

DRAFT

0
3

Safeguarding Policy
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1. Policy Statement

1.1   The policy outlines our commitment to provide a safe and supportive learning environment for all. In addition, the policy sets out strategies to manage known risk (and any potential risk) to ensure all are protected from harm, abuse, neglect or exploitation.

1.2   Inverness College UHI recognises and complies with our legal and statutory obligations that arise from legislation including the Protection of Children (Scotland) Act 2003, the Adult Support and Protection (Scotland) Act 2007, the Counter-Terrorism and Security Act 2015, the Children and Young People (Scotland) Act 2014 and other relevant guidance and regulations.

2. Definitions

2.1   **Safeguarding:** Involves carrying out our 'Duty of Care' responsibilities in relation to minors, children, adults at risk, students and staff, ensuring the safety and welfare of all. It involves protecting people's health, wellbeing and human rights, thus enabling all to live and study free from harm, abuse, neglect or exploitation. It is fundamental to high quality learning and engagement.

2.2   **Duty of Care:** Our responsibility to use professional expertise and judgement to protect and promote the best interests of students and staff, and to ensure that we exercise an appropriate level of care towards them, as is reasonable within the parameters of our relationship.

Please read and consider Appendix 1 for further important information and definitions that help partners fulfil their safeguarding duties.

3. Purpose

3.1.   Safeguarding, and the emerging agendas connected to safeguarding and duty of care are posing ever increasing challenges and demands in tertiary education. It is a key part of our remit and responsibilities to manage any real (or potential) risk we face, including online, as a learning community.

3.2.   Our duty is to provide a safe and supportive learning environment for all users. For example, recent Scottish and UK government legislation has placed new legal duties and obligations on all Colleges and Universities.

3.3.   The increasing demands and complexity of these responsibilities make it imperative that the University and all Academic Partners utilise and develop shared expertise, models, systems and processes to meet these challenges going forward.

3.4.   The following underpinning principles are shared by the University and all Academic Partners:
3.4.1.   We will utilise a system of named staff (Safeguarding Leads) in the University and each Academic Partner with key responsibilities and duties linked to this role.
3.4.2.   We are committed to Continuing Professional Development and ongoing safeguarding training, especially for Safeguarding Leads.

3.5.   Criminal Convictions
3.5.1   We encourage all applicants and students to disclose information about any criminal convictions or police proceedings which may affect their ability to complete key aspects of their programme or placement. This includes personal restrictions or other

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4   Safeguarding Policy
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conditions arising from court orders or parole conditions e.g. travel, contact with others and use of equipment.

3.5.2 We will offer support and guidance to applicants/students with criminal convictions about course selection and career planning, and advise on the scope for any potential course or placement adjustments.

3.5.3 We have a duty of care to students, staff, visitors and clients to provide a safe and secure environment for all, and will undertake a risk assessment in the event of receiving criminal offence data relating to an applicant/student, to ensure that we do not admit or retain individuals who may pose a significant risk to our community.

3.5.4 We undertake to ensure that, by this policy and related procedures, we operate in consideration of all relevant statutory legislation and professional body requirements.

4 Scope

4.1 This policy applies to the University and all Academic Partners.

4.2 This policy applies throughout University and Academic Partner premises and campuses, including:
- Student accommodation managed by the University or Academic Partners directly
- Sports facilities
- Nurseries operated by the University or Academic Partners
- Any other areas or facilities where University or academic partner activities are carried out

4.3 This policy applies to activities undertaken by all students as part of their studies, including but not limited to:
- Work placements and work experience
- Summer schools, field trips and outreach activities

4.4 This policy applies in all environments, including physical and virtual (e.g. social media and online learning platforms).

5 Exceptions

5.1 This policy does not apply to accommodation advertised by or signposted to by University or Academic Partners (e.g. privately managed student accommodation or listings of private tenancies)

5.2 Third parties using University or Academic Partner facilities (e.g. Highlands and Islands Student Association, other academic institutes, external sports clubs and societies)

5.3 Students attending activities organised and hosted by another academic institute or body e.g. conferences, symposiums, sports tournaments and society gatherings.

5.4 Safeguarding considerations related to studying abroad, ERASMUS or work placement should be referred to the relevant policy (see Section 9).

6 Notification

6.1 All staff are responsible for safeguarding students through their student journey and will be made aware of any changes to the policy.

6.2 Safeguarding Leads will be briefed and trained on the policy and procedures.

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6.3   The policy will be publicly available on our website.

6.4   We will make information available about our Safeguarding Lead and how to contact them. This information will be available both on the our website and the University of the Highlands and Islands' website.

6.5   The regional Student Support Group (SSG) will include any updates to the policy or procedure as an agenda item to ensure that staff group have a forum to discuss changes and best practice.

7   Roles and Responsibilities

7.1   Inverness College UHI's Board of Management/University Court are responsible for approving the policy, ensuring the legal compliance of the policy and ensuring that it is followed. Inverness College UHI's Board of Management/University Court are also responsible for ensuring the strategic effectiveness of the policy.

7.2   Principals / Senior Management Teams are responsible for operational compliance with the policy set by the Inverness College UHI's Board of Management/University Court, and making recommendations to the Board about updates to the policy. Principals / Senior Management Teams are also responsible for ensuring the operational effectiveness of the policy and making provision for training for all staff.

7.3   Safeguarding Leads – are accountable responsibilities as detailed in the Safeguarding Procedures.

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

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

8   Legislative Framework

-    Adults with Incapacity (Scotland) Act 2005
-    Adult Support and Protection (Scotland) Act 2007
-    Children and Young People (Scotland) Act 2014
-    Counter-Terrorism and Security Act 2015
-    Council of Europe Convention on Action against Trafficking in Human Beings
-    Data Protection Act 2018
-    Education (Additional Support for Learning) (Scotland) Act 2004
-    Equalities Act 2010
-    EU Directive of 5th April 2011 on Preventing and Combating Trafficking in Human Beings and Protecting its Victims
-    Forced Marriage etc. (Protection and Jurisdiction) (Scotland) Act 2011
-    General Data Protection Regulation (GDPR) 2018
-    Human Trafficking & Exploitation (Scotland) Act 2015
-    Mental Health (Care and Treatment) (Scotland) Act (2003)
-    Police Act 1997
-    Police and Fire Reform (Scotland) Act 2012
-    Protection of Children (Scotland) Act 2003
-    Protection of Children and Prevention of Sexual Offences (Scotland) Act 2005

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- [Protection of Vulnerable Groups (Scotland) Act 2007](#)
- [Rehabilitation of Offenders Act 1974](#)
- [Sexual Offences Act 2003](#)
- [Sexual Offences (Scotland) Act 2009](#)
- [United Nations Convention on the Rights of the Child 1992](#)

9 Related Policies, Procedures, Guidelines and Other Resources

- [Approved Placement Policy](#)
- [Complaints Handling Procedures](#)
- [Fitness to Practice Guidelines](#)
- [Fitness to Study Guidelines](#)
- [IT Acceptable Use Policy](#)
- [Promoting a Positive Learning Environment Policy](#)
- [Student Code of Conduct](#)
- [Study Abroad Policy and Guidance](#) (forthcoming)

10 Version Control and Change History

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

Appendix 1: Definitions

1)   **Minor:** Any child under the age of 16. For example, a school pupil studying at college on a school link program.

2)   **Child:** A child can be defined differently in different legal contexts. Under the Children and Young People (Scotland) Act 2014 a "child" will be defined for the purposes of all Parts of that Act, as someone who has not attained the age of 18.

2.1   The individual young person's circumstances and age will dictate what legal measures can be applied. For example, the Adult Support and Protection (Scotland) Act 2007 can be applied to over-16s where the criteria are met.

2.2   Where a young person between the age of 16 and 18 requires protection, services will need to consider which legislation or policy, if any, can be applied. This will depend on the young person's individual circumstances as well as on the particular legislation or policy framework. On commencement of the Children and Young People (Scotland) Act 2014, similar to child protection interventions, all adult protection interventions for 16 and 17 year olds will be managed through the statutory single Child's Plan.

2.3   The Children's Hearings (Scotland) Act 2011 now contains the current provisions relating to the operation of the Children's Hearings system and child protection orders. Section 199 states that, for the purposes of this Act, a child means a person under 16 years of age.

2.4   Additionally, children who turn 16 during the period between when they are referred to the Children's Reporter and a decision being taken in respect of the referral, are also regarded as "children" under the Act. Children who are subject to compulsory measures of supervision under the Act on or after their 16th birthday are also treated as children until they reach the age of 18.

2.5   The United Nations Convention on the Rights of the Child applies to anyone under the age of 18.

3)   **Child Protection:** Child Protection is a part of the overall area of safeguarding and refers to the activities undertaken to protect specific children who are being harmed or are at risk of suffering harm.

4)   **Adult at Risk:** Someone who is aged 16 or over and who is, or may be, in need of community care services by reason of mental or other disability, age or illness; and who is, or may be, unable to take care of him or herself, or unable to protect him or herself against significant harm or exploitation

5)   **Vulnerable Adult:** Vulnerable Adult is the term that was previously used to refer to someone we would most often now refer to as an Adult at Risk

6)   **Harm:** Harm is most broadly defined as being all harmful conduct, but more specifically is: conduct which causes physical, psychological or self-harm or unlawful conduct which appropriates or adversely affects property, rights or interests.

7)   **Abuse:** A broad definition of abuse is: all forms of physical and/or emotional ill treatment, neglect or negligent treatment or commercial or other exploitation, resulting in actual or potential harm to health, survival, development or dignity in the context of a relationship of responsibility, trust or power.

8) **Trafficking:** The recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force or other forms of coercion, abduction, fraud, deception, abuse of power or a position of vulnerability, or the giving or receiving of payments or benefits to obtain the consent of a person having control over another person, for the purpose of exploitation.

9) **Exploitation:** Includes the exploitation or the prostitution of others, or other forms of sexual exploitation, forced labour or services, slavery or practices similar to slavery, servitude or the removal of organs.

10) **Corporate Parenting:** Is a legal duty placed on all Colleges and Universities in relation to those applicants and learners from 'care experienced backgrounds'. It involves a number of key duties and obligations.

11) **Prevent:** All Colleges and Universities have to fulfil new obligations under the Counter Terrorism and Security Act 2015: to have due regard to the need to prevent learners from being drawn into terrorism.

12) **Hate Crime:** is associated directly with protected personal characteristics, (Also see **e-safety**)
    12.1 The Scottish Government defines hate crime as: "Crime committed against a person or property that is motivated by malice or ill-will towards an identifiable social group". In other words, a hate crime is a crime against someone because of who they are.
    12.2 Characteristics covered by Scots law include race, religion, sexual orientation, transgender identity, and disability. Hate crime legislation does not cover crimes against someone because of their gender, although other Laws may apply based on the crime.
    12.3 Some colleges and universities have become Third Party Reporting Organisations for hate crime. They have committed to report any form of hate crime and to work with local Police and partners to encourage a tolerant and diverse learning community. This definition also applies to activities online and also to hate speech.

13) **Care Experienced Children and Young People:** Any child or young person who has experienced living in foster care, residential accommodation, living at home but under a supervision order, those in kinship care, or living in a secure unit. New changes in legislation give Young people some choice in where they stay after they turn 16.

14) **E-safety**: E-safety is the safeguarding of vulnerable people online (and includes some or all of the following: bullying, stalking, harassment, blackmail, fraud, abuse, hate crime)
    14.1 The dangers associated with being online are huge: but here are some of the main risks and most common issues. Some of the risks and dangers are exclusively related to being online, but for some issues the dangers can happen off-line as well (in the real world). Some dangers can apply to both realms and in some cases can happen in both simultaneously.
    14.2 Bullying, harassment, grooming or stalking, are examples of inappropriate behaviour that can happen both online and in the real world or can take place in both realms simultaneously.
    14.3 Safeguarding for issues that happen online is becoming increasingly important, especially for sexually motivated activities like grooming, or sexting; which in turn can include blackmail or fraud. Blackmail and Identity Fraud are also examples of online

crimes that are increasingly committed using others personal details or accounts on-line.

14.4 Safeguarding includes ensuring learners are aware of the dangers online and know how to protect themselves online and how to report an issue or concern. New legislation connected to **Prevent** have placed a duty on Universities and Colleges around e-safety – as part of our duty to prevent vulnerable students being radicalised and being drawn into extremism.

15) **Sexting**: is when someone sends or receives a sexually explicit text, image or video on their mobile phone, usually in a text message.

16) **Grooming:** is when someone builds an online relationship with a young person and tricks them or forces them to do something sexual. It might include trying to meet up with the young person. People who do this often lie about who they really are.

17) **Forced marriage:** A forced marriage is one where people are made to get married against their will. It may also involve physical or emotional abuse. This is not arranged marriage – which is consented to by both parties.

18) **Blackmail:** The crime of threatening to reveal embarrassing, disgraceful or damaging facts (or rumours) about a person to the public, family, spouse or associates unless paid off to not carry out the threat. It is one form of extortion (which may include other threats such as physical harm or damage to property). Online blackmail can be connected to the posting or sending of compromising photos, videos or details.

19) **Identity fraud:** Is the act of deliberately using a stolen or fictitious identity to make applications for new products or services or to open a new account. Facility takeover fraud, or account takeover fraud, is when a fraudster has enough details (like passwords) to bypass security on your existing accounts and take them over.

20) **Female genital mutilation: (FGM)** is the partial or total removal of external female genitalia for non-medical reasons. It's also known as female circumcision, cutting or Sunna. Religious, social or cultural reasons are sometimes given for FGM. However, FGM is child abuse. It is dangerous and a criminal offence.

21) **Human Trafficking:** the recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation. Exploitation shall include, at a minimum, the exploitation of the prostitution of others or other forms of sexual exploitation, forced labour or services, slavery or practices similar to slavery, servitude or the removal of organs.

23) **Slavery:** A person who is by law deprived of their liberty for life, and becomes the property of another. Slavery and trafficking are often joined together for safeguarding purposes.

24) **Gender Based Violence**

24.1 Describes a spectrum of behaviour that starts with objectification and unwanted comments and includes: intimidation, harassment, online abuse, intimate image sharing, domestic abuse, physical and emotional abuse, stalking, sexual assault and murder. The term also includes commercial sexual exploitation and so-called 'honour

based' violence, including female genital mutilation, forced marriages and 'honour' crimes.

24.2 Scotland uses the term gender based violence because women and girls are much more likely to experience it and men most likely to perpetrate it as a result of the continued inequality in our society. However, the term recognises that men and the LGBT+ community can be victims too.

Department/Section: Date of Assessment: Review Due:

Author/Owner: Signature: Date:

Step 1

Aim of proposed activity/decision/new or revised policy or procedure:

New ❏
Revised ❏
Existing ❏

Who will be affected?

Who will be consulted?

Evidence available:

Step 2

Potential Positive/Negative/Neutral Impact Identified. P, N, N/I	Age	Disability	Gender Reassignment	Marriage/Civil Partnership*	Pregnancy and Maternity	Race	Religion or Belief	Sex	Sexual Orientation
Eliminating Discrimination									
Advancing Equality of Opportunity.									
Promoting Good Relations.									

Step 3

Action to be taken:

Summary of EIA Outcome – please tick

No further action to be carried out ❏

Amendments or changes to be made ❏

Proceed with awareness of adverse impact ❏

Abandon process – Stop and Rethink ❏

Please forward completed EIA forms to Nicholas Oakley, Governance and Policy Officer.

Inverness College UHI, University of the Highlands and Islands

Student Code of Conduct

Purpose

The Student Code of Conduct sets out expectations for all students enrolled at Inverness College UHI, the University of the Highlands and Islands and all Academic Partners. All students are expected to conduct themselves in an appropriate manner to other students, staff and external organisations.

A breach of the Student Code of Conduct will be treated as misconduct and dealt with using the appropriate procedures identified using the decision tree in in Appendix 2 of the Promoting a Positive Learning Environment Policy.

The University and Academic Partners aim to act reasonably in dealing with alleged or actual student misconduct. We seek to balance the interests of all students, staff, local communities, businesses and other organisations with whom we seek to maintain good relationships.

Behaviour that is expected of students:

Students are expected to observe the Code of Conduct throughout their studies. The Code of Conduct applies to behaviour in both physical and online environments. Students are expected:
- To take responsibility for their own actions and conduct;
- To behave in a manner that fosters respect and understanding between all members of our community;
- To act within the law and not to engage in any activity or behaviour that is likely to bring the University or Academic Partners into disrepute;
- To value the good relationships Inverness College UHI the University and Academic Partners have with local communities, businesses and other organisations;
- To avoid behaving or communicating in ways that are likely to cause offence, e.g. using abusive or obscene language or engaging in discriminatory or anti-social behaviour;
- To treat all Inverness College UHI and University property with care;
- To comply with requests of members of staff;
- To adhere to Health and Safety policies and protocols (including fire alarms) and to comply with any temporary changes during maintenance or repairs.

Reporting suspected breaches of the Student Code of Conduct

Students can report suspected breaches of the Student Code of Conduct to any member of staff. Should the report be of a personal or sensitive nature, students can discuss the issue with a member of staff they trust or speak to a representative from the Highlands and Islands Students Association.

Students should remember that making vexatious or malicious allegations is a breach of the Student Code of Conduct.

Behaviour that will be regarded as misconduct

The table below sets out examples of behaviour that will be regarded as misconduct. These behaviours could be verbal, physical or written, in person or online. The list is not exhaustive and action may be brought against other unacceptable behaviours. Where there are reasonable grounds for suspicion that a student has breached the Code of Conduct, staff can take appropriate action to investigate.

People	
Disciplinary Offence	**Examples of Unacceptable Behaviour**
Physical Misconduct	· Use of weapons · Punching · Kicking · Slapping · Pulling hair · Biting · Spitting · Pushing · Shoving
Sexual Misconduct, Gender Based Violence and Indecency	· Sexual intercourse or engaging in a sexual act without consent · Attempting to engage in sexual intercourse or engaging in a sexual act without consent · Sharing private sexual materials of another person without consent · Kissing without consent · Touching inappropriately through clothes without consent · Inappropriately showing sexual organs to another person · Repeatedly following another person without good reason · Making unwanted remarks of a sexual nature · Stalking · Harassment or any unwanted conduct which has the purpose or effect of violating the dignity of an individual, or creating an intimidating, hostile, degrading, humiliating or offensive environment for them, relating to their gender, sexual orientation or gender identity (also refer to section below on gender based violence) · Engaging in any sexual acts on University or Academic Partner premises (excluding halls of residence)
Abusive, Threatening and Intrusive Behaviour	· Carrying of weapons · Threats to hurt another person · Radicalisation of others or sharing information related to extremism · Abusive comments relating to sex, sexual orientation, religion or belief, race, pregnancy/maternity, marriage/civil partnership, gender reassignment, disability or age · Bullying or victimisation (including cyber bullying) · Acting in an intimidating or hostile manner · Use of inappropriate language · Repeatedly contacting another person (by phone, email, text or on social media) against the wishes of the other person · Vexatious or malicious allegations

	· Unauthorised audio or video recording of staff or students without their knowledge and/or consent
Alcohol, Controlled Substances and Prescription Medication	· Supplying or being involved in the supply of controlled substances or non-prescribed medication · Supplying or being involved in the supply of alcohol to minors or areas where there is an alcohol ban · Use of controlled substances on any campus · Consume alcohol at any time prior to taking part in practical activities · Failure to advise staff of using prescription medication where side effects could pose a risk to the student, other students or staff
Academic Misconduct	- Collusion: working with others to complete an assessment when an assessment must be completed by individual students. - Copying from another student (including using ICT to do so) - Frivolous content – producing content that is unrelated to the assessment in question. - Offensive content such as the inclusion of inappropriate, offensive, discriminatory or obscene material in assessment evidence. - Inappropriate behaviour during an assessment that causes disruption to others. This includes shouting and/or aggressive behaviour or language. - Plagiarism: failure to acknowledge sources properly (including self-plagiarism), and/or the submission of another person's work as if it were the student's own. - Cheating: normally through the use of unauthorised aids. - Being in possession during an assessment of unauthorised materials including (but not limited to) mobile phones, MP3 players, notes. - Falsification or fabrication of data - Impersonation i.e. pretending to be someone else. · Academic misconduct will normally be investigated through the relevant Academic Misconduct procedure. Incidents may also be investigated under the Disciplinary Procedure, e.g. if they involve unauthorised use of property, threatening behaviour etc. · Academic Misconduct may result in the University or Academic Partner making a report to an external awarding body or Professional, Statutory and Regulatory Bodies (PSRB)

Property	
Disciplinary Offence	**Examples of Unacceptable Behaviour**
Damage to Property	· Causing any damage to property belonging to Inverness College UHI and/or the University, including staff and student property

Unauthorised Taking or Use of Property	· Unauthorised entry onto or unauthorised use of Inverness College UHI and/or University premises · Taking property belonging to another without permission · Misuse of Inverness College UHI and/or University property (for example computers, workshop and laboratory equipment)
Causing A Health or Safety Concern	· Behaviour or act causing a health or safety concern to people, animals or the environment · Act/omission/negligence that caused or could have caused harm on Inverness College UHI and/or University premises or during activities (for example, interfering with fire safety equipment, smoking cigarettes or vaping in non-designated areas, misuse of equipment, not following safety protocols)

Organisation	
Disciplinary Offence	**Examples of Unacceptable Behaviour**
Operational Obstruction	· Acts/omissions/statements intended to deceive Inverness College UHI and/or the University or to conceal the misconduct of others · Disruption of the activities of Inverness College UHI and/or the University (including academic, administrative, sporting and social) · Disruption of or interference with the functions, duties or activities of any student or employee or any authorised visitor to Inverness College UHI and/or the University · Fraud, forgery, unauthorised use of funds, financial impropriety, including activity related to student support funds, fee waivers, research funds, scholarships etc. · Bribery / attempted bribery · Breach of the Persistent and Vexatious Complaints Policy
Reputational Damage	· Behaviour which has caused damage, could have caused damage or may cause damage to the reputation of Inverness College UHI and/or the University · Behaviour which has caused damage, could have caused damage or may cause damage to the reputation of Inverness College UHI and/or the University

Gender Based Violence

Gender based violence (GBV) is a function of gender inequality, and is normally an abuse of male power and privilege. It takes the form of actions that result in physical, sexual and psychological harm or suffering to women and children, or affront to their human dignity, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or private life.

While it is acknowledged that gender based violence mostly affects women and that predominantly men are the perpetrators, it may impact individuals of any age, gender, sexual orientation, faith or ethnicity.

- Domestic abuse (including coercive control)

- Stalking
- Harassment or any unwanted conduct which has the purpose or effect of violating the dignity of an individual, or creating an intimidating, hostile, degrading, humiliating or offensive environment for them, relating to their gender, sexual orientation or gender identity.
- Rape and sexual assault
- Child and childhood sexual abuse
- Commercial sexual exploitation, including prostitution, pornography and trafficking
- Female genital mutilation
- Forced and child marriages
- Abuse by other family members, so called 'honour-based' and dowry-related violence crimes
- Threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or private life

Gender based violence is not condoned by the University or Academic Partners. We are committed to working in partnership with relevant local organisations to support victims of gender based violence, including assisting victims to report suspected crimes to the police. Allegations or incidents of gender based violence may also be treated as a breach of the Student Code of Conduct and relevant procedures followed.

Precautionary Action

In the event of an allegation of misconduct, a student may be excluded from Inverness College UHI until the investigation is completed if there is risk of harm to themselves, other students or staff. During this time they will be able to continue to study remotely and will receive any student support funds they are entitled to. This precautionary action is not a punishment, but is intended to protect the interests of all parties.

Disciplinary Action

Following an investigation disciplinary action that may be applied include, but are not limited to: written apology to the aggrieved party; compulsory attendance at a workshop/coaching session; restrictions/conditions on attendance; verbal warning; written warning; fines for wilful damage, theft or non-return of equipment; exclusion from the course; de-registration (postgraduate research students); removal of university award; permanent exclusion from the University and all Academic Partners.

The disciplinary action applied will be proportionate and take full account of the individual circumstances of the misconduct.

Multiple or repeated incidents of misconduct may be more serious than a single act of misconduct, and previous incidents may be taken into account when determining what disciplinary action should be applied.

Depending on the disciplinary action applied, students risk losing entitlement to student support funds and may be liable to pay their tuition fees in full.

Alleged misconduct which may constitute a criminal offence

Where alleged misconduct may constitute a criminal offence, Inverness College UHI, University and Academic Partners will use the following principles:

1) The criminal process will take priority and any internal disciplinary procedure will be suspended until further guidance is received from the police.

2) Precautionary action will be considered using the Safeguarding Lead Procedures. This involves a risk assessment which may result in reasonable and appropriate action being taken e.g. imposition of conditions, exclusion from some or all Inverness College UHI, University or Academic Partner premises, and/or removal of access to services.
3) Where necessary, appropriate support will be provided to all parties involved in the incident.
4) Irrespective of the outcome of the criminal process Inverness College UHI, University and Academic Partners may consider the alleged misconduct as an internal disciplinary matter.

With respect to 4), where a student is convicted of or cautioned or warned for a criminal offence, this may be relied upon as evidence in any disciplinary proceedings provided that the circumstances leading to that conviction are directly relevant to the allegation. Any sentence or order pronounced by a court may be taken into account in the imposition of any sanction.

Professional Standards and Fitness to Practise

Students on courses accredited by a Professional, Statutory and Regulatory Bodies (PSRB) are also subject to the professional standards and/or Codes of Conduct issued by the PSRB. The student will be advised if this is applicable at the start of their course.

Any breach of the Student Code of Conduct or professional standards may be reported directly to the PSRB and/or trigger a Fitness to Practise procedure.

This may lead to a student being withdrawn from their course, dismissed from their job, barred from employment in that profession, and/or a criminal investigation.

Inverness College UHI, Oilthigh na Gàidhealtachd agus nan Eilean

Còd Giùlain nan Oileanach

Rùn

Tha Còd Giùlain nan Oileanach ag innse na tha air a shùileachadh bho oileanaich a tha clàraichte aig Inverness College UHI, Oilthigh na Gàidhealtachd agus nan Eilean agus gach Pàirtear Acadaimigeach. Bidh aig gach oileanach ri iad fhèin a ghiùlan gu h-iomchaidh mu choinneamh oileanaich eile, luchd-obrach agus bhuidhnean bhon taobh a-muigh.

Bidh briseadh air Còd Giùlain nan Oileanach air a dèiligeadh ris mar mhì-ghiùlan agus thèid a làimhseachadh a rèir nam modhan-obrach iomchaidh air an togail bhon chraoibh-roghainn ann an Eàrr-ràdh 2 den Phoileasaidh A' Brosnachadh Àrainneachd-ionnsachaidh Dheimhinneach.

Tha an t-Oilthigh agus a Phàirtearan Acadaimigeach airson a bhith reusanta anns an dòigh a dhèiligeas iad ri casaid no mì-ghiùlan dearbhte oileanaich. Bidh sinn a' feuchainn ri cothromachadh maith gach oileanaich, luchd-obrach, choimhearsnachdan ionadail, ghnìomhachasan agus bhuidhnean eile leis a bheil sinn a' feuchainn ri deagh cheanglaichean a chumail.

Giùlan a tha air a shùileachadh bho oileanaich:

Tha e an dùil gun cùm oileanaich an Còd Giùlain cho fad 's a bhios iad ag ionnsachadh. Tha an Còd Giùlain a' bualadh air giùlan ann an suidheachaidhean corporra agus air-loidhne. Tha e air a shùileachadh bho oileanaich:

- Uallach a ghabhail airson nan gnìomhan agus a' mhodha aca fhèin
- Iad fhèin a ghiùlan ann an dòigh a bhrosnaicheas spèis agus tuigse eadar gach ball den choimhearsnachd againn
- A bhith ag obair taobh a-staigh an lagha agus gun a bhith ri gnìomh no cleachdadh a tharraingeas mì-chliù air an Oilthigh no a Phàirtearan Acadaimigeach
- Gun cuir iad luach air na deagh cheanglaichean a tha aig Inverness College UHI, aig an Oilthigh agus aig a Phàirtearan Acadaimigeach le coimhearsnachdan ionadail, gnìomhachasan agus buidhnean eile
- A bhith a' cumail air taobh a-staigh an lagha agus gun a bhith ri gnìomh no modh a dh'fhaodadh dìmeas a thoirt air an Oilthigh no na Pàirtearan Acadaimigeach
- Gun seachnaich iad dòigh-ghiùlain agus dòigh-bruidhinn a bheir oilbheum, m.e. a bhith ri droch-chainnt no cainnt dhrabasta no a bhith leth-bhreitheach no ana-shòisealta
- Gun làimhsich iad sealbh an Oilthigh agus gach Inverness College UHI le faiceall
- Gun gabh iad ri iarrtasan luchd-obrach

- Gun gabh iad ri poileasaidhean Slàinte is Sàbhailteachd agus pròtacalan (rabhaidhean teine nam measg) agus gun gabh iad ri atharrachadh sealach sam bith fhad 's a bhios càradh no ath-nuadhachadh a' dol air adhart

A' leigeil fios mu bhrisidhean air Còd Giùlain nan Oileanach

Ma tha oileanach den bheachd gun deach Còd Giùlain nan Oileanach a bhriseadh air dòigh air bith, faodaidh iad seo innse do neach-obrach.

Ma thachras gum bi rud pearsanta no nàireach ri innse, faodaidh oileanaich an gnothach innse do neach-obrach sa bheil earbsa aca no faodaidh iad bruidhinn ri riochdaire bho Chomann Oileanach na Gàidhealtachd agus nan Eilean.

Bu chòir do oileanaich a chuimhneachadh gur e briseadh Còd Giùlain nan Oileanach a tha ann a bhith a' cur chasaidean leamhadach no guineach an aghaidh neach.

Giùlan a bhios air a mheas mar mhì-ghiùlan

Tha an clàr gu h-ìosal a' toirt eisimpleirean den t-seòrsa giùlain a tha air am meas mar mhì-ghiùlan. Dh'fhaodadh an giùlan sin a bhith labhairteach, corporra no sgrìobhte, aghaidh ri aghaidh no air-loidhne. Chan eil an liosta seo iomlan agus faodaidh casaidean a bhith air an togail an aghaidh mì-ghiùlan eile. Far a bheil amharas reusanta ann gun do bhris oileanach Còd Giùlain nan Oileanach, faodaidh luchd-obrach rannsachadh a chur air dòigh.

Daoine	
Adhbhar Smachdachaidh	**Eisimpleirean de ghiùlan nach gabhar ris**
Mì-ghiùlan Corporra	· A' cleachdadh armachd · A' toirt dòrn · A' toirt buile coise · A' toirt sgleog · A' tarraing falt · A' bìdeadh · A' tilgeil smugaid · A' putadh · A' brùthadh a-null 's a-nall
Mi-ghiùlan Feiseil, Fòirneart air Sgàth Gnè agus Gairisneachd	· Ri feise no ri gnìomh feise gun chead · A' feuchainn ri bhith ri feise no a bhith ri gnìomh feise gun chead A' sgaoileadh stuthan feiseil prìobhaideach a bhuineas do neach eile gun chead · A' pògadh gun chead · A' suathadh gu mì-iomchaidh tro aodach neach eile gun chead · A' taisbeanadh buill-gineamhainn do neach eile gu mì-iomchaidh · Daonnan a' leantainn neach eile gun adhbhar · Ri cainnt dhrabasta nach eil daoine ag iarraidh · A' lorgachadh · Sàrachadh no dol air adhart sam bith a nì dimeas air spèis neach, no a chruthaicheas suidheachadh eagallach, nàimhdeil, tàmailteach, suarachail, no oilbheumach dhaibh, a tha a' buntainn dhan ghnè, dhan

	stèidheachadh gnèitheasach no dhan dearbh-aithne gnè aca (coimhead cuideachd air an earrain gu h-ìosal mu fhòirneart air sgàth gnè) · Ri gnìomhan feise air fàrdaichean an Oilthigh no nam Pàirtearan Acadaimigeach (chan eil seo a' gabhail a-steach thallachan-còmhnaidh)
Ana-chainnt, Bagairt, agus Mì-ghiùlan Sàithteach	· A' giùlan armachd · A' bagairt neach eile a ghortachadh · A' radaigeachadh feadhainn eile no a' sgaoileadh fiosrachadh co-cheangailte ri eastreamachas · Ana-cainnt a thaobh gnè, stèidheachadh gnèitheasach, creideamh no cràbhachd, cinneadh, leatromachd/màthrachas/com-pàirteachas sìobhalta, ath-bhuileachadh gnè, ciorramachd no aois. · Burraidheachd no claoidheachd (sìobar-burraidheachd nam measg) · A' maoidheadh no a' spochadh · Ri cainnt mì-iomchaidh · Daonnan a' conaltradh gun iarraidh ri neach eile (fòn, post-d, teacsa, no na meadhanan sòisealta) · Casaidean draghail no guineach · A' dèanamh clàradh claisteach no bhidio de luchd-obrach no oileanaich gun fhiosta dhaibh agus/no gun chead
Alcol, Stuthan Cuingealaichte agus Cungaidhean-leighis Òrdaichte	· A' solarachadh no an sàs ann an solarachadh stuthan ceannsaichte no chungaidhean-leighis neo-òrdaichte · A' solarachadh no an sàs ann an solarachadh alcol do dhaoine fo aois no ann an àrainnean far a bheil casg air alcol · A' cleachdadh stuthan ceannsaichte air campas sam bith · Ag òl alcol aig àm sam bith ro ghabhail pàirt ann an obair phragtaigeach · Gun a bhith ag innse do luchd-obrach mu bhuaidh chungaidhean-leighis òrdaichte far am faod seo an t-oileanach fhèin, oileanaich no luchd-obrach eile a chur ann an cunnart
Mì-ghiùlan Acadaimigeach	- Co-obrachadh mì-laghail: ag obair còmhla ri feadhainn eile gus measadh a choileanadh nuair a dh'fheumas measadh a bhith air a choileanadh leis an oileanach fhèin. - A' copaigeadh obair oileanach eile (le ICT cuideachd) - Susbaint ghòrach – a' cur a-steach stuth nach boin dhan mheasadh - Susbaint oilbheumach mar stuthan a tha mì-iomchaidh, oilbheumach, leth-bhreitheach no drabastach - Giùlan mì-iomchaidh a bhios a' dèanamh dragh do oileanaich eile fhad 's a tha measadh a' gabhail àite. Tha seo a' toirt a-steach èigheachd agus/no giùlan no cainnt ionnsaigheach. - Mèirle-sgrìobhaidh: gun aithne a thoirt gu ceart do thùsan (fèin-mhèirle-sgrìobhaidh na lùib), agus/no a' tabhainn obair neach eile mar an obair aig an oileanach fhèin.

	- Ri foill: mar as trice le goireas nach eil ceadaichte. - Fhad 's a tha measadh a' dol air adhart, stuthan nach eil ceadaichte a bhith aig neach, mar (ach, chan ann a-mhàin) fònaichean-làimhe, cluicheadairean MP3, notaichean. - A' dèanamh suas no a' breugnachadh dàta - A' leigeil ort gur e cuideigin eile a tha annad. · Thèid mi-ghiùlan acadaimigeach a rannsachadh anns a' chumantas a rèir a' mhodha iomchaidh airson dèiligeadh ri Mì-ghiùlan Acadaimigeach. Cuideachd, faodaidh tachartasan a bhith air an rannsachadh a rèir a' Mhodh Smachdachaidh, m.e. ma tha cleachdadh sealbh gun chead, no giùlan bagairteach na lùib agus m.s.a.a. · Faodaidh Mì-ghiùlan Acadaimigeach aithisg adhbhrachadh bhon Oilthigh no bhon Phàirtear Acadaimigeach a thèid gu buidheann dhuaisean a-muigh no gu Buidhnean Proifeiseanta, Reachdail agus Riaghlaidh no (PSRB).

Sealbh	
Adhbhar Smachdachaidh	**Eisimpleirean de ghiùlan nach gabhar ris**
Milleadh Seilbh	· A' dèanamh milleadh air sealbh sam bith le Inverness College UHI, agus/no dhan Oilthigh, a' toirt a-staigh sealbh luchd-obrach agus oileanaich
A' Falbh le no a' Cleachdadh Sealbh gun Chead	· A' dol a-staigh gu no a' cleachdadh fardaichean Inverness College UHI, agus/no leis an Oilthigh gun chead · A' falbh le sealbh neach eile gun chead · A' mì-chleachdadh sealbh Inverness College UHI agus/no an Oilthigh (mar eisimpleir compiutairean, uidheam às na bùthan-obrach agus às na h-obair-lannan)
Ag Adhbhrachadh Dragh mu Shlàinte no Tèarainteachd	· Giùlan no gnìomh a dh'adhbhraicheas dragh mu shlàinte no tèarainteachd dhaoine, bheathaichean no na h-àrainneachd. · Gnìomh/ rud nach do rinneadh/leibiteachd a dh'adhbhraich no a dh'fhaodadh cron adhbhrachadh air Inverness College UHI agus/no fardaichean an Oilthigh no fhad 's a tha tachartasan a' dol air adhart (mar eisimpleir, a' beantainn ri uidheamachd casg teine, a' smocadh thoitean, no a' bheupadh ann an àitean nach eil comharraichte, mì-chleachdadh uidheamachd, gun cumail ri protocolan tèarainteachd)
Buidheann	
Adhbhar Smachdachaidh	**Eisimpleirean de ghiùlan nach gabhar ris**
A' Cur Bacadh air Obair	· Gnìomhan/rudan nach do rinneadh/briathran a tha airson Inverness College UHI/no an Oilthigh a mhealladh no mì-ghiùlan feadhainn eile a chleith

	· Obair Inverness College UHI/no an Oilthigh a mhilleadh no a bhacadh (a' gabhail a-steach obair acadaimigeach, rianachd, spòrs, agus sòisealta) · A' bacadh obraichean, dleastanasan, no gnìomhan oileanaich no neach-obrach no neach aig a bheil cead-tadhail air Inverness College UHI agus/no an Oilthigh · Foill, meall-sgrìobhadh, a' cleachdadh maoin gun chead, mì-chleachdadh air maoin, a' toirt a-steach ghnìomhan co-cheangailte ri maoin-taic nan oileanach, tar-sgaoileadh tàille, maoin rannsachaidh, sgoilearachasan agus msaa. · Brìbearachd / oidhirp air brìbearachd · Briseadh Poileasaidh Ghearanan Sàrachail agus Leantainneach
Milleadh Cliù	· Giùlan a tha air milleadh a dhèanamh, a dh'fhaodadh milleadh a dhèanamh, no is dòcha a nì milleadh air cliù Inverness College UHI agus/no an Oilthigh

Fòirneart Air Sgàth Gnè

Tha fòirneart air sgàth gnè (GBV) na phàirt de neo-ionannachd gnè, agus anns a' chumantas 's e mì-chleachdadh cumhachd agus pribhleid nam fireannach a tha ann. Nochdaidh e ann an gnìomhan a nì cron gu corporra, gu gnèitheasach, agus gu saidhceòlach agus a bheir fulangas do bhoireannaich agus do chloinn, no a nì dì-meas air an uaisleachd daonna aca. Tha seo a' gabhail a-steach a bhith a' bagairt an leithid de ghnìomhan orra, fòirneadh no saorsa a thoirt bhuapa air thuairmeas, co-dhiù sa bheatha phoblaich no phrìobhaidich.

Ged a tha e aithnichte gu bheil fòirneart air sgàth gnè a' bualadh air boireannaich airson a' chuid as motha agus gur iad fir a nì seo, faodaidh seo bualadh air neach de aois, gnè, stèidheachadh gnèitheasach, creideamh no cinneadh sam bith.

- Droch-dhìol san dachaigh (smachd fòirnidh na lùib)
- A' lorgachadh
- Sàrachadh no dol air adhart sam bith a tha airson dìmeas a dhèanamh air spèis neach, no a chruthaicheas suidheachadh eagallach, nàimhdeil, tàmailteach, suarachail, no oilbheumach dhaibh, a tha a' buntainn dhan ghnè, stèidheachadh gnèitheasach no dhan dearbh-aithne gnè aca
- Èigneachadh agus ionnsaigh dhrabasta
- Droch-dhìol gnèitheasach air leanabh agus air leanabas
- Dubh-shaothrachadh gnèitheasach airson malairt, a' gabhail a-steach siùrsachd, pòrnografachd, agus trafaigeachd
- Milleadh buill-ghineamhainn boireannaich
- Pòsadh-sparraichte agus pòsaidhean chloinne
- Droch-dhìol bho bhuill an teaghlaich, eucoir fhòirneartach co-cheangailte ri 'onair' mar a tha aca air agus ri tochraichean
- A' bagairt an leithid de rud orra, fòirneadh no saorsa a thoirt bhuapa air thuairmeas, co-dhiù sa bheatha phoblaich no phrìobhaidich

Chan eil an t-Oilthigh no Pàirtearan Acadaimigeach a' gabhail ri fòirneart air sgàth gnè. Tha sinn gu mòr airson a bhith ag obair còmhla ri buidhnean ionadail iomchaidh gus taic a thoirt don fheadhainn

a dh'fhulaingeas fòirneart air sgàth gnè, agus tha seo a' toirt a-steach a bhith a' cuideachadh an fheadhainn a dh'fhulaing gus innse don phoileas mu eucoirean a shaoil iad a chaidh a dhèanamh. Cuideachd, faodar dèiligeadh ri casaidean no tachartasan de fhòirneart air sgàth gnè mar bhriseadh air Còd Giùlain nan Oileanach agus theid na modhan dligheach a chur an gnìomh.

Gnìomh Ro-shealltaineach

Far a bheil casaid de mhì-ghiùlan ann, dh'fhaodadh gum bi oileanach toirmisgte bho Inverness College UHI agus am bi an rannsachadh seachad ma tha cunnart ann dhaibh fhèin, no do oileanaich no luchd-obrach eile. Fhad 's a bhios seo a' dol air adhart, faodaidh iad cumail orra leis na sgrùdaidhean aca far a' champais agus gheibh iad maoineachadh sam bith air a bheil iad airidh mar oileanaich. Chan e peanas a tha anns a' ghnìomh ro-shealltaineach seo, ach tha e mar dhòigh airson gach taobh a dhìon.

Gnìomh Smachdachaidh

An dèidh an rannsachaidh, faodaidh smachdachadh a bhith ann mar, ach chan fheum e a bhith cuingealaichte ri: leisgeul ann an sgrìobhadh dhan neach a bha air a leimheachadh; òrdugh gus bùth-obrach/seisean coidsidh a fhrithealadh; bacaidhean/cumhachan air frithealadh; rabhadh labhairte; rabhadh ann an sgrìobhadh; càin airson milleadh a dh'aona-ghnothach, mèirle no uidheamachd gun a thilleadh; casg bhon chùrsa; call clàraidh (oileanaich-rannsachaidh for-cheumnach); call duais an oilthigh; buan-chasg bhon Oilthigh agus bho gach Pàirtear Acadaimigeach.

Bidh an gnìomh smachdachdaidh co-rèireach agus bheir e fa-near do gach iall den mhì-ghiùlan.

Faodaidh mì-ghiùlain tric a bhith na bu mhiosa na mì-ghiùlan a thachair aon turas. Faodaidh beachd a ghabhail air na thachair anns an àm a chaidh nuair a thèid beachdachadh air dè an gnìomh smachdachaidh a bu chòir a chur an sàs.

A rèir a' bhreithneachaidh, dh'fhaodadh oileanaich a bhith ann an cunnart maoineachadh-taic nan oileanach a chall agus dh'fhaodadh gun tèid iarraidh orra na tàillean taoitearachd aca a phàigheadh gu h-iomlan.

Casaid de mhì-ghiùlain a dh'fhaodadh a bhith na eucoir

Far am faod mì-ghiùlan a bhith air a mheas na eucoir, cleachdaidh Inverness College UHI, an t-Oilthigh agus Pàirtearan Acadaimigeach na prionnsabalan a leanas:

1) Gheibh modh-obrach airson eucoir prìomhachas agus thèid modh-obrach smachdachaidh a-staigh a chur gu aon taobh gus an tig tuilleadh stiùiridh bhon phoileas.
2) Thèid beachdachadh am bu chòir gnìomh ro-shealltaineach a chur an gnìomh a rèir Prìomh Mhodhan-obrach Dìon. Tha seo a' toirt a-steach measadh riosgan agus dh'fhaodadh seo adhbhrachadh gnìomhan reusanta agus co-rèireach a chur air dòigh m.e. cumhachan a chur an sàs, a' casg bho phàirt de no bho gach togalach leis an Oilthigh no na Pàirtearan Acadaimigeach, agus/no a' call cothrom air seirbhisean.
3) Far a bheil seo iomchaidh, dh'fhaodadh ceum reusanta, co-rèireach a bhith air a chur an sàs do gach taobh.
4) Ge bith dè thig às a' phròiseas laghail, dh'fhaodadh gun coimhead Inverness College UHI, an t-Oilthigh agus na Pàirtearan Acadaimigeach air a' gnhothach mar ghnothach smachdachaidh taobh a-staigh an Oilthigh.

A thaobh 4), far a bheil oileanach air a dhìteadh, air a chur air fhaiceall, no air rabhadh fhaighinn airson eucoir, faodar ghabhail ri seo mar fhianais ann an cùis smachdachaidh sam bith ma tha na gnothaichean ceangailte ris an dìteadh a' buntainn gu dìreach dhan chasaid. Faodaidh binn no òrdugh

sam bith a tha air a thoirt seachad le cùirt a bhith air a ghabhail a-steach nuair a thèid smachd-bhann sam bith a thoirt seachad.

Ìrean Proifeiseanta agus Freagarrachd airson Dreuchd

Tha oileanaich a tha air cùrsaichean barantaichte le Buidhnean Proifeiseanta, Reachdail, agus Riaghlaidh (PSRB) fo shlatan-tomhais proifeiseanta agus/no Còdan Giùlain a chuir PSRB a-mach. Gheibh an t-oileanach stiùireadh aig toiseach a' chùrsa aca ma tha seo a' buntainn dhaibhsan.

Faodar briseadh sam bith air Còd Giùlain nan Oileanach no na slatan-tomhais proifeiseanta a dh'aithris dhan PSRB gu dìreach agus/no rannsachadh Freagarrachd airson Dreuchd a thòiseachadh.

Le seo dh'fhaodadh oileanach a bhith air a tharraing bho chùrsa, an obair aca a chall, a bhith air an casg bho obair san dreuchd sin, agus/no dh'fhaodadh rannsachadh eucoir a bhith ann.

Inverness College, University of the Highlands and Islands

Tertiary Learner Support Policy

Reference: PL/LT/2018/001

Lead Officer (Post):	Director of Student Experience
Responsible Office/ Department:	Student Support
Responsible Committee:	Learning, Teaching & Resourcing Committee
Review Officer (Post):	Additional Support Needs Manager
Date policy approved:	18/12/2018
Date policy last reviewed and updated:	Click or tap to enter a date.
Date policy due for review:	01/05/2019
Date of Equality Impact Assessment:	01/05/2018
Date of Privacy Impact Assessment:	n/a

This policy covers the period (date) to (date).

For all our up-to-date policies, please visit our website.

Accessible versions of this policy are available upon request.

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Policy Summary

Overview	This policy is required to set out a regional approach to learner support for Inverness College UHI and all academic partners in the University of the Highlands and Islands.
Purpose	The policy will provide a framework for a consistent and coherent methodology for the support of learners.
Scope	This policy applies to all academic partners.
Consultation	This policy was developed by a Policy Ownership Group, made up of practitioners from across the University of the Highlands and Islands network. Endorsement was received from Senior Management Curriculum Team, Partnership Council and Further Educational Regional Board, before the policy went through local consultation and approval by College Boards of Management and UHI Academic Council.
Implementation and Monitoring	Academic partners will be responsible for implementing and monitoring the policy. Analysis will be carried out of the policy's impact by staff from the Vice-Principal for Further Education's office and the Student Support team.
Risk Implications	The policy reduces risk for the University and academic partners by reinforcing the existing community of practice for staff and creating a streamlined process. Students will also benefit from a consistent approach across all partners.
Link with Strategy	This policy is linked to individual Access and Inclusion strategies and the Regional Outcome Agreement.
Impact Assessment	Equality Impact Assessment: Assessed – No further action to be taken.
	Privacy Impact Assessment:

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1. Policy Statement

1.1   Inverness College UHI is committed to providing an inclusive learning environment in which every student can make the most of learning and development opportunities available throughout their student journey. All students have different learning needs, regardless of level of study.

1.2   The College/Institution will comply with the Equality Act 2010, and is committed to promoting equality of opportunity and fair treatment for those with protected characteristics.

1.3   Students will be given the opportunity to achieve their full potential through anticipation of service provision, ensuring reasonable adjustments will be made when and where required by Inverness College UHI.

2. Definitions

2.1   **Personal Learning Support Plan**: A Personal Learning Support Plan (PLSP) is a functional and confidential document which details the nature of a student's additional support need(s) and any support measures that have been agreed. PLSPs are drawn up in close consultation with students and regularly reviewed.

2.2   **Access and Inclusion Strategy**: Inverness College UHI has an Access and Inclusion Strategy, which can be found here. The purpose of this document is to 'define the inclusive service we provide and how we monitor its effectiveness and impact. It outlines the inclusive service we provide for students and sets out our ambitions' (from SFC guidance).

2.3   **Reasonable adjustment duty**: As set out in the Equality Act 2010, the reasonable adjustment duty is the legal obligation to remove as far as possible by reasonable means the disadvantage which a disabled student experiences because of their disability. Further information from the Equality and Human Rights Commission is available here.

3. Purpose

3.1   The purpose of this policy is to create a supportive environment for learners in the College/Institution. This policy is intended to promote access and inclusion and wherever possible to provide parity of experience for learners at each stage of their student journey.

3.2   The College/Institution will work with learners to identify needs through a combination of pre-entry disclosure, on-course disclosure, needs assessment, student request, tutor identification and partnership working.

3.3   Students will be provided with a range of opportunities to disclose specific requirements. Disclosures of specific requirements will be followed up by staff at Inverness College UHI where reasonable and appropriate.

3.4   Disclosures can be made at any time from pre-application. All students and prospective students are encouraged to disclose any specific requirements at the earliest opportunity, in order that appropriate support can be identified as soon as is practicable.

3.5   **PLSPs**: The Partnership recognises the value of the PLSP as a functional and confidential document that details the support and adjustments, including those related to academic

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assessment, that have been approved in light of a student's specific needs. PLSPs should be used where appropriate, where it supports the learner and the situation warrants and/or necessitates the use of this tool. PLSPs are one source of evidence used internally and by awarding bodies to support the identification of alternative assessment needs.

3.6   Planning for reasonable adjustments will be undertaken collaboratively between the student, support and academic staff. The student will always be regarded and treated as a central figure in this process and will be kept appraised of progress.

3.7   **Awarding Bodies**: When reviewing additional support requests validated by another awarding body, the awarding body website and/or policies must be referred to. For example City & Guilds qualifications which are accredited by SQA Accreditation would require us to refer to their website and contact policy@cityandguilds.com.

3.8   **Use of Personal Data**: Personal data collected through the Inverness College UHI Learner Support process will be handled in accordance with the University's tertiary student document retention policy and the relevant privacy notice. Personal data will be anonymised and used for statistical purposes to monitor applications by age, disability, gender and gender reassignment, pregnancy and maternity status, ethnicity, religion and/or belief, sexual orientation, socio-economic background or care experience.

4. Scope

4.1   This policy applies to students undertaking FE and HE courses at the College/Institution, regardless of mode or level of delivery.

4.2   Whether it is reasonable for an education provider to make any particular adjustment will depend on a number of factors, including:
-     The effectiveness of making the adjustment and whether it is practical to do so
-     The financial resources available
-     The availability of grants, loans and other assistance to disabled students, such as Disabled Student Allowance, or charitable trusts
-     The extent to which aids and services will be provided to disabled students from other sources
-     Health and Safety requirements – this means if the adjustment increased the risks to the health and safety of another person
-     The relevant interests of other people – this means where the adjustment results in significant disadvantage for other people

5. Exceptions

5.1   Student personal health care is outwith the scope of this policy. Please see Partnership Matters for further information,

6. Notification

6.1   All staff are responsible for supporting learners through their student journey and should be aware of the policy.

6.2   Staff members responsible for providing specialist learner support will be briefed and trained on the policy and procedures.

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6.3   The policy will be publicly available on the College/Institution's website, along with other current policies.

7. Roles and Responsibilities

7.1   The College/Institution's Director of Student Experience has overall responsibility for the implementation of this policy.

7.2   All staff have a responsibility to provide support for the learner through their student journey.

7.3   The College/Institution's Additional Support Needs Team staff will provide services including, but not limited to:

- Contact with students and assessment of need
- Creation of PLSPs
- Signposting and coordinating support
- Liaising between student and academic staff
- Implementation of support
- Passing Summary of Support to the Personal Development Advisor (PDA)

7.4   The College/Institution's teaching staff staff will provide services including, but not limited to:

- Reading the Summary of Support and appropriate cascading to relevant members of staff on a need to know basis
- Compliance with Summary of Support
- Implementing learning and teaching adjustments
- Review and liaison with the Additional Support Needs Team on impact of learning and teaching adjustments
- Liaising with the Additional Support Needs Team where a student has not made a disclosure but may require support
- Adhering to confidentiality protocols

8. Legislative Framework

- Adult with Incapacity (Scotland) Act 2000
- Adult Support and Protection (Scotland) Act 2007
- British Sign Language (Scotland) Act 2015
- Children (Scotland) Act 1995
- Children and Young People (Scotland) Act 2014
- Data Protection Act 2018
- Disability Discrimination Act 2005
- Education (Additional Support for Learning) (Scotland) Act 2004
- Education (Additional Support for Learning) (Scotland) Act 2009
- Equality Act 2010
- General Data Protection Regulation (GDPR)
- Human Rights Act 1998

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- Mental Health Act 2007
- Mental Health (Care and Treatment) (Scotland) Act 2003
- Protection of Vulnerable Groups (Scotland) Act 2007
- Scottish Strategy for Autism 2011
- Special Educational Needs and Disability Act 2001
- Scottish Care Leavers Covenant (2015)

9. Related Policies, Procedures, Guidelines and Other Resources

- British Sign Language (BSL): National Plan 2017 to 2023
- College Access and Inclusion Strategy
- College Access to Assessment Policy
- College Admissions Policy
- College Corporate Parenting Plan
- Disability Processes Privacy Notice
- Partnership Matters - A Guide to Local Authorities, NHS Boards and Voluntary Organisations on Supporting Students with Additional Needs in Colleges and Universities in Scotland
- UHI Equality and Diversity Reporting
- UHI Fitness to Study Guidelines
- UHI Recording of Taught Sessions Policy
- UHI Tertiary Learner Support Procedures

10. Version Control and Change History

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

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University of the Highlands and Islands
Inverness College

Learning Teaching and Research Committee

Subject/Title:	Curriculum and Academic Development Report December 2019
Author: [Name and Job title]	Ken Russell, Depute Principal – Academic Development and Gill Berkeley, Director of Curriculum
Meeting:	LTRC December 2019
Meeting Date:	3rd December 2019
Date Paper prepared:	26th December 2019
Brief Summary of the paper:	Presents current developments and links to the planning cycle
Action requested: [Approval, recommendation, discussion, noting]	Discussion
Link to Strategy: Please highlight how the paper links to, or assists with:**:** • compliance • partnership services • risk management • strategic plan • new opportunity/change	Opportunity and Growth in Curriculum Opportunity and Growth in Student Life Opportunity and Growth in Organisational Development Opportunity and Growth in Sustainability Opportunity and Growth in Professional Practice Opportunity and Growth in Research and Innovation
Resource implications:	Yes / No **If yes, please specify**: General update: resource implications will be considered separately
Risk implications:	Yes / No **If yes, please specify:** Operational: Organisational: General update – risks will be considered within planning processes
Equality and Diversity implications:	~~Yes~~/No **If yes, please specify:**
Consultation: [staff, students, UHI & Partners, External] and provide detail	Heads & Deputes

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

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

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

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

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

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

[Curriculum and Academic Development Report – November 2109]

Executive summary

This report provides an overview of developments and activities that affect all Schools within IC as well as specific developments within each school. The report also contains an update on two key projects – The Internationalisation Project, and the Business, Enterprise and Entrepreneurship Project.

Background information

This report has been prepared by the Depute Principal, Academic Development (DP-AD) and the Director of Curriculum (DoC) and has been informed by planning cycles (e.g. via PPF) and dialogue with SMT and Heads & Deputes.

Overview of Developments Affecting all Schools

All schools identified a range of opportunities for prospective students to engage with the college provision for a **January start.** This was followed up by supporting the **Open day** on 26th October 2019 and was well attended. Thanks go to all staff involved in supporting the event on the day and leading up to the event. We will continue to support marketing and admissions to enhance recruitment.

Curriculum Plan/Target setting for each programme/delivery mode (FE, MA, DYWF, and HE) will begin in earnest shortly and a series of meetings will be planned with each Head and Deputy (where applicable) to review targets, associated **risks, KPIs and historic evidence e.g. conversion rates**. The review will also examine SSRs.
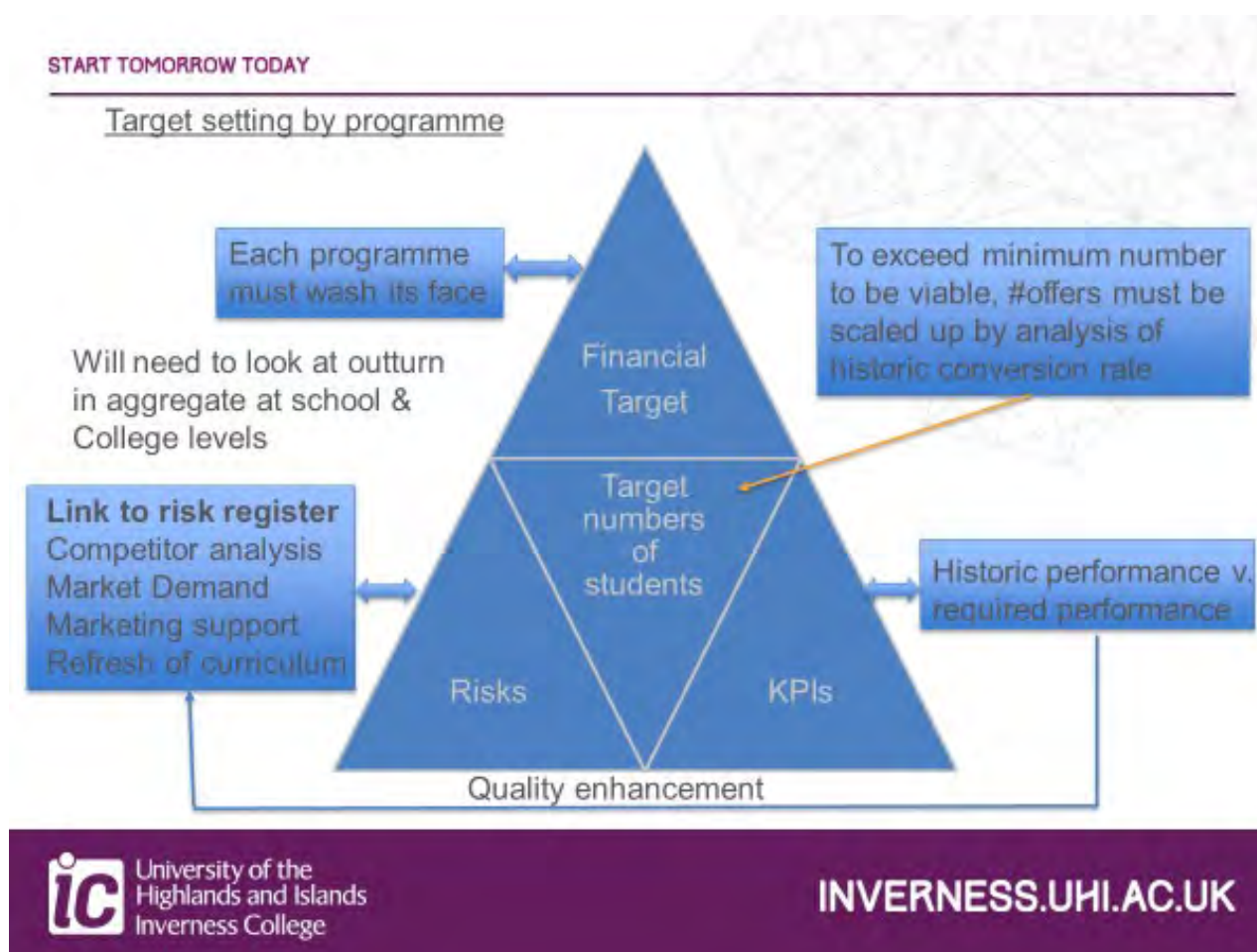
We continue to be vigilant in **managing costs**, especially in relation to staffing and procurement. We look forward to the first of the series of quarterly **Finance Review Meetings** commencing in December. This will involve groups of schools and promote the opportunity to share good practices. At this point, the chart of accounts is not mapped directly on to the

new school structure and we look forward to improvements in the budgetary control process through planned updates to the finance system however fully appreciate the challenges in staffing and with upgrading the current system. More detailed scrutiny of Workload analysis, Staff Request Forms and Temporary Staffing Requests has been undertaken since the start of the academic year.

DoC is leading on a review of **room utilisation** and making more **effective use of Celcat**. These actions will address some of the recommendations in the last Internal Audit Report.

With respect to the **MicroRam**, we are currently reviewing **Module split** details for Semester 1 and need to have this uploaded before **2nd December** for subsequent approval. Only one week will be allowed to approve the splits centrally though there will be three tranches considered over the annual cycle. Once approved the split cannot be changed.

The first meeting of the new **Academic Management and Quality Committee** is scheduled for the 29th November where the remit, membership and relationships with other committees and panels will be agreed. These meetings will be formal and occur once a month though due to the timing of the first meeting, the next one will not take place until 10th January 2020. It is planned that the **Academic Planning and Development Committee** will be more focused on scrutinising proposed developments.

Quality Assurance and Enhancement figures strongly on the agenda with all schools contributing to the preparation and support for the **Education Scotland** visit (27th – 28th November), ongoing engagement with the **Quality Enhancement Plan (QEP)**, completion of the **Self-evaluation documents (SEDs)**. As the focus of the QEP relates to FE, the DoC, with the full support of the DP-AD, will initiate the creation of an IC Programme Leaders network. We have, in IC, the Programme Leadership for 35 HE programmes, and we want to provide a forum to support them in their role in quality assurance and enhancement, and in championing the programme under their stewardship. All schools have also been asked to **review HN success rates,** as a matter of urgency, to ensure that the data is accurate. We have initiated a process of targeted support and this was the main emphasis of the Heads and Deputies meeting on 8th November and revisited on 22nd November. The recent publication by **QAAS** of the **Focus on Graduate Skills** suite of reports and the earlier **SDS/Centre for Work Based Learning "Skills 4.0 – a Skills Model to Drive Scotland's Future"** will be utilised to reflect on how these skills are developed and reinforced within our curriculum.

Staff Development for Heads and Deputies has continued to be rolled out and the most recent sessions have been focused on Time Management (led by DP-AD) and on Quality Procedures (led by QM). The DoC is coordinating the overall programme with stakeholders. The DoC has also created an IC Technician's Network to share good practices. One of the models that is being

used to promote sharing of good practice and precipitate action is the GROW model.

This model has been found useful to support structured dialogue and was used most recently with respect to the targeted support agenda for HNs mentioned above. We also see this model being used to enhance ownership for employee objectives via the **PDR**. Forthcoming topics (up to the middle of February) for the management development programme include:

- Managing staff performance including disciplinary and grievance procedures;
- Finance for non-financial managers;
- Mental Health & well-being plus sickness and absence management;
- Follow-up actions to Progression Boards;
- Use of CELCAT;
- Effective PDRs.

The schedule has been planned up to 3rd July but hopefully the list of topics shown above will give an indication of what will be covered.

The **International Team** have conducted a benchmarking exercise to review options for **Scholarships** to promote our programmes to non-Scottish students. The paper will be reviewed with the Principal and FD to make recommendations for intake in 2020-21. In addition, the **UKVI audit** of UHI produced no major concerns and several helpful recommendations to support our **sponsorship of TIER4** students were made. The incoming **Erasmus student numbers** for semester 2 are comparable to last year at 21 students and the overall international exchange numbers for the year may be down 1 to 60 (this may change before January).

Updates from the Schools

School	Update/areas of focus
Business, Hospitality and Computing	• Review of the viability of the Sheiling underway; • Several staff attended Interface/Knowledge Transfer Network meeting regarding new Management KTPs (6th November). • Potential project with Inverness Ice Rink (at expression of interest stage) submitted.
Construction & the Built Environment	• The GA Civil Engineering was reviewed using the value proposition design process as part of the "Internationalising the Curriculum" work package (led by DP-AD); • Application is with Dean of Faculty for January start for Architectural Technology.
Creative Arts	• New MREs Art and Ecology proposed (first stage); • Two members of staff have passed their Trichology examination and we can now proceed to AD1 stage for development of the degree; • MRes Literature approved and recruiting well for Oct 2020.
Education and Applied Science	• Student consultation is underway to support the

School	Update/areas of focus
	- redesign and revalidation of the Geography degree (likely to be a 4-year scheme); - The MEd Critical Enquiry has also undergone a value proposition review as part of the "Internationalising the Curriculum" work package (led by DP-AD); - Funding in place to support students on MEd and Additional Teaching Qualification; - HoS and DoC on working group for TQTE.
Engineering Technology	- Innovation Voucher proposal underway - Electric Vehicle training about to commence - HN Engineering Systems Programme Leadership secured by IC
Health, Care and Wellbeing	- Graduate apprenticeship continued to be supported by SDS - Men into Child Care show-cased at national event as best practice - New PL for MSc Infection Control – first meeting with DP-AD took place on 15 Nov 19
Scottish School of Forestry	- Good progress made with proposals for Indian Forestry Service probationer overseas study tour however the Indian Government has halted process so that a new electronic procurement hub can be used; - Innovation Funding session held on 18th November in collaboration with Confor (Confederation of Forest Industries) – received very positive feedback from the Knowledge Transfer Network and HIE.

Update on Internationalisation Project

Of the seven work packages:
1. Internationalising the Curriculum
2. Marketing and Recruitment
3. Admissions and Administration
4. Student Support and Satisfaction
5. Structures and Sustainable Finance
6. Embedding Internationalisation beyond Recruitment
7. International Strategy

The work package that is currently gaining most traction within IC (and across the partnership) is "Internationalising the Curriculum". Work on clarifying the value proposition for student segments commenced with looking at the Japanese market for Forestry degrees. The next two that have been conducted are the MEd Critical Enquiry which, to date, has been mainly focused on Scottish teachers in practice but is deemed to have much wider appeal. The innovative GA Civil Engineering has also had a first mapping exercise conducted. Follow-up work on these mapping exercises will involve the DP-AD, DoC, the relevant curriculum team and further facilitation by the Business Improvement Team.

The IC International Team are also directly involved in supporting the process. The following is an extract of some of the slides developed in conjunction with the Business Improvement Team.

International Operations Model

Update on Business, Enterprise and Entrepreneurship Project

Three meetings of this group (chaired by David Patterson, Principal, MC) have taken place and an update paper will be sent to the next Partnership Council meeting.

The main drivers for the group are:
- The need for UHI to deliver on the "Think-Act-Scale" programme as part of the Universities Scotland Consortium. The latest thinking is that we go forward as a "Pathfinder" project to reflect the remote and rural nature of our hinterland. IC would be expected to contribute to this project which would be fully financed by SFC.
- The need to be more proactive in supporting City/Region deals more broadly and the Moray Deal specifically.
- The need to further enhance provision in entrepreneurship across the partnership and develop offerings to support SMEs drawing on expertise across the partnership to design and deliver support.

The DP-AD now represents UHI on the University Innovation Fund Entrepreneurship workstream and is collaborating closely with CREATE.

Board of Management

Subject/Title:	Student Partnership Update
Author: [Name and Job title]	Lindsay Snodgrass, Director of Student Experience George Gunn, Student President
Meeting:	Learning, Teaching & Research Committee
Meeting Date:	3rd Dec '19
Date Paper prepared:	25th Nov '19
Brief Summary of the paper:	To provide an update of developments around student partnership and student engagement
Action requested: [Approval, recommendation, discussion, noting]	Discussion
Link to Strategy: Please highlight how the paper links to, or assists with:: • compliance • partnership services • risk management • strategic plan • new opportunity/change	*Strategic Plan -* Opportunity and growth in student life *To further embed the student voice to ensure its contribution to all aspects of college life; to create a lively community of staff and students; and develop further student participation in clubs, societies and other activities, and engagement with the wider community*
Resource implications:	No **If yes, please specify**:
Risk implications:	No **If yes, please specify:** Operational: Organisational:
Equality and Diversity implications:	No **If yes, please specify:**
Consultation: [staff, students, UHI & Partners, External] and provide detail	

Status – [Non confidential]	
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.)			

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

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

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

Student Partnership

Executive summary

To update the committee on the progress made with the Partnership Agreement for session 2019-20 thus far and a variety of other aspects of student engagement.

Student Satisfaction and Engagement

The way in which we work in partnership with our students continues to evolve as we further embed working with students as partners in the life and work of the College.

We have seen a continuously high level of satisfaction among students evidenced in the Early Experience Survey:

	2016-17	2017-18	2018-19	2019-20
ESES (Early Experience)	92%	91%	95%	95%

We have also experienced a higher level of student engagement in our recent HISA Volunteer Officer elections with four of the six posts being contested. This marks a significant improvement on previous years when we have sometimes not elected to all posts. We had 18 candidates come forward for the six vacancies and have successfully recruited into these posts. We are hoping that the officers will particularly help us to engage with students from the student halls of residence and at Scottish School of Forestry (SSF), two areas which HISA have struggled to fully engage with. Through the new role of Residences Officer, which has been introduced for this academic year, and our continuation of the Forestry Officer role, we would anticipate a greater level of student engagement. We have also introduced an International Officer to support any aspects of internationalisation and our EU and international students.

Diversity	Fiona Sinclair
Forestry	Nicola Taylor
International	Ruairi Purkis
Learning and Wellbeing	Samantha MacNeill
Residences and Communities	Jordan Smith
Sports and Activities	Hayley Anderson

Class Representatives

We have taken a different approach to electing class representatives this year which saw representatives elected in early October as opposed to the very start of the course. Whilst we are confident that this has led to a more engaged cohort of representatives, we acknowledge the number is down on last year, 223 class representatives in 2019-20 to date as compared with compared to 268 at this point from last year. However, we are also aware that many classes have specifically chosen just one representative, as compared to up to three previously, and we have fewer courses which are not represented by a class representative. We are therefore looking to measure the *number of courses* which are represented as our measurement tool rather than simply the number of class representatives. We are confident that this gives a truer reflection of class representation. Class representation will continue to be a focus for us to ensure that all classes have a representative and can identify the individual and their role.

Student Representative Council (SRC)

We have continued with the new format of the student representative council which was introduced in AY18-19. This has continued to ensure greater opportunity for quality dialogue amongst the class representatives and greater opportunity for feedback to be gathered and solutions to be discussed. One key topic for discussion will be our new strategic planning process and the opportunity for students to feed into our 2020-2025 strategic plan in future SRC meetings.

Enhancement Themes

We are making good progress with the aspects of the Partnership Agreement which were identified as our enhancement themes for AY 19-20:

- **Student Voice in Partnership**
- **Student Life**
- **Advice, Support and Progression**

We have agreed to work in partnership with Project Scotland who we will work with us to strengthen progression routes into employment for Supported Education students. This exciting partnership will see an annual cohort of students' progress from college into employment. HISA have also made progress in aspects of wider student life through securing partnerships with local businesses. A pop up café and bar will be run from the Sheiling as part of Refreshers Fair. We are working towards introducing a monthly student newsletter to enhance the communication flow and to ensure students are more aware of the wider aspects of student life and what's going on in the college. This will also be a clear channel for the College to make students aware of their views being taken seriously and how they have affected change / improvement. In terms of Brexit, we are actively working to support our EU students through keeping them up to date with any

information and advice which we can provide, the currency of the information we have is a challenge however.

University of the Highlands and Islands
Inverness College

Board of Management
Confidential

Subject/Title:	Safeguarding Annual Report, AY 2018-19
Author: [Name and Job title]	Lindsay Snodgrass, Director of Student Experience Lindsay ferries, Director of Organisational Development
Meeting:	Learning, Teaching and Research Committee
Meeting Date:	3rd Dec '19
Date Paper prepared:	26th Nov '19
Brief Summary of the paper:	This confidential paper sets out the number and nature of safeguarding disclosures received and the ongoing partnership working as a member of multi-agency public protection arrangements.
Action requested: [Approval, recommendation, discussion, noting]	Discussion
Link to Strategy: Please highlight how the paper links to, or assists with:**:** • compliance • partnership services • risk management • strategic plan • new opportunity/change	Compliance Risk Management
Resource implications:	No **If yes, please specify**:
Risk implications:	Yes **If yes, please specify:** Operational: protection of children and vulnerable adults Organisational: incident management, confidentiality, reputational
Equality and Diversity implications:	Yes **If yes, please specify:** balancing safeguarding and providing a safe environment with delivering an educational experience that support access and inclusion
Consultation: [staff, students, UHI & Partners, External] and provide detail	

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

*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)	x
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)	x
Its disclosure would constitute a breach of the Data Protection Act (S38)	X	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.)	5 years

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University of the Highlands and Islands
Inverness College

Board of Management

Subject/Title:	**STUDENT EXPERIENCE 2018-19 & EARLY 2019-20**
Author: [Name and Job title]	Liz Cook, Quality Manager
Meeting:	**Learning, Teaching and Research Committee**
Meeting Date:	3rd December 2019
Date Paper prepared:	25th November 2019
Brief Summary of the paper:	The paper outlines the actions taken in relation to the SSES 2018-19; and presents a headline report for the ESES 2019-20.
Action requested: [Approval, recommendation, discussion, noting]	Discussion
Link to Strategy: Please highlight how the paper links to, or assists with:: • compliance • partnership services • risk management • strategic plan • new opportunity/change	*The Quality Enhancement report links to the Strategic Plan 2017 – 20 in the following aims:* *Opportunity and growth in Student Life* *Opportunity and growth in Curriculum* *Opportunity and growth in Professional Practice* *Opportunity and growth in Organisational Development* *Specifically, individual objectives listed within each aim.*
Resource implications:	Yes / **No** **If yes, please specify**:
Risk implications:	Yes / **No** **If yes, please specify:** Operational: Organisational:
Equality and Diversity implications:	Yes / **No** **If yes, please specify:**
Consultation: [staff, students, UHI & Partners, External] and provide detail	None

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

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

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

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

ITEM

Quality Enhancement Report

Executive summary

As outlined in the section above.

Part 1 of the report reflects the recommendations made from the SSES 2018-19; the second part the headline ESES report.

Part 1

Update on recommendations made from SSES 2018-19:

Recommendation	Update November 2019
Engagement with sector wide debate about the suitability of the question set for students who may not associate themselves with the college, for example, apprentices and school pupils	• Quality Manager has entered into early discussion in sparqs led dialogue about apprentices • Quality Manager active member of SFC SLWG learners studying SCQF Levels 1 - 4
Individual teams to reflect on the engagement with the survey in their area, and ways to increase the response rate at a local level Individual teams to reflect on the satisfaction rates in their area to identify potential areas for improvement	• Teams have used survey response rates and results as part of the ongoing self-evaluation process. Results feeding into the final CCM and Stop & Review meetings 2019-20.
The use of digital skills within the classroom linked to the opportunities students have to review and improve their own skill set	• This recommendation sits within the Quality Enhancement Plan 2019-20, as part of the second theme.
Consistently high standards of teaching practice	• A separate theme has been introduced into the Quality Enhancement Plan 2019-20.
The brand, transparency and effectiveness of the class rep system	• This is closely linked to the role of HISA, the work of the Partnership Agreement, and associated action plans
Consideration into how the new PDA role can best impact on the consistency	• The new PDA role implemented June 2019. The focus of the role

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and expectation around the review of progress	has been the relationship aspect in order to support all FTFE learners with their student journey. As this progresses to S2, review of progress will be incorporated as part of the role, bearing in mind the likely need of subject expertise. • Other modes and level of delivery will be considered as part of the AMQC.

Part 2

Please refer to the ESES report attached.

Early Student Experience Survey (ESES) 2019-20 Report

Introduction

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

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

Executive Summary

- This year the response rate to the ESES decreased from the previous year to 43.86%.
- The high level of satisfaction has been maintained from the previous academic year at just over 95%
- FE students are more satisfied than HE students. There are marginal differences across learner groups.
- Satisfaction with curriculum areas is high, with almost all sitting above 90%.
- Satisfaction with the quality of service from areas across the college is high.
- A number of next steps have been identified in relation to both survey administration and student experience.

Background

The common set of core questions developed in 2018-19 as part of the Regional Harmonisation of Quality Arrangements was used again for the survey this academic year. Sufficient flexibility was built into the survey design to ensure academic partners could ask particular sets of questions relevant to their work activity. For ICUHI, this represented the following sections:

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

Students were also asked to provide information about their protected characteristics due to changes to data protection legislation.

An overall target of a regional response rate of 60% was agreed across the partnership to provide a stretch aim.

Methodology

The ESES was launched at the beginning of October, and ran for two weeks. Although the option to extend the survey for five weeks was available, the evaluation from 2018-19 showed the longer the survey was open, the fewer responses were gained regardless of promotional activity. Hence the targeted approach for two weeks. The survey was open to 3807 students, an individual email link was sent to each one using JISC survey software.
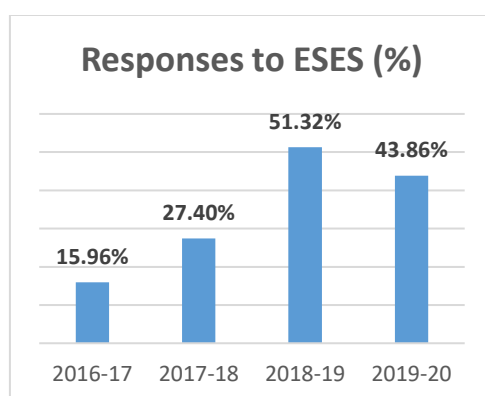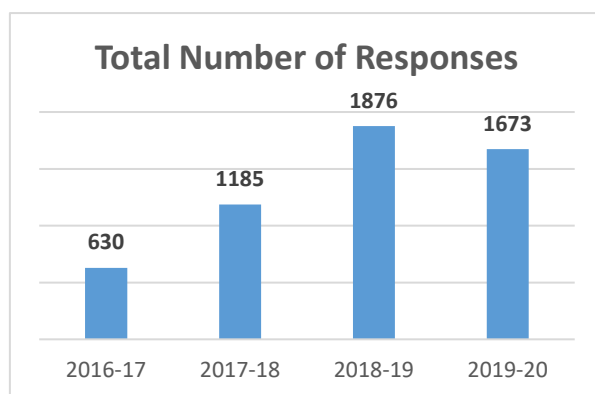
It was identified that two groups of students could not easily access the survey i.e. lower level ESOL and Supported Education. More accessible surveys were drafted and distributed to these groups to ensure their feedback was captured.

Block release students not attending college during the survey run were identified as being less likely to respond. This impacts two curriculum areas in particular – Construction and Engineering. Where possible, students were captured after the initial launch of the survey.

In order to engage staff and students with the survey, well embedded methods were coupled with new and innovative approaches to promote the importance of completing the ESES:

- Staff
  - PDA / PAT Sessions ran by Quality
  - Folder in the shared pool with bank of information and survey explainer videos
  - Promotion and explanation at Monthly Team Meetings
  - Weekly ESES updates to curriculum departments
- Students
  - The option of a food voucher on four promotion days through the two-week survey window
  - The involvement of Supported Education students to generate interest about the survey on the promotion days
  - Advertisement / Promotion on plasma screens, social media, and noticeboards
  - Student Rep Council
  - Closer involvement with HISA
  - Computer suites available

The approaches adopted were successful in generating the response rate of 43.86% overall. Whilst this represents a decrease in percentage points and the raw numbers completing the survey, it represents a good sample on which to basis the analysis.

Total Number of Responses

2016-17	2017-18	2018-19	2019-20
630	1185	1876	1673

Responses to ESES (%)

2016-17	2017-18	2018-19	2019-20
15.96%	27.40%	51.32%	43.86%

In analysing the data, percentages throughout the survey are calculated on the basis of respondents to the questions, as in the case of some services, not all students have accessed them. In identifying the Schools within the analysis, attention is drawn to the overall response rate of each school. Please see the table below.

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

School

| School	% Response Rate
Business, Computing & Hospitality	61.5%
Care, Health & Wellbeing	33.9%
Construction Technology	35.4%
Creative Arts	48.5%
Education & Applied Science	49.5%
Engineering Technology	36.6%
Scottish School of Forestry	35.7%
Total	43.9%

Findings

Using a four point scale, students were asked to indicate how strongly they agreed with the following statement:

***Overall, I'm satisfied with my student experience so far***
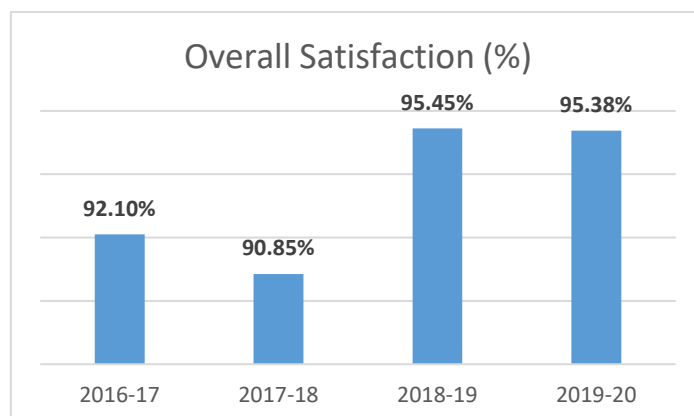
A high level of satisfaction has been maintained compared to the previous academic year. The high level of satisfaction could in part be attributed to improved explanations about the purpose of the survey by staff, students having clearer expectations about the survey, the level of support provided by the implementation of the PDA role, the focus on learning and teaching by curriculum staff as a result of the PDA role implementation, the further embedding of the Partnership Agreement (previously the Learner Agreement).

The chart below highlights the breakdown of the proportion of satisfaction across the varying categories. It can be seen there has been a positive shift in the number of students who are very satisfied with their experience. This for the second consecutive year. The raw count for unsatisfied students is 77 across the two categories, compared to 85 in the previous academic year. Further commentary is provided in relevant sections below.

Satisfaction - Level of Study
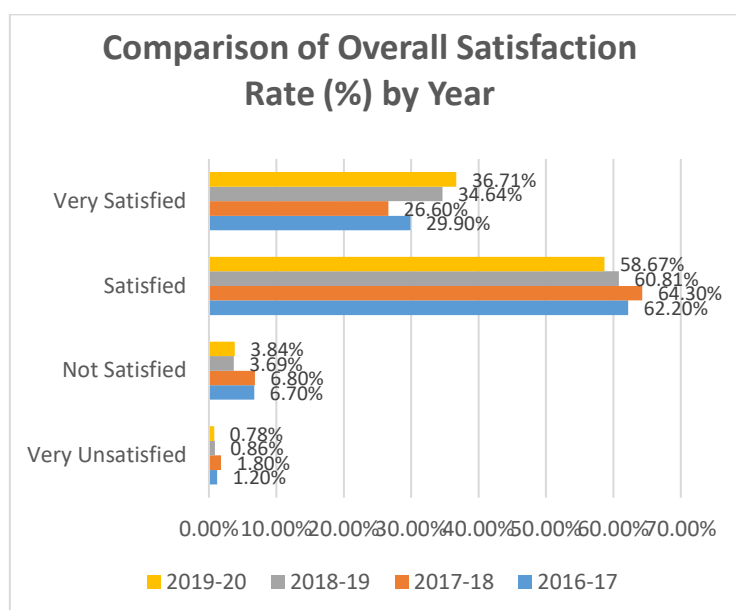
Overall Satisfaction (%) by Level of Study
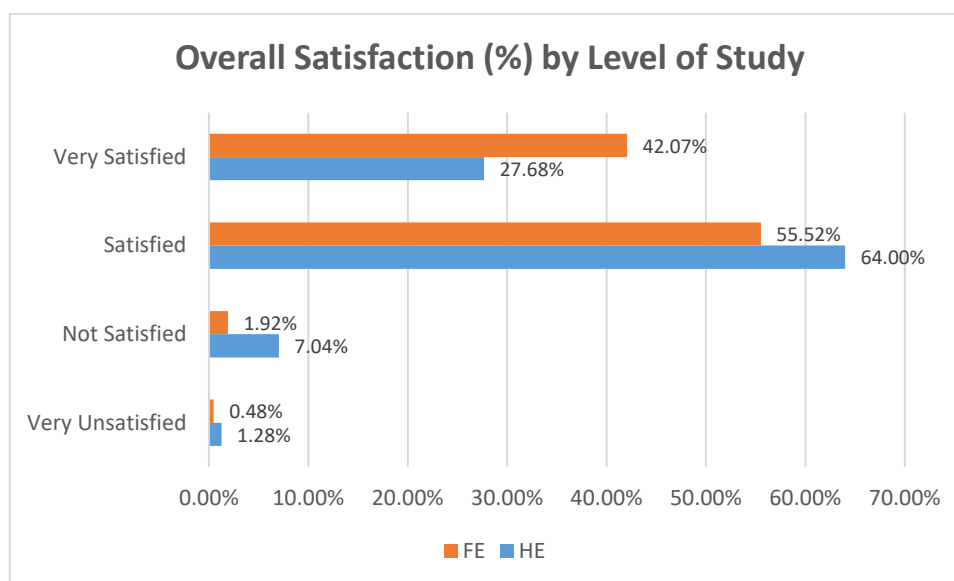
	Strongly Agree	Agree	Disagree	Strongly Disagree	Raw Count
FE	438	578	20	5	**1041**
HE	173	400	44	8	**625**

The overall satisfaction rate is higher in FE students (97.59%) than HE students 91.68%. Compared to the previous survey, this represents a 0.79% increase in satisfaction for FE students, and a 1.32% decrease for HE students.

Of those students who responded to the survey, 62.5% were FE students, 37.5% were HE students, which is comparable to last academic year. This reflects the trend experienced in the national sector and points towards the need for raising the survey profile and awareness with HE students and their teaching staff to work towards a more reflective response rate for this level of study.

 8% HE students expressed they are not satisfied with the college experience so far, one ppt increase compared to last academic year. This represents 52 students; 44 full time, 8 part time, spread across the seven curriculum areas. The highest numbers seen in Creative Arts, Business, Computing & Hospitality, and Care, Health and Well Being respectively. 31 students are studying at SCQF L7.
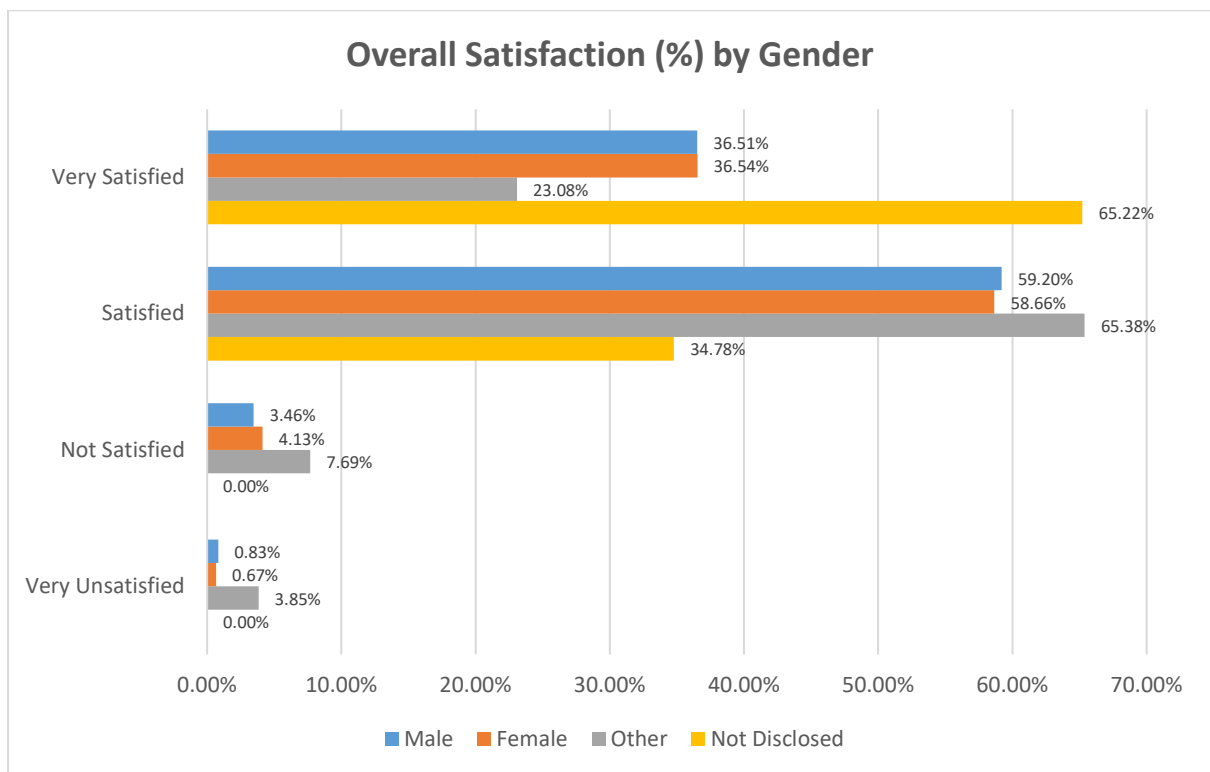
Overall Satisfation (%) by Mode of Study
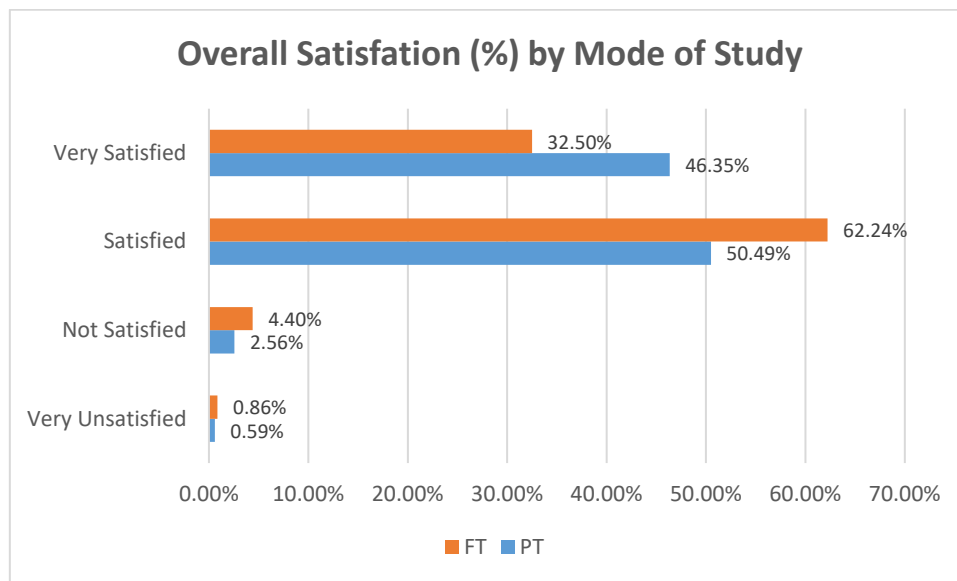
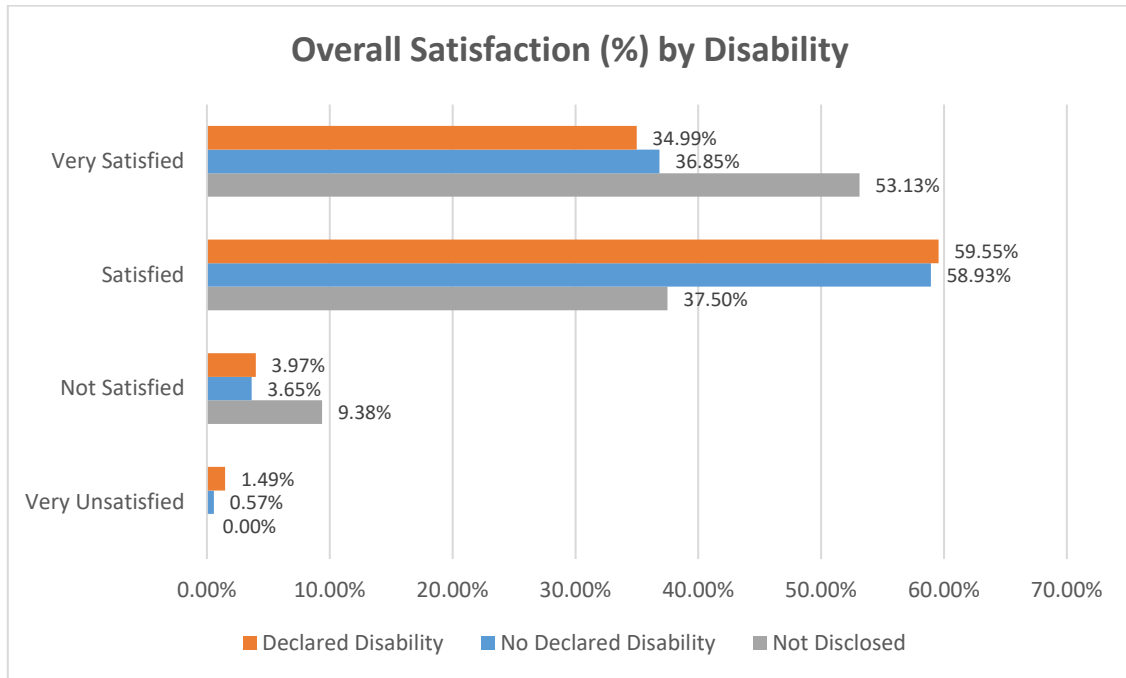|	Strongly Agree	Agree	Disagree	Strongly Disagree	Raw Count
FT	377	722	51	10	**1160**
PT	235	256	13	3	**507**

The overall satisfaction rate for full-time students is 94.7%, and 97% for part time students. This represents no change from the same point last year. 5.3% full time students expressed they are not satisfied with the college experience so far. This represents 61 students; 44 HE, 17 FE. These students are spread across all curriculum areas with slightly higher proportions seen in three of the areas.

Satisfaction – Equalities

Overall Satisfaction (%) by Gender

	Very Satisfied	Satisfied	Not Satisfied	Very Unsatisfied
Male	36.51%	59.20%	3.46%	0.83%
Female	36.54%	58.66%	4.13%	0.67%
Other	23.08%	65.38%	7.69%	3.85%
Not Disclosed	65.22%	34.78%	0.00%	0.00%

	Strongly Agree	Agree	Disagree	Strongly Disagree	Raw Count
Male	264	428	25	6	723
Female	327	525	37	6	895
Other	6	17	2	1	26
Not Disclosed	15	8	0	0	23

95.7% of males and 95.1% females are satisfied with their overall college experience so far. 88% of the 'Other' category are satisfied with their experience. The 'Other' category is made up of those students who preferred to self-describe or identify as transgender. 100% of those who have not disclosed their gender are satisfied.

Overall Satisfaction (%) by Disability

	Very Satisfied	Satisfied	Not Satisfied	Very Unsatisfied
Declared Disability	34.99%	59.55%	3.97%	1.49%
No Declared Disability	36.85%	58.93%	3.65%	0.57%
Not Disclosed	53.13%	37.50%	9.38%	0.00%

	Strongly Agree	Agree	Disagree	Strongly Disagree	Raw Count
Declared	141	240	16	6	**403**
None	454	726	45	7	**1232**
Not disclosed	17	12	3	0	**32**

Learners with no declared disability have a satisfaction level of 95.7%, learners with a declared disability have a satisfaction level of 94.5%, representing a marginal difference of 1.2%. Those students who did not disclose information in relation to this category sat at 90.6% satisfaction with their overall college experience so far. It is difficult to draw any meaningful conclusion from the percentage rates; as the category 'not disclosed' is represented by a small number of students statistically speaking.

Overall Satisfaction (%) by Care Leaver
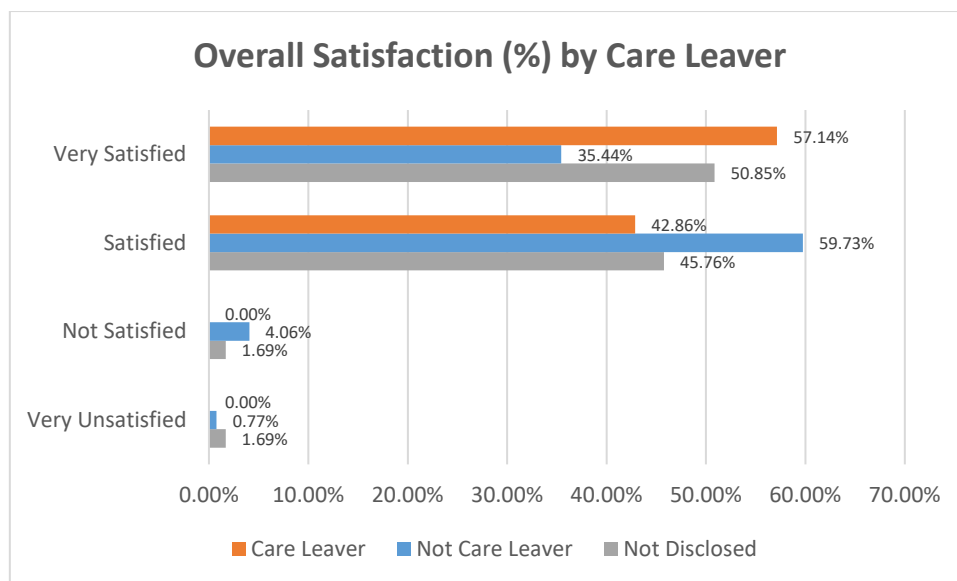
	Strongly Agree	Agree	Disagree	Strongly Disagree	Raw Count
Care Leaver	32	24	0	0	56
Not Care Leaver	550	927	63	12	1552
Not Disclosed	30	27	1	1	59

100% of students who are care leavers are satisfied with their college experience so far, which represents a 5% increase from last year. The satisfaction rate for those students who are not care leavers is 95%. 59 students chose not to disclose this information, compared to 109 students in last year's survey. This increased level of disclosure perhaps reflects the work undertaken cross college to transparently highlight the support available to care leavers. Of the students who did not disclose this information 96.6% indicated they were satisfied with their college experience so far.

Overall Satisfaction (%) by Age Categories
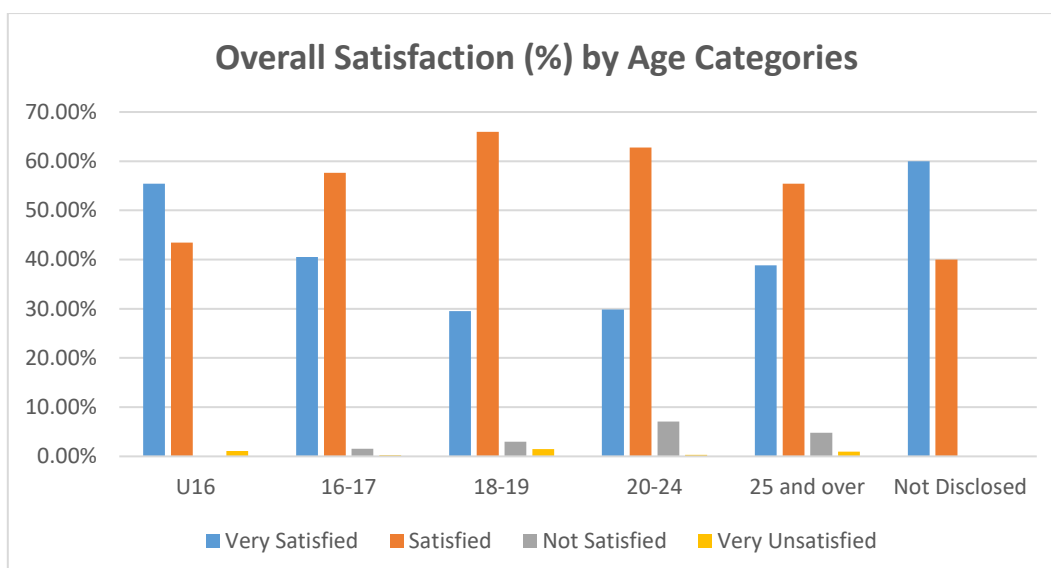
	Strongly Agree	Agree	Disagree	Strongly Disagree	Raw Count
U16	51	40	0	1	92
16 - 17	154	219	6	1	380
18 - 19	98	219	10	5	332
20 - 24	97	204	23	1	325
25 and over	203	290	25	5	523
Not disclosed	9	6	0	0	15

The age category with the highest level of satisfaction is the under 16 years at 99%. The lowest level of satisfaction is seen in the 18 - 19 year old category at 95.5%, a change from the previous academic year, where the least satisfied age range were the 20-24 year olds.

The following table highlights levels of satisfaction by ethnic background. It can be seen that all categories sit above 90% satisfaction rate, with the exception of the 'Other' category.

| Ethnic Background	% Satisfaction	Responses
BME	95.71%	54
British	92.44%	111
English	95.29%	85
Other	88.71%	54
Other – White Background	98.06%	103
Polish	96.40%	139
Scottish	95.36%	1121

Satisfaction by School Area

The table below shows the overall level of satisfaction per curriculum area. All have high rates of satisfaction, with all except SSF sitting over 90%. The overall satisfaction rate for the college is 95.38%. Three curriculum areas sit above this level, the remainder fall marginally below. The survey results are provided to all teams across the college and allow analysis down to programme level.

The total respondents have also been included. It is possible to see a wide range in responses per curriculum area.

School Area	Overall Satisfaction 2019 %	Raw Count
Business, Computing & Hospitality	94.33%	353
Care, Health and Wellbeing	97.04%	338
Construction and the Built Environment	99.36%	156
Creative Arts	94.16%	428
Education and Applied Sciences	96.10%	205
Engineering Technology	94.66%	131
Scottish School of Forestry	89.29%	56

The chart below shows the spread of the level of satisfaction per curriculum area.
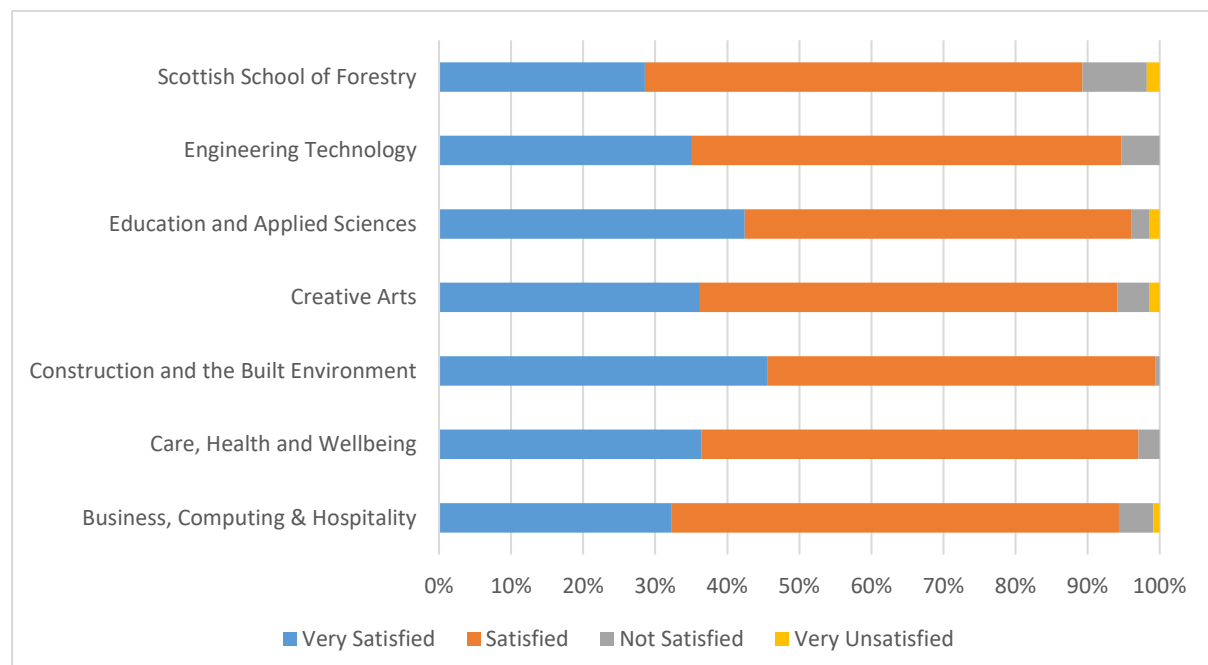
Free Text Analysis

Students had two opportunities within the main body of the survey to provide free text comments. The first asked for comments relating to improving customer service at Inverness College UHI, whereas the second asked a broad question of any other comments. Over the two questions, there were 431 responses. The responses are have been categorised as follows:

Category	Free Text Comments
Academic Support	24
Assessment and Feedback	6
Facilities	106
Learning Community	33
Learning Opportunities	6
Learning Resources	20
Organisation & Management	29
Overall Satisfaction	167
Student Voice	7
Teaching	33
Total	**431**

The Overall satisfaction category reflects general comments expressing both dis-satisfaction and satisfaction, for example, rudeness of staff through to everything is good, no change required, all fine.

The comments that relate to facilities mention the canteen and café; specifically, the opening hours, the knowledge of staff about the ingredients within dishes, general attitude of staff. Aspects of finance are also mentioned – a lack of clarity around the invoicing process.

The Learning Community category included positive comments about staff friendliness and students being made to feel welcome. Aspects highlighted as areas for consideration include the lack of a campus bar, social spaces and awareness of clubs.

Areas for development with respect to Teaching include tutors who appear to be rushed and overloaded, the timing and access to learning materials. Other students comment positively about a good experience in the classroom.

In the Organisation and Management category, students comment about their initial experience feeling rushed, with little time to absorb information given to them both in relation to induction and in the classroom. They describe in some cases an inconsistent approach by PATs (HE).

There are interesting comments within the Academic Support category that reflect there is a lack of understanding for individual circumstances and how this might impact on study. Examples given include parenting, being part time with multiple other responsibilities, travelling over 100 miles on the days in college. Positive comments reflect helpful, welcoming and supportive staff.

Core Questions

Questions 2-24 were scored on a Strongly Agree to Strongly Disagree scale (some questions did have a Not Applicable option). The percentages displayed represent those students who responded Strongly Agree or Agree compared to last year's responses of the same category. The raw count shows how many students responded to the question. The questions were split into the following categories:

- Before I Started My Course
- First Few Weeks
- My Course
- Assessment and Feedback
- My Feedback and Student Voice

Key:

Increase from previous year	🟩
Decrease from previous year < 2%	🟧
Decrease from previous year >2%	🟥

Please rate your experience before you started College	2019-20 %	Raw Count	2018-19 %	Raw Count	% dif. last AY
2. My initial enquiry provided me with the information I required to take the next step or apply for the course	93.8	1468	94.94	1780	-1.14
3. Applying to my college course was easy	93.46	1543	95.15	1815	-1.69
4. I was provided with clear information about the funding I could apply for	80.56	1148	82.16	1777	-1.6
5. My funding application was dealt with effectively	85.1	1114	85.13	1520	-0.3
6. The information I received before my course started helped me prepare for college / university	84.95	1400	85.1	1856	-0.15
Please rate your experience of your first few weeks at College					
7. I was made to feel welcome during my first week	96.63	1606	97.46	1848	-0.83
8. It was easy to enrol onto my course	95.17	1577	95.46	1852	-0.29
9. I found induction a useful preparation for starting my course	88.73	1456	89.05	1826	-0.32
10. The fresher's activities provided me the opportunity to mix with other students	75.32	879	75.21	1315	0.11
11. My Course Handbook contains accurate information about the subjects within my course	86.46	1411	88.89	1837	-2.43
12. My Course Handbook explains about the different ways I will be learning during my course, for example class time, work experience, video conferencing (VC), self-study and practical work	85.11	1383	87.7	1829	-2.59
13. I know how to access Student Services	88.9	1425	87.5	1816	1.4
14. I know how to access the library facilities	94.14	1526	94.33	1815	-0.19

15. I know how to access the student portal, MyDay	95.08	1527	92.27	*1784*	2.81
16. I know how to access the Virtual Learning Environment / Blackboard	90.07	1388	90.92	*1741*	-0.85
17. I know who my academic support contact (PDA, PAT, LDW) is and how to contact them	90.64	1501	93.87	*1860*	-3.23
18. I am treated fairly and equally by staff	96.72	1594	97.26	*1860*	-0.54
Please rate your experience of your course					
19. I feel I am on the right course	95.55	1589	96.41	*1868*	-0.86
20. I am happy with the way my course is taught	90.17	1496	90.56	*1863*	-0.39
21. I know when my assessments are due	92.33	1516	93.62	*1851*	-1.29
Please rate your experience of your feedback and student voice					
22. I know how I can provide feedback to improve learning and teaching	87.58	1445	89.51	*1858*	-1.93
23. I know who my Class Rep is	76.13	1228	80.93	*1836*	-4.8
24. I am aware of the role of the Highlands and Islands Student Association (HISA)	80.76	1318	81.09	*1830*	-0.33

There has been a marginal decrease in satisfaction levels across all questions in the Pre-course section. Of these the information provided about the course and funding and the application process are highlighted as having the largest shift. Clarity of information about funding is the lowest score, suggesting students find it difficult to interpret aspects of the information provided. The ASF team have continued to develop the information provided to students; the response to the way funding queries were dealt with suggests students welcome the support provided by face to face contact to help resolve issues.

The questions in the section relating to the first few weeks experience have had a mixed response. The responses to the questions about the course handbook (11 & 12) suggest there is further development required in this area. Those who indicate they weren't clear as to who their PDA or PAT is are predominantly studying FEPT (96) courses, followed by HEFT (27). Of those questions where there has been a positive shift in responses, it is good to see the increased awareness about MyDay. This could be attributed to the promotion of MyDay and the MyDay app through student engagement activities.

Good responses have been experienced in the Course section. Although marginal decreases have been seen across the three questions, all remain high above 90% satisfaction.

All responses in the Student Voice section sit under the 90% threshold. Lack of awareness of class rep has seen the largest decrease of 4.8%. The students who are unaware of their Class Rep are largely those on HEFT (146) and FEPT (135) programmes. Noting that two of the three categories score relatively lower compared to the remainder of the survey responses, this suggests there is further work to be done in relation to the student voice for the wider student body. This strand continues to be embedded through the approach to Course Committee Meetings and the Partnership Agreement.

Quality of Service

Students were asked to rate the departments listed in relation to quality of service, if they had used the service. The scale was broken down as follows: Very Satisfied, Satisfied, Dissatisfied, Very Dissatisfied, or 'I have not used this service'.

Key:

Increase from previous year	
Decrease from previous year	

Area	Percentage Value				Raw Count
	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	
Admissions / Applications	34.66	61.8	2.69	0.85	*1411*
ASN team	35.11	57.8	6.21	0.89	*564*
Cafeterias	32.49	57.78	8.28	1.45	*1376*
Cash Office (fees, invoice, fee waiver, ILA)	31.44	59.43	7.78	1.35	*668*
Childcare (ELCC)	34.69	59.81	4.31	1.2	*418*
Funding (bursary, Hardship, EMA)	33.89	51.99	10.94	3.18	*1133*
Estates and campus Services	34.14	61.05	3.97	0.85	706
Guidance team	31.94	62.02	4.65	1.39	*861*
Hairdressing & Beauty Salons	39.54	55.14	4.26	1.06	*564*
ICT	37.84	59.15	2.39	0.62	*962*
SkillZone	38.72	57.3	3.12	0.85	*705*
Lecturing Staff	44.48	52.3	2.44	0.79	*1394*
Learning Resource Centre	37.92	58.93	2.67	0.48	*1047*
Library	42.68	54.76	2.32	0.25	*1209*
Reception	38.74	57.31	3.51	0.44	*1368*
Wellbeing services	39.35	55.37	4.26	1.02	*587*
HISA (Student Association)	35.68	57.8	5.12	1.41	*782*

In all areas, students were satisfied with the quality of service provided. All departments scored over 90% satisfaction rate, with one exception - funding. Despite a lower score, this area experienced a marginal increase. Where there has been a decrease in satisfaction, this is marginal i.e. less than 1 percentage point. The continued focus on the student journey, combined with more objective self-evaluation activities informed by bespoke and relevant evidence banks is contributing to this high level of satisfaction.

Brightspace

The questions about Brightspace were included to gain an early insight into our students experience with the new VLE. Both questions were free text allowing students to comment about what is working well for them in relation to Brightspace, and what could make it better, if they had used the VLE. The questions were well responded to with 726 and 422 comments respectively.

On the whole students seem satisfied with the VLE, expressing a positive experience with the user-friendly system. Comments were made about the need to give the system time to embed, and in some cases there was a sense of students either really loving the system, or conversely not. Students are recognising an inconsistency in approach across tutors and they would appreciate more tutorials of a higher quality. Some comments were less about the system, more a request for more learning materials in one or two cases.

Next Steps – survey management and administration

- Identify areas of improvement for future administration from evaluation of ESES November 2019
- Benchmark ICUHI performance once confirmed regional data available
- Research and identify methods of engagement specifically to increase the response rate of HE students
- Continue to contribute to the SFC working group – SSES accessibility for Learners on SCQF levels 1 - 4

Next Steps – Improvement of the Student Experience

- Course handbook review: embed into Quality Enhancement Plan 2019-20. Ammend templates and test through ToC model with Jan starts and existing students.
- Continued awareness raising about the class rep role, and the individuals who hold that role for each programme.
- ICUHI and HISA to continue to progress the actions identified within the Partnership Agreement action plans.
- Review of the overall approach to induction, both FE and HE. This to be included within the organisation Quality Enhancement Plan.

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

The SFC has published the statistical release of the annual Student Satisfaction and Engagement Survey (SSES) for Scotland's colleges, which covers the academic year 2018-19. The publication reports on HE and FE courses; and modes of study. The SSES comprises ten questions, these are included in a larger survey at ICUHI and marketed as SSES. The IC UHI survey is distributed to all FE and HE students, with the exception of those students receiving the NSS.

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

Response Rate

The table below shows the breakdown of student response rates by level and mode compared to that of the sector.

Level and Mode	No. of responses	% response rate	Sector % response rate
FEFT	644	62.5	52.5
FEPT	398	59.5	30.7
FE*DL	24	11.3	-
HEFT	526	49.0	45.3
HEPT	199	36.0	24.6
HEDL	0	0	-

*DL Distance Learning

ICUHI continues to perform well in terms of response rates across the modes and levels of delivery, with the exception of DL. In a time of increased focus by the SFC on response rates to generate a robust data set; it is good to see ICUHI sitting well above the sector benchmark for FE provision. Existing approaches to student and staff engagement are well embedded, allowing capacity to test further methods of student engagement in the future.

Level and Mode of Delivery – Overall Satisfaction

It can be seen from the table below that IC UHI is sitting above the sector benchmark for all modes and levels of delivery, with HEPT just marginally over the benchmark.

Level and Mode	Inverness College UHI	Sector	% difference
FEFT	92.5	88.4	+4.1
FEPT	94.5	92	+2.5
FEDL	91.7	84.2	+7.5
HEFT	85.2	82	+3.2
HEPT	86.9	86.3	+0.6
HEDL	-	81.9	-

Level and Mode of Delivery – Overall Satisfaction

Level of Delivery

The following tables showed combined results for the level of delivery. Results for individual levels and modes of delivery can be found in Appendix 1.

FE Combined Modes

FE (Combined modes)	Inverness College UHI	Sector	% difference
1. Overall, I am satisfied with my college experience.	93.2	93.4	-0.2
2. Staff regularly discuss my progress with me.	89.2	86.4	+2.8
3. Staff encourage students to take responsibility for their learning.	97.3	95.7	+1.6
4. I am able to influence learning on my course.	88.4	89.8	-1.4
5. I receive useful feedback which informs my future learning.	90.7	89.2	+1.5
6. The way I'm taught helps me learn.	89.8	89.2	+0.6
7. My time at college has helped me develop knowledge and skills for the workplace.	91.1	91.8	-0.7
8. I believe student suggestions are taken seriously.	83.8	81.9	+1.9
9. I believe all students at the college are treated equally and fairly by staff.	89.1	86.5	+2.6
10. The college Students' Association influences change for the better.	88.1	87.6	+0.5
Overall Total	**90.1**	**89.2**	**+0.9**

Satisfaction levels across the sector have increased for each question in 2018 – 19, except for Q1 which dropped marginally by 0.2%. ICUHI sits above the sector benchmark for seven of the ten questions. Of the three question responses that sit below the sector benchmark, learners influencing own learning has the largest % difference at -1.4%. Overall, ICUHI sits 0.9% above the sector results.

HE Combined Modes

HE (Combined modes)	Inverness College UHI	National result	% difference
1. Overall, I am satisfied with my college experience.	85.6	87.1	-1.5
2. Staff regularly discuss my progress with me.	69	76.6	-7.6
3. Staff encourage students to take responsibility for their learning.	95.6	92.9	+2.7
4. I am able to influence learning on my course.	75.6	79.9	-4.3
5. I receive useful feedback which informs my future learning.	83.3	82.4	+0.9
6. The way I'm taught helps me learn.	75.7	80.6	-4.9
7. My time at college has helped me develop knowledge and skills for the workplace.	82.6	86.5	-3.9
8. I believe student suggestions are taken seriously.	71.7	71.6	+0.1
9. I believe all students at the college are treated equally and fairly by staff.	84.7	82.8	+1.9
10. The college Students' Association influences change for the better.	75.2	85	-9.8
Overall Total	**79.9**	**82.5**	**-2.6**

Whilst ICUHI are 2.6 percentage points below the overall sector benchmark, the gap has narrowed by 3.8 percentage points. The response to four questions sit above the sector benchmark. Staff encouraging learners to take responsibility for their own learning continues to be a well responded to question for ICUHI. The responses to six of the questions asked show the satisfaction levels sit below the sector benchmark, the gap ranging between 1.5 to 9.8%. The Student Association and discussions about progress score the lowest under the sector benchmark. Student suggestions taken seriously scores low across the sector.

Conclusion

The response rates for each of the modes and levels is more consistent this academic year, and for FEFT provision sits above the sector target. The approaches to the survey in 2018-19 had a better overall reach, the breakdown of individual modes and levels indicates there is further work to be done with HE and distance learning students.

The results for this academic year have been mixed, with FTFE learners appearing to be the most satisfied of the student body. It appears an area of development is linked to the satisfaction of HE students; whilst at the same time noting the sector benchmark represents the views of HN students from across the sector whereas ICUHI results include all HE learners.

Liz Cook

Quality Manager

November 2019

Appendix 1

HEFT

HEFT	Inverness College UHI	National result	% difference
1. Overall, I am satisfied with my college experience.	85.2	86.8	-1.6
2. Staff regularly discuss my progress with me.	67.3	76.2	-8.9
3. Staff encourage students to take responsibility for their learning.	95.2	92.6	+2.6
4. I am able to influence learning on my course.	74.6	79.6	-5
5. I receive useful feedback which informs my future learning.	81	82.2	-1.2
6. The way I'm taught helps me learn.	87.6	80.2	+7.4
7. My time at college has helped me develop knowledge and skills for the workplace.	80.3	86.2	-5.9
8. I believe student suggestions are taken seriously.	68.1	70.3	-2.2
9. I believe all students at the college are treated equally and fairly by staff.	82.1	81.8	+0.3
10. The college Students' Association influences change for the better.	74.2	85.3	-11.1

It is encouraging to see positive increases in levels of satisfaction about the way students are taught, taking responsibility and equity based questions. In the remaining seven questions where the satisfaction rate falls below the sector benchmark, the range is 1.6% to 11.1%. The questions with the biggest differentials relate to the Student Association and discussions around progress.

FEFT

FEFT	Inverness College UHI	National result	% difference
1. Overall, I am satisfied with my college experience.	92.5	93	-0.5
2. Staff regularly discuss my progress with me.	90.9	85.6	+5.3
3. Staff encourage students to take responsibility for their learning.	97.7	95.5	+2.2
4. I am able to influence learning on my course.	88.5	89.4	-0.9
5. I receive useful feedback which informs my future learning.	89.9	88.5	+1.4
6. The way I'm taught helps me learn.	89	88.5	+0.5

	Inverness College UHI	National result	% difference
7. My time at college has helped me develop knowledge and skills for the workplace.	91.5	91.6	-0.1
8. I believe student suggestions are taken seriously.	82	79.7	+2.3
9. I believe all students at the college are treated equally and fairly by staff.	85.6	84.3	+1.3
10. The college Students' Association influences change for the better.	87.7	87.7	0

Three responses sit below the national benchmark, by less than one percentage point. ICUHI scores well against discussions about progress, taking responsibility and student suggestions being taken seriously. FEFT students are generally more satisfied than HEFT students.

HEPT

HEPT	Inverness College UHI	National result	% difference
1. Overall, I am satisfied with my college experience.	86.9	89.2	-2.3
2. Staff regularly discuss my progress with me.	73.3	79.7	-6.4
3. Staff encourage students to take responsibility for their learning.	96.5	95.5	+1
4. I am able to influence learning on my course.	78.2	82.4	-4.2
5. I receive useful feedback which informs my future learning.	89.3	84.3	+5
6. The way I'm taught helps me learn.	82.3	83.8	-1.5
7. My time at college has helped me develop knowledge and skills for the workplace.	88.9	88.3	+0.6
8. I believe student suggestions are taken seriously.	80.8	81.1	-0.3
9. I believe all students at the college are treated equally and fairly by staff.	91.8	90.2	+1.6
10. The college Students' Association influences change for the better.	77.9	90	-12.1

Four HEPT responses sit above the national sector result – these are about receiving feedback, being treated equally, staff encouraging responsibility for learning and developing skills for the work place. The questions with response rates sitting below the national results range from 0.3% to 12.1% differential. The question with the highest differential this year relates to the Student Association. ICUHI are marginally under sector satisfaction levels for the questions relating to student suggestions.

FEPT	Inverness College UHI	National result	% difference
1. Overall, I am satisfied with my college experience.	94.5	94.9	-0.4
2. Staff regularly discuss my progress with me.	87.4	88.6	-1.2
3. Staff encourage students to take responsibility for their learning.	96.7	96.4	+0.3
4. I am able to influence learning on my course.	88.8	91.7	-2.9
5. I receive useful feedback which informs my future learning.	91.9	90.8	+1.1
6. The way I'm taught helps me learn.	91.7	91.4	+0.3
7. My time at college has helped me develop knowledge and skills for the workplace.	90.9	92.6	-1.7
8. I believe student suggestions are taken seriously.	86.5	87.8	-1.3
9. I believe all students at the college are treated equally and fairly by staff.	94.7	91.9	+2.8
10. The college Students' Association influences change for the better.	88.7	94.4	-5.7

Four question results sit above the benchmark by a range of 0.3% to 2.8%. The two highest response rates are about being treated equally and receiving useful feedback. The two lowest response rates relate to the Student Association and being able to influence learning on their courses.

University of the Highlands and Islands
Inverness College

Board of Management

Subject/Title:	Student Recruitment 2019-20 - Update
Author: [Name and Job title]	Roddy Henry, Depute Principal – P&SE
Meeting:	Learning, Teaching and Research Committee
Meeting Date:	
Date Paper prepared:	27 November 2019
Brief Summary of the paper:	To provide the committee with an update on student recruitment in 2019-20.
Action requested: [Approval, recommendation, discussion, noting]	Discussion
Link to Strategy: Please highlight how the paper links to, or assists with:**:** • compliance • partnership services • risk management • strategic plan • new opportunity/change	• Growth in the curriculum • Financial sustainability
Resource implications:	No **If yes, please specify**:
Risk implications:	Yes **If yes, please specify:** Operational: Organisational: achieving student numbers targets
Equality and Diversity implications:	No **If yes, please specify:**
Consultation: [staff, students, UHI & Partners, External] and provide detail	n/a

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

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

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

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

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

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

Student Recruitment 2019-20 - Update

Executive summary

The current student activity indicates that:

- FE recruitment is down on last year and Semester 2 recruitment is crucial to making target.
- HE activity is well below target.

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 majority of HE FTE is SFC funded undergraduate (UG) activity. Each year, the Academic Partners 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*. 130 FTE of this target is funded through ESF this year, up from 67 last year.

Student activity against 2019-20 targets as at 27 November 2019

FE Activity

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

FE	2018/19
Core Credit Target	28,915
ESIF Target	296
Total Target	29,211
Total Credits as at 27/11/2019	**22,368**
Total Credits as at 26/11/2018	*25,016*

The table above shows the current total credits on the student records system; however, a data clear-up will shortly pull through an estimated additional 2,000 credits from the current enrolments, **making the estimated total 24,300 credits**. This is still some 700 credits below the position at this time last year.

Further FE enrolments will take place throughout the year, including Semester 2 programmes, Modern Apprentices and commercial courses.

The current forecast for FE activity is that the college will meet its credit target, however this may need to be revised if Semester 2 recruitment does not meet target. Application and admissions activity is being monitored closely.

Enrolments by fee status

The following tables provide a breakdown of FE 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	88
Scottish	3090
International	17
RUK	3
(blank)	15
Grand Total	**3213**

HE Activity

The HE (PPF) target for 2019/20 for undergraduate students with a fee status of 'Scottish' or 'European' is 1,603.9 FTE. This includes a cohort of 130 FTE funded through ESF grant.

As at 27 November 2019 the estimated FTE, counting by module attachment is 1,482 FTE.

PPF Target HE FTE (Undergraduate students, including SC and EU fee statuses, excluding PGDE)	**1,603.9**
Current HE students as at 27/11/2019 - count by Module attachment.	**1,482**

The 'count by Module attachment' FTE estimate is used by EO Student Records Office to provide a running total of FTE throughout the year: FTEs always accrue as the year goes on. Based on the number of HE enrolments currently on the system, and previous years' FTE final outturns, HE activity will be down on target by the end of the year. The picture will become clearer as more module attachments are made.

Estimated HE FTE Against Targets and by Fee Status:

This table shows the **estimated** HE FTE by fee category based on current enrolments, and against targets set by Partnership Planning Forum (PPF) and the Teacher Education Management Group (TEMG).

Level	PPF/TEMG Target	Current estimated FTE	Variance
Undergraduate Scottish & EU	1603.9	1482	**-121.9**
Graduate Apprentices	60	33.2	**-26.8**
Postgraduate Taught Scottish & EU	21.9	62.46	**40.56**
Undergraduate International & RUK	(2+19) 21	(9.8+19.8) 28.75	**7.75**
Postgraduate Taught Int & RUK	-	(0.33+8.16) 8.5	**8.5**
PGD Education (Primary & Secondary)	41	37	**-4**
TOTAL	**1747.8**	**1651.91**	**-95.89**

Semester 2 Applications

The status of applications for Semester 2 enrolment is shown in the tables below. A further update will be provided at the committee meeting on 3 December.

FE Applications at 26.11.19:

Subject Network	All Active Applications Total	No Offer Total	Reserve Total	Total 'Offer in Progress' and 'Accepted'
Business, Computing & Hospitality	**20**	**18**	**0**	**2**
Care, Health & Wellbeing	**26**	**4**	**9**	**13**
Construction & the Built Environment	**25**	**21**	**0**	**4**
Creative Arts	**46**	**25**	**0**	**21**
Education & Applied Sciences	**7**	**7**	**0**	**0**
Engineering Craft	**7**	**7**	**0**	**0**
Engineering Technology	**17**	**17**	**0**	**0**
Total	**148**	**99**	**9**	**40**

HE Applications at 26.11.19:

Subject Network	Admissions Type	All Active Applications Total	No Offer Total	Reserve Total	Total 'Offer in Progress' and 'Accepted'
Applied Life Studies	Networked	6	4	0	2
	Not Networked	10	7	0	3
		16	**11**	**0**	**5**
Business, Management and Leisure	Not Networked	22	6	0	16
		22	**6**	**0**	**16**
Creative and Cultural Industries	Not Networked	1	0	0	1
		1	**0**	**0**	**1**

Engineering and the Built Environment	Not Networked	8	3	0	5
		8	**3**	**0**	**5**
Humanities Education & Gaelic	Networked	1	0	0	1
	Not Networked	3	1	0	2
		4	**1**	**0**	**3**
Science, Technology and the Environment	Not Networked	11	2	0	9
		11	**2**	**0**	**9**
Total		**62**	**23**	**0**	**39**

Roddy Henry
Depute Principal – P&SE

University of the Highlands and Islands
Inverness College

Board of Management

Subject/Title:	Student Performance Indicator Report 2018-19
Author: [Name and Job title]	Roddy Henry, Depute Principal – P&SE
Meeting:	*Learning Teaching and Research Committee*
Meeting Date:	3 December 2019
Date Paper prepared:	26 November 2019
Brief Summary of the paper:	A report on the key student performance indicators for session 2018-19, covering FE and HE activity.
Action requested: [Approval, recommendation, discussion, noting]	Discussion
Link to Strategy: Please highlight how the paper links to, or assists with:**:** • compliance • partnership services • risk management • strategic plan • new opportunity/change	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)	
Its disclosure would substantially prejudice the commercial interests of any person or organisation (S33)		Its disclosure would constitute a breach of confidence actionable in court (S36)	
Its disclosure would constitute a breach of the Data Protection Act (S38)		Other (please give further details)	
For how long must the paper be withheld? (express either as the time which needs to pass or a condition which needs to be met.)			

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

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

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

Student Performance Indicator (PI) Report

Executive summary

The attached report provides an analysis of student recruitment, retention and successful completion for 2018-19. The report is split into FE and HE activity and uses the SFC PI parameters to evaluate performance across a range of programmes, modes, levels and learner groups. The report utilises national benchmarks where possible to assess performance.

The process involved in compiling the report and the report itself are crucial activities that ensure teams are well informed about student and programme performance in their areas and across the college. The information in the report will be shared and discussed at relevant college management committees, including the Academic management and Quality Committee, Student Experience Committee and the Equality and Diversity Committee.

A further report will be produced that analysis undergraduate degree provision in terms of progression/non-continuation, degree awards and Honours classification.

Main body of information

Student PI report attached.

Roddy Henry
Depute Principal – P&SE

Student Performance Indicator Report 2018-19

Contents:

1. Student Recruitment

This section of the report analysis student recruitment by level and mode of study. Further Education (FE) activity is usually measured in credits, where 1 credit equates to 40 hours of learning. Higher Education (HE) activity is usually measured in full time equivalent (FTE) student numbers. However, the number of enrolments and student headcount are also used to measure some aspects of provision.

1.1 Further Education (FE) Recruitment

The college delivered 100% of its total credit target of 29,211 credits in 2018-19, amounting to 25.7% of the region's credit allocation. The college has achieved its FE credit target for the fifth consecutive year. However, over the last two years the number of full-time FE enrolments has reduced, and the number of part-time enrolments has increased. The reasons for this appear to be the changing demographic, with fewer 16-19 year olds, and the encouragement for pupils to stay on longer at school.
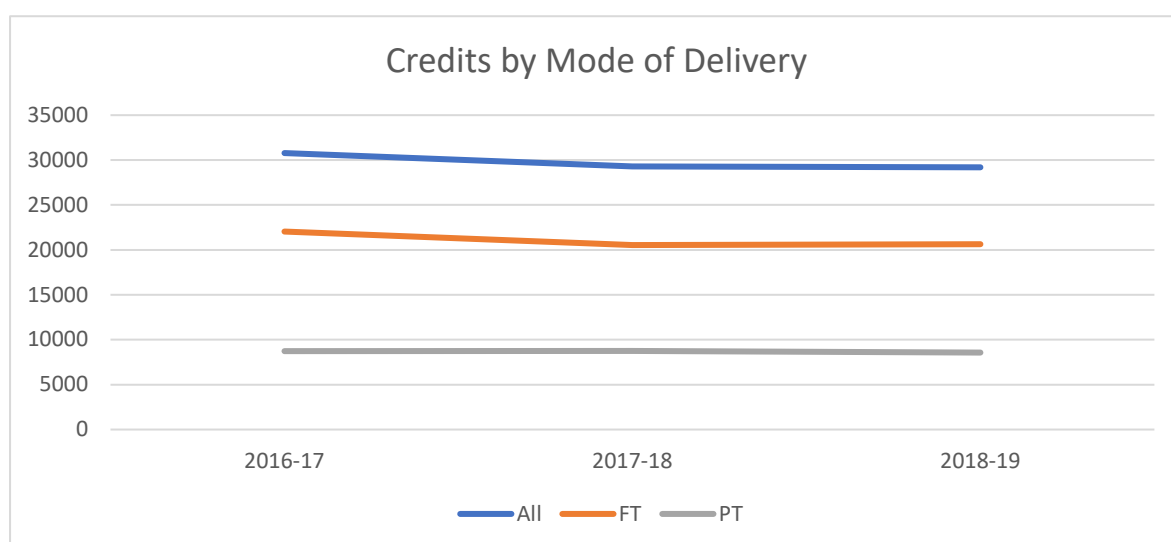
Most of the credit activity, around 70%, is delivered at SCQF levels 5 and 6.
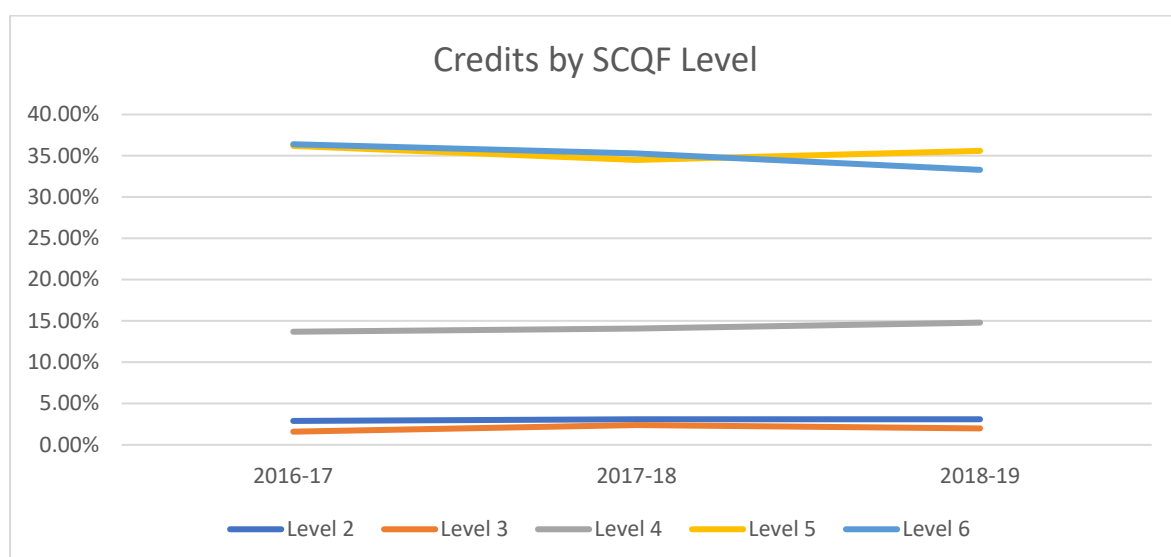
The proportion of credits delivered to students between 16 and 19 years of age has fallen from 56.8% to 51.4% over the last three years, while the proportion delivered to students aged 25 and over has risen from 22.5% to 27.2% in the same period.
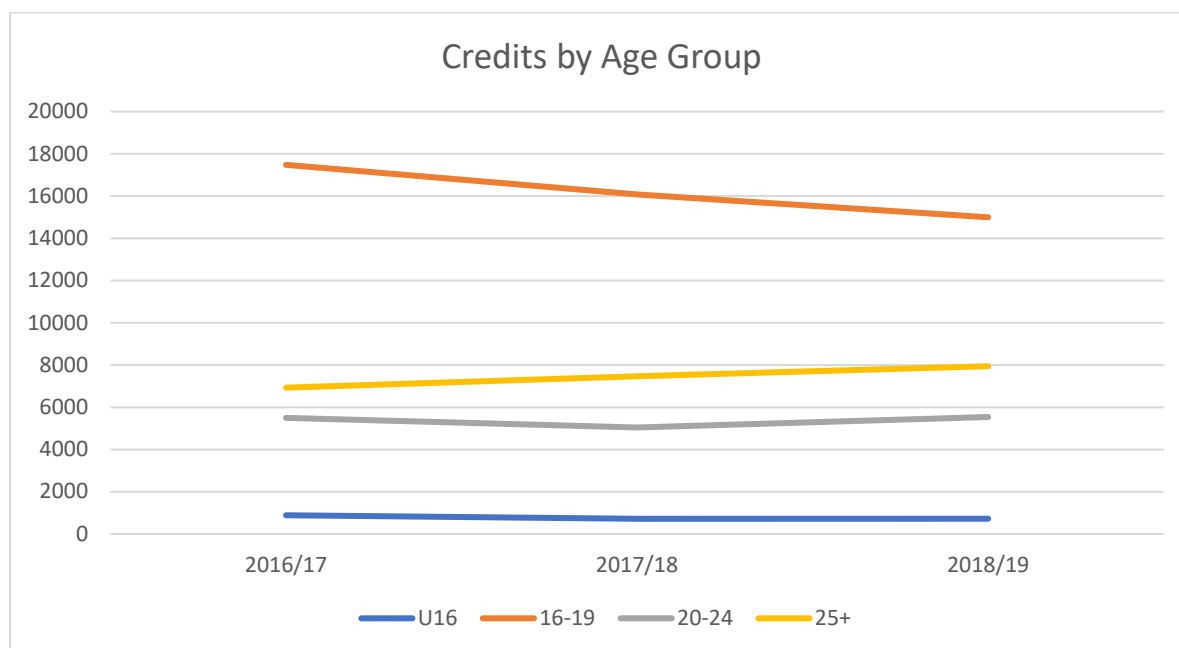
Credit activity for School Link programmes reduced slightly in 2018-19 (from 8.5% to 6.8% of total credit activity), as did the proportion of credits delivered to senior phase pupils on the SFC's definition of 'senior phase vocational pathways' (from 3.1% to 1.4%). However, credit funding of Foundation Apprenticeships ceased at the end of 2017-18 so a comparison by credit activity is not reliable. The number of pupils enrolled on vocational pathways dropped only slightly, from 162 to 150, although the total number of school pupils enrolled across all programmes increased from 734 to 751. The percentage of credits delivered on STEM courses remains high at 36%.

The proportion of credits delivered to care experienced students remained high at just over 3%. 6% of credits were delivered to students from the 10% most deprived postcode areas, a slight increase on 2017-18 and in line with the local demographic. The proportion of credits delivered to students with a declared disability rose 3 points to 25.8%.

1.2 Higher Education (HE) Recruitment

HE recruitment overall has increased by over 25% since 2014-15 in terms of full-time equivalent (FTE) student numbers, including over 17% growth in undergraduate numbers. Undergraduate (UG) degree provision has increased by nearly 50% over the six-year period and Higher National (HN) provision has reduced. However, the rate of growth has flattened off in the last two years, and the college did not make it's SFC funded undergraduate target numbers in 2018-19. SDS-funded Graduate Apprenticeship numbers have helped to compensate.

Postgraduate taught (PGT) numbers have seen a significant increase over the same period, with the PGDE Primary and Secondary qualifications and the MEd Critical Enquiry contributing strongly to this growth. Postgraduate research (PGR) activity has also increased significantly and steadily over the period: this activity is represented in the table below by headcount rather than FTE.

Table 1: HE activity over time by category[1]

Category	2014-15	2015-16	2016-17	2017-18	2018-19
All HE (FTE)	**1391**	**1564**	**1628**	**1711**	**1716**
All UG HE (FTE)	1356	1500	1545	1623	1597
HN (FTE)	725	760	752	734	674
Degree (FTE)	630	740	794	888	923
PGT (FTE)	36	64	82	88	119
PGR (Headcount)	4	7	8	13	18
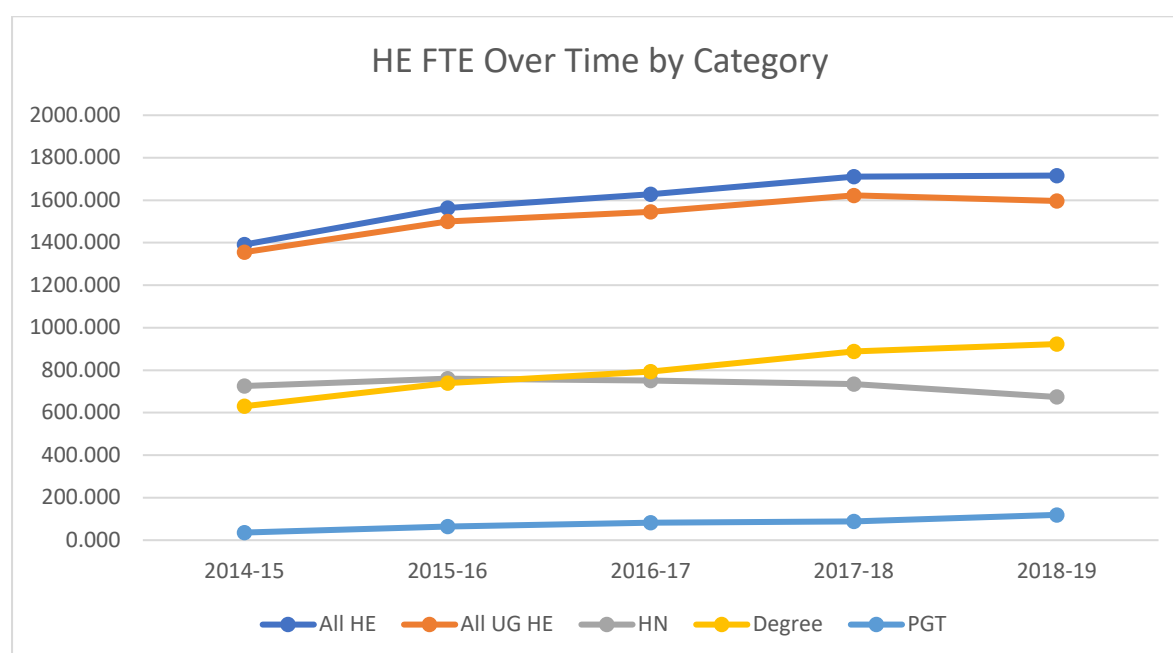
Around 45% of undergraduate enrolments in 2018-19 were from students over the age of 25, and this percentage has increased over the last three years. The percentage of enrolments from students aged between 20 and 24 has also increased (to 33%), while enrolments from students aged between 16 and 19 have declined from 25% to 21% since 2016-17.

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[1] Data from UHI Bridge Reports, extracted on 25 November 2019

UG HE Enrolments by Age Group
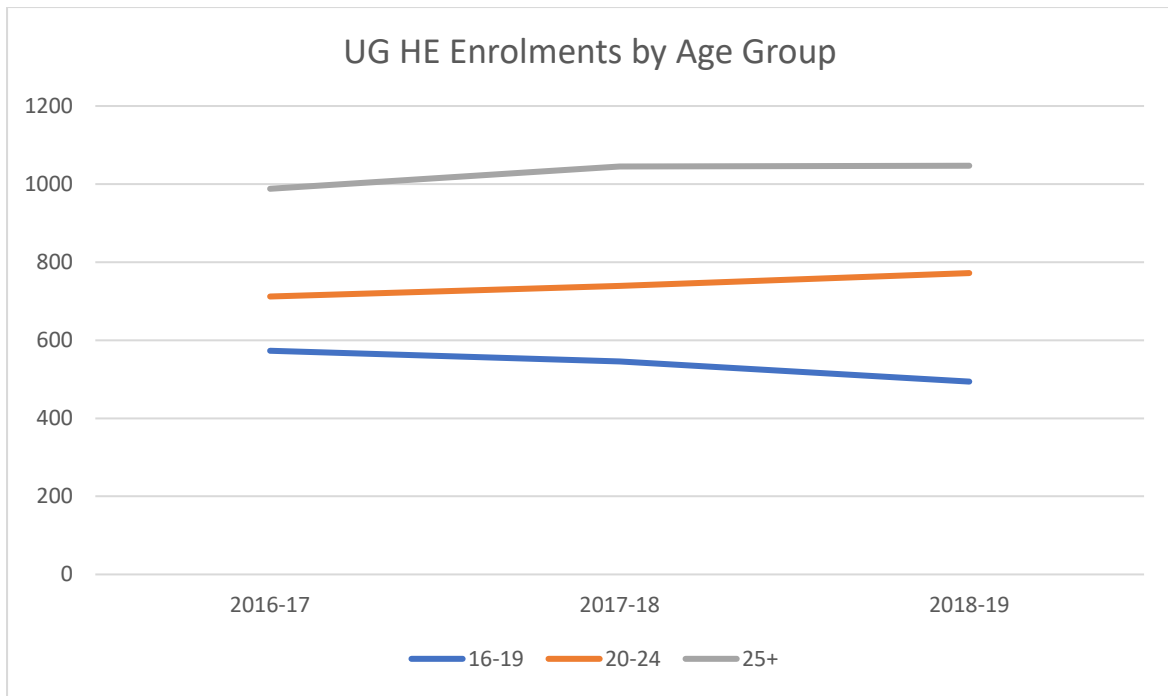
Around half of all UG HE enrolments in 2018-19 were at SCQF level 7, with 64% of those enrolled on HNC awards or units. However, the percentage enrolments at level 7 has decreased year-on-year. The largest increase in percentage enrolments is at level 10, which has grown from 6% to 9.4% of all enrolments over the last three years.

UG HE Enrolments by SCQF Level
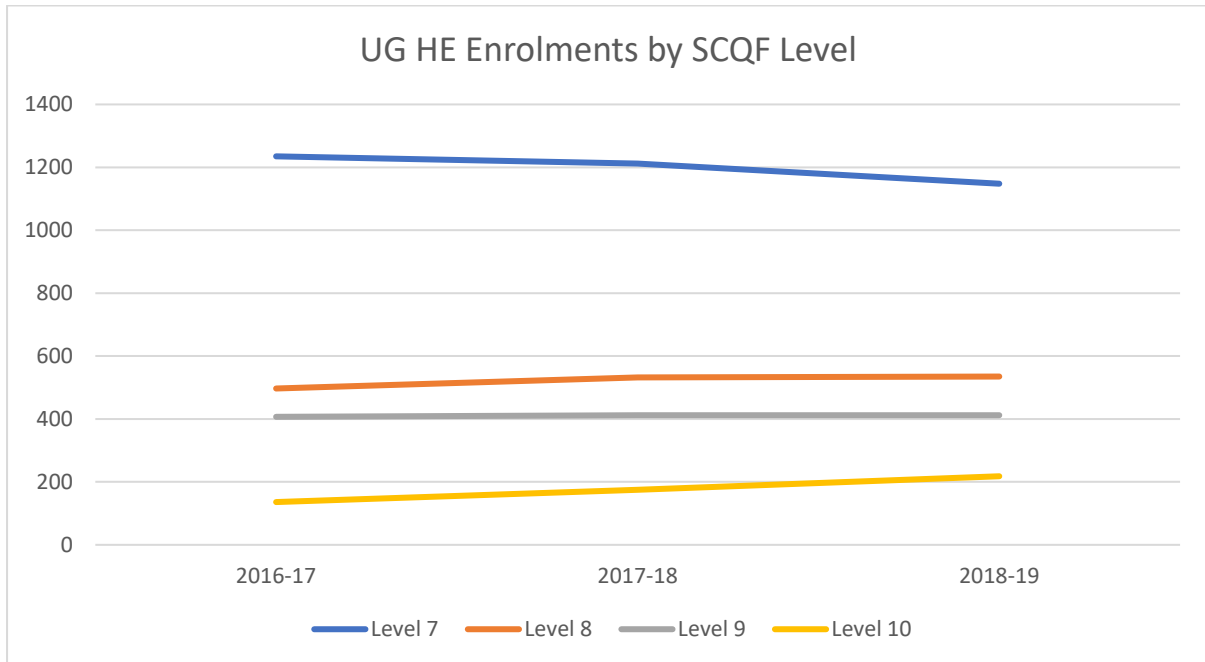
2. FE Student Outcomes

Student outcomes in this report are primarily measures of retention and attainment. These are measured using the Scottish Funding Council (SFC) performance indicators of withdrawal rates, measured as Early Withdrawal and Further Withdrawal, and successful completion rates.

Table 2: 2018-19 retention and attainment by mode and level

LEVEL_OF_STUDY	ENRs	EARLY WD %	FURTHER WD %	PARTIAL SUCCESS %	SUCCESS %
FEFT	1249	6.82%	15.80%	7.22%	70.17%
FEPT	3372	2.20%	3.98%	10.27%	83.43%

Table 3: success rates over time

LEVEL_OF_STUDY	2016/17	2017/18	2018/19
FEFT	67.27%	70.59%	70.17%
FEPT	81.0%	86.80%	83.19%

2.1 Full-time FE Performance Indicators

Overall success rates for students on full-time FE programmes remained high in 2018-19, above the rate for the region as a whole and well above the latest sector level.
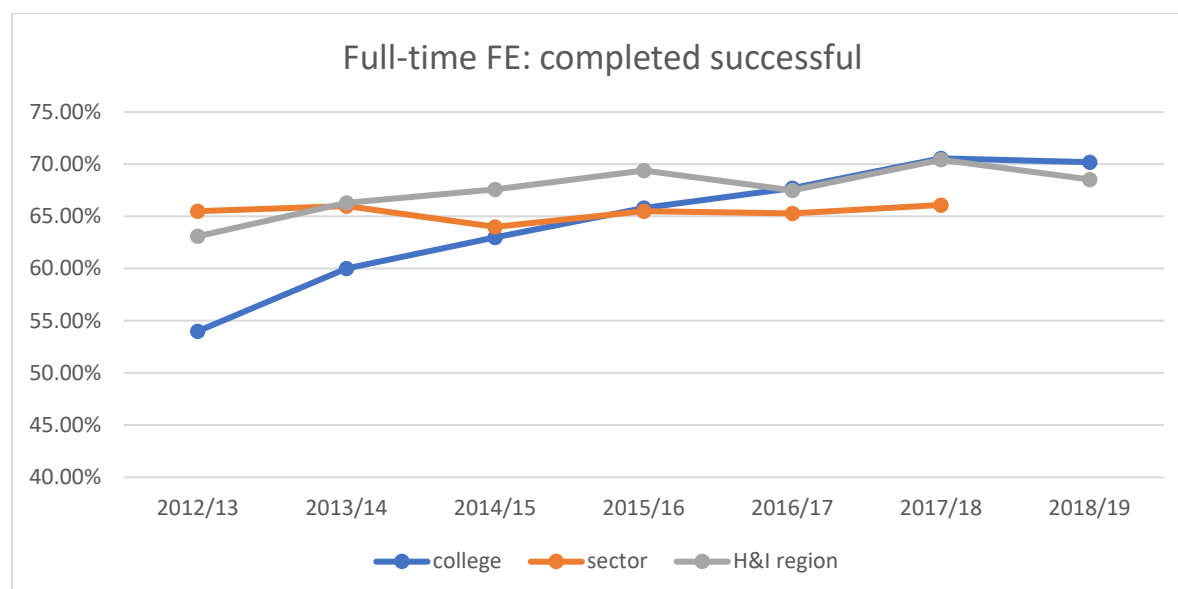
Success rates for students on SCQF Level 4 programmes are consistently higher than those for students on Levels 5 and 6. Students on Level 5 programmes have the lowest success rates overall, and these dropped in 2018-19. Success rates for students on Level 4 and 6 programmes increased in 2018-19.
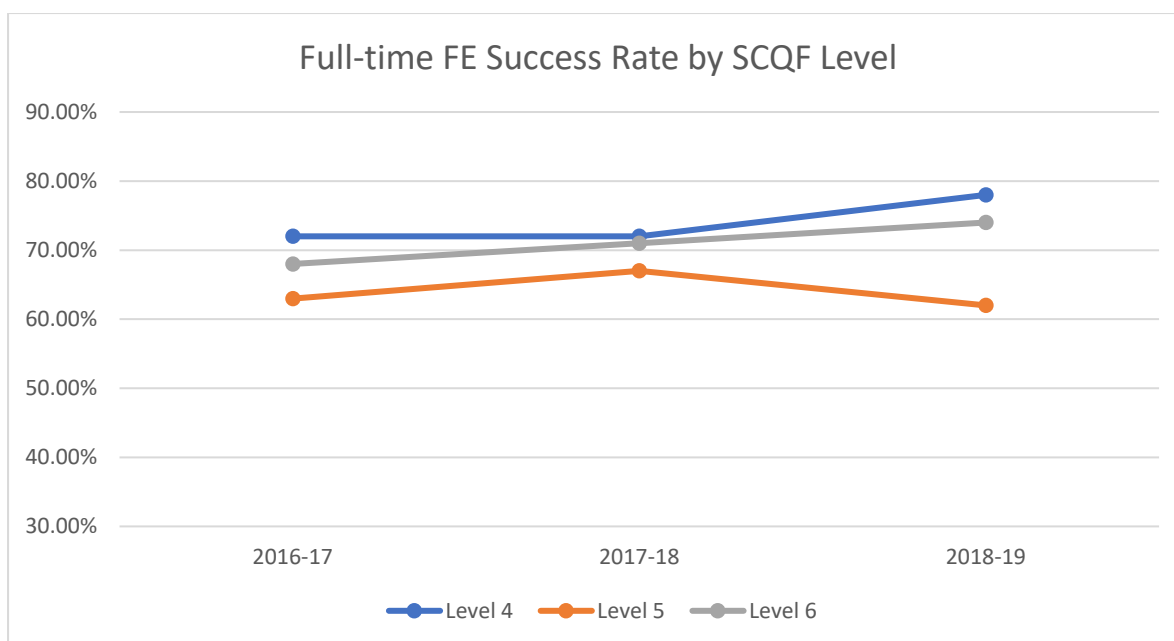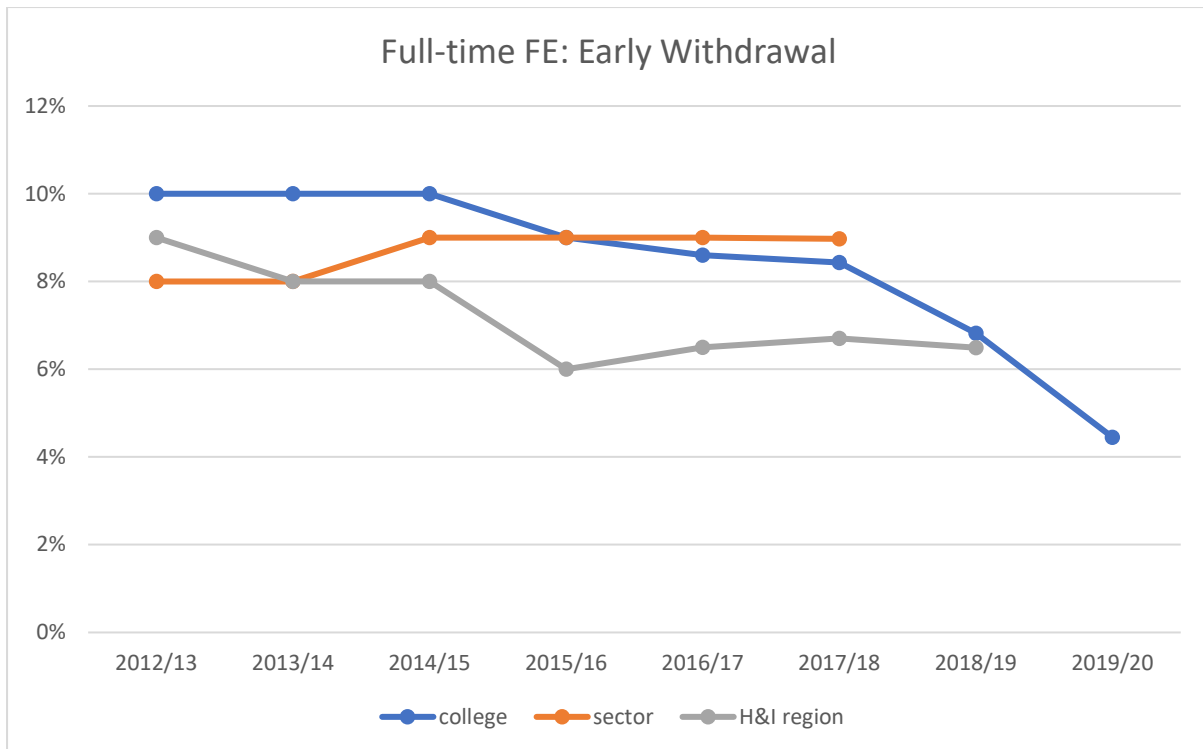
Full-time FE Success Rate by SCQF Level

Table 4: full-time FE outcomes over time

LEVEL OF STUDY	AC_YEAR	ENRs	EARLY WD %	FURTHER WD %	PARTIAL SUCCESS %	SUCCESS %
FEFT	2016/17	1325	8.62%	14.06%	9.90%	67.27%
	2017/18	1261	8.43%	13.83%	7.15%	70.59%
	2018/19	1249	6.82%	15.80%	7.22%	70.17%

Early withdrawal rates (EW) improved by 1.6 points in 2018-19 – this follows sustained action by the college to reduce the number of students withdrawing before the 1 November funding date. However, rates of further withdrawal (FW) increased by 2 points and partial success (PS) increased marginally, by 0.07 points.

EW has continued to decrease in 2019-20 and is (at the time of writing) at an historic low of 4.45%, exceeding our target of achieving 5% EW by 1 November 2019. The work of the new Personal Development Advisors (PDA) appears to have been instrumental in improving retention this year. The reduction in full-time FE EW in 2019-20 (when confirmed) equates to around an additional 450 credits being retained, which could have a significant impact on our credit total at the end of the year in addition to increasing the chances of improving student success rates overall.

Full-time FE: Early Withdrawal

2.2 Part-time FE[2] Performance Indicators

Success rates for students on part-time FE programmes have also remained high, although they dropped 3.5 points compared to last year. The success rate is still above that for the region as a whole and well above the latest published sector level.

Part-time FE: completed successful

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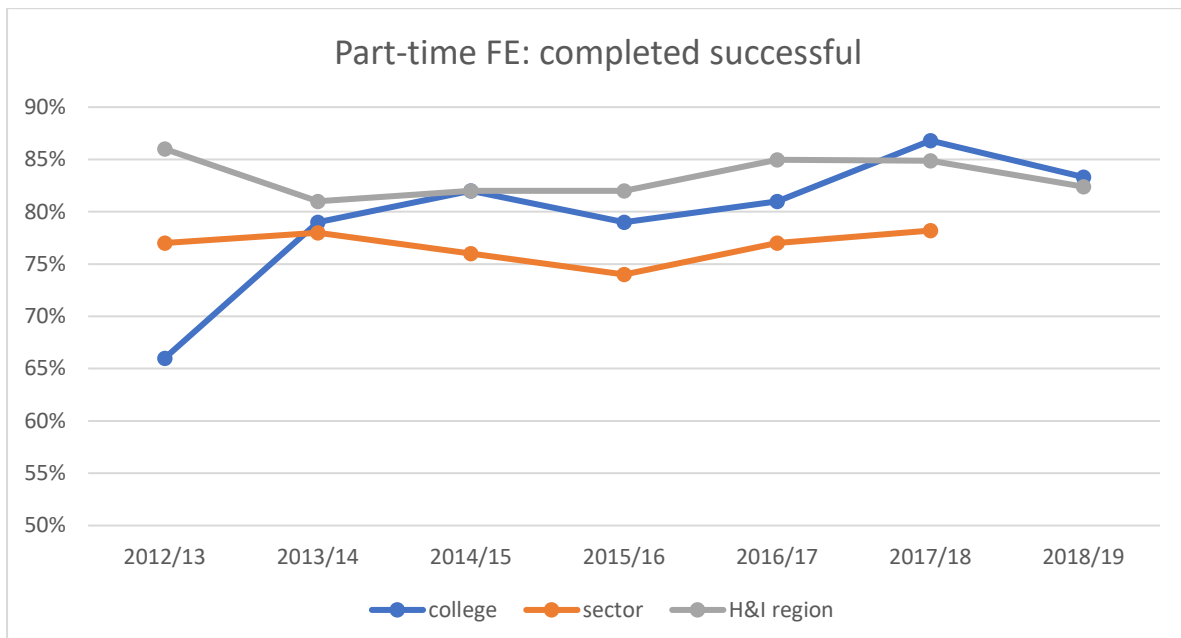
[2] Figures for PTFE in this report only include students on SFC credit fundable and Foundation Apprenticeship programmes.

Table 5: part-time FE outcomes over time

LEVEL OF STUDY	AC_YEAR	ENRs	EARLY WD %	FURTHER WD %	PARTIAL SUCCESS %	SUCCESS %
FEPT	2016/17	2232	2.40%	6.90%	9.30%	81.30%
	2017/18	2984	2.14%	5.46%	5.56%	86.83%
	2018/19	3372	2.20%	4.01%	10.21%	83.19%

Retention rates improved in 2018-19, however partial success increased by over 4 points. The increase in partial success was apparent across almost all subject areas and raises a question about results processing issues associated with the industrial action.

2.3 Full-time FE outcomes by Education Scotland subject area

Table 6 below shows the college's performance for students on full-time FE programmes by subject area, with a comparison against the latest sector levels. Table 7 shows the outcome trend over time by subject area.

Table 6: 2018-19 full-time FE outcomes by Education Scotland subject area

Subject area	ENRs	EARLY WD%	FURTHER WD %	PARTIAL SUCCESS %	SUCCESS%	Sector 2017-18	Diff.
Art and design	44	2.27%	15.91%	0.00%	**81.82%**	66.87%	15.0
Business, man't and admin	63	12.70%	11.11%	9.52%	**66.67%**	61.56%	5.1
Care	151	6.00%	19.33%	12.00%	**62.67%**	63.18%	-0.5
Computing and ICT	53	7.55%	15.09%	15.09%	**62.26%**	61.33%	0.9
Construction	117	5.13%	9.40%	1.71%	**83.76%**	71.97%	11.8
Engineering	217	5.56%	14.81%	5.09%	**74.54%**	67.13%	7.4
Hairdressing, beauty and CT	164	7.93%	20.73%	7.32%	**64.02%**	64.17%	-0.2
Hospitality and tourism	49	8.16%	20.41%	6.12%	**65.31%**	63.63%	1.7
Land-based industries	44	4.55%	25.00%	9.09%	**61.36%**	70.29%	-8.9
Languages and ESOL	102	2.94%	6.86%	0.00%	**90.20%**	81.37%	8.8
Media	13	7.69%	23.08%	0.00%	**69.23%**	60.49%	8.7
Science	57	14.04%	10.53%	28.07%	**47.37%**	58.92%	-11.6
Social subjects	47	17.02%	12.77%	10.64%	**59.57%**	57.63%	1.9
Special Programmes	52	5.77%	30.77%	1.92%	**61.54%**	77.50%	-16.0
Sport and leisure	76	3.95%	13.16%	5.26%	**77.63%**	64.47%	13.2
TOTAL	**1249**	**6.82%**	**15.80%**	**7.22%**	**70.17%**	66.1%	4.1

Table 7: full-time FE outcomes – subject area trends over time

Subject area	SUCCESS %			3-year trend
	2016-17	2017-18	2018-19	
Art and design	73.85%	64.15%	**81.82%**	↑
Business, man't and admin	78.05%	69.70%	**66.67%**	↓

Care	61.86%	62.41%	**62.67%**	↑
Computing and ICT	47.27%	68.18%	**62.26%**	↑
Construction	78.72%	82.17%	**83.76%**	↑
Engineering	70.83%	74.52%	**74.54%**	↑
Hairdressing, beauty and CT	71.11%	66.86%	**64.02%**	↓
Hospitality and tourism	58.82%	72.55%	**65.31%**	↑
Land-based industries	57.69%	74.47%	**61.36%**	↑
Languages and ESOL	93.44%	93.02%	**90.20%**	↓
Media	52.94%	60.00%	**69.23%**	↑
Science	37.18%	49.25%	**47.37%**	↑
Social subjects	57.14%	68.89%	**59.57%**	↑
Special Programmes	75.68%	65.00%	**61.54%**	↓
Sport and leisure	63.86%	71.05%	**77.63%**	↑
TOTAL	**67.27%**	**71.12%**	**70.17%**	↑

Success rates are above sector levels in 10 of the 15 subject areas. Of those 10 areas, success rates in Art and Design, Construction, Engineering, ESOL, Media and Sport and Leisure are well above sector levels and have improved over the last three years or, in the case of ESOL, have remained high. Of the four other areas above sector levels, the success rates in Computing, Hospitality and Social Subjects have fluctuated over three years, and in all three areas they have fallen in 2018-19 compared to 2017-18. Success rates in Business, Management and Administration have declined over the last three years.

Success rates in Care and in Hairdressing, Beauty and Complementary Therapies (HBCT) are just below sector levels. Success rates in Care have improved only slightly over the last three years, whereas those in HBCT have dropped over 6 points in the same period: further withdrawal rates are high in both subject areas and partial success rates in Care are also high.

Success rates in Land-based Industries (Forestry), Science and Special Programmes (Supported Education) are all well below sector levels. In Forestry, success rates improved significantly in 2017-18 and have fallen back again in 2018-19. Full-time FE science programmes are made up mainly of Higher and National 5 awards and these programmes traditionally have a high partial success rate (28% in 2018-19). Success rates in Science have remained low, for this reason, over the last three years. Supported Education programmes have seen a very high rate of withdrawal over the last 2 years: the issue in 2017-18 was a high rate of early withdrawal due to programme design not meeting learner needs, the issue in 2018-19 was a high rate of further withdrawal. Both subject areas have revised their curriculum design for 2019-20.

2.4 Part-time FE outcomes by Education Scotland subject area

Table 8 shows the college's performance for students on part-time FE programmes by subject area with a comparison against the latest sector levels. However, part-time FE provision is a broad category and includes a range of different course types

and modes of delivery, including very short CPD provision, some commercial activity, apprenticeship blocks, workplace SVQs, Higher and National 5 awards, school-link programmes and one-semester 'short full-time' courses. This makes comparisons between subject areas and national benchmarking less meaningful.

Table 8: all 2018-19 part-time FE outcomes by Education Scotland subject area

Subject area	ENRs	EARLY WD%	FURTHER WD %	PARTIAL SUCCESS %	SUCCESS%	Sector 2017-18
Art and design	20	0.00%	15.79%	15.79%	**68.42%**	77.93%
Business, man't and admin	439	0.23%	1.59%	6.38%	**91.80%**	76.16%
Care	597	2.18%	5.36%	13.57%	**78.73%**	75.56%
Computing and ICT	88	3.41%	10.23%	12.50%	**73.86%**	77.23%
Construction	549	1.28%	2.55%	3.83%	**91.80%**	83.86%
Education and training	68	23.53%	1.47%	2.94%	**72.06%**	78.62%
Engineering	543	0.37%	2.21%	11.23%	**86.00%**	83.65%
Hairdressing, beauty and CT	135	7.41%	6.67%	14.81%	**71.11%**	72.18%
Hospitality and tourism	273	1.83%	3.66%	7.33%	**84.25%**	85.59%
Land-based industries	164	0.00%	1.24%	12.42%	**86.34%**	88.20%
Languages and ESOL	72	6.94%	5.56%	13.89%	**73.61%**	79.85%
Performing arts	2	0.00%	0.00%	50.00%	**50.00%**	77.03%
Science	102	5.88%	14.71%	26.47%	**52.94%**	59.91%
Social subjects	14	0.00%	28.57%	28.57%	**42.86%**	54.38%
Special programmes	293	2.05%	4.10%	11.95%	**81.91%**	78.48%
Sport and leisure	13	0.00%	7.69%	0.00%	**92.31%**	74.98%
TOTAL	**3372**	**2.20%**	**4.01%**	**10.21%**	**83.19%**	78.2%

Table 9 captures only the part-time FE provision of between 160 hours (4 credits) and 560 hours (14 credits) duration that leads to a recognised qualification. This excludes the short commercial and CPD provision and provides a more meaningful comparison between subject areas and sector levels.

Table 9: 2018-19 outcomes for part-time courses of 160 hours or more

Subject area	ENRs	EARLY WD%	FURTHER WD %	PARTIAL SUCCESS %	SUCCESS%	Sector 2017-18	Diff.
Art and design	8	0.00	37.50	12.15	50.00%	69.13%	-19.1
Business, man't and admin	40	2.50	12.50	17.50	67.50%	60.38%	7.1
Care	297	3.03	8.42	16.84	71.72%	67.03%	4.7
Computing and ICT	45	2.22	11.11	11.11	75.56%	74.46%	1.1
Construction	235	2.55	5.11	3.40	88.09%	79.71%	8.4
Engineering	154	1.30	5.84	6.49	85.71%	80.62%	5.1
Hairdressing, beauty and CT	101	8.91	7.92	7.92	72.25%	69.78%	2.5
Hospitality and tourism	78	5.13	10.26	8.97	67.95%	70.80%	-2.9
Land-based industries	53	0.00	3.77	18.87	77.36%	76.63%	0.7
Languages and ESOL	26	7.69	15.38	11.54	65.38%	77.08%	-11.7
Performing arts	2	0.00	0.00	50.00	50.00%	70.37%	n/a
Science	24	12.50	8.33	8.33	70.83%	51.88%	19.0

Special programmes	173	4.62%	9.25%	9.83%	76.30%%	68.75%	7.6
Sport and leisure	13	0.00	7.69	0.00	92.31%	62.54%	29.8
TOTAL	**1249**	**3.63**	**7.90**	**10.45**	**77.34%**	**70.94%**	**6.3**

College success rates are above sector levels in 10 of the 13 subject areas (there are only two enrolments in Performing Arts). Success rates are well above sector levels in several areas, most notably in Science and Sport and Leisure. Success rates are well below sector levels in Art and Design (although with fewer than 10 enrolments) and in ESOL, where only 4 of the 11 students on the National 5 award were successful. However, 13 of the 15 students on the Higher ESOL award passed.

2.5 Higher and National 5 Awards

The overall pass rate for students taking Higher exams at the college in 2018-19 was 64.5%, a drop of 9.5 points on last year. However, the national pass rate for students taking Higher awards at Scottish colleges fell by 4.7 points to 56.3%.

HIGHER PASSES	Overall pass rate		
	2016-17	2017-18	**2018-19**
ICUHI	69%	74%	**64.5%**
College sector	67%	61%	**56.3%**

Higher Psychology was the only area of concern for the college, with the pass rate dropping from 71% last year to 39% in 2018-19. This issue has been replicated across the sector and the national pass rate for Higher Psychology in 2018-19 was 37.7%. This award accounted for one-fifth of the college's 248 Higher candidates in 2018-19 and the drop in pass rate had a significant impact on the Higher pass rate overall.

The overall pass rate for students taking National 5 awards at the college in 2018-19 was 69%, a drop of 7 points from last year. The overall pass rate for all college students taking National 5 exams in Scotland also fell, by 3.4 points to 67.6%. Pass rates fell slightly in Biology, Chemistry and Maths.

NATIONAL 5 PASSES	Overall pass rate		
	2016-17	2017-18	**2018-19**
ICUHI	76%	76%	**69.0%**
College sector	70%	71%	**67.6%**

2.6 Senior Phase Outcomes

The tables below show the outcomes for Senior Phase school pupils (S4-6) on FE programmes leading to recognised qualifications. These include Foundation Apprenticeships, Skills for Work courses, Higher and National awards, National Progression Awards (NPA) and some bespoke provision. Most school pupils attend our school-link programmes each Friday during the academic year, however some

attend on an infill basis to existing part-time and full-time courses. Pupils from 20 of the 29 Highland secondary schools attended Senior Phase provision in 2018-19, with many pupils travelling significant distances. The schools ranged from Plockton and Ullapool in the west, Golspie in the north and Kingussie and Grantown in the south.

Table 10: Outcomes for Senior Phase FE courses leading to a qualification

Subject area	ENRs	EARLY WD%	FURTHER WD %	PARTIAL SUCCESS %	SUCCESS%
Business, man't and admin	9	0.00%	22.22%	0.00%	**77.78%**
Care	128	7.03%	9.38%	31.25%	**52.34%**
Computing and ICT	22	4.55%	4.55%	27.27%	**63.64%**
Construction	52	9.62%	11.54%	5.77%	**73.08%**
Engineering	72	2.78%	8.33%	9.72%	**77.78%**
Hairdressing, beauty and CT	37	13.51%	5.41%	8.11%	**72.97%**
Hospitality and tourism	69	4.35%	5.80%	7.25%	**82.61%**
Land-based industries	8	0.00%	25.00%	12.50%	**62.50%**
Science	18	5.56%	0.00%	11.11%	**83.33%**
Special programmes	33	9.09%	9.09%	3.03%	**78.79%**
Sport and leisure	13	0.00%	7.69%	0.00%	**92.31%**
TOTAL	**461**	**6.29%**	**8.46%**	**14.75%**	**70.28%**

Table 11: Senior Phase outcomes – trends over time

Subject area	SUCCESS %			3-year trend
	2016-17	2017-18	2018-19	
Business, man't and admin	16.67%	85.71%	**77.78%**	↑
Care	65.14%	68.03%	**52.34%**	↓
Computing and ICT	69.81%	60.61%	**63.64%**	↓
Construction	77.78%	78.05%	**73.08%**	↓
Engineering	72.22%	79.75%	**77.78%**	↑
Hairdressing, beauty and CT	87.18%	84.21%	**72.97%**	↓
Hospitality and tourism	67.80%	73.33%	**82.61%**	↑
Land-based industries	35.71%	80.00%	**62.50%**	↑
Science	23.08%	57.89%	**83.33%**	↑
Social Subjects	60.00%	33.33%	-	
Special Programmes	84.38%	77.27%	**78.79%**	↓
Sport and leisure	92.31%	76.92%	**92.31%**	-
TOTAL	**66.53%**	**72.37%**	**70.28%**	↑

2.7 FE Regional Outcome Agreement (ROA) Measures

The table below provides a summary of performance against key ROA measures. It shows the percentage of students, by mode and learner group, completing their courses successfully over the last three years. Success rates for the Highlands and Islands region in 2018-19 and the latest figures for Scotland are also shown.

Table 12: College performance against ROA Measures

National Measure: % students achieving a recognised qualification	Inverness College			H&I Region	Scotland
	2016-17	**2017-18**	**2018-19**	**2018-19**	**2017-18**
Full-time FE	67.6%	70.6%	**70.2%**	68.6%	66.1%
Part-time FE	81.3%	86.8%	**83.3%**	82.5%	78.2%
SIMD10 FT FE	56.5%	60.0%	**64.8%**	68.7%	63.2%
SIMD10 PTFE	65.6%	76.1%	**72.1%**	65.8%	74.5%
Senior Phase VQ PT FE	65.3%	67.9%	**68.7%**	72.0%	67.6%
Care Experienced FTFE	45.8%	42.9%	**61.2%**	56.5%	51.0%
16-19 year-olds FTFE	66.0%	68.2%	**64.2%**	65.8%	63.7%
Disability* FTFE	63.4%	66.6%	**65.5%**		
Disability* PTFE	67.6%	81.4%	**78.1%**		

*not measured by the ROA

The college has worked successfully to improve retention and attainment on FE programmes over the last six years and contributes well to the regional strategy for the improvement of FE attainment. Success rates for students from SIMD10 postcode areas on full-time programmes have steadily improved and are now above the latest sector levels. However, the success rates for those on part-time programmes fell by 4 points to 72.1%. Success rates for senior phase pupils on vocational programmes[3] have also steadily improved and are above the latest sector levels. There was a significant improvement (18.3 points) in success rates for care experienced students on full-time programmes in 2018-19, and these outcomes are now 10 points above the latest sector levels.

Success rates for students aged between 16 and 19 on full-time programmes dropped by 4 points in 2018-19. As this learner group accounts for 56% of the college's full-time FE enrolments, addressing this decline is a priority for 2019-20. Success rates for students declaring a disability are not measured through the ROA, however they are monitored by the college as part of our Access and Inclusion Strategy. The attainment gap between students with a disability and those without has remained fairly constant over time, at between 4 and 5 points for students on full-time and part-time programmes.

[3] SFC definition of 'Senior Phase Vocational Pathways' excludes provision at SCQF Level 4 as well as Higher and National 5 awards.

3. HE Student Outcomes

Table 13: 2018-19 retention and attainment by mode and level

LEVEL_OF_STUDY	ENRs	EARLY WD %	FURTHER WD %	PARTIAL SUCCESS %	SUCCESS %
HEFT	1508	5.65%	8.64%	5.45%	77.54%*
HEPT	1057	6.30%	7.93%	4.68%	67.91%**

*34 student outcome missing
**140 student outcomes missing

Table 14: success rates over time

LEVEL_OF_STUDY	2016/17	2017/18	2018/19
HEFT	73.87%	80.62%	77.54%
HEPT	74.26%	76.54%	67.91%

Full-time HE success rates have dropped from last year, as have part-time HE outcomes. A number of outcomes are still missing from the data set, and this is a symptom of the way in which HE data is processed in SITS. The college's Dashboard tries to align the HE data set with the college sector parameters to enable a more granular analysis and this results in a tension with the data collection parameters set by EO. However, the use of the HESA measures for HE programmes, such as non-continuation rates, do not fully reflect or capture the complexity of our HE provision and our curriculum architecture.

3.1 Full-time HE Performance Indicators

Full-time delivery accounts for around 84% of all UG FTE student numbers. Because of this, and as the nature of part-time UG provision is quite diverse, this section concentrates on an analysis of full-time UG student performance only. The table below breaks down the full-time HE provision by undergraduate degree and Higher National programmes, and compares HN success rates to the college sector levels.

Table 15: Full-time HE success rates by qualification type

Year	All HE	UG Degree	HN	HN Sector
2016/17	73.87%	77.81%	69.30%	71.67%
2017/18	80.62%	89.01%	69.44%	71.31%
2018/19	77.54%	86.24%	64.31%	

Student success rates (ie the percentage of students who complete the year of study and either gain an award or can progress) for UG degree programmes are high overall and have improved over a three-year period. However, the overall success rate on HN programmes declined by 5 points in 2018-19 and is 7 points below the latest college sector level.
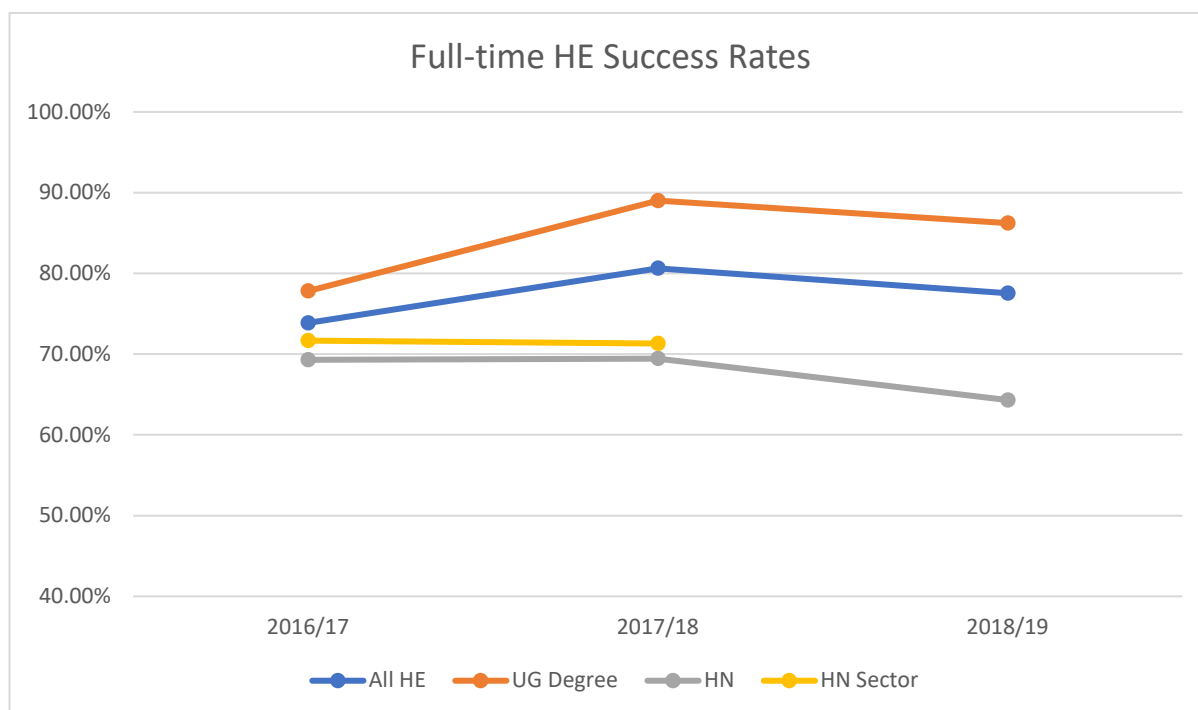
3.2 Full-time UG HE Success Rates for Specific Student Groups

The table below shows full-time UG success rates by gender, disability, age group and deprivation index. At the time of writing this report, the data for care experienced students on HE programmes is being amended and is temporarily unavailable.

Table 16: success rates for full-time UG HE by specific student groups

Equalities Grouping	2016-17	2017-18	2018-19
All students	74%	81%	78%
Female	77%	83%	79%
Male	70%	77%	75%
Disability declared	70%	82%	73%
No disability	75%	80%	79%
16-19 year olds	74%	75%	70%
20-24 year olds	75%	82%	85%
25+ year olds	73%	84%	76%
10% Most deprived postcodes	63%	79%	61%
20% Most deprived postcodes	76%	71%	63%
Not in 20% MD postcodes	74%	81%	79%

There is a 6-point 'attainment gap' between students who declare a disability and those who do not, and a 16-point gap between students who live in the most deprived postcode areas and those who do not. 20-24 year olds have the highest success rates, and 16-19 year olds have the lowest. Female students have higher success rates overall compared to males, and this is consistent across almost all subject areas.

3.3 Full-time HN outcomes by Education Scotland subject area

UG degree provision is usually measured in terms of non-continuation, degree awards and classification of Honours: the intention is to compile a separate report that focusses on these measures early in 2020. The remainder of this report focusses on student outcomes on full-time HN awards, which account for around 40% of all our full-time UG HE provision.

The table below shows student outcomes on full-time HN awards by subject area, benchmarked against the latest published sector levels.

Table 17: 2018-19 full-time HN outcomes by Education Scotland subject area

Subject area	ENRs	EARLY WD%	FURTHER WD %	PARTIAL SUCCESS %	SUCCESS%	Sector 2017-18	Diff.
Art and design	51	9.8%	11.8%	9.8%	**68.6%**	78.3%	-9.70
Business, man't and admin	99	11.1%	11.1%	16.2%	**61.6%**	70.3%	-8.70
Care	79	5.1%	16.5%	12.7%	**64.6%**	71.5%	-6.90
Computing and ICT	45	2.2%	26.7%	17.8%	**53.3%**	69.2%	-15.90
Construction	21	4.8%	9.5%	14.3%	**66.7%**	71.3%	-4.60
Engineering	46	10.9%	19.6%	15.2%	**52.2%**	66.2%	-14.00
Hairdressing, beauty and CT	62	11.3%	4.8%	11.3%	**72.6%**	73.3%	-0.70
Hospitality and tourism	20	5.0%	20.0%	5.0%	**65.0%**	64.9%	0.10
Land-based industries	38	2.6%	15.8%	13.2%	**68.4%**	76.2%	-7.80
Performing Arts	25	0.0%	4.0%	8.0%	**88.0%**	79.4%	8.60
Science	11	0.0%	18.2%	9.1%	**72.7%**	67.4%	5.30
Sport and leisure	97	8.2%	13.4%	16.5%	**60.8%**	70.1%	-9.30
TOTAL	**594**	**7.4%**	**13.8%**	**13.8%**	**64.3%**	**71.3%**	-7.00

Success rates are marginally above sector level in Hospitality and Tourism and comfortably above sector levels in Performing Arts and in Science. However, success rates are below sector levels in the other nine subject areas, and significantly so in most areas.

Curriculum teams were tasked with placing a focus on HN provision throughout 2018-19 after success rates had been hovering just below sector levels for two years. Clearly, this approach has not been successful, and teams have now been required to produce action plans for HN provision where success rates are low. There is a mixed picture across the college, with around one-third of programmes at less than 60% success, one-third between 60% and 74% and one-third of

programmes at 75% and over. A practitioner-led Community of Practice has been formed with the aim of sharing effective practice across the college to support actions for improvement.

Discussions at the UHI Subject Network Leader Quality Monitoring Dialogues in November indicate that this pattern of success rates on HN awards, and HNC in particular, is replicated across the university. It is therefore likely to emerge as an enhancement theme via the university's Quality Assurance and Enhancement Committee (QAEC).

Roddy Henry
Depute Principal – Planning and Student Experience
November 2019

University of the Highlands and Islands
Inverness College

Board of Management

Subject/Title:	Quality Enhancement
Author: [Name and Job title]	Roddy Henry, Depute Principal – P&SE
Meeting:	*Learning Teaching and Research Committee*
Meeting Date:	3 December 2019
Date Paper prepared:	26 November 2019
Brief Summary of the paper:	A summary of quality enhancement activity related to learning and teaching and student success.
Action requested: [Approval, recommendation, discussion, noting]	Discussion
Link to Strategy: Please highlight how the paper links to, or assists with:**:** • compliance • partnership services • risk management • strategic plan • new opportunity/change	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)	
Its disclosure would substantially prejudice the commercial interests of any person or organisation (S33)		Its disclosure would constitute a breach of confidence actionable in court (S36)	
Its disclosure would constitute a breach of the Data Protection Act (S38)		Other (please give further details)	
For how long must the paper be withheld? (express either as the time which needs to pass or a condition which needs to be met.)			

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

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

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

Quality Enhancement

Executive summary

This report provides a summary of recent quality enhancement activity in relation to the college's Enhancement Plan, the Education Scotland Progress Visit, the Stop and Review event, early withdrawal rates on full-time FE programmes and HN success rates.

The Enhancement Plan is attached as an appendix.

Main body of information

Enhancement Plan and Progress Visit

The Enhancement Plan 2019-20 is attached for information: the plan will be updated after the Education Scotland Progress Visit on 27 and 28 November and the outcomes of the Stop and Review event on 15 November. A three-year Enhancement Plan was submitted to Education Scotland and SFC at the end of October 2018 as part of the *Evaluative Report and Enhancement Plan* (EREP) required under the revised quality arrangement for Scotland's Colleges. The Enhancement Plan is high level and covers the years 2018-19, 2019-20 and 2010-21. It is recognised by Education Scotland that the plan will change and develop over the three-year period.

The committee will be provided with a verbal report on the outcomes of the Education Scotland Progress Visit held on 27 and 28 November 2019. These visits are being carried out across all colleges during 2019-20 to assess colleges' progress against their published Enhancement Plans.

Stop and Review Event

A 'stop and review' event was held on Friday 15 November. This is the latest iteration of in-year reflective events with academic Schools and is based on an active and participative sharing of challenges and successes across the teams. Teams of 5 or 6 staff from each of the seven Schools shared a summary of their progress and challenges since the start of the Semester in a 'world-café' style event. The format seemed to work well and good ideas to enhance the format for the remaining events this year were put forward.

A short summary and action plan for each School has been compiled, and these will be shared and actions monitored via the Academic Management and Quality Committee (AMQC). Emerging common themes included the positive impact of the Personal Development Advisor (PDA) role and the need for it to be expanded to other programmes, the increase in student demand for support services, enhancements needed to induction, attendance issues (and good practice to address these from the Business, Computing and Hospitality team), adjustments being made to course design and delivery to adapt to student needs.

Improved Early Withdrawal on Full-time FE Programmes

Early Withdrawal EW rates on full-time FE programmes have improved this year and, at the time of writing, are below the 5% target set in the Enhancement Plan. The college has

been working for a number of years to reduce early withdrawals, however, the new PDA role appears to have made a significant impact on student retention. As a consequence of the enhanced interaction with students and earlier identification of need, the demand for support services such as counselling and well-being has increased significantly. Retention rates will be monitored monthly throughout the year to ensure that the effort to support students to sustain their studies is maintained.

Higher National (HN) Success Rates

Student success rates on full-time HN programmes, which had been just below the college sector level for two years, fell by 5 points in 2018-19. Academic teams have implemented action plans for improvement which will be monitored monthly via the AMQC, and a practitioner-led HN Community of Practice has been created to share effective practice across the college.

Roddy Henry
Depute Principal – P&SE

Enhancement Plan 2019 - 20

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

Enhancement Theme	Actions (EREP)	Anticipated Outcomes 2019-20	Progress Against Anticipated Outcomes: XXX	College Targets for 2019-20 (tbc)
Continued improvement in success rates overall, with a focus on: • FTFE and HN • across student groups	• Embed and monitor effectiveness of revised approach to self-evaluation • Introduce Enhancement Theme groups including: ➢ HN ➢ Highers/ N5 • Embed and monitor the impact of the new PDA role • Approach to academic resilience embedded in all full-time FE and HN programmes	• Success rates at sector leading levels in the majority of subject areas • Tangible improvements in aspects of the early student journey i.e.: ➢ Accurate consistent pre-course information ➢ Timeous application and enrolment • Early identification and intervention approaches implemented, for example: ➢ DNS process		Success rates: • FTFE - 74% overall and sector leading in each subject area • FTHN - 75% overall and above sector level in each subject area FTFE overall success rates: • Care Experienced – 63% • Carers – 75% • Disability – 74% • SIMD10 - 70% • Senior Phase – 75% PTFE overall success rates: • Care Experienced – 78% • Carers – 82% • Disability – 83% • SIMD10 - 77% FTHN overall success rates: • Care Experienced – 60%[i] • Carers – 75% • Disability – 75%

		➢ Care Experienced – financial planning ➢ Health and wellbeing group workshops Clear coherent offer to all prospective students supported by well-informed advice and guidance		SIMD10 - 70%
	• Review of pre-course information and guidance (for example through use of IAG standard self-evaluation) • Enhance revised approach to self-evaluation to ensure individual schools priorities in relation to student groups feature fully as part of analysis and actions taken	• The attainment gap closed across the majority of student groups		• Reduce early withdrawal on FTFE programmes to 5% overall
Enhancement of Learning and Teaching practices	• Further develop learning and teaching approaches to ensure a positive learning environment for all – LTR process, LTE strategy, staff development opportunities • Professional teaching standards integrated into key quality college	• Staff systematically reflect and revise approaches to learning and teaching • Greater awareness of teaching standards enhances learning and teaching across the college		• Increased levels of satisfaction expressed by students about their learning and teaching • Students express high levels of satisfaction regarding the use of digital technology in the classroom

	processes (e.g. LTR, MTM, CCMs, • Develop and embed the opportunities presented through CPD to professional standards (*Bringing the standards to life*) • Implement outcomes from Inclusive Classroom review • Develop Digital Skills Ambition statement and operational plan	• Staff systematically implement individualised learning & teaching activities according to student need • Staff systematically make effective use of digital technologies in the classroom		• Students express high levels of confidence regarding their own digital skills
A continued focus on embedding career management skills (CMS) across the curriculum	• Delivery of longitudinal induction to CMS through S1 • Students introduced to the Skills Profile on MYWOW in S2	• Students develop 'soft' skills to support employability and recognise them. • Students will be confident in the skills have they have to support their employability; their areas for development; their next steps		• All FT FE students engage with variety of sessions during PDA time to support development of their 'soft' skills • All FT FE leaners will have a MY WOW Skills Profile by the end of the course • CMS embedded in all full-time FE and HN programmes

	• Further develop and embed career management skills across the curriculum	• Career Management Skills embedded in all full-time and appropriate part-time programmes		• Minimum 40 hours workplace experience embedded in every full-time and short full-time FE programme and recorded in SITS
	• Embed CMS into the revised approach to self-evaluation	• Students have a raised awareness of the criteria within CMS		• An increased number of students respond positively to Q24 in SSES and can identify that their time at college has helped to develop their knowledge and skills for the workplace
Enhance the sharing of good practice across the college and across the region to support improvement	• Embed regular showcasing of Tests of Change through naturally occurring activities e.g. Stop and Review, Standing agenda item at AMQC, staff development days, staff conference, Add an Egg sessions	• Consistent systematic adoption of effective practice apparent across all areas		• Tests of Change are regularly shared across college • Each School regularly engages in the identification of practice worthy of dissemination
	• Utilise the developing CoP model to identify and share effective practice across the college and the region	• Effective practices and interventions are identified and embedded to support improvement across the college and the region		• Greater ownership demonstrated through better informed teams • College actions fully support the aims of the regional attainment strategy

	• Continued engagement in the Single Policy Environment	• Alignment to regional strategies and policies supports parity of experience for students across the region		
	• Implement the regional Essential Skills Policy	• Implementation of regional Essential Skills Policy		• All students are supported to achieve core skills at a level appropriate to their needs
Enhance effectiveness of operational processes	• Fully embed PB process across all teams	• Efficient and effective course admin processes in place		• Almost all student achievements confirmed at PB • All actions noted at PB are systematically closed in a timeous manner • All CIS are accurate and completed on time
	• Revised CIS process fully embedded across all curriculum areas	• CIS accurate and completed on time		
	• iRecruitment process implemented and embedded across college	• Clear timeline for staff recruitment in place and adhered to		• Improved turnaround time for staff recruitment and reduced number of complaints

	• Celcat Working Practices group develop and implement effective processes for room usage	• Efficient and effective timetabling process and room utilisation (measures tbc)		• Efficient and effective timetabling process and room utilisation (targets tbc around general and specialist room usage)
	• Continue to develop staff skills around the use and analysis of available data sets	• Staff are confident in accessing and utilising data sets to inform robust self-evaluation		• 50% Staff engage with CDN on-line data course
	• Review and implementation of procedures linked to Core Skills operational and delivery model in line with implementation of regional Essential Skills Policy	Effective Core Skills procedures in place to identify student needs at the earliest opportunity		• All students are enrolled onto the correct Core Skills by November AY of enrolment
	• Review ASN procedure to identify and implementation service improvements	• Effective Additional Support Needs processes in place to best support students with ASN		• All students additional support needs are identified, and arrangements implemented by end of October AY of enrolment

INVERNESS COLLEGE
MANAGEMENT LETTER

INVERNESS COLLEGE, FES

DISTRIBUTION	
Roddy Henry	Depute Principal
Fiona Mustarde	Director of Finance
Andy Coulter	MIS Manager
Audit Committee	Members
REPORT STATUS LIST	
Auditors:	Sean Morrison and Gemma Rickman
Dates work performed:	10 September - 27 September 2019
Draft report issued:	11 October 2019
Final report issued:	21 October 2019

INVERNESS COLLEGE, FES

EXECUTIVE SUMMARY

SUMMARY OF RECOMMENDATIONS: (SEE APPENDIX I)

High	▲	0
Medium	■	0
Low	●	1

TOTAL NUMBER OF RECOMMENDATIONS: 1

BACKGROUND:

A review of the College's FES (further education statistical) data return has been carried out in accordance with the 'Credit Guidance: 2018-19 student activity data guidance for colleges' (SFC/GD/10/2018) issued in August 2018 and the audit guidance for colleges (SFC/GD/07/2019) issued on 30 May 2019.

Our report is based on information supplied by college management and staff and the audit approach outlined below.

AUDIT APPROACH AND SCOPE:

We assessed the overall control environment by considering whether:

- The student data returns have been compiled in accordance with all relevant guidance;
- Adequate procedures are in place to ensure the accurate collection and recording of the data; and
- The FES return contains no material misstatement.

The purpose of the review was to examine the adequacy of the sub-systems used by the College in relation to the Credit Guidance, the audit guidance and associated guidance to complete the student data returns.

The assessment of the control environment as outlined above was used to determine specific tests and sample sizes.

Our review also sought to address all the risk areas outlined in Annex D of the audit guidance issued on 30 May 2019.

Our fieldwork, which took 5 days to complete, was undertaken by experienced auditors, and was reviewed by the Director responsible for the assignment. All personnel have previous experience of delivering internal audit assignments to FE Colleges.

Our test samples were selected from full population data sets and were representative of the area under review e.g. sampling across all key modes of attendance.

INVERNESS COLLEGE, FES

A summary of the specific tests, together with sample sizes (which were randomly selected), is described below:

- We reviewed class lists for 15 courses and selected a student from each course and confirmed that the student had in fact attended after the 25% required date. This "required date" test was also conducted on all students selected within the other sample tests below.

- A sample of 15 courses, totalling 3,055 credits (10% of total), was randomly selected based on an initial review of courses by Dominant Programme Group (DPG). The programme codes, the dominant group numbers, the number of eligible students and the number of students enrolled on class registers were checked to supporting documentation for reasonableness and accuracy. We also recalculated the individual Credits for each of the 15 courses and assessed whether the 25% required date was accurate.

- We traced our sample of students on each test to an online enrolment form or paper based form where required (or student summary record) to confirm the credits figure was for a bona fide student of the College.

- We tested a sample of 10 separate courses and selected two students from each course, and confirmed that a mechanism was in place to track and record student participation and progress on these courses. We also confirmed credits had been correctly calculated for these courses and that a student summary record was in place for all enrolled students. We also ensured that the attendance for each student surpassed the required date of the course.

- We reviewed a sample of 15 withdrawn students (who had withdrawn within two weeks after the required date) to confirm that, for each student, their withdrawal was processed correctly and in a timely manner and that the date of last attendance agreed to the class register, and was after the required date.

- We reviewed the process in place for Programme design within the College to ensure that controls were operating to correctly classify courses as HE or FE and FT or PT. We also reviewed a sample of 15 courses to ensure that the correct superclass code had been used for each course, for two of the courses sampled we determined that a more appropriate superclass code could be used, management completed these changes while we were on site.

- We reviewed a sample of 15 Price Group 5 students and assessed whether the students were eligible to be classed as Price Group 5 students and on eligible courses, and assessed whether students attended beyond the required date.

- We confirmed with management that the College do not have spanning courses within their course catalogue.

- We reviewed a sample of 5 ECDL students (10% of the population) to confirm whether the credits claimed were accurate. We also reviewed the enrolment form for each student.

- We reviewed a sample of 10 infill students to confirm that credits were only claimed for students that had attended past the required date, who were properly enrolled and who were eligible to claim credits under infill.

- We reviewed a sample of 5 non-accredited work experience/placement students to confirm that credits for these units were claimed in line with the guidance of one credit for every 80 hours of teaching. We found no issues with the credits claimed, however the student records system (SITS) used by the college does not have the capability to apportion one credit to the 80 hours of teaching for the non-accredited work experience/placement units. As SITS is programmed to apportion one credit for every 40 hours of teaching, as per the credits guidance.

INVERNESS COLLEGE, FES

- We reviewed a sample of 15 students to ensure that a College fee waiver form was completed and authorised and appropriately backed up by supporting documentation. We also assessed whether a student summary record and evidence of attendance existed (past the required date) and that students were enrolled on eligible courses. We also tested the credits data to confirm that only one full-time fee is recorded per student in the academic year.
- For a sample of 10 students with more than one enrolment (e.g. enrolled on a FT and PT course) we obtained explanations and reviewed records to confirm that credits were not over-claimed.
- We reviewed a sample of 10 ESOL courses to confirm that the credits claimed were accurate. We then selected 10 students from the courses to assess whether the students were properly enrolled in the College and attended past the required date.
- We reviewed a sample of 15 students on school based programmes to assess whether credits claimed were accurate.
- We confirmed with management that the college no longer run any courses in collaboration with other institutions.
- We tested a sample of 10 open distance learning courses, and confirmed that the correct credits were claimed for each student, that the progress of the students was sufficient and that students were resident in Scotland.
- We tested a sample of 15 courses, and confirmed that the required date for each course was correct.

ANALYTICAL REVIEW:

A brief summary of the analytical review work undertaken is as follows:
- We compared the student numbers per mode of attendance with the prior year, investigating any significant fluctuations with College staff; and
- We obtained the fee waiver figures per category of fee waiver and compared these with the previous year's figures, investigating any significant fluctuations with College staff.

The final 2018/19 FES return submitted to SFC by the College matched the figures we reviewed. The Colleges core activity credit target set by the Regional Board was 28,915 credits. In addition the College had an ESF activity target of 296 credits. The total credit target for 2018/19 was therefore 29,211. Total actual credits within the Colleges FES return are 29,437 which is 0.77% above the total target. These figures have been accepted by the SFC.

Student Numbers	2017/18	2018/19
Head Count		
FEFT	1,232	1,132
FEPT	3,005	2,901
Total	4,237	4,033

Fundable student numbers have decreased by roughly 4.8% in comparison with last year. The decrease is due to a slight drop in fundable student numbers.

INVERNESS COLLEGE, FES

All Student Enrolments		
Student Numbers	2017/18	2018/19
Enrolments		
FEFT	1,276	1,273
FEPT	3,425	4,160
Total	4,701	5,433

There has been an increase of roughly 15.5% in the number of student enrolments during the year.

INVERNESS COLLEGE, FES

Fee Waiver Summary:

Source of Finance of Fee for Student	2017/18 (£)	2018/19 (£)
22 - Fee Waiver - full-time non-advanced	1,006,992.00	974,736
23 - Fee Waiver - income support	1,015.20	817.80
24 - Fee Waiver - low income	710.64	56.40
25 - Fee Waiver - Islands Authority Fee Waiver (excl. Orkney and Shetland)	0.00	0.00
26 - Fee Waiver - cost borne by college	26,433.27	17,484
28 - Fee Waiver - Incapacity Benefit	0.00	0.00
29 - Fee Waiver - Severe Disablement Allowance	380.70	0.00
30 - Fee Waiver - housing benefit	1,917.60	564
33 - Fee waiver - student on a DPG 18 programme	33,219.60	29,201.19
37 - Fee Waiver - carers allowance	0.00	0.00
38 - Fee Waiver - disability living allowance	2,058.60	1,290
39 - Fee waiver - pension credit	225.60	451.20
40 - Fee Waiver - working tax credit	3,553.20	338.40
41 - Fee waiver - old FT criteria	41,172.00	63,241.80
42 - Fee waiver - school pupil	104,588.00	96,052.75
43 - Fee waiver - attendance allowance	0.00	0.00
44 - Fee waiver - income based job seekers allowance	686.67	1,311.15
47 - Fee waiver – income-related employment and support allowance	2,848.20	1,015.20
48 - Fee Waiver - student in care	282.00	0.00
49 - Fee Waiver - Asylum seeker or spouse or child of an asylum seeker	56.40	0.00
50 - Fee Waiver – contribution based employment and support allowance	394.80	56.40
52 - Fee Waiver – Personal Independence Payment (PIP)	2,425.20	1,480.50
53 - Fee Waiver – Universal credit (UC)	3,807.00	4,074.90
Total - including cost borne by college	1,232,767	1,192,172
Total overclaim for individual students	28,253	22,022.10
Total - excluding cost borne by college	1,206,334	1,174,687.60
Total - excluding cost borne by college and overclaims	1,178,080	1,152,665.50

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There has been an overall decrease in fee waiver (excluding cost borne by college and over claims) of roughly 2.2%.

There has been a decrease of 19% (£197) in fee waivers for income support students. Fee waiver for school pupils decreased by roughly 7.8% (£8,205) due to a decrease in the volume of school pupil activity.

There was an increase in fee waiver claims for other categories such as 'pension credit' (100%, £226) and 'income based job seekers allowance' (90%, £624).

Categories fluctuate as a result of the type of student enrolled at the College and, as such, it is not unreasonable for the totals within the individual categories to vary from year to year.

CONCLUSION:

The College's systems and procedures were found to be sufficiently adequate to promote the accurate collection and recording of data in respect of the credits return.

ACKNOWLEDGEMENT:

We wish to thank the College staff for their co-operation and assistance throughout this review, which was much appreciated.

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DETAILED FINDINGS

RISK: NON-FUNDABLE STUDENTS ARE INCLUDED IN THE CREDIT COUNT. GRANT-IN-AID COULD BE OVERSTATED.

Ref	Sig.	Finding
1	🟢	Documenting student enrolment is important for evidencing that a student exists, and ensuring that required information, such as personal details, has been gathered by the college. For two of the students tested throughout the audit there was no manual or online enrolment form. Both of these students attended the same work based learning course, being SVQ 2 Hairdressing, and it was explained by management that attempts have been made to encourage the provider to complete manual enrolment forms for the students. There is a risk the college cannot sufficiently evidence student enrolment for courses that are work-based.

RECOMMENDATION:

We recommend that management consider implementing stricter monitoring of the requirement for work based courses to complete manual enrolment forms for students.

MANAGEMENT RESPONSE:

The college has reviewed its processes and will ensure that students on work-based courses complete enrolment forms either electronically or manually before or on the start date of the course.

Responsible Officer:	Depute Principal – Planning and Student Experience
Implementation Date:	February 2020

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OBSERVATIONS

SUPERCLASS CODES

Our audit found that for two out of the fifteen courses tested, there was a more suitable super class code that could have been used. Management edited these courses super class codes at the time of the audit.

NON ACCREDITED WORK EXPERIENCE/PLACEMENT CREDITS

The student records system (SITS) used by the college does not have the capability to apportion one credit for every 80 hours of teaching for the non-accredited work experience/placement units. As SITS is programmed to apportion one credit for every 40 hours of teaching, as per the credits guidance for all other eligible courses. We note that there were no issues of incorrect credits being claimed, that there are a minimal number of these units being undertaken, and that manual credit claims can be made within SITS.

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APPENDIX I – DEFINITIONS

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

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

FOR MORE INFORMATION:

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