

## Board of Management

|               |   |
|---------------|---|
| Meeting       | Learning, Teaching and Research Committee |
| Date and time | Tuesday 17 March 2020 at 4.30 p.m.        |
| Location      | Boardroom, 1 Inverness Campus             |

Board Secretary  
10 March 2020

### AGENDA

#### Welcome and Apologies

#### Declarations of Interest

#### ITEMS FOR DECISION

1. **MINUTES**  
Minutes of Meeting of the Learning, Teaching and Research Committee held on 3 December 2019
2. **OUTSTANDING ACTIONS**  
Action List
3. **POLICIES**  
None to be presented at this time

#### ITEMS FOR DISCUSSION

4. **INTERNATIONAL REPORT**  
UHI International Student Recruitment (Professor Stuart Gibb) presented by Depute Principal Academic Development
5. **STUDENT PARTNERSHIP AGREEMENT**  
Joint Report by Director of Student Services and Student's Association Co-ordinator
6. **RESEARCH REPORT**  
Report by Director of Research and Innovation
7. **STUDENT RECRUITMENT 2019-20**  
Joint Report by Depute Principals Planning and Student Experience and Academic Development
8. **STUDENT RETENTION 2019-20**  
Report by Depute Principal Planning and Student Experience

**9 CURRICULUM Plan 2020/2021**  
Report by Director of Curriculum

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**ITEMS FOR NOTING**

- 10 2018-19 COLLEGE SECTOR PERFORMANCE INDICATORS**  
Report by Depute Principal Planning and Student Experience
- 11 CUSTOMER SERVICES EXCELLENCE REVIEW FINDINGS**  
Covering joint report by Director of Student Services and Quality Manager
- 12 HALF YEARLY COMPLAINTS REPORT**  
Report by Quality Manager
- 13 AOCB**
- 14 DATE OF NEXT MEETING**  
Tuesday 9 June 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 3 December 2019

**PRESENT:** Robyn Kennedy, Kelly Mackenzie, Fiona Neilson, Chris O'Neil, Gavin Ross, George Gunn, Sarah Burton, Tom Speirs and Sarah Burton

**CHAIR:** Sarah Burton

**APOLOGIES:** Tina Stones and Vivienne Mackie

**ATTENDING:** Depute Principal, Planning and Student Experience  
Depute Principal, Academic Development  
Director of Student Experience  
Clerk for the Committee

#### 1. MINUTES

The Minutes of the meeting of the Learning and Teaching Committee held on 24 September 2019 were **AGREED** and were **APPROVED** for signature by the Chair.

#### 2. OUTSTANDING ACTIONS

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

### ITEMS FOR DISCUSSION

#### 3. POLICIES

The Director of Student Experience presented the following UHI Common Policies:-

- Equality, Diversity & Inclusivity
- Promoting a Positive Learning Environment (including the Student Code of Conduct)
- Safeguarding
- Tertiary Learner Support

Fiona Neilson joined the meeting.

After discussion and some minor amendments, the Committee **AGREED** that the new Promoting a Positive Learning Environment and the Safeguarding Policy should be **RECOMMENDED** to the Board of Management for approval, subject to the policy being reviewed by the Committee later in the year.

After discussion and some minor amendments relating to the use of the word disability, the Committee **AGREED** that the new Tertiary Learner Support Policy should be **RECOMMENDED** to the Board of Management for approval, subject to the policy being reviewed by the Committee later in the year.

After discussion of the Safeguarding Policy the Committee felt that further clarification in terms of the scope and exceptions sections and the resulting responsibilities was required. The Committee **DID NOT SUPPORT** the new Safeguarding Policy.

The Committee discussed the Equality, Diversity and Inclusivity Policy. There was some discussion and suggestions around the wording in terms of disabilities and the need to consider the social model. Additionally the Legislative Framework required to be checked. The Committee **AGREED** that the new Equality, Diversity and Inclusivity Policy should be forwarded to the Human Resource Committee for approval.

#### 4. **UHI REVIEW OF STRATEGIC DEVELOPMENTS**

The UHI Vice-Principal (Strategic Developments) provided a verbal update. There was discussion of funding opportunities across the region and building capacity to take the strategies forward. This included information about the Moray Growth Deal, aviation development, National Manufacturing Institute for Scotland based in Glasgow, Energy Skills Partnership, marine skills and electric aircraft.

The Committee thanked the UHI Vice-Principal (Strategic Developments) for providing the update.

#### 5. **CURRICULUM**

The Depute Principal, Academic Development presented a joint report prepared with the Director of Curriculum.

The committee discussed the role of the college, University and employees in terms of curriculum development and its responsibilities for the students and the area. The committee welcomed the comprehensive report and looked forward to reports of this nature going forward.

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

#### 6. **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 Committee **NOTED** the contents of the report.

#### 7. **SAFEGUARDING ANNUAL REPORT**

The Director of Student Experience presented a confidential report prepared jointly with the Director of Organisational Development to set out the number and nature of safeguarding disclosures received and the ongoing partnership work as a member of multi-agency public protection arrangements.

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

Fiona Nielsen left the meeting.

**8. STUDENT EXPERIENCE 2018-19 & EARLY 2019-20**

The Depute Principal, Planning and Student Experience, presented a paper that had been prepared by the Quality Manager to outline the actions taken in relation to the SSES 2018-19; and presented a headline report for the ESES 2019-20.

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

**9. STUDENT RECRUITMENT 2019/20**

A report had been prepared by the Depute Principal, Planning and Student Experience provided the Committee with a summary of student recruitment to date in 2019/20. It was noted that additional work had been undertaken in terms of marketing courses and a concerted push earlier in the recruitment process.

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

Tom Speirs left the meeting.

**10. STUDENT PERFORMANCE INDICATORS REPORT 2018/19**

A report had been prepared by the Depute Principal, Planning and Student Experience provided the Committee for the session 2018-19, covering FE and HE activity. The Depute Principal, Planning and Student Experience confirmed that Heads of Curriculum areas would have action plans in place in due course to address performance where necessary.

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

**11. QUALITY ENHANCEMENT**

The report prepared by the Depute Principal, Planning and Student Experience provided an overview of the quality enhancement activity related to learning and teaching and student success. Positive feedback from the recent Education Scotland visit was noted and the report would be shared at a future meeting and on the staff Intranet.

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

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

### **ITEMS FOR NOTING**

**12. LINK TO SSES NATIONAL REPORT****13. ANY OTHER BUSINESS**

The Chair advised that she would be passing the Chair to Tom Speirs and thanked the Committee for their work and help.

The Committee in turn thanked the Chair and recognised her professionalism and the insight she had brought to the committee.

**14. AUDIT RECOMMENDATIONS**

FES return audit 2018-19

**15. DATE OF NEXT MEETING – TUESDAY 17 MARCH 2020 @ 4.30PM**

**Signed by the Chair:**

**Date:**

### Outstanding Actions from Learning and Teaching Committee

| <b>4 December 2018</b>              |  |   |                                 |                 |
|-------------------------------------|--|---|---------------------------------|-----------------|
| <b>Item</b>                         | <b>Action</b>  | <b>Responsibility</b>                                       | <b>Timeline</b>                 | <b>Actioned</b> |
| Safeguarding annual report          | Resource implications of the increasing number of disclosures to be included in next annual report | Director of Student Experience                              | Dec 2019                        | Closed          |
| <b>4 June 2019</b>                  |  |   |                                 |                 |
| <b>Item</b>                         | <b>Action</b>  | <b>Responsibility</b>                                       | <b>Timeline</b>                 | <b>Actioned</b> |
| SSES                                | Interim report on the recommendations from the survey be submitted to future meeting               | Quality Manager   | Meeting-December 2019           | Closed          |
| Academic and Curriculum development | Invite Dr Gary Campbell to speak to the next meeting   | Board Secretary   | July invite for meeting in Sept | Closed          |
| <b>24 September 2019</b>            |  |   |                                 |                 |
| Strategies                          | Present KPI report to the next meeting   | Depute Principal, Planning & Student Experience             | Dec 2019                        | Closed          |
| 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                        | Closed          |



# UHI International Student Recruitment

# Prof Stuart Gibb, VP IEE



## Audit of higher education in Scottish universities



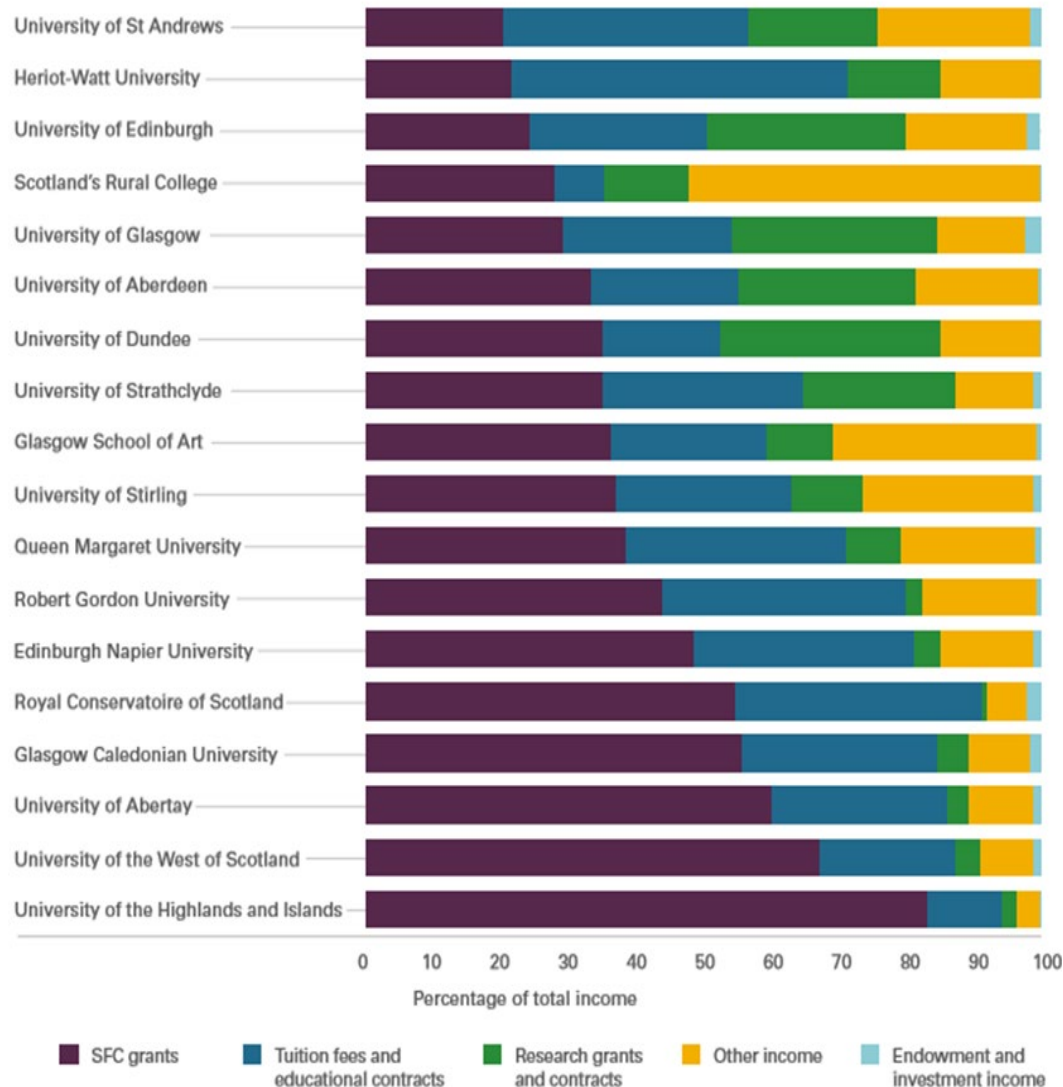
AUDITOR GENERAL 

*...‘the sector faces a number of significant challenges from increasing costs, potential further reductions in Scottish Government funding, and risks to their ability to continue to increase income from other sources, particularly fee-paying students from the rest of the UK and non-EU countries’*

*...Scottish Government, SFC and universities need to work together to plan for, and address, these challenges’*

*....reduce reliance on SFC funding*

# Contexts: Audit Scotland & income



Of all the Universities in Scotland:

- UHI has the highest reliance on SFC funding
- (with exception of SRUC) the lowest proportion of income arising from 'tuition fees & educational contracts'



# Contexts: Student populations



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Percentage of students by domicile across the Scottish University Sector

| University grouping    | Scotland Range, % (mean) | RUK Range, % | EU Range, % | Non-EU Range, % |
|------------------------|--------------------------|--------------|-------------|-----------------|
| Ancient                | 27 – 60 (48)             | 13 - 27      | 12 - 17     | 11 – 33         |
| Chartered              | 46 – 78 (66)             | 4 - 22       | 7 - 10      | 9 – 25          |
| Modern (Excluding UHI) | 65 – 92 (80*)            | 2 - 14       | 4 - 14      | 3 - 12          |
| UHI                    | 95                       | 2            | 2           | 1               |

(Note: 'small, specialist and other' excluded except \*)

(Based on SFC HESA Individual Student Records, Audit Scotland, 2016)

# UHI: Trends in student populations

- UHI: Consistent growth in the Scottish students and total headcount



- Proportion of EU students has grown over the period (broadly in-line with rest of Scottish University sector)
- Proportions of fee paying RUK and RoW (INT) students show no clear trend over period
- Contrast with Scottish University sector as a whole:
  - + 10 % RUK students
  - + 58 % RoW students over last decade (A.S. 2016)

# UHI Objectives

## *Why do we want to recruit international students ?*

- RUK
- EU
- RoW / INT / Non-EU



- Grow numbers of international students studying with the University  
**Student population – growth and diversity**
- Grow income from international student fees, and reduce reliance on SFC income  
**Income & sustainability**
- Embed internationalism in the UHI community and across the University's activities  
**Culture**
- Promote UHIs credibility and reputation internationally, and domestically  
**Brand & reputation**

# Wider objectives

To:

- Enhance **clarity** in roles, responsibilities and process, while reducing ambiguities
- Promote **coherence** - working toward shared goals, making best use of available resources, while seeking to avoid duplication, gaps and inefficiencies

And to begin to:

- Identify and develop **competitive** international curriculum
- Build institutional **confidence**
- Promote **credibility** & reputation in the international recruitment market

# A segmented approach

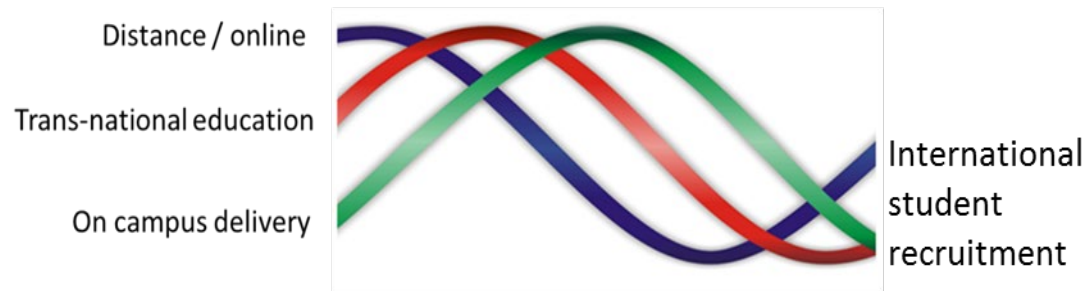
The fee paying market is (increasingly) competitive and crowded

Recognising that different programmes

- may be relevant to different markets
- be delivered through different mode

That UHI 'international' activity

- is modest
- resources are limited



*'Triple helix' of UHI 'international' recruitment: Three distinct, interwoven strands*

Strategy should balance support for AP aspirations in the fee paying market while maintaining brand and UKVI integrity



# Workplans



- Internationalised Curriculum
- Marketing and recruitment
- Admissions and administration
- Student support and satisfaction
- Structures and Sustainable Finances
- Embedding internationalisation beyond recruitment

Internally focussed initially

## e.g. International Curriculum - operational



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| Work-stream 1.      | Internationalised Curriculum  |                         |                        |  |
|---------------------|---|-------------------------|------------------------|--|
| Objectives          | <ul style="list-style-type: none"> <li>• To develop an internationally distinctive and competitive curriculum that builds institutional reputation and credibility (internationally and nationally)</li> <li>• To develop an international curriculum that is recognisable in terms of quality, relevance and responsiveness</li> <li>• To embed the potential for international teaching and learning across the UHI curriculum</li> <li>• To develop &amp; enhance programmes for direct recruitment, distance and transnational education (TNE) in target markets</li> </ul> |                         |                        |  |
| Specific indicators | <ul style="list-style-type: none"> <li>• Number and percentage of UHI programmes that are eligible for international delivery (Tier 4)</li> <li>• Number and percentage of UHI programmes to which international students have been recruited</li> <li>• Number of countries from which UHI has recruited international students</li> <li>• Number of staff engaged in delivery of programmes with international students</li> <li>• Number of new programmes created for international market</li> </ul>   |                         |                        |  |
| Initial actions     | Parties responsible   | Resources<br>In place ? | Proposed<br>Timescales |  |

# Progress: examples

- Prioritisation of UHI programmes for international / RUK marketing
- International Website:  
Restructure & revision (phase 1)  
Programme data base
- Revision of admissions processes:  
'parallel processing'
- Student mobility:  
ERASMUS & North2North
- TNE: Micro-campus
- Council for At-Risk Academics (CARA)



Capacity and resource limited

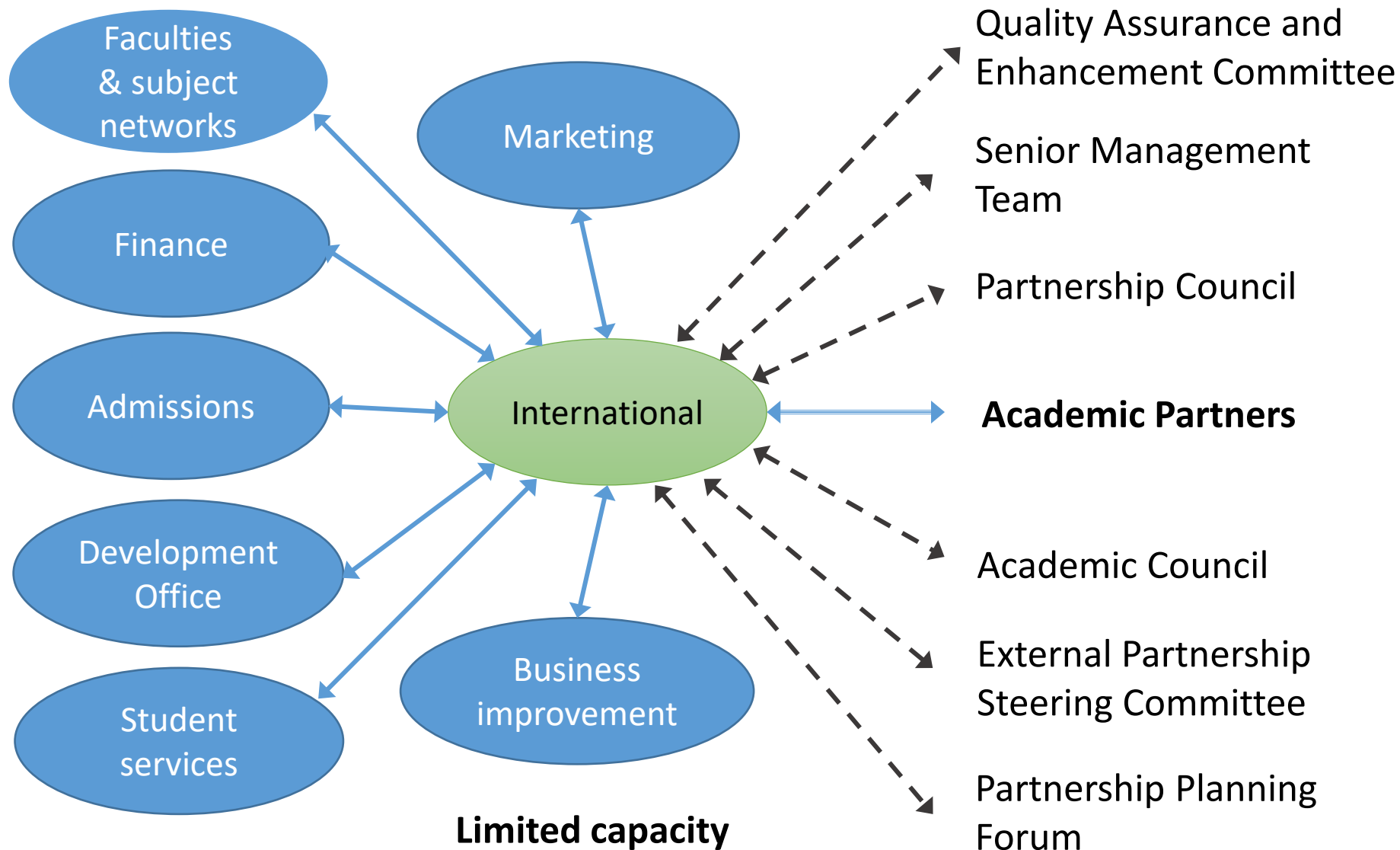
v.

Aspiration and expectation

# UHI International: Internal ecosystem



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## Moving forward:

International Student Recruitment

– Phase 2 Project (2019-20)

# International Student Recruitment – Phase 2 Project

- Phase 2: A time-boxed project-based approach
  - Supported by Continuous Improvement Team
  - Approach approved: Partnership Council and UHI Court
- *Grow numbers of fee paying students studying with the University*  
*Grow income from student fees, and reduce reliance on SFC income*  
*Embed internationalism across the University's activities*  
*Promote UHIs credibility and reputation internationally, and domestically*
  - Enhance **clarity** & promote **coherence** - working toward shared goals  
Build **confidence, competitiveness, credibility** in the international recruitment market

# International Student Recruitment – Phase 2 Project

- *‘to secure joint ownership and responsibility and to progress goals, in a managed, robust and transparent manner within a formalised project structure’*
- Structure: Steering Group + Seven Work-packages

Internationalised Curriculum

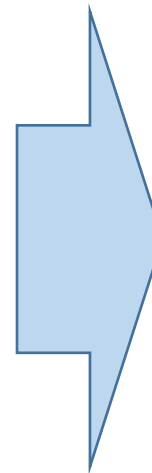
Marketing and recruitment

Admissions and administration

Student support and satisfaction

Structures and Sustainable Finances

Embedding internationalisation beyond  
recruitment



International  
recruitment strategy

(3, 5, 10 years)

+ operational plan

# Phase 2 Project e.g. Workpackage 1



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Workpackage 1. Internationalised curriculum

WP owner: Ken Russell

## **Proposed project deliverables**

### **Business canvases**

Output – portfolio of business canvases to inform marketing and recruitment

### **Prioritisation process**

Output – revised prioritisation process

### **Curriculum Roadmap / pipeline**

Output – curriculum roadmap covering status of current, prospective and new programmes for fee paying markets

### **Review of AD process**

Output – recommendations on enhancement of the AD process

### **Curriculum enrichment**

Output – Curriculum enrichment plan





## Board of Management

|  |   |
|--|---|
| <b>Subject/Title:</b>  | Student Partnership Update  |
| <b>Author:</b><br>[Name and Job title]   | Lindsay Snodgrass, Director of Student Experience<br>George Gunn, Student President   |
| <b>Meeting:</b>  | Learning, Teaching & Research Committee   |
| <b>Meeting Date:</b>   | 17 <sup>th</sup> March '20  |
| <b>Date Paper prepared:</b>  | 10 <sup>th</sup> March '20  |
| <b>Brief Summary of the paper:</b>   | To provide an update of developments around student partnership and student engagement  |
| <b>Action requested:</b><br>[Approval, recommendation, discussion, noting]   | Discussion  |
| <b>Link to Strategy:</b><br>Please highlight how the paper links to, or assists with:: <ul style="list-style-type: none"> <li>• compliance</li> <li>• partnership services</li> <li>• risk management</li> <li>• strategic plan</li> <li>• new opportunity/change</li> </ul> | Strategic Plan - Opportunity and growth in student life<br><br><i>To further embed the student voice to ensure its contribution to all aspects of college life; to create a lively community of staff and students; and develop further student participation in clubs, societies and other activities, and engagement with the wider community</i> |
| <b>Resource implications:</b>  | No<br>If yes, please specify:   |
| <b>Risk implications:</b>  | No<br>If yes, please specify:<br>Operational:<br>Organisational:  |
| <b>Equality and Diversity implications:</b>  | No<br>If yes, please specify:   |
| <b>Consultation:</b><br>[staff, students, UHI & Partners, External] and provide detail   |   |

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

### **Enhancement Themes**

We are making good progress with the aspects of the Partnership Agreement which have been identified as our enhancement themes for AY 19-20 – student voice in partnership; student life; and advice, support and progression.

### **Student Voice in Partnership**

The college and HISA have worked hard to engage with class representatives to find out the preferred means of keeping students up to date with information, updates and news. The Student Engagement Officer ran an interactive survey for class representatives at a recent Student Representative Council (SRC) to gauge preferred methods. We have collectively responded to that and have tried to ensure that our methods of communicating with students reflects their preferences.

We have also introduced a bi-monthly student newsletter, The Link, which is jointly badged by HISA and the college. Feedback on this has been overwhelmingly positive as a means of highlighting a variety of things happening in college. We see this as a positive addition which will help us to share the continuous improvements we are making in partnership with students. This is also a new way of us closing the feedback loop.

HISA are working to produce a short film about the role of class representative which will be used to recruit our new cohort in AY 20-21. Plans for this are progressing well and we have identified several class representatives who would be interested in appearing in this.

Our HISA elections took place 9<sup>th</sup> – 13<sup>th</sup> March. We had 14 candidates standing for elections to the three posts with all three posts being contested again this year. Turnout for the elections has been positive thus far at the time of writing this paper so we hope that the new HISA Inverness team will have a strong mandate with which to start AY 20-21. More to follow on this in our June update.

**Student Life**

HISA held their first student social night in the college as part of Refreshers' Week in early February. This was well attended and a success. A survey was conducted of students who attended, all of whom said they would be interested in attending a similar event again. This event was as a result of close collaborative working with the Events team who provided assistance on the night and in the planning stages. HISA hope to deliver a follow up social night in late March or in April.

**Advice, Support and Progression**

Work continues with Project Scotland to embed our new model of transition support into employment for students within our Supported Education curriculum. We have identified 12 students at present whom we will collectively support into employment as part of this project.

HISA and the college Wellbeing Officer are working together to set up a student led peer support group for students experiencing mental ill-health. We hope that this will provide an additional resource for students alongside what is already provided by the college.

The college have appointed a new Mental Health and Counselling Advisor which has been funded by the Scottish Funding Council to support additional counselling resource in universities and colleges. The post holder will handle more complex and acute cases and liaise closely with external agencies including NHS mental health services. It is anticipated that this additional resource will be hugely beneficial in supporting the growing number of students presenting in crisis.

## Board of Management

|  |  |
|--|--|
| <b>Subject/Title:</b>  | Student Recruitment 2019-20 - Update   |
| <b>Author:</b><br>[Name and Job title]   | Roddy Henry, Depute Principal – P&SE   |
| <b>Meeting:</b>  | Learning, Teaching and Research Committee  |
| <b>Meeting Date:</b>   | 17 March 2020  |
| <b>Date Paper prepared:</b>  | 09 March 2020  |
| <b>Brief Summary of the paper:</b>   | To provide the committee with an update on student recruitment in 2019-20.                                       |
| <b>Action requested:</b><br>[Approval, recommendation, discussion, noting]   | Discussion   |
| <b>Link to Strategy:</b><br>Please highlight how the paper links to, or assists with:: <ul style="list-style-type: none"> <li>• compliance</li> <li>• partnership services</li> <li>• risk management</li> <li>• strategic plan</li> <li>• new opportunity/change</li> </ul> | <ul style="list-style-type: none"> <li>• Growth in the curriculum</li> <li>• Financial sustainability</li> </ul> |
| <b>Resource implications:</b>  | No<br><b>If yes, please specify:</b>   |
| <b>Risk implications:</b>  | Yes<br><b>If yes, please specify:</b><br>Operational:<br>Organisational: achieving student numbers targets       |
| <b>Equality and Diversity implications:</b>  | No<br><b>If yes, please specify:</b>   |
| <b>Consultation:</b><br>[staff, students, UHI & Partners, External] and provide detail   | n/a  |

|   |                  |  |  |
|---|------------------|--|--|
| <b>Status</b> – [Confidential/Non confidential]   | Non confidential |  |  |
| <b>Freedom of Information</b><br>Can this paper be included in “open” business* [Yes/No]  | Yes              |  |  |
| *If a paper should <b>not</b> 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)           |  |
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## Student Recruitment 2019-20 - Update

### Executive summary

The current student activity indicates that:

- FE credits to date are at a similar level to this time last year (c400 credits were removed from the claim last year for being adjudged HE provision). Forecast is to meet or be slightly below target at year end.
- SFC funded undergraduate HE activity is forecast to be c84 FTE below target.
- Application rates for 2020-21 HE courses are similar to last year at this time, and slightly higher for FE courses.

### 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 9<sup>th</sup> March 2020

#### FE Activity

The FE core credit target for 2019-20 is 28,915, with an additional ESIF credit target of 296, making a total of 29,211.

| <b>FE</b>                             | <b>2019/20</b> |
|---------------------------------------|----------------|
| Core Credit Target                    | 28,915         |
| ESIF Target                           | 296            |
| Total Target                          | 29,211         |
| <b>Total Credits as at 09/03/2020</b> | <b>27,733</b>  |
| <i>Total Credits as at 04/03/2019</i> | <i>28,008</i>  |

The table above shows the current total credits on the student records system. Currently, the total enrolments for 2019/20 at FE level is 3,755 heads generating 27,733 credits,



which is 94.9% of our target. Further FE enrolments will take place throughout the year, including Semester 2 programmes, Modern Apprentices and commercial courses.

The current forecast is that FE credits will meet or be slightly below target, depending on the level of further activity until the end of the academic year.

### 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                 | 98          |
| Scottish           | 3638        |
| International      | 17          |
| RUK                | 2           |
| <b>Grand Total</b> | <b>3755</b> |

### 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 9th March 2020 the estimated FTE, counting by module attachment is 1,514 FTE. Year-end forecast is a final outturn of around 1,520 FTE. 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.

|  |                |
|--|----------------|
| PPF Target HE FTE (Undergraduate students, including SC and EU fee statuses, excluding PGDE) | <b>1,603.9</b> |
| Current HE students as at 09/03/2020 - count by Module attachment.                           | <b>1,514</b>   |

The table below shows the recruitment of SFC funded undergraduate HE students across the partnership, update to reflect the latest report from EO on FTE (4 March 2020).

It shows the FTE for 2018-19 and for 2019-20 to date. The two columns on the right show the percentage difference between this year recruitment and target, and this year's recruitment compared to last year.

Inverness College is 6% below target this year and has seen a 4% drop in recruitment compared to 2018-19, which is in line with the overall UHI position. All but one college is below target currently, and all but two are showing negative variances from last year.

|                | 2018-19<br>Total<br>FTE | 2018-19<br>Target<br>FTE | 2018-19<br>% target | Change<br>from<br>2017-18 | 2019-20<br>Total FTE<br>(4 March<br>2020) | 2019-20<br>Target<br>FTE | 2019-20 %<br>target | Change<br>from<br>2018-19 |
|----------------|-------------------------|--------------------------|---------------------|---------------------------|---|--------------------------|---------------------|---------------------------|
| Argyll         | 202                     | 221                      | -9%                 | -10%                      | 195.6                                     | 201                      | -3%                 | -3%                       |
| HTC            | 82                      | 75                       | 10%                 | 14%                       | 72.4                                      | 71                       | 2%                  | -12%                      |
| Inverness      | 1578                    | 1618                     | -2%                 | -2%                       | 1,514.0                                   | 1604                     | -6%                 | -4%                       |
| Lewis Castle   | 231                     | 242                      | -5%                 | -7%                       | 239.7                                     | 246                      | -3%                 | 4%                        |
| Moray          | 937                     | 992                      | -6%                 | 1%                        | 854.1                                     | 980                      | -13%                | -9%                       |
| NAFC           | 32                      | 36                       | -11%                | 0%                        | 24.2                                      | 26                       | -7%                 | -24%                      |
| North Highland | 370                     | 440                      | -16%                | -13%                      | 361.9                                     | 400                      | -10%                | -2%                       |
| Orkney         | 129                     | 147                      | -12%                | -9%                       | 117.0                                     | 137                      | -15%                | -9%                       |
| Perth          | 1963                    | 1958                     | 0%                  | -1%                       | 1,908.3                                   | 1967                     | -3%                 | -3%                       |
| SMO            | 73                      | 98                       | -26%                | -30%                      | 91.5                                      | 101                      | -9%                 | 25%                       |
| SAMS           | 95                      | 120                      | -21%                | 3%                        | 95.5                                      | 100                      | -4%                 | 1%                        |
| Shetland       | 111                     | 90                       | 23%                 | -10%                      | 105.2                                     | 109                      | -3%                 | -5%                       |
| West Highland  | 243                     | 272                      | -11%                | 4%                        | 228.4                                     | 244                      | -6%                 | -6%                       |
| <b>UHI</b>     | <b>6046</b>             | <b>6307</b>              | <b>-4%</b>          | <b>-3%</b>                | <b>5807.813</b>                           | <b>6186</b>              | <b>-6%</b>          | <b>-4%</b>                |

### 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<br>Target | Current<br>estimated FTE | Variance     |
|-------------------------------------|--------------------|--------------------------|--------------|
| Undergraduate Scottish & EU         | 1603.9             | 1514                     | -89.9        |
| Graduate Apprentices                | 60                 | 34.1                     | -25.9        |
| Postgraduate Taught Scottish & EU   | 21.9               | 64.7                     | 42.8         |
| Undergraduate International & RUK   | (2+19) 21          | (10.6+19.47) 30.8        | 9.8          |
| Postgraduate Taught Int & RUK       | -                  | (0.67+10.5) 11.7         | 11.7         |
| PGD Education (Primary & Secondary) | 41                 | 37                       | -4           |
| <b>TOTAL</b>                        | <b>1747.8</b>      | <b>1692.3</b>            | <b>-55.5</b> |

### Applications for 2020/21

The tables below provide a summary of active applications received to date for courses commencing in August/September 2020. The high number of 'no offers' on FE courses includes 403 applicants for school-link courses, the decisions on which are only made after the closing date on 27 March. Heads of School have been instructed to make HE

offers without interview wherever possible and a list of excepted courses has been agreed. Application and conversion rates are being closely monitored and an update will be provided at the meeting.

### FE Applications at 09 March 2020:

| Subject Network                      | All Active Applications Total | No Offer Total | Total 'Offer in Progress' and 'Accepted' | Accepted Total |
|--------------------------------------|-------------------------------|----------------|--|----------------|
| Business, Computing & Hospitality    | 116                           | 71             | 45                                       | 33             |
| Care, Health & Wellbeing             | 370                           | 288            | 82                                       | 59             |
| Construction & the Built Environment | 92                            | 83             | 9  | 8              |
| Creative Arts                        | 392                           | 232            | 160                                      | 82             |
| Education & Applied Sciences         | 64                            | 64             | 0  | 0              |
| Engineering Technology               | 123                           | 82             | 41                                       | 19             |
| Scottish School of Forestry          | 78                            | 37             | 41                                       | 27             |
| <b>Total 09 March 2020</b>           | <b>1235</b>                   | <b>857</b>     | <b>378</b>                               | <b>228</b>     |
| <i>Total 03 March 2019</i>           | <i>1001</i>                   | <i>778</i>     | <i>222</i>                               | <i>122</i>     |

### HE Applications at 09 March 2020:

| Subject Network                         | All Active Applications Total | No Offer Total | Total 'Offer in Progress' and 'Accepted' | Accepted Total |
|---|-------------------------------|----------------|--|----------------|
| Applied Life Studies                    | 310                           | 184            | 126                                      | 46             |
| Business, Management and Leisure        | 287                           | 115            | 172                                      | 62             |
| Creative and Cultural Industries        | 120                           | 95             | 25                                       | 8              |
| Engineering and the Built Environment   | 133                           | 65             | 68                                       | 24             |
| Humanities Education & Gaelic           | 315                           | 152            | 163                                      | 39             |
| Science, Technology and the Environment | 164                           | 59             | 105                                      | 32             |
| <b>Total 09 March 2020</b>              | <b>1329</b>                   | <b>670</b>     | <b>659</b>                               | <b>211</b>     |
| <i>Total 03 March 2019</i>              | <i>1327</i>                   | <i>762</i>     | <i>565</i>                               | <i>138</i>     |

Roddy Henry  
Depute Principal – P&SE

## Board of Management

|  |  |
|--|--|
| <b>Subject/Title:</b>  | Student Retention 2019-20  |
| <b>Author:</b><br>[Name and Job title]   | Roddy Henry, Depute Principal – P&SE   |
| <b>Meeting:</b>  | <i>Learning and Teaching Committee</i>   |
| <b>Meeting Date:</b>   | 17 March 2020  |
| <b>Date Paper prepared:</b>  | 10 March 2020  |
| <b>Brief Summary of the paper:</b>   | This paper provides an analysis of the student retention/withdrawal rates for 2019-20  |
| <b>Action requested:</b><br>[Approval, recommendation, discussion, noting]   | Discussion   |
| <b>Link to Strategy:</b><br>Please highlight how the paper links to, or assists with:<br><ul style="list-style-type: none"> <li>• compliance</li> <li>• partnership services</li> <li>• risk management</li> <li>• strategic plan</li> <li>• new opportunity/change</li> </ul> | <ul style="list-style-type: none"> <li>• student activity targets</li> <li>• student experience</li> <li>• student outcomes</li> </ul>   |
| <b>Resource implications:</b>  | No<br><b>If yes, please specify:</b>   |
| <b>Risk implications:</b>  | Yes<br><b>If yes, please specify:</b><br>Operational:<br>Organisational: EW rates are linked to student activity targets and performance |
| <b>Equality and Diversity implications:</b>  | No<br><b>If yes, please specify:</b>   |
| <b>Consultation:</b><br>[staff, students, UHI & Partners, External] and provide detail   | N/a  |

|   |                  |  |  |
|---|------------------|--|--|
| <b>Status</b> – [Confidential/Non confidential]   | Non confidential |  |  |
| <b>Freedom of Information</b><br>Can this paper be included in “open” business* [Yes/No]  | Yes              |  |  |
| *If a paper should <b>not</b> 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](http://www.itspublicknowledge.info/web/FILES/Public_Interest_Test.pdf)

## Student Retention 2019-20

### Executive summary

This report provides a summary and analysis of retention rates for students in 2019-20 across levels and modes of study. Student retention, and student success, is a priority in terms of the ongoing monitoring of programmes across the college.

The latest retention data indicate that a further improvement has been made in early retention rates for students on full-time FE programmes. Early withdrawal (EW) rates on these programmes have fallen each year for the last four years, from 8.62% in 2016-17 to 5.48% in 2019-20. This is just above the college's target for EW on full-time FE programmes in 2019-20, which was 5%, and well below (better than) the latest national average of 8.7%.

EW rates on full-time HE programmes have also improved, by nearly 2 percentage points.

### Background information

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

Further Withdrawal (FW) for full-time programmes starting in August/September is calculated from the 1 November to the end of the course, and from the 25% date to the end of the course for all other programmes. A summary and analysis of withdrawal rates are provided below. The data used were taken from the college dashboard on 10 March 2020.

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

| LEVEL_OF_STUDY | AC_YEAR | ENRs | EARLY WD | EARLY WD % | FURTHER WD | FURTHER WD % |
|----------------|---------|------|----------|------------|------------|--------------|
| <b>FEFT</b>    | 2016/17 | 1325 | 114      | 8.62%      | 186        | 14.06%       |
|                | 2017/18 | 1261 | 107      | 8.51%      | 173        | 13.76%       |
|                | 2018/19 | 1249 | 85       | 6.82%      | 197        | 15.80%       |
|                | 2019/20 | 1189 | 65       | 5.48%      | 132        | 11.12%       |
|                |         |      |          |            |            |              |
| <b>FEPT</b>    | 2016/17 | 2707 | 55       | 2.28%      | 170        | 7.04%        |
|                | 2017/18 | 3243 | 83       | 2.68%      | 160        | 5.16%        |
|                | 2018/19 | 3372 | 74       | 2.20%      | 136        | 4.04%        |
|                | 2019/20 | 2537 | 53       | 2.09%      | 76         | 3.00%        |

| <b>HEFT</b> | 2016/17 | 1369 | 64 | 4.56% | 79  | 5.63% |
|-------------|---------|------|----|-------|-----|-------|
|             | 2017/18 | 1512 | 66 | 4.37% | 115 | 7.61% |
|             | 2018/19 | 1507 | 85 | 5.65% | 131 | 8.71% |
|             | 2019/20 | 1464 | 55 | 3.76% | 58  | 3.96% |
|             |         |      |    |       |     |       |
| <b>HEPT</b> | 2016/17 | 1134 | 42 | 3.74% | 53  | 4.72% |
|             | 2017/18 | 1063 | 38 | 3.57% | 68  | 6.40% |
|             | 2018/19 | 1057 | 66 | 6.30% | 83  | 7.93% |
|             | 2019/20 | 1092 | 33 | 3.02% | 17  | 1.56% |

**Full-time FE:** EW rates are 1.34 percentage points better than last year's final total.

**Full-time HE:** EW rates are 1.89 points better than last year's final total.

**Part-time FE:** EW rates are in line with last year and remain low.

**Part-time HE:** EW rates 3.28 points better than last year's final total.

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

Roddy Henry  
Depute Principal – P&SE

## Board of Management

|  |   |
|--|---|
| <b>Subject/Title:</b>  | Curriculum Plan   |
| <b>Author:</b><br>[Name and Job title]   | Gill Berkeley<br>Director of Curriculum   |
| <b>Meeting:</b>  | Learning, Teaching and Research Committee   |
| <b>Meeting Date:</b>   | March 2020  |
| <b>Date Paper prepared:</b>  | March 2020  |
| <b>Brief Summary of the paper:</b>   | This paper is to inform the board of the current information form the Curriculum Planning process |
| <b>Action requested:</b><br>[Approval, recommendation, discussion, noting]   | Discussion  |
| <b>Link to Strategy:</b><br>Please highlight how the paper links to, or assists with:: <ul style="list-style-type: none"> <li>• compliance</li> <li>• partnership services</li> <li>• risk management</li> <li>• strategic plan</li> <li>• new opportunity/change</li> </ul> | Strategic plan – opportunity and growth in curriculum   |
| <b>Resource implications:</b>  | Yes<br><b>If yes, please specify:</b>   |
| <b>Risk implications:</b>  | Yes / No<br><b>If yes, please specify:</b><br>Operational:<br>Organisational:                     |
| <b>Equality and Diversity implications:</b>  | Yes/No<br><b>If yes, please specify:</b>  |
| <b>Consultation:</b><br>[staff, students, UHI & Partners, External] and provide detail   |   |



## ITEM 9

|   |                  |  |  |
|---|------------------|--|--|
| <b>Status –</b> [Confidential/Non confidential]   | Non-confidential |  |  |
| <b>Freedom of Information</b><br>Can this paper be included in “open” business* [Yes/No]  | Yes              |  |  |
| *If a paper should <b>not</b> 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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legislation is available via

<http://www.itspublicknowledge.info/ScottishPublicAuthorities/ScottishPublicAuthorities.asp> and [http://www.itspublicknowledge.info/web/FILES/Public\\_Interest\\_Test.pdf](http://www.itspublicknowledge.info/web/FILES/Public_Interest_Test.pdf)

## Recommendation:

The committee is asked to discuss this report.

### Purpose of report / Summary

To provide the committee with the information that is currently in the curriculum plan.

### Main body of information

The curriculum planning process results in the production of a document that details all programmes, level of programmes, projected student numbers and staffing requirements for 2020-2021. From the information collated, projections for the planned credits and the planned Higher Education(HE) Full time Equivalents(FTE) are calculated. The planning process involves consultation with the Heads of School and Depute Heads of School, review of trend analysis of historical data, stakeholder engagement and comparison with the rest of the sector.

## Planned Student Activity for 2020-21

### Further Education Credit Target

ICUHI credit activity target for 2020-2021 still has be confirmed as UHI Vice Principal Further Education is still in discussions with the Scottish Funding Council (SFC) to finalise the credit target for UHI partnership. ICUHI is then allocated the FE Credit Target by the FERB (Further Education Regional Board). In addition, there is usually a small allocation of European Structural Investment Funds (ESIF) funding available for additional credits. The information from the current Curriculum Plan the projections are as shown below in Table 1. (The targets indicated in brackets were the targets for 2019-20 and for guidance only)

Table 1

| <b>FE Credit Target</b>      | <b>2020-21</b> |
|------------------------------|----------------|
| Core Credit Target           | (28,915)       |
| ESF Target                   | (296)          |
| Total Target                 | 29,211         |
| <b>Total Credits Planned</b> | <b>29,412</b>  |

### Higher Education

The HE FTE target is a funded undergraduate (UG) target. Each year, each Academic Partners submits 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. In addition to the UG there are other sources of income from the HE enrolments as detailed below.

Table 2

| <b>Level</b>                        | <b>PPF/TEMG<br/>Targets 2020-21</b> | <b>PPF/TEMG<br/>Targets 2019-20</b> | <b>Current<br/>estimated<br/>FTE Jan 2020</b> | <b>Var on<br/>Target</b> |
|-------------------------------------|-------------------------------------|-------------------------------------|---|--------------------------|
| Undergraduate Scottish & EU         | 1472.7                              | 1603.9                              | 1497  | -106.9                   |
| Graduate Apprentices/SDS funded HE  | 63                                  | 60                                  | 33.2  | -26.8                    |
| Postgraduate Taught Scottish & EU   | 79                                  | 21.9                                | 61.38   | 39.48                    |
| Undergraduate International & RUK   | 14                                  | 21                                  | 28.95   | 7.95                     |
| Postgraduate Taught (PGT)Int & RUK  | -                                   | -                                   | 9.83  | 9.83                     |
| PGD Education (Primary & Secondary) | 33                                  | 41                                  | 37  | -4                       |
| <b>TOTAL</b>                        | <b>1661.2</b>                       | <b>1687.8</b>                       | <b>1667.36</b>                                | <b>-20.44</b>            |

## Board of Management

|  |   |
|--|---|
| <b>Subject/Title:</b>  | 2018-19 College Sector Performance Indicators   |
| <b>Author:</b><br>[Name and Job title]   | Roddy Henry, Depute Principal – P&SE  |
| <b>Meeting:</b>  | <i>Learning, Teaching and Research Committee</i>  |
| <b>Meeting Date:</b>   | 17 March 2020   |
| <b>Date Paper prepared:</b>  | 10 March 2020   |
| <b>Brief Summary of the paper:</b>   | This paper provides a summary of the college sector performance Indicators (PI) for 2018-19, published by SFC on 28 January 2020. |
| <b>Action requested:</b><br>[Approval, recommendation, discussion, noting]   | Discussion  |
| <b>Link to Strategy:</b><br>Please highlight how the paper links to, or assists with:: <ul style="list-style-type: none"> <li>• compliance</li> <li>• partnership services</li> <li>• risk management</li> <li>• strategic plan</li> <li>• new opportunity/change</li> </ul> | This paper links to the strategic plan, particularly in relation to the student experience and the curriculum.                    |
| <b>Resource implications:</b>  | No  |
| <b>Risk implications:</b>  | No  |
| <b>Equality and Diversity implications:</b>  | No  |
| <b>Consultation:</b><br>[staff, students, UHI & Partners, External] and provide detail   | n/a   |

|   |                  |  |  |
|---|------------------|--|--|
| <b>Status</b> – [Confidential/Non confidential]   | Non-confidential |  |  |
| <b>Freedom of Information</b><br>Can this paper be included in “open” business* [Yes/No]  | Yes              |  |  |
| *If a paper should <b>not</b> be included within “open” business, please highlight below the reason.                            |                  |  |  |
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| Its disclosure would substantially prejudice the commercial interests of any person or organisation (S33)                       |                  | Its disclosure would constitute a breach of confidence actionable in court (S36)           |  |
| Its disclosure would constitute a breach of the Data Protection Act (S38)   |                  | Other (please give further details)  |  |
| 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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## 2017-18 College Sector PIs

### Executive summary

SFC published the college sector PIs for 2018-19 on 28 January 2019. The PIs relate to student enrolments, and subsequent withdrawals, partial success and completed successful rates for FE and HE students across the sector. This report summarises the sector and the college performance for FE students, with a particular focus on success rates for full-time FE students.

Success rates for full-time and part-time FE students at the college dropped slightly in 2018-19. However, both are still above sector averages and the success rates for students on full-time programmes are fourth highest in terms of the colleges comparator colleges.

The college's HE provision is part of the university's funded provision and is therefore not published in the SFC reports for the college sector.

### Background information

The SFC report summarises the sector position and the accompanying spreadsheet, *College Region National Tool 2018-19*, provides the detail for each college and multi-college region. The report and the spreadsheet can be found here:

<http://www.sfc.ac.uk/publications-statistics/statistical-publications/2020/SFCST022020.aspx>

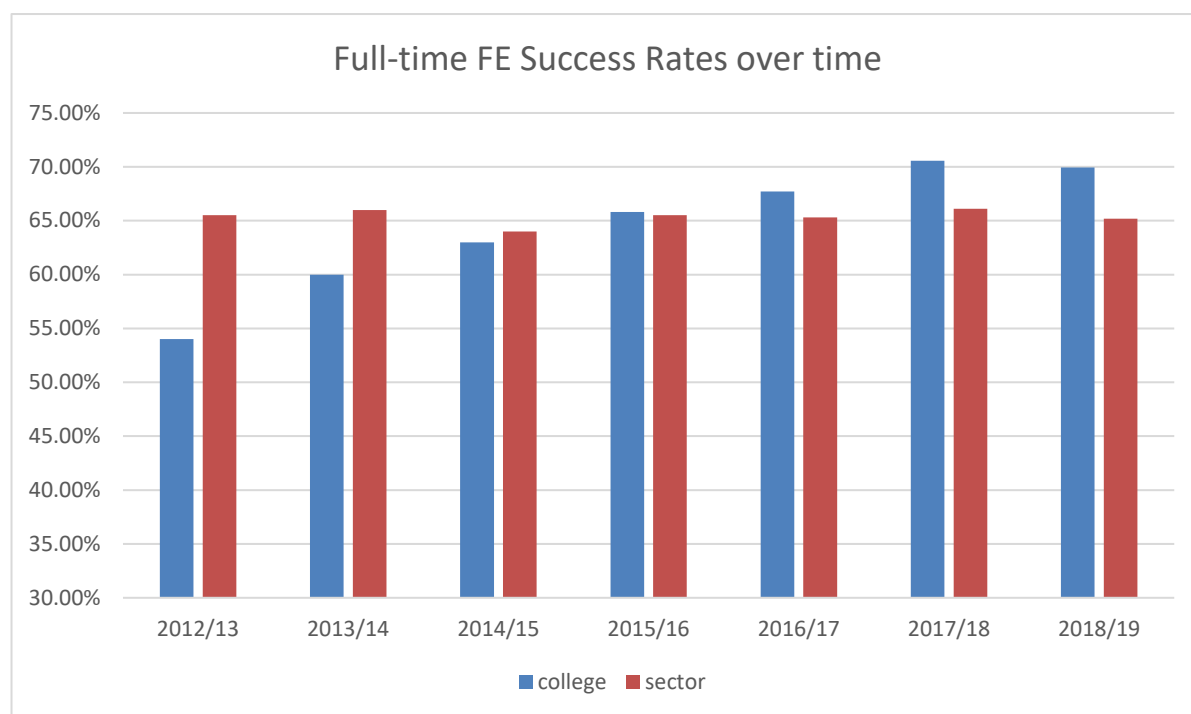
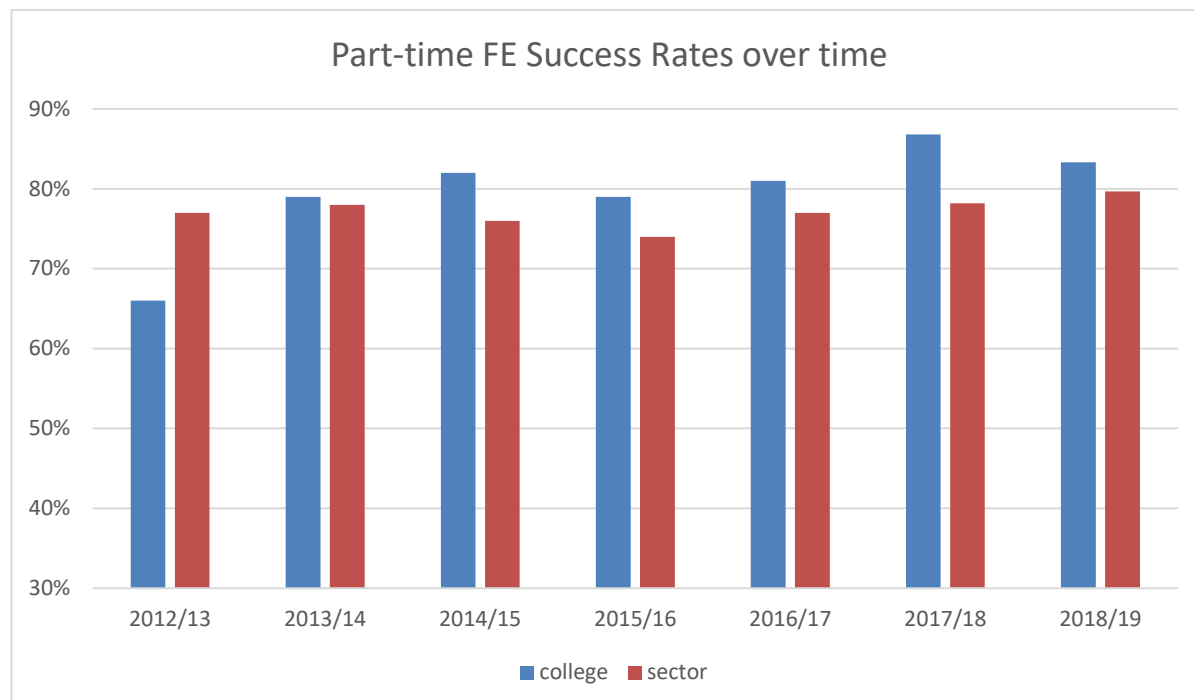
### Summary

Enrolments on full-time FE programmes leading to a recognised qualification dropped by 4.6 percentage points across Scotland as a whole in 2018-19 compared to the previous year. The success rate on full-time FE programmes dropped by 0.9 points overall, to 65.2%. Inverness College UHI was one of 17 out of the 26 colleges in Scotland that saw a decline in full-time FE success rates, although only by 0.7 points. This places the college fourth in terms of its 20 comparator colleges (larger colleges) for full-time FE success rates. It was third highest in 2017-18.

The following charts and tables provide a summary of:

- Full-time FE success rates over time for IC UHI and the college sector
- Part-time FE success rates over time for IC UHI and the college sector
- Full-time FE performance indicators for the 20 'larger colleges'
- Part time FE performance indicators for all colleges

Part-time FE provision is diverse in nature and includes everything from a week-long course leading to a vocational certificate to a course of 560 hours duration, making benchmarking at a global level across colleges less meaningful.

**Fig 1: success rates for students on full-time FE programmes over time****Fig 2: success rates for students on part-time FE programmes over time**

**Table 1: Full-time FE Success Rates – Larger Colleges**

| College (over 500 students) | % Completed Successful | % Partial Success | % Withdrawal  | Total Enrolments |
|-----------------------------|------------------------|-------------------|---------------|------------------|
| South Lanarkshire College   | 71.70%                 | 4.90%             | 23.40%        | 1,361            |
| Dundee & Angus College      | 70.20%                 | 10.00%            | 19.80%        | 3,242            |
| SRUC                        | 70.10%                 | 11.10%            | 18.80%        | 757              |
| Inverness College UHI       | 69.90%                 | 7.30%             | 22.80%        | 1,237            |
| Forth Valley College        | 69.10%                 | 7.00%             | 23.80%        | 1,993            |
| Borders College             | 68.20%                 | 8.30%             | 23.40%        | 935              |
| Glasgow Clyde College       | 68.00%                 | 9.50%             | 22.50%        | 3,411            |
| West College Scotland       | 67.90%                 | 10.50%            | 21.50%        | 4,346            |
| Moray College UHI           | 67.90%                 | 10.70%            | 21.40%        | 804              |
| West Lothian College        | 67.70%                 | 7.80%             | 24.40%        | 1,237            |
| Perth College UHI           | 67.40%                 | 9.70%             | 22.90%        | 1,149            |
| Ayrshire College            | 66.20%                 | 8.60%             | 25.20%        | 3,834            |
| City of Glasgow College     | 65.90%                 | 11.20%            | 22.90%        | 2,839            |
| <b>SCOTLAND</b>             | <b>65.20%</b>          | <b>10.10%</b>     | <b>24.70%</b> | <b>47,114</b>    |
| North East Scotland College | 64.80%                 | 11.10%            | 24.20%        | 4,112            |
| Glasgow Kelvin College      | 63.80%                 | 8.00%             | 28.20%        | 1,846            |
| New College Lanarkshire     | 63.00%                 | 6.90%             | 30.00%        | 4,203            |
| Dumfries & Galloway College | 58.60%                 | 13.40%            | 27.90%        | 984              |
| Fife College                | 57.90%                 | 16.40%            | 25.70%        | 3,529            |
| Edinburgh College           | 56.00%                 | 12.40%            | 31.60%        | 4,180            |

**Table 2: Part-time FE Success Rates – All Colleges**

| College                   | % Completed Successful | % Partial Success | % Withdrawal | Total Enrolments |
|---------------------------|------------------------|-------------------|--------------|------------------|
| SRUC                      | 93.86%                 | 4.56%             | 1.58%        | 4,170            |
| Shetland College UHI      | 91.95%                 | 5.35%             | 2.70%        | 2,409            |
| Forth Valley College      | 89.57%                 | 5.37%             | 5.06%        | 5,255            |
| City of Glasgow College   | 85.53%                 | 4.69%             | 9.78%        | 6,566            |
| West Lothian College      | 85.47%                 | 7.73%             | 6.80%        | 4,370            |
| South Lanarkshire College | 84.72%                 | 5.23%             | 10.05%       | 1,741            |
| Fife College              | 84.39%                 | 9.14%             | 6.47%        | 6,419            |
| Glasgow Kelvin College    | 83.11%                 | 8.28%             | 8.61%        | 5,725            |
| Inverness College UHI     | 83.00%                 | 10.50%            | 6.50%        | 3,171            |
| Dundee & Angus College    | 81.44%                 | 9.30%             | 9.26%        | 4,913            |
| <b>SCOTLAND</b>           | <b>79.69%</b>          | <b>10.98%</b>     | <b>9.33%</b> | <b>105,758</b>   |

|                             |        |        |        |        |
|-----------------------------|--------|--------|--------|--------|
| New College Lanarkshire     | 79.18% | 8.14%  | 12.69% | 8,222  |
| Borders College             | 77.40% | 10.64% | 11.96% | 1,814  |
| Glasgow Clyde College       | 76.23% | 8.53%  | 15.24% | 6,587  |
| West College Scotland       | 76.12% | 15.63% | 8.25%  | 12,578 |
| Dumfries & Galloway College | 73.13% | 8.24%  | 18.63% | 2,523  |
| Perth College UHI           | 72.93% | 15.40% | 11.66% | 1,149  |
| North East Scotland College | 72.41% | 19.73% | 7.86%  | 5,687  |
| Ayrshire College            | 71.15% | 14.08% | 14.78% | 5,698  |
| Moray College UHI           | 67.24% | 22.15% | 10.61% | 1,386  |
| Edinburgh College           | 66.17% | 21.03% | 12.81% | 7,277  |

Roddy Henry  
Depute Principal – P&SE



## Board of Management

|   |   |
|---|---|
| <b>Subject/Title:</b>   | Customer Service Excellence (CSE) 2019 Review Findings  |
| <b>Author:</b><br>[Name and Job title]  | Lindsay Snodgrass, Head of Student Services<br><br>Liz Cook, Quality Manager  |
| <b>Meeting:</b>   | Learning, Teaching & Research Committee   |
| <b>Meeting Date:</b>  | 17 <sup>th</sup> March '20  |
| <b>Date Paper prepared:</b>   | 10 <sup>th</sup> March '20  |
| <b>Brief Summary of the paper:</b>  | To provide a summary of the findings from our review of Dec'19  |
| <b>Action requested:</b><br>[Approval, recommendation, discussion, noting]  | Noting  |
| <b>Link to Strategy:</b><br>Please highlight how the paper links to, or assists with::<br><ul style="list-style-type: none"> <li>• compliance</li> <li>• partnership services</li> <li>• risk management</li> <li>• strategic plan</li> <li>• new opportunity/change</li> </ul> | <ul style="list-style-type: none"> <li>- To ensure that our practice is aligned with national, sector and/or industry recognised standards and best practice, and to our values and commitments</li> <li>- To embed self-evaluation and continuous quality improvement in all aspects of our work.</li> </ul> |
| <b>Resource implications:</b>   | No<br><b>If yes, please specify:</b>  |
| <b>Risk implications:</b>   | No<br><b>If yes, please specify:</b><br>Operational:<br>Organisational:   |
| <b>Equality and Diversity implications:</b>   | No<br><b>If yes, please specify:</b>  |
| <b>Consultation:</b><br>[staff, students, UHI & Partners, External] and provide detail  |   |

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

## Customer Service Excellence

### Executive summary

To update the committee on the findings from the recent *Customer Service Excellence* (CSE) review which took place in December '19 and to share the final report.

### Background

The College has engaged with the CSE framework since 2015 as a means to continuously improve the work which we do and the experience we provide to our students. This has led to significant improvements in a variety of student support services which impact across the student journey.

Following an overwhelmingly positive review in 2018 and the identification of 24 areas of sector leading practice, the assessor recommended a change in focus to examine new aspects of our business and those which involved internal customers. The 2019 review therefore focused on:

- Human Resources
- Estates
- Professional Development
- ICT

As outlined at the last LT&R committee, Finance were identified as being in scope for this review chose not to engage in the process. All four other teams engaged positively with the review process which focussed on business processes and customer journeys. All felt they benefited from their involvement.

### Next Steps

There is a recognition that we have levered out significant improvements through the use of the CSE framework as a tool for reflection and enhancement. This has been reflected in continuous improvements in student satisfaction and successful outcomes as well as the culture developed. The college will now take a fresh look at different improvement tools by means of gaining new perspectives to support further enhancement in business process and customer service.

## Board of Management

|  |  |
|--|--|
| <b>Subject/Title:</b>  | Complaints Summary Report YTD  |
| <b>Author:</b><br>[Name and Job title]   | Liz Cook, Quality Manager  |
| <b>Meeting:</b>  | <b>Learning, Teaching and Research Committee</b>   |
| <b>Meeting Date:</b>   |  |
| <b>Date Paper prepared:</b>  | 12.02.2020   |
| <b>Brief Summary of the paper:</b>   | The report provides an analysis of the complaints received for Q1 and 2 in academic year 2019 – 20.  |
| <b>Action requested:</b><br>[Approval, recommendation, discussion, noting]   | Noting   |
| <b>Link to Strategy:</b><br>Please highlight how the paper links to, or assists with:<br><ul style="list-style-type: none"> <li>• compliance</li> <li>• partnership services</li> <li>• risk management</li> <li>• strategic plan</li> <li>• new opportunity/change</li> </ul> | The report assists with a number of strategies' including Quality Assurance and Enhancement, Learning and Teaching, and Student Engagement |
| <b>Resource implications:</b>  | Yes / No<br>If yes, please specify:  |
| <b>Risk implications:</b>  | Yes / No<br>If yes, please specify:<br>Operational:<br>Organisational:   |
| <b>Equality and Diversity implications:</b>  | Yes / No<br>If yes, please specify:  |
| <b>Consultation:</b><br>[staff, students, UHI & Partners, External] and provide detail   | None   |

|   |                  |  |  |
|---|------------------|--|--|
| <b>Status</b> – [Confidential/Non confidential]   | Non-confidential |  |  |
| <b>Freedom of Information</b><br>Can this paper be included in “open” business* [Yes/No]  | Yes              |  |  |
| *If a paper should <b>not</b> 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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## Summary Report: Complaints 2019 – 20 year to date (YTD)

### Introduction

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

Complaints are grouped into quarters depending on the time of year in which they are received. The quarter dates are detailed below:

- Quarter 1 (Q1): August – end of October,
- Quarter 2 (Q2): November – end of January,
- Quarter 3 (Q3): February – end of April,
- Quarter 4 (Q4): May – end of July.

This report provides an overview of the complaint categories YTD and outcomes across academic year 2019 – 20 for Q2.

### Complaints by Category

22 complaints were received in Q2, the same as Q2 in 2018-19. The total number of complaints down by 3 compared to the same time last year, a marginal decrease.

The category of Course Related is the highest occurring category of complaint obtaining 39.5% of the complaints YTD, compared to 21.8% YTD in 2018-19.

Services have also increased from 6.5% of the complaints received YTD in 2018-19 to 20.9% in YTD 2019-20.

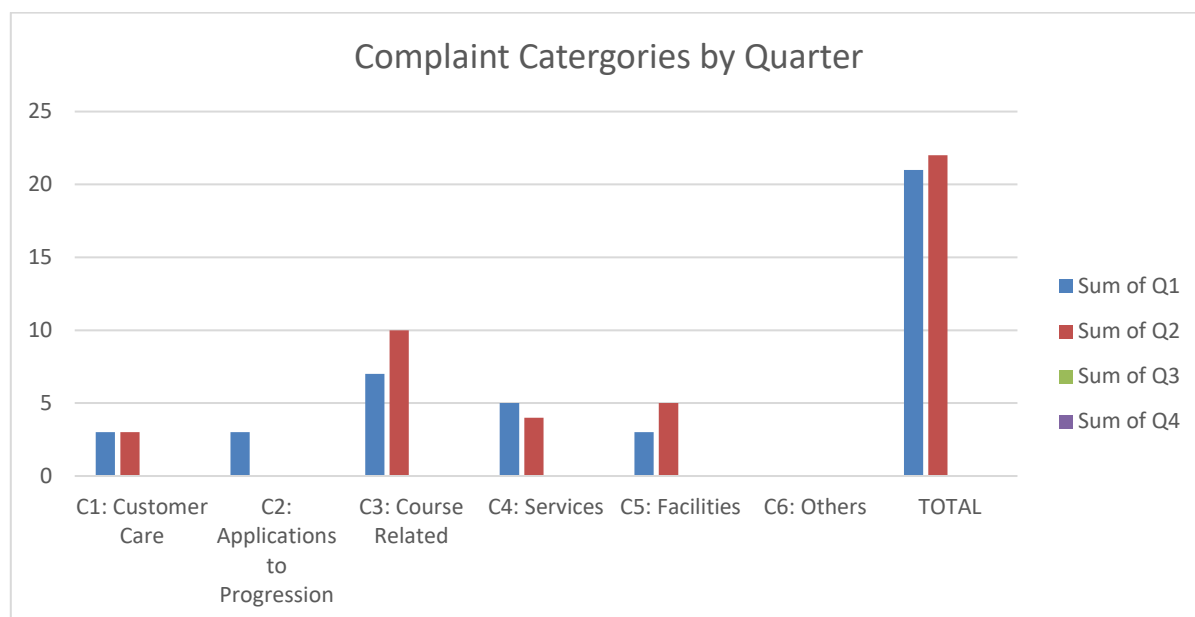
Customer Care complaints have reduced to 13.9% of the 2019-20 YTD complaints, compared to 45.6% for the same period in 2018-19.

The remaining categories have not shown significant shifts in the first half of 2019-20 compared to the previous year.

## ITEM 12

| Customer Category: Current Year (Quarter) | YTD<br>CY | Q1,CY     | <b>Q2,CY</b> | Q3,CY    | Q4,CY    |
|---|-----------|-----------|--------------|----------|----------|
| C1: Customer Care                         | 6         | 3         | <b>3</b>     | 0        | 0        |
| C2: Applications to Progression           | 3         | 3         | <b>0</b>     | 0        | 0        |
| C3: Course Related                        | 17        | 7         | <b>10</b>    | 0        | 0        |
| C4: Services                              | 9         | 5         | <b>4</b>     | 0        | 0        |
| C5: Facilities                            | 8         | 3         | <b>5</b>     | 0        | 0        |
| C6: Others                                | 0         | 0         | <b>0</b>     | 0        | 0        |
| <b>TOTAL</b>                              | <b>43</b> | <b>21</b> | <b>22</b>    | <b>0</b> | <b>0</b> |

| Customer Category: Previous Year | YTD<br>PY  | Q1, PY    | <b>Q2,PY</b> | Q3, PY    | Q4, PY    |
|----------------------------------|------------|-----------|--------------|-----------|-----------|
| C1: Customer Care                | 53         | 10        | <b>11</b>    | 18        | 14        |
| C2: Applications to Progression  | 11         | 4         | <b>0</b>     | 1         | 6         |
| C3: Course Related               | 21         | 3         | <b>7</b>     | 9         | 2         |
| C4: Services                     | 4          | 1         | <b>2</b>     | 0         | 1         |
| C5: Facilities                   | 17         | 6         | <b>2</b>     | 7         | 2         |
| C6: Others                       | 3          | 0         | <b>0</b>     | 2         | 1         |
| <b>TOTAL</b>                     | <b>109</b> | <b>24</b> | <b>22</b>    | <b>37</b> | <b>26</b> |



In relation to mode of delivery, 40.9% of complaints received in Q2 relate to HE programmes, 40.9% relate to FE programmes and 18.2% complaints came from members of the public.

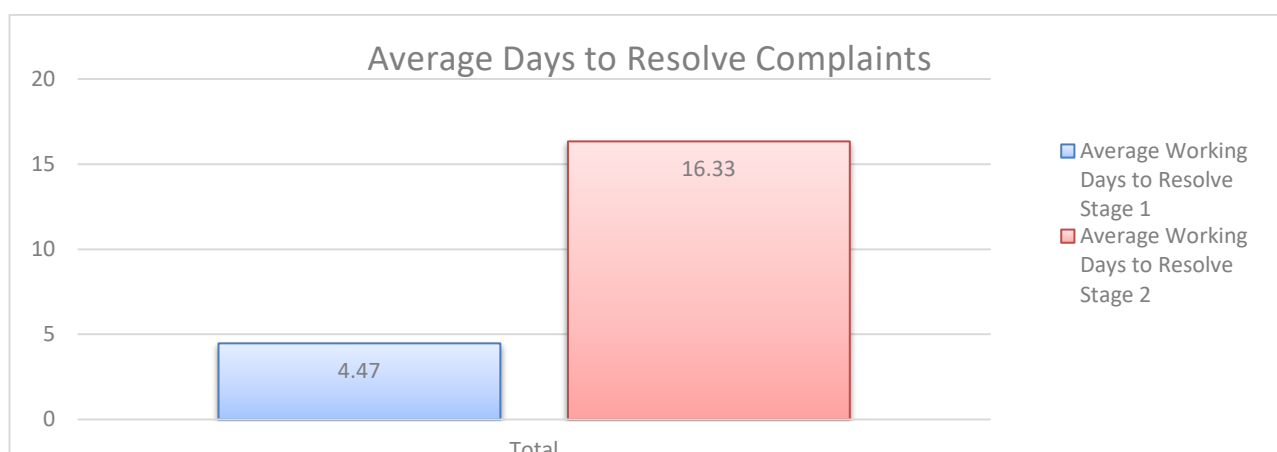
The four complaints from members of public included one customer care complaint relating to staff conduct, one service category relating to finance, one course related regarding course management and one was a Facilities issue relating to Catering.

## Complaint Outcomes

It can be seen that 31.8% of the resolved complaints in Q2 have been upheld, compared to 36.4% for the same quarter in 2018/19. 45.5% of complaints have been partially upheld compared to 40.9% last year, 18.2% were not upheld compared to 22.7% last year, and one complaint is still to be resolved.

| Outcome                   | Stage 1 | Stage 2 | Total |
|---------------------------|---------|---------|-------|
| Not upheld                | 3       | 1       | 4     |
| Partially upheld          | 8       | 2       | 10    |
| Upheld                    | 7       | 0       | 7     |
| Still under investigation | 0       | 1       | 1     |
| Escalated to Stage 2      | 0       |         | 22    |

## Complaint Timescales



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

The range of days taken to resolve Stage 1 complaints in Q2 is between 1 – 10 days.  
The range of days taken to resolve Stage 2 complaints in Q2 is between 12 – 22 days.

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

## Learning from Complaints

Complaints often result in reviews of processes and procedures and they also allow us to identify opportunities for staff development. The Quality team continues to identify any learning points from each complaint in order to identify themes emerging. Programme



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

Below are some examples of improvements made as a result of complaints received during Q2 2019 - 20:

- An instruction has been added to Celcat not to use the VC suite adjacent to the Library (243a) for 'noisy' classes i.e. practical music sessions, as the sound proofing is inadequate and can be heard in the adjoining library.
- Temporary signage regarding car park closure has been placed at the car park entrance/exit until permanent signage due to be installed In April 2020.
- Catering staff have been instructed to report and instigate the repair of unsuitable furniture in a timely manner, this is in addition to a departmental bi-annual inspection of fixtures and fittings.
- Induction and pre-course information has been reviewed for currency and accuracy, correction made and reissued to appropriate cohort.
- Following changes to student handbook content, older versions of the handbook have been replaced with the latest version.
- Funding criteria has been reissued to all PDAs, with a focus on new staff.
- The out of office message for part time staff has been amended to direct student enquiries to another nominated staff member in their absence.
- New soap dispensers are being trialled in the college.