

Board of Management

Meeting	Learning, Teaching and Research Committee
Date and time	Tuesday 9 June 2020 at 4.30 p.m.
Location	Boardroom, 1 Inverness Campus

Board Secretary
2 June 2020

AGENDA**Welcome and Apologies****Declarations of Interest****ITEMS FOR DECISION**

1. **MINUTES**
Meeting of the Learning, Teaching and Research Committee held on 17 March 2020
2. **OUTSTANDING ACTIONS**
Action List
3. **POLICIES**
 - Safeguarding Policy
 - PVG Scheme Policy
 - FE Guidance Policy

ITEMS FOR DISCUSSION

4. **IMPACT OF AND RESPONSE TO COVID 19** Report by Executive Officers
 - 4a. Academic Year 19/20
 - 4b. Future Planning – Academic Year 20/21
 - 4c. Covid 19 - Quality and Assessment Terms of Reference – Internal Audit
5. **STRATEGIC CONTEXT**
Report by Depute Principal – Academic Development & Depute Principal – Planning and Student Experience
6. **STUDENT PARTNERSHIP AGREEMENT UPDATE**
Report by Director of Student Experience and HISA President
7. **HISA END OF YEAR UPDATE**
Report by Student President

- 8. CORPORATE PARENTING ANNUAL REPORT AND PARTNERSHIP APPROACH TO SFC EQUALITIES REPORTING**
Report by Director of Student Experience
 - 9. STUDENT SATISFACTION SURVEYS**
Report by Quality Manager
 - 10. RESEARCH REPORT**
Report by Director of Research & Innovation
 - 11. RISK REGISTER ANNUAL REVIEW**
Report by Depute Principal - Planning and Student Experience and Depute Principal – Academic Development
 - 12. MODER APPRENTICESHIP IMPROVEMENT PLAN**
Report by Quality Manager
 - 13. STUDENT ENROLMENT 2019/20 AND RECRUITMENT 2020/21**
Report by Depute Principal – Planning and Student Experience
 - 14. LEARNING, TEACHING AND RESEARCH COMMITTEE SELF EVALUATION AND COMMITTEE CHAIR EVALUATION EXERCISES**
Report by Board Secretary
-
- 15. AOCB**
 - 16. DATE OF NEXT MEETING –**
.....September 2020 @ 4.30PM

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

Board of Management

DRAFT MINUTES of the MEETING of the LEARNING, TEACHING AND RESEARCH COMMITTEE held in the Boardroom, 1 Inverness Campus on Tuesday 17 March 2020

PRESENT:	Sally Blyth, Kelly Mackenzie, Chris O'Neil and George Gunn (VC)
CHAIR:	Tom Speirs
APOLOGIES:	Samantha Cribb, Robyn Kennedy, Vivienne Mackie, Fiona Neilson, Gavin Ross and Tina Stones
ATTENDING:	Depute Principal, Academic Development Depute Principal, Planning and Student Experience Director of Curriculum (VC) Director of Research and Innovation Director of Student Experience Temporary Board Secretary

The Chair welcomed everyone to the meeting.

No Declarations of Interest noted.

ITEMS FOR DECISION

1. MINUTES

The Minutes of the meeting of the Learning, Teaching and Research Committee held on 3 December 2019 were **AGREED**, and **APPROVED** for signature by the Chair.

2. OUTSTANDING ACTIONS

The Student Partnership Agreement is currently the only outstanding action and is an agenda item.

ITEMS FOR DISCUSSION

3. POLICIES

None for discussion at this time.

4. INTERNATIONAL REPORT

The Depute Principal for Academic Development introduced, '*UHI International Student Recruitment*', a presentation produced by Professor Stuart Gibb, who is the VP for International and External Engagement as well as Director of the Environmental Research Institute at North Highland College. A version of the paper had originally been presented to the Partnership Council. It was noted that UHI had fewer International Tier4 and RUK students enrolled. The Partnership Council had agreed seven different work streams to enhance the uptake of programmes by international students. The Depute Principal for Academic Development was leading on internationalising the Curriculum with twenty courses prioritised for review using the Business Model Canvas and Value Proposition design methodology.

The Principal joined the meeting

Given the low levels of international student recruitment there are potential risks of UHI violating percentile thresholds for students failing to obtain the award they had enrolled for or, for not enrolling in the first place. This situation has led to a degree of risk aversion, in recruiting international students, in order to avoid penalty points and a potential for audit by the UK Visa and Immigration Service. Budgetary constraints are not helping to market and promote our offerings however, a number of initiatives are being developed as part of the international work packages such as consideration of a partnership wide Scholarship programme to attract international students. It has been suggested that a dialogue with UKVI might lead to a more-consultative relationship.

One of the initial areas to be reviewed, under the Internationalising the Curriculum work package, was the Scottish School of Forestry. This is a unique part of the UHI portfolio, has attracted international students and is represented

by a healthy number of Erasmus students. One of the challenges for UHI is that we need to be able to offer international students a full degree programme from the outset rather than an HNC, HND and then the ordinary and honours years. A Tier4 student would have to return home at the end of each of these incremental awards and reapply for a visa, which could prove to be very expensive and therefore deter the student from applying to UHI. The Depute Principal for Academic Development provided an update on current international and RUK undergraduate and postgraduate recruitment figures.

The Committee discussed the challenges, threats and opportunities and it was identified strong action is required in relation to processes, priorities and marketing mind-set with a view to promoting the UHI vision relative to its rurality and capacity for international and RUK students. The Committee noted the contents of the presentation. It was agreed to prepare an update for the Board of Management and obtain a considered response from the EO to be carried forward to the next meeting.

5. STUDENT PARTNERSHIP AGREEMENT

The Director of Student Services and the HISA President updated the Committee, highlighting that from eight aspects of the student experience, three enhancement schemes were selected jointly each year, with those for the current year outlined in the paper. It was noted engagement with Class Representatives was working well this year and although no comparable figures were available at present, the recent student elections had been well attended with an increase in the number of contested seats - the Committee to be updated re turnout figures at the next meeting. The appointment of the SFC-funded Mental Health and Counselling Advisor was particularly welcome in view of the long-standing need, and a 400% increase in mental health issues amongst students. The Committee noted the contents of the report and the Chair commended the work that had been undertaken.

6. RESEARCH REPORT

The Director of Research and Innovation provided an overview of the report, identifying a correction to the KPI table date, which should read 'March 2020'. The report shows the FTE target for 2019-20 has been exceeded; the financial

benefits of which will be accrued two years hence. It was noted that next year, the number of fully funded postgraduate research students would increase by two. The recruitment of the full-time research director to the Centre for Remote and Rural Communities has already resulted in the appointee generating 20% of their salary in respect of research grants and secured funding. The Committee noted the contents of the report and the Chair commended the excellent work undertaken in this area.

7. Student Recruitment 2019-20

A report by the Depute Principal, Planning and Student Experience provided an update on student recruitment for 2019-20, which included information by qualification and by fee status. 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.

8. STUDENT RETENTION 2019/20

A report prepared by the Depute Principal, Planning and Student Experience provided the Committee with a summary of student retention over the past four years with a partial summary for 2019-20. Early withdrawals are a key focus for government and the Depute Principal, PSE said he was pleased with the outcome having worked hard to reduce the figures particularly the F/T FE figure. However, he expressed some concerns going forward in respect of FE provision regarding the challenges of delivering practical courses relative to online delivery. The Chair stated the Early Withdrawal figures represent the best outcome for four years.

9. CURRICULUM PLAN 2020-21

The Director of Curriculum presented a report to the Committee. In summarising its contents, it was noted in relation to Further Education, the value of curriculum

planning as a planning tool to review every programme at every level, particularly in respect of trend analysis; identifying courses with the potential to attract students and reviewing staffing complements was crucial. The DoC highlighted the need to capitalise on the city campus schools to enhance the potential student pool particularly in respect of Higher E, HNC and HND student recruitment.

In respect of Higher Education, HNC and HND study, the DoC said UCAS courses that failed to recruit, or which had over-recruited were reviewed. The undergraduate target of 1490.68 reported to the Partnership Forum is the target for next year. HNC Social Sciences has exceeded its targets by 100%. The figures show postgraduate study levels are satisfactory but noted a reduction in undergraduate levels. The DoC ended her summary by identifying the need to “fight back” into the graduate apprenticeship market.

ITEMS FOR NOTING

10. 2018-19 COLLEGE SECTOR PERFORMANCE INDICATORS

The Committee **NOTED** the content of the report by the Depute Principal, Planning and Student Experience.

11. CUSTOMER SERVICES EXCELLENCE REVIEW FINDINGS

The Committee noted the content of the joint report by the Director of Student Services and Quality Manager.

12. HALF YEARLY COMPLAINTS REPORT

The Committee NOTED the content of the report by the Quality Manager and the Chair said the figures reflected well on the processing of complaints with appropriate action being taken.

13. AOCB

None noted and the Chair wished everyone well in the challenging times ahead.

14. DATE OF NEXT MEETING: TO BE CONFIRMED.

Signed by the Chair: _____

Date: _____

Outstanding Actions from Learning and Teaching Committee

17 March 2020				
International Report	A response from EO to be carried forward to June meeting with regards International Students	Principal	June 2020	

Learning, Teaching & Research Committee

Subject/Title:	Safeguarding Policy (UHI Common Policy)
Author: [Name and Job title]	Lindsay Snodgrass, Director of Student Experience
Meeting:	Learning, Teaching & Research Committee
Meeting Date:	9 th June 2020
Date Paper prepared:	20 th May 2020
Brief Summary of the paper:	This policy came to the last LT&R committee and was not approved. Clarity was sought around the colleges' responsibilities, particularly in relation to the student residences. Since then some minor but significant changes have been made to clarify the college's responsibilities. The safeguarding remit has now also moved to the Director of Student Experience who will implement the policy and review holistically how the college approaches safeguarding.
Action requested: [Approval, recommendation, discussion, noting]	Approval
Link to Strategy: Please highlight how the paper links to, or assists with: <ul style="list-style-type: none"> • compliance • partnership services • risk management • strategic plan • new opportunity/change 	
Resource implications:	Yes / No If yes, please specify:
Risk implications:	Yes / No If yes, please specify: Operational: Organisational:
Equality and Diversity implications:	Yes/No If yes, please specify:
Consultation: [staff, students, UHI & Partners, External] and provide detail	

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

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

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

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



Inverness College, University of the Highlands and Islands

Safeguarding Policy

POL

Lead Officer (Post):	Director of Student Experience
Responsible Office/ Department:	SMT
Responsible Committee:	Learning, Teaching and Research
Review Officer (Post):	Safeguarding Lead Officer
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	<p>Why is the policy required?</p> <p>This policy is required to fulfil the safeguarding obligations of the University of the Highlands and Islands and all Academic Partners.</p>
Purpose	<p>What will the policy achieve?</p> <p>The policy will provide a unified approach to safeguarding across the network and ensure parity of student experience.</p>
Scope	<p>Who does the policy apply to?</p> <p>The policy applies to the University and all Academic Partners.</p>
Consultation	<p>Who has been consulted on the policy, and who will be notified?</p> <p>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.</p>
Implementation and Monitoring	<p>Who will be responsible for implementing and monitoring the policy, and what resources/ costs will be incurred?</p> <p>The University and Academic Partners are responsible for ensuring that the policy and procedures are followed in their own organisation.</p>
Risk Implications	<p>What are the risk implications of this policy?</p> <p>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.</p>
Link with Strategy	<p>How is this policy linked to University strategy?</p> <p>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.</p>
Impact Assessment	Equality Impact Assessment: Completed 09/01/19. No action required.
	Privacy Impact Assessment:

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 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 the 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 the 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).

- 5.5 Notwithstanding the above, Inverness College UHI will work with all third parties involved in the student journey to help protect the safety and welfare of all students.

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. All staff will undertake mandatory training on safeguarding.
- 6.2 Safeguarding Leads will be briefed and trained on the policy and procedures.
- 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 Inverness College UHI 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.

6 Roles and Responsibilities

- 7.1 Inverness College UHI's Board of Management 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 are also responsible for ensuring the strategic effectiveness of the policy.
- 7.2 The Principal and the Senior Management Team are responsible for operational compliance with the policy and make recommendations to the Board of Management about updates to the policy. The Principal and 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 Safeguarding Leads – are accountable for the 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 and completing the training.

7 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](#)
- [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](#)

8 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](#)
- [UHI Mental Health Strategy](#)
- [Safeguarding Procedure](#)
- [Student Code of Conduct](#)
- [Study Abroad Policy and Guidance](#) (forthcoming)

9 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.

Learning, Teaching & Research Committee

Subject/Title:	Policy on Protecting Vulnerable Groups (PVG) Scheme membership for students (UHI Common Policy)
Author: [Name and Job title]	Lindsay Snodgrass, Director of Student Experience
Meeting:	Learning, Teaching & Research Committee
Meeting Date:	9 th June 2020
Date Paper prepared:	20 th May 2020
Brief Summary of the paper:	This Policy is a new UHI Common Policy. The policy will support a consistent approach to PVG scheme membership across the partnership and parity of student experience.
Action requested: [Approval, recommendation, discussion, noting]	Approval
Link to Strategy: Please highlight how the paper links to, or assists with:: <ul style="list-style-type: none"> • compliance • partnership services • risk management • strategic plan • new opportunity/change 	
Resource implications:	Yes / No If yes, please specify:
Risk implications:	Yes / No If yes, please specify: Operational: Organisational:
Equality and Diversity implications:	Yes/No If yes, please specify:
Consultation: [staff, students, UHI & Partners, External] and provide detail	
Status – [Confidential/Non confidential]	Non confidential
Freedom of Information	Yes

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

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



Policy on Protecting Vulnerable Groups (PVG) Scheme membership for students

POL

Lead Officer (Post):	Director of Student Experience
Review Officer (Post):	Admissions and Student Funding Manager
Responsible Committee:	Learning, Teaching and Research Committee
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:	30/03/2020
Date of Privacy Impact Assessment:	NA

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

Policy Summary

Overview	This policy is required to set out the position of the University of the Highlands and Islands and all academic partners (“the University partnership”) with regard to administration of the Protecting Vulnerable Groups (PVG) membership scheme for students.
Purpose	The policy will support a consistent approach to PVG scheme membership across the partnership and parity of student experience.
Scope	The policy applies to all students, applicants and prospective applicants for all University partnership courses regardless of mode or level of study.
Consultation	<p>The policy has been developed by a group of practitioners from the University partnership to ensure that best practice is reflected in the policy and accompanying procedures.</p> <p>The policy will be briefed to all relevant members of staff and made available to students and applicants via websites and as part of the application process.</p>
Implementation and Monitoring	The University and academic partners are individually responsible for ensuring that the policy and procedures are followed in their own institution.
Risk Implications	This policy will reduce risks associated with legislative obligations, reputational damage and relationships with placement providers for the University partnership by ensuring that best practice from across the partnership is being shared and followed. This policy will reduce the risk for applicants and students by guiding them to an appropriate course for their personal circumstances and maximising opportunities.
Link with Strategy	This policy supports the University partnership’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 partnership discharges its duty of care for vulnerable groups we interact with as part of the programmes we deliver.
Impact Assessment	Equality Impact Assessment: Completed March 2020 – no further action.
	Privacy Impact Assessment: n/a

1. Policy Statement

- 1.1 This policy supports our commitment to provide information to applicants and students about PVG Scheme membership requirements for specified programmes and to fair, transparent and consistent administration of student applications to the PVG Scheme.
- 1.2 Inverness College UHI recognises and complies with the legal and statutory obligations that arise from legislation including the Protection of Children (Scotland) Act 2003, Adult Support and Protection (Scotland) Act 2007, Protection of Vulnerable Groups (Scotland) Act 2007, Children and Young People (Scotland) Act 2014 and other relevant guidance and regulations.

2. Definitions

- 2.1 **Protecting Vulnerable Groups (PVG) Scheme:** The Protecting Vulnerable Groups (PVG) Scheme helps make sure people whose behaviour makes them unsuitable to work with children and/or protected adults and cannot do '[regulated work](#)' with these vulnerable groups.
- 2.2 **Disclosure Scotland:** An executive agency of the Scottish Government that provides disclosure services and the PVG membership scheme for employers and voluntary organisations.
- 2.3 **Regulated work:** There are two types of regulated work – work with children and work with protected adults. Regulated work is usually jobs including: caring responsibilities, teaching, providing personal services and working directly with children and/or protected adults.
- 2.4 **Listed status:** Disclosure Scotland keeps a list of people unsuitable to do regulated work with children and a list of people unsuitable to work with protected adults. The lists are separate, although people can be on both lists. If Disclosure Scotland adds someone to one or both of these lists, it is known as being 'listed'.
- 2.5 **Children:** Any individual under the age of eighteen years old.
- 2.6 **Protected Adults:** An individual aged 16 or over who is provided with (and thus receives) a type of care, support or welfare service.
- 2.7 **Criminal convictions:** If you have been found guilty of committing a crime this conviction may be disclosed as part of the PVG Scheme application.

The three categories of convictions that will be disclosed are: All unspent convictions; spent convictions for offences that are disclosed according to rules; and spent convictions for offences that must be disclosed. Further information is available on the [Disclosure Scotland website](#).

3. Purpose

- 3.1. This policy sets out how the University partnership complies with our legislative duties related to the Protection of Vulnerable Groups (Scotland) Act 2007 in relation to education provision.
- 3.2. Where our staff and students interact with members of vulnerable groups, we fully comply with the law and uphold the standards expected in the education sector.
- 3.3. This policy is guided by the following principles:
 - 3.3.1 We will require students to apply for PVG Scheme membership only where it is necessary and required by the relevant legislation.
 - 3.3.2 Information will be processed and handled sensitively and confidentially, ensuring full compliance with Data Protection legislation.

-
- 3.3.3 Having a criminal record will not necessarily prevent participation in a course. Please see 3.5 for further information.
- 3.4 The University partnership has two categories of course subject to PVG Scheme membership:
- 3.4.1 Category 1: Courses where PVG Scheme membership is required to successfully achieve target qualification, where there is guaranteed contact with vulnerable groups in key elements of the course. If the applicant is listed (i.e. not not allowed to work with one or both of the vulnerable groups) the applicant/student will be unable to achieve target qualification and may be unable to enrol or required to leave the course.
- 3.4.2 Category 2: Courses where PVG Scheme membership is required for specific optional modules/units, where there is guaranteed contact with vulnerable groups in optional module/unit(s), but an alternative pathway exists to achieve target qualification. If the applicant/student is listed (i.e. not allowed to work with one or both of the vulnerable groups) applicant/student will not be able to enrol on specific optional modules/units.
- 3.5 Where an applicant is not listed but has criminal convictions that are disclosed as part of the PVG Scheme membership process, a risk assessment will be carried out that will ascertain the applicant's suitability for the course and a future career in the relevant area.

Access to a full range of placement opportunities is subject to the outcome of the PVG Scheme application, which may disclose previous criminal convictions.

4 Scope

- 4.1 This policy applies to the University and all academic partners.
- 4.2 This policy applies to all applicants and students regardless of level or mode of study.

5 Exceptions

- 5.1 This policy does not apply to staff and recruitment to vacancies. Information on staff PVG processes can be obtained from the relevant Human Resources department.

6 Notification

- 6.1 The policy and related information will be published on our website and course pages where Category 1 or Category 2 PVG Scheme membership conditions apply.
- 6.2 Staff will be made aware of this policy and any associated guidance through team meetings and information being cascaded from senior management teams.

7 Roles and Responsibilities

- 7.1 Inverness College UHI Board of Management is responsible for approving the policy and ensuring its legal compliance.
- 7.2 Principals and Senior Management Teams are responsible for overseeing operational compliance with the policy, and cascading information to appropriate teams.
- 7.3 Line managers are responsible for supporting relevant staff to follow the policy in their day-to-day role.

- 7.4 Relevant staff are responsible for following the policy in their day-to-day role and highlighting any operational challenges that arise.
- 7.5 The Policy Ownership Group are responsible for developing the policy, accommodating any legislative changes and submitting the policy to Partnership Council for endorsement.
- 7.6 Students on courses with PVG Scheme membership requirements are obligated to inform staff if they become subject to any criminal investigation or are subject to consideration for listing. Withholding this information may result in the student being unable to obtain the award for which they enrolled.

8 Legislative Framework

- [Adults with Incapacity \(Scotland\) Act 2000](#)
- [Adult Support and Protection \(Scotland\) Act 2007](#)
- [Children and Young People \(Scotland\) Act 2014](#)
- [Data Protection Act 2018](#)
- [Equalities Act 2010](#)
- [General Data Protection Regulation \(GDPR\) 2018](#)
- [Protection of Children \(Scotland\) Act 2003](#)
- [Protection of Children and Prevention of Sexual Offences \(Scotland\) Act 2005](#)
- [Protection of Vulnerable Groups \(Scotland\) Act 2007](#)
- [Rehabilitation of Offenders Act 1974](#)
- [Sexual Offences Act 2003](#)
- [Sexual Offences \(Scotland\) Act 2009](#)

9 Related Policies, Procedures, Guidelines and Other Resources

The University and academic partners have their own versions of policies. The links below refer to Inverness College UHI's policies. For other policies please refer to the relevant academic partner websites.

- [Approved Placement Policy](#)
- [Complaints Handling Procedures](#)
- [Criminal Convictions Policy](#)
- [Fitness to Study Guidelines](#)
- [IT Acceptable Use Policy](#)
- [Promoting a Positive Learning Environment Policy](#)
- [Safeguarding Policy](#)
- [Safeguarding Procedure](#)
- [Student Code of Conduct](#)

10 Version Control and Change History

Version	Date	Approved by	Amendment(s)	Author
0				
1				

Appendix 4

Item 3b - appendix

Equality Impact Assessment Form

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.

Learning, Teaching & Research Committee

Subject/Title:	Further Education Guidance Policy (UHI Common Policy)
Author: [Name and Job title]	Lindsay Snodgrass, Director of Student Experience
Meeting:	Learning, Teaching & Research Committee
Meeting Date:	9 th June 2020
Date Paper prepared:	20 th May 2020
Brief Summary of the paper:	This Policy is a new UHI Common Policy. The policy is required to assist further education students and staff understand student entitlement to guidance during courses.
Action requested: [Approval, recommendation, discussion, noting]	Approval
Link to Strategy: Please highlight how the paper links to, or assists with:: <ul style="list-style-type: none"> • compliance • partnership services • risk management • strategic plan • new opportunity/change 	
Resource implications:	Yes / No If yes, please specify:
Risk implications:	Yes / No If yes, please specify: Operational: Organisational:
Equality and Diversity implications:	Yes/No If yes, please specify:
Consultation: [staff, students, UHI & Partners, External] and provide detail	
Status – [Confidential/Non confidential]	Non confidential
Freedom of Information Can this paper be included in “open” business* [Yes/No]	Yes

ITEM 3c

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

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

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



University of the
Highlands and Islands
Inverness College



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

Inverness College, University of the Highlands and Islands

Further Education Guidance Policy

POL

Lead Officer (Post):	Director of Student Experience
Review Officer (Post):	Access and Progression Manager
Responsible Committee:	Learning, Teaching and Research Committee
Date policy approved:	Click or tap to enter a date.
Date policy last reviewed and updated:	New policy for 2020/21 academic year
Date policy due for review:	Spring 2023
Date of Equality Impact Assessment:	01/02/2020
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 is required to assist further education students and staff understand student entitlement to guidance during courses.
Purpose	The policy explains the terminology around guidance, the key areas addressed in the guidance entitlement and the roles and responsibilities of students and staff with regards to guidance.
Scope	The policy applies to all further education students (see Sections 4 and 5 for further details).
Consultation	The policy has been developed by a policy ownership group made of practitioners from academic partners delivering further education.
Implementation and Monitoring	Inverness College UHI Senior Management Team are responsible for supporting staff responsible for delivering guidance and their managers to implement this policy. Monitoring will be carried out at a local level by Inverness College UHI and at a regional level by the Single Policy Environment Project and Quality staff.
Risk Implications	This policy reduces risk for students, staff and academic partners by clarifying the guidance entitlement which students can expect.
Link with Strategy	This policy is linked to individual Access and Inclusion strategies and the Regional Outcome Agreement.
Impact Assessment	Equality Impact Assessment: Completed February 2020, no further action.
	Privacy Impact Assessment: n/a

1. Policy Statement

- 1.1. This policy, together with the associated Guidance Entitlement, represents a guidance framework for further education students.
- 1.2. Our aim is to provide a learning experience that allows students to gain insight into their abilities, interests and preferred learning styles through the provision of effective and appropriate academic and pastoral guidance.

2. Definitions

- 2.1 **Guidance:** Inverness College UHI Guidance provision focusses on four key areas - personal development, academic feedback, progression (including careers advice) and pastoral care.
- 2.2 **Guidance Entitlement:** This document sets out the standard of guidance that students can expect from Inverness College UHI from pre-entry to completing their course of study.
- 2.3 **Pre-entry:** The time before a student enrolls on a course, including preparing for an interview for access to the course.
- 2.4 **Start of programme:** The period of time when a student begins their course, including activities such as enrolment and induction.
- 2.5 **During programme:** The period of time during the academic session.
- 2.6 **Pre-exit:** Activities relevant to the preparation of students to progress on from their current course of study.

3. Purpose

- 3.1 Inverness College UHI is committed to supporting all our students in achieving their educational and personal goals by providing a comprehensive guidance service.
- 3.2 We will provide holistic support to students by taking a joined-up approach to how a student is supported, utilising where necessary the full range of guidance options with information that is clear, accurate, relevant and up-to-date.
- 3.3 All students have an individual and personal starting point in their development. In order to help students progress from this starting point we will work in partnership with them. The policy and Guidance Entitlement are intended to empower students and enable them to be active participants in the guidance process.
- 3.4 Our guidance provision focuses on four key areas:
 - 3.4.1 Personal development: Developing the self-confidence and interpersonal skills of our students and enable them to make decisions and choices within a lifelong learning process
 - 3.4.2 Academic feedback: Motivating our students towards completion and success, developing their learning skills and essential skills for progression
 - 3.4.3 Progression (including careers advice): Providing information to our students to help them progress onto a new course of study or into employment.
 - 3.4.4 Pastoral care: Supporting the wellbeing of our students. This includes signposting and referring to relevant specialist services.

- 3.5 Distance learning students will be able to access guidance and support via telephone, email, videoconference and online, including websites and virtual learning environments.
- 3.6 We will work in partnership with external agencies. This includes organising sessions aimed at students, securing training for our staff from appropriate providers, and referring students to expert and specialist help where appropriate.
- 3.7 We will use feedback from students and staff to develop our guidance provision and carry out regular evaluations to ensure we continue to improve our service.

4. Scope

- 4.1 This policy applies to students enrolled on courses normally up to and including SCQF Level 6 (see Section 4.2 for variations to this criteria).
- 4.2 There are a small number of Scottish Vocational Qualification (SVQ) courses at SCQF Level 7 that are considered as Further Education courses for the purposes of the University partnership. This policy applies to these students.

5. Exceptions

- 5.1 This policy does not apply to Higher Education students, e.g. normally those students studying courses at SCQF Level 7 and above (see Section 4.2 for variations to this). Higher Education students should refer to their local student support service – studentsupport.ic@uhi.ac.uk

6. Notification

- 6.1 Students should be made aware of this policy and the Guidance Entitlement during their induction. The policy and Guidance Entitlement will be made available online.
- 6.2 Staff responsible for providing guidance should be familiar with the policy and Guidance Entitlement and will be made aware of changes by their line managers.
- 6.3 Line managers of staff responsible for providing guidance should be familiar with the policy and Guidance Entitlement and will be informed of changes by their Senior Management Team.
- 6.4 The Senior Management Team should be aware of the policy and Guidance Entitlement and will be informed of changes in Senior Management Team meetings.

7. Roles and Responsibilities

- 7.1 Students should be prepared and encouraged to engage fully with staff in order to maximise the benefit of their guidance entitlement.
- 7.2 Staff delivering guidance (the Personal Development Team) – promoting guidance entitlement to students, delivering guidance entitlement, identifying issues with delivery and escalating, and referring to specialist services.
- 7.3 Managers are responsible for implementing the policy operationally, supporting staff delivering guidance, responding to escalated concerns, reporting successes and challenges to the Access and Progression Manager
- 7.4 The Access and Progression Manager is responsible for supporting managers to implement the policy and operational oversight of the policy. The Director of Student Experience is responsible for any reporting on the policy to the Board of Management.

- 7.5 The Board of Management are responsible for approving the policy and strategic oversight of it.
- 7.6 The Further Education Guidance Policy Ownership Group are responsible for reviewing the policy and Guidance Entitlement.

8. Legislative Framework

Adult Support and Protection (Scotland) Act 2007

Scotland's Career Strategy 2020

Children and Young People (Scotland) Act 2014

Data Protection Act 2018

Education (Scotland) Act 2016

Equality Act 2010

General Data Protection Regulation 2018

Human Rights Act 1998

Mental Health (Scotland) Act 2015

Protection of Children (Scotland) Act 2003

Protection of Vulnerable Groups (Scotland) Act 2007

9. Related Policies, Procedures, Guidelines and Other Resources

FE Admissions Policy

Equality, Diversity and Inclusivity Policy

Fitness to Study Procedure

Tertiary Learner Support Policy

Mental Health Strategy

Promoting a Positive Learning Environment Policy

Safeguarding Policy

Safeguarding Procedure

Student Carer Policy

Student Code of Conduct

Access and Inclusion Strategy

Corporate Parenting Plan

10. Version Control and Change History

Version	Date	Approved by	Amendment(s)	Author
0			New policy	FE Guidance Policy Ownership Group
1				
2				
3				
4				

Please note: The below table is indicative only and seeks to outline the core entitlements of every student regardless of mode of study. All of our students are entitled to the range of support services that the college offers, and have access to a variety of ways to provide feedback. Further information on our services is available on our website, at induction, in course handbooks and from course tutors and college staff.

Inverness College UHI Further Education Guidance Entitlements for Students

	Full-time (including distance learners)	Part-time (including distance learners)	Apprentices / work-based learners	Online learners
Pre-entry	<ul style="list-style-type: none"> • Access to timetable information • Access to broad course information / course handbook • Awareness of key point of contact - Personal Development Adviser (PDA) or equivalent details • Access to clear, current and relevant information around wider services / support / student life: Nursery info; funding availability and support; campus orientation; HISA; library and study support; additional learning support; wellbeing support; accommodation; FAQs • Awareness of how to get in touch with the college if you have any queries or need support before you start 	<ul style="list-style-type: none"> • Access to timetable information • Access to broad course information / course handbook • Awareness of key point of contact - Personal Development Adviser (PDA) or equivalent details • Access to clear, current and relevant information around wider services / support / student life: Nursery info; funding availability and support; campus orientation; HISA; library and study support; additional learning support; wellbeing support; accommodation; FAQs • Awareness of how to get in touch with the college if you have any queries or need support before you start 	<ul style="list-style-type: none"> • Access to timetable information • Access to broad course information / course / apprentice handbook • Awareness of key point of contact - Personal Development Adviser (PDA) or equivalent details • Access to clear, current and relevant information around wider services / support / student life, including where appropriate: Funding availability and support; campus orientation; HISA; library and study support; additional learning support; wellbeing support; FAQs. • Awareness of how to get in touch with the college if you have any queries or need support before you start 	<ul style="list-style-type: none"> • Access to timetable information • Access to broad course information / course / apprentice handbook • Awareness of key point of contact - Personal Development Adviser (PDA) or equivalent details • Access to clear, current and relevant information around wider services / support / student life, including where appropriate: Funding availability and support; HISA; library and study support; additional learning support; wellbeing support; FAQs. • Awareness of how to get in touch with the college if you have any queries or need support before you start
Start of programme / Induction	<ul style="list-style-type: none"> • Given a student card as part of your enrolment • Awareness of the Student Code of Conduct / expectations of you • Given a comprehensive overview of support services highlighting - 	<ul style="list-style-type: none"> • Given a student card as part of your enrolment • Awareness of the Student Code of Conduct / expectations of you • Given a comprehensive overview of support services highlighting - 	<ul style="list-style-type: none"> • A student card will be made available to you as part of your enrolment • Awareness of the Student Code of Conduct / expectations of you • Given a comprehensive overview of support services highlighting - 	<ul style="list-style-type: none"> • A student card will be made available to you as part of your enrolment • Awareness of the Student Code of Conduct / expectations of you • Given a comprehensive overview of support services highlighting -

Please note: The below table is indicative only and seeks to outline the core entitlements of every student regardless of mode of study. All of our students are entitled to the range of support services that the college offers, and have access to a variety of ways to provide feedback. Further information on our services is available on our website, at induction, in course handbooks and from course tutors and college staff.

Start of programme / Induction continued	<p>wellbeing services; funding availability and support; learning support; signposting and referral to specialist services e.g. mental health support and counselling.</p> <ul style="list-style-type: none"> • Engagement in a programme of Induction led by the course team • Engagement with your PDA or equivalent • Feel well orientated around the campus • Issued with relevant PPE / kit • Awareness of HISA / opportunities for class rep / wider student life • Awareness of the online Student Hub • Engagement in ICT orientation including email, Bright Space and MyDay • Opportunity to provide feedback through the Early Experience Survey 	<p>wellbeing services; funding availability and support; learning support; signposting and referral to specialist services e.g. mental health support and counselling.</p> <ul style="list-style-type: none"> • Engagement in a programme of Induction led by the course team • Engagement with your PDA or equivalent • Feel well orientated around the campus • Issued with relevant PPE / kit • Awareness of HISA / opportunities for class rep / wider student life • Awareness of the online Student Hub • Engagement in ICT orientation including email, Bright Space and MyDay • Opportunity to provide feedback through the Early Experience Survey 	<p>wellbeing services; funding availability and support; learning support; signposting and referral to specialist services e.g. mental health support and counselling.</p> <ul style="list-style-type: none"> • Engagement in a programme of Induction led by the course team • Engagement with your PDA or equivalent • Where appropriate: Feel well orientated around the campus • Where appropriate: Issued with relevant PPE / kit • Access to regular 'check-ins' with PDA or equivalent • Awareness of HISA / opportunities for class rep / wider student life • Awareness of the online Student Hub • Engagement in ICT orientation including email, Bright Space and MyDay • Opportunity to provide feedback through the Early Experience Survey 	<p>wellbeing services; funding availability and support; learning support; signposting and referral to specialist services e.g. mental health support and counselling.</p> <ul style="list-style-type: none"> • Engagement in a programme of Induction led by the course team • Engagement with your PDA or equivalent • Access to regular 'check-ins' with PDA or equivalent • Awareness of HISA / opportunities for class rep / wider student life • Awareness of the online Student Hub • Engagement in ICT orientation including email, Bright Space and MyDay • Opportunity to provide feedback through the Early Experience Survey
During programme	<ul style="list-style-type: none"> • Engage in a range of activities which develop my employability skills • Access to regular 'check-ins' with PDA or equivalent • Access to 1:1 support from PDA or equivalent around progression / next steps • Ongoing tailored support, advice and guidance from relevant staff 	<ul style="list-style-type: none"> • Engage in a range of activities which develop my employability skills • Access to regular 'check-ins' with PDA or equivalent • Access to 1:1 support from PDA or equivalent around progression / next steps • Ongoing tailored support, advice and guidance from relevant staff 	<ul style="list-style-type: none"> • Engage in a range of activities which develop my employability skills • Access to 1:1 support from PDA or equivalent around progression / next steps • Ongoing tailored support, advice and guidance from relevant staff • Access to responsive support services through staff or self-referral system; 	<ul style="list-style-type: none"> • Engage in a range of activities which develop my employability skills • Access to 1:1 support from PDA or equivalent around progression / next steps • Ongoing tailored support, advice and guidance from relevant staff • Access to responsive support services through staff or self-referral system;

Please note: The below table is indicative only and seeks to outline the core entitlements of every student regardless of mode of study. All of our students are entitled to the range of support services that the college offers, and have access to a variety of ways to provide feedback. Further information on our services is available on our website, at induction, in course handbooks and from course tutors and college staff.

	<ul style="list-style-type: none"> • Access to responsive support services through staff or self-referral system; signposting and referral to specialist services e.g. mental health support and counselling. • Opportunity to be involved in the life and work of the college 	<ul style="list-style-type: none"> • Access to responsive support services through staff or self-referral system; signposting and referral to specialist services e.g. mental health support and counselling. • Opportunity to be involved in the life and work of the college 	<p>signposting and referral to specialist services e.g. mental health support and counselling.</p> <ul style="list-style-type: none"> • Opportunity to be involved in the life and work of the college 	<p>signposting and referral to specialist services e.g. mental health support and counselling.</p> <ul style="list-style-type: none"> • Opportunity to be involved in the life and work of the college
Pre-exit	<ul style="list-style-type: none"> • Opportunity to provide feedback on your college experience through the Student Satisfaction Survey • Access to references for future jobs / education applications • Opportunity to discuss progression and/or career options with relevant staff member 	<ul style="list-style-type: none"> • Opportunity to provide feedback on your college experience through the Student Satisfaction Survey • Access to references for future jobs / education applications • Opportunity to discuss progression and/or career options with relevant staff member 	<ul style="list-style-type: none"> • Opportunity to provide feedback on your college experience through the Student Satisfaction Survey • Access to references for future jobs / education applications • Opportunity to discuss progression and/or career options with relevant staff member 	<ul style="list-style-type: none"> • Opportunity to provide feedback on your college experience through the Student Satisfaction Survey • Access to references for future jobs / education applications • Opportunity to discuss progression and/or career options with relevant staff member

Appendix 4

Item 3c - Appendix 1 Equality Impact Assessment Form

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.

Board of Management

Subject/Title:	Impact of and Response to Covid-19
Author: [Name and Job title]	Executive officers: Roddy Henry, Depute Principal – P&SE; Ken Russell, Depute Principal – AD; Gill Berkeley, Director of Curriculum; Lindsay Snodgrass, Director of Student Experience.
Meeting:	<i>Learning, Teaching and Committee</i>
Meeting Date:	9 June 2020
Date Paper prepared:	2 June 2020
Brief Summary of the paper:	This paper provides a summary of the impact of the Covid-19 restrictions on learning and teaching activities, and the responses made. Implications for the current academic year and for 2020-21 are considered.
Action requested: [Approval, recommendation, discussion, noting]	Discussion
Link to Strategy: Please highlight how the paper links to, or assists with:: <ul style="list-style-type: none"> • compliance • partnership services • risk management • strategic plan • new opportunity/change 	<ul style="list-style-type: none"> • student activity targets • student experience • student outcomes
Resource implications:	Yes If yes, please specify: The restrictions place an additional strain on resources and impact on the college's ability to maintain income from student activity. These aspects are considered in the paper.
Risk implications:	Yes If yes, please specify: Operational: significant change and disruption to normal business processes. Organisational: resilience is tested significantly. Financial: additional strain on resources and funding; additional uncertainty in funding environment going forward.
Equality and Diversity implications:	Yes If yes, please specify: Vulnerable students and students facing the most disadvantage are potentially at greatest risk from the disruption.
Consultation: [staff, students, UHI & Partners, External] and provide detail	Consultation with students, key partners and stakeholders has been and will be a feature of actions and contingency planning.

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

Impact of and Response to Covid-19

Executive summary

1. Academic Year 2019-20

1.1 Learning and teaching

Since the college closed its campuses on Friday 20 March, staff have continued to deliver the curriculum and student support in 'virtual mode' to ensure that students can continue with their studies, complete qualifications and/or progress to the next stage. A number of students expressed difficulty in accessing online learning due to not having access to computers at home. The college and UHI centrally sought to support students with loans of laptops, however the demand outstripped the availability. So far, 30 laptops have been loaned, 12 were accessed via UHI funding and a further 18 were from college stock.

The number of student nominations of Inverness College staff for the HISA awards provides an indication of just how incredibly well our staff are responding to the crisis: 488 of the 916 student nominations received across the UHI partnership are for Inverness Staff.

1.2 Student support

Staff continue to track and monitor student engagement and make interventions where required to support students facing additional challenges. The Student Funding team have been processing discretionary funding applications for those who find themselves in hardship due to Covid-19. They have also been proactive in providing wider advice and guidance to students about Universal credit, for example.

The Learning Support and Wellbeing team have been very creative in moving their services to remote delivery. They are continuing to support individuals with additional support needs to ensure that their needs are still met, albeit remotely. The team have introduced a wide range of ways to support students with mental health challenges remotely – examples include:

- Wellbeing sessions through Webex video, messaging and telephone
- Weekly wellbeing newsletter containing hints and tips and links to online information and self-help. This has been for staff as well as students.
- Online Counselling Appointments – utilising Webex video and telephone to continue our service.
- E-therapy synchronous messaging – the student is given a regular appointment time and they join a counsellor in a chatroom to communicate via text. This is proving popular.
- E-therapy through email conversation - student and counsellor enter into email conversation. This is asynchronous e.g. the student will email their concerns, and the counsellor will respond within a set time frame (usually 2-3 working days).
- Drop in service – we have introduced a new 'drop in service' where students can, on specific days / times, email the counselling team and will be contacted during that time via Webex video-call or messaging (first come, first served).

- Wellbeing service continuing to operate through a referral system – staff can refer individual students or students can self-refer. The individual is then triaged to ascertain what their needs are and how best we can meet them

1.3 Assessment and progression

An immediate challenge post-lockdown was how to ensure that students completed assessments and exams. Decisions for degree-level study were taken relatively quickly, as the university is the awarding body, and adjustments made accordingly. Further information on mitigating circumstances was later communicated to students. The majority of the college's, and UHI's, students are working towards SQA qualifications at FE and HE level, along with some other awarding body qualifications. Alternative assessment arrangements for most courses were agreed with SQA and the college sector, and these have been developed and implemented under specified revised quality assurance arrangements. The process was overseen by an Internal Quality Assurance (IQA) Panel comprising the two Depute Principals, Directors of Curriculum and Student Experience and the Quality Manager.

As the SQA exam diet for National 5, Higher and Advanced Higher qualifications was cancelled, the college was required to enter estimated grades for candidates. These estimated grades for National 5 and Higher qualifications have now been produced and scrutinised through the same IQA process, with a submission date to SQA of 29 May. Protocols for progression from HN to degree have been established at a university-wide level to minimise or eliminate disadvantage to students articulating between qualifications at HE level.

The completion of some courses with practical elements and skills-based assessments requiring specialist equipment and/or close human contact will have to be deferred until the campuses are open again. Contingencies for these are being explored and developed. At the time of writing, work is ongoing to reduce further the number of courses and students affected by this – an update will be provided at the meeting on 9 June. A remaining challenge is with Scottish Vocational Qualifications (SVQ) and SVQ elements of other courses: these qualifications are governed by SQA Accreditation and Sector Skills Councils. At the time of writing, national discussions are still in progress as to the adjustments and protocols to be observed. Apprenticeship programmes, particularly Modern and Foundation, are disproportionately affected by this situation, however it also affects some of our full-time vocational and HN programmes.

Discussions are ongoing between the college sector and SFC, and between college regions and Outcome Agreement Managers, on potential approaches to funding and recording the progress of courses and students that will not be able to complete this academic year. The college sector is preparing a position paper to present to SFC as a basis for discussion on how the FE statistical return will be amended in response to the extraordinary circumstances the sector is facing. Again, this is a developing picture and an update will be provided at the meeting.

1.4 Student activity (credits and FTE)

A full student recruitment report is appended to this paper. FE credit activity in 2019-20 has been directly impacted by the Covid restrictions and the anticipated outturn will be around 1,000 credits below target. The SFC have guaranteed that no college will be penalised for under achieving on target where it is clear that the restrictions were the cause. A comparison between last year's and this year's Quarter 2 and Quarter 4 activity has been run to evidence where the credits have been lost – mainly block release programmes, rolling SVQ provision and part-commercially funded programmes.

Funded undergraduate HE activity is going to be some 84 FTE (5%) down on target, a situation that has been clear for some months now. On the plus side, the work that has been carried out to stabilise/correct the MicroRAM, led by the Director of Curriculum, has resulted in a final out-flow figure (subject to confirmation) of £371,383. If confirmed, this reduces the out-flow ratio for provision that is subject to the MicroRam from 61.7% in 2018-19 to 57.4% in 2019-20, securing an additional £107k income in relative terms, and £22.5k in real terms due to the reduced recruitment.

2. Academic Year 2019-20

2.1 Contingency planning

The Depute Principal (AD) has been asked to chair a small group to coordinate the actions to reopen the buildings. The scope and remit of the group are as follows:

Scope:

- To consider and plan the logistics of transition from lockdown to post-lockdown operations with particular regard to health and safety, estates, infrastructure and human resource aspects.
- To liaise with: curriculum and support managers; and student representatives to scope and plan scenarios and contingencies and evolve these as the environment changes.

Remit:

1. To monitor, influence and enact: guidance, policies and plans from a variety of authoritative external and internal sources (from *inter alia* UK and Scottish Governments, SFC, SQA, SDS, Universities Scotland, Colleges Scotland, UHI Business Continuity Group) to learn from best practices, staff creativity, and inform the contingency planning for safely reopening operations on the main campus, SSF at Balloch, ELCC, An Lochran, and the WASPS facility, as well as the continued delivery of the curriculum and associated support functions by home working as necessary.
2. To maintain scenario plans contingent on advice and guidance from the above to promote a safe, prioritised, smooth, cost-effective and risk assessed transition to post lockdown operations.
3. To coordinate the needs (why, who, what, where when & how) for onsite activities with Curriculum teams (including: priorities for practical work and incorporating any

revisions in pedagogy and delivery patterns), Business Solutions (including any shifts to offsite assessment) and Managers/Team Leaders of support staff functions.

4. To make recommendations to SMT for decisions on phased changes in operations.
5. To make effective utilisation of existing mechanisms for communication including consulting and informing: staff; students; Union representatives; GTFM and contractors (e.g. Pristine) on changes to operations and updates to existing protocols and to brief relevant external stakeholders.

During lockdown we have had a protocol for access to the building that emphasises the need for this to be business critical/fulfilling a statutory obligation. We have now entered Phase 1 of the Scottish Government Route Map. We will operate in line with the Route Map and guidance from the Scottish Government and the Health and Safety Executive. As the restrictions are eased, we are planning to permit staff to have controlled short duration access to the buildings to retrieve approved items. We are also operating a delivery service for bulky items such as office chairs. Initially this has been restricted to those with an Occupational Health or Access to Work assessment.

We have been using and adapting a Covid-19 return to work package (Alcumus) to drive our contingency planning through conducting a gap analysis, identifying key actions and owners and utilising an in-built risk assessment and methods statement to manage the transition safely with a key focus being on Stages 3 and 4 of the Route Map. We are working closely with the curriculum teams (see next section) to prioritise groups of students and the associated staff for early and safe access to the buildings. This involves careful planning and implementation of: social distancing measures, signage and traffic management within the building to segregate flows, staggered entry and departure times, maximising throughput in specialist facilities such as workshops, food and beverage supply (likely to be takeaway services initially) and adequate rest room provision for each segregated group. Additionally, specific attention is being given to research laboratory and fieldwork operations.

2.2 Learning and teaching

Senior managers and Heads of School are now focussing on contingency planning for 2020-21, with the aim of identifying courses that will be challenging to deliver if restriction remain fully or partially in place and finding solutions to these challenges. The information will inform the operational start-up group considering the logistical contingencies for re-opening the campuses. A short-term UHI Tertiary Reference Group (TRG) has been established to coordinate approaches and support to 2020-21 planning across the partnership, at FE and HE levels. National university sector and college sector groups have been established to plan for 2020-21 start-up, and the UHI partnership is represented on both. These representatives will feed into the TRG.

An audit of all courses is underway to assess readiness and challenges to deliver the curriculum against a range of scenarios and develop contingencies accordingly. The evidence gathering phase of the audit is due to complete on 2 June, and a verbal update will be provided to the committee at the meeting on 9 June.

Managers and teams are reflecting on the lessons learned during this time of remote working to inform curriculum delivery moving into next year and beyond. This is alongside

existing review to make the delivery even more efficient and effective moving forward. Aspects being considered include extending the use of on-line and virtual delivery and maximising the efficiency of staff and physical resources.

2.3 Student support – ICT

We are examining the potential to use any remaining bursary funds to purchase laptops for student use next academic year. We are currently working with the Director of Finance to ascertain our final bursary position in the hope that if we have an underspend in study and taxi costs then we can utilise these funds.

We are also undertaking two student surveys around ICT and remote learning. The first will survey all current students about their experience of remote learning during lockdown to help us learn from the experience thus far, what has worked well and what we need to further develop for next academic year. We will also canvas all incoming students as part of our 'keep warm' pre-start communications to ascertain if individuals have equipment / what they have, internet access, their level of ICT competence, and so on. The survey will take student demographics into account so will help us in identifying SIMD10 and care experienced learners, for example, who may be at greater risk of not having the necessary equipment at this point. This will help us to identify gaps and help us to prioritise any potential new laptop loans ahead of the course start date.

2.4 Student applications

The appended student recruitment report provides a summary of application rates and offers for 2020-21 programmes. Although applications are down across FE and HE, offers and acceptances are up compared to this time last year. The impact of Covid on applications is not yet clear, and the decrease in applications is in line with the trend over the last couple of years.

3. Conclusions

Staff and students are to be commended for their flexibility, creativity, and resilience in these challenging times. There is no doubt that transitioning out of lockdown will be more complex than the move out of the buildings on the 20th March. We are engaged in considerable coordinated effort to protect the health and wellbeing of our staff and students in this process. We are highly likely to have a phased re-opening with those students and staff involved in acquiring practical skills being prioritised for early access. In cases where delivery can commence online this will be the preferred mode until we are in Phase 4 of the SG Route Map. Lessons have been learned from the experience and it is to be hoped that we are not called upon to use these to reverse the implementation of our plans due to an increased incidence of the pandemic.



INVERNESS COLLEGE

INTERNAL AUDIT TERMS OF REFERENCE

COVID-19 - QUALITY & ASSESSMENT

2020-21

INVERNESS COLLEGE, COVID-19 - QUALITY & ASSESSMENT

BACKGROUND

As part of the 2020-21 Internal Audit Plan, it was agreed that Internal Audit would perform a review of the arrangements in place for assessing and grading students as a result of Covid-19.

PURPOSE OF REVIEW

The purpose of this review is to provide management and the Audit Committee with assurance over the arrangements and controls in place to assess and grade students throughout the period affected by Covid-19. We will consider whether the process is fair for students and students are not unfairly advantaged or disadvantaged, and is compliant with the requirements of awarding bodies.

KEY RISKS

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

- Assessment practices have not been evolved to address the challenges posed by the Covid-19 restrictions;
- No emergency procedures have been introduced to ensure students are not given any particular advantage or disadvantage due to the circumstances relating to their academic performance, or the process adopted may not be fair for students;
- The arrangements adopted are not compliant with the requirements of awarding bodies;
- The College is not considering best practice and could be open to challenge on the approach it is taking to academic performance assessment and grading;
- Students are not being kept informed or do not have access to information relating to their academic performance under the changed circumstances; and
- The value of qualifications awarded by the College during the restrictions period is diminished.

SCOPE OF REVIEW

The scope of the review is to assess whether:

- The College has considered assessment options and has adopted the most suitable approach for students across the College;
- Procedures and processes have been introduced that ensure students are not given any advantage or disadvantage due to the circumstances relating to their academic performance, and the process adopted is fair for students;
- The arrangements adopted are compliant with all awarding body requirements;
- The College has accessed, considered and adopted best practice in its approach to academic performance assessment and grading;
- There is clear justification available to demonstrate why the College has adopted its preferred approach, and this is made available to all students and has been approved by the Board of Management;

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- All students are provided with regular and clear updates as to the amended ways of working and the procedures that the College will be adopting, and can access information relating to their academic performance; and
- Appropriate arrangements are in place to ensure the qualifications awarded by the College during the restrictions period are not diminished.

Internal Audit will bring to the attention of management any points relating to other areas that come to their attention during the course of the audit. We assume for the purposes of estimating the number of days of audit work that there is one control environment, and that we will be providing assurance over controls in this environment. If this is not the case, our estimate of audit days may not be accurate.

APPROACH

Our approach will be to conduct interviews to establish the controls in operation for each of our areas of audit work. We will then seek documentary evidence that these controls are designed as described. We will evaluate these controls to identify whether they adequately address the risks.

We will seek to gain evidence of the satisfactory operation of the controls to verify the effectiveness of the control through use of a range of tools and techniques.

During the course of the review we will keep management informed of any issues which arise as a result of our testing.

A de-brief meeting will be undertaken before completing the review on-site to discuss findings and initial recommendations.

MANAGEMENT COMMENTS

No management comments have been raised regarding the areas under review.

LOCATIONS

Fieldwork will be performed at Inverness College, Main Campus.

EXCLUSIONS

The scope of the review is limited to the areas documented under the scope and approach. All other areas are considered outside of the scope of this review.

REQUIREMENTS

Outlined below is an initial information request relating to this audit. Timely receipt of this information is critical to ensure that the objectives of the audit are met and that the work is completed on time. We have provided an overview of what we require from you and when we

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require each piece of information. We have tried to be specific wherever possible however, please do contact us as soon as possible if you're unsure about any of the information required.

Please note that this is an initial request and is not exhaustive - further information requiring your attention (including meetings) will be required at the time of our fieldwork.

REQUIREMENT	DETAILS	RESPONSIBLE PERSON	REQUIRED BY
Documentation	<ul style="list-style-type: none"> - Guidance and correspondence issued to students explaining the changed arrangements - Minutes of meetings held to discuss alternative options - College policy on the approach being adopted. 	Chris O'Neil	08/02/2021 (2 weeks prior to fieldwork)

Access to information/staff

Any unreasonable delay in gaining access to required information or key members of staff will place audit timings at risk and may result in additional fees to you. Any such charges would be notified to you and agreed at the time the issue is identified.

Timing changes and cancellation:

In accepting this Terms of Reference document you are agreeing to the timing of this audit (specified on p.5). We will make every effort to accommodate timing changes or cancellation of the audit however any changes within 3 weeks of the start of the fieldwork may result in fees being charged in respect of the audit. Changes with more than 3 weeks' notice will be accommodated at no charge.

KEY CONTACTS		
BDO LLP		
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INVERNESS COLLEGE		
Chris O'Neil	Principal	E: Chris.ONeil.ic@uhi.ac.uk

INVERNESS COLLEGE, COVID-19 - QUALITY & ASSESSMENT

PROPOSED TIMELINE

AUDIT STAGE	DATE
Commence fieldwork	22/02/2021
Number of audit days planned	5
Proposed date for closing meeting	26/02/2021
Planned date for issue of the draft report	12/03/2021
Planned date for receipt of management responses	26/03/2021
Planned date for issue of proposed final report	29/03/2021
Planned Audit Committee date for presentation of report	TBC

SIGN OFF

ON BEHALF OF BDO LLP:		ON BEHALF OF INVERNESS COLLEGE:	
Signature:	Claire Robertson	Signature:	
Title:	Director	Title:	
Date:		Date:	

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Board of Management

Subject/Title:	Strategic Context
Author: [Name and Job title]	Roddy Henry, Depute Principal – P&SE; Ken Russell, Depute Principal – AD
Meeting:	<i>Learning, Teaching and Committee</i>
Meeting Date:	9 th June 2020
Date Paper prepared:	2 nd June 2020
Brief Summary of the paper:	This paper provides a PESTEL analysis of the macro environmental factors impacting on the Scottish Economy and the College Sector and draws some conclusions for growth pathways.
Action requested: [Approval, recommendation, discussion, noting]	Discussion
Link to Strategy: Please highlight how the paper links to, or assists with: <ul style="list-style-type: none">• compliance• partnership services• risk management• strategic plan• new opportunity/change	Inverness College UHI will have a transformational impact on the development and prospects of the Highlands and Islands region through the provision of excellence in education, training, and research, encouraging individual attainment and driving economic and community development <ul style="list-style-type: none">• Opportunity and Growth in the Curriculum• Opportunity and Growth in the Student Experience• Opportunity and Growth in Sustainability
Resource implications	Yes If yes, please specify: Opportunity to support regional economic recovery will have resource implications – these need to be managed to ensure that we achieve a contribution to overheads for any additional activities if they are outside the normal curriculum development and traditional course costing environment
Risk implications:	Yes If yes, please specify: Reputational risks of not being an active part in the solution to economic recovery. Alongside this there will be operational, organisational and financial risks for failing to grasp or through

	mismanagement of the opportunity in an environment where we have considerable resource constraints.		
Equality and Diversity implications:	Yes If yes, please specify: Vulnerable students and students facing the most disadvantage are potentially at greatest risk from the disruption.		
Consultation: [staff, students, UHI & Partners, External] and provide detail	This is an early discussion paper to take stock of our strategic context and consider the		
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

Strategic Context: An analysis of macro-environmental factors and the likely impact on the college sector in general and Inverness College in particular.

Introduction

The current COVID-19 pandemic is dominating much of our attention at the moment however it is important to take a step back and review the strategic context that ICUHI finds itself in and examine some scenarios so that we can make some sense of the uncertainty and be better prepared to respond whilst continuing to deliver the things we are good at. A PESTEL analysis is presented to examine the macro environmental factors that are affecting the college sector. This analysis is not intended to be exhaustive.

PESTEL analysis

Issues	Commentary & Potential implications
POLITICAL	
<ol style="list-style-type: none"> 1. Next Scottish Parliament elections scheduled for 6th May 2021 2. Impact of Brexit negotiations 3. Publication of the Cumberford-Little report: One Tertiary Sector – seeking to strengthen the recognition of the role that Tertiary Colleges play in the Scottish Economy 4. Building back a “wellbeing economy” 	<ol style="list-style-type: none"> 1. Potential restructuring/further integration of the tertiary sector 2. Awaiting information on replacement funding streams 3. Key drivers highlighted: agility, collaboration, and inclusivity 4. New normal should be better than pre-lockdown e.g. better able to address mental health issues
ECONOMIC	
<ol style="list-style-type: none"> 1. Decline of GDP due to COVID-19 (OBR estimates 35% decline in Q2) – how quickly can the economy bounce back? 2. Higher probability of austerity measures and uplift in tax rates 3. Drive for inclusive growth but likely to see continued regional variation in economy 4. 62% of Scottish businesses uncertain about survival post COVID-19 – Not all have engaged in furloughing – may see increased levels of business failure. 5. Elevated levels of (long-term?) unemployment whilst also experiencing skills shortages 6. COVID-19 impact on travel and migration 7. Drive to enhance productivity 8. Need to enhance levels of new inward investment and build on base of prior investment. 9. Drive for export-led growth (will be highly dependent on innovation and improvements in productivity) 	<ol style="list-style-type: none"> 1. Some estimates are higher (e.g. up to 50%) and highly dependent on duration of lockdown measures and ability to ramp up production/service delivery. 2. Impact on different sectors unclear. 3. 89% of Highland businesses are micro (<10 employees) and highly dependent on tourism – staycations may help. Very few businesses > 50 employees in rural areas. 4. Improved working capital management and strengthening overall capital structure will be needed to be more resilient 5. No government will want to see high levels of unemployment – policy mix likely to include more school leavers involved in education and work-based training (expansion of Apprentice provision?) and some strategic investment in construction and infrastructure projects. 6. Positive: students may decide to study locally rather than travelling further afield; more tourism traffic due to increase in

Issues	Commentary & Potential implications
	<p>staycations; Negative: students may not want to travel to the Highlands for their education; lack of migration to enhance local talent pool which could lead to a positive for ICUHI in terms of demand to upskill or re-skill locals to close supply gap.</p> <p>7. Vital for Scotland's long-term prosperity – productivity is 20% below SG target</p> <p>8. Need to play a role to attract FDI to create new jobs through delivery of the talent base and research outputs.</p> <p>9. Role of colleges and Universities to assist in stimulating innovation and growth in local economy.</p>
SOCIO-DEMOGRAPHIC	
<ol style="list-style-type: none"> Changes in behaviours and patterns of consumption – some accelerated through COVID-19 lockdown Still in the trough of the numbers of the population in the 16-19 years age bracket Desire to retain flexibilities of working from home where possible/sensible Aging population and smaller economically active workforce Greater integration of Health and Social Care Services (different model in the Highlands from the rest of Scotland) Rise in number of social enterprises that align more with personal values 	<ol style="list-style-type: none"> Online retailing and banking growing - "cashless" society Limits the numbers of students undertaking tertiary education Re-imagining the boundaries between work and home, some evidence that flexibilities can enhance commitment Health and wellbeing promotion will be a growth area; some may re-enter the labour market given greater acceptance of working from home. Third sector and volunteers have an increasing role to play in delivery of services. Opportunity to forge closer links with Social Enterprise Academy
TECHNOLOGICAL	
<ol style="list-style-type: none"> Industry 4.0 and wider use of technology including Artificial Intelligence, Augmented/Virtual Reality, Internet of Things Cybersecurity and infrastructure protection will have increased importance Drive to increase digital connectivity Increased need for logistics support for order fulfilment 	<ol style="list-style-type: none"> Greater need for lifelong learning to keep up with changes in technology alongside interpersonal, higher order cognitive skills and systems thinking. Ethical hacking skills will be in greater demand. Installation and upgrade of broadband coverage and mobile telephony to 5G. Potential new area of activity for ICUHI
ENVIRONMENTAL	
<ol style="list-style-type: none"> Scotland's response to the Global Climate Emergency, especially reduction in greenhouse gas emissions More renewable energy Need for fresh talent to improve environmental performance in business Paperless office 	<ol style="list-style-type: none"> Net zero emissions by 2045; Just Transition Commission to make recommendations to move to a zero emissions economy. Growth in offshore wind farms (bulk of jobs to support installation) Environmental Placement Programme to help businesses improve their green credentials/provide work experience.

Issues	Commentary & Potential implications
5. Less business travel & reduction of carbon footprint	4. More document scanning, storage, and retrieval. 5. Greater use of virtual meeting platforms with maturing use to online collaboration and creativity
LEGAL	
1. Likely to see a review of Care Home provision (signalled by Health Minister) leading to revised legislation/guidance 2. Enhanced protection and rights for vulnerable/protected characteristic groups	1. Potential for upskilling managers to comply with new regulations. 2. Greater diversity and inclusiveness in the workforce (Recommendation #17 SCDI/SDS 2020 Report: Upskilling Scotland)

Interpretation of PESTEL – impact on our curriculum

PESTEL analysis is not about pigeon-holing issues, trends and, events as they are often manifold in their impacts. The table above is an attempt to highlight a range of aspects that are likely to have an impact on the shifts in the patterns of demand for skills, knowledge, and behaviours in the labour market. ICUHI already delivers a wide range of programmes as an integral part of the UHI Partnership. Curriculum planning is informed by trends and curriculum review identifies growth opportunities, scope for rejuvenation of existing programmes, and consideration of course retrials. The main aspect that many commentators are highlighting as different is the pace of change – particularly with respect to Industry 4.0 (or the 4th Industrial Revolution). SCDI/SDS in their 2020 Upskilling Scotland report highlighted 7 key technologies within the 4th Industrial Revolution. These are listed below with some examples of where we are engaging in new provision:

- Artificial Intelligence: BSc Applied Software Development (New from 20-21)
- Connected and autonomous vehicles: initial developments in the field of electric vehicle maintenance and charging stations
- Big Data Analytics: MSc Applied Data Science (PT New from 20-21, FT from 21-22)
- Internet of Things: potential growth path for synergy between computing and electrical and electronic engineering
- 3-D printing: initial engineering applications + creative arts lecturer working in this area
- Nanotechnology: probably too expensive for IC to enter
- Biotechnology: applications of genomic research and biodiversity in Rivers and Lochs Institute – new Master's in Research being developed

Other domains for growth vectors include:

- Low carbon economy applications: Academy Zero (carbon neutral housing) at early stages of dialogue with potential partner (Healthy Homes)
- Enhancing reputation for Sports related provision with potential investment in new on-campus facilities – will also address wider issues of health and wellbeing as well as community engagement
- Forestry: majority of jobs to promote carbon capture will be in tree planting but ICUHI have a role to play in supporting the development of managers and leaders throughout the whole industry; Trees to timber to pre-fabricated buildings: Advancing Manufacturing Challenge Fund award in partnership with Construction Scotland Innovation Centre will be a step change in our capability.

Existing areas of the curriculum that show strong and steady demand include:

- Health and Social Care
- Social Science
- Childhood practice
- Person Centred Counselling and Psychotherapy
- Construction & Built Environment

Areas of potential curriculum to enhance (may be part of an award rather than one in its own right) – need further market research into demand:

- Project Management (need to go beyond the successful corporate delivery of Prince2 training)
- Supply Chain Management (warehousing and logistics is an underserved sector of the local economy)

Skills Development Scotland and the Centre for Work-based Learning in Scotland published their Skills 4.0: A skills model to drive Scotland's future in 2018. Based on the PESTEL analysis the following dimensions of the framework merit further attention:

- Collaborating (The ability to work with others to convey information and tackle problems) – especially in virtual teams
- Adapting (The ability and interest to continue to enlarge knowledge, understanding and skills in order to remain adaptive and resilient as circumstances change)
- Creativity (The ability to imagine and think of new ways of addressing problems, answering questions or expressing meaning)
- Critical thinking (The ability to evaluate and draw conclusions from information in order to solve complex problems and make decisions)

The inculcation of employability skills is a key factor in the success of graduates securing jobs befitting their qualification and the impact of this service needs to be enhanced to attract more students/have greater economic impact. This observation leads naturally into the consideration of the Business Model Canvas and our Value Proposition Design. It is proposed that these frameworks are shared with the LT&R Committee at a future meeting.

Engaging with organisations to regenerate the local economy

SDS have just released a report entitled "Keep Scotland Working". The underpinning analysis was conducted by Oxford Economics and the Fraser of Allander Institute. A verbal update on the implications will be provided at LT&R Committee.

The report includes a high-level statement about the Strategic Labour Market and Skills response and divides this into 2 main phases:

Respond and Reset:

Watchwords for this phase are agile solutions based on existing assets and capabilities, and developing a framework for action

Restart and Recovery:

1. Prepare for medium-long term scenarios to maximise impact and return on public investment in the skills system
2. Clear design principles to inform decision-making
3. Accelerate innovation in the skills system to make it more resilient, adaptable, and agile
4. Capture and make sense of intelligence as the crisis emerges
5. Collaboration across the public and private sector to maximise impact
6. Develop monitoring framework to assess Scotland's progress towards being a healthy and inclusive labour market during and after the crisis.

There are 5 main impact areas:

- Youth transitions – to ensure that a generation are not scarred by the crisis
- Adult transitions – upskilling and re-skilling for a resilient workforce
- A new war on talent – retaining and attracting talent, the importance of Meta Skills, technical skills, and leadership skills
- Inclusive growth and Fair Work – to address the challenge for those most impacted
- System resilience - a responsive agile system that combines traditional, academic and work-based learning for optimal impact

The key actions identified by SDS in Highlands and Islands are:

- New strategic and delivery partnerships supporting individuals, employers and third sector.
- New employment opportunities in sectors with immediate vacancies to be promoted through new job hub service.
- Increasing requirement for CIAG, PACE, reskilling, transition training and online learning.

Need for collaboration, agility and inclusiveness

There is increasing evidence of greater collaboration across the UHI partnership as a vehicle for accessing expertise to explore and exploit opportunities. Work has commenced on establishing a register of expertise that will support knowledge exchange, commercial activity, and PR/media enquiries.

A UHI working group entitled Business, Enterprise and Entrepreneurship which has the express intention of ramping up income streams, knowledge exchange, and student placements within the business community drawing on support from across the partnership is due to produce its recommendations shortly. The Depute Principal (AD) is a member of this group.

All Scottish Universities are involved in a collaborative project entitled Think/Act/Scale and is funded by the SFC. The original intention of this initiative was to target university support for businesses outside of the SE/HIE managed clients who have real potential for growth. This programme is currently suspended due to lockdown. The Depute Principal (AD) was instrumental in creating a partnership with the University of Aberdeen and Robert Gordon University to run a Pathfinder project

before the main roll out of the scheme. It is highly likely that the purpose will morph into supporting businesses through post lockdown recovery.

The need for inclusivity of shielded groups in our post lockdown arrangements is under active consideration.

Summary

The Learning, Teaching and Research Committee are asked to consider the analysis and interpretations in this paper and note how we are engaging with changes in the external environment to re-shape our offering and forge stronger relationships with key agents in post pandemic economic recovery. Further updates will be provided to the Committee in due course.

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:	9 th June '20
Date Paper prepared:	27 th May '20
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: <ul style="list-style-type: none"> • compliance • partnership services • risk management • strategic plan • new opportunity/change 	Strategic Plan - Opportunity and growth in student life <i>To further embed the student voice to ensure its contribution to all aspects of college life; to create a lively community of staff and students; and develop further student participation in clubs, societies and other activities, and engagement with the wider community.</i>
Resource implications:	No If yes, please specify:
Risk implications:	No If yes, please specify: Operational: Organisational:
Equality and Diversity implications:	No If yes, please specify:
Consultation: [staff, students, UHI & Partners, External] and provide detail	

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

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

Student Partnership

Executive summary

To provide an overview of progress made with student engagement and the Partnership Agreement.

Enhancement Themes

The college and HISA have collectively made good progress over the course of this academic year with all aspects of the Partnership Agreement which were identified as our enhancement themes for AY 19-20 – *student voice in partnership; student life; and advice, support and progression*. That said, the current covid-19 situation has presented us with new challenges which have meant that some enhancement work planned for semester 2 has had to be paused considering the new situation we find ourselves in. We have been presented with new priorities not least how we continue to engage in a meaningful way with the class representatives and the study body at large.

Student Voice in Partnership

During the lockdown the college and HISA have worked hard to find new ways of continuing to engage with class representatives. The first virtual Student Representative Committee (SRC) was held at the end of April using Webex Teams. Whilst there were only 25 class representatives present at this, it is felt that this level of engagement is still to be commended given the changed priorities of individuals. We will hold the last SRC of the year on 28th May using the same platform.

Looking ahead to next academic year, the Student Engagement Officer is working closely with HISA to consider how best we can foster a sense of student community with new students in what is likely to be quite a different student experience post Covid. Brightspace is being looked at for this purpose to provide an interactive space for developing an across college student community. We are also planning to develop a range of video content for Brightspace on, for example, the role of the class representative and the importance of student feedback.

Our new bi-monthly student newsletter, *The Link*, which is jointly badged by HISA and the college, will see it's last publication of the academic year this month and will help to celebrate the largely successful move made to remote learning. We also intend to use the newsletter to provide signposting and advice to the host of resources around careers and employability for final year students who are finishing their studies and entering a more challenging post study environment.

HISA Awards

We were delighted to see a truly magnificent increase in the number of staff nominations to the HISA Awards this year – 488 nominations, up from 150 in AY18-19. We have made a concerted effort to heavily promote the Awards this year across HISA, our support teams, and lecturing staff. This demonstrates a high level of student engagement. However, more than anything, the dramatic increase in the nominations highlights a recognition by students of the hard work undertaken by our staff, across college teams, to go the extra mile to support individuals during what has been a challenging time for many. It is fantastic to see the resolute efforts and professionalism of our teams being recognised and we hope this increase in nominations will translate into lots of awards being presented to IC UHI colleagues.

Academic Partner	2020 totals	2019 totals	2018 totals
Argyll	39	Local approach to awards	
HTC	19	35	29
Inverness	488	150	125
Lews	49	49	24
Moray	56	51	69
NFC	10	4	1
North Highland	32	45	33
Orkney	16	28	22
Perth	85	29	41
SMO	11	5	3
SAMS	48	10	6
Shetland	27	19	13
West Highland	26	62	39
Centre for Health Science – Inverness Nursing	10	7	3
Totals	916	494	408

Student Life

The life of students and their learning experience has significantly changed since our last committee meeting in March. HISA and the college have worked hard to collectively support individuals to adapt to their routines and new ways of learning. Due to the health and safety challenges of the current situation, the UHI partnership, in consultation with HISA, made the difficult decision that there will be no graduation ceremonies in 2020, either in person or virtually. Graduation is obviously such an important event and a real highlight for our students to mark their achievements. For this reason, we will continue to work across the UHI partnership to organise special events in 2021 which will enable graduates and guests to celebrate achievements when it is safe to do so.

Advice, Support and Progression

The theme of advice, support and progression has never been so important to our students as during this time of significant change and uncertainty. The college and HISA have worked collectively to provide the same key messages, information, advice and signposting to reduce the level of uncertainty students feel. Covid-19 has raised a multitude of uncertainties and questions from students: from how they will complete their course and be assessed, the impact on practical courses, financial support available and access to ICT equipment, to name but a few. We have provided consistency of information and a high level of advice, support and guidance across the range of queries which students continue to have.

Supporting student mental health and wellbeing during the lockdown has been vital. Our wellbeing team have worked hard to think of creative ways to enable the continuation of the services they can provide, albeit virtually and remotely. The appointment of our new Mental Health and Counselling Advisor has helped to bolster our service provision and support the exponential growth in the number of students in crisis due to Covid-19. The Public Mental Health Services interim report (May 2020) highlights the long-lasting effect of the current crisis and the future strain on mental health services. It is therefore likely that we will continue to have *Advice, Support and Progression* as one of our enhancement themes for next academic year.

Looking Ahead to our New HISA Team

HISA Inverness President – Ruth McFadyen

HISA Inverness Vice President for Activities and Welfare – Julie Riviere

HISA Inverness Vice President for Education – Vivienne Mackie

Board of Management

Subject/Title:	Students' Association End of Year Report
Authors: [Name and Job title]	George Gunn, Student President Viv Mackie, Vice President (Education) Laurie Symon, Student Association Co-ordinator
Meeting:	Learning Teaching and Research Committee
Meeting Date:	08/06/2020
Date Paper prepared:	29/05/2020
Brief Summary of the paper:	To provide an update of the Students' Association activity for the academic year 2019-20
Action requested: [Approval, recommendation, discussion, noting]	Discussion
Link to Strategy: Please highlight how the paper links to, or assists with:: <ul style="list-style-type: none"> • compliance • partnership services • risk management • strategic plan • new opportunity/change 	<i>Strategic Plan</i> - Opportunity and growth in student life <i>To further embed the student voice to ensure its contribution to all aspects of college life; to create a lively community of staff and students; and develop further student participation in clubs, societies and other activities, and engagement with the wider community</i>
Resource implications:	No If yes, please specify:
Risk implications:	No If yes, please specify: Operational: Organisational:
Equality and Diversity implications:	No If yes, please specify:
Consultation:	

ITEM 7

[staff, students, UHI & Partners, External] and provide detail			
Status – [Non confidential]	Non Confidential		
Freedom of Information Can this paper be included in “open” business* [Yes]	Yes		
*If a paper should not be included within “open” business, please highlight below the reason.			
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Students' Association End of Year Report

Session 2019-20: "A Students' Association coming of age"

President's Foreword




We have had another exceptionally busy year at the Students' Association here in Inverness. Now into our third year as part of the wider Highlands and Islands Students' Association (HISA), if you have been following our work this session then I'm sure you'll agree that we now truly are a students' association coming of age. The pages within demonstrate this in a highly condensed and restricted format. For a true taste of what goes on, I extend an open invitation for any Board Member to join us at our future events – or even to pop to the office for a coffee and chat (when that is possible!).

The team and I are pleased to present to you an end of year report that is packed with positivity. 2019-20 has been a successful year not fazed by the COVID-19 pandemic. Quick adaptations assisted by the technologies offered at UHI have allowed us to manoeuvre ourselves into a position that effectively supports students remotely. And, all of this despite only having the equivalent hours of one full time student officer split between us.



On behalf of the team, I would like to extend thanks to Laurie Symon and Sophie Stark, our support staff members, for their invaluable work throughout the year which has ensured the fruition of our projects. We are also grateful to Lindsay Snodgrass, Cat Meighan, Aimee Coultas, Liz Cook and the Vice Principals and Principal for their ongoing work with us, and dedication to the student experience. Importantly, at an operational level, we thank the Estates and Events teams for their hard work and assistance this year, and to Glynis for her astute management and marketing of our shop stock.

- George Gunn, Student President

Officers for 2019-20

		
George Gunn Student President	Deborah Halliday Vice President (Activities and Welfare)	Viv Mackie Vice President (Education)

Local support staff

	
Laurie Symon Students' Association Co-ordinator	Sophie Stark Administrator

Class representatives




The total number of registered class representatives this year is 232. Engagement at meetings in semester 2 is up, with 51 representatives attending our February meeting compared to 37 at the same meeting last year. We had 25 representatives attend our April meeting compared to 27 last year. Given that the April meeting had to be held online due to the COVID-19 pandemic, this is not as significant a decrease from February as might have been expected. Therefore, our engagement with class representatives has held steady at a higher level than last year.

We have reverted to the original method of holding class representative meetings in the Lecture Theatre and have found that the inclusion of technologies within the meetings, such as Mentimeter polls, are an effective and engaging way of gathering feedback from representatives.



Election results

Officers elected for session 2020-21:

		
Ruth McFadyen Student President	Julie Rivière Vice President (Activities and Welfare)	Viv Mackie Vice President (Education)

Elections to the Students' Association took place in March 2020 and we are pleased to note that in Inverness the number of votes cast has increased by over 30 per cent over the past 3 years to this session. Daily manning of polling stations on campus is thought to have contributed to this, along with extensive promotion on our improved social media channels.

Ruth and Julie are new to HISA, and Viv has been re-elected to serve for another term, all beginning on 1 July 2020. Ruth and Julie will be provided with a full handover prior to starting. New officers will meet with the Chair of the Board of Management to discuss their involvement with the Board and its committees in the next session, and for a full induction to the Board prior to attending meetings.

We say goodbye and thank you to George and Deborah, who did not seek re-election. George is moving on to the University of Reading in September for a PhD in urban meteorology, and Deborah is exploring career options within the forestry sector.

Partnership Agreement

The Inverness College UHI Student Partnership Agreement (SPA) was signed in November 2019 by the Student President and Principal.

Key enhancement themes chosen in partnership by the College and HISA for this year were:

- Student voice in partnership
- Advice, support, and progression
- Student life

N.B. detail on the progress made on the Partnership Agreement is included in the joint paper from the Director of Student Experience and Student President.

Student events, opportunities, and campaigns

Freshers' Week

HISA Inverness has celebrated the biggest series of Freshers' events that Inverness has ever seen.

The diversity of the events and opportunities on offer reflects the range of students that we attract at Inverness College UHI.

Over five full days, up from two last year, HISA Inverness played host to over 100 stalls advertising goods, services, and opportunities to students, including a sign-up drive to create and promote clubs and societies. This was combined with a packed array of events and offer for students, which were advertised in our first-ever Freshers' programme made available to all students at induction.



Freshers' events this year included:

- Welcome Breakfast
- Pub Quiz
- Comedy Night
- Bar Take-over Night
- Dolphin Cruise
- Tennis and Squash taster
- Zumba taster
- Health Walk

Offers specific to Inverness were negotiated with local and national businesses and complemented the College's offering of a range of free hair and beauty therapy treatments throughout the week. These were widely used and appreciated by students.



'Here to help' signs were used by Viv outside of the main building to assist students arriving for the first time. This proved invaluable to many students who were anxious about crossing the door threshold and introduced HISA's services at an early stage.

Pop-up Bar and Quiz Night

We were pleased to open our first-ever on campus pop-up student bar to students in February 2020 with a quiz night during Refreshers' Week. The Shieling Restaurant space proved to be perfect for our operation, and IC UHI Events Intern, Alasdair Greig, ably kept the drinks flowing to a capacity crowd of student punters.

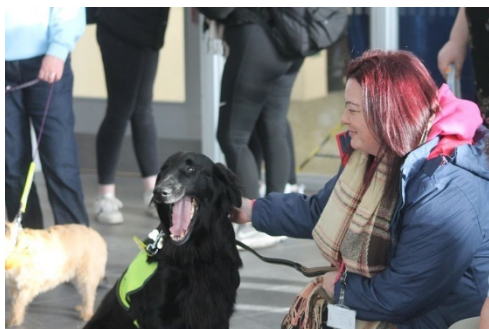


The event went well, and we hope to repeat it again when we can return to the college. The bar itself is designed with a pricing strategy to be self-sustaining and sets up HISA Inverness well for its eventual running of a permanent on-campus bar within the combined campus students' union/sports complex.

Refreshers' Ceilidh

Deborah organised a Refreshers' Ceilidh in our Performing Arts Studio in February 2020. The event was exceptionally well attended by students, with our international students putting native Highland dancers to shame!

Students danced the night away to Astar Ceilidh Band whilst raising money for Highland Hospice.



Therapets

Viv has arranged several visits to the college by Therapets.

Therapets have a number of mental health benefits for staff and students and the feedback we receive is always positive!

Stop Brexit



In early September 2019, George travelled to London to attend a national 'Stop Brexit' rally. Whilst in London, he took the time to visit the House of Commons where he met Jamie Stone MP and discussed a range of issues facing students in the Highlands.

Given the potential severity of the impact of Brexit on Inverness College UHI students, HISA Inverness produced specific guidance in partnership with the College for our EU and international students. The uptake of the document was high, and it will continue to be updated as and when new developments occur.



Climate Emergency



Following a campaign by HISA Inverness, Inverness College UHI formally recognised and declared a climate emergency – a commitment to cut its greenhouse gas emissions and set timescales and targets for action.

HISA officers attended and spoke at the Global Youth Strike for Climate in Inverness, where Principal Chris O'Neil made the announcement.

George has sat on the waste reduction staff steering group where progress has been made towards these targets. In addition, we consulted students on a variety of activities to be held by the group as part of UHI Green Week.

Pink Day



In November 2019, Deborah arranged across-campus bake sale at Inverness College UHI, the Centre for Health Science and the Scottish School of Forestry in aid of Breast Cancer Now and Mikeysline.

To spark further attraction, Dr Margaret Carlisle, a Geography lecturer at Inverness College UHI, dyed her hair pink in support of the two charities, hoping the drastic act would gain the attention of students and encourage them to donate.

A total of £320 was raised for the two charities.

Mental Health Awareness

Creating an awareness of mental health and support available for students has been a key priority for Viv.

Viv arranged for HISA Inverness to mark Mental Health Awareness Week with a stall in the atrium at Inverness College UHI. Engaging with students was paramount to the success of the week, which involved students (and staff!) choosing a 'random act of kindness' note from a mental health tree.

Our social media channels also concentrated on mental health awareness messaging, with all officers providing a short statement of what mental health meant to them to reduce stigma and encourage students to speak out and access the services available to them. Viv also recorded a video for social media with engineering lecturer, Matt Millward, focussed on their mental health experiences. This video created fantastic engagement and reached many thousands of people.



Adventure Weekend

HISA's second regional adventure weekend was due to take place in May at Badaguish Outdoor Centre in Aviemore. Places were open to all students across the partnership at the subsidised price of £50 for the three days (students' travel to Aviemore was due to be funded by HISA). Students were due to be offered the opportunity to try lots of adventurous activities including paddle boarding, climbing outdoors and gorge walking. However, due to COVID-19, the event will be postponed until it is safe to be held.

Regional Council

This year, HISA Regional Council, our annual conference, was rebranded 'HISA Con'. The event once again took place at the Mercure Hotel in Inverness and was the largest to date.

The event was focussed on climate change and delegates from across the UHI partnership heard from keynote speaker Rod Lovie of Perth College UHI. Delegates had the opportunity to participate in a Q&A session with MSPs and policy debates were introduced to inform future HISA policy.

Policy agreed at HISA Con included:

- That the supported education work being carried out in partnership between HISA and Inverness College UHI (as noted in our SPA) be rolled out across the UHI partnership
- That HISA recognise and declare a climate emergency (taking the lead from our actions at Inverness College UHI)
- That HISA bring forward a student referendum on Scottish independence

Other Events

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

- Christmas foodbank collection
- Inverness College UHI staff pantomime
- Online quiz night during lockdown
- Row Britannia
- UHI's Got Talent competition
- World Mental Health Day

Clubs and Societies

At the time of writing, HISA Inverness has 23 affiliated and operating clubs and societies, up from 16 last year:

Airsoft Society	UHI Football Club	Queerness
Christian Union	Games Society	Vegan Society
Computer Club	Geography Society	Volleyball Society
UHI Curling Club	Hill Walking Society	Role Play Club
Cycling Club	Indoor Climbing Club	Rowing Club
Digital Creative Club	Islamic Society	Basketball Club
Drama Society	International Society	Badminton Club
Erasmus Training Club	Literature Society	

This year we held our first in a set of regular club and society council meetings. This was a chance for club and society members to come together and highlight what has worked well this year and what could have been better. We will use the information gained at this to inform our practices for clubs and societies in the next academic year.

Volunteer Officers

This year we introduced several different roles including a specialised Residences Officer, Forestry Officer and International Officer. This worked well while we were still on campus in normal circumstances, has been more challenging since lockdown began. Volunteer officers elected:

- Sports and Activities Officer
- Residences and Communities Officer
- Learning and Wellbeing Officer
- International Officer
- Forestry Officer
- Diversity Officer

The positions were contested by a total of 18 candidates.

Halls of Residence

This year it was decided to elect a volunteer officer to the local HISA executive to serve our student residences. This has improved our communication with halls students, which has led to a policy passed at HISA Con regarding UHI accommodation standards.

We have worked closely with the volunteer officer to put on events, such as those during refreshers' week which were attended primarily by residences students.

We have been liaising with Inverness College UHI events team to run monthly film nights on campus but now these plans have been postponed due to COVID-19.

Scottish School of Forestry

The introduction of a dedicated Forestry volunteer officer, combined with Deborah being based at Balloch, has created improved links between the main campus and SSF.

Deborah arranged a careers fair at the SSF campus from which we received good feedback.

We hope to be able to maintain and build on these links next year.

Student Mental Health Peer Support Group

One of Deborah's projects this year was to set up a student-led mental health peer support group. We were initially approached by a student with this idea, and we worked with Joel Hockney, HISA Mental Health Coordinator, and the Student Support team at

Inverness College UHI in advancing this project. We had a successful test run of the group with student support staff and were at the point of rolling it out more widely when the student leading it left college due to unforeseen circumstances. However, the work that has been put in this year has laid the groundwork if another student wants to take this project forward next year.

Victim Support Scotland

Viv has built links with Victim Support Scotland, the leading charity dedicated to helping people affected by crime across Scotland, which we hope to build on next year.

Statutory duties

In addition to handling issues from SRC meetings, HISA Inverness officers have assisted countless students with casework over the session with issues they have been facing, including:

- academic misconduct appeals
- access to equipment and materials
- Brexit
- course choice availability
- graduation costs
- student funding
- student residences
- transport availability and cost

Interaction with the Board of Management

George and Viv joined the Board in July 2019 and have since been regular attendees at full Board and the Learning, Teaching and Research Committee.

We have supported the Board of Management in all its decisions less two this session.

One difficulty faced during this session has been the late delivery of key papers for decision. We have also found the scope of student representation to be inadequate in its current format – student representation is not present on other key committees. We are pleased to have the assurance of the Chair of the Board of Management to investigate this with us to ensure the fullest possible involvement of student officers in the future.

The experience has been a steep learning curve for both officers, though most useful, interesting, and enjoyable.

Board of Management

Subject/Title:	Corporate Parenting Report 2018-19 and Partnership Working on Equalities
Author: [Name and Job title]	Lindsay Snodgrass, Director of Student Experience
Meeting:	Learning, Teaching and Research Committee
Meeting Date:	9 th June '20
Date Paper prepared:	2 nd June '20
Brief Summary of the paper:	To provide an annual update on Corporate Parenting for AY 2018-19 and an update on the regional approach to the Access and Inclusion strategy and the Gender Action Plan
Action requested: [Approval, recommendation, discussion, noting]	Discussion
Link to Strategy: Please highlight how the paper links to, or assists with:: <ul style="list-style-type: none"> • compliance • partnership services • risk management • strategic plan • new opportunity/change 	<p><i>Strategic Plan –</i></p> <p>To further develop our accessible and inclusive support for students to enable all to achieve their potential</p>
Resource implications:	No If yes, please specify:
Risk implications:	No If yes, please specify: Operational: Organisational:
Equality and Diversity implications:	No If yes, please specify:
Consultation: [staff, students, UHI & Partners, External] and provide detail	

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Corporate Parenting

Executive summary

The College published its first Corporate Parenting report in April 2018 to retrospectively summarise the progress made in AY 2016-17 and since the publication of our original Corporate Parenting Plan in October 2016. The sector had expected a requirement to report annually to the Scottish Funding Council, as originally outlined when the first reporting period approached in 2018. However, annual reporting has never materialised and colleges instead have been asked to report on corporate parenting as part of the Regional Outcome Agreements.

The college will continue however to provide a retrospective summary report on corporate parenting and the work undertaken to support care experience learners for internal purposes. The attached provides our summary report for AY 2017-18. This will be accompanied by a forward focussed action plan for 2020-23 which will be ready for the start of the new academic year.

Background information

The College have continued to progress the work we do to support individuals who are care experienced. In the last 2 years there have been significant national reports which have helped to shape our current and future priorities:

- [The Care Review 2020](#)
- [Celcis, Being a Student with Care Experienced is Very Daunting, 2019](#)
- [SFC's National Ambition for Care Experienced Students, 2020](#)
- [15-24 Learner Journey Review, 2018](#)

The direction of travel continues to be around widening access to encourage engagement of care experienced learners in both further and higher education and to bring about equity in outcomes through closing the attainment gap. Much regional common policy work is pertinent to this agenda including the Admissions policy and the Tertiary Learner Support policy. A lot of work has gone into data capture as part of the common Admissions policy to ensure we do accurately capture care experience disclosures and are working from an accurate base point.

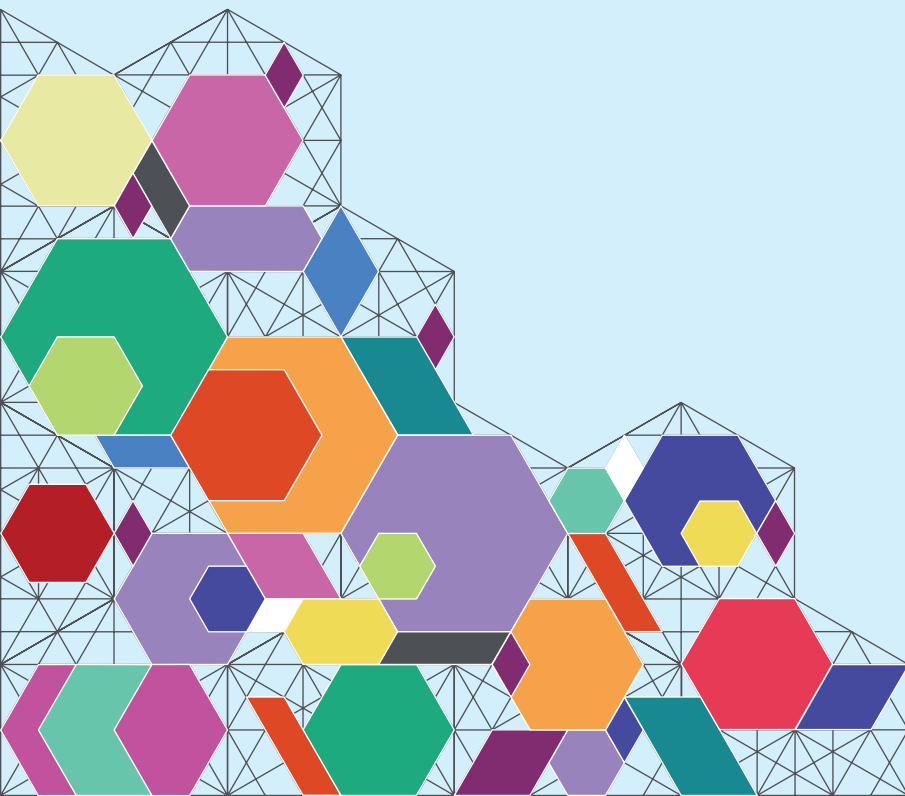
Regional Approach to Equalities

Similarly, there has been flux and uncertainty around the expectations of both the Access and Inclusion strategy and the Gender Action Plan. Significant change is taking place in how we approach both with these now being taken forward as part of the UHI partnership

approach. This is a fundamental shift but one which we are supportive of – this will allow for better alignment of individual academic partner plans / target setting to wash up into the Regional Outcome Agreement. At the time of writing, and in recognition of the additional workload for colleges around Covid-19, SFC guidance outlined that colleges are not expected to produce an Access and Inclusion Strategy this calendar year. This regional workstream has therefore been put on hold. The same delay is anticipated for the Gender Action Plan.

START
TOMORROW
TODAY

Corporate Parenting Annual Report 2018-20



Introduction

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

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

The college recognises that at present many care experienced young people have some of the poorest personal outcomes of any group in Scotland and can often experience multiple barriers to education such as lack of funding, disruptive schooling and an unstable home environment. The Scottish Government 2019 data indicates:

- 44% of looked-after children left school at age 16 or earlier compared with 11% of all school leavers leaving school aged 16 or younger in 2017-18;
- 39% of looked-after children have one or more qualifications at National 5 (SCQF level 5), compared with 86% of all pupils;
- Only 12% of school leavers who were looked-after left school in 2017-18 with a Higher (SCQF 6) level qualification, compared with 62% of their peers;
- Only 76% of looked-after children progress to ‘positive follow up destinations’ nine months after leaving school (including employment, further or higher education) compared with 93% of all pupils

Inverness College UHI published its first Corporate Parenting Plan in October 2016 after extensive consultation and collaboration with third sector agencies, a range of other Corporate Parents and care experienced young people. Since then significant progress has been made to ensure that we mitigate against the barriers and challenges to education which many care experienced young people face.

This report details our ongoing work over the period of academic year 2018-19, some of the work which we have started to embark on during 2020 and the research and publications which will shape our future priorities.

1. Driving forward our plan in partnership

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

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

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

We have taken the opportunity to re-shape and bolster the support we provide to care experienced students on FE programmes through the introduction of our Personal Development Adviser (PDA) team in June 2019 and a renewed focus for our Access and Transitions Co-ordinator.

2. Staff awareness

In partnership with Who Cares? Scotland and our care experienced students, UHI have developed an online Corporate Parenting training module, which was made mandatory as staff development for all staff in AY 2018-19. This continues to help us consolidate staff awareness around the challenges faced by care experienced young people and our collective responsibilities as a corporate parent. The college ensures that all new staff are aware of the challenges facing care experienced students and the role and responsibilities of the college. Corporate parenting has become an integral part of our new staff induction programme enabling all, regardless of role, to have information at an early stage of their employment.

3. Raising aspirations and pre-entry outreach

Inverness College UHI has a dedicated named member of staff who works with third sector agencies, schools and individual care experienced students at an early stage to support their transition to college. The Access and Transitions Co-ordinator role enables the College to raise awareness of Further and Higher Education opportunities within the community and the support available to care experienced young people during their time with us. This member of staff continues to be the main contact for care-experienced students during their transition to college ensuring continuity of pre-start information and support.

Our Access and Transitions Co-ordinator and our new Personal development Adviser team have undergone a programme of professional development in 2019/20 to help recognise the impact of Adverse Childhood Experiences (ACEs) and the need for a person-centred approach to care and support. Our first contacts are made in a setting which feels comfortable and safe to our young people. Led by each individual, the Access and

Transitions Coordinator works in collaboration with the young person and their support team to create a personalised plan to support their learner journey from pre-entry through to their onward study. These plans are revisited on a regular basis to check progress and update the level of support needed. This could include referrals to other agencies or internal teams, meetings with their lecturers and their PDA, who will provide ongoing support, as well as tours around the college to build confidence prior to becoming a student.

In supporting the aspirations of our care experienced learners, the Access and Transitions Co-ordinator, in partnership with our Personal Development Adviser / the Personal Academic Tutor, work with individuals to raise awareness of opportunities to support educational progression and / or employment to help secure positive destinations on completion of studies.

4. Identification of applicants that are care experienced

The college has worked hard to promote a positive declaration environment and to encourage applications from care experienced individuals, alongside others who are furthest from education and face the most significant barriers. We encourage declaration at pre-entry and application stage through information on our website and prospectus and through early contact at school 16+ meetings, and third sector agency meetings which we are invited to. Through early contact we are confident that we are being proactive in capturing disclosures prior to application.

Our updated Admissions policy led to a change in the wording of the declaration statement on the application form to help clarify who should disclose care experience. This will help us to maximise the opportunity of capturing accurate disclosures. We also have measures in place to help students declare at any stage of their journey e.g. at interview, during funding discussions, during interviews with their Personal Development Adviser / Personal Academic Tutor.

To ensure that we can share information we have data sharing agreements with the main relevant agencies, with schools and with social work.

5. Application

To further our commitment to improving access to education for people from the widest possible range of backgrounds, Inverness College UHI updated its Admissions policy and processes in 2019 and operates a contextualised admissions policy and processes. This renewed commitment enables the College to form a more complete picture of the characteristics of an individual applicant. To this end, Inverness College UHI:

- Endeavours to take into account an applicant's background where an application falls short of the standard entry criteria for a course or where there is competition for places
- Will provide appropriate levels of support to prospective students who require it throughout the admissions process

Inverness College UHI particularly welcomes applications from specific priority groups in line with Government priorities and legislation, including care experienced and looked after young people. The college also operate a guaranteed interview process to those with a care experienced background. Students who declare care experience at point of application are flagged on our student records system (SITs) to enable a tailored package of support and contact from point of application. Further work is being carried out to identify individuals in advance of their interview date to help prepare them for this process.

6. Pre-entry Support

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

Additional support is offered to help with the completion of student funding and our Student Funding team take a contextualised approach with regard to any documentation required. Funding applications are prioritised to ensure finance is available from the earliest point possible. The Care Experienced Bursary was introduced in AY 2018-19 which enables the college to pay a higher bursary to care-experienced students on further education courses. This is paid as a weekly bursary maintenance award of £202.50. This increased amount of money has provided a new challenge to many care experienced students in terms of managing a significantly increased amount of money. Budgeting support is now offered during the pre-start process to assist in the development of money management skills throughout the learning journey and beyond.

We have introduced a named contact within the Admissions and Student Funding team who works in close collaboration with the Access and Transitions Co-ordinator, the individual and any external support agencies to help release funding when appropriate. This close-knit working relationship is proving to be beneficial in providing holistic joined up support and advice to individuals. Where specific needs arise, we have introduced the ability to provide extended and tailored support such as breakfast vouchers, hygiene packs, extra print credit, IT equipment, as well as access to hardship funding, for example.

Our privately managed on-site halls of residence guarantee a place to all care experienced students and provide 365-day contracts to ensure they do not have to leave the accommodation during the summer period when most students vacate and go home. We are continuing to work with social services to establish an effective referral system to the halls of residence for care experienced students, so they are supported in the accommodation process.

7. Provision of On Course Support

Co-ordinated Support Plan

Students who have declared care experienced status are offered an initial meeting with the Access and Transitions Co-ordinator. We have established the use of a co-ordinated support plan which provides for a named contact to co-ordinate any support required for the individual. This approach enables us to identify any partner agencies with whom the student is working with or would benefit from engagement with. It also identifies what internal support would be beneficial, for example any support around additional learning needs or health and well-being support. The support plan is updated in light of any case conferences as part of the wider support surrounding a care experienced young person as well as internal review meetings to ensure all the support in place is working as it should and is meeting the ongoing needs of the individual. The plan also ensures timely interventions when the circumstances or needs of an individual change.

Insight Monitoring and Tracking

Our INSIGHT monitoring and tracking system for full time further education programmes enables us to highlight individuals who are at greater risk of withdrawal. Care experienced students, and others who face greater challenges, are flagged from point of enrolment to highlight to the Personal Development Adviser that individuals may require additional support and guidance to sustain their studies. This system also allows information sharing across the student support teams to help ensure holistic support for the student.

A high level of on-going support and contact is offered by the Access and Transitions Co-ordinator throughout the learner journey but in particular at key points of the year which are deemed as 'risk' points for withdrawal. This includes at the start of the course, before the October and Christmas break, and before exam periods.

8. Monitoring of our work and its Impact

Our corporate parenting duties and our work with care experienced learners is continuously monitored and reviewed. Feedback from care experienced young people through our early experience and exit surveys and qualitative data gathered through focus groups and by PDAs and the Access and Transitions Co-ordinator is considered carefully to ensure there are no significant differences in student experience to that of the whole study body.

The college dashboard and student records system allow us to track the number of care experienced learners on specific programmes, their retention and outcomes. Analysis of this data also helps us to monitor the impact of any measures we put in place and feeds into our wider Access and Inclusion strategy. Extract from 2018-19 Access and Inclusion strategy:

	Actual								Targets		
	2015-16		2016-17		2017-18		2018-19				
	ENR	% Credits 2015-16	ENR	% Credits 2016-17	ENR	% Credits 2017-18	EN R	% Credits 2018-19	2017-18	2018-19	2019-20
Care experience	131	3%	140	3%	91	2.81%	76	3.08%	3%	3%	5%

Despite maintaining delivery of approx. 3% of our credits to care experienced young people and working hard to promote a positive declaration environment, we have seen a decline in the number of care experienced learners engaging in recognised qualifications within further education. We expect this may correlate with the change in wording in the declaration statement at point of application. We have identified that, despite maintaining the volume of credits delivered, we need to do more out-reach work in the community and with third-sector agencies to get further engagement with care experienced young people. That said, we know through working with Highland Council that we continue to attract a high proportion of the care experienced young people in the Authority.

Full time FE on recognised qualifications; targets for successful completions by learner group:

	Actual							
	2015-16		2016-17		2017-18		2018-19	
	ENR	% Success 2015-16	ENR	% Success 2016-17	ENR	% Success 2017-18	ENR	% Success 2018-19
Care experience	52	54%	48	46%	36	43%	48	58%
All learners	1366	66%	1316	68%	1261	71%	1249	70%

Part time FE on recognised qualifications; targets for successful completions by learner group:

	Actual							
	2015-16		2016-17		2017-18		2018-19	
	ENR	% Success 2015-16	ENR	% Success 2016-17	ENR	% Success 2017-18	ENR	% Success 2018-19
Care experience	77	50%	78	78%	55	73%	28	68%
All learners	3370	79%	3135	81%	3284	80%	3205	83%

Although we have seen an improvement in successful outcomes for care experienced learners on full time programmes in AY 2018-19, we have not yet seen a consistent upward trend. Similarly, we have seen flux in the outcomes of care experienced learners on part time programmes. This is perhaps indicative of this learner group and the challenge around consistently improving outcomes given the complexity of individual challenges. However,

there is still a significant gap in the outcomes of this group, a picture replicated nationally, and therefore further work to be done.

9. Future priorities

During AY 2018-19 and 2019-20 there have been some significant national reports which have helped to shape our current and future priorities:

- [The Care Review 2020](#)
- [Celcis, Being a Student with Care Experienced is Very Daunting, 2019](#)
- [SFC's National Ambition for Care Experienced Students, 2020](#)
- [15-24 Learner Journey Review, 2018](#)

In light of these publications and specific recommendations detailed within them, the college will write a new corporate parenting action for 2020-23. This will provide a fresh focus on our approach to corporate parenting.

Board of Management

Subject/Title:	Student Satisfaction Surveys
Author: [Name and Job title]	Liz Cook, Quality Manager
Meeting:	Learning, Teaching and Research Committee
Meeting Date:	
Date Paper prepared:	28.05.2020
Brief Summary of the paper:	The report provides an overview of the survey activity during Semester 2.
Action requested: [Approval, recommendation, discussion, noting]	Discussion
Link to Strategy: Please highlight how the paper links to, or assists with:: <ul style="list-style-type: none"> • compliance • partnership services • risk management • strategic plan • new opportunity/change 	The report assists with a number of strategies' including Quality Assurance and Enhancement, Learning and Teaching, and Student Engagement
Resource implications:	Yes / No If yes, please specify:
Risk implications:	Yes / No If yes, please specify: Operational: Organisational:
Equality and Diversity implications:	Yes / No If yes, please specify:
Consultation: [staff, students, UHI & Partners, External] and provide detail	None

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

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

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

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

Student Satisfaction Surveys

Background

Two student satisfaction surveys are open during semester 2: the National Student Survey (NSS) and the Student Satisfaction and Engagement Survey (SSES). The purpose of this report is to provide an overview of the activity to date regarding the surveys, the impact of COVID-19, and to outline the next steps.

NSS

The NSS is administered nationally by IPSOS Mori between January and April, this survey is aimed at final year degree students. UHI open the survey to eligible students between February to April. Programme Leaders and PATs across the academic partners work to encourage a high response rate.

The final response rates across the partnership are shown in the tables below. The return for ICUHI was 72%, which although is down 10% from last year, is in line with the overall response rate for UHI (72%). Between 36 – 41 ICUHI students completed the survey after lockdown was implemented (exact number unknown - raw data held by IPSOS Mori), which means due to the early completion by the majority of students there will be useful data to evaluate and inform improvements for the future.

The results from the survey will be released on 1st July to institutions, more detailed analysis will be undertaken after the release. There is further discussion in the sector as to whether the results of the survey will be published.

Campus student survey response rate	2020 No. of student s	2019 No. of student s	01/05/2020	same time last year
Argyll College UHI	14	11	71%	82%
West Highland College UHI	33	38	70%	88%
Shetland College UHI	11	10	91%	90%
Highland Theological College UHI	24	29	96%	93%
Inverness College UHI	275	247	72%	82%
Sabhal Mòr Ostaig UHI	11	20	82%	70%
Lews Castle College UHI	34	38	82%	82%
Moray College UHI	106	103	65%	87%
Orkney College UHI	19	11	89%	82%
Perth College UHI	316	289	71%	76%
Scottish Association for Marine Science UHI	23	24	87%	92%
North Highland College UHI	42	55	69%	67%
Executive Office	110	n/a	70%	n/a
TOTAL	1018	875		
<i>Overall UHI response rate</i>			72%	80%

Subject Network student survey response rate	2020 No. of student s	2019 No. of student s	01/05/2020	same time last year
Business, Management and Leisure	192	190	68%	79%
Creative and Cultural Industries	187	153	76%	80%
Engineering and the Built Environment	88	69	72%	77%
Applied Life Studies	184	197	70%	81%
Humanities, Education and Gaelic	143	159	83%	84%
Dept of Nursing and Midwifery	110	n/a	70%	n/a
Science, Technology and the Environment	114	107	68%	79%
TOTAL	1018	875		
<i>Overall UHI response rate</i>			72%	80%

Course student survey response rate	2020 No. of student s	2019 No. of student s	01/05/2002	same time last year
Accounting HND	16	19	56%	95%
Accounting and Finance BAH	22	28	73%	86%
Adult Nursing BSc	89	n/a	72%	n/a
Adventure Performance and Coaching BAH	12	n/a	75%	100%
Adventure Tourism Management BAH	11	17	55%	83%
Aircraft Engineering BEngH	11	n/a	82%	50%
Applied Music BAH	12	16	92%	81%
Archaeology BAH	14	n/a	93%	75%
Architectural Technology BScH	12	14	83%	93%
Audio Engineering BScH	27	n/a	78%	67%
Business HND	13	17	92%	100%
Business and Management BAH	30	21	57%	81%
Child and Youth Studies BAH	48	42	63%	
Childhood Practice BAH	37	52	78%	73%
Civil Engineering BEH	13	n/a	92%	n/a
Computer Science HND	12	11	42%	82%
Computing BSH	17	n/a	53%	67%
Contemporary Art & Contextualised Practice BAH	16	15	81%	87%
Contemporary Art Practice HND	15	13.33	67%	83%
Drama and Performance BAH	13	n/a	69%	n/a
Engineering Systems HND	24	17	58%	76%
Fine Art BAH	12	13	100%	92%
Geography BScH	11	12	100%	100%

History BAH	17	16	76%	67%
Integrative Healthcare BScH	15	12	47%	100%
Literature BAH	15	12	80%	100%
Marine Science BScH	23	24	87%	92%
Mental Health Nursing BSc	21	n/a	62%	n/a
Music Business BAH	20	11	65%	100%
Oral Health Science BSc	12	12	58%	80%
Person-Centred Counselling & Psychotherapy DipHE	39	36	85%	86%
Popular Music BAH	26	31	77%	81%
Psychology BScH	18	25	89%	84%
Sociology and Criminology BAH	17	13	82%	
Sport and Fitness BScH	40	19	73%	63%
Theological Studies BAH	22	29	100%	90%
Visual Communication and Design BAH	19	15	68%	93%
Visual Communication HND	14	15	57%	53%
*Other (courses that have <10 students)	213	266	67%	71%
TOTAL	1018			
<i>Overall UHI response rate</i>			72%	80%

SSSES

The SSSES survey is typically open for a four week window during March to April. The survey embeds the 10 mandatory SFC questions, with the remainder being regionally agreed questions. There is scope within the survey to include questions from a local perspective. Three additional areas of focus were included in the ICUHI survey this year: Brightspace, the impact of the new PDA role, HISA elections.

SFC extended the survey life to six weeks this academic year in a drive to increase response rates in the sector. ICUHI opened the SSSES early March with a view to achieving the target response rate of 60% within a three week timeframe. The survey ran live as usual for the first week, with the second and third week being significantly impacted by COVID-19 pandemic and the subsequent lock down.

The overall response rate achieved was 34%, compared to 47% the previous year. Overall student satisfaction is 93%, compared to 90% for 2018-19. The majority of students completed the survey prior to 23rd March (1096 / 1239 respondents) which will give a rich source of data to evaluate to inform improvements for the future.

The SFC have relaxed their requirement for colleges to submit returns regarding response rates and satisfaction rates this year due to COVID-19, which means no sector wide data will be available for this academic year.

Detailed analysis of the responses has been delayed this year due to the impact of COVID-19, the priority very clearly supporting the current cohort of students to achieve a successful conclusion to the academic year. The cross college headline report will be written in due course, and shared through the usual channels.

LT&R COMMITTEE

Subject/Title:	Research and Innovation update		
Author: [Name and Job title]	Melanie Smith Director Research and Innovation		
Meeting:	Learning, Teaching and Research Committee		
Meeting Date:	9 June 2020		
Date Paper prepared:	3 June 2020		
Brief Summary of the paper:	To report on the impact of Covid-19 on research		
Action requested: [Approval, recommendation, discussion, noting]	Noting		
Link to Strategy: Please highlight how the paper links to, or assists with:: <ul style="list-style-type: none"> • compliance • partnership services • risk management • strategic plan • new opportunity/change 	Research		
Resource implications:	If yes, please specify:		
Risk implications:	Yes/ No If yes, please specify:		
Equality and Diversity implications:	Yes /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]	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)	

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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

The report highlights key impacts of Covid-19 on research and innovation. It should be read in conjunction with the most recent paper to UHI Research and Knowledge Exchange Committee presented by Prof. Neil Simco, Vice-Principal Research and Impact, UHI (see Appendix 1).

REPORT

Covid-19 impacts in key areas:

- **Research Excellence Framework submission preparations and timeline**

In May the REF UK published further advice with regard to the revised submission date for REF2021:

<https://www.ref.ac.uk/news/update-on-progress-towards-a-revised-REF-submission-date>

Update on progress towards a revised REF submission date

Following a recent survey gathering views from the higher education sector, the funding bodies are providing an update on the submission deadline options under consideration and the expected timeline for confirming a decision.

The survey was conducted in April 2020, and sought views on preferences around the timing of the revised submission date for the 2021 Research Excellence Framework (REF), and views on the value of extending the assessment period for impact. This followed the funding bodies' decision to put the REF on hold in March 2020, while institutions respond to the effects of Covid-19.

Nearly 650 responses were made to the survey from a wide range of organisations, groups and individuals, including universities, subject bodies, and representative groups. Based on preliminary analysis, the funding bodies are continuing to explore a revised submission deadline in March 2021. Detailed analysis of survey responses is now being finalised. This work, along with a preliminary equality impact assessment, will inform the funding bodies' confirmed decision in the coming weeks on both the submission deadline and assessment period for impact.

We expect to announce the funding bodies' decision next month, and will publish a summary of responses alongside this. Further engagement activity to consider possible mitigations for affected areas of submissions is expected to follow thereafter.

It is therefore probable that the submission date will be in March 2021 (revised from 27th November 2020). The census date for staff being submitted remains as end of July 2020.

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The challenge for ICUHI (as for all HEIs submitting) is that any delay in submission inevitably means a delay in when the consequent research excellence grant will be allocated. As ICUHI has only a relatively small amount of current REG income based on the 1.8fte staff submitted in 2014, any delay in REG money allocation for the 14.8fte staff who will be submitted, will potentially have an impact on budgets for 2022-23. Prof Neil Simco (Appendix 1) states that the 'SFC is open to the potential to re-profile our (current) core grants, including REG, to ease cash-flow as we enter the new AY'.

- **Postgraduate research students (PGRs)**

With the exception of those PGRs who were in the final stages of writing up as the lockdown started, all the PGRs are experiencing some sorts of delays to their projects, mostly of at least 3 months. Of the 12 PGRs at ICUHI, 3 are especially affected by the closure of the laboratory and no fieldwork activity. These students are potentially going to have a 6 month delay on their projects. The implications of these delays with regard to funding are significant – PGRs cannot be furloughed. UHI Grad School is representing PGRs in various consultations relating to how the funding situation for PGRs suffering delays, can be mitigated.

In addition to the practicalities of delays due to lab closure etc., there are increasing issues around the challenges for research students working (often at home on their own) in isolation from their peer group and supervisory/research teams. UHI Graduate School and academic partners, including IC, are doing as much as possible to mitigate these effects, but it is getting more difficult as time goes on.

- **Staff furlough**

Where appropriate and possible research staff have been furloughed. Seven staff are currently furloughed – 2 supply, 3 permanent, 2 fixed term. The latest government guidelines (from end May 2020) permit fieldwork activity to resume – the details of how this will work for research staff is being arranged ensuring H&S risk assessment measures etc. are appropriate and in place (for example, much of the fieldwork involves remote locations, so cannot be undertaken safely as lone working). Once the measures are in place, this should also allow for PGR fieldwork to resume.

- **Rivers and Lochs Institute Director**

As reported to LT&R in the previous meeting unfortunately, there were no suitable applicants to short list for the Director of the Rivers and Lochs Institute. Given the current financial situation, combined with the impact of Covid-19, the Director of Research and Innovation has taken on the responsibilities of the Director RLI for the foreseeable future.

Appendix 1

UHI Research and Knowledge Exchange Committee paper
COVID-19 impact

Committee	Research and Knowledge Exchange Committee
Subject	The Impact of COVID 19 on Research and Knowledge Exchange
Action requested	<input type="checkbox"/> For information only <input checked="" type="checkbox"/> For discussion <input type="checkbox"/> For recommendation <input type="checkbox"/> For approval
Brief summary of the paper	This paper sets out the potential short- and medium- term implications of COVID 19 for research and knowledge exchange activity at the University of the Highlands and Islands, together with potential mitigating actions.
Resource implications (If yes, please provide details)	Yes There is an unprecedented threat to research and knowledge exchange resource across the university sector, including for the University of the Highlands and Islands.
Risk implications (If yes, please provide details)	Yes There is currently highly significant risk to research and knowledge exchange activity at the University of the Highlands and islands due to COVID19
Date paper prepared	14/05/2020
Date of committee meeting	25/02/2020
Author	Professor Neil Simco, Vice-Principal Research and Impact

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<p>Link with strategy</p> <p>Please highlight how the paper links to the Strategic Plan, or assist with:</p> <ul style="list-style-type: none"> • Compliance • National Student Survey • partnership services • risk management • other activity [e.g. new opportunity] – please provide further information. 	<p>Research Strategy</p>
<p><u>Equality and diversity</u></p> <p>Does this activity/ proposal require an Equality Impact Assessment?</p>	<p>No</p> <p>If yes, please give details:</p>
<p><u>Data Protection</u></p> <p>Does this activity/ proposal require a Data Protection Impact Assessment?</p>	<p>No</p> <p>If yes, please give details:</p>
<p>Island communities</p> <p>Does this activity/ proposal have an effect on an island community which is significantly different from its effect on other communities (including other island communities)?</p>	<p>No</p> <p>If yes, please give details:</p>
<p>Status (e.g. confidential)</p>	<p>Open</p>
<p>Freedom of information</p> <p>Can this paper be included in “open” business?*</p>	<p>Open</p>
<p>Consultation</p> <p>How has consultation with partners been carried out?</p>	<p>Significant consultation has occurred with external bodies, notably the SFC and Universities Scotland and HIE</p>

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

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Its disclosure would substantially prejudice a programme of research	<input type="checkbox"/>	Its disclosure would substantially prejudice the effective conduct of public affairs	<input type="checkbox"/>
Its disclosure would substantially prejudice the commercial interests of any person or organization	<input type="checkbox"/>	Its disclosure would constitute a breach of confidence actionable in court	<input type="checkbox"/>
Its disclosure would constitute a breach of the Data Protection Act	<input type="checkbox"/>	Other [please give further details]	<input type="checkbox"/>

The Impact of COVID19 on Research and Knowledge Exchange Activities Across the University of the Highlands and Islands

Introduction

The purpose of this paper is to consider the potential short- and medium-term impacts of COVID19 on research and knowledge exchange at UHI and how a response should be framed.

The Short Term (May 2020-July 2021)

Between now and the end of 2020/21, COVID19 will have impact on the University's research and knowledge exchange activities in a number of ways.

1. Including both research and knowledge exchange activities, the university had around £27M of income from all sources in 2018/19. Due to COVID19, it is not possible for all research projects to progress at the current time, as researchers are not able to undertake empirical work. This applies variously to many types of research projects and many forms of funding, including within core SFC grants such as GCRF. Work is currently underway in the sector to secure costed extensions for research projects, but this is complex due to the large variety of funders. There is also the recognition of a knock-on effect in terms of researchers' capability to apply for new funds, given delays in current projects.
2. In regard to knowledge exchange projects, there is a similar situation, and the current position of SMEs across the region means, for example, that some KE projects cannot currently progress.
3. Strenuous efforts have been made by colleagues in the Graduate School, working together with supervisors to ensure that work plans are re-arranged for research students who are unable to undertake field work at the current time due to social distancing restrictions. However, if social distancing restrictions impact for a further period, then there may be more disruption to students' studies and further requests for funded extensions.
4. In terms of REF2021 there is currently a national consultation underway in terms of delay to the submission date. This may impact in terms of a re-arranging preparation activities and in regard to the release of funding consequentials.
5. On a more positive note the short- and medium- term will see more opportunities for COVID19 related research and knowledge exchange projects and the university is engaging with these opportunities.
6. The Scottish Government has announced a £75M uplift for research and knowledge exchange in May 2020 and there is currently an ongoing consultation with the sector as to how this is distributed.

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Across the University of the Highlands and Islands academic partnership, a number of measures have already been taken to mitigate the impact of COVID19 on research and knowledge exchange activity and it will be important that these continue – and indeed are enhanced - into 2020/21. These are indicated in the matrix at the end of this paper.

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The Medium-term August 2021-July 2023

At the current time, the University Sector as a whole is facing a sustained period of unprecedented change, as it adapts to the post COVID19 world, including the severe economic impact of the pandemic. Indicative financial impacts of COVID19 and potentially BREXIT are articulated at sector level in a guidance note from the SFC to universities (Appendix 1) Taking everything into account, it is essential that the University of the Highlands and Islands adopts a strategic approach to dealing with the medium term impact of COVID19, together with responding effectively to other matters of significant concern, such as climate change and BREXIT.

But we know that in the longer term, research and knowledge exchange activity will be critical for the post COVID19 and post BREXIT recovery period and, turning to the Highlands and Islands region, the University has a key role to play, not least because it is the only university based in the region. There is, at the current time, a need for the University to refocus on its founding principle and purpose; to support the strengthening of the economy and society in the Highlands and Islands region.

There are several dimensions to this:

1. The university already has widespread engagement with business across the region, both in terms of employer engagement and in regard to knowledge exchange and research activities. Our knowledge exchange activities are organised around key sectors in the economy, including tourism, water quality, the creative economy, energy, health and aquaculture. Prior to COVID19 momentum was building for the University to play a significant role in enhancing the economic performance of these sectors and in the longer term this must continue.
2. The University should be mindful of a place-based research environment, stemming from United Kingdom Research and Innovation (UKRI) policy. The Highlands and Islands is unique in the economic geography of the UK and as such is uniquely placed for its economy to benefit from place-based policy. The university's major strengths in environmental science (land-based, marine and aqua), health and humanities align very well with the rolling out of a place-based strategy that is progressed from 'inside' the Highlands and Islands.
3. Whilst our work in research and knowledge exchange should be repurposed to focus primarily on the benefit the university's work can bring to the Highlands and Islands region, it should continue to be outward looking. In terms of some of the major challenges of our time which will impact on the economy and society of the region, such as climate change, the solutions are international and we need to continue to be involved in world leading, international, research which will provide the solutions to the region's challenges, and our work in environmental science is an important component here. We also have a responsibility to 'export' our research to other regions in the world, using our existing networks, for example in regard to islands.
4. Finally we will need to work closely with key stakeholders to influence policy and to ensure that the Highlands and Islands region continues to attract investment to support research and knowledge exchange activities. Key stakeholders include, for example Highlands and Islands Enterprise and Scottish Enterprise, UKRI, and Scottish and UK Governments. The risk is that perceived peripherality, a region removed from the centre of power will make it more challenging for the scale of investment required to be realised.

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Taking both the short- and medium-term phases, it is necessary to frame our actions and the table provides a high-level action plan as the University partnership considers its response to the impacts that I have described.

Area of Action	Indicative Activity	Responsibility and Timescales
Research Students	<p>Support to reprioritise students' workstreams and activities and mitigate immediate impacts;</p> <p>Issue generic guidance and updates about potential impacts;</p> <p>Identify cases where extension funding can be achieved;</p> <p>Plan arrangements for return to work arrangements for both new and continuing students</p>	<p>Supervisors/March-July 2020</p> <p>DOR/Graduate School/March 2020 and ongoing</p> <p>DOR/Graduate School/supervisors/March 2020 and ongoing</p> <p>Academic Partners/EO Academic Areas/Graduate School/May 2020 and ongoing</p>
REF2021	<p>Continue at pace with REF2021 preparations across all areas, making adjustments where COVID19 has had particular impact, especially some case studies where corroboration of evidence of impact has stalled;</p> <p>Lobby for a delay to the REF2021 submission date to 31st March 2021</p> <p>Revise dates for formal output selection panels</p>	<p>VPRI and UOA leads March 2020 – March 2021</p> <p>VPRI April 2020</p> <p>VPRI May 2020</p>
Existing research and knowledge exchange projects	<p>Garner potential financial impact of COVID19 on existing projects;</p> <p>Ensure that this information is used to lobby for funded extensions wherever this is possible;</p> <p>Reschedule workstreams as appropriate across research and knowledge exchange projects;</p> <p>Actively partake in COVID19 related research calls;</p>	<p>VPRI and PIs/research leads/ March 2020</p> <p>VPRI and AP Principals/senior managers (as appropriate)/March 2020 onwards</p> <p>PIs March 2020 onwards</p> <p>PIs/Grants and Contracts March 2020 onwards</p>

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Scottish Government £75M uplift	Lobby for the funds to be applied to a general uplift of REG, UIF and RPG, and distribute these funds internally using existing formulae	VPRI and Principal and Vice Chancellor May 2020
Supporting regional economic regeneration	<p>Re-affirm UHI as the region's University;</p> <p>Partner with HIE and other key stakeholders in progressing post COVID19 regional regeneration and seek to provide research and development support to key sectors at the appropriate time and in the appropriate way;</p> <p>Refocus UIF plans and strengthen business engagement/reaffirm existing networks</p> <p>Strengthen purposeful collaboration with other Universities, especially where this collaboration is impactful on economic regeneration in the region;</p> <p>Draw down place-based research funding, through UKRI funding streams;</p> <p>Progress the UHI Islands' strategy</p> <p>Retain existing and develop new relationships and workstreams, including at international level, where there is demonstrable linkage to the Highlands and Islands region and its distinctive characteristics</p>	<p>Link to branding and marketing project May 2020 onwards</p> <p>VPRI/AP SMTs 2020-21 and ongoing</p> <p>Director of KE and KESGs 2020-21</p> <p>VPRI and research leads 2020-21</p> <p>VPRI and research leads 2020-21</p> <p>Islands' co-ordinator 2020-21</p> <p>Research Leads</p>
Build strong 'post COVID19' relationships with key stakeholders	<p>Profile the distinctiveness of the region and UHI's research offer</p> <p>Relationship building with UKRI/research councils/Innovate UK/HIE/Scottish Government;</p> <p>Develop key and consistent messaging about the region, the</p>	VPRI/Principal and Vice-Chancellor/Marketing/branding and external communications/ 2020-21 and onwards

	University's role and constantly profile these	
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Appendix: Excerpt from SFC Briefing Note: 29th April 2020 on the Impact of COVID19 on research

“14. Research in universities is, in general, undertaken at a financial loss, in that the funding of research rarely covers the full economic costs (FEC) of doing the research. For example, the UKRI Research Councils fund at no more than 80% of FEC. While the quality-related funding (the Research Excellence Grant) from SFC assists, our funding is also used to support new research areas and the training of PhD students, giving an overall sectoral recovery of research costs in Scotland of 78% of FEC. The balance of costs (£366M in AY 2017/18) is supported, typically, from the profits from international student fees. So, a drop in international students affects research activity.

15. SFC is carrying out a survey of Scottish universities to assess the immediate and longer term impacts of the COVID-19 emergency on research. At the halfway point of the survey, we know that the transition to closed labs and home working has been achieved smoothly, with a wide variation in research continuing. In subjects like chemistry, biology, general medicine, veterinary and physics (where access to labs or equipment is required) research activity is operating at roughly 20-30%; engineering, arts and humanities at around 50-60%; with informatics and maths at around 90%. Activity will decrease as tasks that can be performed remotely are completed. In the short term, the main impacts are cash-flow from paused grants; disrupted recruitment and inhibited staff retention; and the interruption of research. This is likely to be compounded by significant falls in annual funding from charities and industry, amounting to tens of millions of pounds of research funding.
16. In the medium term, predicted impacts are a significant loss of research momentum, a reduction in the volume of new research grant awards from some funders and the creation of a “lost generation” of PhD students and post-docs whose work will be blighted. In the longer term, universities are highlighting the impact from the start of the new AY being a varied, but in the case of our research intensive universities dramatic and sustained, risk to research capacity which, if not externally compensated for, will lead to hard sustainability choices being faced by universities, a loss of capacity and reputation, and a more limited ability to contribute to the post COVID-19 economic recovery. An unmanaged, significant reduction in research capacity, could lead to many staff losses and we may lose the ability to prioritise research and innovation that matters to Scotland’s future. A more strategic, managed reshaping of the research base, over several years would help to preserve key activities that matter.
17. In addition, the full impacts of the end of the transition period following Brexit are still unknown as it is still not clear whether the UK will associate to Horizon Europe or otherwise secure partial access to EU research and mobility programmes. The combined effects of Brexit and COVID-19 on research funding and mobility will place Scottish universities in a particularly challenging position.
18. The UK Government’s CJRS furloughing scheme is being used though, at the time of writing, some ambiguity remains in the applicability of that to the researchers supported by UKRI. SFC is open to the potential to re-profile our core grants, including REG, to ease cash-flow as we enter the new AY.”

Board of Management

Subject/Title:	Risk Register Annual Review
Author: [Name and Job title]	Roddy Henry Depute Principal – Planning and Student Experience
Meeting:	<i>Learning, Teaching and Research Committee</i>
Meeting Date:	9 June 2020
Date Paper prepared:	29 May 2020
Brief Summary of the paper:	On an annual basis, each committee is asked to review the risks from the College risk register that are pertinent to those committees. Some of the risks fall within the remit of more than one committee and will therefore be provided to all relevant committees for review. This paper provides the current status and detail of risks held within the College risk register that fall within the remit of this committee. The committee is asked to consider whether this information remains accurate and relevant.
Action requested: [Approval, recommendation, discussion, noting]	Discussion
Link to Strategy: Please highlight how the paper links to, or assists with: <ul style="list-style-type: none"> • compliance • partnership services • risk management • strategic plan • new opportunity/change 	Risk management – highlights the key corporate risks and provides the opportunity for the relevant Board committee to consider whether the risks are appropriate, proportionate and complete.
Resource implications:	No
Risk implications:	No
Equality and Diversity implications:	No
Consultation: [staff, students, UHI & Partners, External] and provide detail	n/a

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

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

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

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

Risk Register Annual Review

Executive summary

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








Background information

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

The risks classified as falling within the remit of this committee is provided for its consideration. The committee should consider both the content and the score, and also whether the risk remains present and active. The committee should further consider whether there are any further risks that have emerged and require to be added.

Roddy Henry
Depute Principal – P&SE.

June 2020 LT&R Committee

Ref	Description	Probability	Impact	Score	Movement	Mitigation Actions as reported to the Audit Committee in December 2019	Further Actions / Update Report as reported to the Audit Committee in December 2019	Further Actions / Update Report as reported to the Audit Committee in June 2020
Inverness_09.xml	College fails to identify and take opportunities for development and progression	4	4	16		Oversight of curriculum planning process led by Depute Principal. Chairing Research Committee to review progress income/investment balance of each research grouping, continued discussions with UHI Principal regarding IC UHI's potential expansion on Inverness Campus. Identification of opportunities by SMT through development of external relationships in key sectors. Identification of additional opportunities for development at team/subject level to maximise opportunities for growth.	Local curriculum review complete. Scoring amended as per May Audit Committee to reflect the limited mitigation possible at local level as this is a partnership risk.	No change from March 2020 Audit Committee.
Inverness_18.xml	College fails to maintain improvement in performance against national targets and outcomes	2	2	4		Implement targeted intervention and internal review of learning and teaching processes. Comprehensive Quality Enhancement Plan in place, informed by thorough evaluation of all relevant data, monitored regularly through college committee structure. Further training to enhance staff skills in monitoring and evaluating quality of provision and identifying appropriate actions for improvement (June 2018). Education Scotland published the 2017/18 College Evaluative Reports and Enhancements Plans on 26 Feb 2019 confirming grades of excellent and very good.		No change from March 2020 Audit Committee.
Inverness_20.xml	College does not achieve allocated HE student number targets.	5	3	15		Rigorous curriculum planning process in place, proactive development of school/college relationships, proactive development of relationships with employers, excellent quality management processes, systematic monitoring of applications through to enrolment. IC UHI did not achieve the 2018/19 PPF target for undergraduates but greatly exceed the postgraduate PPF target.	Following enrolment and module attachment, HE undergraduate student numbers are not expected to reach the PPF target for 2019/20. Further open days have been held and there has been emphasis on January recruitment where appropriate / possible. January recruitment at HE is currently over target however this will not be sufficient to bridge the gap to the PPF target.	No change from March 2020 Audit Committee.
Inverness_21.xml	College does not achieve allocated FE Credit targets.	3	2	6		Rigorous curriculum planning process in place, proactive development of school/college relationships, proactive development of relationships with employers, excellent quality management processes, systematic monitoring of applications through to enrolment.	Significant effort on promoting the January courses and applications for January are currently well ahead of this time last year. Focus now is moving to enhancing the promotion of those courses where numbers are currently insufficient to run.	No change from March 2020 Audit Committee.
Inverness_28.xml	Academic quality is sub standard	2	3	6		Achievement and maintenance of iip Gold reflecting organisational commitment to staff, development and maintenance of attractive recognition and reward systems, alignment with national pay bargaining, investment in CPD and staff development, not least support for advanced degree study, development of research and scholarship scheme, encouragement of staff ERASMUS exchange participation. Effective, rigorous quality management systems, systematic monitoring and reporting on PI trends and external verification processes. Effective staff induction and effective observation of learning and teaching. Maintenance of higher levels of formal teacher training certification. Development of research teaching linkages, promotion of conference attendance and speaking. Excellent employer engagement. Formal monitoring of quality of the student experience through the Learning and Teaching Committee of the Board of Management. Implementation of the Progressive Academic Structure.		No change from March 2020 Audit Committee.
Inverness_29.xml	Poor Student Experience	2	2	4		Partnership approach in place to enhance the student experience evidenced by the Student Partnership Agreement, multi-faceted approach to student engagement and student feedback. Student feedback scores, trends and themes monitored systematically and inform action planning. Regional lobbying for capital funds to support the development of a students' union facility.		No change from March 2020 Audit Committee
Inverness_31.xml	Research outputs are sub standard	2	4	8		Significant college annual investment in research to support development of research institutes and research embedded in the curriculum. Research and scholarship fund established to encourage further staff engagement in the research agenda. Support for staff through staff development fund to attend and speak at conferences. Dedicated research posts created. Proactive targeting of grant funding to support research activity. Staff encouraged to seek financial support for activity through relevant available UHI funds.		No change from March 2020 Audit Committee.

Board of Management

Subject/Title:	Modern Apprenticeship Improvement Plan
Author: [Name and Job title]	Liz Cook, Quality Manager
Meeting:	Learning, Teaching and Research Committee
Meeting Date:	
Date Paper prepared:	28.05.2020
Brief Summary of the paper:	The report provides an overview of the activity related to the development of the improvement plan.
Action requested: [Approval, recommendation, discussion, noting]	Discussion
Link to Strategy: Please highlight how the paper links to, or assists with: <ul style="list-style-type: none"> • compliance • partnership services • risk management • strategic plan • new opportunity/change 	The report assists with a number of strategies' including Quality Assurance and Enhancement, Learning and Teaching, and Student Engagement It also assists with compliance.
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/ScottishPublicAuthorities/ScottishPublicAuthorities.asp> and

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

Modern Apprenticeship Improvement Plan

On 22nd April, SDS issued the University of the Highlands and Islands with a requirement to develop and implement an improvement plan to address ongoing non-compliances with the SDS contract.

SDS reported non-compliances are evident across the partnership, and differ for each academic partner. ICUHI non-compliances differ for each framework, but are primarily related to inactivity (missed or late reviews) and learners beyond their expected end date.

A UHI wide action plan has been developed by the Work-based hub for submission to SDS. This is underpinned by individual AP action plans. ICUHI plan is attached for reference.

The main themes addressed in the plan are the enhancement of data flow and processes, communication across relevant stakeholders (internal and external), and a comprehensive assessor training plan.

In order to address the differences seen across each framework, a framework action plan will be devised and implemented, overseen by the relevant Head of School and Business Solutions Advisor.

The Director of External Relations, Director of Curriculum, Business Solutions Manager and the Quality Manager will monitor overall progress and report accordingly.

Academic Partner: Inverness College UHI

Inverness College UHI

	QPR	Apprentice Progress Reviews	SOAR	Expected End Date	Inactivity	Leavers - completers or early leavers	Responding to SDS with requested information	EV reports	Keeping FIPS up-to-date
What are the steps taken to ensure consistent implementation and compliance in relation to the following contract conditions and specifications:	<ul style="list-style-type: none">•Undertaken face to face.•Tripartite with Employer present.•Undertaken within the required 6 week window (with suitable planning and contingencies in place to accommodate delays, postponements or unexpected absences).•Ensure ALL signatures collected on date of review.•Ensure minimum time between review and claim.•Ensure paperwork is returned in a timely manner and filed securely.•Ensure teaching staff and assessors are informed of the changes to the MA contract conditions and specifications.•Ensure GDPR compliance of data gathered as per SDS conditions.	<ul style="list-style-type: none">•Undertaken face to face.•Tripartite with Employer present.•Undertaken within the required 6 week window (with suitable planning and contingencies in place to accommodate delays, postponements or unexpected absences).•Ensure ALL signatures collected on date of review.•Ensure paperwork is returned in a timely manner and filed securely.•Ensure teaching staff and assessors are informed of the changes to the MA contract conditions and specifications.•Ensure GDPR compliance of data gathered as per SDS conditions.	<ul style="list-style-type: none">•Ensure SOAR paperwork is completed and recorded correctly.•Ensure evidence to support the milestone claim must be held in advance of any claim being made•Ensure teaching staff and assessors are informed of the changes to the MA contract conditions and specifications or conditions.•Ensure you enter unit achievement to the appropriate Awarding Body database/system as soon as reasonably practicable after completion by an Apprentice of each Milestone.•Ensure paperwork is returned in a timely manner and filed securely.•Ensure GDPR compliance of data gathered as per SDS conditions.	<ul style="list-style-type: none">•Ensure no apprentice is beyond their Expected End Date.•Ensure no actual end date has been entered into FIPS by the learning provider within the 14 day period immediately following an expired date.	<ul style="list-style-type: none">•Ensure no Apprentice is inactive for 9 months consecutively (this means making a claim withing a 9 month period).•Ensure SDS is immediately informed in writing (via an email to the SDS assigned SIA) if an Apprentice's training is interrupted temporarily for any reason (e.g. extended sick leave, suspension, extended compassionate leave) and update FIPS records immediately if there is any change to the TA.	<ul style="list-style-type: none">•Ensure an Apprentice's leaving code has been accurately entered into FIPS within the 14 day period immediately following the Apprentice's actual end date.•Ensure teaching staff and assessors are informed of any changes to the MA Contract conditions and specifications.•Ensure you hold evidence of achievement of the full MA from the SSO including evidence of achievement of the full VQ or work based qualification from the Awarding Body, prior to submission of a claim to SDS for output based funding. This must be formal SSO evidence.	<ul style="list-style-type: none">•Ensure you are able to respond to any requests for information in a timely and satisfactory manner.•Ensure you are able to forward all related records, evidence, accounts and supporting documentation you are required to retain.	<p>Ensure that all new EV reports are provided to SDS when they are issued.</p> <p>Ensure WBL Hub are informed if any hold or sanctions are identified in the EV report within 7 days</p>	<ul style="list-style-type: none">•Ensure FIPS is kept up to date with accurate information at all times.•Ensure staff are aware of the condition and specifications for the MA contract.
Response:	Strengthen review content of Assessor initial training materials and deliver to all assessors, including reinforcing the tri-partiterequirement for reviews.	Strengthen review content of Assessor initial training materials and deliver to all assessors, including reinforcing the tri-partiterequirement for reviews.	BSAs to check and initial SOAR to show check of unit result evidence against the norm plan and pass to Claims Administrator to claim on FIPS.	Assessor or Head of School to advise BSAs of any reasons for slow progress. BSA to agree extension of end dates with employer where there are extenuating circumstances and BSAs update SDS paperwork and FIPS.	BSA and HOS to review any inactive learner reports at monthly meeting. BSA to advise SDS immediately in writing of any issues preventing activity, updating FIPS and TA.	BSA to ensure HOS is informed of any changes to the MA contract conditions and specifications relating to achievement. These will be reflected in the review / milestone tracker and norm plan sheet.	ICUHI has hit deadlines for providing evidence and supporting documentation. All current records are retained on site with leavers being archived in a way that they are retrievable by the data controller.		BS Team to monitor FIPS, ensure data is accurate, change data when notified.
	Schedule annual assessor training updates timed to coincide with annual update of SDS guidance	Schedule annual assessor training updates timed to coincide with annual update of SDS guidance	Schedule annual assessor training updates timed to coincide with annual update of SDS guidance (and any interim)	Reinforce the importance of making progress towards the expected end date, including early identification of issues with progress. Monitor at progression boards.	Reinforce the importance of ensuring that no Apprentice is inactive without SDS being informed, as part of Assessor training.				Ensure assessors are using the review paperwork to document any changes in details of the apprentices. BSA's to update FIPS.
	Ensure Heads of School have access to up-to-date norm plans for each framework - add to new framework shared areas.	Ensure Heads of School have access to up-to-date norm plans for each framework - add to new framework shared areas introduced in 2020.	Ensure Heads of School have access to up-to-date guidance and norm plans for each framework - add to new framework shared area	Heads of school to monitor progress via e-portfolio reporting and interim verification activity.					Schedule annual assessor training updates timed to coincide with annual update of SDS guidance (and any interim)
	Develop the standard agenda for BSA meetings with HOS to include monitoring against norm plans.	Develop the standard agenda for BSA meetings with HOS to include monitoring against norm plans.	Compile a non-compliance report to include any issues relating to accuracy and timeliness, for submission to Heads of School and AMQC.	Business Solutions Manager to monitor progress of learners within 6 months of their end dates to support the implementation of any corrective actions required.	Business Solutions Manager to run weekly reports on inactivity, addressing any concerns with HOS.				
	Schedule annual updates for Heads of School and Depute heads of school, or more frequently if SDS guidance is updated.	Schedule annual updates for Heads of School and Depute heads of school, or more frequently if SDS guidance or college processes are updated.	Schedule annual updates for Heads of School and Depute heads of school or more frequently if SDS guidance or college processes are updated	Importance of end dates to be reinforced in Head of School and Depute updates.	Importance of Review and SOAR included in Head of School and Depute uptdes.			Requirements for notification of EV visits and provision of reports to be reinforced at HOS and Depute training.	Schedule annual updates for Heads of School and Depute heads of school, or more frequently if SDS guidance or college processes are updated.
	Ensure existing review trackers are monitored by Business Solutions Advisors and Heads of School at their monthly meetings, with actions agreed to address any gaps.	Ensure existing review trackers are monitored by Business Solutions Advisors and Heads of School at their monthly meetings, with actions agreed to address any gaps.	Add a milestone tracker to the review tracker where frameworks are SOAR, in line with normplans	Review of milestones within review tracker by BSA and HOS at monthly meetings	BSAs and HOS to discuss any potential inactive learners at monthly meetings, agreeing actions to prevent inactivity.			HOS to inform BSA of forthcoming EV visits and notify of any non-compliance or sanctions arising from EV. These to be forwarded to UHI Hub. Add as item on monthly meeting agenda.	
	Ensure GDPR online course is completed by BSAs and Assessors during induction, as required by College procedures.	Ensure GDPR online course is completed by BSAs and Assessors during induction and undertake regular Data Management Audits, in line with College procedures	Ensure GDPR online course is completed by BSAs and Assessors during induction and undertake regular Data Management Audits in line with College procedures.						
	Put Review & SOAR tracker, compliance and KPI reports onto institutional sharepoint to be shared with relevant Assessors, Management, Quality and UHI hub.	Put Review & SOAR tracker, compliance and KPI reports onto institutional sharepoint to be shared with relevant Assessors, Management, Quality and UHI hub.	Put Review & SOAR tracker, compliance and KPI reports onto institutional sharepoint to be shared with relevant Assessors, Management, Quality and UHI hub.	Put Review & SOAR tracker, compliance and KPI reports onto institutional sharepoint to be shared with relevant Assessors, Management, Quality and UHI hub.	Put Review & SOAR tracker, compliance and KPI reports onto institutional sharepoint to be shared with relevant Assessors, Management, Quality and UHI hub.				
Who is responsible for ensuring implementation and monitoring of this?	Business Solutions manager is responsible for implementation. Director of External Relations is responsible for monitoring the implementation. Implementation of the plan will be monitored at an organisational level at the AMQC, chaired by the Depute Principal.	Business Solutions manager is responsible for implementation. Director of External Relations is responsible for monitoring the implementation. Implementation of the plan will be monitored at an organisational level at the AMQC, chaired by the Depute Principal.	Business Solutions manager is responsible for implementation. Director of External Relations is responsible for monitoring the implementation. Implementation of the plan will be monitored at an organisational level at the AMQC, chaired by the Depute Principal.	Business Solutions manager is responsible for implementation. Director of External Relations is responsible for monitoring the implementation. Implementation of the plan will be monitored at an organisational level at the AMQC, chaired by the Depute Principal.	Business Solutions manager is responsible for implementation. Director of External Relations is responsible for monitoring the implementation. Implementation of the plan will be monitored at an organisational level at the AMQC, chaired by the Depute Principal.	Business Solutions manager is responsible for implementation. Director of External Relations is responsible for monitoring the implementation. Implementation of the plan will be monitored at an organisational level at the AMQC, chaired by the Depute Principal.	Business Solutions manager is responsible for implementation. Director of External Relations is responsible for monitoring the implementation. Implementation of the plan will be monitored at an organisational level at the AMQC, chaired by the Depute Principal.	Business Solutions manager is responsible for implementation. Director of External Relations is responsible for monitoring the implementation. Implementation of the plan will be monitored at an organisational level at the AMQC, chaired by the Depute Principal.	Business Solutions manager is responsible for implementation. Director of External Relations is responsible for monitoring the implementation. Implementation of the plan will be monitored at an organisational level at the AMQC, chaired by the Depute Principal.
Have you identified any required changes to your processes for this area of compliance?									
	YES	YES	YES	YES	YES	YES	NO	YES	YES
Detail these changes here (send any additional documents with this response)	Updating Assessor training materials Addition of SOAR field to Review Tracker Addition of Norm Plan sheet to Review Tracker Update of Agenda for BSA and HOS meeting Addition of review and SOAR to progression boards New audit regime by BS Manager for all items listed	Updating Assessor training materials Addition of SOAR field to Review Tracker Addition of Norm Plan sheet to Review Tracker Update of Agenda for BSA and HOS meeting Addition of review and SOAR to progression boards New audit regime by BS Manager for all items listed	Updating Assessor training materials Addition of SOAR field to Review Tracker Addition of Norm Plan sheet to Review Tracker Update of Agenda for BSA and HOS meeting Addition of review and SOAR to progression boards New audit regime by BS Manager for all items listed	Updating Assessor training materials Addition of SOAR field to Review Tracker Addition of Norm Plan sheet to Review Tracker Update of Agenda for BSA and HOS meeting Addition of review and SOAR to progression boards New audit regime by BS Manager for all items listed	Updating Assessor training materials Addition of SOAR field to Review Tracker Addition of Norm Plan sheet to Review Tracker Update of Agenda for BSA and HOS meeting Addition of review and SOAR to progression boards New audit regime by BS Manager for all items listed	Updating Assessor training materials Addition of SOAR field to Review Tracker Addition of Norm Plan sheet to Review Tracker Update of Agenda for BSA and HOS meeting Addition of review and SOAR to progression boards New audit regime by BS Manager for all items listed	Updating Assessor training materials Addition of SOAR field to Review Tracker Addition of Norm Plan sheet to Review Tracker Update of Agenda for BSA and HOS meeting Addition of review and SOAR to progression boards New audit regime by BS Manager for all items listed	Updating Assessor training materials Addition of SOAR field to Review Tracker Addition of Norm Plan sheet to Review Tracker Update of Agenda for BSA and HOS meeting Addition of review and SOAR to progression boards New audit regime by BS Manager for all items listed	Updating Assessor training materials Addition of SOAR field to Review Tracker Addition of Norm Plan sheet to Review Tracker Update of Agenda for BSA and HOS meeting Addition of review and SOAR to progression boards New audit regime by BS Manager for all items listed
Date started or estimated date implementation will take place	30/05/2020	30/05/2020	30/06/2020	30/06/2020	30/06/2020	30/06/2020	30/06/2020	30/06/2020	30/06/2020
Who is responsible (full name of person)	Georgina Parker, Director of External Relations	Georgina Parker, Director of External Relations	Georgina Parker, Director of External Relations	Georgina Parker, Director of External Relations	Georgina Parker, Director of External Relations	Georgina Parker, Director of External Relations	Georgina Parker, Director of External Relations	Georgina Parker, Director of External Relations	Joanne MacKinnon, Business Solutions Manager
Department or team of person responsible	External Relations Directorate	External Relations Directorate	External Relations Directorate	External Relations Directorate	External Relations Directorate	External Relations Directorate	External Relations Directorate	External Relations Directorate	Business Solutions Team
How will this be measured and monitored? Can it be monitored weekly, monthly, quarterly?	Weekly at Business Solutions Manager level Monthly at BSM meeting with Director of External Relations Monthly by HOS and BSA meetings End of each semester at progression boards Monthly at AMQC meeting	Weekly at Business Solutions Manager level Monthly at BSM meeting with Director of External Relations Monthly by HOS and BSA meetings End of each semester at progression boards Monthly at AMQC meeting	Weekly at Business Solutions Manager level Monthly at BSM meeting with Director of External Relations Monthly by HOS and BSA meetings End of each semester at progression boards Monthly at AMQC meeting	Weekly at Business Solutions Manager level Monthly at BSM meeting with Director of External Relations Monthly by HOS and BSA meetings Monthly at AMQC meeting	Weekly at Business Solutions Manager level Monthly at BSM meeting with Director of External Relations Monthly by HOS and BSA meetings Monthly at AMQC meeting	Weekly at Business Solutions Manager level Monthly at BSM meeting with Director of External Relations Monthly by HOS and BSA meetings Monthly at AMQC meeting	Weekly at Business Solutions Manager level Monthly at BSM meeting with Director of External Relations Monthly by HOS and BSA meetings Monthly at AMQC meeting	Weekly at Business Solutions Manager level Monthly at BSM meeting with Director of External Relations Monthly by HOS and BSA meetings Monthly at AMQC meeting	Weekly at Business Solutions Manager level Monthly at BSM meeting with Director of External Relations Monthly by HOS and BSA meetings Monthly at AMQC meeting
Estimate of date of completion	Changes to agendas and processes will be in place by end May 2020. An improving trend will be evident in the data month by month.								
Any additional comments or suggestions not covered elsewhere	There is a concern that the current Covid lockdown may impede the progress of some of the actions and outcomes agreed, in particular where MA line managers are furloughed. This will likely also result in delays in progress, increasing the number of MAs needing to extend their end dates. Whilst every effort will be made to input/claim reviews and milestones in a timely manner, the Covid restrictions will inevitably impact upon this.								

Board of Management

Subject/Title:	Student Enrolment 2019/20 and Recruitment 2020/21 - Update
Author: [Name and Job title]	Roddy Henry, Depute Principal – P&SE
Meeting:	Learning, Teaching and Research Committee
Meeting Date:	9 June 2020
Date Paper prepared:	29 May 2020
Brief Summary of the paper:	To provide the committee with an update on student enrolment 2019/20 and recruitment 2020/21
Action requested: [Approval, recommendation, discussion, noting]	Discussion
Link to Strategy: Please highlight how the paper links to, or assists with: <ul style="list-style-type: none"> • compliance • partnership services • risk management • strategic plan • new opportunity/change 	<ul style="list-style-type: none"> • Growth in the curriculum • Financial sustainability
Resource implications:	No If yes, please specify:
Risk implications:	Yes If yes, please specify: Operational: Organisational: achieving student numbers targets
Equality and Diversity implications:	No If yes, please specify:
Consultation: [staff, students, UHI & Partners, External] and provide detail	n/a

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

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 Enrolment 2019-20 - Update

Executive summary

The current student activity indicates that:

- FE credit activity is currently 1,233 down on target and 1,215 down on this time last year, due to Covid-19 restrictions. Colleges will not be penalised for not meeting target this year.
- HE funded undergraduate activity is 84 FTE (5%) below target. The UHI is 6% below target overall.

Based on the trend in applications over the last five years and the number of current active applications for 2020-21, which is down on last year in both FE and HE, meeting recruitment targets is going to be challenging in 2020-21.

SFC has confirmed that it will not seek to recover funds for any shortfall against credit target in 2020-21, as well as in 2019-20. A trend analysis of HE recruitment across the UHI and the Scottish sector shows a systemic downturn in HE recruitment.

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 enrolment activity against 2019-20 targets as at 29 May 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.

FE	2019/20
Core Credit Target	28,915
ESIF Target	296
Total Target	29,211
Total Credits as at 29/05/2020	27,978

Total Credits as at 24/05/2019	29,193
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The table above shows the current total credits on the student records system. This is 1,215 credits below the position at this time last year, and 96% of our target.

The difference is largely due to the COVID-19 restrictions which have prevented the college enrolling further part-time, work-based and commercial courses.

The current forecast for FE activity is that the college will not meet its credit target. In her letter to college principals on 19 March, Karen Watt (Chief Exec of SFC) stated that a shortfall against credit targets was to be expected and that SFC will not recover funds for shortfalls against targets for 2019-20 where these are related to COVID-19.

Our ESIF component of credit funding, amounts to £129,478, initial thoughts were that we would be unlikely to recover this as draw down is dependent on achieving the core credit activity and the ESIF component. However, SFC are confident that overall will meet core and be near ESIF target, but the ESIF funds may have to be redistributed. Colleges have been asked to report their estimated final credit claim to SFC by 12 June; the UHI will make a regional response to this request.

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	4,006
International	17
RUK	2
Grand Total	4,123

HE enrolment 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 29th May 2020 the estimated FTE, counting by module attachment is 1,519.6 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.

However, the current estimate is likely to be the year-end position, leaving the college 84 FTE short of target.

PPF Target HE FTE (Undergraduate students, including SC and EU fee statuses, excluding PGDE)	1,603.9
Current HE students as at 29/05/2020 - count by Module attachment.	1,519.6

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 May 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.

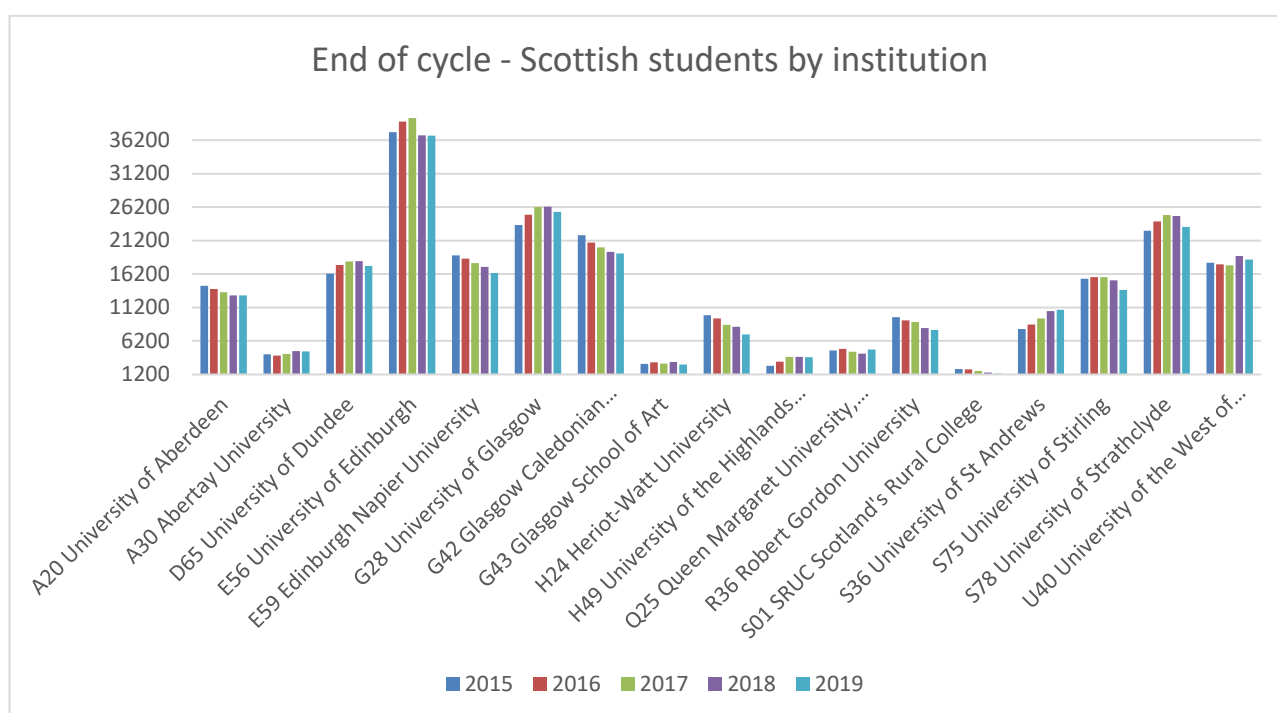
Inverness College is 5% below target this year and has seen a 4% drop in recruitment compared to 2018-19, which is in line with the overall UHI position. All but the two smallest partners (in terms of HE) are below target currently, and all but two are showing negative variances from last year.

	2018-19 Total FTE	2018-19 Target FTE	2018-19 % target	Change from 2017-18	2019-20 Total FTE (04 May 2020)	2019-20 Target FTE	2019-20 % target	Change from 2018-19
Argyll	202	221	-9%	-10%	198.1	201	-1%	-2%
HTC	82	75	10%	14%	72.6	71	2%	-12%
Inverness	1578	1618	-2%	-2%	1,519.8	1604	-5%	-4%
Lewis Castle	231	242	-5%	-7%	242.2	246	-2%	5%
Moray	937	992	-6%	1%	856.0	980	-13%	-9%
NAFC	32	36	-11%	0%	26.5	26	2%	-17%
North Highland	370	440	-16%	-13%	356.9	400	-11%	-4%
Orkney	129	147	-12%	-9%	117.9	137	-14%	-9%
Perth	1963	1958	0%	-1%	1,927.7	1967	-2%	-2%
SMO	73	98	-26%	-30%	91.6	101	-9%	25%
SAMS	95	120	-21%	3%	95.5	100	-5%	1%
Shetland	111	90	23%	-10%	106.0	109	-3%	-5%
West Highland	243	272	-11%	4%	229.6	244	-6%	-6%
UHI	6046	6307	-4%	-3%	5840.4	6186	-6%	-3%

This pattern of decline at Inverness has been presented and discussed in detail at previous Board meetings, with a decline in first-year entrants and younger students apparent. This is mirrored across the partnership.

The trends across the Scottish university sector as a whole show the sector and almost all institutions facing similar downturns, and many of what might be classed as our comparator institutions facing sustained downturns – see the graph below, from recent Partnership Council and PPF papers.

Several institutions that, similar to UHI, can be classed as recruiting rather than selecting institutions, are showing a five-year downward trend: Napier, Glasgow Caledonian, Heriot-Watt and RGU. Others show a similar trend to UHI, with growth up to 2017, then a decline in the last two years. St Andrew's, as a selecting university, bucks the trend, although Edinburgh does not. Notable exceptions are Abertay, Queen Margaret and West of Scotland. All of these institutions have a real focus on articulating HN students from Scottish colleges, many with advanced standing. West of Scotland does particularly well out of this approach, mainly due to its location in a densely populated area in close proximity to some of the largest colleges in Scotland.



Estimated HE FTE Against Targets and by Fee Status:

The table below shows the **estimated** HE FTE by fee category based on current and planned 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	1519.6	-84.3
Graduate Apprentices	60	34.1	-25.9
Postgraduate Taught Scottish & EU	21.9	61.7	39.8
Undergraduate International & RUK	(2+19) 21	(10.6+19) 29.6	8.6
Postgraduate Taught Int & RUK	-	(0.7+10.3) 11	11.0
PGD Education (Primary & Secondary)	41	37	-4
TOTAL	1747.8	1693.0	-54.8

Student Recruitment 2020/21

The status of applications for 2020/21 are shown in the tables below. Based on the trend in applications over the last five years and the number of current active applications, which is down on last year in both FE and HE, meeting recruitment targets is going to be challenging in 2020-21.

In terms of FE, SFC have committed to not recovering funding from colleges fall short on credit targets in 2020-21, as well is in 2019-20. The sector has also requested further

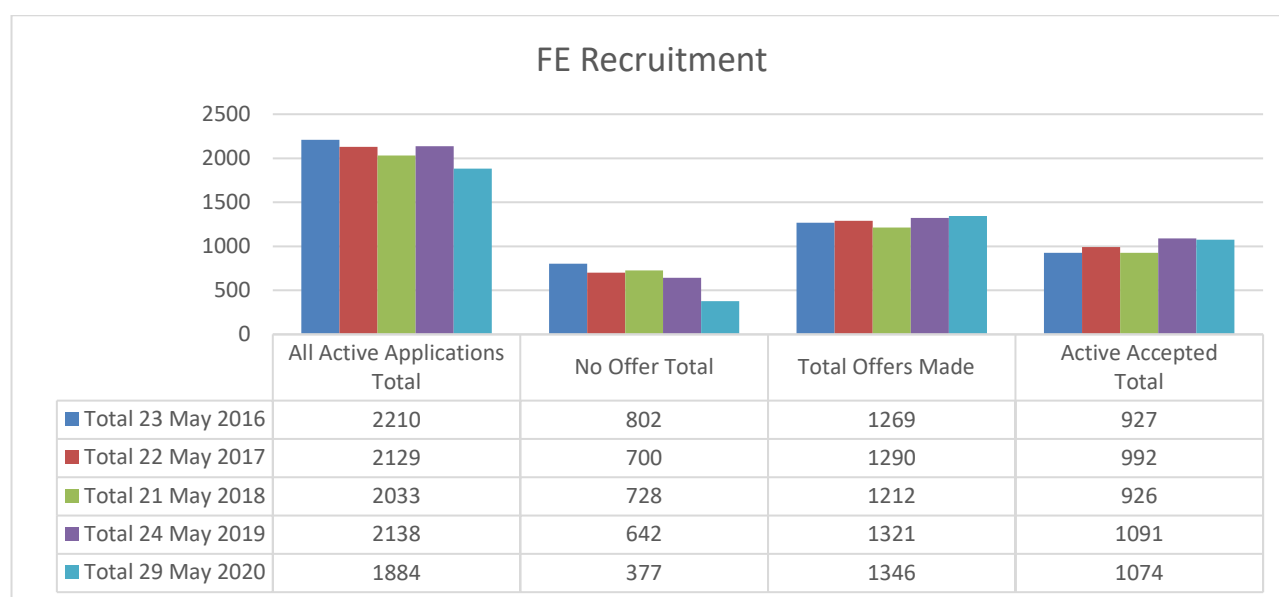
relaxation of certain funding parameters in response to the additional challenges created by the Covid-19 pandemic.

FE Applications at 29/05/2020:

	All Active Applications Total	No Offer Total	No Decision	Waiting Interview Arranged	Reserve Total	Total Offers Made	Active Offers in Progress Total	Active Accepted Total
Total 29 May 2020	1884*	377	274	103	161	1346	272	1074
<i>Total 24 May 2019</i>	<i>2138</i>	<i>642</i>	<i>387</i>	<i>255</i>	<i>175</i>	<i>1321</i>	<i>230</i>	<i>1091</i>
<i>Total 21 May 2018</i>	<i>2033</i>	<i>728</i>	<i>257</i>	<i>471</i>	<i>93</i>	<i>1212</i>	<i>286</i>	<i>926</i>
<i>Total 22 May 2017</i>	<i>2129</i>	<i>700</i>	<i>353</i>	<i>347</i>	<i>139</i>	<i>1290</i>	<i>298</i>	<i>992</i>
<i>Total 23 May 2016</i>	<i>2210</i>	<i>802</i>	<i>445</i>	<i>357</i>	<i>139</i>	<i>1269</i>	<i>342</i>	<i>927</i>

*this excludes applications for Foundation Apprenticeships this year (71) that would have been included in previous years, making this year's total 1955 for comparison purposes.

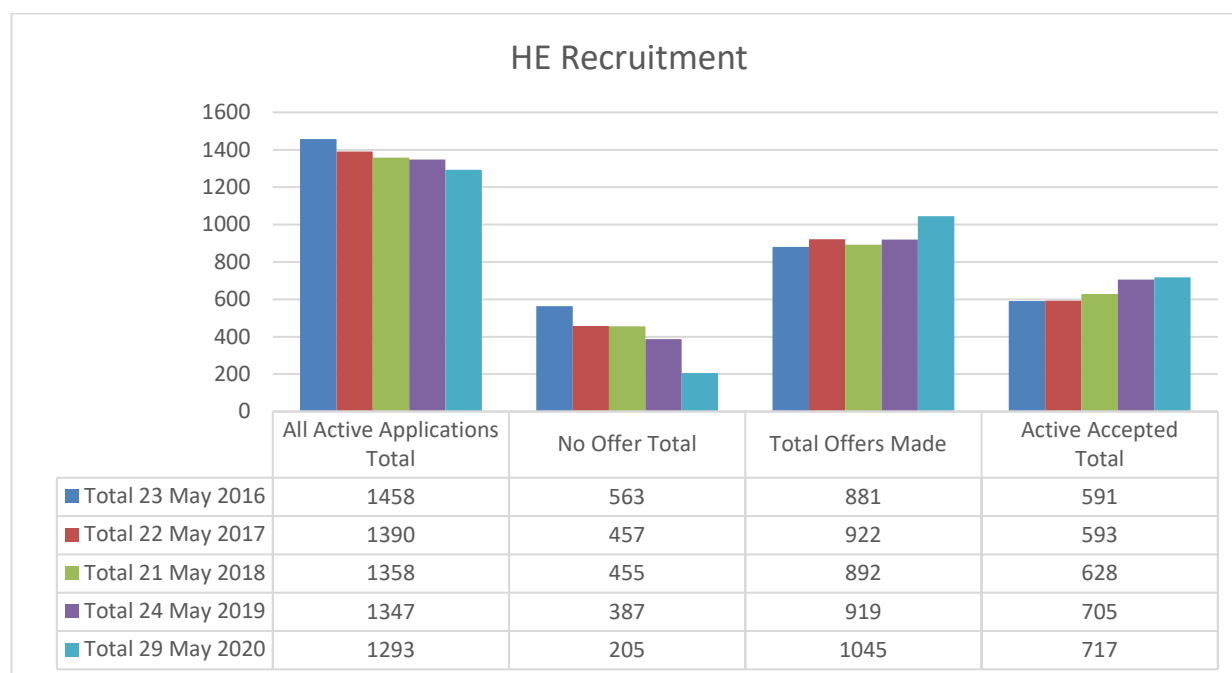
There has been a downward trend in FE active applications over the past 5 years. The number of offers made and accepted shows an upward trend.



HE Applications at 29/05/2020:

	All Active Applications Total	No Offer Total	No Decision	Waiting Interview Arranged	Reserve Total	Total Offers Made	Active Offers in Progress Total	Active Accepted Total
Total 29 May 2020	1293	205	154	51	43	1045	328	717
<i>Total 24 May 2019</i>	<i>1347</i>	<i>387</i>	<i>275</i>	<i>112</i>	<i>41</i>	<i>919</i>	<i>214</i>	<i>705</i>
<i>Total 21 May 2018</i>	<i>1358</i>	<i>455</i>	<i>245</i>	<i>210</i>	<i>11</i>	<i>892</i>	<i>264</i>	<i>628</i>
<i>Total 22 May 2017</i>	<i>1390</i>	<i>457</i>	<i>269</i>	<i>188</i>	<i>11</i>	<i>922</i>	<i>329</i>	<i>593</i>
<i>Total 23 May 2016</i>	<i>1458</i>	<i>563</i>	<i>398</i>	<i>165</i>	<i>14</i>	<i>881</i>	<i>290</i>	<i>591</i>

There is also a downward trend in HE active applications over the past 5 years, with the number of offers made and accepted showing an upward trend, particularly in offers made this year.



There is a total of 11 active applications from international students currently, all with offers made, and six acceptances.

International Applications 2020/21	All Active Applications Total	No Offer Total	No Decision	Waiting Interview Arranged	Reserve Total	Total Offers Made	Active Offers in Progress Total	Active Accepted Total
Business, Computing & Hospitality	1	0	0	0	0	1	1	0
Care, Health & Wellbeing	1	0	0	0	0	1	1	0
Creative Arts	6	0	0	0	0	6	3	3
Engineering Technology	2	0	0	0	0	2	0	2
Education & Applied Sciences	1	0	0	0	0	1	0	1
Total 29 May 2020	11	0	0	0	0	11	5	6

Roddy Henry
Depute Principal – P&SE

Board of Management

Subject/Title:	Committee & Chair Evaluation
Author: [Name and Job title]	Lisa Ross, Board Secretary
Meeting:	LT&R Committee
Meeting Date:	9 June 2020
Date Paper prepared:	21 May 2020
Brief Summary of the paper:	Annual LT&R Committee and Committee Chair Evaluation Exercises
Action requested: [Approval, recommendation, discussion, noting]	<p>The committee is requested to collectively complete the Committee self-evaluation exercise.</p> <p>The Chair will leave the room and the members will complete the committee chair evaluation exercise.</p>
Link to Strategy: Please highlight how the paper links to, or assists with:: <ul style="list-style-type: none"> • compliance • partnership services • risk management • strategic plan • new opportunity/change 	<p>The Code of Good Governance for Scotland's Colleges establishes standards of good governance practice for all boards and provides the essential foundations for compliance within the legislative framework. One of the five principles around which the code has been developed is effectiveness.</p> <p>Paragraph D24 states that "The board must agree a process for evaluating the effectiveness of the board chair and the committee chairs"</p>
Resource implications:	
Risk implications:	Yes/No Operational: required for the proper Governance of the College
Equality and Diversity implications:	N/A
Consultation: [staff, students, UHI & Partners, External] and provide detail	

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

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

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

Date:

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

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

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

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

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

Evaluation of Learning, Teaching and Research Committee Chair

Chair being evaluated: Tom Speirs

Circle to indicate
← Tendency →

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

Comments

Completed by the LT&R Committee

Date:.....